



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**Uso de la plataforma virtual starfall como recurso didáctico para el
mejoramiento de la comprensión lectora en el idioma inglés**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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ZALDUA MORAN EDDY MARSHEL

**MACHALA
2022**

USE OF THE VIRTUAL PLATFORM STARFALL AS A DIDACTIC RESOURCE FOR THE IMPROVEMENT OF READING COMPREHENSION IN THE ENGLISH LANGUAGE

por Gualli - Sanmartin

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DEDICATORY

First of all, I would like to dedicate this thesis to God, who is our creator and who has allowed me to complete this work in good health and successfully, thus becoming a professional.

To my parents for always being by my side at all times, as they have been my greatest source of inspiration and have given me their unconditional support in order not to give up in the face of the adversities that this process entails.

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RESUMEN

Uso de la plataforma virtual Starfall como recurso didáctico para el mejoramiento de la comprensión lectora en el idioma inglés.

Tutor: Lic. Zaldúa Eddy Marshal

Autoras: Gualli Loaiza Cristina Maritley
Sanmartín Cardenas Anny Gisella

El presente estudio tiene como propósito desarrollar e implementar un sistema de actividades basado en el uso de recursos didácticos virtuales en el aula de clase para mejorar el nivel de comprensión lectora en alumnos de octavo año de educación general básica en el proceso de enseñanza y aprendizaje. Los procedimientos metodológicos aplicados son de tipo descriptivo con un diseño no experimental. Como muestra se consideró a los 34 estudiantes de octavo seleccionados a través de un muestreo no probabilístico intencional, a los cuales se les aplicó una ficha de observación y una prueba pedagógica; también se consideró al docente de inglés al cual se le aplicó una entrevista respectivamente. Los datos obtenidos fueron evaluados mediante una rúbrica dando como resultado un nivel básico literal y casi nulo de comprensión en inglés. Por lo que, se diseñó un sistema de actividades que aplicado dió como resultado un avance significativo en los estudiantes de octavo año.

Palabras claves: Recursos didácticos virtuales, sistema de actividades, proceso de enseñanza y aprendizaje.

ABSTRACT

Use of the Starfall virtual platform as a didactic resource for the improvement of reading comprehension in English.

Tutor: Lic. Zaldúa Eddy Marshal **Authors:**

Gualli Loaiza Cristina Maritley

Sanmartín Cardenas Anny Gisella

The purpose of this study is to develop and implement a system of activities based on the use of virtual didactic resources in the classroom to improve the level of reading comprehension in eighth year general basic education students in the teaching and learning process. The methodological procedures applied are descriptive with a non-experimental design. The sample consisted of 34 eighth year students selected by means of a non-probabilistic intentional sampling, to whom an observation form and a pedagogical test were applied; the English teacher was also considered and was interviewed respectively. The data obtained were evaluated by means of a rubric, resulting in a basic literal level and almost no comprehension in English. Therefore, a system of activities was designed which, when applied, resulted in significant progress in eighth year students.

Key words: Reading comprehension, virtual didactic resources, activity system, teaching and learning process.

INTRODUCTION

English language proficiency involves knowledge of four essential skills which are divided into: productive skills such as Speaking and Writing, and receptive skills such as Reading and Listening.

According to the Common European Framework of Reference for Languages (CEFR), reading comprehension is an English language skill that develops the process of analysing texts, books that range from interpretation and comprehension to evaluation of texts, as stipulated by (Grellet, 1981) cited in the CEFR, *“la lectura es un proceso de adivinación constante y lo que el lector aporta al texto es, a menudo, más importante que lo que encuentra en él”*.

Unfortunately, in the education system, the vast majority of students learning English as a foreign language face problem in comprehending written materials when reading (Fauzi, 2018). That is, they are able to understand the meaning of some words and even understand sentences, but they fail to reach an overall understanding of the text. For this reason, many psychologists and researchers, to mention a few such as Beale (2013), Macleod (2013), and Brown (1994) assume that students who find reading comprehension challenging are due to the fact that they lack strategies that can help them overcome their difficulties.

For this reason, Ecuadorian schools and teachers have tried to implement the use of virtual teaching resources as a support for the reinforcement of activities that enhance students' reading skills. These resources have the power to speed up the process of reading comprehension of texts in the subject of English as a foreign language in order to attract attention, motivate and involve students to participate in class and develop a taste for the foreign language.

Therefore, taking into consideration that reading is a receptive skill of the English language, it can be significantly acquired with the support of virtual didactic resources for the improvement of reading comprehension in students.

However, through the process of the pre-professional internships carried out at the "Dr. José Ochoa León" High School, the reality of a group of students belonging to the eighth year room "D" was observed, who have the following limitations:

- Disinterest in the learning material.
- Rote learning.
- Difficulty in expressing ideas clearly and precisely at the end of reading.
- Lack of reading fluency.
- Problems in identifying main and secondary ideas.
- Weak vocabulary.
- Difficulty in speed reading.
- Problems decoding written messages.

In accordance with the external manifestations mentioned above, the following scientific **research problem** is generated: How to improve the reading comprehension of the English language in the eighth year room "D" students at "Dr. José Ochoa León" High School?

There are several possible causes of the problem:

- Little use of virtual teaching resources that attract students' attention.
- Insecurity and low self-esteem.
- Confusion about the demands of the task.
- Lack of participation when working with reading.
- Lack of reinforcement of the vocabulary used.
- Lack of participatory and interactive activities.
- Lack of mastery of reading comprehension strategies. Encouragement of rote learning rather than meaningful learning.
- Deficiencies in decoding.

- Lack of motivation.
- Lack of prior knowledge.

The **object of the study** is the process of teaching and learning English.

The **general objective** of this research is: To elaborate a system of activities based on the use of the technological tool Starfall to improve the reading comprehension of the English language in the students of eighth year room "D" at "Dr. José Ochoa León" High School of the Pasaje city.

The **field of research action** is constituted by virtual teaching resources.

For the development of the research the following **specific objectives** are considered:

- To provide a theoretical basis for the use of virtual teaching resources in the process of teaching and learning English as a foreign language.
- To diagnose the current state of reading comprehension of the English language in the students of the eighth year room "D" at the "Dr. José Ochoa León" High School in the 2021-2022 school year.
- To develop a system of didactic activities based on the use of the Starfall virtual platform to improve reading comprehension of the English language in the students of the eighth year room "D" at the "Dr. José Ochoa León" High School in the 2021-2022 school year.
- To apply a system of didactic activities based on the use of the Starfall virtual platform to improve the reading comprehension of the English language in the students of the eighth year room "D" at the "Dr. José Ochoa León" High School in the 2021-2022 school year.
- To evaluate the results obtained through the application of a system of didactic activities using the Starfall virtual platform within the learning environment for the development of reading comprehension in English as a foreign language.

In order to make this study feasible, a qualitative research study was used, under a descriptive non-experimental design.

The **sample** consisted of 34 students of the eighth year room “D” at the "Dr. José Ochoa León" High School selected by means of a non-probabilistic intentional sampling

For the development of the research process, the theoretical and empirical methods considered during the study are presented. Within the theoretical level we have the systematic method, the historical-logical method and the inductive-deductive method which were used repeatedly from the elaboration of the design to the interpretation of the data and facts found. On the empirical level, observation, observation sheet, pedagogical test and interview were used to collect data and information.

The importance of the research presented is that by using virtual platforms as a didactic method associated with the teaching-learning process, new paradigms and learning environments are created that diversify teaching in educational institutions.

Virtual learning resources offer innovative and more interesting knowledge acquisition for the learner. Therefore, the use of virtual platforms as a didactic resource implemented for the improvement of reading comprehension in the English language will help students to increase their reading skills through sensory perception which is always associated with a cognitive process.

In other words, the platform has short stories accompanied by images, audios and review of unknown words for a better understanding of the text, thus producing meaningful learning.

The practical contribution of the research is a system of didactic activities based on the use of virtual platforms as didactic resources for the improvement of reading comprehension in the subject of English as a foreign language.

Its **novelty** lies in the fact that through didactic activities of a reflective and engaging nature, students will be able to grasp the general idea of the text, identify words and meanings and relate new knowledge to previous knowledge, thus developing one of the basic communicative skills of the language.

In view of the above, this research is made up of an introduction where the theoretical design is specified and four chapters, which are detailed below:

Chapter 1: The theoretical bases that support the arguments used to solve the problem are presented.

Chapter 2: The methodological framework is structured in which the type of research, the aims pursued and the different methods and techniques used for data collection are determined.

Chapter 3: The pedagogical proposal is presented, which is the central nucleus of the work.

Chapter 4: The results obtained in response to the problem posed are discussed. The conclusions and recommendations are then presented, supported by a relevant bibliography.

CHAPTER I. THEORETICAL FRAMEWORK

The following chapter presents the theoretical foundation on virtual platforms as didactic resources for English language teaching, which allows us to have a broader and deeper vision of the topic to be investigated. This section comprises the theoretical framework, which addresses three important points: historical background, conceptual background and contextual background.

1.1 Historical Background

1.1.1 Developments in the use of virtual learning resources in education.

The scientific development achieved by mankind in recent decades has meant that contemporary society has been characterised by the introduction and rapid expansion of Information and Communication Technologies (ICT).

ICTs have enabled the gradual deployment of the "knowledge society": a society that requires a different way of thinking about education, rethinking the architecture of the school and the learning space, which can be in different forms of virtuality.

“Los rápidos progresos de las tecnologías de la información y la comunicación modifican la forma de elaboración, adquisición y transmisión de conocimientos”
(UNESCO, 1998).

This need for the deployment of technology and knowledge has had a significant influence on the field of education. As Chiappe (2016) states, there is a need for digital educational content designed and produced in such a way that it responds adequately to the technological, communicative and pedagogical challenges and to the thematic updating demanded by an education that develops within the framework of this society. From this point of view, one of the elements that can facilitate such demands is knowing how to incorporate innovative methodologies and strategies, with the technological resources available in each school to develop a virtual education that supports the processes of face-to-face training.

Educational institutions need to adapt to new training modalities that are more in line with the new situation, which makes it necessary to address and reflect from a

pedagogical point of view both on the future perspectives that the evolution of ICTs is offering, and on the emerging learning scenarios that are taking shape.

ICTs are increasingly accessible and adaptable and are tools that schools are making work for students' personal and academic performance. Schools that incorporate the computer intend to generate pedagogical changes in traditional teaching towards more constructive learning. Therefore, the computer provides information, promotes the development of skills and abilities so that the student seeks ways to obtain information, constructs, simulates and tests hypotheses (Darias, 2001).

In addition, it also makes it possible to increase the number of the population served, and therefore it is necessary to extend the possibility of education to more households and improve their quality of life. Nowadays, there is technological equipment that divides the actors of the school process regarding its use; the advantages and disadvantages of computers, the convenience or the unavoidable use of this apparatus as a tool in the production, circulation and consumption of knowledge are discussed.

In this way, it was the initiatives carried out by educational institutions in the United States and the United Kingdom in the mid-21st century that led to the implementation of virtual teaching resources at the educational levels of English language teaching.

In 2002, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) gave a lecture on the great importance of the initiative to activate virtual learning resources in English language teaching with developing countries, which were presented as a set of components available through Information and Communication Technologies (ICTs).

According to Rodriguez (2011) *“Los recursos didácticos virtuales constituyen un recurso útil para favorecer procesos de aprendizaje de habilidades en inglés, de conocimientos, siempre que conciban como un medio al servicio de un proceso que se pretende desarrollar”*.

In addition to this, the most important and most used resources throughout history in the learning process were: textbook, blackboard, notebook, library. These were the means of communication where the ideas of human thought and scientific knowledge

emerged, opening up for the first time, the storage of information in English with the pupils.

In the modern era, within the virtual space or modality in which we are living, the blackboard continues to be the most relevant teaching-learning medium for the implementation of ideas, in such a way that it has not avoided having evolved technologically over the years. The aforementioned green board with chalk and eraser of the century became a white board with liquid chalk marker, and in the last decade it has become a smart board where slides can be projected to generate greater attention, creativity and imagination in students.

Molina (2013) states that *“Los recursos didácticos interactivos facilitan el fortalecimiento del proceso educativo con la finalidad de enaltecer la calidad educativa con trabajos pedagógicos”*.

Finally, it is worth mentioning that approaching the Internet and finding all kinds of information is not the same as understanding it and integrating it into our cognitive structure, which is why the intervention of educational institutions is required if we want to be in a position to exploit the potential capabilities of the Internet to the full (González, 2002).

1.2 Conceptual background to the use of virtual learning resources in the process of English language teaching and learning.

1.2.1 Pedagogical and didactic foundations of the use of virtual teaching resources in the teaching-learning process. Their role in language teaching.

English is a language that has gained momentum globally in recent decades. The number of people learning this language has increased considerably over the years, making it a universal language and the most relevant language in the world.

For Castillo and Benítez (n.d.)

“La enseñanza de las lenguas extranjeras se refiere al dominio práctico del idioma por los alumnos, a los conocimientos relacionados con la lengua

y la cultura, a los sentimientos, convicciones y actitudes que se desarrollan mediante su estudio” (pág. 2).

Indeed, learning English is a priority in education from the first levels of general basic education up to the last rung of higher education, where a high level of proficiency in all four skills is required.

While it is true that teaching and learning a new language is a challenge for both students and teachers, it is for this reason that the implementation of didactic resources in the classroom has, since ancient times, been a considerable option to facilitate learning and expand the imagination and creativity of students.

Teaching resources can be defined as those materials that facilitate the teacher's role in teaching and learning through the use of resources. When talking about the application of resources, reference is made to the use of educational videos, didactic books, slides, illustrative images, interactive activities, the projection of films according to the subject we are analyzing according to the educational curriculum. The didactic resources are used as needed, the teachers must plan the class and according to its difficulty implement the didactic resources in the English skills.

There are different teaching resources for all kinds of subjects and students, so it is necessary to mention their classification.

Teaching resources can be classified as follows:

- *Permanent working material.* Anything that is used on a daily basis in teaching, whether to keep a record of teaching, illustrate what has been said or to enable other types of operations.
- *Information materials.* Materials in which information is contained and which are used as a source of knowledge.
- *Illustrative material.* Anything that can be used to accompany, enhance and exemplify the content taught, whether visual, audiovisual or interactive.
- *Experimental material.* Material that allows students to test the knowledge imparted in class through practice and direct experimentation.

- *Technological material.* These are the electronic resources that enable the generation of content, the massification of content, etc., making use above all of the so-called ICT.

Within the types of didactic resources there are technological materials, i.e. carriers of digital content, which are transformed in the same way into transmitters of knowledge. Having said this, we can say that information and communication technologies (ICT) in education have great advantages, such as the opportunity to create and use virtual teaching resources that facilitate, improve and complement the learning of a new language.

In terms of types of virtual learning resources in the teaching and learning of English as a foreign language, there are several types that are innovative for students, which motivate them to learn. These are:

- **EXeLearning:** Useful educational software that assists teachers in establishing and transmitting didactic content for computer-based media.
- **Mundo Primaria:** It is considered a very useful source of free educational resources and games for children. The materials to be used have been created by teachers and pedagogical professionals. They are ordered by subject areas according to the age of the pupil based on the official curricula of each course.
- **Image, video, illustration and audio bank.** It is considered a very useful source of free educational resources and games for children. The materials to be used have been created by teachers and pedagogical professionals. They are ordered by subject areas according to the age of the pupil based on the official curricula of each course.

1.2.2 Virtual teaching resources in language teaching

Virtual learning resources have been playing a revolutionary role in society. Their greatest impact has been their great adaptation to the different fields of human activity, thus generating interest in how technologies can complement each other in order to obtain quality education.

Today's education requires suitable technological didactic processes in order to achieve optimal learning and the development of competencies, providing the correct acquisition of reading skills through the appropriate use of technological resources to favour the competitive progress of students in General Basic Education.

“Saber inglés pone a las personas en ventaja para acceder a información actualizada que se comparte mediante muchos medios digitales propios del siglo XXI. Está claro que aprender inglés más que importante es necesario” (Intriago, Villafuerte, Cevallos y Bello, 2019)

In the last decade it was very difficult to have immediate access to technological resources, but nowadays they are within everyone's reach. Years ago, teachers used a blackboard, chalk, cassettes for their classes, today it is enough to use a video, a film, programmes, websites, etc. Moreover, they allow working on the four skills of the English language. These resources are considered as visual and audiovisual resources.

For this point also, it is necessary to emphasize the role of the English language teacher who stands out for the elaboration of didactic activities using technological resources with the aim of reinforcing the teaching and learning of the language making this procedure a meaningful, dynamic and interactive learning that allows to strengthen the different skills to the students, with the purpose that they are able to read and interact with themselves first before doing it with native speakers.

Technological tools are various and help the teacher to save time, generate more options to prepare material for the class, activities to work on in the classroom or send home, allow to maintain the interest and motivation of the student and can be adapted to the different learning rhythms that exist in a classroom. As for the student, it allows them to break out of traditional teaching, while fostering their creativity along with the opportunity to work individually or collaboratively with the rest of the classmates.

Thanks to ICTs in the pedagogical process, the entire educational community can access a wealth of information, share experiences, work regardless of time and distance, and there is more fluid communication between the participants in this process (Diaz, 2015).

According to (Chimarro , 2017) *“las TICs cuando son utilizadas en función correcta del proceso de enseñanza aprendizaje del idioma inglés, garantizan un nuevo recurso didáctico para el desarrollo de destrezas educativas como el Reading Comprehension”*.

It has been demonstrated internationally and in Ecuador that educational technologies are aids to the teaching process, including the following teaching aids: language laboratories, fixed-view projectors, TV, among other physical media. In order to overcome these shortcomings, they recommend the use of audiovisual media as teaching aids (Chimarro, 2017, p. 43).

The use of these media as educational tools can help to improve the sub-skills of each English language skill. One of these sub-skills is reading comprehension. Teachers, apart from the human resources they offer to their students, can also make use of slides, videos, websites and apps to help students improve their reading comprehension.

Among the most efficient technological strategies for improving reading comprehension in English are also audio books which will help to predict the content of the text, blogs with different educational topics where students can do a quick reading, educational software with fun readings, stories among others which must use the context to guess the meaning of the words and finally identify the main ideas of the reading.

1.2.3 Use of digital platforms

When applying the skill of Reading Comprehension within the English language it is important to develop written skills as well as good oral expression and pronunciation in order to communicate what you want to communicate. In order to be able to read and understand, one must first learn to write, and as you know, English language skills are intertwined for effective language functioning.

The following research work aims to improve students' reading comprehension using different technological tools, including digital platforms such as Starfall, Time for kids, Go comics, where through interactive readings, new words, videos and games, students improve their reading comprehension, reading expression and vocabulary enrichment. Within the mentioned platforms there are different types of activities aimed at students of different levels, ages and to develop all English language skills.

For the design of the activity system, STARFALL will be used. This is a page full of hundreds of games with comprehensive readings where students will be able to make use of a wide range of vocabulary that will allow them to develop their reading comprehension of English texts and their confidence to communicate or express ideas in English.

Within the children's page, the focus will be on using the "I'M READING" tabs where 5 sections of different topics or interactive reading comprehension activities for children will appear, each of the sections contain fables and stories which students can practice, and the same application offers audio options for students to listen to and repeat as they read.

1.3 Contextual Background

1.3.1 Contextual characteristics in the process of English language teaching and learning in Latin America and Ecuador

The level of English in Latin America is ranked as one of the lowest in terms of language proficiency based on international scales. The vast majority of educational institutions in their curricula do not require students to finish with a satisfactory level of English, which corresponds to a B2 level.

In the Latin American context, considerable attempts have been made to improve and amplify English language teaching and learning through policies and curricula. However, the results obtained in international tests showed the reality that the level of English was very poor. The education system was not developing the necessary and competent skills for students to attain the level of English required to master the language (Cronquist & Fiszbein, 2017).

There is a need for improved policies and programmes to enhance proficiency levels. Many Latin American countries set objectives and standards that go hand in hand with the structuring of curricula and other support for English language teaching (Cronquist & Fiszbein, 2017).

No less than a decade ago in Ecuador, the Ministry of Education (MinEduc) by means of an agreement established English as a compulsory subject in public and public schools in the country from the second year, as at the beginning the teaching of this

language was only foreseen for students from the eighth year of EGB to the third year of baccalaureate.

The objective of this agreement is that Ecuadorian students leave high school with a B1 level of English, and although it seeks to structure and specify the curriculum according to the educational levels with the respective levels of language proficiency, the reality is that it is difficult for students to finish secondary education with the relevant communicative skills required by the system.

There are four basic target language skills: Reading, Listening, Speaking and Writing; these in turn are subdivided into receptive and productive skills. Receptive skills are those that need to receive in order to process information, but do not need to produce language as productive skills do.

It is well known that, in order to achieve linguistic training in this language, much depends on how much is devoted to the study of receptive skills, as they are the first to be learnt by students, but perhaps the least developed in the classroom.

In the education system, most EFL students in Ecuador face many problems, especially in understanding written materials when they read. According to them, understanding the meaning of texts can be a big challenge, i.e. they are able to understand every word and even every sentence, but unfortunately they fail to grasp the meaning of the text as a whole.

Reading comprehension, like other English skills, is fundamental; correct reading aims to achieve systematic knowledge, however, in Ecuadorian educational institutions, no attention is paid to the teaching of reading, nor to strategies based on the foreign language. Most children read the texts in books, but do not understand the content, so they do not acquire basic knowledge to enrich their vocabulary.

As a consequence, educational institutions, but especially English language teachers, have opted for the implementation of virtual learning resources in the classroom. These resources are used to present information, carry out activities and provide feedback. With this system, classroom management becomes more dynamic and effective, since, by enabling the learning of a new language, it is evident that these resources also become transmitters of knowledge that accelerate the student's learning process.

In this way, the problematic situation is contextualized in students of General Basic Education from 11 to 13 years old belonging at "Dr. José Ochoa León" High School. The educational institution is located in the canton of Pasaje and provides education from the eighth year of basic education to the third year of high school. The high school has 2164 students, 95 teachers and 17 administrative staff.

This problem arises from the difficulties that arise from the level of comprehension of texts in English shown by students and the lack of use of virtual resources in the classroom, which contributes to students not developing the necessary competencies in reading skills, which will serve to develop productive skills later on.

The research focuses on the development of reading comprehension through the implementation of a virtual platform for students in the eighth year room "D" at "Dr. José Ochoa León" High School who are the population of this research.

1.3.2 Diagnosis of the current state of reading in English among eighth year students at "Dr. José Ochoa León" High School.

Analysis of the results

The first instrument applied was the observation form (ANNEX 1), which allowed the following results to be collected:

- Most students do not have a basic knowledge of the English language.
- Students do not receive a warm-up before the start of class.
- Students are not motivated to read.
- Students feel insecure when reading.
- Students are not able to read English sentences or paragraphs spontaneously.
- Students get stuck and have interruptions when reading in English.
- Students do not master comprehension strategies.
- Students do not understand the texts they read.

The second instrument applied was a semi-structured interview (ANNEX 2) addressed to the teacher in charge of teaching the subject of English to find out his or her perspective on the subject of reading comprehension in students:

- According to the teacher, the adversities caused by the pandemic have caused a discontinuity in English language learning, *“hay muchas falencias, como todos sabemos hay muchos vacíos”* especially in reading and comprehension, so the predominant level of students is between a basic and low level.

- The teacher also emphasizes that apart from the importance of reading as a skill for the development of reading comprehension, all skills play a vital role. For Cervantes, Rosa; Pérez, José; Alanís, Mayra (2017), reading comprehension is the basis of knowledge in all subjects and of the subsequent skills to be learned; through which the student acquires clear and precise concepts that allow him/her to develop in situations that arise in a satisfactory manner, whether academic or in everyday life.

- The teacher expressed that the good development of reading skills leads to the development of other skills such as writing, because a receptive skill always complements a productive one. In the teacher's words, *“aparte de aprender el skill de reading también aprendemos o desarrollamos la habilidad de la escritura obviamente, entonces ahí estaríamos desarrollando dos habilidades en una.”*

- Furthermore, it details the importance of the use of ICT in the teaching and learning process, as technological tools have become a necessity for educational institutions today due to the pandemic crisis.

- On the other hand, students show a great lack of motivation towards English language teaching in general, so that not only reading becomes a challenge for them but also the rest of the skills that learning a foreign language involves. On this point the teacher mentioned that *“Nosotros como docentes tenemos que cambiarles la mentalidad a los estudiantes y hacerles entender que ellos si son capaces de desarrollar cualquier habilidad.”*

- The teacher also expressed that he is knowledgeable about virtual learning resources. He was asked if he would use these tools in his classes and his answer was the following

“Pero por supuesto, si son herramientas esenciales y muy necesarias que nos dan una apertura inmensa a un campo de inglés”.

- Regarding the strategies that the teacher proposes to improve the students' reading comprehension levels, the response was as follows *“Siempre hay actividades físicas que uno puede sacar directamente de internet que les ayudan a los estudiantes a hacer la comprensión lectora donde podemos realizar diferentes actividades como, por ejemplo, en una lectura le podemos decir a los estudiantes que encuentren los adjetivos, los adverbios, los verbos, etc.”*

The third instrument applied was a pedagogical test (ANNEX 3) with the purpose of investigating the reading level of the eighth year students in the subject of English. For the analysis of the data obtained, we used a rubric (ANNEX 4) of our own elaboration, which evaluates four criteria (reading fluency, vocabulary knowledge, comprehension and interpretation) that comprise reading and where, in addition, these criteria are evaluated by four parameters where 1= excellent; 2= very good; 3= good; 4= null. This has resulted in the following information:

- The first criterion of the rubric aims to assess the students' reading fluency, i.e. to know the rhythm and spontaneity with which they read texts in English. In this point, the students have shown that they have no reading fluency. The lack of clarity they had about the reading done and the activities corresponding to it was evidenced.

- The second criterion of the rubric aims to assess the students' basic knowledge of the vocabulary used in the pedagogical test. The result was that the students only understand a few words of the vocabulary used in the reading and activities when they read and assimilate it regularly, so their level of vocabulary knowledge is in parameter 3.

- The third criterion of the rubric aims to assess the students' reading comprehension. For this point, the analysis of the data shows that the students and their level of comprehension are located in the fourth parameter, which describes that they do not understand the text they are reading. They manage to understand simple sentences, but have difficulties in understanding a paragraph of the same text.

- The fourth criterion of the rubric aims to assess the level of interpretation in eighth year students. As in the previous criterion, the test data show that the level of students' ability

to interpret and make inferences from the reading was nil. There was no approach to the meaning of the text.

Through the analysis of the data obtained in each instrument applied, it has become evident that there is a low level of reading comprehension in English on the part of the students. All this is a product of the adversities and the low motivation that the students have for reading texts or stories in English either through books or social networks and web pages, in addition to the limited knowledge base they have about the language, because some mentioned not having seen the subject of English at school.

Based on all the information gathered on the problems that students have when reading and subsequently understanding the meaning of the text, the need was demonstrated to proceed with the planning, structuring and development of a system of activities based on the use of a virtual platform to improve the teaching and learning process of reading comprehension in English in the 8th year EGB students at "Dr. José Ochoa León" High School.

CHAPTER II. METHODOLOGICAL FRAMEWORK

Next, the different methodological aspects are presented, such as the paradigm and type of research, the design, the theoretical and empirical methods and the selected population. Likewise, through the application of the research instruments it is intended to present the analysis of the data obtained in order to achieve the aforementioned objectives and aims.

2.1 Paradigm and type of research

This chapter is oriented towards the qualitative paradigm, because it aims to test a reality in an established environment, to learn opinions and to analyse authentic situations.

Camacho (2011) states that in this paradigm individuals are conceptualised as active agents in the construction and determination of the realities they encounter, rather than responding robotically according to the expectations of their roles.

2.2 Research design

Due to the characteristics of the research problem it was considered necessary that the study be developed through a descriptive, non-experimental design.

A descriptive type of research focuses on bringing more clarity to current problems through a process of data collection. Descriptive studies are used to describe the behaviour of a population or sample. In descriptive research only one variable is required to conduct a study.

2.3 Population and sample or object of study

The English classes were addressed to the eighth year students of the room "D" at "Dr. José Ochoa León" High School, a group that is considered as the population in the present study. The group consists of 34 students. In order to carry out the research process, the same population was considered as the sample by means of a non-probabilistic intentional sampling.

2.4 Research methods

For the development of the research process, the theoretical and empirical methods considered during the study are presented. Within the theoretical level we have the systematic method, the historical-logical method and the inductive-deductive method which were used repeatedly from the elaboration of the design to the interpretation of the data and facts found. On the empirical level, observation, the pedagogical test and the interview were used to collect data and information.

2.4.1 Theoretical methods

According to (Cobas, 2010) theoretical methods *“Permiten revelar las relaciones esenciales del objeto de investigación, no observables directamente. Participan en la etapa de asimilación de hechos, fenómenos y procesos”*. The methods used in the research are as follows:

- Historical-logical method

This method allows us to determine the aspects concerning the evolution and development, in this way we will know the background and history of the English language and the difficulties that have been developed concerning reading comprehension, interpret and analyse the manifestations that have occurred throughout the learning of the language with the implementation of technological tools.

- Systematic method

This method makes it possible to model the object by determining its components, as well as the relationships between them that form a new quality as a whole. These relationships determine on the one hand the structure and hierarchy of each component in the object and on the other hand its dynamics and functioning.

- Inductive-deductive method

The inductive research method allows us to analyse the observed phenomenon, while the deductive method is used to verify the observed phenomenon. *“En esta postura se acepta una realidad externa y se cree en la capacidad del hombre para poderla percibir y entender, y explotarla en su beneficio”* (Lopez, s.f, pág.1).

2.4.2 Empirical methods

According to (Martinez, R. and Rodriguez, E., n.d.) *“Estos métodos posibilitan revelar las relaciones esenciales y las características fundamentales del objeto de estudio, accesibles a la detección sensorial, a través de procedimientos prácticos con el objeto y diversos medios de estudio”*.

The empirical methods selected in this research work are as follows:

- Observation:

Observation is the most systematised and logical form for the visual and verifiable recording of what we want to know; that is, to capture as objectively as possible what happens in the real world, whether to describe it, analyse it or explain it from a scientific perspective (Campos, 2012).

Observation is the first fundamental empirical method in this research, as it is how certain characteristics of the level of Reading comprehension skills are identified, which will allow us to analyse the development and evolution of the improvement of reading comprehension in the English language through the use of the technological tools selected in the project.

- Pedagogical test

The pedagogical test is in charge of evaluating the students, at the beginning it is considered the elaboration of a diagnostic test, in which the level of knowledge that the student has in decoding the written messages in the texts will be determined; through its application it will be possible to verify the level of vocabulary that the students have, the lack of reading fluency and the difficulty to carry out a quick reading. After being evaluated, it is checked whether the activities applied fulfilled the expected objectives of the students.

- Semi-structured interview

The semi-structured interview allows us to investigate specific data in a concrete way, to find out the root of the problems. In this case, it is aimed at the students and the

teacher in charge in order to identify the students' shortcomings in reading comprehension.

2.5 Techniques for data processing

Once the data collection has been completed through the instruments and techniques applied, the results obtained are interpreted in order to understand them. The following technique is used for this analysis.

2.5.1 Content analysis

Through the use of content analysis, the aim is to delimit the units of analysis that were obtained with the corresponding data collection techniques.

According to Sampieri (2003), content analysis is a technique for processing any type of information accumulated in codified categories of variables that allow for the analysis of the problem that is the subject of the research.

2.6 Working with the research units of analysis

It should be emphasised that in a qualitative research project such as the one being carried out at the present time, it is elementary for the researcher to specify and specify the units of analysis with which the study is carried out, which gravitate around the presently executed problem, thus establishing each one of the patterns that will enable us to continue our research and formulate the instruments which will carry out the collection of the requested data.

Gaitán M, J. A. and Piñuel R, J. L. (1998:60) state that the units of analysis are those units of observation which, selected beforehand and recognised by the observers in the field and during the time of observation, become the object of codification and/or categorisation in the registers constructed for this purpose.

In the present research work, the unit of analysis is considered to be the unit of analysis on the improvement of Reading Comprehension skills in English and from it the subcategories of analysis are subtracted.

2.6.1 Working with the unit of analysis: English Reading Comprehension

Analysis unit	Categories	Indicators
Reading Comprehension	Literal reading comprehension.	<ul style="list-style-type: none"> - They read the reading they have done satisfactorily and with ease. - They make predictions about literal information presented. - They anticipate what a text is about from the cover, title and illustrations. - They describe some elements of the text, characterising characters, problem, places, facts. - They extract specific information.
	Inferential reading comprehension.	<ul style="list-style-type: none"> - They know the meaning of the words in the text. - They understand the meaning of sentences. - They use their own words to narrate and interpret effectively and clearly what they have read. - They narrate and interpret in their own words what they have read efficiently and understandably. - Interpreting the meaning of new words.

		- They draw conclusions.
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Source: Own elaboration

2.7 2.7 Representation of categories in the instruments used

Categories	Participant observation	Teacher interview	Analysis
	Pedagogical test		
Literal reading comprehension	Category 1 / Unit of analysis 1		<ul style="list-style-type: none"> - Students are able to extract specific information from the reading performed. - Students are able to extract non-specific information from the reading performed. - Students are not able to extract specific information from the reading performed.

<p>Inferential reading comprehension.</p>	<p>Category 2 / Unit of analysis 2</p>	<ul style="list-style-type: none"> - Students use their own words to narrate and interpret effectively and clearly what they have read. - Students use words from the book as support and some of their own words to effectively and clearly narrate and interpret what they have read. - Students do not narrate and interpret in their own words ineffectively and with zero understanding of what they have read..
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Source: Own elaboration

The chapter presented the methodological framework underpinning the research and determined the basis for the elaboration of an intervention proposal, focused on solving the identified problem.

CHAPTER III. PROPOSAL FOR INTERVENTION

This chapter describes the intervention proposal that has been put forward in response to the shortcomings encountered in applying the instruments to obtain detailed and reliable information.

3.1 Theoretical foundation of the system of activities to improve reading comprehension in the English language of eighth year students at "Dr. José Ochoa León" High School.

The development of reading competence in English is achieved to the extent that the student is able to read correctly, with correct pronunciation, intonation and fluency, without unnecessary pauses, and is able to decode and interpret messages in order to construct meaning and convey it orally and in writing. Therefore, the objective of the present research is to improve the reading comprehension in English of eighth year students at "Dr. José Ochoa León" High School in the city of Pasaje through the implementation of a system of activities based on the support of virtual didactic resources.

To start this chapter, it is important to know in depth the concepts that make up the research topic, so this point will rely on the definitions of various authors such as Vygotsky (1987), Gonzalez (2001), Homero, C. (2010), Borrero, E. (2010) to describe and explain what is and what is a system of activities.

Vygotsky (1987) argues that an activity is a process of a person solving vital tasks, motivated by the goal to which it is directed. Thus, he specifies that a person, when performing an activity, must be motivated by a goal that guides him/her in carrying out actions aimed at accomplishing certain tasks.

González, V. (2001) rightly states that activities are the processes through which a person, responding to his or her needs, relates to reality by adopting a certain attitude towards it. Homer, C. (2010) and other authors define a system as a set of elements that, through their functioning, ensure the achievement of a specific objective. Each set functions individually, but at the same time functions in hierarchy and subordination to the other sets of the system.

Borrero, E. (2010) an activity system is a set of closely related elements that directly or indirectly link the system in a more or less stable way and whose overall behaviour is a personal effort to achieve a goal.

(González, 2006) On the other hand, he explains that the system of activities is a set of tasks guided by the teacher to ensure the integration of speaking, listening and reading skills, supported by the use of authentic materials, techniques and participatory methods for the satisfactory development of students' communicative skills.

Taking into account the different views of the authors on what an activity system is, it is also worth mentioning the important contribution that the integration of learning resources in education and the implementation of these systems make to the improvement of the quality of education of students.

In today's education system, much attention is paid to teaching materials and resources and their systematic use by teachers. Although teaching materials and resources are not the most important elements in school education, as the human factor (teacher and learner) plays the most important role, some of them are crucial for pedagogical practice.

According to Jordi Díaz Lusa, teaching resources and materials are a set of elements, tools or strategies that a teacher uses or can use to support, complement or assist in a learning task. These resources provide the necessary conditions for the student to carry out the planned activity as efficiently as possible.

As mentioned by Marqués (2001), these resources, designed to support the learning process that each student must create, use a symbolic system (texts, sounds, images), have specific content (software) that is presented in a specific way, are supported by a medium or platform (hardware) that acts as a mediator to access the content and creates a communication environment with the user of the material, which favours certain delivery systems in the teaching and learning process.

For Professor Juan Luis Bravo Ramos (2004), the presence of Information and Communication Technologies has produced profound changes in the teaching media by incorporating some new ones and changing many of the methods and techniques for carrying out traditional ones. These changes have also influenced the way of teaching

with the media, by providing new techniques that optimize training and offer other methods that facilitate access to it.

Thus, it is necessary to define technological learning resources as computer-based resources that assist, promote attention and understanding in a dynamic and interactive way (Chancusig et al., 2017). Teaching aids are various materials that teachers use to make the teaching and learning process more dynamic and pedagogically effective.

Therefore, virtual resources as teaching tools in teaching practice aim to enhance learning by adapting these digital environments to the curriculum. It is an external strategy, an option that helps to fill many gaps in the educational process (Cejas and Navío, 2016).

Finally, the general objective of the system of activities is to contribute to the improvement of reading comprehension in the English language of the eighth year students at Dr. José Ochoa León” High School.

3.2 System of activities for the improvement of reading comprehension in English based on the use of the Starfall platform.

In this excerpt the specific planning of the classes that were structured and executed, where they propose the implementation of the system of activities based on the use of the Starfall platform for the improvement of reading comprehension in English in the students of the 8th year of basic education at the "Dr. José Ochoa León" High School.

Activity 1

Title: My Mom

Objective: At the end of the activity students will be able to recognize the adjectives from the text to describe people, things and personalities.

Procedure: The teacher introduces a pre-reading vocabulary to familiarize the students with the new words through a choral drill. The teacher then reads the text aloud. He/she asks the students to read the text aloud as well in order to practice reading fluency. Each student is then given a worksheet on which they have to reread the text and look up some information to find the correct answer.

Teaching Aids:

- PowerPoint presentation.
- Worksheets
- Reading from the textbook.

Activity 2

Title: The rabbit and the turtle.

Objective: At the end of the activity, students will be able to characterize the fable's characters, problems and events in a way that develops their comprehension skills.

Procedure: The teacher introduces a pre-reading vocabulary to familiarize the students with the new words through a choral drill. Next, the teacher reads the fable with an emphasis on the words the students have just learned and then asks the students to read aloud to practice reading fluency. Finally, a worksheet is given to each student so that according to the reading they can answer the questions correctly.

Teaching Aids

- PowerPoint presentation.
- Worksheets.
- Reading from the Starfall platform.

Activity 3

Title: The little red hen.

Objective: At the end of the activities, students will be able to infer answers that are not explicitly found in the text.

Procedure: The teacher will begin by asking the students if they know the animals on the farm and brainstorming as many as they can. Students will then be asked to choose an animal and form a sentence with it. For example: The chicken is yellow. After that, we will move on to the activity where the teacher will start by reading aloud and then the

students will repeat aloud as well to practice their reading fluency. In the activity, students will have to read and label the name of the animal. They will also have to answer literal and inferential level questions to develop their comprehension.

Teaching Aids:

- PowerPoint presentation.
- Worksheets.
- Reading from the Starfall platform.

3.3 Practical evaluation of the activity system based on the use of the Starfall platform for improving reading comprehension in English.

This excerpt is carried out with the purpose of corroborating the effectiveness of the application of the system of activities based on the use of the Starfall platform for the improvement of reading comprehension in English in the students of the 8th year of basic education at "Dr. José Ochoa León" High School.

The system of exercises was evaluated systematically using techniques that supported the previously stated objectives. However, we took into account the results obtained initially in the pedagogical test, thus assessing each of the shortcomings presented in the mechanisms implemented and the need to develop a system of activities to improve reading comprehension in the English language in students was determined. The practical evaluation of each activity is detailed below.:

Activity 1

The first point was a warm up where the students were taught the different types of adjectives, which in this case were used to describe people, things and personalities. The students had to participate in this introductory activity in order to later present the reading about "My Mom" through powerpoint presentations. Once the vocabulary had been explained and assimilated, we proceeded to the activity in question, which consisted of reading aloud to assess and improve the students' reading fluency. In addition, the activity consisted of three questions. The first was to list the adjectives found in the

reading, the second was to choose the correct answer and the third was to write true or false. ANNEX (5)

Activity 2

The second activity began with a warm up to familiarise the students with the vocabulary of the reading to be used. The reading consisted of a fable that the students already knew beforehand, so they proceeded to read it aloud to practise reading fluency. And finally, the literal level activities consisted of listing the events according to the story, choosing the correct answer, selecting true or false, linking the images with the sentences to which they belong and describing the main characteristics of the characters in the fable. ANNEX (6)

Activity 3

For the last activity, as a warm up, the students were asked if they knew the animals on the farm and, by brainstorming, they had to name as many as they could. Then they had to choose an animal of their choice and create a simple sentence with it, for example: The chicken is yellow. After this, they started with the activity which consisted of reading a fable aloud to evaluate the improvement of fluency, it also has a question where the students have to label the name of the animal with the corresponding image (the name of the animals is highlighted in the reading) and finally, through the literal and inferential and reflective questions, the progress of reading comprehension could be evaluated. ANNEX (7)

CHAPTER IV: DISCUSSION OF RESULTS

Based on the results of the present study, which addresses the improvement of reading comprehension in English as a unit of analysis, and with the help of some authors who have worked in the same field, we will analyze the effectiveness achieved through the implementation of the system of activities in the 8th year of general basic education students at “Dr. José Ochoa León” High School.

The students' lack of reading comprehension is a problem for the development of language skills in English, since learning a foreign language mainly requires the development of receptive skills, which are the basis for productive skills and subsequent language proficiency.

According to the observation sheet and the results obtained, we found that, in effect, the causes described at the beginning of the research were the determinants of the problem, among them the lack of motivation and insecurity to read, lack of previous knowledge, lack of mastery of reading comprehension strategies and of virtual resources or didactic tools.

For Valenzuela González (1999), motivation is a set of internal human states and processes that cause, control and sustain specific activities. *“Según este concepto, un alumno motivado (1) traduce su interés por aprender en acciones concretas, (2) dirige su aprendizaje hacia objetivos específicos y (3) mantiene su aprendizaje mediante el esfuerzo y la persistencia para alcanzar sus objetivos”* (p. 16). Students who are motivated feel they have more control over their studies and consequently make a greater effort to achieve better academic performance (Burón, 1995).

On the other hand, some authors also argue that the lack of prior knowledge and the inability to master reading comprehension strategies hinder students' metacognitive development. According to León Chocho, S. and Segarra Paz, G. (2018) When reading a text, there are strategies or skills that facilitate reading comprehension, and it is important to activate prior knowledge in the pre-reading phase. A common strategy to read a text well is to read the title, read the whole text without pauses, separate and number each paragraph of the text or highlight the main idea.

However, to speed up all these comprehension processes, it is important to make the use of virtual resources or technological tools part of our routine as teachers. Using technology in the classroom is more than just training teachers in the use of these tools; they can become a more dynamic and inclusive experience to improve the educational community (León Chocho, S. and Segarra Paz, G., 2018).

In this way, and upon evidencing the above causes, it was necessary to apply a pedagogical test to determine the level of knowledge of eighth year students, which showed that the level of knowledge in reading comprehension was low according to the evaluation rubric used. In response to this problem, the authors focused on designing a system of activities using virtual learning resources such as websites. Thus, through the use of an activity system, students were allowed to develop reading skills in an interactive way, as the readings used were largely stories and fables provided by the Starfall website and then adapted to make it easier for students to read and understand the text presented. In addition, they were also allowed to work individually and in groups to strengthen autonomous and collaborative work.

CONCLUSIONS

- The analysis of the theoretical foundations and the methodological results obtained during the work provided data to support the research question and objective aimed at improving the reading comprehension of eighth year room "D" students at Dr. José Ochoa León High School.
- From the results obtained with the pedagogical test, it is possible to classify the students in the basic level of reading comprehension in English, since they only answer simple questions and inferences and determine the meaning of parts of the text.
- On the other hand, it can be said that the students have serious reading comprehension difficulties. One of these is the need to fill gaps in knowledge or vocabulary in order for pupils to fully understand and interpret texts.
- Also, the activity system has shown that pupils have great difficulty in identifying verb tenses and that teachers need to reinforce this area in order to better integrate new knowledge.
- Finally, there were slightly noticeable changes in students' learning after the implementation of the system, which confirms the effectiveness of the activity system implemented through the virtual resources.

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ANNEXES

ANNEXES

Annex 1: Observation Form

FICHA DE OBSERVACIÓN							
DATOS INFORMATIVOS							
Nombre de la institución	Colegio de Bachillerato "Dr. José Ochoa León"				Jornada	Vespertina	
Nombre del docente	Lcdo. José Astudillo				Asignatura	Inglés	
Grado o Curso	8	Paralelo	D	Fecha	02/08/22	Nº de estudiantes	34
Objetivo: Recolectar información sobre el proceso de enseñanza y aprendizaje de la comprensión lectora en el idioma inglés durante el periodo de clase.							
Instrucciones: Marque una X en el casillero correspondiente los criterios observados en el desarrollo de la clase.							
Nº	Criterios				Sí	No	
1	Existe una buena convivencia dentro del ambiente de aprendizaje.				X		
2	El docente hace un warm-up antes de empezar la clase.					X	
3	Los estudiantes tienen conocimientos básicos del inglés.					X	
4	El docente promueve la lectura durante la clase. Por ejemplo: pide que lean el título, instrucciones o respuestas.				X		
5	Los estudiantes participan activamente en clase.				X		
6	Los estudiantes se sienten motivados por leer.					X	
7	Los estudiantes sienten inseguridad al momento de leer.				X		
8	Los estudiantes leen frases o párrafos en inglés con espontaneidad.					X	
9	Los estudiantes se traban o cometen interrupciones cuando leen en inglés.				X		
10	Los estudiantes no dominan las estrategias de comprensión.					X	
11	Se emplean recursos didácticos virtuales en los estudiantes para facilitar la atención y el entendimiento de manera dinámica e interactiva.					X	
12	El docente realiza actividades prácticas que permitan desempeñar una buena lectura.					X	
13	Los estudiantes comprenden el texto que están leyendo.					X	

Annex 2. Teacher interview

“DR. JOSÉ OCHOA LEÓN” HIGH SCHOOL TEACHER INTERVIEW DATA COLLECTION INSTRUMENT

OBJECTIVE: To find out the teacher's perception of reading comprehension in eighth year EGB room "D" students based on their experience in the area of English as a foreign language, in order to identify the problems and possible strategies for improvement.

QUESTIONS TO THE TEACHER

1. How would you rate the overall comprehension level of your students (high, basic or low) and why?
2. Do you consider your students to have a high, basic or low level of English, and why?
3. Do you find it difficult for students to read paragraphs and even texts in English?
4. Within your area of performance (English), how useful or important is reading comprehension?
5. How useful or important are ICTs in your area of work?
6. Do you consider reading to be important in the learning process and why?
7. Do you think that ICTs encourage students to read? Why?
8. What do you consider to be the main reasons why students have difficulties in comprehending readings in English as a foreign language?
9. Have you ever heard about virtual learning resources?
10. Would you use the virtual teaching resources that the Internet offers to teach your students to read in English?
11. In addition to virtual teaching resources, what other strategies would you propose to help improve students' reading comprehension levels?

Annex 3. Pedagogical test

**“DR. JOSÉ OCHOA LEÓN” HIGH SCHOOL
PEDAGOGICAL TEST**

STUDENT DATA COLLECTION INSTRUMENT

OBJECTIVE: To investigate the reading level of the students of eighth year EGB room "D" in the subject of English as a foreign language using a pedagogical test.

READING COMPREHENSION

Name: _____

Course: _____


Date: _____

Read the following text and answer the questions.

FAMILY

My name is Ann, and this is my family. My mum is Sarah, and my dad is Joe. I have got one brother, Mike, and one little sister, Lisa. My aunt is Rachel and my uncle is Rob.

I have got one cousin, Brad. My grandparents are Jhon and Mary.

An illustration of a diverse family group. In the front row, there are two elderly people (a woman in a purple dress and a man in a green jacket), a young boy in a yellow shirt, a young girl in a pink dress, and a young boy in a brown shirt. In the back row, there are a man in a grey shirt, a woman in a red top holding a baby, a man in a green shirt, and a woman in a purple top. The background is a simple light blue and white.

Who is Ann mother?

- a. Sarah b. Rachel c. Mary

What is the Ann's dad name?

- a. Rob b. Joe c. Jhon

Who is Ann aunt?

- a. Lisa b. Rachel c. Sarah

How many cousin has got Ann?

a. One

b. Two

c. Three

Who are Jhon and Mary?

a. Parents

b. Grandparents

c. Cousin

Read and choose TRUE or FALSE.

Hello! My name is Peter. I'm nine years old. I live in a big house with my mum, my dad and my older sister. I have got a dog, too.

I like listening to music. I love sports, too. I go to the swimming pool on Tuesday and Friday.

My sister's name is Anna. She's eleven years old. She likes reading and playing basketball. She can play basketball very well.

We live in a small town. There is a park next to my house. I go to the park at the weekend to play with my friends.



1. Peter lives in a small house.

TRUE

FALSE

2. He has got a brother and a sister.

TRUE

FALSE

3. Anna is eleven years old.

TRUE

FALSE

4. Peter doesn't like sports.

TRUE

FALSE

5. He goes swimming every day.

TRUE

FALSE

6. His sister is good at basketball.

TRUE

FALSE

7. She likes reading.

TRUE

FALSE

8. Peter goes to the park on Tuesday and Friday.

TRUE

FALSE

9. He hasn't got any pets.

TRUE

FALSE

For each questions choose the correct answer.

For Sale
Women's bicycle (small)
 11 years old - needs new tyres
 Phone Debbie
 - 0794587454



- A) The bicycle that's for sale was built for a child.
- B) Some parts of the bicycle must be changed.
- C) Debbie is selling the bike because she's too big for it now.



DAN'S ICE CREAMS
 Buy one, get one free!
 (Special offer
 12 - 2 p.m.
 only)

- A) The ice cream shop is open for only 2 hours.
- B) Two ice creams will cost the same as one.
- C) You can get free ice creams all afternoon.



Lynne
 Kim's party starts at 8 p.m. but of course you don't finish work until 9. Shall we go together at 9.30?
 I'll pick you up.
 Emma

- A) Emma knows that Lynne can't be at the party when it starts.
- B) Emma wants to go to the party a bit later than Lynne.
- C) Emma wants to go out with Lynne but not to the party.



ADVENTURE PARK
 Half-price tickets for
 groups of 12 or more
 Ask at entrance

- A) You get into the park by going this way.
- B) It is more expensive to go here alone.
- C) You will have fun if you come with friends.

Annex 4: Rubric for reading comprehension assessment

Objective: To identify the level of reading comprehension of eighth year students and their possible shortcomings by means of an evaluation rubric.

Criteria to be assessed	Excellent (1)	Very good (2)	Good (3)	Null (4)
Reading fluency	The student's fluency is high. Expresses satisfactorily with great ease and spontaneity in reading and activities.	The student's fluency is high intermediate. Interruptions are evident but there is clarity in the reading and activities.	The student's fluency is low intermediate, interruptions and lack of clarity in reading and activities are evident.	The student's fluency is nil. The student's lack of clarity about the reading done and the activities is evident.
Knowledge of vocabulary	The student reads and understands the vocabulary used in the reading and activities in its entirety and assimilates it effectively.	The student reads and understands most of the vocabulary used in the reading and activities and assimilates it effectively.	Student reads and understands only a few words of the vocabulary used in the reading and activities and assimilates it on a regular basis.	Student reads but does not understand the vocabulary used in the reading and activities.

<p style="text-align: center;">Comprehension</p>	<p>The student understands the text he/she is reading. Reading comprehension and activities are evidenced in a very positive way.</p>	<p>The student understands only half of the text he/she is reading. Reading comprehension and activities are acceptably evidenced.</p>	<p>The student understands a few words of the text he/she is reading. Lack of comprehension of the reading and activities is evident.</p>	<p>The student does not understand the text he/she is reading. There is a clear lack of comprehension of the reading and activities..</p>
<p style="text-align: center;">Interpretation</p>	<p>The student's level of interpretation of the readings is quite high. He/she processes the reading very efficiently and carries out all the activities autonomously.</p>	<p>The student's level of interpretation of the readings is intermediate. Lacks precision but manages to express the meaning of the content and to carry out all the activities autonomously.</p>	<p>The student's level of interpretation of the readings is basic and literal. Lack of precision in the respective analysis.</p>	<p>The student's level of interpretation of the readings is nil. There is no approach to the meaning of the text, so there is no interpretation whatsoever.</p>

Annex 5. Activity 1

**“DR. JOSÉ OCHOA LEÓN” HIGH SCHOOL
WORKSHEET**

Name: _____

Date: _____

Course: _____

READ THE FOLLOWING TEXT.

MY MOM

The name of my mom is Carmen and she is 37 years old. She is from Zaruma, but now she lives in Cuenca with me and my brothers. She is a tall and thin woman. Her hair is long and brown. She is very creative and funny. I love her smile and the way she helps people with their problems. My mom works at a hospital. She is a great nurse.

My mom is an interesting woman and she is beautiful inside and out.

To conclude, for all these reasons and more, my mom is the best.

FIND THE EIGHT ADJECTIVES IN THE TEXT.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



CHOOSE THE CORRECT ANSWER.

How old are Carmen? _____

- a) 30 b) 37 c) 40

She is _____

- a) shy b) intelligent c) creative

She works at a _____

- a) hospital b) restaurant c) school

TRUE OR FALSE

Carmen is from Zaruma. TRUE FALSE

She is a teacher. TRUE FALSE

She is beautiful inside and out. TRUE FALSE

She works at a school. TRUE FALSE

She helps people with their problems. TRUE FALSE

Annex 6. Activity 2

“DR. JOSÉ OCHOA LEÓN” HIGH SCHOOL
WORKSHEET

Name: _____

Date: _____

Course: _____

Read the following story.

THE RABBIT AND THE TURTLE

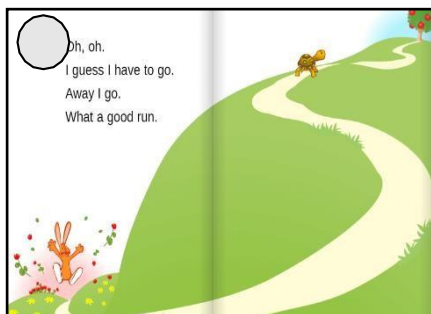
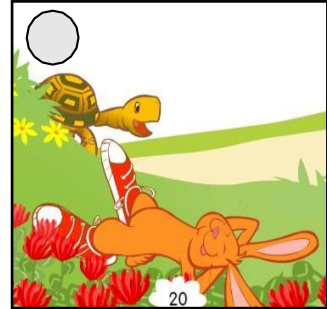
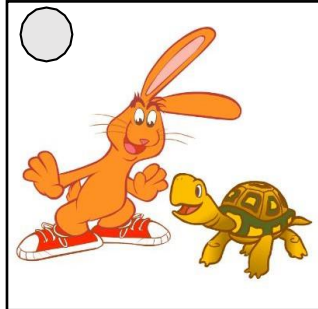
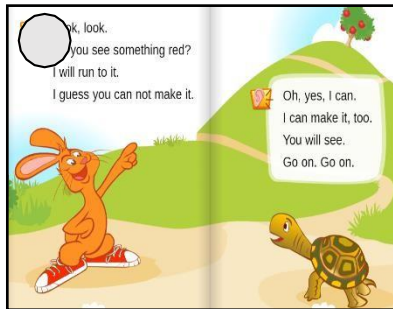
Pepe is a rabbit. Rabbits run very fast. Hugo is a turtle. Turtles walk very slowly. Hugo and Pepe are friends. Today Pepe wants to run with his friend the turtle until the apple tree. Hugo says yes.

One, two, three! the rabbit runs, runs, runs very fast. But on the way he sees many colorful flowers. He knows he has the advantage and decides to take a nap.

The turtle just walks, walks, walks very slowly.

When the rabbit wakes up he sees that the turtle is coming. He runs, runs, runs but it is too late. The turtle wins the competition.

Number the events according to the story.



Choose the correct answer.

Pepe is a

- a) turtle b) rabbit c) flower

Hugo is a

- a) rabbit b) flower c) turtle

Rabbits run

- a) fast b) slow c) none

Underline the True or False sentences.

Hugo and Pepe are friends. TRUE FALSE

Pepe don't want to run with his friend. TRUE FALSE

Turtles walk very slowly. TRUE FALSE

The rabbit wins the competition. TRUE FALSE

Match the animals with the correct sentences.



- Runs so fast
- Is small
- Is tall
- It is the Green and Brown color



- It is the Brown color
- Walks so slow
- It has big ears
- Doesn't have ears

Describe the main characteristics about rabbit and turtle. Use the adjectives from the previous question.



Rabbit is _____

Rabbit _____

Rabbit is _____

Rabbit _____



Turtle is _____

Turtle _____

Turtle is _____

Turtle _____

Annex 7. Activity 3

“DR. JOSÉ OCHOA LEÓN” HIGH SCHOOL WORKSHEET

Name: _____

Date: _____

Course: _____

READ THE FOLLOWING STORY.

The little red hen

A little red hen found a bag of corn. “I will take it home and make muffins,” she said. The little red hen asked a **duck**, “Will you please help me lift my bag of corn?”. The duck said, “No.”

She asked a **turkey**, “Will you please help me lift my bag of corn?” The turkey said, “No.”

She asked a **goose**, “Will you please help me lift my bag of corn?” The goose said, “No.”

“Then I will lift it myself!” said the little red **hen**.

The little red hen tried to make muffins. “I will ask for help,” she said.

The little red hen asked the duck, “Will you please help me make muffins?” but the duck said, “No.”

She asked the turkey, “Will you please help me make muffins?” but the turkey said, “No.”

She asked the goose, “Will you please help me make muffins?” but the goose said, “No.”

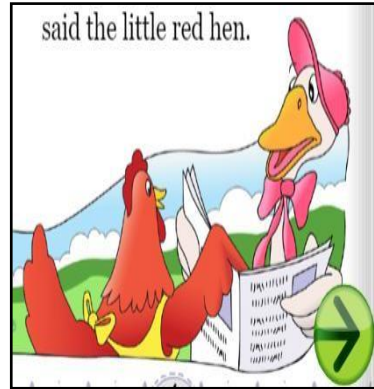
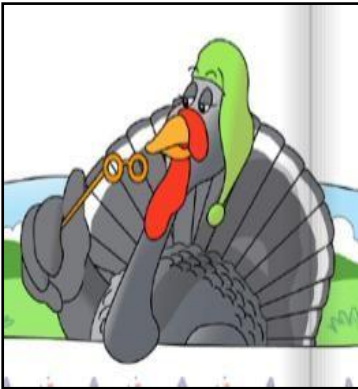
“Then I will make them myself,” said the little red hen.

The duck, the turkey and the goose went to the house of the little red hen. “The muffins smell yummy!” they said. “Can we help you eat them?”

“No,” said the little red hen. “You did not help me lift the bag. You did not help me make muffins. So I will not share my muffins with you.”



Write the names of the animals. Names are highlighted in the text.





Answer the next questions.

What did the little red hen find? _____

How many animals did the little red hen ask for help? _____

Are all the animals in the story birds? _____

What was the little red hen going to do with the bag of corn? _____

The little red hen got angry when no one wanted to help her? _____

Were the animals selfish with the little red hen? _____

Do you think the little red hen was right not to share her muffins with the animals? Why? _____

Annex 8. Evaluation

**“DR. JOSÉ OCHOA LEÓN” HIGH SCHOOL
FINAL EVALUATION**

Name: _____

Course: _____

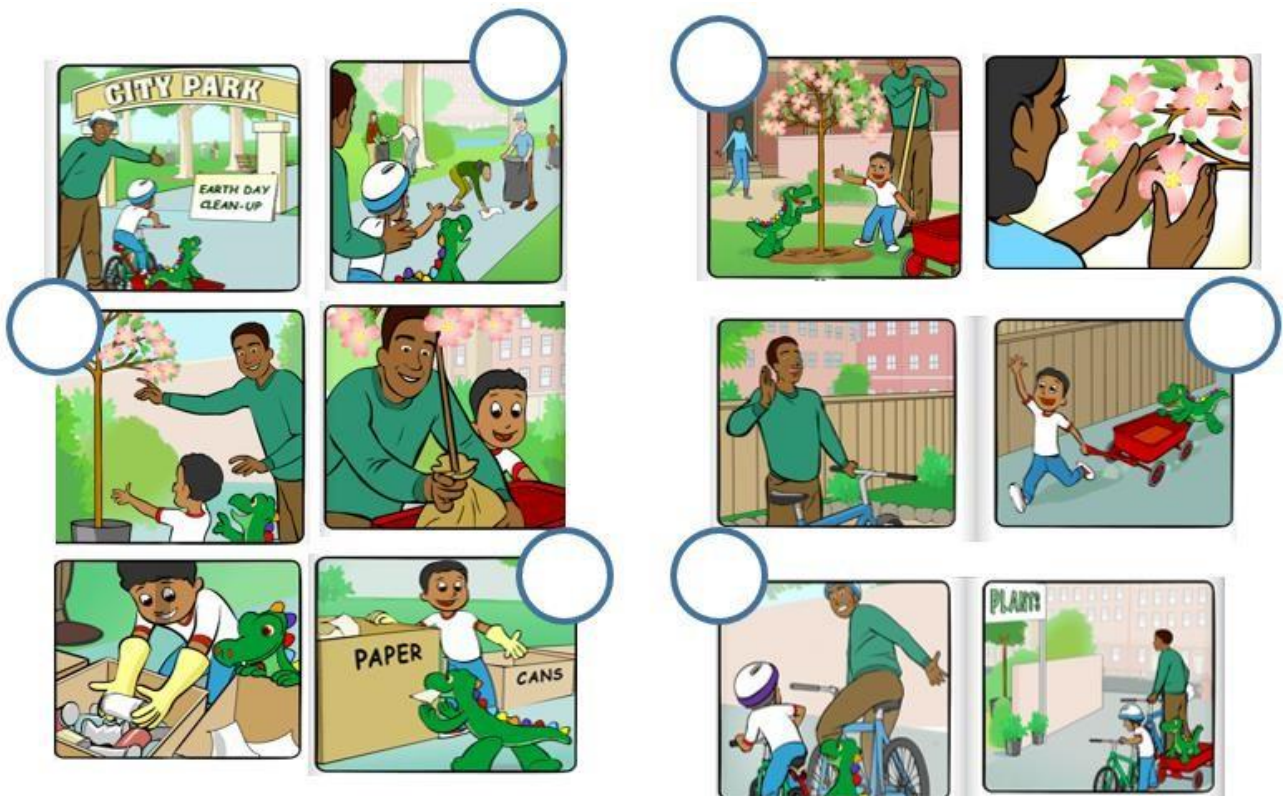
Date: _____

OBJECTIVE: To evaluate the level of reading comprehension achieved by eighth year room "D" students in the subject of English after the application of the respective system of activities.

Read and put in order the 6 situations according reading.

It's Earth Day. Dear dragon!

On April 22 Tommy was walking on the street with his little dragon, they're planning to celebrate the Earth Day in the closest park. They saw their dad and they invited him to go with them. Once they arrived there, their dad told them "look at the spot" and it said "Earth day, clean-up" and when they got in they saw so many people were picking up the garbage. So immediately they started to pick up trash and recycle too. They put paper and cans in its correct box. After that they went to plant's store where they bought an Orchids and sowed it in their garden his mom was so happy and she really liked it.



Underline T (TRUE) F (FALSE) according to the reading.

The little boy likes recycling.	TRUE	FALSE
They bought a carrot plant.	TRUE	FALSE
The Dragon enjoyed spend the time with them.	TRUE	FALSE
The earth day were celebrated inside a building.	TRUE	FALSE
They went to the earth day event by car.	TRUE	FALSE

Choose the correct answer.

a) What day is Earth Day around the world?

May 24 April 22 October 14

b) What is the boy's name?

Allan Jonathan Tommy

c) What color is the little dragon?

Brown Green Blue

d) What kind of plant did they buy?

Orchids Sunflowers Apple tree

e) What size were the plant?

Small Medium Big

Read the text again and complete the sentences.

-The boy was walking on the street with his little_____

-They're planning to celebrate the_____

-They saw so many people were picking up the_____

-They bought beautiful flowers its name is _____

-When they arrived to their house and they gave flowers to his mom was so
