



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**IMPROVING READING SKILLS IN THE ENGLISH LANGUAGE USING
STORYLINE ONLINE WEBSITE**

**NIETO ARCOS YERELING VICKELLY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**IMPROVING READING SKILLS IN THE ENGLISH LANGUAGE
USING STORYLINE ONLINE WEBSITE**

**NIETO ARCOS YERELING VICKELLY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

**IMPROVING READING SKILLS IN THE ENGLISH
LANGUAGE USING STORYLINE ONLINE WEBSITE**

**NIETO ARCOS YERELING VICKELLY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

SARMIENTO CHUGCHO KLEBER OSWALDO

**MACHALA
2022**

IMPROVING READING SKILLS IN THE ENGLISH LANGUAGE USING STORYLINE ONLINE WEBSITE

por Nieto Arcos Yereling Vickelly

Fecha de entrega: 20-sep-2022 02:04p.m. (UTC-0500)

Identificador de la entrega: 1904739308

Nombre del archivo: IMPROVING_READING_SKILLS_YERELING_NIETO.pdf (1.09M)

Total de palabras: 14726

Total de caracteres: 84127

IMPROVING READING SKILLS IN THE ENGLISH LANGUAGE USING STORYLINE ONLINE WEBSITE

INFORME DE ORIGINALIDAD

7%

INDICE DE SIMILITUD

7%

FUENTES DE INTERNET

2%

PUBLICACIONES

4%

TRABAJOS DEL ESTUDIANTE

FUENTES PRIMARIAS

1	Submitted to Universidad Técnica de Machala	1%
	Trabajo del estudiante	
2	WWW.coursehero.com	1%
	Fuente de Internet	
3	www.readbag.com	1%
	Fuente de Internet	
4	www.researchgate.net	1%
	Fuente de Internet	
5	jurnal.ustjogja.ac.id	1%
	Fuente de Internet	
6	dspace.unl.edu.ec	1%
	Fuente de Internet	
7	repositorio.uta.edu.ec	1%
	Fuente de Internet	
8	repositorio.minedu.gob.pe	1%
	Fuente de Internet	
9	doaj.org	
	Fuente de Internet	

< 1 %

10

Submitted to Grand Canyon University

Trabajo del estudiante

< 1 %

11

ilce.edu.mx

Fuente de Internet

< 1 %

12

jurnal.umb.ac.id

Fuente de Internet

< 1 %

13

repositorio.ulvr.edu.ec

Fuente de Internet

< 1 %

Excluir citas

Activo

Excluir coincidencias < 40 words

Excluir bibliografía

Activo

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

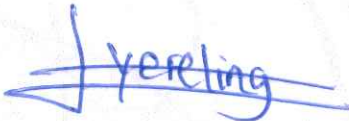
La que suscribe, NIETO ARCOS YERELING VICKELLY, en calidad de autora del siguiente trabajo escrito titulado IMPROVING READING SKILLS IN THE ENGLISH LANGUAGE USING STORYLINE ONLINE WEBSITE, otorga a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tiene potestad para otorgar los derechos contenidos en esta licencia.

La autora declara que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

La autora como garante de la autoría de la obra y en relación a la misma, declara que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asume la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.



NIETO ARCOS YERELING VICKELLY

0705838811

DEDICATION

This thesis is dedicated mainly to God for giving me health and life to finish my university studies, to my husband Cristhian Joel Columbus Gutiérrez, who was by my side giving me support and encouraging me not to give up in the academic process, and to my daughter Helen Victoria Columbus Nieto, who has been my daily motivation to achieve all my goals.

ACKNOWLEDGEMENT

I thank God mainly for giving me health and life to finish my university studies, I thank my mother Gladys Eva Arcos Duran for the unconditional support throughout the 8 semesters of my career, my uncle Sergio Andres Valverde Duran for the advice and words of support, to my uncle Josè Andres Nieto Bravo for believing in me and in my university career and to my tutor Mgs Kleber Oswaldo Sarmiento Chugcho for his patience not only as my thesis tutor, but also as a teacher within the subjects taught in predetermined semesters and as a future colleague with teaching advice.

RESUMEN

El presente proyecto tiene como finalidad el mejoramiento de las habilidades lectoras en el idioma inglés en los alumnos de 3ro de Bachillerato General Unificado, paralelo “F” de la Unidad Educativa “Carmen Mora de Encalada”, a través de los recursos didácticos tecnológicos, que aunque en la actualidad se hayan implementado métodos didácticos para enseñar y aprender, el hábito de la lectura ya sea en el idioma materno es difícil y se convierte realmente en un trabajo práctico en un idioma extranjero, es por eso que con el apoyo del sitio web Storyline Online se pretende progresar en el dominio de esta habilidad. La investigación tiene como objeto de estudio el proceso de enseñanza aprendizaje en el bachillerato, apoyada por un paradigma cualitativo, dentro de los métodos del nivel teórico, el histórico-lógico, el analítico sintético y el sistémico, utilizando técnicas a nivel empírico: la observación participante y una entrevista semiestructurada que ayudarán a evidenciar el antes y después del proceso.

Palabras claves: Recursos Didácticos tecnológicos, Storyline Online, habilidades lectoras y bachillerato.

ABSTRACT

The purpose of this project is to improve the reading skills in the English language in the students of 3rd grade of General Unified High School, parallel "F" of the Educational Unit "Carmen Mora de Encalada", through technological didactic resources, Although currently didactic methods have been implemented to teach and learn, the habit of reading either in the mother tongue is difficult and it becomes really hard to practice it in a foreign language, that is why with the support of the Storyline Online website we intend to progress in the mastery of this skill. The research has as object of study the teaching-learning process in high school, supported by a qualitative paradigm, within the methods of the theoretical level, the historical-logical, the synthetic analytical and systemic, using techniques at the empirical level: participant observation and a semi-structured interview that will help to demonstrate the before and after process.

Key words: Didactic technological resources, Storyline Online, reading skills and baccalaureate.

INDICE GENERAL

DEDICATION	2
ACKNOWLEDGEMENT	3
RESUMEN	4
ABSTRACT	5
INTRODUCTION	8
CHAPTER I: THEORETICAL FOUNDATIONS OF THE USE OF VIRTUAL LEARNING RESOURCES..... 12	
1.1 Historical background of the evolution of virtual didactic resources in the teaching- learning process of the English language.....	12
1.2 Conceptual background of virtual didactic resources in the teaching-learning process of the English language	15
1.3 Contextual framework of the English language teaching-learning process in Latin America and Ecuador	18
• The teaching-learning process around the development of reading skills in English in Ecuador.....	21
1.3.1 Diagnosis of the current state of reading ability in English among students in the 3rd Unified General High School, room "F" of the "Carmen Mora de Encalada" Educational Unit 23	
CHAPTER II: METHODOLOGICAL FRAMEWORK	25
2.1 Paradigm and type of research	25
2.2 Research design.....	25
2.3 Population and sample or object of study.....	26
2.4 Research methods.....	26
2.4.1 Theoretical methods.....	26
2.4.2 Empirical Methods.....	27

2.5 Data processing techniques.....	28
2.5.1 Content analysis.....	28
2.6 Working with the research units of analysis.....	28
2.7 Working with the unit of analysis: Improvement of reading skills	28
3.1 Theoretical foundation of the system of didactic activities supported by the use of the Storyline Online website to improve reading skills.....	30
3.2 System of didactic activities through the use of the Storyline Online website to improve the reading skills of students in 3rd grade of General Unified High School, room "F" of the "Carmen Mora de Encalada" Educational Unit.....	33
3.2.1 Description of the system of activities.....	37
DISCUSSION	43
CONCLUSIONS	45
REFERENCES	46
ANNEXES.....	52
ANNEX 1	52
ANNEX 2.....	53
ANNEX 3.....	54
ANNEX 4.....	55
ANNEX 5.....	56
ANNEX 6.....	57
ANNEX 7.....	58
ANNEX 8.....	59
ANNEX 9.....	60

INTRODUCTION

Globally, individuals can interact with each other using language, one of the most important of which is English as a second language; more and more people are learning this language, and more and more people are mastering it and benefiting from it in various fields of work, as it is used worldwide.

According to the British Council (Erling, 2014), “English language skills are extremely rewarded in the labor market (pág. 3).” Emphasizing that English language skills have a constructive impact on economic growth. According to: (Wilson, 2013) “English language skills will augment the efficiency of employees in sectors like business process outsourcing and hospitality (pág. 3).”

The importance of the English language in today's world forces the learning of the language in public and private educational institutions around the world.

English is now the language widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process (Crystal, 2012).

According to the exit student profile proposed by Ecuadorian national curriculum for basic general education and unified general baccalaureate. Here, the levels of English range from beginner A1 to intermediate - Preliminary B1.2, and thus meet the main objectives of the curriculum of the foreign language subject (appendix 1), in the various levels of this language four skills are developed: Speaking, Writing, Reading and Listening, which allow the learning of this second language completely.

The mastery of each of the English language skills facilitates the development of communication in different everyday contexts of individuals, whether oral, written, spoken or read.

In the educational context, there are several actors involved who help to fulfill the learning objectives set in the teaching-learning process, where the teacher is one of educational actors the most important. Thus, the teacher's role in the classroom is to share his language

knowledge, covering all the main grammatical topics, so that the student can develop them correctly.

Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future (Archana and Rani, 2016, p. 3).

The English classes are very different compared to the regular classes such as Natural Science, Social Studies, Mathematics, Geography, Language and Communication, among others. In the foreign language it is of utmost importance to develop the different skills that make up the mastery of this language, in this case focusing on reading competence.

Teaching is a process when a teacher delivers material to the learners consciously so that learners can get new information based on their level. It teaches reading is transferring skills to language learners where the goal is to make the learner able to read and get an idea or understand anything written text. The process of teaching and learning is concerned with how learners understand whatever text consists of words, numbers, symbols, etc (Komaryati, 2020, p. 3).

Reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading serves as an important tool in every field of professional service. In many situations reading is considered to be the indispensable channel of communication in an everwidening world. In fact, we are living in a 'reading' world where it is difficult to manage without Reading (Khand, 2004, p. 1).

In the 3rd year of the General Unified Baccalaureate, room "F" of the "Carmen Mora de Encalada" high school, where this research has been carried out, there are limitations in the development of reading skills, with the following concepts well identified:

- Comprehension of messages and texts is limited.
- Poor vocabulary development.

- The teacher does not apply a variety of activities aimed at developing reading skills.

These weaknesses have been identified during the pre-professional practices where the authors of the study carried out in the institution under the supervision of the PINE staff (Pedagogy of National and Foreign Languages Major), English major. Consequently, we formulate the following research question: How to improve students' reading skills from the 3rd year of General Unified Baccalaureate room "F", at "Carmen Mora de Encalada" high school?

The object of study of the research is the teaching-learning process in high school.

Currently, the implementation of virtual teaching resources, such as web pages, has been gaining ground in pedagogical practice in order to advance in the mastery of reading skills by providing an interactive form of learning. Thus, the platforms include various activities that add to the narrative content and are supported by images, texts and audiovisuals, which in turn help to maintain the students' interest.

This project has the following general objective: To implement a system of didactic activities through the use of the Storyline Online website for the improvement of students' reading skills from the 3rd year of the General Unified Baccalaureate, room "F" at "Carmen Mora de Encalada" high school.

The field of research is delimited within the virtual didactic resources.

The following specific objectives are set out for the development of the study:

- To support theoretically the use of the Storyline Online website for the improvement of reading skills.
- To diagnose the current state of students' reading skills in English.
- To apply a system of didactic activities using the Storyline Online website for the improvement of reading skills in English.

- To evaluate the changes that occurred in English reading skills at the end of using the Storyline Online website.

This research has a population of 43 students from the 3rd year of the General Unified Baccalaureate, room "F" of the Educational Unit "Carmen Mora de Encalada", in Pasaje.

Taking the above as a reference, the researchers use theoretical and empirical methods to the development of this work. Within the theoretical level methods, the historical-logical, the synthetic analytical and the systemic. Within the empirical level methods: participant observation, a semi-structured interview and a pedagogical test that will help to demonstrate the process of before and after, in a research that is carried out from the quantitative paradigm and under an experimental design.

The importance of this project lies in the use of a virtual didactic resource. As a result, they promote a better learning of reading skills in students of the 3rd Unified General Baccalaureate, room "F" at "Carmen Mora de Encalada" high school, provoking interest in the learning process of the same.

The practical contribution of the study is the system of didactic activities with the use of the Storyline Online website based on short stories, through which students can put into practice the use of skimming and scanning techniques to improve reading skills. This experience allows with the implementation of these didactic resources, that students have more learning opportunities, in a more participative and interactive way in the classes, in addition to the fact that the tools are practical which will make it easy to understand and acquire more easily what they have learnt.

The practical contribution of the study is the system of didactic activities with the use of the Storyline Online website based on short stories, through which students can put into practice the use of skimming and scanning techniques to improve reading skills. This experience allows with the implementation of these didactic resources, that students have more learning opportunities, in a more participative and interactive way in the classes, in addition to the fact that the tools are practical which will make it easy to understand and acquire more easily what they have learnt.

CHAPTER I: THEORETICAL FOUNDATIONS OF THE USE OF VIRTUAL LEARNING RESOURCES

This chapter describes the historical, conceptual, and contextual background of English reading skills by doing a study that provides credibility to this work in development. Also, it will provide more accurate information related to the topic of study that responds to the problem statement; how to improve the reading skills development of students from the 3rd year of General Unified Baccalaureate room "F", at "Carmen Mora de Encalada" high school?

1.1 Historical background of the evolution of virtual didactic resources in the teaching- learning process of the English language.

Education has been subject to constant change throughout history, as people have sought to pass on knowledge from generation to generation and have developed teaching resources over the years that have benefited the teaching-learning process since the Ancient Ages.

According to Ríos, López, Lezcano y Pérez (2006), from the very beginning, human beings have felt the need to communicate, and with this arises the tenacious search for different means to do so and to be able to leave knowledge of substantial elements for living and interacting with the surrounding nature. Gestures were the first milestones used by man to communicate, then they did it by means of sounds until the first words appeared, this would have been possible without the capacity of spontaneous learning and by imitation. p.1.

Teaching resources have gradually evolved in the history of education from communication, papyrus manuscripts, the codex, printed texts, radio, television, the computer, the internet, the use of ICT and OER, which today the development of these materials has made teaching and learning more feasible.

According to Turrientes (2019), in Egypt around 3000 BC, the first records of texts inscribed on papyrus emerged, the manufacture of this type of paper was made with stems of the plant that bears the same name that abounded on the banks of the Nile, its production and cultivation was carried out by the government regime of the time.

The word page has its etymological origin in reference to the columns of texts contained in papyrus leaves. (p.2)

Throughout the Middle Ages, in the Roman Empire, one of the first methods of transmission of education were oral demonstrations, which consisted of the transmission of experiences from a personal point of view, but these were given by a teacher.

This type of learning was experiential, the teacher shared his teachings and everything he had learned in the course of his life, since books did not yet exist as a means of learning. This teaching model was in force for several centuries, it was not until the twelfth century that the first printed copies appeared thanks to the advances of Western technology, with this a revolution in the methodology of learning that gave the beginning of the didactic rationality and systematization in the teaching process was noticed. (Chura, 2018, p. 24).

Likewise, this author indicates that the term cōdex can be translated to block of wood, it also refers to wood segmented into planks, or to sheets tied to wooden tablets that were supported for writing and for making the first books commonly found in ancient Rome. (p.2)

According (Turrientes, 2019), “Las tabletas servían de soporte para textos de carácter transitorio, como cuentas, ejercicios escolares, notas y registros documentales. Este carácter utilitario se mantuvo cuando fueron reemplazadas por hojas de papiro o pergamino, plegadas y atadas entre sí” (pág. 3).

When talking about teaching and learning, the importance of didactic material cannot be ignored, this has always been present in the teaching process, however, we can take as a reference the work *Orbis Sensualium Pictus* by J.A. Comenius, as the first formally recognised didactic material, in this work a written manual is intentionally exposed together with pictorial representations, in order to facilitate the transmission of knowledge. Comenius, as the first formally recognised didactic material, in this work a written manual is intentionally exposed together with pictorial representations, in order to facilitate the transmission of knowledge, according to Moreira (2007), this is recognised as the first precedent of didactic material that saw the light in the 17th century, this work marked a milestone in history and the development of understandable materials

for a wider variety of public, leaving aside the vernacular language of the readers and the books in Latin as the only strong of learning of the time. (p.2)

One of the first technological instruments implemented in education was the radio, as it transmitted school content, for which reason, (García, 2012) says that, “La radio ha presentado múltiples vías de explotación fuera y dentro del aula desde hace tiempo, y se ha consagrado como un potente instrumento complementario de refuerzo de la enseñanza y el aprendizaje” (p. 6).

The next technological didactic resource used in education was television, its implementation was adapted thanks to the various information channels that allow the construction of knowledge in a visual and auditory way, being interactive for learning.

Television can be a powerful pedagogical resource as long as it is given within ideal conditions for learning, pedagogical strategies can be designed using this resource, this instrument gives the possibility of recreating and repeating freely the material to be transmitted (Suárez y Navas, 2005, p. 3).

With the creation of the computer for educational use, it is extended to obtain information, this didactic resource goes hand in hand with the internet, so that the union of both allows books, scientific journals, among other documents of great importance in education to be easily accessible to any individual.

Like television, the computer can be used as a means of learning, however, Chadwick (2001) warns that this form of learning does not provide the same richness of experience as a direct experience, so he recommends using this medium when there is the possibility of experiencing first-hand an experience that leads to significant learning.(p. 89).

Another important resource to mention that arose thanks to the advances in technology was the internet, this allowed man to access, search and process information in a way never seen before, speeding up and opening a wide range of ways to acquire knowledge, providing new resources such as teaching materials posted on the network and opening a whole new channel for learning (García et al., 2019, p. 2).

Since the internet was implemented as a didactic resource in education, the use of technology in teaching became indispensable, so technological equipment that favors teaching was developed and named Information and Communication Technologies (ICT).

The incorporation of ICT in education was something foreseeable, this allowed to streamline and maneuver the new technological tools that emerged at the time to turn them into pedagogical tools, managing to adapt the technology in a didactic way and make possible a significant learning with these resources in the educational field (Díaz-Barriga, 2013, p. 3).

The latest advance in education and didactic resources is Open Educational Resources (OER), which allows the use of free and openly licensed educational materials, providing a variety of information, without restrictions that prevent the content from being modified, combined and reused.

According to Naciones Unidas, "Recursos Educativos Abiertos (REA) son cualquier tipo de materiales educativos que están en el dominio público o se introducen con una licencia abierta. La naturaleza de estos materiales abiertos significa que cualquiera puede legal y libremente copiarlos, usarlos, adaptarlos y compartirlos de nuevo. Entre los REA están los libros de texto, programas de estudio, apuntes, tareas, exámenes, proyectos, audio, vídeo y animación" (Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [UNESCO], s.f.)

1.2 Conceptual background of virtual didactic resources in the teaching-learning process of the English language

The process of teaching and learning has undergone several changes over the years in order to obtain an optimal result in the academic development of the main actors in education, which are students and teachers, from the use of traditional teaching resources to virtual teaching resources, due to the constant technological advances that have been evidenced over time. Therefore, the use of this technology in the teaching-learning process of the English language has made the preparation in this foreign language more feasible.

The didactic resources are interactive tools that allow the teacher to provide information and knowledge to the students in a clearer and more dynamic way in order to strengthen the learning process.

Los recursos didácticos son muy importantes e indispensables ya que permiten desarrollar en los educandos destrezas y habilidades, los cuales deben ser elaborados de acuerdo a los años básicos y áreas de estudio tomando en cuenta el desarrollo evolutivo del estudiante, estos juegan un papel muy importante ya que sin ellos los aprendizajes serían menos significativos y despertarían menos interés y motivación. (Beltrán, 2017, p. 33)

According to (Chisag, 2017) “La finalidad de los recursos didácticos es generar mayores capacidades para aprender significativamente, a fin de alcanzar el mayor desarrollo de los potenciales con menor esfuerzo y mayor rapidez.” In other words, the use of didactic resources in the classroom facilitates the transmission of knowledge and plays an important role in the classroom.

There are several functions that didactic resources must fulfill in order to facilitate the teaching-learning process that favors the participants to develop their skills and abilities and thus fulfill their role within the educational environment, taking into account the target group so that it can be of great use.

According to Pérez (2010, p. 4) the functions of didactic resources are: To provide information, this function is shared by all didactic resources, such as books, magazines, videos; the second function highlighted by the author is that didactic resources serve as a guide to instruct the student and facilitate learning; they can also develop and polish skills; they also serve to awaken the student's interest and motivation; knowledge can be evaluated and many times students can be made aware of the mistakes they make; certain programmes can be used as simulators to create or recreate real scenarios improving the performance and skills of those who use them; finally, this author indicates that didactic resources provide a means for artistic expression and creation.

The structural elements of learning resources are: the symbolic system, the content, the technological platform and the communication environment with the user (Alarcón,

2010, p. 5). The symbolic system refers to the means that can be used to transmit information, such as images, verbal or abstract information, in pedagogy it must be taken into account which means allows the student to have a better learning; in terms of content, this involves the management of information, its structure and its didactic elements such as instruction, questions, summaries, etc.

The technological platform refers to the hardware, i.e. the mediating instrument to access the learning material, in practice it is found that the student does not always have the technological element or the knowledge to use these materials; The communication environment with the user corresponds to the possibility of interaction provided by the platforms in order to promote the teaching process, a clear example are the computer simulators that provide the opportunity to practice in less time, however, this learning is less nutritious than doing it in a laboratory (Pérez, 2010, p. 5).

According to Paucar (2016, p 23 - 24) there are several types of teaching resources: traditional materials such as printed books, newspapers, photocopies; blackboard; cardboards; legos or architectural games; laboratory materials. There are also audiovisual materials such as: photos, slides, videos, audios, discs, educational spaces on radios, films and others. Nowadays, new technologies have given way to the use of didactic resources such as simulations, forums, educational spaces on the Internet, animations, e-mail, online courses with live interaction.

Computer media in education or also known as virtual didactic resources implement the computer and the Internet as an effective means for the teaching-learning process. Universidad Navarra (2021), highlights the importance and usefulness of the different didactic resources for the learning process, which are presented in various channels (visual, auditory, kinesthetic, etc.), these provide support to the student, facilitate understanding and access to academic knowledge. p. 1.

On the other hand, Urbano y Rodriguez (2017), states that “Los materiales didácticos en el aula de clase motivan de manera muy significativa el aprendizaje de una segunda lengua como lo es el inglés” (p. 44). Therefore, the use of virtual didactic resources in the teaching-learning process of the English language has a high impact that guides the phases

of the educational process when learning a foreign language, so the use of these resources has allowed this practice to be more active between teachers and students, generating a more environment for the development of learning skills and interest.

This same author mentions that learning a new language can frustrate the student, since it is necessary to put into practice what has been learned and be constant in the process, this path is full of stumbling blocks especially in the beginning which can quickly cause disappointment to those who wish to learn, that is why the use of teaching resources is essential in the process of adopting a new language, since it helps the student to maintain their motivation, facilitates and makes the class dynamic allowing the student to take an active stance and be more participatory. (p. 42)

It is important to mention that the use of virtual didactic resources in English classes must be adapted to the needs that exist at the time of teaching a class, taking into account what the teacher wants to teach, whether it is grammatical topics or practice for the improvement of language skills, as this facilitates learning.

It is necessary to create adaptations to the didactic material to be used in English classes, taking into account the needs, the context, the interests and the tastes of the student, at the same time the teacher must have a clear objective of what he/she wants to achieve in his/her syllabus.

The Storyline Online website will allow students to engage with reading in English through a wide range of audiobooks, fostering their interest in improving reading skills.

1.3 Contextual framework of the English language teaching-learning process in Latin America and Ecuador

In education systems worldwide, English language teaching has become a necessity and although there are opportunities to learn this language outside of an educational context, the truth is that these systems do not compensate for the demands of formal education, which is why schooling has seen the need to create new competencies in educational processes. The digital era has allowed these competencies to speed up the process in order to be more practical.

El idioma inglés cada día se emplea con mayor frecuencia en casi todas las áreas del conocimiento y desarrollo humano. En el contexto de la globalización hablar de la Lengua Inglesa ya no puede tratarse como un lujo, sino como una necesidad, incluso quien no domina este idioma, se puede considerar en desventaja frente a otros individuos o grupos sociales en el ámbito internacional (Ramírez, Moreno y Nápoles, 2015, p. 5).

In Latin America, the interest of multilingual education focuses on the teaching of the English language, which is why, like the educational systems around the world, it seeks the productive development of the teaching-learning process, although the progress has been evidenced little by little, the competencies are increasing. “El aprendizaje del inglés se ha convertido en un importante tema estratégico en América Latina. Los países han desarrollado estrategias nacionales, creado programas y realizado cuantiosas inversiones para expandir el acceso a las oportunidades de aprender inglés” (Cronquist and Fiszbein, 2017, p. 2).

English proficiency is increasingly necessary for business and international communication and, in that regard, linked with prospects for economic competitiveness and growth in the global economy. Interest in learning the language continues to grow throughout Latin America. The region has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning (ELL) (Cronquist & Fiszbein, English Language Learning in Latin America, 2017, p. 3).

There are organizations such as the Latin American Institute of Educational Communication ILCE, which is formed by 14 Latin American countries: Bolivia, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Dominican Republic and Venezuela, entities such as this are responsible for promoting educational communication projects and in order to promote and take advantage of technological resources for the improvement of education.

El ILCE ha enfocado sus esfuerzos al desarrollo y difusión de la investigación y

aplicación de las Tecnologías de Información y Comunicación (TIC) para el aprendizaje, formación a distancia, producción de materiales educativos, capacitación docente y de recursos humanos en general; contribuyendo así al mejoramiento de la educación en América Latina (Virtual Educa e Instituto Latinoamericano de la Comunicación Educativa, 2014, p. 2).

In Ecuador, for a long time, the foreign language subject was considered an optional subject, so many educational institutions chose not to teach it. However, it was not later than 2014 that the Ecuadorian government proposed a ministerial agreement that noted all educational institutions must give at least two-hour English sessions starting with the lowest levels of Basic General Education.

(ACUERDO Nro. MINEDUC-ME-2016-00020-A de 2016 [Ministerio de Educación], p. 5) “La implementación del currículo del idioma inglés desde el segundo hasta el séptimo grado de Educación General Básica en todas las instituciones educativas del país se deberá realizar a partir del año lectivo 2016-2017 para el Régimen Sierra y 2017-2018 para el Régimen Costa.

The Ecuadorian Ministry of Education has a ministerial agreement for its teaching staff, where teachers must be trained and certified with a minimum English level of B2 according to the Common European Framework of Reference for Languages. To ensure that teachers of English as a foreign language are proficient in the language they teach, (Reglamento a la LOEI, 2017, Artículo 275, p.74) determina que “los aspirantes que deseen ocupar una vacante en la especialidad de lengua extranjera deberán rendir una prueba estandarizada internacional que acredite que cumplen, como mínimo, con el estándar B2 del Marco Común Europeo de Referencia”.

In Ecuador, teachers must take a standardized test to obtain a certificate endorsed by the Common European Framework of Reference for Language (CEFR) that proves language proficiency. “Las evaluaciones internacionales estandarizadas aceptadas incluyen el Pearson Test of English (PTE), el FCE, CAE, CEP e IELTS, además del TOEFL iBT, entre otros. Los profesores deben alcanzar un nivel de B2 como mínimo (Ministerio de Educación de Ecuador, s.f.a) (Cronquist & Fiszbein, El aprendizaje del inglés en América Latina, 2017,

pág. 41)”.

Education reforms have been based upon the idea that education is a means of fostering the equality, solidarity, multiculturalism and skills that will directly benefit the economy. The national English policy mandates proficiency targets and a new evaluation system and continuous professional development for teachers. It has also resulted in more opportunities for study abroad through student and teacher scholarships (British council; Education Intelligence, 2015, p. 57).

The institution in which the research was carried out was founded on 3 February 1965, moment in which the Illustrious Cantonal Council of Pasaje created this noble Institution in whose name would be immortalized a lady from Orense of high civic spirit and notable human qualities, as it is Mrs. Carmen Mora de Encalada, woman who would constitute an example from generation to generation; The institution has four blocks in which the specializations in Physics - Mathematics, Chemistry - Biology, Social Sciences - Commerce, Administration and Computer science are carried out. In addition, some classrooms have been fitted out to house the Library, DECE, Social Work, Nursing, Teachers' Room, General Inspection, Vice-Rectority and Rectorate departments. The institution also has green areas and three food dispensers, one located at the front and two at the back, which adjoin the sports fields and the coliseum.

- **The teaching-learning process around the development of reading skills in English in Ecuador.**

The development of reading skills in English in Latin American education presents a certain deficit, according to the results of the assessment conducted every three years by the Program for International Student Assessment (PISA 2018), shows that students in Latin America obtained scores below average in this area, this is due to the fact that the habit of reading is not in high demand in this region of the world.

En la ronda de PISA 2018, participaron diez países de América Latina y el foco principal fue la competencia lectora. Cinco de los diez países han mejorado sus resultados en lectura, pero el ritmo de crecimiento es cada vez más lento. Además,

más de la mitad de los jóvenes siguen sin lograr competencias lectoras básicas (Bos, Viteri y Zoido 2019, p. 1).

This, in addition to the EF EPI, Global English Proficiency Index ranking published by Education First (2021), shows that, although there have been recent improvements in the results, most Latin American countries still have a very low command of English, and therefore, the deficiency of reading skills in a second language is much more noticeable in this region. According to EF (2021) “Almost all countries in Latin America have improved their adult English proficiency over the past decade, and although progress has not always been dramatic, it has been regular” (p. 5).

That report shows that Ecuador ranks 81 out of 100 countries evaluated for English language proficiency competencies, this is due to the lack of knowledge about the management of the different teaching methods that can be taught or the resources that can be used for the development of this skill, this has been happening even though the Ministry of Education (MINEDUC, 2016) as part of the educational policy designed a foreign language curriculum English, this study plan is aimed at students from 2nd to 10th grade of General Basic Education and from 1st to 3rd grade of General Unified Baccalaureate, however the reality of the classrooms of Ecuadorian educational establishments present deficiency in the different skills in the management of this foreign language, therefore the reading skills in English are highly affected in their development.

Ecuador cuenta con un alto porcentaje de estudiantes por debajo del nivel básico de competencia en lectura, matemáticas y ciencias; y, por el contrario, un pequeño porcentaje de estudiantes de alto rendimiento llegan a los niveles más altos de competencia en al menos una asignatura (22,6% vs el 66,7% de la OCDE). En lectura el 51% de los estudiantes no alcanzaron el nivel 2 (Instituto Nacional Evaluación Educativa [INNE], 2018, p. 41).

Considerando el promedio de América Latina y el Caribe (ALC) en PISA 2015 y PISA-D, Ecuador está sobre la media en lectura y ciencias, y ligeramente bajo la media en el caso de matemáticas⁷. En ALC, considerando resultados de PISA 2015 y PISA-D, el 48,8% de estudiantes en lectura, el 44,2% en ciencias y el 31% en

matemáticas alcanzaron el nivel 2. Es importante recalcar que el nivel 2 ha sido considerado como el nivel mínimo de competencias en el marco conceptual de PISA (INNE, 2018, p. 125).

Based on this, getting students interested in reading is not an easy job in the development of this skill in the English language, that is why it is essential to motivate and provide tools or strategies to facilitate the understanding of it, so the main role of foreign language teachers is to provide the necessary teaching resources to attract the attention of students.

The present investigation has been developed in the Educational Unit "Carmen Mora de Encalada", which is located in the streets Ochoa León between Jubones and Carlos Regalado of the Pasaje canton, having as object of study the students of 3rd grade of General Unified High School, room "F", where there are a total of 43 students distributed in 25 young women and 18 young men.

The low rate of interest in reading in English in the students was evidenced by the pre- professional practices that are maintained in the institution through the management of the coordination of the Pedagogy of National and Foreign Languages career with mention in English, which aims to show the various methods that can be implemented to improve the teaching- learning process, which facilitate the understanding of the language and the interaction in class between students and teachers.

1.3.1 Diagnosis of the current state of reading ability in English among students in the 3rd Unified General High School, room "F" of the "Carmen Mora de Encalada" Educational Unit.

This part of the project shows the results of the instruments, the participant observation guide (Annex 2) and the semi-structured interview with the teacher (Annex 3) applied in the research on the current state of the reading ability in English in the students of the 3rd Unified General High School, room "F" of the "Carmen Mora de Encalada" Educational Unit.

➤ Analysis of results:

Results obtained through the participant observation guide:

- Students have a lack of vocabulary knowledge.
- Students have trouble getting main ideas from a text.
- Students have trouble eliciting secondary ideas from a text.
- Students have little interest in developing reading skills in English.

Results obtained through a semi-structured interview with the teacher:

- The lack of didactic resources in the classrooms makes the classes of little interest to the students.
- Technology should be included to motivate students to something new.
- Limited hours for intervention and development of reading skills in English.
- Lack of interest in reading; This problem exists both in the native language, as well as in the practice of another language.

From all of the above it is clear that there is little interest in the development of reading skills in English and that it is necessary to implement didactic resources in classes to keep the attention of students, thus obtaining a more active and interesting class, so the researcher will carry out a technological teaching strategy for the development of reading skills in English in 3rd General Unified High School, room "F" of the "Carmen Mora de Encalada" Educational Unit.

CHAPTER II: METHODOLOGICAL FRAMEWORK

This chapter deals with the methodological aspects used to carry out the correct research process, such as the paradigm and type of research, the design, the methods at both the empirical and theoretical levels, and the population chosen. In the same way, the techniques for the analysis of data from the application of the instruments are presented.

2.1 Paradigm and type of research

In the present project a propositive research is developed, according to Diagnostic or propositive research (n.d.) this type of research as a dialectic process that contains a set of techniques in order to reach a diagnosis, in this way problems can be solved objectively with a series of questions previously raised and thus generate answers and knowledge of a scientific nature.

Regarding the project, a proposal will be applied to help improve reading skills in students, such work is framed within the qualitative paradigm, since the same according to Guerrero (2016), allows to obtain a broader and deeper vision of the phenomena that are intended to be studied, this type of research attempts to understand the phenomena from the point of view of the participants taking into account the environment in which it unfolds and other aspects that surround it.

2.2 Research design

Due to the time available for the realization of the work, it is developed through a non-experimental longitudinal design, defined by Escamilla (2013) as “aquel que se realiza sin manipular deliberadamente variables. Se basa fundamentalmente en la observación de fenómenos tal y como se dan en su contexto natural para después analizarlos” (p. 2). It was decided to use this design since our interest is to analyze the changes that occur in the variables over time through data collection in specific periods.

2.3 Population and sample or object of study.

The selected population is made up of a total of 43 students, distributed in 18 males and 25 females of the 3rd grade of General Unified High School, room "F" of the "Carmen Mora de Encalada" Educational Unit and the English teacher in charge of the course.

2.4 Research methods

The use of a research method is indispensable, according to Nateras M (2005), this is a tool that helps us to structure and systematically order our research, in turn, allows us to achieve previously established objectives; that is why in this research project, theoretical and empirical methods were selected according to the type of research proposed for the proper development of this.

2.4.1 Theoretical methods

The theoretical methods used in the research are detailed below:

➤ Analytical - Synthetic Method

According to López and Ramos (2021), the analytical-synthetic method understands analysis as a mental process in which the totality is broken down to its most basic elements, which allows understanding the links shared by each of its general characteristics; the analytical-synthetic method was used to unite the parts of the research, to analyze and relate the particularities that exist in the development of this project.

➤ Historical - Logical Method

The historical-logical method aims to understand the history and chronological succession of objects, their connections, the most important aspects, evolution and their historical development (López y Ramos 2021, p. 25). That is why the historical-logical method was used for a review of the evolution in the existing development of the study through time.

➤ Systemic Method

The systemic method was used to organize the information in the current project, since, according to López y Ramos (2021) define this method as an approach that allows understanding a system as a whole, considering the interrelation of its basic elements rather than just the sum of them, i.e. the union of these is considered a new phenomenon with different qualities.

2.4.2 Empirical Methods

The empirical methods used in the research are detailed below:

➤ Participant Observation

Thanks to participant observation it has been possible to construct instruments that facilitate the understanding and interpretation of situations to be analyzed (Vizcarra, Macazaga y Rekalde 2014), which means that through participant observation the researcher will be part of the context in which the object of study is maintained, which will allow direct contact with the situations that are being developed.

In the present project, participant observation takes part in capturing the information to describe and analyze it in the most objective way.

➤ Interview

The interview as part of the collection of information in the research will help to obtain concrete data that will allow us to identify the problem. The interview in this case is directed to the teacher to inquire about student participation in the school environment.

La entrevista, una de las herramientas para la recolección de datos más utilizadas en la investigación cualitativa, permite la obtención de datos o información del sujeto de estudio mediante la interacción oral con el investigador. También está consciente del acceso a los aspectos cognitivos que presenta una persona o a su percepción de factores sociales o personales que condicionan una determinada realidad. Así, es más fácil que el entrevistador comprenda lo vivido por el sujeto de estudio (Troncoso y Amaya, 2016, p. 330).

The type of interview applied in this research is the semi-structured interview, which according to Diaz et al (2013) this type of interview has a degree of flexibility that allows the interviewer to manipulate the interview according to the purposes of the study (p. 163).

2.5 Data processing techniques.

Once the data collection is completed, we proceed to the analysis of the data to understand the variable to be investigated, using the technique detailed below.

2.5.1 Content analysis

The use of content analysis is intended to interpret the results obtained through the respective data collection techniques. According to Abela (2001), it is a technique used for the interpretation of texts, paintings and other types of writings.

2.6 Working with the research units of analysis

It is of utmost importance to have clear units of analysis to work with in the research, since these units are managed around the problem posed, which will allow us to achieve what is expected to be achieved as an objective and, in the same way, to elaborate the instruments for the required data collection.

According to Hernández, Fernández y Baptista (2010) the unit of analysis are the subjects that will be intervened in the research (p. 173). In the present research the unit of analysis is studied the use of the Storyline Online website since it is the one that will be applied for the improvement of reading skills in English.

2.7 Working with the unit of analysis: Improvement of reading skills.

According to Cárdenas y Guamán (2013, p 10) reading is:

el proceso fisiológico, psíquico e intelectual que conduce a la reproducción aproximada de las imágenes acústicas y conceptuales codificadas en el texto, y a la construcción de sentidos por parte de los lectores, o también como una actividad mediante la cual una persona pasa la vista por lo escrito o impreso al tiempo que capta el valor y el significado de los signos empleados.

ANALYSIS UNIT	CATEGORIES	INDICATORS
READING SKILL	READING AND COMPREHENSION	<ul style="list-style-type: none"> - Identification of grammatical elements. - Comprehension to obtain general information. - Comprehension to obtain specific information. - Identification of vocabulary.

2.8 Representation of the categories in the instruments used

Categories	Participant observation / Teacher interview	Analysis
Reading and comprehension	Category 1 / unit of analysis 1	<p>GOOD: students are able to understand information from long and short texts.</p> <p>AVERAGE: students are often confused to obtain information from long and short texts.</p> <p>INSUFFICIENT: students are not able to comprehend information from long and short texts.</p>

In this chapter we were able to detail the methodological aspects, the techniques for the analysis of the data obtained, taking into account the dependent and independent variables to achieve the objectives set for the advancement of this qualitative research Project

CHAPTER III: INTERVENTION PROPOSAL

This chapter describes the contribution that the research provides to the educational community, being this contribution a system of didactic activities supported by the use of the Storyline Online website to improve reading skills. This system of activities will be put into practice with the students of the 3rd year of General Unified High School, room "F" of the Educational Unit "Carmen Mora de Encalada", located in the city of Pasaje.

3.1 Theoretical foundation of the system of didactic activities supported by the use of the Storyline Online website to improve reading skills.

First of all, it should be clear that reading skills are a set of skills that involve not only the simple act of reading, since this process includes making use of the ability to understand what is read, the meanings of the words we read in a specific way and at the same time the general understanding of the ideas that make up the written text.

Additionally, it is necessary to know what is understood by the term system; to define this term the researcher makes use of the definitions of two authors: Morin (1977, p.105) who mentions that " un sistema es una unidad global, no elemental, puesto que está constituido por partes diversas interrelacionadas", and System (2020) cited by López y Sandoval (2021, p. 18) points out that " El sistema es la asociación de elementos que se encuentran juntos entre sí y que funcionan íntegramente".

In terms of a system of didactic activities, it can be understood as a group of practical tasks which are related to each other with the objective of making learning comprehensible and at the same time entertaining. Villalobos (2003) argues that educational activities help to facilitate the learning process; in conclusion, a system of activities is the development of educational processes that will help to obtain meaningful learning.

The current way of teaching is to maintain innovative classes, so that students remain interested in the content and in turn manage to learn in an interactive and productive way; for this reason implementing a system of activities based on web-based teaching resources will help to meet the objectives set out above within the research. The use of didactic

resources in a classroom turns it into a dynamic space, according to MINEDUC (2013) the use of didactic material facilitates learning through experiences.

This statement leads the author to choose the Storyline Online website as a support tool for the system of activities she proposes as a pedagogical proposal, since the website has a large number of reading materials, which are read aloud by celebrities and have illustrative videos. (Cova 2004, p. 64) about reading aloud she mentions that:

Leerles en voz alta a los niños y niñas en la escuela les permite: establecer un contacto emocional y físico que brinda la oportunidad de crear lazos afectivos y sociales en conjunto; desarrollar el lenguaje o tener un modelo lector que puede contribuir en la formación de su propio desempeño como lector.

Also (Storyline Online, 31 de agosto de 2022) in the description of its work as a web page lets us know that:

Se ha demostrado que leer en voz alta a los niños mejora las habilidades de lectura, escritura y comunicación, el pensamiento lógico y la concentración, y la aptitud académica general, además de inspirar un amor por la lectura para toda la vida.

This leads the author once again to reaffirm her choice of Storyline Online as the tool that will form the basis for the development of the activity system that seeks to improve reading skills.

Taking as a reference the words of cova (2004) cited above, these coincide with the psychological conceptions of learning mentioned by Vygotsky in his sociocultural constructivist learning theory, which maintains that

el aprendizaje se trata de un proceso de desarrollo de habilidades cognitivas y afectivas, alcanzadas en ciertos niveles de maduración. Este proceso implica la asimilación y acomodación lograda por el sujeto, con respecto a la información que percibe. Se espera que esta información sea lo más significativa posible, para que pueda ser aprendida. Este proceso se realiza en interacción con los demás sujetos participantes, ya sean compañeros y docentes, para alcanzar un cambio que conduzca a una mejor adaptación al medio (Ortiz, 2015, p. 99).

Based on the ideas of the development of the learning process proposed by this psychological current, it has been taken into account for the construction of the system of activities.

Similarly, the general theory of systems is taken into consideration, which " se representa como una forma sistemática y científica de aproximación y representación de la realidad y, al mismo tiempo, como una orientación hacia una práctica estimulante para formas de trabajo transdisciplinarias" (Arnold and Osorio, 1998, p. 1). The application of TSG for the structuring of the system will allow the activities that compose it to follow a systematic and orderly hierarchy, which will facilitate their development and in turn will enable the development of reading skills.

For the methodological part of the development of the system of activities, the method of teaching Practice - Presentation - Production or PPP Approach was considered. It was chosen taking into account the results of the observations and the interview, which revealed the student needs present in the students of the 3rd year of General Unified High School room "F" of the Educational Unit "Carmen Mora de Encalada".

"Presentation-Practice-Production, or PPP, is a method of teaching structures (such as grammar or vocabulary) in foreign language. As the name suggests, PPP is divided into three phases, moving from tight teacher control to for greater student freedom" (Inobat, 2022, p. 55). The presentation-practice-production teaching method is ideal for the development of the system of activities since its three-phase composition accommodates the internal processes of reading that occur before, during and after reading.

PPP Approach was considered because thanks to its recursive structural manner, students will first learn what each of the sub-skills of reading are, practice in a guided and individual way the development of each one of them through the use of the activities proposed in the system. In addition, the recurrent organization of each stage will make students feel more comfortable with the acquisition of the English language and the improvement of reading skills. "Students who do not worry about what is going to come next are better prepared to react and can therefore generate a more attitude towards language learning" (Criado, 2013, p. 103).

For the selection of the activities that make up the structure of the system of activities, we considered tasks that are appropriate to the level and needs of the selected population; all of this following the thinking of Villalobos (2003) who mentions that:

El primer factor que se debe considerar tiene que ver con la edad y habilidad de los estudiantes. Al preguntar: “¿Quiénes son mis estudiantes?”, los docentes pueden eliminar actividades muy difíciles o sencillas para las habilidades del aprendiz. Las actividades tienen que estar al nivel del estudiante.

3.2 System of didactic activities through the use of the Storyline Online website to improve the reading skills of students in 3rd grade of General Unified High School, room "F" of the "Carmen Mora de Encalada" Educational Unit.

The system of activities is based on the functional didactic systematic approach, since it takes into account the pedagogical components of the teaching process and the components that make up the reading skills, in order to achieve their improvement. Given this factor, the observations and the results of the teacher interview are considered as the index that marks the initial level that the students present in terms of Reading development.

According to McNamara (2004) the reading activity is difficult and when wanting to practice this activity in another language it becomes even more difficult, so psycholinguistic aspects of the reader must be taken into account for reading comprehension, that is to say that reading is a cognitive ability that can contain several interpretations and that each one of them will depend on who is reading the text.

It should be noted that the general objective of the intervention proposal is to improve the reading skills of students in the 3rd year of General Unified High School, room "F" of the "Carmen Mora de Encalada" Educational Unit through the implementation of a system of didactic activities using the Storyline Online website.

Therefore, taking into account the aforementioned purpose, for the selection of the contents and the type of activities that will make up the system of activities, the researcher considers that in terms of topics of study it would be appropriate to start from the basic concepts of reading skills, given that the students do not seem to have much experience with

what they cover; In addition to the reference level of reading skills stipulated in the results of the observations and the teacher interview, the school agenda of the educational institution, the timetable established for the development of the English subject, the curriculum designed for this subject, and adaptable technological tools that facilitate the process of improving reading skills.

En la actualidad la tecnología y la ciencia, nos han proporcionado muchos cambios vertiginosos que invita a los docentes a crear espacios de enseñanza-aprendizaje de forma pertinente, práctica y social; en la cual el estudiante pueda desarrollar todas sus habilidades a la hora de resolver un problema de la vida real (Rea y Castro, 2021, p.20).

The use of technological didactic resources to practice reading skills makes the educational process interactive, so that students feel in a relaxed environment, shyness disappears and the participation of students is enjoyable. It is of vital importance to point out that the system of activities seeks that students are seen as the main actors in the construction of their knowledge, through the familiarization and practice of reading skills through the activities proposed in the system. Likewise, it seeks to reflect the image of the teacher as a facilitator of content and guide during the practice of the activities suggested in the system for the improvement of reading skills.

The following system of activities is proposed with a structure of three classes, in which each one has an established time of forty minutes and will make use of the Storyline Online website to achieve the main objective of the proposal. The successive and ascending design of the activities that make up the system is thought by the researcher in order to facilitate the way to use and develop each activity in the classroom, to provide teachers with a dynamic and simple to follow pedagogical scheme, and at the same time to offer students sequential practical activities that allow them to improve their reading skills.

Methodological considerations of the system of activities for the development of reading skills.

For the implementation of the system of activities, several aspects were taken into account, such as: The referent level of reading skills presented by the students, the agenda,

the curriculum and the school schedule corresponding to the development of the subject English as a foreign language; so that the pedagogical proposal does not represent an abrupt implementation within the usual development of English classes. It is intended that the structure of the system of activities be associated with a simple and effective pedagogical model of teaching and evaluation that facilitates students to improve their reading skills and to feel comfortable and confident during the process.

The intervention proposal sets out the points described below as its specific objectives to be met:

- Improve the identification of lexical-semantic elements that are part of the written text through didactic activities based on the use of the Storyline Online website.
- Improve the comprehension of general information that is part of the written text through didactic activities based on the use of the Storyline Online website.
- Improve the comprehension of specific information that is part of the written text through didactic activities based on the use of the Storyline Online website.

Promote the implementation of didactic activities based on the use of the Storyline Online website to improve reading skills.

Content and skills system for reading skills development

Knowledge system:

- Phonetic-phonological component.
- Lexical-semantic component.
- Morphosyntactic component.

Skill system:

Skill: Reading

Sub-skills by dimension:

- **Identifying grammatical and vocabulary items:** Intensive Reading
- **Comprehension for general information:** Skimming
- **Comprehension to obtain specific information:** Scanning

Methodological details for the implementation of the activity system

The use of a system of activities through didactic resources allows optimizing the teaching process, in this project technological didactic resources will be applied to facilitate learning in students who are involved in the constant updates of the modern world; having as purpose to take advantage of technology to learn and teach.

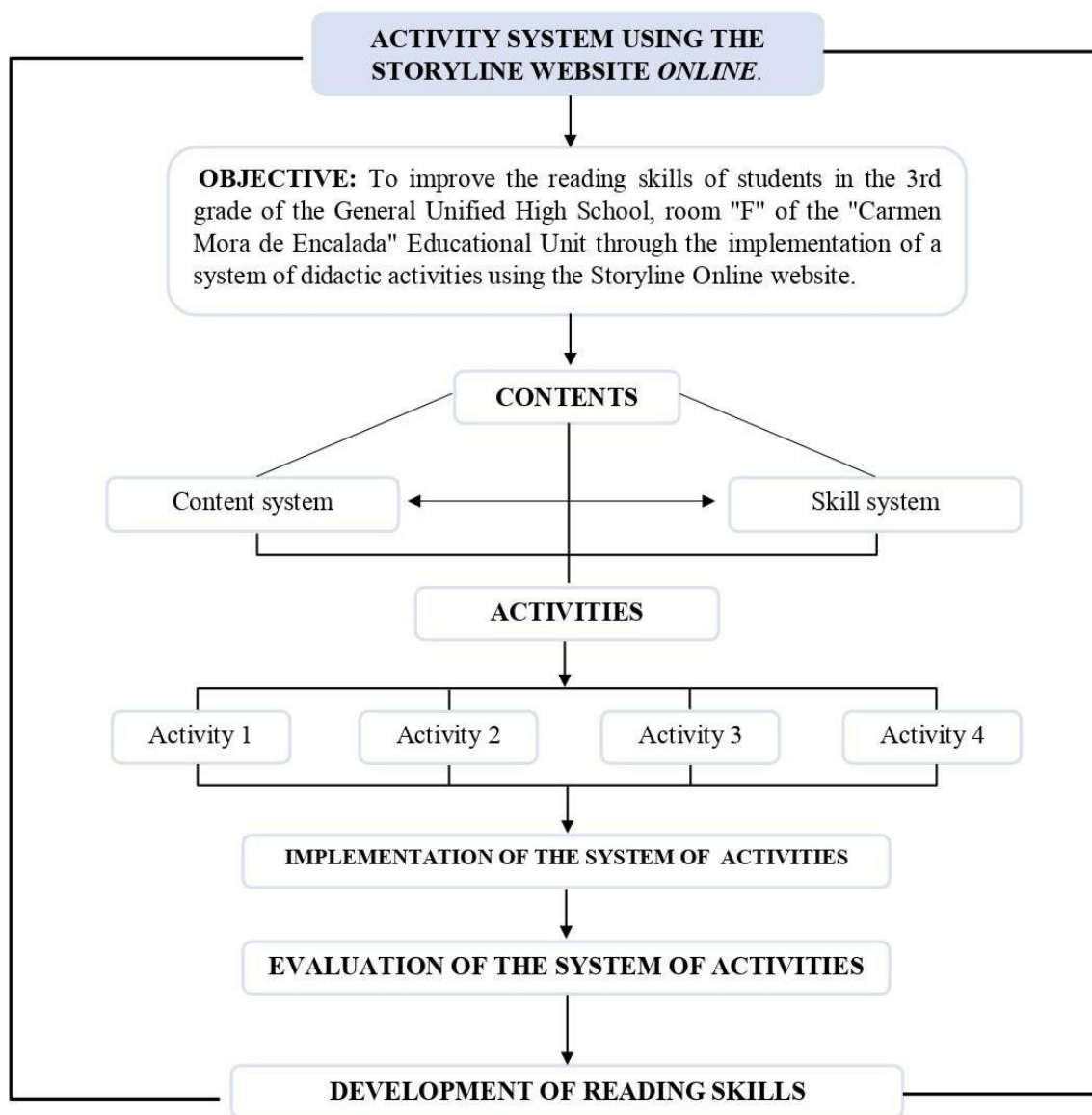
As for the structuring and organization of the activities that make up the system, they are proposed in a systematic and recursive manner in order to facilitate their implementation by teachers during the development of the class and to provide students with a comfortable and practical space for the development of their reading skills.

The activities presented under the title activity 1 throughout the development of the three planned classes, are activities that correspond to the introductory and preparatory phase before the development of the reading or as it is commonly called in English pre-reading, these were chosen with the objective that in the first instance the student can know the pronunciation and meaning of the words and phrases that make up the text and in turn become familiar with the written text and its content through reading aloud.

Regarding the activities called activity 2 and activity 3, these are practical reading activities in an individualized way and with a specific objective, which in turn will indicate the use of one or more reading sub-skills. These activities are part of the while-reading phase in which students are expected to develop and practice reading with a specific purpose through the use of different reading skills.

Finally, the activities classified as activity 4 correspond to activities of socialization and verification of the answers obtained by each student in the practical reading tasks, and thus verify how effective was the process and development of the students' reading skills. The activities in this section are associated with the last phase of reading, called post-reading, where students generally reflect on the text read, express their opinions and considerations about the reading.

Functional structure of the activity system



3.2.1 Description of the system of activities.

At this point, the researcher will detail the planning of the classes where she proposes the use of a system of activities with didactic resources for the improvement of reading skills in the students of 3rd grade of General Unified High School, room "F" of the Educational Unit "Carmen Mora de Encalada", on Tuesday 2, Thursday 4 and Tuesday 9 of August 2022.

El plan de clase es un instrumento teórico-metodológico que tenemos a nuestro alcance todos los profesores. Aprender y comprender la esencia de dicho instrumento permite a los educadores visualizar con antelación el camino viable para el logro de aprendizajes, los cuales es necesario visualizarlos dentro de planes estratégicos que dan dirección general en lo referente a la formación integral de alumnos aptos para enfrentar el siglo XXI (Rodríguez 2009, p. 1).

Class 1:

Content: Skimming

Objective: At the end of the class students will be able to identify what is skimming in reading and comprehension for improve reading skills with activities on storyline online.

Time: 40 minutos

Introduction: 10 min

Development: 20 min

Conclusion: 10 min

Resources:

- **Power point presentation**
- **Board**
- **Markers**
- **Proyector**
- **Web site Storyline Online**
- **Worksheet**
- **Youtube Videos**

Activities to be performed:

Activity 1: Watch the video “ What is scanning?”

Activity 2: Watch the video story “Maddi's Fridge” of Storyline Online web page.

Activity 3: Read the questions on your worksheet.

Activity 4: Read again and answer the next questions about the story:

- What is the main idea of Maddi's Fridge?
- What do you think about Maddi's Fridge?
- What do you think of Maddi and Sofía?

Activity 5: Socialize the correct answers.

Description: On Tuesday, August 2, the class begins with an introduction of 10 minutes in which students are explained what the class will be about, giving way to the development of the class through the presentation of slides and then move on to view a video about what is skimming, What is skimming for in reading skills in English and perform some reading activities in English together and individually on the website Storyline Online to demonstrate the understanding of the topic and to conclude several questions are asked to students and in the same way the students clear the doubts they have about the topic discussed in class.

Evaluation: Students are able to identify what is skimming in reading and comprehension with activities based on didactic material of web site storyline online.

Class 2:

Content: Scanning

Objective: By the end of the class students will be able to identify what is scanning in reading and comprehension for improve reading skills with activities on web site storyline online.

Introduction: 10min

Development: 20min

Conclusion: 10 min

Resources:

- Power point presentation
- Board
- Markers
- Proyector
- Web site storyline online

- Worksheet
- Youtube Videos

Activities to be performed:

Activity 1: Watch the video “What is scanning?”

Activity 2: Watch the video story “Carla's sandwich” of Storyline Online web page.

Activity 3: Read the questions on your worksheet.

Activity 4: Read again and answer the next questions about the story:

→ What kind of sandwich did Carla Bring on Monday?

→ What Kind of sandwich did Carla Bring on Friday?

→ What is the name of Carla's sandwich that had banana in it?

Activity 5: Socialize the correct answers.

Description : On Thursday, August 4, the class begins with an introduction of 10 minutes in which a warm up is done to remember the theme of last class and connect with the theme of this class, giving way to the development of the class through the presentation of slides and then move on to view a video about what is scanning, What is the use of scanning in reading skills in English and perform some reading activities in English together and individually on the website Storyline Online to demonstrate the understanding of the topic and to conclude several questions are asked to students and in the same way students clear the doubts they have about the topic discussed in class.

Evaluation: students are able to identify what is scanning in reading and comprehension with activities on web site storyline online.

Class 3:

Content: Skimming and scanning in reading and comprehension

Objective: at the end of the class students will be able to apply skimming and scanning in a text for improve reading skills with activities on web site storyline online.

Introduction: 10 min

Development: 20 min

Conclusion: 10 min

Evaluation: students are able to apply skimming and scanning in a text for improve the reading skills with activities on web site storyline online.

Resources:

- **Power point presentation**
- **Board**
- **Markers**
- **Proyector**
- **Web site Storyline online**
- **Worksheet**

- **Youtube Video**

Activities to be performed:

Activity 1: Watch the video “Differences between skimming and scanning”

Activity 2: Watch the video story “the king of kindergarten” of Storyline Online web page.

Activity 3: Read the question on your worksheet.

Activity 4: Read again and answer the next questions about the story:

- What do you think about the king of kindergarten?
- What did king of kindergarten' mom say in the breakfast?
- What colour was the school bus?
- What was the behaviour of the king of the kindergarten?

Activity 5: Socialize the correct answers.

Description: On Tuesday, August 9, the class begins with a 10-minute introduction in which a warm up is done to remember the theme of last class and connect with the theme of the present class, The class is developed through the presentation of slides and a video about the importance of using skimming and scanning to improve reading skills in English and thus perform some reading activities in English together and individually on the website Storyline online to demonstrate the understanding of the final topic and to conclude several questions

are asked to students and in the same way the students clear the doubts they have about the topic presented in class and their experience with the teaching resources used.

CHAPTER IV: DISCUSSION OF RESULTS

The following chapter describes the results obtained after the application of the pedagogical intervention proposal, which proposes the implementation of a system of didactic activities through the use of the Storyline Online website to improve the reading skills of students in the 3rd year of the General Unified High School, room "F" of the "Carmen Mora de Encalada" Educational Unit. The analysis of these results by contrasting them with other authors will make it possible to verify the effectiveness of the application of the pedagogical proposal in relation to the development of reading skills.

DISCUSSION

It is necessary to emphasize that at the beginning of the research, the population selected for the development of the study reflected a low level in terms of the development of their reading skills according to the results of the instruments applied in the first instance. Likewise, a lack of enthusiasm and motivation for the development of these skills was identified. "Interest and motivation are key to effective learning. When knowledge is relevant and meaningful to the person, both intellectually and affectively, it is assimilated more easily, lastingly and effectively" Csikszentmihalyi, (1993) and Seligman (1991) cited by García (2010, p.4).

As previously shown, motivation plays an important role at the moment of learning, for this reason it was taken into account that it should be kept active during the implementation of the pedagogical proposal, making use of technological didactic resources such as web pages.

The implementation of technological didactic resources such as the Storyline Online web page which has audio books, which through their inclusion in practical activities contribute to improve reading skills was of great help to maintain the interest of students during all classes; which coincides with the postulate of Olmedo (2021, p. 32) " Los audiolibros enriquecen el vocabulario y hacen un aporte significativo en el proceso de comprensión lectora en los estudiantes". In addition, Díaz (2019) also points out that " la motivación juega un rol significativo dentro de la comprensión lectora, y la implementación

de material didáctico como los audiolibros contribuyen no solo a afianzar el interés en el proceso de comprensión lectora sino también a mejorar dicho proceso".

Regarding the application of a system of activities through the use of the Storyline Online web page, it was possible to verify that at the end of its application, it had a positive impact on the development of the reading skills of the subjects who were part of the population selected for the development of the study, since they were able to understand the information they were reading in a general and specific way making use of reading skills such as Skimming and Scanning. This is consistent with Tavarez and Herrera (2020, p. 4) who quote Shoebottom "Good readers can understand individual sentences and the organizational structure of a piece of writing. They can grasp ideas, follow arguments, and detect implications."

CONCLUSIONS

- At the Ecuadorian educational level, the teaching of English as a foreign language is an educational field that has many difficulties, among which the development of the language as a foreign language is identified as the main one, given the deficiencies present in the skills that compose it. Regarding reading skills, the field presents serious drawbacks for its effective performance.
- The observations made and the result of the interpretation of the interview with the teacher show that in Ecuadorian classrooms there are difficulties in the development of reading skills and that these are a problem for the learning of English as a foreign language.
- As an alternative to improve the current level of reading skills development, we propose the implementation of a system of didactic activities through the use of the Storyline Online website, which stands out for offering teachers a dynamic and easy-to-follow pedagogical scheme, and at the same time providing students with sequential practical activities that allow them to improve their reading skills.
- The gradual implementation of the system of activities made it possible to verify the efficiency that the implementation of the pedagogical intervention proposal represents in terms of the development of reading skills.

REFERENCES

- Abela, J. (2001). *Las técnicas de Análisis de Contenido: Una revisión actualizada*. Fundación Centro de Estudios Andaluces.
- ACUERDO Nro. MINEDUC-ME-2016-00020-A [Ministerio de educación]. Segunda disposición transitoria. 2016 (Ecuador). <https://educacion.gob.ec/wp-content/uploads/downloads/2016/02/MINEDUC-ME-2016-00020-A.pdf>
- Archana, S. and Rani, K. (2016). Role of a teacher in English Language Teaching (elt). *International Journal of Educational Science and Research*, 7(1), pp. 2–3. <http://www.tjprc.org/publishpapers/2-49-1486615113-1.IJESRFEB20171.pdf>
- Beltrán, M. (2017). Vista de El aprendizaje del idioma inglés como lengua extranjera. *Revista bol.redipe* [Internet], 6(4). <https://doi.org/10.36260/rbr.v6i4.227>
- Bos, M., Viteri, A., y Zoido, P. (2019). *PISA 2018 en América Latina: ¿Cómo nos fue en lectura?* (Nota XVIII). Banco Interamericano de Desarrollo. <http://dx.doi.org/10.18235/0002039>
- British Council & Education Intelligence. (2015). English in Ecuador An examination of policy, perceptions and influencing factors. Org.Uk <https://www.teachingenglish.org.uk/sites/teacheng/files/English%20in%20Ecuador.pdf>
- Cárdenas, B. y Guamán, L. (2013). *La comprensión lectora y su incidencia en el desarrollo del pensamiento reflexivo en las niñas del tercero y cuarto año de educación básica de la unidad educativa “maría auxiliadora” año lectivo 2012-2013*. [Tesis previa a la obtención del Título de: Licenciadas en Ciencias de la Educación]. Repositorio Institucional de la Universidad Politécnica Salesiana. <https://dspace.ups.edu.ec/handle/123456789/4290>
- Chadwick, C. (2001). Computadoras en la educación: problemas y precauciones. *Revista Latinoamericana de Estudios Educativos*, 31(1- 1º trimestre), pp. 87-98. <https://www.redalyc.org/pdf/270/27031105.pdf>
- Chancusig, J., Flores, G., Venegas, G., Cadena, J., Guaypatin, O., e Izurieta, E. (2017). Utilización de recursos didácticos interactivos a través de las tic’s en el proceso de enseñanza aprendizaje en el área de matemática. *Revista bol.redipe* [Internet], 6(4). <https://revista.redipe.org/index.php/1/article/view/229>
- Chura, J (2018). *El uso de recursos didácticos en la enseñanza del idioma inglés en la i.e.s. gran libertador simón bolívar del distrito de caylloma – arequipa 2017*. [Tesis para optar por el título segunda especialidad de docencia en idioma extranjero inglés]. Red de repositorios latinoamericanos. <http://repositorioslatinoamericanos.uchile.cl/handle/2250/3278036>
- Clement, A., & Murugavel, T. (2018). English for the workplace: The importance of English language skills for effective performance. *The journal The English Classroom*, 20 (1), pp. 41-50.

https://www.researchgate.net/publication/328353901_English_for_the_Workplace_The_Importance_of_English_Language_Skills_for_Effective_Performance

- Criado, R. (2013). A critical review of the Presentation-Practice-Production Model (PPP) in Foreign Language Teaching. In R. Monroy (Ed.), *Homenaje a Francisco Gutiérrez Díez*, pp. 97-115.
https://d1wqtxts1xzle7.cloudfront.net/31583876/Criado_A_critical_Review_of_PP_P_2013-with-cover-page-v2.pdf?Expires=1661974668&Signature=M4e69miAMNgYeX~y~HjjiBVwzok7glhoH6iTIhtQkKiFqkqPuRtTF-TmID7cQCuCCJTW1pzWWkvhmzB3LMIRKXeFWWhr~89q620Gh8DTYxzWxaMAG-VuALWs-6wyj3v2eP01IT3Vabx-AKP8fqF-U~J~qDxlRryu1W~vIkIXtNU56y6H0T5Stz9zoBMZR9oe3w2UC4HPuET1XmcYWdfVebtE02gQJQkNw90PC~iWulgoiTiH5Rkq7DkX9VvaCAFmxhMFiI30BV77YvINTWgjcOpnrIIDSKyLOWHpHaTHOwhFcX2I4CesbJdRiAT2CX3~etm9fvkQWLbDLR5Te3-vNRQ_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
- Cronquist, K., & Fiszbein, A. (2017, September). English Language Learning in Latin America. Thedialogue.Org. <http://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf>
- Crystal, D. (2012). *English as a Global Language*. United Kingdom: Cambridge University Press.
http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf
- Díaz, L. (2019). *El audiolibro como estrategia didáctica para el fortalecimiento de la comprensión lectora en estudiantes de grado quinto de un colegio público en Bogotá*. [Trabajo de grado para optar al título de Licenciada en Educación Básica con énfasis en Humanidades e Idiomas]. Repositorio Institucional Unilibre. <https://repository.unilibre.edu.co/handle/10901/15769>
- Díaz, L., Torruco, U., Martínez, M., y Varela, M. (2013). La entrevista, recurso flexible y dinámico. *Investigación en Educación Médica*, 2(7), pp. 162-167. <https://www.redalyc.org/articulo.oa?id=349733228009>
- Díaz-Barriga, Á. (2013). Tic en el trabajo del aula. Impacto en la planeación didáctica. *Revista Iberoamericana de Educación Superior*, 9(10), pp.3-21. <https://www.redalyc.org/pdf/2991/299128588003.pdf>
- Education First. (2021). *EF English Proficiency Index A Ranking of 112 Countries and Regions by English Skills*, EF Education First Ltd, <https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2021/ef-epi-2021-english.pdf>
- Erling, E. (2014). *The Role of English in Skills Development in South Asia: Policies, Interventions and Existing Evidence*. London: British Council. https://www.britishcouncil.org.np/sites/default/files/role_of_english_in_skills_development_in_south_asia_inside.pdf

- Escamilla, M. (2013). *Diseño No-Experimental*. [Presentaciones electrónicas]. Repositorio de la Universidad Autónoma del Estado de Hidalgo. <https://repository.uaeh.edu.mx/bitstream/handle/123456789/14902>
- García, E. (2010). Competencias éticas del profesor y calidad de la educación. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 13(4), pp. 29-41. <https://www.redalyc.org/pdf/2170/217015570003.pdf>
- García, V., Carolina, S., Francisco, E., & Vargas, L. (2019). Uso del internet como base para el aprendizaje. *Revista Atlante: Cuadernos de Educación y Desarrollo*. <https://www.eumed.net/rev/atlante/2019/05/internet-aprendizaje.html>
- Guerrero, M. (2016). La Investigación Cualitativa. *INNOVA Research Journal*, 1(2), pp. 1-9. <https://doi.org/10.33890/innova.v1.n2.2016.7>
- Hernández, R., Fernández, C., y Baptista, M. (2010). Metodología de la investigación sexta edición. McGRAW-HILL.
- Inobat, I. (2022). Usage of Presentation-Practice-Production Method in Teaching English. *Eurasian Research Bulletin*, 8, pp. 55-58. <https://www.geniusjournals.org/index.php/erb/article/view/154>
- Instituto Nacional Evaluación Educativa (2018). Educación en Ecuador resultados de PISA para el desarrollo. https://www.evaluacion.gob.ec/wp-content/uploads/downloads/2018/12/CIE_InformeGeneralPISA18_20181123.pdf
- Investigación diagnóstica o propositiva*. (s.f). <https://pdfslide.net/documents/investigacion-diagnostica-o-propositiva.html>
- Khand, Z. (2004). Teaching reading skills: Problems & suggestions. *Journal of Research (Faculty of Languages & Islamic Studies)*, 5, pp. 43-56. <https://media.teckiz.com/journal-of-research-urdu-bzu/jr-urdu/2020/04/01/5e83da51ae33d.pdf>
- Komaryati, S. (2020). Improving reading skills through internet schoology for vocational high school. *Journal of English Language and Pedagogy*, 3(1), pp. 81-93. <https://doi.org/10.36597/jelp.v3i1.4541>
- Lázaro, M. (2012). *Radio y educación*. [Trabajo Fin de Máster en comunicación social]. Repositorio de la Universidad de Almería. <http://repositorio.ual.es/handle/10835/2843>
- López, A., y Ramos G. (2021). Acerca de los métodos teóricos y empíricos de investigación: significación para la investigación educativa. *Revista Conrado*, 17(S3), 22-31. <https://conrado.ucf.edu.cu/index.php/conrado/article/view/2133>
- López, M. y Sandoval, L. (2021). *Diseño de un sistema de ejercicios para el desarrollo de las capacidades físicas generales en niños de 10 a 11 años en las calles García Moreno y Mejía en la ciudad de Babahoyo*. [Informe final del proyecto de investigación previo a la obtención del título de licenciado en ciencias de la

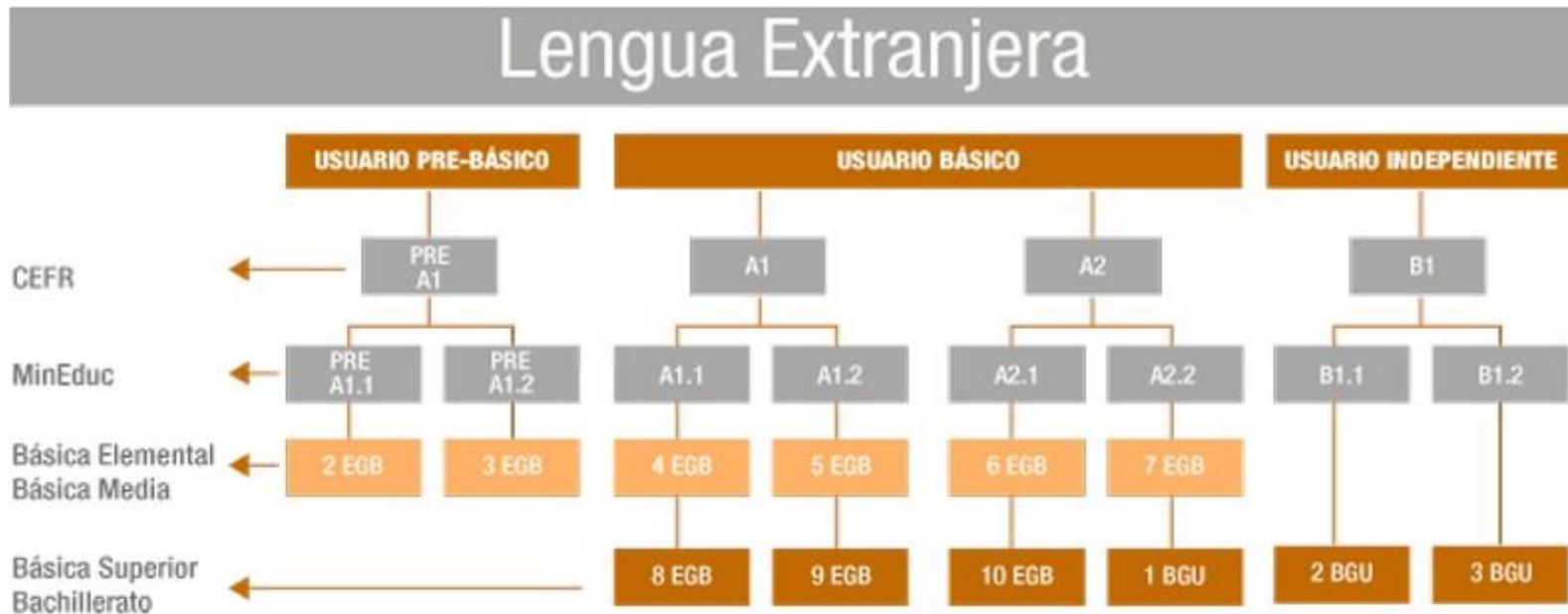
- educación mención: pedagogía de la actividad física y deporte]. Repositorio de la Universidad Técnica de Babahoyo. <http://dspace.utb.edu.ec/handle/49000/10984>
- McNamara, D. (2004). Aprender del texto: Efectos de la estructura textual y las estrategias del lector. *Revista Signos*, 37(55), pp. 1-12. <https://www.redalyc.org/articulo.oa?id=157013765002>
- Ministerio de Educación. (2013). IMPORTANCIA DEL USO DE MATERIAL DIDÁCTICO EN LA EDUCACIÓN INICIAL. <https://educacion.gob.ec/tips-de-uso/#:~:text=Los%20materiales%20did%C3%A1cticos%20elaborados%20con,de%20mejor%20manera%20con%20sus>
- Ministerio de Educación. (2016). LENGUA EXTRANJERA. <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Moreira, M. (2007, octubre). *Los materiales educativos: origen y futuro* [Conferencia]. IV Congreso Nacional de Imagen y Pedagogía, Veracruz, México. <https://upvv.clavijero.edu.mx/cursos/LEB0741/documentos/Losmaterialesorigenfuturo.pdf>
- Morin, E. (1977). *El método. I. La naturaleza de la naturaleza*. SEUIL, Paris. Trad. Española de Ed. Cátedra, Madrid.
- Nateras, M. (2005). La importancia del método en la investigación. *Espacios Públicos*, 8(15), pp. 277-285. <https://www.redalyc.org/pdf/676/67681519.pdf>
- Olmedo, M. (2021). *Audio libro como herramienta de aprendizaje para incentivar la lectura en estudiantes de grado sexto de la institución educativa litoral Pacífico- Olaya Herrera*. [Trabajo de grado para optar al título de especialista en innovación docente mediadas por tic]. Repositorio Digital ECCI. <https://repositorio.ecci.edu.co/handle/001/2445>
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (s.f). Recursos educativos abiertos. Unesco.Org. <https://es.unesco.org/themes/tic-educacion/rea>
- Ortiz, D. (2015). El constructivismo como teoría y método de enseñanza. *Sophia, Colección de Filosofía de la Educación*, (19), pp. 93-110. <https://www.redalyc.org/articulo.oa?id=441846096005>
- Osorio, F. y Arnold, M. (1998). Introducción a los Conceptos Básicos de la Teoría General de Sistemas. *Cinta de Moebio*, (3), pp. 1-12. <https://www.redalyc.org/articulo.oa?id=10100306>
- Paucar, M (2016). *Estrategias y recursos didácticos innovadores para aprender estudios sociales, en el noveno año de educación general básica, de la unidad educativa Francisco E. Tamariz Año lectivo 2015 -2016*. [Trabajo de titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación]. Repositorio de la Universidad Plitécnica Salesiana sede Cuenca. <https://dspace.ups.edu.ec/bitstream/123456789/13003/1/UPS-CT006770.pdf>

- Pérez, S. (2010). Los recursos didácticos. *Temas para la educación*, (9), pp. 1-6. <https://www.feandalucia.ccoo.es/docu/p5sd7396.pdf>
- Ramírez, M., Moreno, J., y Nápoles, D. (2015). Importancia del idioma inglés en el contexto global. Los modelos aplicados en instituciones educativas de América latina: el análisis de la unidad de aprendizaje de lengua extranjera I, desarrollada en Eremso del Sems u de g México. *Escuela Regional de Educación Media Superior de Ocotlán (EREMSO)*. (pp. 1-13). Guadalajara, México: Universidad de Guadalajara.
- Rea, S. y Castro, A. (2021). Sistema de actividades educativas basadas en el Aprendizaje Colaborativo para Ciencias Naturales. *Revista Arbitrada Interdisciplinaria Koinonía*, 6(3), pp. 201–205. <https://dialnet.unirioja.es/servlet/articulo?codigo=8019912>
- Reglamento General de la Ley Orgánica de Educación Intercultural [LOEI]. Art. 275. 1 de marzo de 2017 (Ecuador). <https://educacion.gob.ec/wp-content/uploads/downloads/2017/05/Reglamento-General-Ley-Organica-Educacion-Intercultural.pdf>
- Ríos, L., López, E., Lezcano, M., y Pérez, R. (2006). Historia y evolución de los medios de enseñanza. *Revista Iberoamericana De Educación*, 37(6), pp. 1–7. <https://rieoei.org/RIE/article/view/2681>
- Rodríguez, L. (2009). La planeación de clase: Una habilidad docente que requiere de un marco teórico. *Odiseo, revista electrónica de pedagogía*, 7(13), pp. 1-13. http://www.odiseo.com.mx/2009/7-13/rodriguez-planeacion_clase.html
- Storyline Online. (31 de agosto de 2022). *Sobre nosotros*. <https://storylineonline.net/about-us/>
- Suárez, J. y Navas, W. (2005). La televisión educativa como estrategia metodológica universitaria. *Comunicar*, (25), pp. 1-10. <https://www.redalyc.org/articulo.oa?id=15825162>
- Tavarez, P. y Herrera, Y. (2020). Level of Reading Comprehension of Dominican EFL College Students. *Education Resources Information Center*. <https://eric.ed.gov/?id=ED602358>
- Troncoso, C. y Amaya, A. (2017). Entrevista: guía práctica para la recolección de datos cualitativos en investigación de salud. *Revista de la Facultad de Medicina*, 65(2), pp. 329-332. <http://dx.doi.org/10.15446/revfacmed.v65n2.60235>
- Turrientes, J. (2019). Del rollo de papiro al libro impreso. Algunas notas históricas acerca de la formación de la página. *Revista Chilena de Diseño: creación y pensamiento*, 4(6), pp. 1-15. <https://rhd.uchile.cl/index.php/RChDCP/article/view/52695/56595>
- Universidad de Navarra. (2021). *Recursos Digitales*. [Nota técnica para profesores]. https://www.unav.edu/documents/19205897/33678485/herramientas_recursos_digitales.pdf/

- Urbano, M., & Rodríguez, P. (2018). La importancia del diseño y la utilización de materiales didácticos para el aprendizaje del inglés en escuelas públicas de bajos recursos. *Revista Huellas*, 1(10), pp. 40-46.
<https://revistas.udenar.edu.co/index.php/rhue llas/article/view/4096>
- Villalobos, J. (2003). El docente y actividades de enseñanza / aprendizaje: algunas consideraciones teóricas y sugerencias prácticas. *Educere*, 7(22), pp. 170-176.
<https://www.redalyc.org/pdf/356/35602206.pdf?fbclid=IwAR32iZ-CZTvN1fAb-ojvCzMbVkJ6kS1F93broH7O5Kc41N-GHIyuvKVhA>
- Virtual Educa e Instituto Latinoamericano de la Comunicación Educativa. (2014). Firma de Memorándum de entendimiento [Memorándum].
<https://virtualeduca.org/convenios/memorandum-ve-ilce.pdf>
- Vizcarra, M., Macazaga, A., y Rekalde, I. (2014). La Observación Como Estrategia De Investigación Para Construir Contextos De Aprendizaje Y Fomentar Procesos Participativos. *Educación XXI*, 17(1), pp. 201-220.
<https://www.redalyc.org/articulo.oa?id=70629509009>

ANNEXES

ANNEX 1



Niveles de Conocimiento: Aproximación por ramificaciones

Fuente: Currículo Nacional de Inglés

ANNEX 2

Observation guide

Levels	Values
Good	Always
Regular	Sometimes
Insufficient	Rarely
Unit of analysis: Reading skills	
Category 1: Reading comprehension	
Students are able to comprehend information from long and short texts.	
Students are often confused to get information from long and short texts.	
Students are not able to comprehend information from long and short texts.	

ANNEX 3

Semi-structured interview with the teacher:

Objective: To learn how to develop the learning of reading skills in the English language.

Unit of analysis 1: Reading skills

- Are students motivated to improve reading skills in English?
- Do students understand long or short texts in English?
- Can students get the main and general idea in an English text?

ANNEX 4

UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y
EXTRANJEROS

Lesson plan N° 1

School: "Carmen Mora de Encalada"	Subject: English	Grade: 3° year BGU	Aca
Didactic Unit:	Topic: Skimming	Time: 40 minutes.	

Teacher: Yereling Nieto

Class objective: At the end of the class students will be able to identify what is skimming in reading with activities on storyline online.

Contents	Phases/time dedicated to each phase	Activities	T
Skimming	INTRODUCTION 10 min.	- Greetings - Warm up - Introduction	
	DEVELOPMENT 20 min	- Students that	
	CONCLUSIO 10		

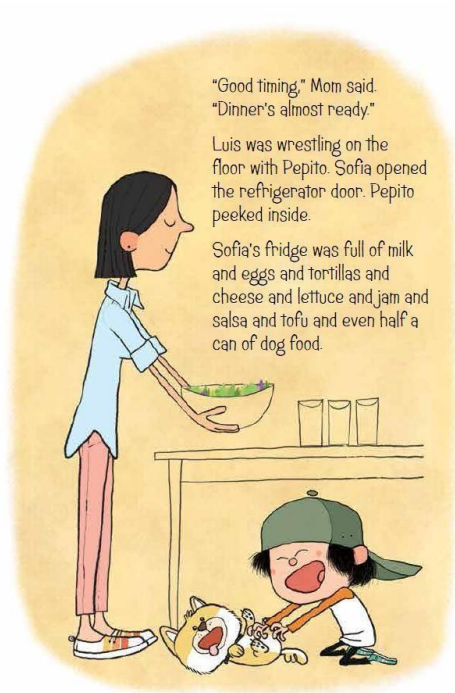
ANNEX 5

<p style="text-align: center;"> UNIVERSIDAD TÉCNICA DE MACHALA <i>“Calidad, Pertinencia y Calidez”</i> <small>D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR</small> UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS </p> <p style="text-align: center;">Lesson plan N° 1</p>					
School: “Carmen Mora de Encalada”		Subject: English		Grade: 3° year BGU	
Didactic Unit:		Topic: Scanning		Time: 40 minutes.	
Date: 4/08/2022					
Teacher: Yereling Nieto					
Class objective: At the end of the class students will be able to identify what is scanning in reading and comprehension for improve reading skills with activities on web site storyline online.					
Contents	Phases/time dedicated to each phase	Activiti es	Techniques and strategies	Resources	Evaluation
Scanning	<p style="text-align: center;">INTRODUCTION 10 min.</p> <p style="text-align: center;">DEVELOPMENT 20 min</p> <p style="text-align: center;">CONCLUSION 10 min.</p>	<ul style="list-style-type: none"> - Greetings - Warm up - Introduction of the topic - Students watch a video that explains about scanning. - Watch the video story “Carla’s sandwich” of Storyline Online web page. - Read the text on your worksheet. - Read again and answer the next questions about the story - Socialize the correct answers. 	<ul style="list-style-type: none"> • Questions and answers 	<ul style="list-style-type: none"> • Power point presentation. • Proyector • Worksheets • YouTube video • Board • Markers • Web site Storyline Online 	Students are able to identify what is scanning in reading and comprehension with activities on web site storyline online.

ANNEX 6

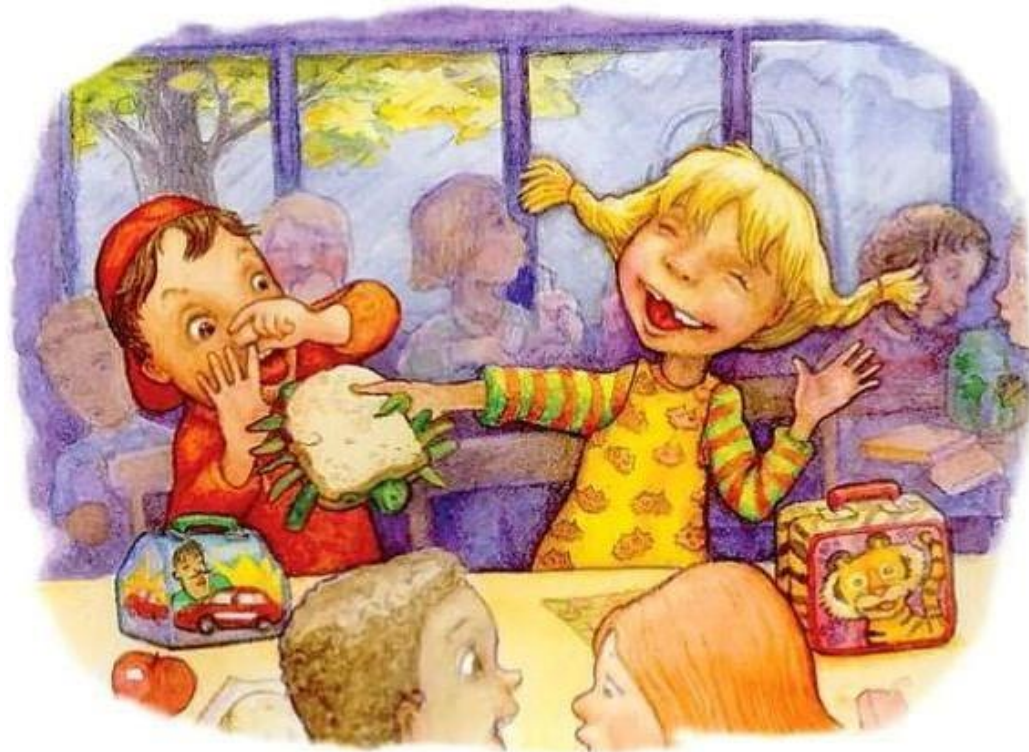
<p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> <small>D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR</small> UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p>					
Lesson plan N° 1					
School: “Carmen Mora de Encalada”		Subject: English	Grade: 3° year BGU	Academic period: 2022-2023	
Didactic Unit:		Topic: Skimming and scanning in reading and comprehension	Time: 40 minutes.	Date: 9/08/2022	
Teacher: Yereling Nieto					
Class objective: at the end of the class students will be able to apply skimming and scanning in a text for improve reading skills with activities on web site storyline online.					
Contents	Phases/time dedicated to each phase	Activiti es	Techniques and strategies	Resources	Evaluation
Skimming and scanning in reading and comprehension	<p style="text-align: center;">INTRODUCTION 10 min.</p> <p style="text-align: center;">DEVELOPMENT 20 min</p> <p style="text-align: center;">CONCLUSION 10 min.</p>	<ul style="list-style-type: none"> - Greetings - Warm up - Introduction of the topic - Students watch a video that explains about scanning. - Watch the video story “the king of kindergarten” of Storyline Online web page. - Read the text on your worksheet. - Read again and answer the next questions about the story - Socialize the correct answers. 	<ul style="list-style-type: none"> • Questions and answers 	<ul style="list-style-type: none"> • Power point presentation. • Proyector • Worksheets • YouTube video • Board • Markers • Web site Storyline Online 	students are able to apply skimming and scanning in a text for improve the reading skills with activities on web site storyline online.

ANNEX 7



- What is the main idea of Maddi's Fridge?
- What do you think about Maddi's Fridge?
- What do you think of Maddi and Sofia?

ANNEX 8

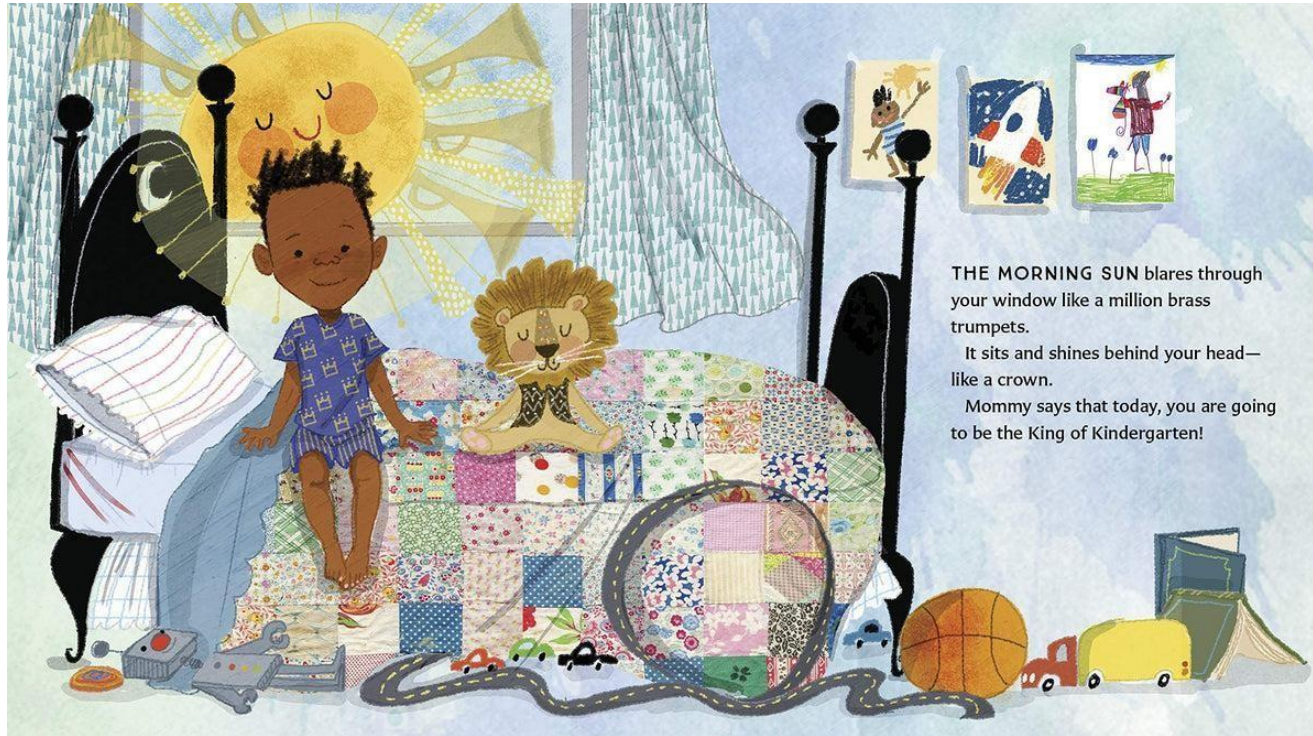


→ What kind of sandwich did Carla Bring on Monday?

→ What Kind of sandwich did Carla Bring on Friday?

→ What is the name of Carla's sandwich that had banana in it?

ANNEX 9



THE MORNING SUN blares through
your window like a million brass
trumpets.

It sits and shines behind your head—
like a crown.

Mommy says that today, you are going
to be the King of Kindergarten!

- What do you think about the king of kindergarten?
- What did king of kindergarten' mom say in the breakfast?
- What colour was the school bus?
- What was the behaviour of the king of the kindergarten?