UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICAS

EDUCATIVE PROJECT

PREVIOUS TO THE OBTAINING OF THE "LICENCIADO DEGREE" IN EDUCATIONAL SCIENCES, MAJOR IN THE ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

THE IMPORTANCE OF EDUCATION IN THE DEVELOPMENT OF READING SKILLS IN THE BASIC ENGLISH LEARNING IN EIGHTH YEAR STUDENTS OF HUANCAVILCA FISCAL SCHOOL, ZONE 5, DISTRICT 8, PROVINCE OF GUAYAS, CANTON GUAYAQUIL, ROCAFUERTE PARISH, ACADEMIC PERIOD 2015-2016

PROPOSAL:

HANDBOOK FOCUSED ON THE IMPLEMENTATION OF EDUCATIONAL TECHNOLOGY WITH EXERCISES AIMED AT DEVELOPPING READING SKILLS

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GUAYAQUIL – ECUADOR

2017

UNIVERSIDAD DE GUAYAQUIL

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El mismo que ha cumplido con las directrices y las recomendaciones dadas por el suscrito
Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

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MSc. Larry Torres Vivar
Consultor Académico

DEDICATION

The present thesis is dedicated to God, because thanks to him I have managed to finish my career.

To my parents, because they were always by my side offering me their support and their advice to make me a better person.

To my sisters, brother and daughter by his words, love and company.

My grandparents, even though my grandmother is not physically with us, but I know that from the sky she always cares for me and guides me so that everything goes well.

To my friends, colleagues and all those people who in one way or another have contributed to the achievement of my goals.

Brigitte Cárdenas

This thesis is dedicated mainly to my God, to my parents: Francisco Martinez Canales and Carmen Alban Maldonado, who have been a fundamental pillar in my professional training for giving me the confidence, advice, and resources to achieve it.

To my brothers and nephews for the help given and for the good times in which we live

Many thanks to those loved ones that I always await in my soul.

Tatiana Martinez

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The first people I want to thank are my parents, for providing me with the best education and life lessons.

Especially my father, for having taught me that with effort, work and constancy everything is achieved, and that in this life nobody gives you anything.

Especially my mother, for every time I see life in a different way and trust in my decisions.

To my classmates, with whom I have shared great moments.

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Especially my grandmother Isabel, for having contributed everything since I was a child.

My thesis partner, Tatiana, nobody knows better than you understand everything we live, the bad nights, the anger, the joys and the numberless emotions of this stage.

To all those who are still close to me and give my life something of them. Thank you!

Brigitte Cárdenas

To God for giving me the opportunity to gain another personal triumph, and give me health, wisdom to achieve this goal.

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To my friends I take those pleasant moments of studies and joys, Every moment lived during these 5 years of studies of my race, are simply unique, and I will remember them always.

Tatiana Martinez

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RESUMEN

El presente proyecto el cual abarca un tema de relevante importancia debido a que trata sobre un tema fundamental en el proceso educativo en un área de Idioma extranjero en la Educación Básica como es el aprendizaje óptimo de la materia Inglés y el desarrollo de competencias lectoras en este idioma, a través del uso de herramientas tecnológicas como material didáctico innovador durante la enseñanza de la materia. El objetivo principal es la de crear una guía de talleres prácticos para que los docentes puedan aplicarlo en el aula y de esta manera facilitar al aprendizaje interactivo y significativo a los educandos. Bajo un método de investigación bibliográfica, de campo y descriptiva, métodos analítico, inductivo y deductivo en donde la comunidad educativa participó en las encuestas que se utiliza como técnica de recolección de datos y entrevistas aplicadas al director y docente de Inglés. El resultado de la aplicación de estos datos estadísticos comprobó la eficacia de la aplicación de la Tecnología y que esta incide en el proceso de enseñanza-aprendizaje de los estudiantes en Educación Básica en el área de Idioma Extranjero, lo cual brinda motivación para un aprendizaje significativo y de calidad como se expresa en el desarrollo de competencias lectoras en los estudiantes. La propuesta se orienta a fortalecer el aprendizaje y fomentar la participación activa de los docentes y educandos del octavo año de Educación Básica en la formación académica del aprendizaje del idioma Inglés y desarrollo de competencias lectoras para fomentar la comprensión y análisis de los contenidos aprendidos en el aula.

Descriptores: RECURSOS TECNOLÓGICOS-COMPETENCIAS LECTORAS-LENGUA INGLESA

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ABSTRACT

The present project which covers an issue of relevant importance because it deals with a fundamental issue in the educational process in a foreign language area in Basic Education such as the optimal learning of English subject and the development of reading skills in this Language, through the use of technological tools as innovative teaching material during the teaching of the subject. The main objective is to create a guide of practical workshops so that teachers can apply it in the classroom and in this way facilitate interactive and meaningful learning for learners. Under a method of bibliographical research, field and descriptive, analytical, inductive and deductive methods where the educational community participated in the surveys that is used as data collection technique and interviews applied to the director and teacher of English. The result of the application of these statistical data proved the effectiveness of the application of the Technology and that this affects the teaching-learning process of students in Basic Education in the area of Foreign Language, which provides motivation for meaningful learning And quality as expressed in the development of reading skills in students. The proposal aims to strengthen learning and encourage the active participation of teachers and learners of the eighth year of Basic Education in the academic training of English language learning and development of reading skills to promote understanding and analysis of content learned in the classroom.

Descriptors: TECHNOLOGICAL RESOURCES-READER SKILLS-ENGLISH LANGUAGE

FICHA DE REGISTRO DE TESIS

TITULO Y SUBTITULO TOPIC: THE IMPORTANCE OF EDUCATIONAL TECHNOLOGY IN THE DEVELOPMENT OF READING SKILLS IN THE BASIC ENGLISH LEARNING IN EIGHTH YEAR STUDENTS OF HUANCAVILCA FISCAL SCHOOL, ZONE 5, DISTRICT 8, PROVINCE OF GUAYAS, CANTON GUAYAQUIL, ROCAFUERTE PARISH, ACADEMIC PERIOD 2015-2016 PROPOSAL: A HANDBOOK FOCUSED ON THE IMPLEMENTATION OF EDUCATIONAL TECHNOLOGY WITH EXERCISES AIMED AT DEVELOPPING READING SKILLS.	
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INTRODUCTION

The topic of this project is aimed to know the influence of the application of technological resources in the process of teaching and learning, by generating a reflection on the importance of the use of technology into teaching in the classroom especially learning a foreign language like English. Very few teachers use technology to supplement or as a tool in their work.

As you know, the emergence of new technologies, causes changes in the behavior of human beings, such as cell phones, the internet, social networking via chat and email, among many others that have evolved tremendously making users mainly children and young people depend on these media. The management of technology resources, including interactive cd, becomes a powerful weapon, as a motivator within the learning resource and the continued evolution experienced by the education system in the world; our country should not be left even further behind.

Within the different professional fields and daily life, it is necessary to use the technologies to be present in society, therefore, it is necessary that schools provide access to some technological tools for students to develop the skills to integrate into a changing technological environment, so that technology has enormous potential for improving learning and teaching as well as access to quality education.

Today increases the demand for education and governments sometimes have increasingly less money to meet it: it tends to increase efficiency. Traditionally it has been considered that in this endeavor, in the case of the education system, the technology can be the key. Moreover, the issue

of the effectiveness not only arises in the field of management and administration of education, but also in the quality of the teaching-learning process.

However while in curriculum aims to incorporate computing resources to schools; and thereby implement new paradigms in education with bases in teaching technology, where they are the fundamental resource for education, not only support learning but also as a direct means to provide innovative educational experiences to all levels of education, especially in basic education this could be used to facilitate the development of language skills of English language and thus achieve educational quality in this area of knowledge.

It is for this reason that one of the primary objectives of education is to train students to function in the society in which they are immersed competitively helping them develop a second language in a dynamic and motivating the use of technology so why in the processes of teaching and learning cannot ignore the broad technological development posed by contemporary society, which is governed by the media or technological resources offered by this science.

The present project is organized as follows:

Chapter I.- The problem consists of research context, research problem: situation conflict and scientific fact, causes, formulation of the problem, research objectives, general objective and specific objectives, research questions and justification.

Chapter II.- Theoretical framework formed by the background of the study, theoretical bases and foundation.

Chapter III.- Methodology, process, analysis and discussion of results is confirmed by methodological design, type of research, population and sample, operation table of variables, research methods, research techniques and instruments, data analysis and interpretation, conclusions And recommendations.

Chapter IV.- The proposal containing the title, justification, objectives, feasibility of its application, description and conclusions.

CHAPTER I

THE PROBLEM

CONTEXT OF RESEARCH

The Educative technology has come to form an essential part in our daily life and more in the educational context where everything revolves around the new advances, new policies and educational reforms (Cabero, 2009). In Ecuador, the Government through the Ministry of education has made great efforts to extend their training programs and provision of technological resources in all schools nationwide including up to remote areas, in order to make shorter the illiteracy gap and provide an equitable education and quality.

With the development of this research was achieved to identify the perception that have teachers on the introduction of the Information Communications Technology ICT's in the process teaching and learning of English in the eighth year of basic education of students emphasizing that the diffusion of information and communication technologies. There have been present in almost all areas of the development of humanity and of course the educational field is no exception.

From this perspective, the overall objective of the research went to study the perceptions that have teachers in the eighth year of basic, to development of the reading skills of eighth grade students from Huancavilca fiscal school, zone 5, district 8, province of Guayas, Canton Guayaquil, Rocafuerte parish, academic period 2015-2016. Likewise, the specific objectives aimed to determine the incidence of the use of

educative technology´s in the process teaching students basic English, distinguish the benefits that brings the training of teachers in the use of the technology applied to education, especially to students, identify the obstacles preventing training in applied to the process TIC´s teaching and learning by teachers of eighth grade, for the development of the reading skills

The incursion of teachers in the world of the technology into education system, has transformed educational practice, it is for this reason that teachers have been forced to continually get training to acquire the necessary skills to be on level with the advances of the digital age, in this way the use of modern technological equipment and information networks, especially the internet, which has become a necessary resource to improve educational strategies that are carried out with the aim of enriching the process of teaching and learning.

Taking into account the foregoing arises need to know what perception have teachers on the introduction of the technology in the process teaching and learning of the English language in the eighth grade year of basic education, about reading skills; in the exercise of their teaching practice through the incorporation of the new technologies to the development of daily activities.

CONFLICT SITUATION

English language as part of the subjects taught at the basic level allows the development of competencies that will favor your life staff and social in his immediate future. However the situation of the teaching of it in many educational institutions national does not favors the acquisition of skills and language skills as he puts it the educational curriculum that must be

based under the international standards in the learning of English as a major language in the educational environment.

During the process teaching learning of this subject at Huancavilca fiscal school, zone 5, district 8, province of Guayas, which has the characteristic of being bilingual and with a high recognition of excellence in the quality of education in all its areas; they have displayed different situations that affect the domain of reading skills during the learning process, situations that were observed include: lack of strategies motivating and innovative during the teaching of the English the little motivation to foreign languages, the lack of attention in classes, but which most affects the teaching-learning process is that although the institution has efficient technological resources, there is still the lack of application of such classroom activities which enable the strengthening of the language skills, Education Center only has all the necessary resources but the teacher often limits them.

It has been observed that when integrated technology in the teaching process, students participate actively, which strengthens the educational process in the development of English reading skills; which helps to obtain better learning, since that through technology learning is understood in various ways.

Accordingly, it is necessary to apply new technologies in the teaching learning process of the English in the eighth year of basic education at "Huancavilca" High school students and develop different competencies demanded by modern times.

SCIENTIFIC FACT

Deficiency is the development of the reading skills in students of eighth year of general Basic Education at Unidad Educativa "Huancavilca" in the school year 2016-2017.

Causes

- Poor knowledge of teaching strategies.
- Improper use of technological resources.
- Limited access to technology teaching materials.
- Failure of techniques to read a structured written text.
- Little interest to learn.

Problem formulation

How does the application of the importance of educational technology in the development of reading skills in the Basic English learning in eighth year students at Unidad Educativa "Huancavilca", zone 5, district 8, province of Guayas, Canton Guayaquil, academic period 2015-2016?

VARIABLES

Independent: Importance of educational technology

Dependent: Development of reading skills

OBJECTIVES OF THE INVESTIGATION

General

To determine the importance of the implementation and use of technology in classroom activities to encourage meaningful learning and development of reading skills in the English language.

Specifics

- To Train teachers in the use and application of educative technology in the teaching process learning of the English language in the eighth year of basic education.

- To promote the use of cell phones, internet, computers, social networks, software and other technological tools as a tool for the development of reading skills in students.

- To implement a guide to activities with the use of technology in the classroom to guide teachers to use in the educational process.

JUSTIFICATION

In the field of education, the current Government has been concerned by the implementation and technological equipment in modern facilities of educational institutions, technological innovation is a challenge for teachers that have a large number of students who do not have mastery of the basic knowledge in the management and use of the computer in conjunction with the development of language skills in English therefore that they can foster meaningful learning teaching resources are a basic tool, since most campuses even though they have technological equipment are not used at their maximum capacity to implement technological tools to strengthen the development of the foreign language students.

The present study is justified because the technological tools promote autonomous learning and interaction in collaborative works that allow innovation in the educational task and strengthen a teaching-learning process interactively within the area of English. The role that technological

tools meet is to strengthen a virtual communication in the learning process. Whereas it is now necessary to innovate the pedagogy applied, especially in theoretical subjects such as the social studies.

It is not, rather than accept that technology today is an essential part of the educational process, and consequently there is to recognize it, accept it, and learn to handle in a responsible manner, not only to get the best out of, but to contribute to them, to the construction of an educational model of quality.

The present investigation research is important because it will allow the improvement of the knowledge of the subject matter of English in a dynamic way, which will allow students to have learning meaningful and practical matter, in this way to improve the teaching-learning process to allow the development of quality education, taking advantage of the technological resources to provide school site, so that form students according to the requirements and demands of today's society.

The project contributes scientifically considering that the educational centers, which provide innovative learning environments, perform so that within the task of integral training the action of promoting educational quality and forge the knowledge in the community in general, considering the principles of learning For the whole life that involve inclusion, integration, sustainability, connectivity and quality, are the slogans of the educational policies of the updated curriculum system. Technologies have changed everything, the way of living, working, producing, communicating, buying, selling, teaching, learning and acting, both in the cognitive, axiological and essential dimensions of the human being.

The practical contribution in the field of education in schools need to undertake strategic actions for innovation and application of technological

tools that allow to improve the teaching function learning in the educational processes in the Basic Education, it is necessary to realize new projects that allow the optimization of Resources and equipment of virtual classrooms within the educational institution that can foster meaningful learning since most of the schools do not have computers and other resources for learning the different sciences in a motivating and efficient way, thus guaranteeing the Educational quality at the institutional level.

In social terms, the present research work is justified; Because it promotes the improvement of the educational conditions in the tax schools, which will allow the students not to have a learning of the sciences not only in a theoretical way, but also to put it into practice and to improve the teaching-learning process by allowing the Development of the educational quality and the technological innovation that form students according to the demands and demands of the present society through the effectiveness in the application of knowledge of English in a timely manner.

It is undeniable that any action that is proposed with the purpose of proposing alternatives for growth, development and innovation, will always be beneficial, from its conception. The education in the present moments faces new challenges and challenges that demand of the execution of educational actions pertinent for the rethinking of the processes in the search of presenting new alternatives that allow favoring the implementation of technological strategies in the educative community.

In its contribution to good living, this research work is relevant because the constitution of the equator in Article 347, mentions that it is necessary to incorporate information and communication technologies in the educational process and provide the linkage of teaching with productive activities And social.

Article 385 specifies that the national system of science, technology, innovation and ancestral knowledge, within the framework of respect for the environment, nature, life, cultures and sovereignties, will have as its purpose: to generate, adapt and disseminate knowledge Scientific and technological, to recover, strengthen and promote ancestral knowledge, to develop technologies and innovations that boost national production, raise efficiency and productivity, improve the quality of life and contribute to the realization of good living.

CHAPTER II

THEORETICAL FRAME

BACKGROUND

Thoroughly reviewed the files of the Faculty of Philosophy, Letters and Sciences Education University of Guayaquil, did not found topics related to the subject studies.

However, they have found in international studies in thesis and publications in the Internet, issues on the integration of Information: Technological tools in the development of reading skills in the Basic English learning in eighth year students of Huancavilca fiscal school, zone 5, district 8, province of Guayas, Canton Guayaquil, Rocafuerte parish, academic period 2015-2016, although not fully reflect the Actually the national education system, serve as reference for the theoretical content of it, which has allowed a relationship to the problem, technological resources and its impact on learning, design and active methods to strengthen and improve mutual learning the quality of education in the current education system at the local level in the area of languages and develops skills.

THEORETICAL FOUNDATIONS

THE TECHNOLOGY

Technology is the set of technical, scientifically ordered, allowing design and create goods and services that facilitate adaptation to the environment

and satisfying the essential needs and wants of mankind. It is a word of Greek origin, τεχνολογία formed by Techne (τέχνη, art, technical or trade, which can be translated as skill) and logy (λογία, studying something). Although there are many very different technologies together, they often use the singular term to refer to one or to all of them. When it is capitalized, Technology can refer to both the theoretical discipline that studies common to all technologies and technological knowledge education, school discipline doomed to become familiar with the most important technologies.

Technological activity influences the social and economic progress, but overwhelmingly commercial nature means that it is more oriented to satisfy the desires of the most prosperous (consumerism) that the essential needs of the neediest, which also tends to make use not environmentally sustainable. However, technology can also be used to protect the environment and prevent the growing needs cause depletion or degradation of materials and energy on the planet or increase social inequities resources. It makes heavy use as indirect direct or environmental, is the main cause of increasing depletion and degradation of natural resources of the planet.

Technology Resources

Media or technology teaching resources also constitute an important element of the curriculum and therefore the teaching methodology is defined by the resources used in the classroom.

Teaching resources to be used today are based on innovation, motivation and technology.

They are resources that require minimal use of new technologies, and

today are the most widely used resource. An example of this type of resource is:

Computers, TV and projector.

Software (CD or online) Education: video games, authoring languages, learning activities, multimedia presentations, encyclopedias, interactive animations and simulations.

Telematic services: web pages, weblogs, virtual tours, e-mail, chats, forums, lesson plans and courses on-line, cellular telephony, Internet and interactive videos.

Portilla, (2011, p.3), says:

> The use of technology is a fundamental determinant in learning, development, research and technological innovation; And finally, increase the transparency and ubiquity of technology in people's lives, technology and associated devices will become virtual interfaces to the processes of connectivity and communication of students.

From its functionality, consider the following:

Present clear information and guide the attention and learning.
Provide information and relevant content, and illustrations overload distracting agents, colors, shapes, unusual and unattractive, etc.
Explain in simple educational objectives pursued.
Organize information: summaries, synthesis, and concept maps to facilitate understanding. Questions and exercises to guide the relationship of new knowledge with previous knowledge of students to develop skills and intellectual tasks. Environment and create environments for expression and creation and imagination.

TECHNOLOGY IN EDUCATION

In many definitions about the term developed technology there is a permanent association of the science-technology, scientific-technology items. This fact makes it advisable to analyze the relationships between the two.

According to Ziman (2010) states that: "Technology is an intermediate stage between science and society that makes possible the application of scientific knowledge." (P. 43)

In it, Ziman (2010), presents a vision of so-called "academic model of science", this, while recognizing its limitations in order to represent contemporary science, considered useful, given its important historical significance. Between science and society there is a border that is seen as a semi permeable membrane through which knowledge flows out only, from the scientific sphere technology to later be applied to solving practical problems society, making the technology a means of applying science.

A general tendency to value science in terms of usefulness that it gives them is appreciated. Technology is the most significant influence of science on society, since the generation of a new technology able to apply scientific knowledge to the solution of concrete problems of society acquires a great value for citizens and institutions.

Rosenberg (2011, p.86), considers that:

> The well understood technology, from this perspective, is distinguished by its concern for the singular, so particular and consists of a body of knowledge of operational nature derived from science with which individuals act on the middle trying to meet their needs.

From this point of view it appears that technology is merely applied science. But for others, science and technology are two interdependent sub-systems that have been developed independently and separately from core professionals with traditions and ways of doing very different.

In summary it can be noted that the role of technology in society is inseparable from the role of science; they are simply two aspects of one indivisible activity: science and technology. Science and technology have been associated, allied and intertwined to the point that it is almost impossible to distinguish, however in our environment even in some social sectors including education, has become an even difficult to implement resource.

The teacher's role and the use of new technologies.

Teachers, regardless of the material taught should be aware that its main function is to teach to learn, therefore, we should be able to apply technology to learning. So, we must know the techniques and tools that are valid for use in class and for communication outside the schools, using electronic means.

Moreover, the role of the teacher in the knowledge society must be the guarantor and a half to bring knowledge of ICTs to their classrooms and their schools without discrimination of any kind.

Therefore, teachers at all levels must have specific training in this field, both technical and pedagogical use of these modern media.

Thanks to ICT we have teachers in our classrooms on one side completely

unlimited resources, which is a luxury, since we have to think about this privilege, all available to everyone.

Therefore, as the knowledge society is installed between us and because ICTs have revolutionized and are revolutionizing the world of education (and, of course, also the non-educational) should be reconsidered and reflect on the role of teachers in the classroom and in their relationship with students.

(Castillo S., 2012, p.15)

> The media provide us with information on a daily basis, having a great weight in the training of students, since unlike what happens in the case of the School, which forms young people almost exclusively when they are in it, the Media as a whole are continuously forming, if not through one means of communication is through another, but the reality is that they jointly make a push-level training that is almost impossible to match.

As the author points out, the media have become the main sources of where information comes into our lives on a daily basis. In turn, these have a positive and negative influence that translates into the acquisition of values, attitudes (positive and negative too), ways of relating to others and behaviors before different situations of our daily lives. In this way, we see how the technological means of information in our society, as well as television, radio and newspapers that are supposed to be immortal, have been replaced by the Internet, computers, social networks, which, like The previous ones, have equal influences or with greater forces.

Cebrián established in 1997 the new profile of teachers in the knowledge society. It is precisely in teacher training where we can find a major stumbling block when it comes to the implementation of ICT in our classrooms.

In his view teachers must have:

a) Knowledge of communication processes and the significance of appearing in different media content. This is to educate for information.

b) Knowledge of the different ways of working of the various technologies. Different treatments of knowledge and information.

c) Knowledge of ICT teaching in the classroom. This knowledge, as well as the different ICTs as tools to be used responsibly and always planned from the teaching units and classroom plan.

d) Criteria valid for carrying out the selection of suitable materials.

According with Sánchez García, L. (2013, p.115)

> The challenge that society poses new teachers is not reduced to a scientific and didactic updating content on a range of formal education, nor is it limited to school spaces, but must take part in non-formal education of their students, strengthening the interrelations between school and society.

The concept of teacher ICT has undergone a profound change, as happens to be a transmitter of knowledge to guide. The student also changes, and changes from a taxpayer to take an active role. (Lucas Sánchez García "ICT and teacher training in secondary schools")

We must be aware of all the means and tools of knowledge that society makes available. So we must be trained and retrain, and always understand that new resources are not a magic formula for learning, but a resource.

So we must be critical and choose what means and when to use them in our classes responsibly and criticism.

This, the objectives of teacher training in ICT must meet the following objectives:

• It should be appropriate to the curriculum: the content and curriculum should "require" the technology and apply integrated way.

• Must be innovative: Teaching methods should be renewed and adapted to the new technological needs.

Therefore, as mentioned Lucas Sanchez Garcia:

• Teachers need to engage in their own learning, learning from within the school without waiting for solutions to come from outside.

• The educational administration must provide training in their working hours and not do ultimately responsible for almost everything.

New technologies applied in the classroom English.

Traditionally in learning English have been used different audiovisual, such as television or radio media. With the inclusion of new technologies in teaching, teachers (once overcome training barriers) has at its disposal a great amalgam of multimedia resources, both online and offline. These may constitute a highly motivating factor for our students, as long as we make a responsible and critical use of these tools.

The management of these new systems will provide a great opportunity for our students to develop fully as citizens of a modern and multicultural

world in which the English language plays an important role.

Citing Aurora Carreteros in his article "The ICT in the classroom of English: a work project"

Carreteros, A. (2013, p.39), explain that:

"... In teaching English have used the new information and communications technology and (...) has considered these help us to a more direct knowledge of the civilizations of the English-speaking countries through audiovisual documents (...) and help us in our classrooms include greater diversification of resources that contribute to motivate and encourage students in the English communicative approach "

When applied communicative approaches to teaching foreign languages begin to boom and they were given the importance they deserved charged these resources even more important, and its inclusion in the curriculum was fully accepted, justified and recommended.

Normally the use of cassettes, videos and television was common and ordinary in our classrooms. However, through the use of computer and internet recently, the motivation that our students can be found in the use of these tools leads us to also provide a more interactive learning not only more motivating but.

The teacher's role should be clear, and we have to act as mere guides the learning process of our students and carefully select the material that students will use as specifically in the area of English is just the amount of resources available that can reach overburden by its volume.

So Carreteros Aurora believes that the inclusion in the curriculum of ICT, and their selection should "respond to the interests and needs of each individual. And the possibility that each student can work in person, at their own pace, makes learning more effective, because advances in terms of their actual degree of assimilation and progress, and has no limit on the time class can devote to practice and consolidation of a certain structure, function, etc. or developing a skill. "

Reading

The Definitions of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages.

According to (Nuttal, 2013, p.2)

> Reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

According to (Pan, 2014, p.6)

> Reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while

comprehension is the process of making the meaning of words, sentences and connected text.

Based on two definitions above reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer.

It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

Definitions of Reading Comprehension

There are many definitions of reading comprehension accepted from some writers.

According to Klingner (2013, p.2)
> Reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they

give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully

Alderson (2012), defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading (p. 28). According to Pang (2013) "comprehension is the process of making sense of words, sentences and connected text" (p. 14).

He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts. From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text.

The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

Teaching Reading

Kimbly and Garmezy in Brown (2013) define that " teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge" (p. 23).

Brown (2013) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning" (p. 7). Meanwhile learning is getting the knowledge or the acquisition of the knowledge.

From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge.

Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

Teaching Reading Comprehension In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2012: 306- 311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

- Identifying the purpose in reading by knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts.

(Brown, 2012, p.306), explain:

Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners) At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc).

- Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels) In advanced learner, teacher can apply reading fast to reduce time consuming in

reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2012: 306)

- Skimming the text for the main ideas Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2012: 308)

- Scanning the text for specific information Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2012: 308)

- Using semantic mapping or clustering Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2012: 308).

Guessing when you are not certain Brown (2012: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- guess the meaning of a word,
- guess grammatical relationship (e.g., a pronoun reference),
- guess a discourse relationship,
- infer implied meaning ("between the lines"),
- guess about a cultural reference, and
- guess content massages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

The Principles of Teaching Reading

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom. According to Richards and Renandya (2014:16), there are ten teaching principles that may be appropriate in teaching reading that is summarized below.

a) Lowering Inhibitions In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b) Encouraging risk-taking When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language,

using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c) Building students' self confidence Teacher need to build the students' confident in studying English because self confident is one of important factor which influents the students' success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d) Helping students develop intrinsic motivation Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e) Promoting cooperative learning in studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. Some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f) Encouraging students to use right-brain processing in studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities

which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g) Promoting ambiguity tolerance Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h) Helping students use their intuition making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors.

i) Getting students to make their mistakes work for them Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self learning activities are the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

j) Getting students to set their own goals Setting the students' own goals are good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the

language, and giving "extra credit" work. These are the ten principles which can be implemented in the teaching reading in the classroom.

Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement. From ten principles above, the researchers use and maximize the fifth principle, that is, promote cooperative learning especially technique as the limitation and the need develop.

Reading as an Important Skill

Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mmankind. Reading is the fastest and simplest way to raise people's educational level.

According to Hung & Tzeng, (2013, p.51).

> Reading is like opening the door of understanding to human's past, where it can serve as a looking glass for our present. Reading also stimulates the development of brain cells, reinforces language skills, enhances organizational abilities, improves one's temperament and poise, and provides strength to endure frustration. In short, reading is the best and only way of enabling humans to absorb new experience and replace old views.

The Perspectives of Reading

To help students derive meanings from a text, a teacher has to understand the process of reading. Reading can easily be defined as the process in which a person receives and interprets a message from printed materials. Reading is a process of how information is processed from the text into

meanings, starting with the information from the text, and ending with what the reader gains.

Goodman (2011) and Smith (2013) indicated that reading is a language process, not merely the sum of various decoding and comprehension subskills. In short, reading is the process of reconstructing the author's ideas and information.

Reading was traditionally viewed as a passive process in which the readers simply decode the written symbols without bringing their own knowledge to interact with the text (Clarke & Silberstein, 2011; Ruddell, 2010). Called these readers passive decoders of sequential graphic-phonemic-syntactic-semantic systems. But after the emergence of the psycholinguistic model of reading (Goodman, 2011; Smith, 2013), research on reading showed that reading is actually an active process, in which the reader creates meaning from the printed words.

As Goodman described, reading is a psycholinguistic guessing game, in which the reader actively interacts with the text to construct meaning. Goodman and Smith both elaborated the "psycholinguistic method" of reading and argued that it had provided new insights into the reading process as well as the process of learning to read.

To sum up, reading is the act of constructing meaning while transacting with text. Just as we use information stored in background knowledge to understand and interact with the world around us, so do we use this knowledge to make sense of print.

EPISTEMOLOGICAL FOUNDATION

Epistemology is the study of the production and validation of scientific knowledge. It deals with problems such as the historical, psychological and sociological circumstances that lead to their obtaining and the criteria by which it is justified or invalid. It is known as the "major branch of science".

The epistemological foundations of the present investigation are that in the application of technologies as tools for the development of reading skills in eighth grade students, they are a fundamental weapon in the development of students' cognitive abilities, in the acquisition of new empirical and scientific knowledge and the strengthening of pre existing ones, it is fundamental to apply these strategies to the process of reading the English language, which motivate the student's idealization that reading in English is a An instrument that will promote the development of cognitive abilities and facilitate the learning process of this foreign language.

This work is located in dialectical materialism since nothing is always the same and what is intended to develop is the reading ability of the English language, through the application of the technological tools that are intended to raise, what is really wanted is to substantiate the Theory with practice, which justifies the pedagogical knowledge to give it a better use.

Since the teacher who knows how to apply methodologically structured strategies will learn to channel the valuable scientific knowledge that students can acquire, which benefits their integral formation and acquisition of knowledge, so the epistemological foundations suggest the permanent application of new technologies during the transfer Of knowledge.

Gadamer, (2012, p.40)

> To go beyond the processes of learning to the idea of a true formation that allows to develop the dispositions that the educating youth has, through a free interior process, of elaboration and permanent formation, where," one completely appropriates that In which and through which one forms.

The purpose is that the application of technologies for the development of reading skills in students contributes to the students' take experience and acquires representative knowledge that facilitates the learning of English.

PHILOSOPHICAL FOUNDATION

Philosophy as a science of reflection contributes its logical reasoning to pedagogy by determining in a philosophical analysis that application of educational technology for the development of reading skills in the English language are fundamental during the integral formation of students.

According to the thinking of Maria Montessori, which considers that "in the mind there are innate faculties and potentialities to be developed". According to the author, every human being develops his / her mind through the natural capacities that they have with him / her and that later potentiates them in abilities, abilities, skills, it is convenient in this investigation to start from this statement because it takes into account what the student Of the regular basic education system knows to develop their reading skills in the English language.

Therefore, the project is based on dialectical materialism, Friedrich Engels and Karl Marx). This philosophical current defines matter as the substrate of all objective (physical) and subjective reality (thought) and interaction of it.

Education as a fundamental component of culture revolves around the influence of Philosophy. The challenge of education is to promote a new relationship of human society in order to provide current and future generations with a more just, equitable and sustainable personal and collective development.

That is, the application of this project is based on skills to improve the oral expression and reading of the English language learner, born from an objective reality that is the practice of reading to obtain cognitive development, That is, not only to learn but to go beyond that is to strengthen and develop the ability to speak, think and analyze.

PEDAGOGICAL FOUNDATION

Reading is a key activity in education because it is one of the learning tools whose mastery opens the door to new knowledge, and, taking into account that it is read for information, to communicate, to have fun ... That is why one of the main objectives Of the educational task will be to develop reading strategies for the development of linguistic competences in the educational community.

Pedagogical practice involves applying strategies to lead to success in educational processes, must be marked by a high degree of motivation, as it constitutes a basic force, transforming the learner as an active subject of the process, which moves him to action Voluntary and to the satisfaction of the needs of self-realization. Motivation is the bridge for the acquisition of competences in the various spheres of knowledge.

Significant learning: Significant learning is related to psychology and teaching work, as the present project corresponds to the educational work from a behavioral perspective, because it leads or guides the learner

through reading strategies to the knowledge of performing a reading respecting The times and punctuation marks for a correct pronunciation and verbal fluency, that very apart from contributing with theoretical knowledge,

will lead the student to the development of his cognitive and analysis potentialities.

In this sense, Ausubel's theory of meaningful learning offers the appropriate framework for the development of educational work, as well as for the design of reading strategies in the teaching-learning process, consistent with these principles, constituting a theoretical framework that will help this process.

PSYCHOLOGICAL FOUNDATION

The present project is based on Bruner's, which states that "learning is an active process in which students construct new ideas or concepts based on their current or past knowledge."

According to Bruner (2011, p.46)

> The student during his period of integral formation selects and transforms information, builds hypotheses, and makes decisions, on a cognitive structure to do so. The cognitive structure (the meaning is: schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond given information".

According to the author, then teachers during the teaching process greatly influence learning and by providing support to students' constructions or helping they to feel that their constructions are valid.

SOCIOLOGICAL FOUNDATION

When referring to education, every human being is linked in society and it is important to know the environment that surrounds him, helping him to reaffirm his identity and personal autonomy from an early age, taking into account that reading is the source of inspiration for achieving Development of linguistic competences, that emits ideas to achieve a better interrelation with the society when it knows how to express itself.

Through studies, reading and intonation within educational institutions rather than an academic practice, it also constitutes a social practice that has been included as a social dynamic that is the sum total of the processes by which a Community or social group, small or large transmits its acquired powers and its purposes in order to ensure their own existence and continuity but also their development. This is why there is a general and diffuse education that is confused with assimilation and an education of conscious and intentional motives.

In order to explain social life, there will be a need to keep in mind the social static, that is, the conditions of organization of human groups and social dynamics, that is, successive variations over time.

Education is the foundation of a developing country, reaches all social sectors, prepares citizens with sufficient capacity, knowledge, skills and abilities, to face the challenges that give life, clothed and strengthened with values.

The learner must be seen as a social entity, protagonist and product of the multiple social interactions in which he is involved throughout his academic and social life. The higher cognitive functions are, in fact, the product of

these social interactions, with which they also maintain organizational properties in common.

From this it is considered that the social basis of the project, is born of the fact that reading is the practice of a social entity, is also given according to the social and cultural factors of the individual, which prepares it for a better development within Of the society when it has a full development of its abilities of analysis and development of abilities and competences between the readers.

LEGAL FOUNDATION

The present project has its legal bases in the following laws that legally base the theoretical support of the study:

Constitution of the Republic of Ecuador, 2008
Title VII GOOD LIVING REGIME - Section one Education

Article 343.- The national education system shall have as its purpose the development of individual and collective capacities and potential of the population, making learning possible, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will focus on the learner, and will function in a flexible, dynamic, inclusive, effective and efficient manner.

Art. 347. It shall be the responsibility of the State:

5. Ensure respect for the psycho-evolutionary development of children and adolescents throughout the educational process.

11. Guarantee the active participation of students, families and teachers in educational processes.

Art. 349. The State shall guarantee to the teaching staff, at all levels and modalities, stability, updating, continuous formation and pedagogical and academic improvement;

Code of Children and Adolescents, 2003

Article 37. Right to education.- literal 4 on the guarantee of the State that children and adolescents have teachers, teaching materials, laboratories, premises, adequate facilities and resources and enjoy a favorable environment for learning.

Art. 38. Objectives of the education programs. A) To develop the personality, the aptitudes and the mental and physical capacity of the child and to the maximum potential, in a playful and affective environment; and g) Develop an autonomous, critical and creative thinking.

CHAPTER III

METHODOLOGY, ANALYSIS AND DISCUSSION OF RESULTS

Modality of the research

As a research design, a plan is that defines the objectives, and the selection of the most appropriate path, with the search for methodology and the use of techniques, processes, tools with the necessary resources to achieve the Goal of the research and thus be successful in undertaking the project.

Establishing the modality and type of quantitative and qualitative research that will be carried out will determine the appropriate selection of data collection instruments, among which the research design corresponds to the bibliographic type also known as documentary and the field.

It is considered bibliographical because during its process it has been obtained from primary sources when the consultations of books, documentaries, journals of interest on the subject are carried out, among other important documents that have been the contribution of diverse national and international authors of great interest and relevance on the subject under study.

Vega M. (2012, p.20), states that:

It is characterized by the predominant use of information obtained from books, magazines, newspapers and documents in general. The information is obtained through the scientific reading of the texts, is

collected using the technique of bibliographic and mnemonic transfer and going to libraries, where the sources of bibliographic information are concentrated.

Its design also based on field research, since it is done in the same place of the events where the study problem originates, which is in the Huancavilca fiscal school, at Guayaquil, Guayas province. This type of research is also known as in situ research since it is done in the very site where the object of study is located.

This allows for more in-depth knowledge of the researcher, can handle data more safely and can be supported in exploratory, descriptive and experimental designs, creating a control situation in which manipulates one or more dependent variables (effects).

Therefore, it is a situation caused by the researcher to introduce certain study variables manipulated by him, to control the increase or decrease of these variables and their effect on the observed behaviors. It is the methodology that defines and guides the way in which we orient ourselves to approach the object of study.

This work is based on a research whose determinant is the feasible project, of documentary and field bibliographic type based on the qualitative paradigm, because it makes it possible to obtain data and information found in the different printed materials; it's also a response to the real need of those who are directly related to the institution under study.

For the execution of the investigative process, the first level sources will be used and will be based on the documents provided by the institution, the consultation of books, monographs, Internet data, which, according to the

problem, have a greater impact on the definition of New models of interpretation to make explicit the existing theories about; Reading, reading methods and strategies, reading skills, pronunciation and verbal fluency, among others.

Project feasible according to Yepez E. (2010, p.6), which indicates:

It is a proposal to a viable operational model to solve problems, requirements or needs of social organizations or groups can refer to curricular designs, policies and programs. For its formulation and execution, it should be based on documental research of field or design that includes both modalities. (p. 6).

Methods and Techniques

For the development of the project the following methods were used:

Analytical-synthetic method

The analysis and synthesis are methods of investigation of the objects that allows to separate some of the parts of the whole to be submitted to independent study.

Ruiz L. (2012, p.3), explain that:

The analysis is the observation and examination of a particular fact. It is necessary to know the nature of the phenomenon and object that is studied to understand its essence. This method allows us to know more about the object of study, with which we can: explain, make analogies, better understand their behavior and establish new theories. (p.3)

This indicates that it makes it possible to study separate parts of it, to expose the relations common to all parts and, in this way, to capture the particularities, in the genesis and development of the object. Every concept implies an analysis.

It will be used because it is related to what are intended to investigate, and the development of reading skills through the design of reading strategies for the development of language skills into the students.

Inductive and Deductive Method

It is applied that through the general knowledge that students have about reading, will be induced to practice reading the English language in the educational process, which translates into improving their language skills of the foreign language, the deduction of obtaining optimal results when verifying and evaluating the development of reading skills and competences in learners.

Research Tools

Direct Observation

It is used because of the need to observe the institution's problem regarding the lack of command of English language reading, which is interpreted through the manifestation of the linguistic expressions of the students of the eighth year of Basic Education. Which is reflected in the observations and assessments made to the students of the second year of the baccalaureate, which is the population selected as an object of research as a sample in the middle of the educational community.

The interview

It can be started by defining the concept of interview as a communicative act that is established between two or more people and has a particular structure organized through the formulation of questions and answers.
The interview is one of the most common forms and can be presented in different situations or areas of everyday life.

In the interview it is desired to obtain the opinion of the interviewee regarding the current state of the system, the objectives of the investigation the personal and informal procedures.

The interview is always between two or more people (although in most cases the presence of two is sufficient): someone who fulfills the role of interviewer or questioner and someone who fulfills the role of interviewee or respondent questions.

Mendez E., (2012, p.154)

> The interview is a research or investigation in which questionnaires are used to know public opinion. It consists of the collection of oral and written testimonies of living persons. It can be defined as the relationship established between the researcher and the subjects of studies.

The interview will be the research technique used and applied directly to the rector or campus authority where the project proposal is applied.

The Survey

It is the technique that is based through an appropriate questionnaire, allows collecting data of the whole population or a representative part of it.

It is characterized because the person investigated fills the questionnaire. It is one of the most widespread techniques in the social, economic, political, educational, religious area.

Benassini (2011) states:

Set of typified questions. The survey module provides a series of proven tools for assessing learning in online environments. Teachers can use this module to learn about their students and reflect on their educational practice. (p. 156), the survey, in this case applied to the director, teachers, legal representatives and students of the campus where the project is carried out.

Types of Research

The research will be applied in a descriptive and correlational nature due to the fact that in the first instance it has described and characterized the dynamics of each of the study variables. Next, the degree of relation of the variables on the application of technological resources for the development of

Descriptive studies seek to specify the properties, characteristics and profiles of individuals, groups, community, cause, object or any other phenomenon that is submitted to an analysis, so it intends to measure or collect information independently or jointly on the variables a Which they refer to, but their purpose is not to indicate how they relate.

(Ruiz J., 2012), "Descriptive research has as its primary objective the description of reality, its main methods of collecting information is the survey, including observation" (p.191).

Correlational studies have as purpose to measure the degree of relationship that exists between two or more variables, ie it tries to predict the approximate value that will have a group of indicators in a variable based on the value of the related variables.

(Garcia Avendaño P., 2010), "Correlational studies are a type of descriptive research that tries to determine the degree of relationship between variables" (p.32)

Population and sample

Population

It consists of the set of subjects that has been investigated through a non-probabilistic and intentional sample because of the researchers that know the elements of it, is any set of elements, finite or infinite, defined by one or more characteristics , Of which all the elements that compose it, and only they enjoy.

NEIRA, (2011, p.46) says:

> Population is the set of individuals that respond to a defined definition. In demography, it is defined as a set of individuals constituted in a stable way, linked by reproductive links and identified by territorial, political, legal, ethnic or religious characteristics.

The population is made up of: 1 Principal, 15 Teachers and 80 students of the eighth year of Basic Education of the high school Huancavilca, at Guayaquil City.

As shown in the following table below:

Table No. 1 Population

Ítem	Personal	Quantity
1	Director	2
2	Teachers	13
3	Students	305
	Total	320

Source: Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martínez

Sample

For the analysis of data of any research project, the set of subjects with similar characteristics that are subject to the study and that are grouped with the denomination of the sample should be synthesized in many cases.

Aranguren, S. (2012), defines the sample as:

"Those methods for selecting research units that are used at random so that all objects or subjects that have the possibility of being selected as a representative element of the population from which they originate" (p.49)

This means that the sample is a representative subset of the population, which must be chosen, with suitable characteristics for the verification of the research questions and the approach to the problem.

Sample size

In order to reach the measurement of the sample size, the sample has the mode of being "non-probabilistic", or of stratified type, which is that sample

that is chosen according to the willingness of the participants of the research and to the convenience of the researchers of the project.

As shown in the following table below:

Table No. 2 Sample

Ítem	Personal	Sample
1	Director	1
2	Teachers	1
3	Students	15
	Total	17

Source: Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martínez

OPERATIONALIZATION OF THE VARIABLES

variables	Concepts	Dimensions	Indicators
Variable Independiente Technology Resource	teaching tools that use technological means within the educational process	Importance of educational technology	Information and communication technologies (ICT) Technological resources in the teaching process Teacher update
Dependiente Reading skills	Development of dynamic elements to understand the message of reading in the English language	Development of language skills in the English language	Teaching - learning process. Principles and Methods for teaching - learning process. The teacher within the process of teaching the English language.
Propuesta: Handbook focused on the implementation of educational technology with excersises aimed at developping Reading Skills	Guidance material for the use of technological tools in the teaching of reading in the English language	Teacher training.	Benefits of the application of educational technologies.

RESULT OF THE INTERVIEW HELD TO THE DIRECTOR OF THE HUANCAVILCA EDUCATIONAL UNIT

1. It is important that the educational institution has technological didactic resources for the quality of teaching

Yes, it is important because it depends on the success of the educational process in all areas, it allows students not only to have memory-based learning, but also allows them to be motivated to learn.

2. How the application of technological resources help improve the learning of English in students

The learning of English goes hand in hand with the use of technology, since it allows them to visualize images of words that make better understand the meaning of a word in a foreign language, in addition to listening in a more interactive way, this motivates the awakening of strengthening the knowledge of this subject in students.

3. The resources used at the school are adequate for meaningful learning of the English language

It depends on how you use them and apply the teacher, they have a percentage of effectiveness, but in fact these need to be improved to create better learning options in the educational community.

4. Do you agree that there should be workshops on quality education in the area of foreign language?

Yes, I strongly agree that this helps teachers learn new strategies, techniques and above all how to use didactic resources that help to improve the learning skills of English students.

5. Do you think the teacher should be able to guide the student in developing reading skills in the English language and why

Yes, you must be prepared and trained for that, your task should not only be limited to learning this language but also to be able to master and understand the language as reading comprehension as it is done with the Spanish language.

RESULT OF THE INTERVIEW HELD TO THE ENGLISH TEACHER OF THE HUANCAVILCA EDUCATIONAL UNIT

1. Is it important that the educational institution has technological didactic resources for the quality of teaching?

Yes, it is important because they facilitate the task of the teacher during the learning, in addition motivate the student to adequately acquire relevant and successful knowledge in the educational process, facilitates the teaching-learning process itself.

2. How the application of technological resources help improve the learning of English in students?

Because technology is a dynamic and effective distracter for the student, they are always motivated to perform tasks and study with the use of technological resources, for them without these kinds of tools, the classes can become a process that is not very motivating.

3. The resources used at the school are adequate for meaningful learning of the English language?

The truth is that the educational institution does not have the technological resources to teach English in a successful way, teachers usually limit ourselves to teaching in the traditional way, that is why the average performance is minimal to medium and a Maximum performance during language learning.

4. Do you agree that there should be workshops on quality education in the area of foreign language?

Yes, I strongly agree, regarding investment in foreign language training, the relevant authorities do not make successful efforts to help teachers to obtain better resources and training to teach the educational community to the best of their ability.

5. Do you think the teacher should be able to guide the student in developing reading skills in the English language and why?

Yes, but for that you need to strengthen your training in such a way that you can know and apply new strategies that help the student not only read in English but also understand what he reads in this foreign language.

ANALYSIS AND DISCUSSION OF RESULTS

SURVEY CONDUCTED TO STUDENTS

1. The use of technology is important in classroom.

Table No. 3 Technology in classes

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 1	Strongly agree	13	87%
	Agree	2	13%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 1 Technology in classes
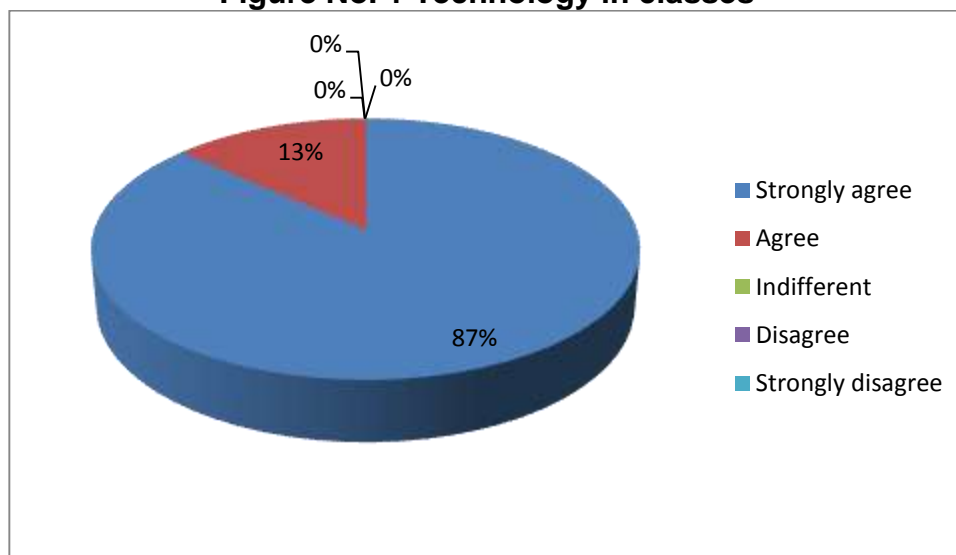
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

Survey results show that 87% of respondents agreed strongly, 13% agree that the use of technology is important in classroom.

2.- The English teachers uses technology constantly.

Table No. 4 Technologies in the classroom

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 2	Strongly agree	12	80%
	Agree	3	20%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 2 Technologies in the classroom
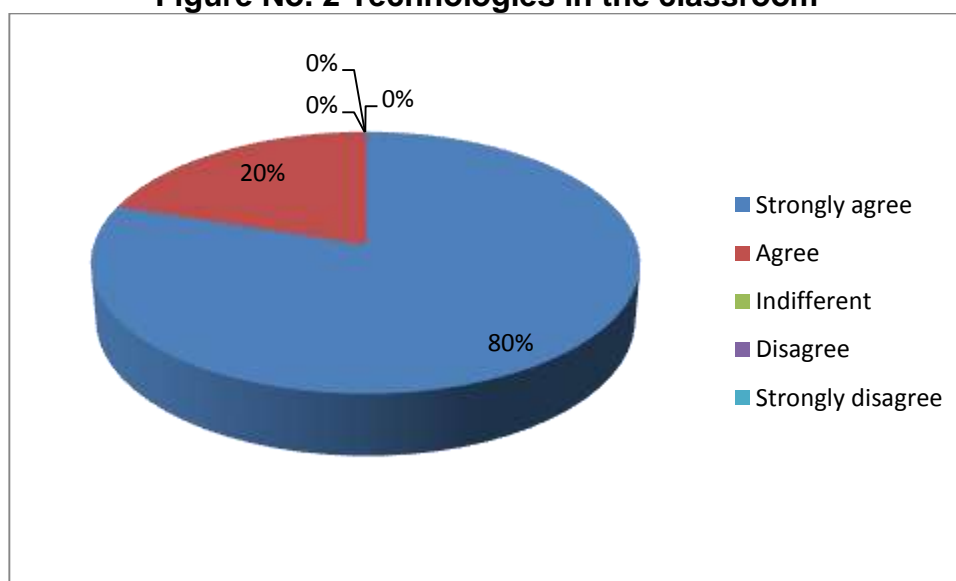
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

Survey results show that 80% of respondents strongly agree that the English teacher uses the technology constantly, while 20% of respondents agree with the question.

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3.- You think that it is important to be trained in the use of ICTs

Table No. 5 Trained in the use of ICTs

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 3	Strongly agree	15	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 3 Trained in the use of ICTs
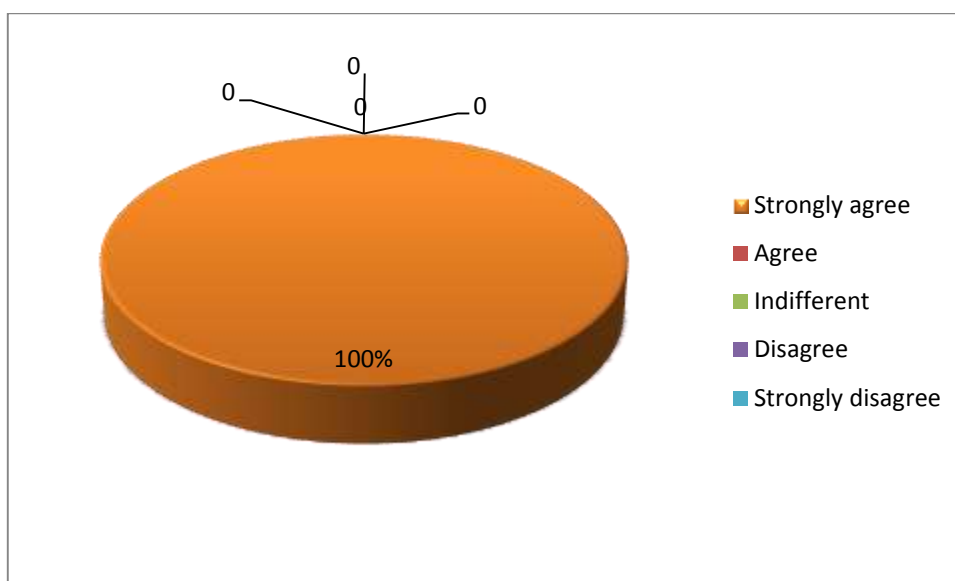
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The results of the surveys show that 100% of the respondents fully agree that it is important to be trained in the use of ICT, since this is paramount to the success of the classroom teaching process.

4. You think that the use of ICT will improve the teaching-learning process of the English language

Table No. 6 Improve the teaching-learning process

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 4	Strongly agree	15	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 4 improve the teaching-learning process
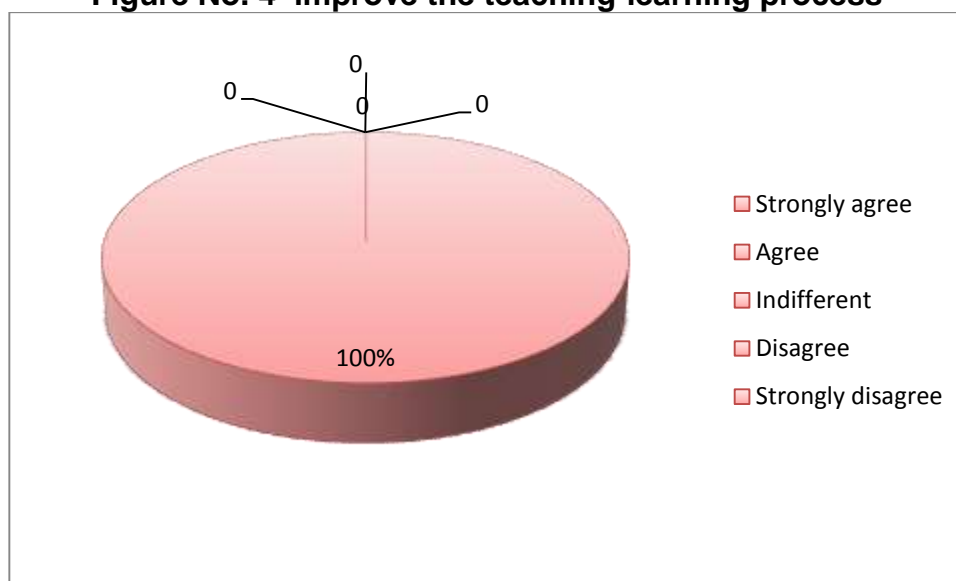
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The results of the surveys show that 100% of the respondents fully agree that the use of ICT will improve the teaching-learning process, since it is an innovative resource that generates motivation in students and teachers.

5. You have knowledge about new technologies for learning English

Table No. 7 Knowledge about new technologies

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 5	Strongly agree	0	0%
	Agree	0	0%
	Indifferent	10	67%
	Disagree	5	33%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 5 Knowledge about new technologies
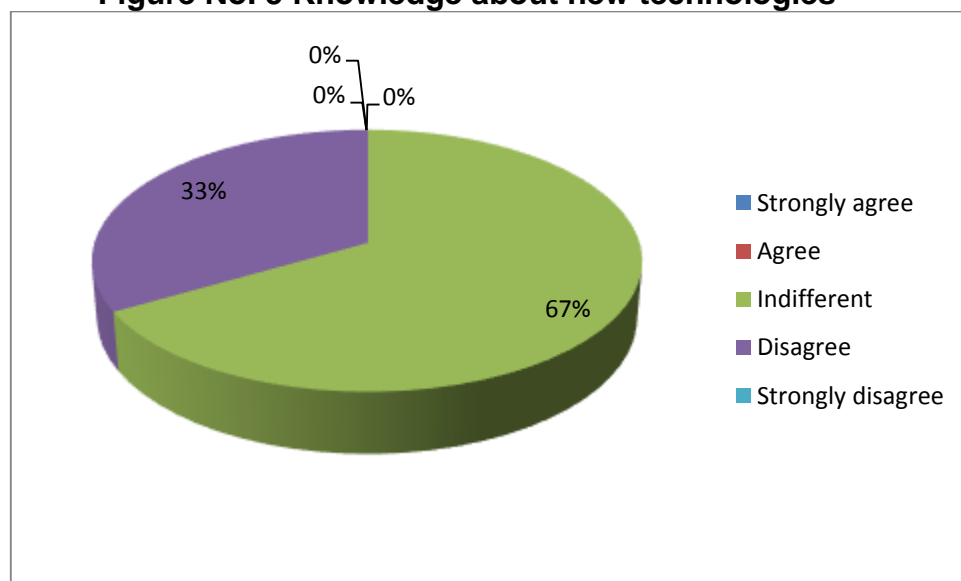
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

Survey results show that 67% of respondents were that the students had adequate knowledge of new technologies, while 33% showed a disagreement.

6. You consider that the use of technological resources for the development of English language skills is important

Table No. 8 Technological resources

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
	Strongly agree	11	73%
Item	Agree	4	27%
No. 6	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**3**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 6 Technological resources
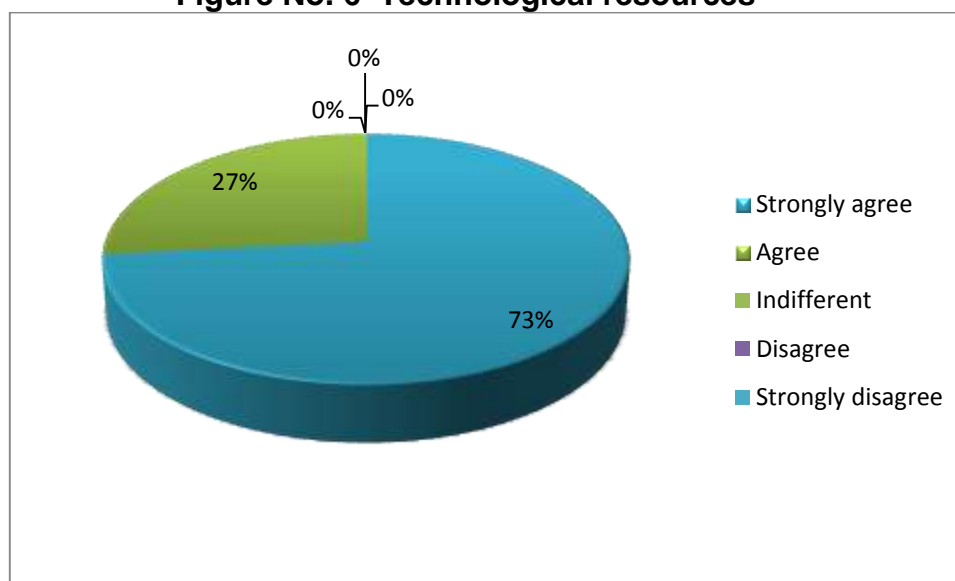
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The survey results show that 73% of respondents agreed strongly and 27% agreed that it is important to develop competencies in English language learning in students.

7. You believe that technological resources help the development of reading skills

Table No. 9 Development of reading skills

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 7	Strongly agree	11	73%
	Agree	4	27%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 7   Development of reading skills
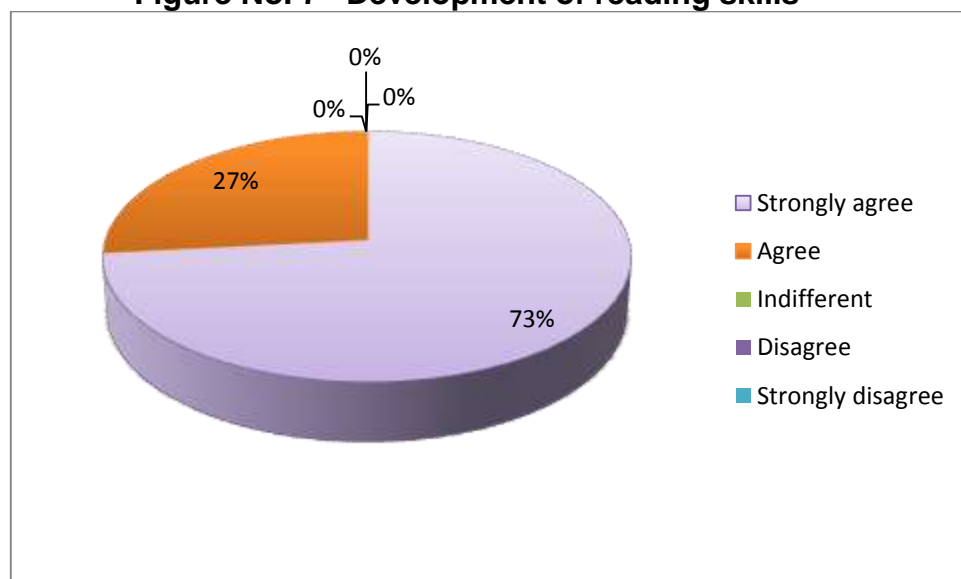
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The results of the surveys show that 73% of the teachers surveyed agreed strongly and 27% agree that technological resources are a support for the development of reading skills.

8.- You believe that technological didactic resources should be used for practicing reading skill.

Table No. 10 Technological didactic resources

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
	Strongly agree	15	100%
Item	Agree	0	0%
No. 8	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 8 Technological didactic resources
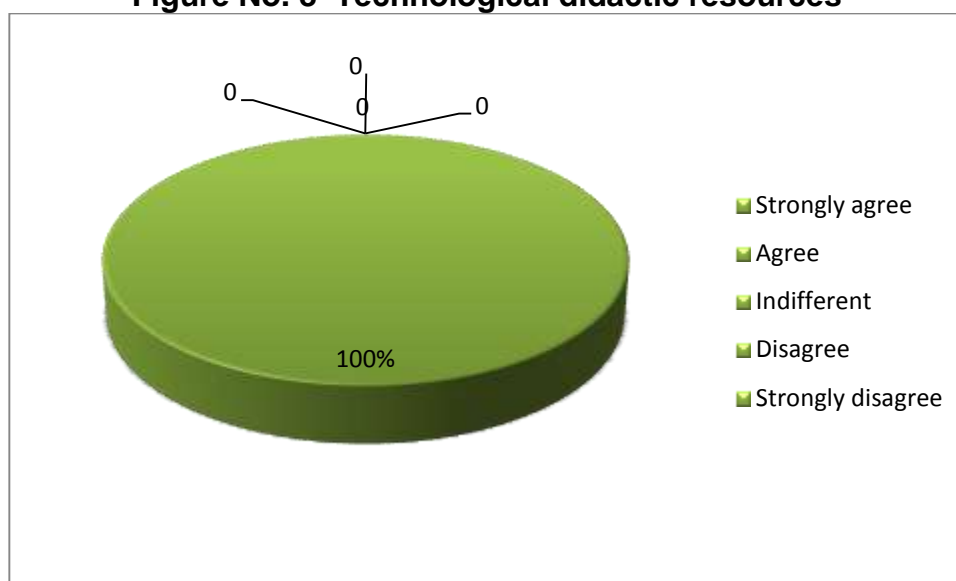
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The results of the teacher surveys show that 100% strongly agreed that technological didactic resources should be used for practicing reading skill.

9. You Consider that the teacher should know the use of innovative teaching resources for the development of reading skills in students

Table No. 11 Innovative teaching resources

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item No. 9	Strongly agree	9	60%
	Agree	6	40%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 9 Innovative teaching resources
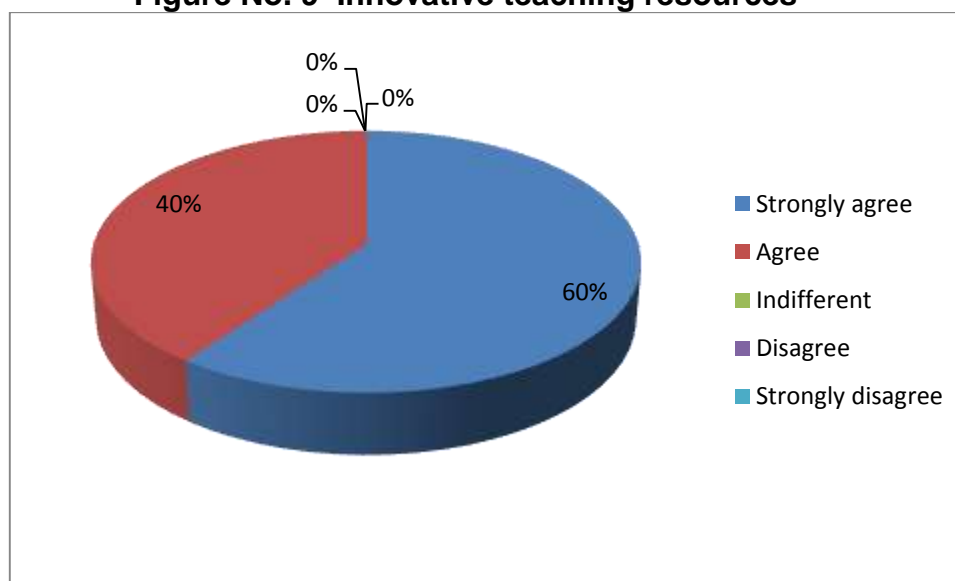
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The results of the surveys show that 60% of teachers surveyed fully agreed and 40% agreed that innovative teaching resources should be used for the development of reading skills in students.

10.- The use of an additional didactic resource will help to the teaching learning process

Table No. 12   Motivation during the learning of English

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
	Strongly agree	15	100%
Item	Agree	0	0%
No. 10	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**15**	**100%**

Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Figure No. 10   Motivation during the learning of English
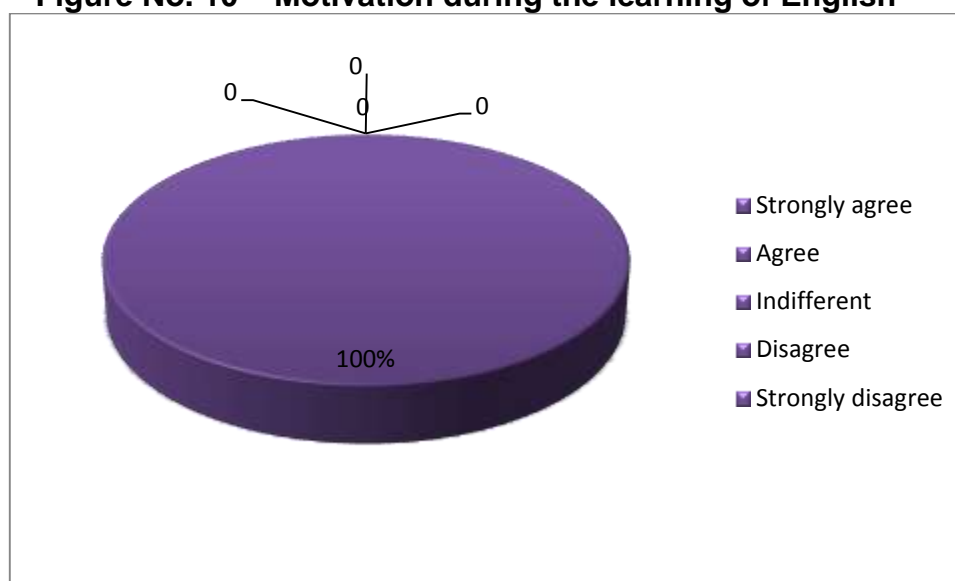
Source: Students of Unidad Educativa Huancavilca
Prepared by: Brigitte Cárdenas & Tatiana Martinez

Analysis:

The results of the surveys show that 100% of teachers surveyed fully agreed that the use ofan additional didactic resource will help to the teaching learning process.

DISCUSSION OF RESULTS

The synthesis of the results that motivates the realization of the proposal, is born from the following considerations that were analyzed in the obtaining of the results in the field investigation by means of the surveys, which are summarized as follows:

The student's community recognizes the lack of motivational, innovative teaching materials that use technological and informative resources for the teaching and development of English reading skills in students.

The lack of technological resources for foreign language teaching such as English, limits student learning.

As a consequence of the problem set forth in this diagnosis, in teaching practice, materials and resources are not being used that encourage significant learning in students.

It is a necessity that needs to be supplied in this area to carry out the curricular planning of the subject with resources that allow to take full advantage of the strategies developed in the classroom.

To avoid the low academic performance and demotivation in the participation of class activities, to relate theory to practice, within the educational process and beyond.

Within the campus there is the adequate technological resource, and are easily available to students, teachers and members of the educational community, which should be used to maximize the acquisition of knowledge in learners.

CHI SQUARE TEST RESULTS

```
CROSSTABS

CROSSTABS
    /TABLES= Technology    BY  Reading_Skills
    /FORMAT=AVALUE TABLES PIVOT
    /STATISTICS=CHISQ
    /CELLS=COUNT ROW COLUMN.
```

Summary.

|	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You consider that the use of technological resources for the development of English language skills is important * Consider that the teacher should know the use of innovative teaching resources for the development of reading skills in students	15	100.0%	0	0.0%	15	100.0%

You consider that the use of technological resources for the development of English language skills is important * Consider that the teacher should know the use of innovative teaching resources for the development of reading skills in students [count, row %, column %].

You consider that the use of technological resources for the development of English language skills is important	Consider that the teacher should know the use of innovative teaching resources for the development of reading skills in students			Total
	Indifferent	Agree	Strongly Agree	
Indifferent	1.00 / 50.00% / 100.00%	1.00 / 50.00% / 25.00%	.00 / .00% / .00%	2.00 / 100.00% / 13.33%
Agree	.00 / .00% / .00%	3.00 / 75.00% / 75.00%	1.00 / 25.00% / 10.00%	4.00 / 100.00% / 26.67%
Strongly Agree	.00 / .00% / .00%	.00 / .00% / .00%	9.00 / 100.00% / 90.00%	9.00 / 100.00% / 60.00%
Total	1.00 / 6.67% / 100.00%	4.00 / 26.67% / 100.00%	10.00 / 66.67% / 100.00%	15.00 / 100.00% / 100.00%

Chi-square tests.

Statistic	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	16.69	4	.002
Likelihood Ratio	16.83	4	.002
Linear-by-Linear Association	10.87	1	.001
N of Valid Cases	15		

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera de Lenguas y Lingüística

RESULTS OF THE SURVEY

Options				
Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
5	**4**	**3**	**2**	**1**

No.	QUESTIONS	OPTIONS					TOTAL
		5	4	3	2	1	15
1	The use of technology is important in classroom	13	2	0	0	0	15
2	The English teacher uses technology constantly	12	3	0	0	0	15
3	You think that it is important to be trained in the use of ICTs	15	0	0	0	0	15
4	You think that the use of ICT will improve the teaching-learning process of the English language	15	0	0	0	0	15
5	You have knowledge about new technologies for learning English	0	0	10	5	0	15
6	You consider that the use of technological resources for the development of English language skills is important	11	4	0	0	0	15
7	You believe that technological resources help the development of reading skills	11	4	0	0	0	15
8	You believe that technological didactic resources should be used for practicing reading skill	15	0	0	0	0	15
9	You consider that the teacher should know the use of innovative teaching resources for the development of reading skills in students	9	6	0	0	0	15
10	The use of an additional didactic resource will help to the teaching learning process	15	0	0	0	0	15

Source: Brigitte Cárdenas & Tatiana Martinez
Prepared by: Brigitte Cárdenas & Tatiana Martinez

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CONCLUSIONS AND RECOMMENDATIONS

After the procedure of investigation and data collection to determine the importance of the present study, the following conclusions were reached that were made from the globality of the contents obtained within the process of bibliographical and field research.

Conclusions

- By teaching the English language, students acquire skills and abilities that allow them to better develop a competitive quality teaching by demonstrating skills that involve learning such as reading, writing and communication in general.

- Teachers of the educational institution mostly use chalkboard or marker and flip charts as teaching resources; A few use TV, DVD and overhead projector, so it is urgent to innovate the process of teaching learning using the tools of technology as an educational resource in the English language which represent basic elements for better academic performance in the classroom.

- Foreign language classes such as English have a traditional outline, the teacher explains and students are still passive receivers; If everyone is aware that this generation is pleased by the use of technology tools such as cell phones, internet, e-mail; Should seek ways to link formal education with such tools and make the student the main protagonist to integrate and build a new form of learning.

- Teachers have not received the necessary training to give way to the use of technology tools for English language teaching, so it should start with training opportunities in the use of ICT as teaching resources for teaching .

- Students do not have enough motivation for learning because there is an obvious gap in the use of technology between students and teachers; but if you start to use educational resources such as internet, email, power point presentations, cell phones, etc., you will get more meaningful, dynamic classes in a pleasant environment.

- Problems of non-use and application of ICTs are likely to be due to the lack of curriculum planning and planning of classroom activities by educational institutions and teachers, which have not linked the methods Of teaching and didactic resources with the application of new technologies for the development of reading skills of the English language in the students of Basic Education.

Recommendations

After considering the conclusions, the following is recommended:

- Teachers must take into account that students need a scientific and technological culture in order to approach and understand the complexity and globality of the current reality and therefore should give them access to computer labs to apply technologies In the processes of English language learning.

- Teachers must provide the task of foreign language teaching, taking advantage of ICT developments and resources to facilitate and accelerate the collection and analysis of data (in many cases, ICTs allow new types of analysis to be carried out before they were impossible to carry out); Learning English means to integrate the set of knowledge and characteristics of this foreign language with the technological advance, to leave aside the traditional teaching that is losing its effectiveness.

- The authorities of the educational institution should motivate and promote teachers to carry out curricular planning and classroom activities with the use of technological resources for the development of reading skills in students.

- The directors of the mentioned institution should conduct conversations with all the teachers of the campus to motivate them in that the only way to advance in education is taking advantage of the development of the tools of information technology and communication because if there is no Will and commitment on the part of all the members of the institution nothing can be changed.

- It is necessary to establish the design of guides that use the use of technology as didactic resources for teaching learning, for all teachers so that it must have the support of the teachers of the Institution and also hire a specialist in the use Of ICTs as didactic resources.

- The managers of the School must understand that to lead education requires innovation and that this is the moment to initiate change if we want to get out of the impasse in which education is found in our country.

CHAPTER IV

THE PROPOSAL

Title

DESIGN OF A HANDBOOK FOCUSED ON THE IMPLEMENTATION OF
EDUCATIONAL TECHNOLOGY WITH EXCERSISES
AIMED AT DEVELOPING READING SKILLS

Justification

The proposal is created with the purpose of going beyond a didactic resource to become a reference of the primary instruction of the educational needs; The Proposal is highly practical to stimulate learning, because through the didactic resources will be able to perfect the learning processes and development of English language reading skills.

The guide of activities that uses technological means or practical technology which can be applied during the learning of the English language constitutes a successful contribution to the teaching learning for a better academic performance, on the current reality in which the learning and the necessity of Read and understand during an effective reading of the English language. In order for students to improve their learning, the teacher needs to use adequate teaching resources in the teaching-learning processes.

This project is developed based on a study carried out in the "Huancavilca" Tax School, through the design of a guide to activities that use technology in the classroom during English language learning.

The incorporation of Information and Communication Technologies as well as the learning of the foreign language in Basic Education has had a great impetus in recent years and requires education professionals to be updated in the broad spectrum that competes in the field Of education under standards of quality and efficacy in the teaching processes.

Faced with the impact and the growing influence of the great technological means that allow to improve the communication and transmission of information, which has a great influence in the human beings at present and that have allowed the great development and advance of the Sciences, the knowledge Is essential.

Therefore, as an antecedent of the approach of the proposal exposed is due to the need for the contribution to the improvement of the educational quality and to contribute with motivating resources of teaching of the subjects of study as the matter of Foreign Language; To advance according to the demands and needs of the current society.

The proposal put forward in the present study is justified because the Education Centers need to be realistic and advance according to the social demand of the current generation of students, who are in constant contact with new technologies, often misused, Therefore, it is necessary to take advantage of this valuable resource to obtain better benefits in the educational processes, to offer the opening to the new knowledge and to strengthen the knowledge acquired previously and that were not internalized by the students.

The application of the proposal will then allow teaching with new didactic possibilities entailed by educational practice, both to improve teaching work and to strengthen and lead a quality teaching-learning process.

OBJECTIVES OF THE PROPOSAL

General

To introduce an additional didactic resource with practical exercises realated to the development of reading skill.

Specific

- To determine the technological didactic resources recommended for the classroom during the teaching.

- To Develop technical phases for the use of technological didactic resources to motivate students.

- To Orient teachers in the use of technological didactic resources.

Importance of the proposal

The purpose of this guide is to improve the processes of teaching and learning English language skills in the students of the eighth year of Basic Education of the "Huancavilca" Tax School, which will benefit their level of academic achievement.

This activity guide will provide information on the technological impact of The educational process of the 8th grade students of Education General with the implementation of integration games, said Games will serve the teachers to encourage students to Integrate with colleagues and foster a relationship.

Scientific and technological development is one of the most important factors Influential on contemporary society. Global globalization, polarizing wealth and power, would be unthinkable without the advance of The productive forces that science and technology have made Possible.

For that reason this proposal is important and useful for student of eighth years of "Huancavilca" Fiscal high school, because it allows facilitate learning develops comprehension using reading techniques.

This didactic guide of activities with short national reading is a tool for students and their learning because it has steps to understand the reading, students can listen and see the reading because also there is an explanation on how to use reading techniques and by last there are activities and vocabulary so that students can extend the capabilities of critical and continue with the process of intellectual formation.

The Reading is a very important to learn English and could not leave out any reading aspect. It is meaningful to read in English, because that way we will realize that not only read in our language is beneficial, but in a different reading can open doors even wider.

With the reading you can identify grammar structures, vocabulary and pronunciation. For that reason this proposal about didactic guide of activities with short national reading will promote reading as an educational and fun way to learn another language with our historical

information. Students can know about the reading techniques, and develop their skill to understand the best manner the reading, they practice listening, reading and grammar and above all they will be able interested in what they will read. This guide of activities is for students that believe that they are not very capable for understanding a text. So they can become more independent learners.

Feasibility of the proposal

 Administrative: The proposal is feasible in the administrative area since we have the support of the administrative staff of the institution, as it allowed the implementation of the guide to activities for quality learning.

 Legal: It is feasible in the legal field since the Ecuadorian constitution Art. 343 mentions that: The national education system will have as its purpose the development of individual and collective capacities and potential of the population, which will make learning possible, and the generation and Use of knowledge, techniques, knowledge, arts and culture.

 Other legal documents such as the Organic Law on Intercultural Education and the Code on Children and Adolescents hold the importance of experiential and fruitful learning applicable to daily life, thus achieving meaningful learning.

Fundamentation

This proposal is interesting and important, which is expected to achieve a real change in the English language to improve the reading of students. When you are teaching a second language for students, teachers must facilitate them to build their basic techniques to read with difficult.

According to David Ausubel is the educational theory that guides the educational work of teachers is Constructivism. The essence of constructivism is the individual as its own construction, which is being produced as a result of the interaction of its internal rules and their environment and their knowledge is not a copy of reality, but a construction of the person.

In addition to solve the problem above, there are some techniques that contribute to increase this skill, we mention the reading competence as the capacity of learning a language using the adequate steps so that students can understand a theme without difficulty which carries out in the reading, inferential and critical levels for which arise that each technique has present before Reading, during Reading and after Reading and the technique as steps and exercises which allow to achieve an efficient and effective Reading in English.

Psychological Aspect

As for the psychological is known to be an activity characterized by the translation of symbols or letters into words and phrases that have meaning for a person.

It is the most important process of learning in which a physiological and mechanical process is used, which consists in looking at the written lines of the text, identifying the symbols that are appearing, and another process of mental abstraction where a brain activity is provoked Is to elaborate the meaning of the symbols displayed.

Sociological Aspect

When referring to the sociological aspect of this study is based on the fact that today in the area of foreign language in our country is very low, because most students do not like.

And this problem is not only reflected in schools but is also found at all levels of education.

 The second behavior is the lack of interest in the subject that is proposed because it does not find a specific interest or purpose in the subject, or in some cases there are students who believe they know everything.

Philosophical aspect

A philosophical expression that encloses a reality of absolute origin part of the doors to the professional world for future professionals: "The remarkable and firm constant is the change". Society, economics, science and technology, Cultural and ethical Are transformed quickly. Therefore, we are no longer able to teach and exercise from memory touches the hypothesis that has been created with each method; If we extend it to, the competitors of many of the races will be outdated before they graduate.

To carry out with its management, the current University must provide its students with an education that provides them both for today's requirements and for the world.

Scientific Aspect

Knowledge, routine and guide of the methodological tools, for the dedication of the didactic resources, with the scientific and technological advances that the new paradigms of the education pose.

The learning methods in conjunction with the methodology will allow students to be deployed to their full potential at an early age as we are now able to observe that at a medium and higher level there has been no serious emphasis on the subject in this project.

Legal Aspect

Article 26.

Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It is a priority area of state investment and policy, guaranteeing equality and social inclusion and an indispensable condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process.

Description of the proposal

The purpose of the proposal is to motivate teachers in the use of technological didactic resources to encourage and facilitate the teaching of the English language and the skills involved in learning this foreign language. The same that will allow you to enter the audiovisual world and use its advantages in the educational service to improve their teaching performance.

Activities
• The following activities were carried out:
• Meeting with managers and teachers
• Socialization of the theme and proposal
• Content selection
• Elaboration of slides
• Research and bibliographic compilation
• Execution of the proposal.

CONCLUSIONS OF THE PROPOSAL

Technological resources help teachers deliver English classes in a motivating way and help to secure student knowledge in a dynamic way.

The proposal allows for the most attentive students in the classroom without any learning problems, making interest in the knowledge and practice of reading the English language improve their academic performance and development of learning skills.

For this reason a guide with reading activities applied to the learning and development of reading skills in the English language, in the form of exercises using technological tools are shown in an innovative way and useful tool in the classroom, and teachers turn to this Type of materials to improve the mutual interest of both teacher and student in order to optimize teaching and learning and disappear traditional methods of teaching the foreign language.

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ANNEXES

ANNEXES 1

DOCUMENTS

UG
Universidad
de Guayaquil

Facultad de Filosofía
Letras y Ciencias de la
Educación

Escuela de Lenguas y Lingüística
Guayaquil – Ecuador
Teléfono: 2294-888
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Guayaquil, 16 de Agosto del 2016

MSc.

LARRY TORRES VIVAR

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **MARTINEZ ALBÁN TATIANA DEL CARMEN Y CÁRDENAS BRIGITTE ELIZABETH**

TOPIC: TOPIC: "THE IMPORTANCE OF EDUCATIONAL TECHNOLOGY IN THE DEVELOPMENT OF READING SKILLS".

PROPOSAL: "A HANDBOOK FOCUSED ON THE IMPLEMENTATION OF EDUCATIONAL TECHNOLOGY WITH EXERCISES AIMED AT DEVELOPPING READING SKILLS".

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila

SUB-DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Lcdo. Fabricio Conforme Briones	DIGITADOR	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA– NIVEL PREGRADO

Guayaquil, Agosto 29 del 2016

Dr.
Rector del Plantel Colegio Fiscal Mixto "Huancavilca"
Presente.

De mis consideraciones:

Estudiantes de la Facultad de Filosofía, Letras y Ciencias de la Educación Especialización en Lenguas y Lingüísticas de la Universidad de Guayaquil Brigitte Cárdenas Cárdenas y Tatiana Martínez Albán muy comedidamente solicitamos a usted se nos autorice realizar en su prestigioso Colegio Fiscal Mixto Huancavilca nuestro proyecto cuyo tema es: "La importancia de la tecnología educativa en el desarrollo de la destreza lectora con una guía didáctica enfocada en la implementación de tecnología educativa con ejercicios orientados al desarrollo de la destreza lectora".

Agradeciéndole de antemano la acogida favorable a nuestra petición nos suscribimos de usted muy comedidamente.

Atentamente,

Brigitte Cárdenas
_____
Brigitte Cárdenas C.

Tatiana Martínez A.

Guayaquil, Septiembre 5 del 2016

SRTAS.
Brigitte Cárdenas – Tatiana Martinez
Estudiantes de la Facultad de Lenguas y Lingüísticas
Ciudad.

De mis consideraciones:

Por medio de la presente, este Rectorado concede la autorizacion correspondiente a la señoritas CARDENAS CARDENAS BRIGITTE ELIZABETH Y MARTÍNEZ ALBÁN TATIANA DEL CARMEN, egresadas de la facultad de Filosofia, Letras Y Ciencias de la Educación Especializacion de lenguas y Lingüísticas de su facultad para que desarrolle en nuestra institución su Proyecto: "La importancia de la tecnología educativa en el desarrollo de la destreza lectora con una guía didáctica enfocada en la implementación de tecnología educativa con ejercicios orientados al desarrollo de la destreza lectora

Sin otro particular, me suscribo de usted su más atento servidor.

Atentamente,

Dr. Franklin Cabay Suárez
RECTOR

URKUND

Urkund Analysis Result

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CHAPTER I.doc (D14418144)
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Instances where selected sources appear:

9

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

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Presentado: 2017-07-21 23:45 (-05:00)
Presentado por: brigitte_your_queen@hotmail.com
Recibido: lizmiary.feroza.ug@analysis.urkund.com
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Lista de fuentes | Bloques
Categoría | Enlace/nombre de archivo
Fuentes alternativas

CHAPTER II.doc

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on the integration of information. Technological tools in the development of reading skills in the Basic English learning in eighth year students of Huancavilca fiscal school, zone 5, district 8, province of Guayas, Canton Guayaquil, Rocafuerte parish, academic period 2015-2016, of the Guayaquil city, 2015-2016, although not fully reflect the actuality the national education system, serve as reference for the theoretical content of it, which has allowed a relationship to the problem, technological resources and its impact on learning, design and active methods to strengthen and improve mutual learning the quality of education in the current education system at the local level in the area of language and develops skills.

Theoretical Foundations

THE TECHNOLOGY

Technology: is the set of technical, scientifically ordered allowing design and create goods and services that facilitate adaptation to the environment and satisfying the essential needs and wants of mankind. It is a word of Greek origin, τεχνολογία formed by "τέχνη (τεχνη), art, technical or trade, which can be translated as skill, and λόγω /λογία, studying something: Although there are many very different technologies together, they often use the singular term to refer to one or to all of them. When it is capitalized, Technology, can refer to both the theoretical discipline that studies fucation. school discipline doomed to

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

28/08/2017

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera Educación Básica
Proyecto Educativo
SURVEY TO STUDENTS

OBJECTIVE: To determine the importance of the implementation and use of technology in classroom activities to encourage meaningful learning and development of reading skills in the English language.

Options

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	**4**	**3**	**2**	**1**

No.	QUESTIONS	OPTIONS				
		5	4	3	2	1
1	The use of technology is important in classroom					
2	The English teacher uses technology constantly					
3	You think that it is important to be trained in the use of ICTs					
4	You think that the use of ICT will improve the teaching-learning process of the English language					
5	You have knowledge about new technologies for learning English					
6	You consider that the use of technological resources for the development of English language skills is important					
7	You believe that technological resources help the development of reading skills					
8	You believe that technological didactic resources should be used for practicing reading skill					
9	You consider that the teacher should know the use of innovative teaching resources for the development of reading skills in students					
10	The use of an additional didactic resources will help to the teaching learning process					

Source: Brigitte Cárdenas & Tatiana Martinez
Prepared by: Brigitte Cárdenas & Tatiana Martinez

INTERVIEW TO DIRECTOR

1. It is important that the educational institution has technological didactic resources for the quality of teaching
Yes, it is important because it depends on the success of the educational process in all areas, it allows students not only to have memory-based learning, but also allows them to be motivated to learn.
2. How the application of technological resources help improve the learning of English in students
The learning of English goes hand in hand with the use of technology, since it allows them to visualize images of words that make better understand the meaning of a word in a foreign language, in addition to listening in a more interactive way, this motivates the awakening of strengthening the knowledge of this subject in students.
3. The resources used at the school are adequate for meaningful learning of the English language
It depends on how you use them and apply the teacher, they have a percentage of effectiveness, but in fact these need to be improved to create better learning options in the educational community.

4. Do you agree that there should be workshops on quality education in the area of foreign language?
Yes, I strongly agree that this helps teachers learn new strategies, techniques and above all how to use didactic resources that help to improve the learning skills of English students.
5. Do you think the teacher should be able to guide the student in developing reading skills in the English language and why
Yes, you must be prepared and trained for that, your task should not only be limited to learning this language but also to be able to master and understand the language as reading comprehension as it is done with the Spanish language.

ANNEXES 2

PHOTOS

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
CARRERA: LENGUAS Y LINGUISTICAS

PHOTO 1
Students in the courtyard of the institution

Source: Colegio Huancavilca
Research: Tatiana Martinez

PHOTO 2
Colegio Fiscal Mixto Huancavilca and students

Source: Colegio Huancavilca
Research: Brigitte Cárdenas

PHOTO 3
INTEVIEW TO THE DIRECTOR

Source: Colegio Huancavilca

Research: Tatiana Martinez

PHOTO 4

COMPUTER ROOM

Source: Colegio Huancavilca

Research: Brigitte Cárdenas

PHOTO 5

ENGLISH TEACHER

Source: Colegio Huancavilca

Research: Tatiana Martinez

PHOTO 6

INTERVIEW TO THE ENGLISH TEACHER

Source: Colegio Huancavilca

Research: Brigitte Cárdenas

With our tutor:

MSc. Larry Torres

ACTIVITY GUIDE TECHNOLOGICAL RESOURCES FOR THE DEVELOPMENT OF ENGLISH LANGUAGE READING SKILLS

8 Th Basic Education

Guayaquil – Ecuador

2016

Introduction

Reading is one of the valuable skills in the world besides it breaks the language barrier for that reason the reading is one of the most important aspects that the human beings must develop or improve to learn a new knowledge. When you read a book we see reflected the world, a book can awake our imagination and our creativity, sometimes a book can make you mourn and laugh moreover it expands your knowledge.

Nowadays children and adolescent do not read perhaps they have several causes but the most important is why they do not understand anything because they encounter many unfamiliar words and fail to get the main idea of the text. - They do not have motivation for reading neither at home or at school and when they do it. - It is by duty.

The students of High School do not have the reading habits; they see it as boring. All their books and texts are about another culture and other customs, It is important to know about another culture and others countries but firstly we must know about our culture our important dates, and our beautiful attractive places to be capable to speak without fear and thus we can show our history and attractive places to foreigners. Besides if our students have adequate reading techniques to read, they can understand and get the main idea of the text.

Thus they will feel motivated because they learn new things such as the reading techniques, remember our important dates and they will join the new with old knowledge, beside there are activities in this didactic guide so that students can connect more with the topic.

CLASS PLANNING

"Huancavilca" Fiscal College			**2016-2017**	
PLAN OF SKILLS WITH PERFORMANCE CRITERIA				
1. INFORMATION DATA				
TEACHER	**ACTIVITY 1:** The word processor as a resource for the learning reading skills.	**NUMBER OF PERIODS** 1	**BEGIN DATE** 21-03-2016	**DATE FINISH:** 21-03-2016

EDUCATIONAL OBJECTIVES OF THE UNIT	**CROSS- AXIS / INSTITUTIONAL**
Practice reading exercises in English through the use of technological means to motivate students during the learning process.	• Foster knowledge • Strengthen the development of skills with performance criteria with the use of ICTs
	LEARNING AXLE / MACRODESTREZA
	Identifies the basic concepts and importance of developing motivation through didactic strategies in the classroom to successfully read in the English language.
SKILL WITH PERFORMANCE CRITERION	**ESSENTIAL EVALUATION INDICATOR**
Participate actively in the development of reading skills in the English language through the application of technological didactic applications in the teaching process.	It identifies the didactic technological aspects that must be applied for the success of the educational process.

2. PLANINIG

METHODOLOGICAL STRATEGIES	RESOURCES	ACHIEVEMENT INDICATORS	TECHNIQUES / EVALUATION INSTRUMENTS
INITIAL ACTIVITIES Introduction Content analysis	HUMANS Teachers Students Technological equipments Support documents Classroom Slideshow Stationery	It analyzes the importance of the application of technology as a motivational strategy for school English learning.	Technique: Group Work Brainstorming Instruments: Checklist

3. CURRICULAR ADAPTATIONS			
SPECIFICATION OF EDUCATIONAL NEEDS		SPECIFICATION OF APPLIED ADAPTATION	
ELABORATED	**REVISED**	**APPROVED**	
TEACHER:	TEACHER:	TEACHER:	
Signature:	Signature:	Signature:	
Date:	Date:	Date:	

Activity N° 1

Activity N° 1	THE WORD PROCESSOR AS A RESOURCE FOR THE LEARNING READING SKILLS.
OBJECTIVE:	Practice reading exercises in English through the use of technological means to motivate students during the learning process.
ACTIONS:	1. Literature of English text selected by the teacher. Synoptic tables will then be made using schemas designed with Word applications with the SmartArt icon. 2. Completion of the aforementioned schemes to consolidate the relationships between concepts and contents learned during reading. 3. Design of schemas of other topics read using word processor.

Lesson 1

Meeting New People

Reading

I have a lot of friends. They are from different parts of the world. My friend Alex is Japanese, he was born in Tokyo but he lives in Mexico City.

My friend Laura is Peruvian, she is friendly and funny, she lives in France with her husband. My friend Peter was born in Italy.

He is a really good cook. I am American but I live in Nigeria. I love meeting people from all over the world.

Tengo muchos amigos. Ellos son de diferentes partes del mundo. Mi amigo Alex es japonés, nació en Tokio pero vive en Ciudad de Méjico.

Mi amiga Laura es peruana, es amigable y graciosa, vive en Francia con su esposo. Mi amigo Peter nació en Italia.

Él realmente es un buen cocinero. Soy americana pero vivo en Nigeria. Me encanta conocer personas en todo el mundo.

Task and evaluation

The elaborated scheme allows students to review basic concepts in a hierarchical way and to differentiate between general or central concepts of specific ones, it is elaborated following the following steps:

For the elaboration of a scheme with circumferences, map of sequence with tables or a map of relations using the word processor the following steps must be followed:

1. Once the Word application is opened choose the Insert option from the Quick Access Toolbar.

2. From the collection of grouped icons, under the name of insert, click SmartArt and the following window will be displayed:
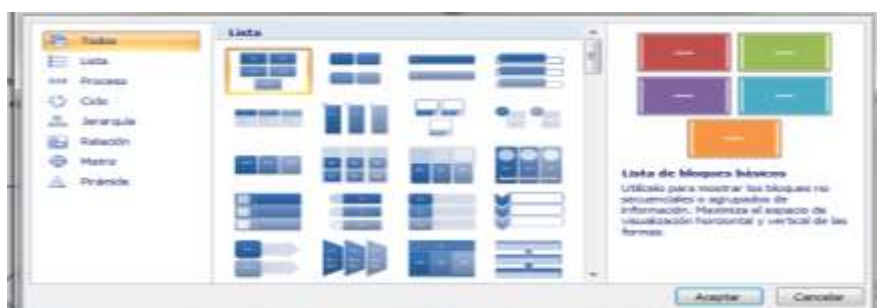
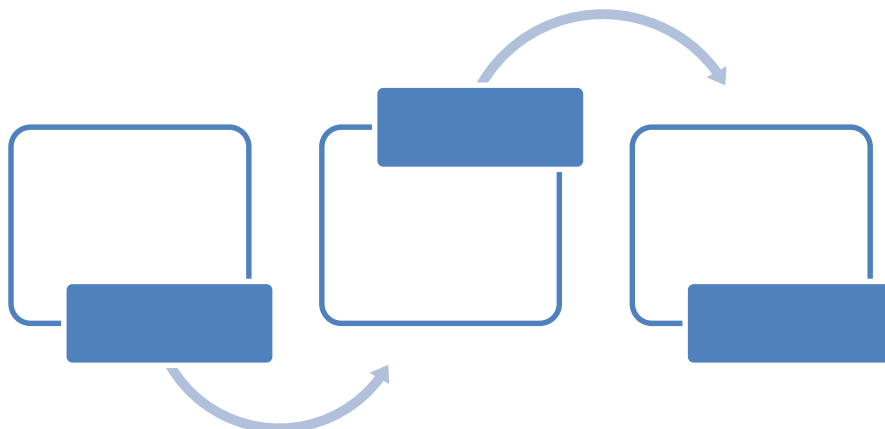Source: Microsoft Office
Prepared by:

3. The window shows all the possible options to make different presentations of any subject as appropriate; By means of the graphical representation and the detail about the use of the sketch one can easily choose the most suitable option according to the needs of the subject, option to which we must double click and instantly insert the figure.
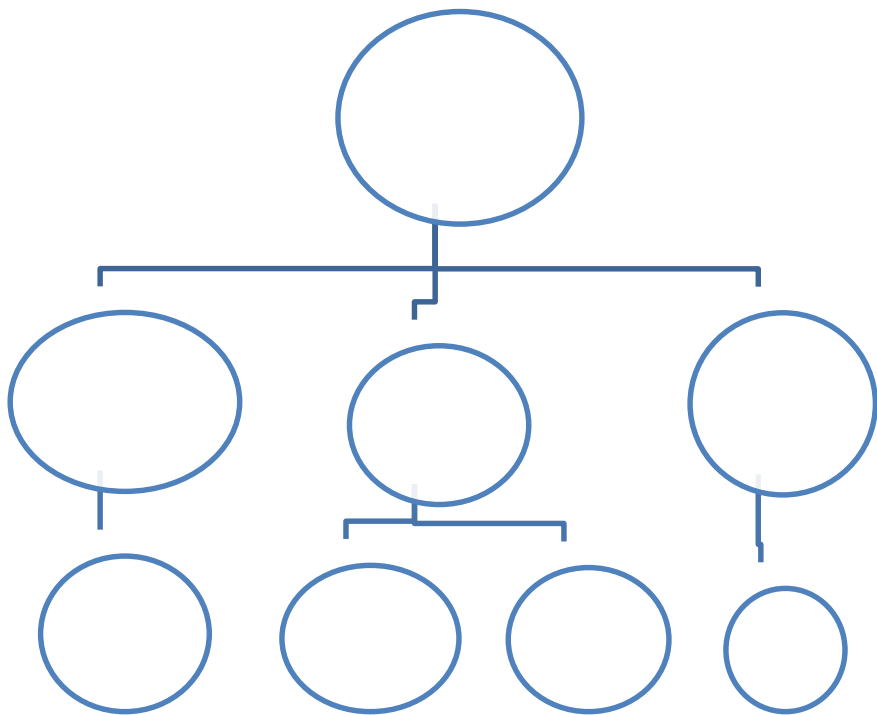
4. By right clicking on the image you can access a menu of options that allow you to make changes to the graphic and the text what it does.

Examples:

Sequence Map:

CLASS PLANNING

"Huancavilca" Fiscal College		**2016-2017**		
PLAN OF SKILLS WITH PERFORMANCE CRITERIA				
1. INFORMATION DATA				
TEACHER	**ACTIVITY 2:** The Excel Spreadsheet resource for learning new words in the English language	**NUMBER OF PERIODS** 1	**BEGIN DATE** 21-03-2016	**DATE FINISH:** 21-03-2016

EDUCATIONAL OBJECTIVES OF THE UNIT	CROSS- AXIS / INSTITUTIONAL
Find and learn new words in the English language that strengthen the student's vocabulary.	• Foster knowledge • Strengthen the development of skills with performance criteria with the use of ICTs
	LEARNING AXLE / MACRODESTREZA Identifies the basic concepts and importance of developing motivation through didactic strategies in the classroom to successfully read in the English language.
SKILL WITH PERFORMANCE CRITERION Participate actively in the development of reading skills in the English language through the application of technological didactic applications in the teaching process.	**ESSENTIAL EVALUATION INDICATOR** It identifies the didactic technological aspects that must be applied for the success of the educational process.

2. PLANINIG			
METHODOLOGICAL STRATEGIES	**RESOURCES**	**ACHIEVEMENT INDICATORS**	**TECHNIQUES / EVALUATION INSTRUMENTS**
INITIAL ACTIVITIES Introduction Content analysis	HUMANS Teachers Students Technological equipments Support documents Classroom Slideshow Stationery	It analyzes the importance of the application of technology as a motivational strategy for school English learning.	Technique: Group Work Brainstorming Instruments: Checklist

3. CURRICULAR ADAPTATIONS		
SPECIFICATION OF EDUCATIONAL NEEDS	SPECIFICATION OF APPLIED ADAPTATION	
ELABORATED	**REVISED**	**APPROVED**
TEACHER:	TEACHER:	TEACHER:
Signature:	Signature:	Signature:
Date:	Date:	Date:

Activity N° 2

Activity N° 2	THE EXCEL SPREADSHEET RESOURCE FOR LEARNING NEW WORDS IN THE ENGLISH LANGUAGE
OBJECTIVE:	Find and learn new words in the English language that strengthen the student's vocabulary.
ACTIONS:	1. Preparation of tables of the following topics: Develop basic dictionary concepts with those unknown words found during learning. 2. Completion of tables of topics that the teacher considers necessary for the consolidation of knowledge. 3. Design new tables with topics read in English classes using spreadsheet.

Lesson 2
TITLE: "French Geodesic Mission"

STUDENTS MUST READ THE FOLLOW TEXT

The wax museum has a scene about French Geodesic Mission that arrived in Quito on May 29th, 1736 with the support of Louis XV, King of France, and permission Phillip V, King of Spain. In this scene you can see the personages in wax that their task was to complete mathematical data related to the true shape of the earth and for this purpose had to be measured from Ecuador, an arc of terrestrial meridian.

Such as Carlos Maria de La Condamine, Pedro Vicente Maldonado, Jorge Juan and Antonio de Ulloa but Louis Godin and Pedro Bouger are not in this scene.

Carlos Maria de La Condamine is sitting near the table, He was an astronomer and physicist and he was the best friends of Pedro Vicente Maldonado also He wrote a book "Voyage a l´Equateur" this book appeared the words, Ecuador. - Pedro Vicente Maldonado who was a mathematician, astronomer, and topographer is standing up near Jorge Juan and He was sitting. And Jorge Juan and Antonio Ulloa were Spanish, and they were physicians and sailors.

 And They should also make discreet inquiries about the life of the colony besides They wrote a book, It called " Viaje a la America Meridional ".- Luis Godin was a botanist and was the director of the Mission and Pedro Bouguer was botanist too; there were several engineers, designers, assistants, etc.

The work that the France Geodesic Mission made in America were of such importance that revolutionized scientific concepts of the time, not only in finding that the Earth was flattened at the poles but with the measurements, it was determined the true length of the meter, as it represents ten-millionth part of the quadrant of the meridian and on which was based the metric system.

USE OF THE CALCULATION SHEET AS A RESOURCE FOR THE LEARNING OF ENGLISH READINGS FINDING NEW WORDS

EXAMPLES:

List 20 new words found in the reading done

VOCABULARIO			
NUEVAS PALABRAS ENCONTRADAS			
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Write in the tables the concepts of the words found

WORD 1   MEANING

WORD 2   MEANING

WORD 3   MEANING

CLASS PLANNING

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PLAN OF SKILLS WITH PERFORMANCE CRITERIA			
1. INFORMATION DATA			

TEACHER	ACTIVITY 3: Power Point Presentations As a Resource for Comprehensive Reading	NUMBER OF PERIODS 1	BEGIN DATE 21-03-2016	DATE FINISH: 21-03-2016

EDUCATIONAL OBJECTIVES OF THE UNIT	CROSS- AXIS / INSTITUTIONAL
To awaken the interest and the motivation of the students during the practice of reading in the learning of English.	• Foster knowledge • Strengthen the development of skills with performance criteria with the use of ICTs
	LEARNING AXLE / MACRODESTREZA Identifies the basic concepts and importance of developing motivation through didactic strategies in the classroom to successfully read in the English language.
SKILL WITH PERFORMANCE CRITERION Participate actively in the development of reading skills in the English language through the application of technological didactic applications in the teaching process.	**ESSENTIAL EVALUATION INDICATOR** It identifies the didactic technological aspects that must be applied for the success of the educational process.

2. PLANINIG

METHODOLOGICAL STRATEGIES	RESOURCES	ACHIEVEMENT INDICATORS	TECHNIQUES / EVALUATION INSTRUMENTS
INITIAL ACTIVITIES Introduction Content analysis	HUMANS Teachers Students Technological equipments Support documents Classroom Slideshow Stationery	It analyzes the importance of the application of technology as a motivational strategy for school English learning.	Technique: Group Work Brainstorming Instruments: Checklist

3. CURRICULAR ADAPTATIONS	
SPECIFICATION OF EDUCATIONAL NEEDS	SPECIFICATION OF APPLIED ADAPTATION

ELABORATED	REVISED	APPROVED
TEACHER:	TEACHER:	TEACHER:
Signature:	Signature:	Signature:
Date:	Date:	Date:

Activity N° 3

Activity N° 3	POWER POINT PRESENTATIONS AS A RESOURCE FOR COMPREHENSIVE READING
OBJECTIVE:	To awaken the interest and the motivation of the students during the practice of reading in the learning of English.
ACTIONS:	1. Preparation of folders containing images on different readings, downloading them from the internet, taking the precaution of respecting copyright, for which students must download images and electronic addresses from where they obtained it. 2. Design Power Point presentations following instructions given by the teacher, for example: A. There must be one image per slide which can be interactive. B. The e-mail address below the chart with the letter Arial 14 C. The text on each slide should not be longer than 6 lines and with Arial format 36. D. Titles and subtitles must be bold capitalized. and. The background color of the slide and the letters are colors that do not contrast and allow reading comfortably, without visual problems.

DEVELOPMENT

THE POWER POINT PRESENTATIONS AS A RESOURCE TO TEACH NATURAL SCIENCES

Source: Microsoft Office

Prepared by:

You can perform a variety of activities using the Power Point program, which must have the guidelines that the teacher determines, for example:

A. The type and size of the letter

B. The animations of each slide

C. The images and the content of the same.

D. The textual content of each slide

E. The extension of the textual content

F. The format of each slide

READING

Read about Peter Sikorsky then answer the questions:

The man with thirteen jobs Peter Sikorsky is a very busy man. He is 45 years old and he has thirteen jobs. He is a postman, a policeman, a fireman, a taxi driver, a school-bus driver, a boatman, an ambulance man, an accountant, a petrol attendant, a barman, and an undertaker. Also, he and his wife, Kate, have a shop and a small hotel. Peter lives and works on the island of Gigha, in the west of Scotland.

Only 120 people live on Gigha but in summer 150 tourists come by boat every day. Every weekday Peter gets up at 6.00 and makes breakfast for the hotel guests. At 8.00 he drives the island's children to school. At 9.00 he collects the post from the boat and delivers it to all the houses on the island.
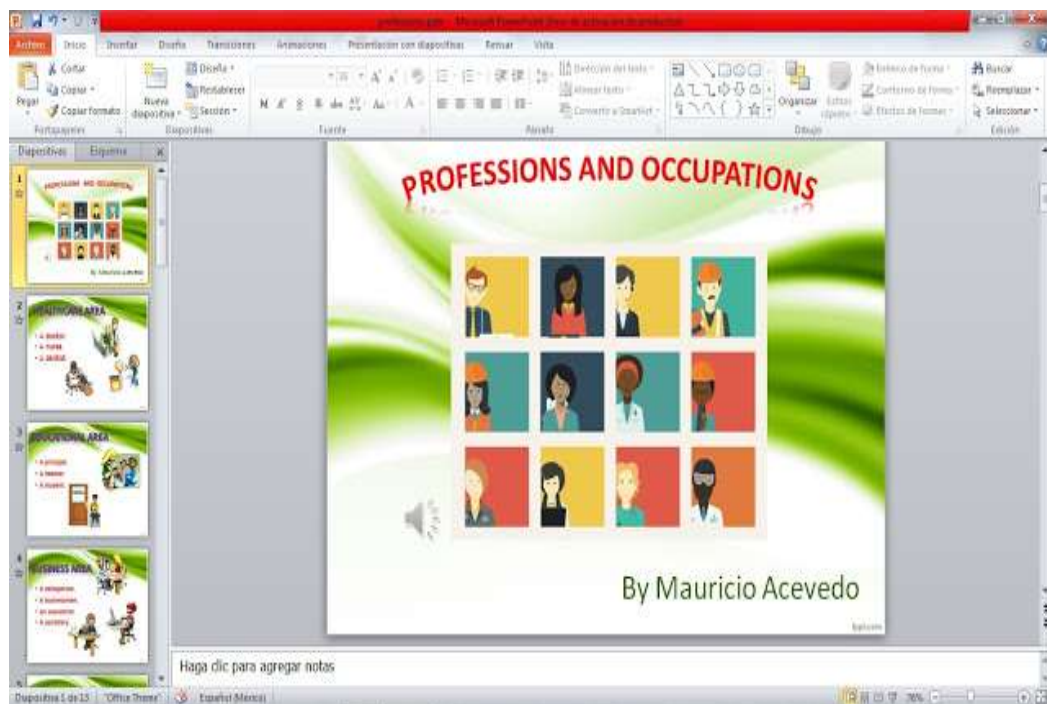
He also delivers the beer to the island's only pub. Then he helps Kate in the shop. He says:"Kate likes being busy, too. We never have holidays and we don't like watching television. In the evenings Kate makes supper and I do the accounts. At 10.00 we have a glass wine and then we go to bed. Perhaps our life isn't very exciting, but we like it."

1. Where does Peter live?
2. How old is he?
3. How many jobs does he have?
4. What's his wife's name?
5. What does she do?
6. How many people live on Gigha?
 7. How many tourists visit Gigha in summer?
8. What does Peter do in the morning?
 9. What do he and Kate do in the evening?
10. Do they like their life?

Write an advertisement "Looking for a job".

Use ideas from the box:

Wanted Au Pair must be able to: speak German, cook, ride, drive, sew
Wanted Secretary must be able to: type, take shorthand, speak French and German
Wanted Journalist must be able to: drive, take shorthand, type, speak French and English
Wanted Journalist must be able to: drive, take shorthand, type, speak French and English
Wanted Sports Instructor must be able to: ride, play tennis, swim, ski
Wanted Art and Music Teacher must be able to: sing, read music, draw and paint, play the piano and violin
Wanted Nurse must be able to: give injections, feel sb's pulse, connect a drip, dress a wound

READING ABOUT FAMILY

CLASS PLANNING

"Huancavilca" Fiscal College	**2016-2017**

PLAN OF SKILLS WITH PERFORMANCE CRITERIA

1. INFORMATION DATA

TEACHER	ACTIVITY 4: The internet as a means of research for the teacher and the student.	NUMBER OF PERIODS 1	BEGIN DATE 21-03-2016	DATE FINISH: 21-03-2016

EDUCATIONAL OBJECTIVES OF THE UNIT	CROSS- AXIS / INSTITUTIONAL
Motivate the student in the learning and practice of reading English with the use of the internet as a means of research for individual and group work.	• Foster knowledge • Strengthen the development of skills with performance criteria with the use of ICTs
	LEARNING AXLE / MACRODESTREZA Identifies the basic concepts and importance of developing motivation through didactic strategies in the classroom to successfully read in the English language.

SKILL WITH PERFORMANCE CRITERION	ESSENTIAL EVALUATION INDICATOR
Participate actively in the development of reading skills in the English language through the application of technological didactic applications in the teaching process.	It identifies the didactic technological aspects that must be applied for the success of the educational process.

2. PLANINIG

METHODOLOGICAL STRATEGIES	RESOURCES	ACHIEVEMENT INDICATORS	TECHNIQUES / EVALUATION INSTRUMENTS
INITIAL ACTIVITIES Introduction Content analysis	HUMANS Teachers Students Technological equipments Support documents Classroom Slideshow Stationery	It analyzes the importance of the application of technology as a motivational strategy for school English learning.	Technique: Group Work Brainstorming Instruments: Checklist

3. CURRICULAR ADAPTATIONS	
SPECIFICATION OF EDUCATIONAL NEEDS	SPECIFICATION OF APPLIED ADAPTATION

ELABORATED	REVISED	APPROVED
TEACHER:	TEACHER:	TEACHER:
Signature:	Signature:	Signature:
Date:	Date:	Date:

Activity N° 4

Activity N° 4	THE INTERNET AS A MEANS OF RESEARCH FOR THE TEACHER AND THE STUDENT
OBJECTIVE:	Motivate the student in the learning and practice of reading English with the use of the internet as a means of research for individual and group work.
ACTIONS:	1. Individual or group work. 2. They will receive instructions of the activities to be carried out applying Internet: A. Assignment of time for work. B. Designation of the subject to be investigated. C. Define the electronic address (s) to which you can enter to obtain information and record the electronic information from which the information was obtained to respect the copyright. D. Plans will be developed with the information obtained by each student. E. Conclusions will be made on the information collected.

DEVELOPMENT

INTERNET USE AS A MEANS OF RESEARCH FOR TEACHER AND STUDENT.

On the Internet there are many addresses with information on the different subjects that comprise the ENGLISH program for students of the Eighth Year of Basic General Education, which can serve as a guide for the foreign language teacher to develop the most appropriate resources for teaching this subject.

You can also download from the internet schemes already elaborated like the one below, respecting the copyright for which should always be the electronic address from which information was obtained that may contain images, photographs, readings with varied reading comprehension exercises , PowerPoint presentations, videos, etc., provided that the content is reviewed and organized in advance to give it the appropriate use according to the objective that the teacher proposes for the different contents and according to the interests and needs of the students.

EXERCISE:

Going to the Dentist

A. Reading

James is at the dentist's office today because he has a toothache on the right side of his mouth. He bought some medicine at the drug store, but the pain didn't stop. His last dental check-up was six years ago. James is afraid of dentists.

An x-ray technician took x-rays of his teeth. He has three cavities. The dentist is drilling two of the cavities, but he will have to pull out the tooth that has the third cavity. That cavity is so large that it can't be filled. That is also the tooth that is causing the pain.

Every time the dentist starts the drill, James clinches with fear. The dentist told him to relax, but he can't. What can he do? How can he relax?

B. True or False

1. _____ James is afraid of dentists.

2. _____ A large cavity on the right side of his mouth is causing a toothache.

3. _____ The x-ray shows that James has three cavities.

4. _____ The medicine James bought at the drug store stopped the pain.

5. _____ James feels stress when he hears the sound of the drill.

CLASS PLANNING

"Huancavilca" Fiscal College		**2016-2017**

PLAN OF SKILLS WITH PERFORMANCE CRITERIA

1. INFORMATION DATA

TEACHER	ACTIVITY 5: Email to send and receive readings with questions and answers for reading comprehension	NUMBER OF PERIODS 1	BEGIN DATE 21-03-2016	DATE FINISH: 21-03-2016

EDUCATIONAL OBJECTIVES OF THE UNIT	CROSS- AXIS / INSTITUTIONAL
Motivate the student to use electronic mail for educational purposes for learning the English language and developing reading skills.	• Foster knowledge • Strengthen the development of skills with performance criteria with the use of ICTs
	LEARNING AXLE / MACRODESTREZA
	Identifies the basic concepts and importance of developing motivation through didactic strategies in the classroom to successfully read in the English language.

SKILL WITH PERFORMANCE CRITERION	ESSENTIAL EVALUATION INDICATOR
Participate actively in the development of reading skills in the English language through the application of technological didactic applications in the teaching process.	It identifies the didactic technological aspects that must be applied for the success of the educational process.

2. PLANINIG

METHODOLOGICAL STRATEGIES	RESOURCES	ACHIEVEMENT INDICATORS	TECHNIQUES / EVALUATION INSTRUMENTS
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3. CURRICULAR ADAPTATIONS	
SPECIFICATION OF EDUCATIONAL NEEDS	SPECIFICATION OF APPLIED ADAPTATION

ELABORATED	REVISED	APPROVED
TEACHER:	TEACHER:	TEACHER:
Signature:	Signature:	Signature:
Date:	Date:	Date:

Activity N° 5

Activity N° 5	EMAIL TO SEND AND RECEIVE READINGS WITH QUESTIONS AND ANSWERS FOR READING COMPREHENSION
OBJECTIVE:	Motivate the student to use electronic mail for educational purposes for learning the English language and developing reading skills.
ACTIONS:	1. You will receive instructions for using email to perform tasks: A. Presentation format of the work. B. Send the list of clearly detailed and different exercises for each student, avoiding massive copying of duty. C. Delimit date of delivery. D. Define qualification parameters for tasks. Presentation, development, conclusions, etc. 2. Feedback for the student once the teacher has received the assignment. 3. Students will be able to access queries in case of doubts. 4. The teacher will attach support material to develop the exercises Reading comprehension.

USE OF EMAIL TO SEND AND RECEIVE REINFORCEMENT TASKS.

Using the programs: spreadsheet and word processor you can create data files with the names of theories and contents learned in the English subject, comprehensive readings involving questions and answers exercises, true and false didactic questionnaires, Complete sentences and recognize images according to the lessons learned in classes, so that the student can exercise in class or mainly through work sent home by email to develop and deliver by this same means, changing the traditional way of doing homework for a Dynamic and entertaining way on the computer.

Exercises should also be scheduled for the student to develop through the computer, after which the exercises will be presented with the correct answers so that the student observes and reinforces their unsatisfactory answers.