Universidad de Guayaquil

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ESCUELA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

IN FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING THE ENGLISH LANGUAGE AND LINGUISTICS DEGREE

TITLE

DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS

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CERTIFICACIÓN DEL TUTOR

El MSC. JUAN PABLO ESPINOZA MORALES, tutor del trabajo de titulación. : DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS. Certifico que el presente trabajo de titulación, elaborado por TROYA MONTOYA CARLOS ENRIQUE - MONTALVAN ORTIZ DIANA ELIZABETH, con C.C. No. 0926113085 y 0929792059 respectivamente. Con mi respectiva asesoría como requerimiento parcial para la obtención del título de LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN MENCIÓN LENGUA INGLESA Y LINGÜÍSTICA; en la Carrera de Lenguas y Lingüística de la Facultad Filosofía, Letras y Ciencias de la Educación, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.

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De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación
DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS. del o de los estudiante (s)
TROYA MONTOYA CARLOS ENRIQUE y MONTALVAN ORTIZ DIANA ELIZABETH. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de **14** palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo **5** años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

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DEDICATION

This thesis is dedicated to my remembered mother who taught me everything I am as a person, my values, my principles, my character, my commitment, my perseverance and my courage to achieve my goals, which constantly motivated me to accomplish my desires. I dedicate this achievement to you and I know this moment would have been as special to you as it is to me.

Carlos Enrique Troya

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To my family, my parents, uncles, friends, co-workers, Gabriela, Patricia and to all those people who during this time were by my side providing advice, encouragement, and support, thus making this dream come true.

Carlos Enrique Troya

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Diana Montalván Ortiz

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RESUMEN

Al recopilar datos a través de la observación, los investigadores encontraron algunos problemas asociados al aprendizaje de la lengua inglesa mediante los ITCs en adolescentes dentro de las prácticas del aula durante el desarrollo de la clase de inglés. Las habilidades del alumno para transmitir sus ideas en inglés son limitadas y este es uno de los aspectos principales que causa problemas en los alumnos provocando una baja participación en las clases. También se observó que el conocimiento favorece a la participación activa y mejora el desarrollo de la clase.

El papel del maestro es un factor muy importante para lograr el aprendizaje objetivo y subjetivo de los estudiantes, resulta; En la gran mayoría de los casos, el comportamiento, la motivación, la iniciativa y la actitud correcta del alumno dependen de la actitud, la metodología y las estrategias utilizadas por el profesor a la hora de impartir sus clases.

PALABRAS CLAVES:

ITCs, aprendizaje, adolescentes, plataforma

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ABSTRACT

When collecting data through observation, the researchers found some problems associated with English language learning through ITCs in adolescents within the classroom practices during the development of the English class. The students' abilities to transmit their ideas in English are limited and this is the main aspects that causes problems in the students causing a low participation in the classes. It was also observed that knowledge favors active participation and improves class development.

The role about the teacher is a very important factor to achieve the objective and subjective learning of the students, it turns out; in the vast majority of cases, the behavior, motivation, initiative and correct attitude of the student depend on the attitude, methodology and strategies used by the teacher at the time of teaching.

KEYWORDS:

ITCs, learning, teenagers, platform

INTRODUCTION

What is language?" Language is central to all human experience. David Wilkins (1974) wrote in his book 'Linguistics in Language Teaching'. All humans have the ability to develop language, but this does not mean that language develops in a vacuum. It will not develop if a young child is reared among non-humans, as some examples have shown. This is important as it means that human society and environment play a decisive role. Language will develop in interaction with other human beings, and it has important social functions; it is essential for communication purposes: to share, to obtain and give information, to discuss, to express emotions and opinions, orders are among such functions. The humans being will acquire the language of his milieu, the accent, the register that he picks up from his environment. So what happens when a student starts school? If his language is the language of the school and of the teacher the student will feel confident, he will be in known territory. If his language is not the language of the school, it could be a very traumatizing experience. If the student feels that his language is devalued he will feel himself devalued, along with his world, his life, his experience. This is extremely important because language is central to the process of learning. It is through language that we think, relate a new experience to a previous one or to existing knowledge. Language is used to make sense of what is presented to the humans being, to help interpret it and to reflect on it. A student's future attitude towards school and learning will depend a lot on his teachers' reaction to his language.

What does this mean concretely for classroom practice? In my opinion it means that teachers should encourage thinking aloud and exploratory talk and students should be given time to think about new knowledge and to express it, to relate it to previous knowledge, to make it theirs. This implies a more student-centred approach, with less presentation by the teacher and more scope for direct experience and interpretation by the pupils.

CHAPTER I

THE PROBLEM

1 RESEARCH CONTEXT

The present investigative plan has been developed in the "República de Francia" high school aimed at improving the reading competences in the Sciences room of the first level from BGU in the night shift; full-time modality in the 2019-2020 academic period, the educational unit is located in Guayaquil city, Guayas province, in the Sucre parish in Tungurahua and Capitan Najera streets. Zone 8, District 3.

The educational institution works with 48 teachers and 1378 students, its rector is Msc. Zoila Ochoa. In compliance with the curricular plans in relation to the learning-teaching about the English language; Classes are divided into 9 weekly class hours, the duration of each class-hour is for 40 minutes. The sample involved in this research proposal is of thirty-six students in the Sciences room of the first level from BGU.

1.1 CONFLICT SITUATION

Conflict is understood as the natural actions that occur within the fields of study or interaction where there is the possibility to improve the negative aspects that could affect the normal course in the actions. The correct analysis on the conflict situation, in a natural environment will allow to improve or strengthen the determined objectives. The Complutense Institute for Mediation and Conflict Management affirms that the conflict situation is originated in social interaction, therefore it is a life's situation.

As a simple definition about the conflict situation; they are the elements identified that could damaging an action; Samaja (2002) explains

that the attempt to study a reality forces actions to resolve the conflict, the correct analysis on the conflict diagnoses the situation and raises relevant operations to improve the necessary aspects.

In the problems evidenced in the studies carried out at "República de Francia" high school, it was diagnosed that the academic performance in the students in relation to the English language learning is below the standards explained in the European Theoretical Reference Framework.

There are several current problems that negatively affect foreign language learning about aspects related to reading; there is also a low interest in the students for engaging in the study of the English language, as well; the lack of teachers concern and other authorities to carry out actions that improve this situation and solve these problems that do not allow meeting the objectives in the student process. During the execution of the research instruments it was determined that the activities dedicated to improving the reading skills do not solve the students' deficiencies, this is due to a lack of study where the real student deficiencies are manifested added to these problems; they are the learning strategies that do not stimulate or motivate student participation. According to the results of this research, English grammar and vocabulary are the most relevant factors leaving unimportant the exercises that develop reading skills. Another factor that hinders the reading skills apprehension is the curricular plans that do not adjust to the needs or cognitive deficiencies about the students spoiling the educational resources granted by the corresponding government agencies.

This research work has been developed based on the problems encountered and solve these disadvantages through a novel proposal where the technology will promote reading skills of the English language. Achieving significant learning, as well, through this proposal the learning techniques will be developed in a modern student, environment which will directly benefit the class' activities.

1.2 SCIENTIFIC FACT

The scientific fact is the platform where the formulation of the problem is centered, in the scientific fact is where the bases for building or verifying a scientific hypothesis or theory take shape. With the clear bases, we managed to characterize and determine measurable, observable and verifiable events.

According to García (1983) and Pajaro (2002) the progress projection in knowledge goes through three fundamental stages;

- The accumulation and tabulation of data obtained through the application of empirical methods.
- The construction and planning about the theory based on the collection and process with the evidences.
- The empirical data explanation, the correct analysis based on the new data according to the hypothesis, and the confirmation in the hypothesis to affirm a theory.

According to the social sciences epistemology journal of Chile's University (2004) the segmentation with the knowledge processes described above allows us to divide all aspects involved in the problem addressed and that can be analyzed from the empirical knowledge stage, knowledge linked to hypotheses and the relationship between empirical and theoretical knowledge.

During the process in the knowledge construction, it is possible to focus on the different cognitive progress stages, this process allows us to infer between the particularities and singularities; thus also determine more precisely all the elements inherent in the problem treatment.

In relation to this educational plan, the negative aspects highlighted focus on the lack of competencies, in the lack about skills in relation to the reading shown in the first level students from BGU at the "República de Francia" high school corresponding to academic period 2019-2020; they have been obtained through research instruments, these results are

evidence of student deficiencies concerning reading practices that compromise the good development in the student profile.

It was also evidenced that a large percentage of students lack competencies to express orally the ideas included in the readings, this is a factor that also indirectly harms reading skills because oral production, written production, and reading development They share a close link.

1.3 CAUSES

- Traditional teaching resources.
- Lack of student motivation
- Lack of modern strategies that develop reading skills.
-

1.4 FORMULATION OF THE PROBLEM

How information and communication technology (TICs) affects English language learning in relation to reading skills in the first level students from BGU, Science room, at the "República de Francia" high school of the Guayaquil city, Guayas Province, Academic Period 2018 - 2019?

1.5 VARIABLES.

Independent Variable: Information and Communication Technology (ICTs)

Dependent Variable: Reading Skills

1.6 RESEARCH OBJECTIVES

1.6.1 General objective

To identify the lack of reading skills in the students and establish the importance of information and communication technology in English language learning through the application of bibliographic, field and statistical research for the design of an interactive platform that develops reading skills in the first level students from BGU at "República de Francia" high school.

1.6.2 Specific Objectives

- To qualify the importance of information and communication technology for foreign language learning through the application of bibliographic, field and statistical research methods.
- To interpret student progress in reading skills through the application of bibliographic, field and statistical research methods.
- To design an interactive platform that promotes and improves reading skills in the first level students from BGU at "República de Francia" high school, between the ages fourteen and seventeen years by correctly tabulating the data collected.

1.7 INQUIRIES OF THE INVESTIGATION.

- What are the learning strategies used by the teacher to influence reading?
- How does it develop the reading skills the technology for learning a foreign language?
- What are the didactic resources used for the development of reading practices?

1.8 JUSTIFICATION

Education should be understood as a phenomenon that beneficially transforms a society, giving it culture, technology and other aspects; thus also the strategies and techniques of studies that are modernized through time to achieve an evolutionary society.

Society recognizes the importance of communicating in English within an international context and success in reference to an integral economy. Multinational companies demand in their quality standards English as a corporate language, this indicates that the English language has been established as a common language in every professional field (Neeley, 2012). A study in 2014; which addressed the importance of communicating in this foreign language, it showed result about an 87% of management positions in human resources who agreed that English is essential to develop normally. Educational Testing Service and Ipsos Public Affairs, (2015) argued that the need to communicate in the English language has increased considerably in recent years and this increase is still thrived.

The English language study is important and even mandatory as time has gone on, the English language is present in all business local and international, linking them with economic growth competencies in a global environment. The interest and need to learn this foreign language are constantly growing, especially for the Latin regions. All regions have joined considerable efforts by adopting political strategies and educational campaigns to train students and professionals in English practice. However, statistics record a low percentage of people who manage to communicate in this foreign language. The educational procedures do not guarantee the reach in the levels necessary to acquire oral skills in the English language. It is necessary to implement more efficient policies and improve learning campaigns to raise levels in English language learning. Any society is alien to these evolutionary transformations of education because a multilingual community has advantages for a better productivity

and life quality; Ecuador has become aware of these changes, adapting to modern times and improving English language learning in educational institutions; these aspects facilitate the execution of modern proposals such as the research presented.

In all regions the learning's demands in students and professionals are increasingly complex and necessary in relation to the incorporation of technology, the infrastructure in the curricular meshes, the renewal of curricula and preparation on the teaching staff; due to this, the institutions dedicated to the work of learning the English language must recognize the new profile in students.

López (2007) explained who are interested in knowing the English language seeks to apply the new technological resources and promote entrepreneurial and dynamic processes inside and outside the classroom. In this sense; the need in educational institutions to look for innovative ICTs such as virtual platforms for the English language learning process have been increasing significantly, also operating systems that facilitate learning management responds to the demands of the student community.

At the same time, together with the treatment of technological competences, the learners are exposed to the need to train and communicate in a language other than their mother tongue; English has become an intercultural tool as a communicative process.

The linguistic competences treatment in relation to English is framed within the educational curricular meshes at all levels during the education process in the educational institutions; however, the policies created to compromise the English language from the early stages of the student have been deficient with unfavorable results wasting the educational resources. These insufficiencies are due to the passive treatment of learning, ignoring that each student has different needs, therefore they learn at different rates.

"Students learn at a different rate and a single method is not equally appropriate for everyone and nor are they achieve the same results" (Prato & Mendoza, 2006; p. 52).

In order to measure competences in the foreign languages learning, educational institutions in Ecuador are regulated by the European Theoretical Reference Framework; it is a system that qualifies according to the performance criteria and is controlled by the Linguistic Policy Division of the European Council, the levels are classified by letters and numbers, for example, we have the level A2 that explains that the English language students, they must be able to understand and use frequently used phrases, also be able to express themselves clearly with a basic vocabulary; This level is applied to the first level students from BGU in educational institutions.

This research plan addresses problems presented in the students from "República de Francia" high school that is affecting the development of language skills, which does not allow English language learners to reach the levels necessary to achieve the objectives set in teaching practice. Among the main causes that negatively affect the learning process is the low student motivation, this is due to traditional learning strategies and didactic resources that are not yet modernized or the non-use of technology platforms that would facilitate the development of language skills in the teenagers who study this foreign language.

In this research project, it is explained that the development guidelines are based on the national plan "Toda Una Vida", this plan is constituted in the "Carta Magna" of the Ecuador Republic, thus strengthening the main aspects that aim to solve the problems found in this educational institution.

The proposal presented in this research plan is also based on the law of intercultural education (LOEI), therefore the practice of this research project is feasible and adaptable to what is stipulated in the legal field concerning all the factors involved in the education, the theoretical

foundations exposed in this research are in accordance with the legal articles that explain that education is a right and that learning should be encouraged and strengthened through scientific research that allows improving teaching taking advantage of all educational resources granted by the Government Ecuadorian.

The development of this research plan is underlined by the main problems encountered in the reading practice during the learning process about a foreign language, involving the entire educational community in the "República de Francia" high school through a modern and novel proposal such as the interactive platform for the apprehension of reading skills in students who are the main beneficiaries, as well; the institution and the community that has a relationship with the sample involved in this investigation.

CHAPTER II

2.1 BACKGROUND

There have been several scientific studies and researchers who have exposed about information and communication technologies research plans; also on the reading treatment, these referents have been estimated as relevant factors in the purposes of this research study to develop theories, techniques or strategies to solve the problems encountered; According to Abraham (2008), he stated that when the theories are conceptualized, practical research is facilitated, improving the development of positive strategies.

"No research is successful without the theory. Literature, learned references and concepts allow it to agree with new assumptions that facilitate to update the information for a better understanding of the subject under investigation "(Abraham, 2008, p.87).

For the elaboration about this educational thesis similar investigative works that rest in the "Facultad de Filosofia de la Universidad de Guayaquil" were reviewed, in these investigative works problems are addressed and they detail the main causes found in several educational institutions which have been solved by different proposals centered on the results of these researches consulted, the objectives and the methods described have been generalized.

This educational thesis focuses on the importance of language skills to improve the deficiencies shown in students of this English language, this study is mixed in nature; that is, it describes the problem and seeks to resolve them through a proposal that will strengthen the

learning-teaching process in the apprehension of necessary competencies for the foreign language.

2.2 THEORETICAL FRAMEWORK

In the theoretical framework all the scientific aspects that are related to the research work are manifested, Grant (2014) clearly explains that the theoretical framework addresses all the elements included in a research work allowing the development of the subject leaving as result a new knowledge; likewise, he establishes the fundamental theories justifying the conclusions to solve the problems encountered.

2.3 THEORETICAL BASES

2.3.1 Information and communication technology (icts)

Definition

Generally, the term used for educational technology was "multimedia resources" that includes a whole range of from devices to computer programs.

"What are ICTs? They are educational resources that result from the joint application of information technology and telecommunications that allows people to access, produce, store, present and transfer information" (Easingwood & Gamble, 2001, page 22).

In the progress of time, the term informative and communicative technology (ICTs) for education has been better adapted to the concept because the student must be prepared for the technology and must be well informed.

Learning through ICT easily develops reading skills, encourages student participation which increasing meaningful progress since represents a challenge for teachers to motivate the student to participate actively in achieving communication skills.

"The interactive resources improve the reading skills learning in the students according to the level at which they are enrolled and attending to their personal characteristics" (Mayer, 2011, page 33).

According to Fasingwood & Gamble (2001) Through ICTs, the stages of entertainment can be planned for reading activities creating an adequate environment for the reading practice.

2.3.2 Importance of icts (information and communication technologies)

"Technology is the total amount of activities that cause people to modify their external environment (materials) and their internal environment (behavior)" (Sanchez, 2001, page 46).

This quote shows the need for students to develop reading skills significantly using ICT as an interactive and pedagogical medium because these tools boost learning by providing students with fruitful experiences reaching more comprehensive and integral results.

On the other hand; Technology is involved in all social and productive fields, and is also present in the educational area, this is the reason why students and teachers must integrate ICTs in the search of developing the relevant skills in the English language allowing dynamic and interactive learning. Working with this technology type for the reading comprehension treatment will originate reading habits and promote interest, as well; it will enrich the vocabulary and improve its oral production, that is; they are multiple the benefits when is worked with technological tools in meaningful learning environment, to all these

reasons; also add better learning strategies that teachers must apply during classes to improve the learning quality.

Without a doubt the technological tools generate new possibilities that improve the educational system by focusing the student on dynamic activities for learning taking advantage of all the resources for education, these reasons are sufficient for the execution of this educational plan that is based on the use of ICTs and the proposal in an interactive platform to improve reading comprehension.

2.3.3 Methodology of the icts (information and communication technologies)

"The educational use of ICT (Information and Communication Technologies) promotes the development of attitudes favorable to learning related to science and technology" (Pontes, 2011, page 35).

The use of these technological and interactive tools, focuses on improving learning during the process of apprehending skills and strengthening reading activities in students, encouraging participation in the exchange of opinions and the motivation of language learners English, generally; It is important to indicate that the advantages of learning with ICTs are the wide varieties of information material in their hands, essential pedagogical resources that deepen the course of teaching, as well as the multiple playful activities, student autonomy and cooperation between peers. They significantly benefit the teaching process.

2.3.4 Hardware and software

What is the hardware?

Hardware means all physical elements of a device, all visible components. The monitor, the mouse, the cpu, the keyboard are some examples of hardware. There are two types:

Internal: corresponds to all tangible elements found within a computer or device.

Peripherals: corresponds to all tangible elements found outside a computer or device.

The hardware is divided as basic, which refers to those devices that are necessary for the equipment operation; and in addition, which refers to additional equipment to boost the use of a computer.

What is the software?

Software is understood as the intangible elements of a computer or device, that is, all aspects related to the multiple processes that are developed during use, programs and computer rules that the equipment requires to function properly. The software is divided as follows:

System Software:

It is a programs set that allow communication with the operating system, drivers and programs of a computer or devices that correspond to maintenance.

App software:

They are programs designed to develop a certain task; an example of this are word processors, spreadsheets, image player or videos.

Programming software

They are the tools used to develop new programs through a specific program.

The concept of software is precise; it refers to intelligent processes to execute specific actions.

2.3.5 Educational softwares

An educational software is a pedagogical instrument that facilitates the development of competences according to the class' objectives; students feel motivated to participate and interact without fear of making mistakes correctly interpreting new knowledge, other positive factors that are added; the assertive participation of teachers supported with more effective strategies where the learning level is greater than in other conventional educational systems.

> "These are programs that were created with the aim of being used as a didactic resource that facilitates the teaching and learning processes" (Labeñino Cesar, 2005, P. 68).

2.3.6 Characteristics of educational software

Among the characteristics of these educational programs, several can be listed; such as easy adaptation to various subjects of studies, as well; positively impact the learners of a foreign language in different ways achieving a more appropriate environment for the progress of competences.

There are two main characteristics to specify the training programs:

- These are resources that have been developed for teaching purposes as a basis for students to carry out the activities they propose.
- The use of computers is interactive, which means that they respond immediately to student actions allowing the dialogue and exchange of opinions between computers and students. (Flagg, 2000; p 156).

This prototype of pedagogical tools facilitates information and transmits new knowledge in less time than other traditional programs, motivating students to participate and interact with technological resources allowing them to develop skills inherent to the English language. The need for a pedagogical tutor to achieve more satisfactory results is recorded.

2.3.7 Functions of educational softwares

Classes in current days have become more dynamic than traditional classes allowing a more accurate analysis. Consequently, this educational software plays important functions to improve the results:

- Be informative: to present contents that provide information related to reality.
- Be instructive: to promote the actions of students who are close to facilitate the achievement of educational objectives.
- Be motivating: to use the interesting elements to the students and focus on the most important aspects in the activities.
- Be ludic: there are programs that reinforce its use through the inclusion of playful elements.

(Marques, 2001, page 213).

Marques argues that the estimation of technological tools is relevant to student progress. It is important to indicate that the methodological strategies applied to the development of reading competencies maximize the results turning them into multidisciplinary.

These technological tools facilitate the good development of autonomous work by keeping them in touch with the educational reality and social environment.

2.3.8 Interactive platforms

Interactive platforms in relation to learning are hardware and software environments, they have been developed with the aim of energizing teaching and managing the progress in educational training activities, they are also known as LMS platforms (Teaching and Learning Administration Systems).

2.3.9 Moodle cloud

(Dynamic, Modular and Object Oriented Learning Environment) Moodle Cloud is for educators, trainers and anyone who needs an online learning environment to teach a class or facilitate learning in any situation. In this site you can create effective online teaching and learning experiences in a collaborative, private environment. Tutors can create courses, provide activities and resources for learning and assessment, allow learners to complete quizzes or submit files, grade assignments and communicate with your learners. In this case the platform will be focused on improving Language skills of students in a methodological work environment and scientific research.

2.3.10 Educational program

Educational programs based on interactive platforms are effective due to their flexibility and structure, focusing on the skills development through a system of face-to-face activities; It is characterized by tutorials, organization of subjects, workshops and group work; The main teaching tools are:

- Basic texts

- Study guides

- Career guides

- Complementary materials.

- Audiovisual and computer tools

- Educational software

- Virtual labs

- Interactive or tele-training platforms.

2.3.11 Interactive teaching styles

According to Luisa Vence, (2010) Colombian researcher, she argues that the exercises focused on student interaction stimulate learning in the cognitive areas because the activities take on meaningful importance in relation to the usual strategies connecting teaching and learning directly with technology in the different processes of the English language treatment.

"The interactive exercises refer to the communication process between people and computers in which they can use technology to solve the proposed exercises" (Luisa Vence, 2010, page 16).

Likewise, the interaction improves the student's relationship with their educational environment, achieving great changes and motivating ways of learning in the student, facilitating the understanding based in information, the apprehension of new knowledge and competences in this foreign language.

Brainstorming

The so-called "brainstorming" is a technique quite effective for learning, in this educational plan this technique is addressed as a sub-level due to the high positive impact for the construction of knowledge.

Among the main characteristics of this technique is the student creativity promoting the active participation, improving the self-confidence to express their ideas spontaneously, it is recommended that this process be reinforced with didactic tools of support to achieve more meaningful results.

> "Brainstorming is a method to create new ideas, solve problems, motivate and develop teams" (Alan Chapman, 2013, p.34).

Alan Chapman, British historian of the social sciences, argues that working with an activity where students expose their ideas allows an assertive participation enriching the teaching activities and directly benefiting the skills in the English language treatment, this technique is also an opportunity of student inclusion where the students ideas are fundamental in the construction of new knowledge, however; it should be taken into account that to reject of some of the ideas could seriously harm the process due to a possible demotivation in the student, therefore a good planning is recommended that allows an optimal development of the activity within the class.

This method is considered quite flexible due to its easy adaptation to other techniques and even adapts to mixed activities facilitating interaction and achieving better results. Brainstorming gives dynamism to the class where students and teachers achieve an adequate student environment for the development of language skills.

Brainstorming

This activity is recommended for group sessions. Brainstorming is useful to creative thoughts, encourages interaction and promotes group work; Structured and unstructured thinking, inverse or negative thinking, nominal group relationships, student interaction and the collection of ideas as a team are the main characteristics of this activity.

Think, pair, and share

Perform problems by regrouping students in pairs. It allows real conclusions, students are motivated with a more precise analysis from their own social environment, the practice of conceptualizing and evaluating the student perspective facilitates learning widely because it forces the participation, communication and information retention.

Buzz session

Group activities where the student must general ideas within each group to obtain a conclusion about a particular topic, allow dynamic learning, favors critical thinking and collaborative participation, learning occurs spontaneously and naturally focused on the experience student.

Incident process

This learning-teaching technique involves a particular cause or problem with a more flexible development, focuses on solving real problems in the student environment, favoring the critical sense in the participants.

Q&A sessions

This technique allows the students' motivation of a topic presented; the interaction between student teacher is a priority because the teacher knows the student doubts regarding about theme class, the resolution of the problem is effective because there is socialization in the participants.

2.3.12 Methodological strategies

According to Frida & Díaz (2002), the methodology strategies such as teaching methods or procedures are of fundamental importance to achieve significant results regardless of the objectives set; It must be understood that the methodological strategies are didactic and pedagogical tools that amply favor the interrelation between learning and teaching.

It has also considered the motivational aspects that are closely linked in learning, aware of the technology importance in all study fields, it is a priority to involve technology in the education process, in this way motivation is encouraged, the English language study, the interact with classmates and modernize teaching responding positively to student needs during the reading skills progress, improving performance criteria to estimate and revitalize academic performance.

2.3.13 Student environment

In the course of the English language learning-teaching treatment, it is a priority that the student environment is in optimal conditions for the reading skills development, the student environment to promote student participation where they feel free to express their reflections; Fraser (2012); explain that institutions dedicated to the work of education must guarantee good student behavior through tolerant norms.

2.3.14 Technology

UNESCO (2004) established that integrative technology induces an optimum educational quality in the school environment due to the contents and methodologies diversification, fostering interest and improving academic performance.

The dialogue between the educational community is stimulated through modernization, technology, information and profile formation.

By adapting to the educational field, technological resources meaningful change the English language learning, reaching the classes goals. The traditional idea about teaching where the teacher develops the whole class with the use of knowledge and a blackboard has been for generations the correct way to teach, however; the educational resources were being wasted, this is the main reason why teaching should be dynamic through an interactive learning environment. The Informative and Communicative Technology (ICT) stimulates learning by facilitating the interaction of the educational community maintaining varied and constant activities, promoting scientific research and procedures, as well as increasing the participation of students in their tasks by developing their own and voluntary initiative. It also favors good judgment and decision making.

2.3.15 Platform

The virtual teaching platforms have become fundamental teaching tools that allow to strengthen the readings within the learning processes. These teaching tools are used to share didactic materials in easily accessible digital format. Knowledge is achieved through discussions about elements in the educational programmer, with relevant and selected content that promotes participation as multimedia resources.

> "Multimedia resources can be applied as a learning approach focused on reading strategies that include video, audio, presentations, animation tools and book reviews" (Mayer, 2009, page 4).

According to Mayer (2009), the applications to work with pdf documents allow to select and annotate, it also allows to use colors to distinguish the selected texts and even share them. The main feature of the operating systems are the different applications that optimize the use of these teaching tools that adapt easily to the user's requirements.

"A computer application designed to facilitate pedagogical communication between participants in a completely distance, face-to-face educational process, or a combination of both modalities in various proportions." (Mishra & Yadav, 2014, page 29).

2.3.16 Playful activities

The English language classes in relation to reading skills usually generate fatigue in students, this is a harmful factor that negatively affects learning objectives, playful actions are effective tools in search of solutions to these problems giving way to a pleasant process in the teacher-student relationship.

Playful activities significantly facilitate learning-teaching and regulate student behavior by positively compromising the moral factors that strengthen social behaviors.

"It has been discovered that game-based learning promotes a positive attitude towards learning and develops memory skills, along with its potential to connect students and help them develop self-constructed learning" (Venera, 2014, p.647).

2.3.17 Ludic activities models:

Memory:

- Strengthens aspects related to memory.
- The experience is useful to achieve new knowledge.

- Improves academic performance.

Sensory:

- Substantially activates the senses.
- Enrich and renew learning.

Verbal:

- Enrich vocabulary.
- Encourages active student participation.

Engine:

- Improves natural learning.
- Regulates student behavior.

"The motor activities give dynamism in the first years of life in the human being and they are prolonged during the infantile and adolescent stage" (Venera, 2014, page 45).

2.3.18 Principal characteristics of ludic activities

Involving games as a playful tool is to learn assertively; according to Raiola (2015) the motor actions for recreation satisfactorily respond to the development of the child through fun, playful activities are an interesting part in the childhood stage, this type of playful work with children should be prolonged to promote and strengthen learning. He also explained that motor activities are the main bases for learning:

The intention: Strengthens the will to learn.

The attitude: significantly favors the cognitive area in the student.

The participation: active participation is essential for learning.

The adaptation: actions allows the student to adapt quickly to the student environment.

The imagination: allows the imagination to develop assertively.

The skills: playful activities contribute significant improvements to the English language skills.

The respect: favors and encourages behavior and the student environment.

The process: the playful actions stimulates the learning-teaching relationship.

The organization: the playful activities contribute to the distributions and classifications about the actions for learning.

The communication: learning with ludic activities bring improvements to communication skills.

The reflection: playful activities significantly favors reflection by consolidating learning.

The collaboration: recreational activities improve relationships within the student environment.

The creativity: working with ludic activities tackles and stimulates creativity assertively.

2.3.19 Reading competences

Definition.-

Reading proficiency is the ability to understand and use the correct forms through written language efficiently, at an early age students manage to construct meaning from a variety of texts. Learning is formed through reading, according to the ministry of education, social policy and

sport (2009), participation and reading activities in children are fundamentals for learning.

2.3.20 Reading levels

Regarding reading levels, this educational plan develops various levels that will improve reading skills in English language learners. To achieve a correct reading comprehension, texts must be understood at different levels:

- Literal.
- Inferential.
- Critical.

"The first level students from BGU who normally perform at the A2 level demonstrate a limited understanding of the reading skills, with low comprehension and interpretation" (Descriptors of the ISAT Competition Level, 2010, page 16).

This quote has been raised by ISAT's Competency Descriptors Levels, it shows the importance of development at all levels concerning reading comprehension in the English language treatment, this is relevant to improve the skills that will allow Students express their ideas or thoughts, the students develop critical thinking, reflection and reasoning.

It is also indicated that at this level the apprentices of this foreign language in the first level from BGU still cannot understand the texts in English, this deficiency is remarkable in relation to the reading comprehension levels and is a fundamental reason why the class' objectives are not reached.

This educational project establishes that these levels develop the ability to analyze words that students must understand in relation to the text, the use of an organized vocabulary to express their opinions and the literary argument prior to the topics discussed, however, it must be understood the text according to the concrete and abstract ideas to avoid

misinterpretations based on the translation of the words and not in the general context.

Literal

"Many children, who can understand what they read on a literal level, find it difficult to understand the meaning and underlying intentions of a writer. There is a tendency to only interpret what the words say, not what they mean. (Fisher, 2005, p.67).

Fisher, North American specialized in motivation and self-help; He explained that students have a tendency to understand literally what is stated in the text, with the use of a written and specific vocabulary without altering its meaning. The literal level allows students to use delimited information from the text to facilitate reading comprehension, working absolutely with specific information and get rid of the difficult reasoning. According to the results, it was evidenced that despite the limited in the literal level, many students do not understand the texts due to the scarce knowledge vocabulary.

Inferential

"The key to the generation of implicit meanings involves the reader's ability to make inferences. The ability to generate inferences is an essential competence that largely establishes the degree of understanding "(Cain, Oakhill & Elbro, 2003, p.59).

According to Cain, Oakhill & Elbro; North American novelists, determined that in the inferential process, social relations have a much broader field of comprehension than a simple reading, explanations focus on the reader imagination, the literature used interacts with the reader's prior knowledge, reaching analysis assertive. It is recommended to give sufficient importance to encourage students to explain what is understood, perspectives and conclusions on the subject.

"Inferential understanding deals about the author's ideas in the text" (Hutura 2005, P. 29).

The inferential level in the reading responds to mental processes that demand optimal interpretation and deduction capacities, in this process the reader manages to generalize the information correctly and the inferences and conclusions are more precise due to the connection of ideas.

However, it is necessary to understand that there are a series of factors that the teacher must mold for the development of the inferential level within the teaching-learning process; a negative factor that affects this process is the lack of a basic vocabulary in students' knowledge that facilitates the development of reading comprehension; These negative factors must be dealt with adequate strategies to solve these problems.

Critical

Johnson and Freedman (2005) & McDonald (2004) stated that education in relation to reading has been transformed, because society forces to develop critical thinking in the student stage, that is, students must be able to formulate conclusions of the text with full information and relying to their criteria.

Understanding the content of a text critically requires that the reader possess a high level of common sense, the practice of determining relationships within the logical field and knowledge of the text, experiences and life criteria, and prior knowledge based on information from other previous readings. In this way, the reader will relate all these elements to achieve an accurate conclusion about the arguments established in the text.

"This high level of understanding requires the reader to use some external criteria from their own experience to evaluate the quality, the values of the writing" (Hutura 2003, P. 31).

In the development of these critical levels, are diverse ideas that are understood, these ideas are analyzed from the knowledge of the reader to internalize the result; On the other hand, poor reading comprehension will have a serious impact on academic performance.

2.3.21 Reading process

READING

Reading as a dynamic process addresses a series of interpretations where reading comprehension is fundamental for the correct inference about the exposed messages, it is in the reading course where the information is analyzed and codified.

The information collected through reading is assimilated in cognitive areas, all information is processed and interpreted, whether it is written, by images or any other means of communication for correct interpretation.

Reading constitutes an important tool that facilitates learning, basing itself as a basic element in the development of student practice in this foreign language, enriching the vocabulary, is recreational and develops critical analysis. Reading improves social aspects and significantly favors learning processes at the student level, at this level, reading strategies are essential to maximize results or meet the class' objectives.

"In writing inhabits thought and reading is the breath that diffuses it. This is a pedagogical imperative to teach, care for and propagate it "(Cancino 2002, page 43).

Pre-reading

For the correct apprehension of the skills required for communication in the English language it is necessary to use strategies

that facilitate learning, Harmer (2017) established that the pre-reading should be applied as a tool of first order for the skills treatment due to the fact that allows developing different abilities according to the student's conditions. Reading clearly and correctly is a difficult competition to achieve, there are multiple factors that affect student progress, negatively impacting the objectives of the class; Among the main factors was evidence of insecurity to speak or expose ideas, lack of vocabulary and knowledge to structurally grammatical sentences, these are sufficient reasons to apply the pre-reading technique compulsory in all reading activities. According to Davis (2014) the pre-reading technique provides several benefits to the student in the cognitive field.

While reading

It is the reading action, producing sounds that form words with all aspects related to reading as well as understanding and correct pronunciation, the skills developed in reading will contribute significantly to student development.

Post-reading

Post reading activity allows know the reading comprehension levels of the student, the group work will facilitate the reading comprehension through the different interpretations of both the reader and the listeners.

2.3.22 Paralinguistic qualities

Semantics is the particularity that allows understanding the meanings of each word, phrases or expressions, by means of semantics,

it analyzes the language characteristic sounds and recognizes them within the communicative elements.

Katarzyna & Wagner (2013) explain four main characters; physical, personality, attitude and emotional state.

"All aspects within the field in verbal communication have bodily and gestural expressions that convey emotions. All of them contribute to constructing the message's idea, whether it emphasizes or contradicts the strictly linguistic meaning" (Katarzyna and Wagner, 2013; p. 87).

2.3.23 Classification and function.

Goals; They express the intention of the class' actions and constitute the aspects to be qualified benefiting the positive interest in the students.

Pre-reading; The pedagogical strategy that allows readers to briefly know the themes in the text, promoting student interest.

Analogies; The strategy that facilitates the ideas of a subject centered on comparisons of several elements that have a certain similarity.

Questions; questions in relation to the topics to be dealt with according to the plans, creating interest and favoring student intervention.

Synthesis; synthesis production allowing an assertive understanding due to the student stimulation to determine concepts about new knowledge, the teacher is a fundamental element for the preparation of summaries.

Illustrations; pedagogical and didactic tools that improve the perception of concepts and information.

General ideas; selects the most important ideas of a text benefiting the organization, conceptualization, correct analysis, classification, interpretation; which are student competences to improve the learning of a foreign language.

Conceptual frameworks; creation of representations where the main aspects of the information are established, significantly promoting creativity and critical thinking in the student.

2.3.24 Pronunciation

Loughran (2013) stated that English language learners often have a false idea about the difficulty of achieving optimal competences and good pronunciation in relation to this foreign language; there are several learning techniques that favor a good pronunciation:

- The use of didactic resources focused on audio and videos favors the practice and facilitates pronunciation.
- The communicative practice improves the active skills in relation to the English language.
- Adapting to particular sounds significantly improves pronunciation.
- Becoming aware of your own mistakes will give them confidence to improve your pronunciation.

2.3.25 Voice tone

Verbal actions are determined by pronunciation and voice tone, this component affects the dictions to convey opinions or feelings. Manen (2016) explained that the correct voice tone facilitates the integrity of the message expressed; efficiently transmit ideas in a more precise communicative context.

2.3.26 Rhythm

The rhythm as an important element in the reading practice is necessary to define or specify the messages about the written text, it contributes dynamism and sharpness to the understanding achieving better results in the communicative aspect.

"The rhythm is measured in scales from very slow to very fast, the interaction of communication becomes boring, annoying and loses interest, in another way; it becomes interesting and enjoyable, you must take care the rhythm when speaking to show no nervousness or fears "(Manen, 2016, p.108).

2.3.27 Silences

The orthographic rules oblige to respect the punctuation marks, these are necessary pauses for a correct comprehension and to avoid misunderstandings, according to Koudenburg & Postmes (2011) the silences within the reading should not be very prolonged or exaggerated; using pauses correctly will create suspense and interest in the reader and the listeners; However, the reader must have a good diction so that these pauses or silences fulfill their functions.

2.3.28 Vocabulary

The texts are elaborated according to the student's vocabulary as explained in the European Theoretical Framework, however, it is necessary to work with a common vocabulary to be more efficient the English class, these readings in the English texts must be reinforced with other similar readings to expand the vocabulary unconsciously, vocabulary is also strengthened by working grammatical structures with the new lexicon learned, this provides fluidity in the oral aspects. According to the BBC (2011) a common vocabulary of one hundred words is required to communicate in a simple context.

2.3.29 Diction

Diction is understood as the modulation, articulation and intonation of sound when speaking (Carranza, 2013). The actions of diction include all the organs committed to emit sounds, the diaphragm, the tongue, the mouth, the teeth, the vocal cords, the breathing and all the other organs that are needed for the action of speaking, these organs must work harmoniously to achieve a good diction and facilitate communication and correct interpretation of words or phrases issued.

2.4 PSYCHOLOGICAL AND EDUCATIONAL FOUNDATION

Crandall & Shin (2014); The reading habit is an activity that involves interaction that includes three elements that significantly favor the skills in relation to reading comprehension; the reader, the writer and the content of the reading are involved. According to Nuttall (2005), he agrees with the preliminary concept when he explains that cooperative learning has a certain relationship in the particularities of reading between the reader and the writer; that is; the nature of reading, society and knowledge is related in a general context. There are several aspects that interact in the interpretation; from a reading, the reader's experience, language, society, prior knowledge are essential to achieve a correct interpretation in the reading process; these are sufficient reasons to understand the priority of establishing strategies of action to select and plan a reading, in this way satisfactory results will be obtained.

2.4.1 Learn and play

Freud's psychoanalytic theory:

Sigmund Freud (1883) stated that the importance of learning should be given to the childhood phase; It is in this stage where the expressions in the human being are developed, the progress or evolution of human beings has been the subject of several studies in all stages where childhood is the most important to learn because it addresses the essential aspects of the people, the other stages are accentuated from a psychological-analytical perspective.

"The child manages to adapt to the social environment and dominates situations through games; the game manifests itself essentially in two processes: the reach of repressed unconscious desires and the experiences of life itself that has its origins in anguish "(Olson, 2015, p.65).

Jean Piaget's theory of learning through play:

Olson (2015) explained the theory developed by Jean Piaget in relation to learning; that the cognitive aspects in the child are overvalued in childhood; actions this stage are motivated by fun through play, this learning way is elementary in the intelligence and in the development of the child's learning; Through play, the child can understand and adapt more easily to the social environment; so too; the conduct and assimilation of his space is regulated by the game.

2.5 EPISTEMOLOGICAL FOUNDATION

In relation to the use of the English language, the differences are marked between those who learn it and those who acquire it, according to Harmer (2007) acquiring a language happens spontaneously and naturally, the individual knows how to learn a foreign language unconsciously when exposed to an English-speaking society, this greatly favors to speaking because it is not under any kind of pressure and is

forced to interact without feeling affected in any way, as who learns the mother tongue. On the other hand; Learn one of the skills required to master the English language should be involved in a process of conscious learning where dedication is essential to progress positively in the learning goal a foreign language, the student must strive in the apprehension of skills that allow him to communicate in this foreign language for which involves activities and exercises developed in a planned manner for the foreign language teaching; Crandall and Shin (2014) strengthen this idea by explaining that interaction with a foreign language becomes fundamental for learning processes, even more so when in the first learning stages.

So too; several studies certify that reading is a main component for achieving the objectives projected in reference to the English language learning; The reading practice improves skills and stimulates motivation, thus benefiting the learning-teaching relationship.

According to Nuttall (2005) expressed that reading exercises respond favorably to the treatment of language skills necessary for active interaction during the learning process, reading develops oral skills and understanding, these are sufficient reasons to base this research study in strategies that develop language skills optimally and achieve assertive learning in English language learners; in this educational plan it also covers other relevant factors in the learning progress of the English language; where the development of analysis, explanation and inference are essential. The learning strategies and the activities within the classrooms must be planned with didactic tools to favor the meaningful learning.

2.6 PHILOSOPHICAL FOUNDATION

There are diverse benefits of reading that increase the reader's vocabulary and favor the style of oral or written production, from a

philosophical representation; develops communicative competences improving the criteria and the correct inference of a particular text. Philosophy favorably affects the social behavior of being human and regulates self-consciousness with questions about our moral values and actions.

"The reader, in his relationship with the text, is defined by a physiology or a history" (Goulemont, 2013, p.23).

Reading is a dynamic practice where the reader is related to the written text, is identified by meaning through the reading comprehension enriching cognitive factors and revitalizing communicative skills. In general; Reading as a teaching procedure related to education perfects cognitive fields and allows an assertive interrelation in students, is participative and promotes autonomous learning.

"Students are active participants, actors and executors of activities that help them understand and answer questions, often raised as a product of their interaction with the objects of language and with other colleagues" (Arellano, 1992, p.76).

Each pedagogical action for reading is productive and an advantageous instrument that when used with motivational dynamics; strengthens the learning and facilitates student performance. According to Thornbury (2006); author of methodological books and student of several languages explained that those who learn the English language must be prepared for an assertive communication in this language, as well; The participative techniques to speak high along with other learning strategies will develop nimbly linguistic skills where the student will have more confidence to communicate becoming the author of their own experiences. These typologies determine the individual and collective participation.

2.7 PEDAGOGICAL FOUNDATION

In pedagogical practice it is necessary to work on the understanding and skills that allow communication in the language being studied, pedagogical actions have communicative characteristics, it is inclusive, interactive and encourages active participation, engages the development of skills with social reality achieving optimal adaptation of students to the learning environment, a poorly used pedagogy does not benefit learning, participation would be passive and harmful to the foreign language skills, for these reasons it is recommended that the teacher becomes aware of their pedagogical actions , the reflection of mistakes helps to improve teaching.

"Reading is a fundamental process in the learning of sciences, since not only is it one of the most used resources during school life, but it can become the fundamental instrument from which one can continue learning throughout lifetime". (Márquez 2005).

This educational plan addresses the motivational techniques from a pedagogical perspective and develops the class' activities with the aim of improving the skills in the students reading practices. The techniques that encourage motivation are of major relevance within the pedagogical actions for students because they strengthen the development of a wide range of skills that improve student autonomy (Harvey, 2002). Motivational methodologies are assertive strategies that provide an adequate environment for interaction in relation to learning-teaching (Carrell, 1984). In addition to the motivational techniques, student participation is also expressed in this project, which is another indicator of skills development.

2.7.1 Communicative teaching method of language.

Romero (2012) expressed that this method works positively communication with meanings, the real factors are present in the development of students communicative skills, learning natural and unconscious way the grammatical structures and oral elements. The communicative method of teaching adapts easily to other methods and treat learning as a mixed method.

"The communicative method allows to develop the oral competences of the English language in all directions of the communication relating all the aspects involved in learning". (Romero, 2012).

Its salient features are the treatment of pronunciation skills; the agreement between teaching and learning is efficient because it focuses on the students' experience to achieve better results, this method greatly benefits the vocabulary and stimulates student participation.

2.8 SOCIOLOGICAL FOUNDATION

Brinton & Snow (2014) explained that in sociological aspects, reading cannot be understood as a mechanical process that obeys a set of rules grammatical corresponding to a linguistic about a language, whether maternal or foreign; to achieve a Effective reading, it must be understood that it is in the initial stage of learning where the main factors that will be fundamental to develop the skills required are manifested, for this the teachers must be able to combine teaching strategies to achieve these purposes. In a second level; Reading constitutes the main element to form

critical thinking, contributing assertively to student development. Finely; After reaching the objectives in the education stage and professional preparation, reading is understood as an essential part in all social levels, the inference and the correct analysis of a reading allows better levels of life.

"Reading is a receptive skill. it isan active and interactive process. Thornbury (2006).

In terms of learning-teaching, experiences and knowledge are transversal axes that optimize cognitive levels; to explain it better, according to Nuttall (2005) the reading provides information that adds to the student's knowledge and responds to the experiences and organization of the new information acquired, after processing the information becomes new knowledge.

Marshall (2016), explained that reading involves a series of interactions in different knowledge factors; he complements that in relation to learning each student forms his purposes. In general there are two main purposes; On the one hand, there is the information on which the new knowledge will depend; and on the other hand the reading pleasure on which it will depend that the knowledge is meaningful. To better understand it, Brinton (2014) indicated that those who make reading a habit improve their comprehension skills by benefiting their social life, evaluate critically and improve their social aspects effectively based on their new knowledge. This involves a mixed connection between his understanding and his objective.

2.9 LEGAL FOUNDATION

This project is focused on The Ecuadorian Republic constitution, which in the article 26 states that education is a right of the people throughout their life and an inescapable and inexcusable duty of the state. This project aims to improve education through the teaching of the English

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language because it is a world´s widely spoken language which can bring other opportunities for people to get a better future.

This project aims to raise awareness about the importance of cultural diversity in Ecuador. The Intercultural education is supported by the article 243 of the LOEI, which states that the intercultural education proposes an inclusive approach, based on the appreciation of cultural diversity and respect for all cultures, it seeks to increase educational equity, overcome racism, discrimination and exclusion, and promote communication among members of the different cultures.

According to the regulation that are stated in the Universidad de Guayaquil to develop the design and execution of the educational project, approved by the Honorable Directive Council on January 15th 1999 and ratified on February 9th of the same year. The education project must be performed by not more than two under- graduated students.

The objectives of the regulation among other are:

To design and execute the educational project, by applying the scientific method to contribute to the improvement of the quality of education.
To contribute to the holistic, harmonic and permanent development future professionals.

To guarantee that the research is done through the use of effective technical resources. (Ley Organica de Educacion Intercultural, 2010).

This research project is mainly legally supported by the Constitution of the Republic of Ecuador in the Article 26, section five of Education, chapter two of the Rights of the Good Way of Living, title two of the Rights which says:

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Art. 26. Education is a right of persons throughout their lives and unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and the indispensable condition for the "Toda una Vida". Persons, families, society have the right and responsibility to participate in education. (Constitución Polìtica de la Repùblica del Ecuador, 2008, p. 27).

2.9.1 Constitution Republic of Ecuador

FIFTH SECTION EDUCATION

Art. 26.- Education is a right of people throughout their life and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process.

Art. 27.- Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; will promote gender equity, justice, solidarity and peace; It will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development.

Art. 28.- Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation will be guaranteed without any discrimination and compulsory at the initial, basic and baccalaureate level or its equivalent.

It is the right of every person and community to interact between cultures and to participate in a society that learns. The State will promote intercultural dialogue in its multiple dimensions. The learning will be developed in school and not school.

Art. 343.- The national system of education will have as its purpose the development of individual and collective capacities and potentials of the population, which enable learning, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will center on the subject that learns, and it will work in a flexible and dynamic, inclusive, efficient and efficient manner.

The national education system will integrate an intercultural vision consistent with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.

2.9.2 Organic law of intercultural education

Title i of the general principles

Unique chapter of the scope, principles and purposes

Art. 2.- Principles. - The educational activity is developed according to the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the decisions and activities in the educational field:

a. Universality - Education is a fundamental human right and it is the inescapable and inexcusable duty of the State to guarantee access, permanence and quality of education for the entire population without any type of discrimination. It is articulated to international human rights instruments;

b. Education for change. - Education is an instrument for the transformation of society; contributes to the construction of the country, the life projects and the freedom of its inhabitants, peoples and nationalities; recognizes human beings, particularly girls and boys and adolescents, as the center of the learning process and subjects of law; and is organized on the basis of constitutional principles;

c. Freedom. - Education trains people for emancipation, autonomy and the full exercise of their freedoms. The State will guarantee plurality in the educational offer;

d. Higher interest of children and adolescents. - The best interests of children and adolescents, is aimed at guaranteeing the effective exercise of all of their rights and imposes on all institutions and authorities, public and private, the duty to adjust their decisions and actions for their attention. No one may invoke it against express norms and without previously hearing the opinion of the child or adolescent involved, who is in a position to express it;

e. Relevance. - Students are guaranteed a training that responds to the needs of their social, natural and cultural environment at the local, national and global levels (Ley Organica de Educacion Intercultural, 2010).

f. This research project is mainly legally supported by the Constitution of republic of Ecuador in the article 26 section five of Education, chapter two of Rights.

2.9.3 The common European framework

THE COMMON EUROPEAN FRAMEWORK is used to measure the level of oral and written comprehension and expression in a particular language, (EUROPASS, 2002-2015).

According to THE COMMON EUROPEAN FRAMEWORK, it provides a common base of language programs, curriculum guidelines, examinations, manuals, etc. across Europe in which it describes in a comprehensive way what language students have to learn to do in order to use a language to communicate, so the reference frame define, also, levels of language proficiency that allow teachers and course designers to check the progress of students, to place and coordinate their efforts. Since this is a competition to be developed and which is the sum of knowledges, skills and individual characteristics that allow a person to take actions and also their ability to learn.

Where the student is able to develop their ability to write short and simple postcards, such as filling out forms with personal details, be able to write very simple personal letters, be able to write simple texts with topics of personal interest describing experiences and impressions, and be able to do simple redactions, also.

2.9.4 Plan "Toda una vida" in education

On February 17th, 2013, the Ecuadorian people chose a Government Program to be applied during the new term of the Citizens' Revolution, pursuant to the Constitution of Montecristi. That Program is directly reflected in the 2013-2017 National Plan "Toda una Vida" (before called law "del buen vivir"), which represents a clearly-defined political position and sets the governance principles to which the country aspires and will implement during the coming four years. This is the direction we want to give to this Plan, which must become a practical document, such as a map, with very clear guidelines to avoid losing our way, or venturing out on an untracked path leading to a dead end.

"Toda una Vida" cannot be improvised—it must be planned. "Toda una Vida" is the style of life that enables happiness and the permanency of cultural and environmental diversity; it is harmony, equality, equity and solidarity. It is not the quest for opulence or infinite economic growth.

Following this guiding principle, planning for Good Living is the opposite of improvisation, which would multiply costs for a society that has scarce resources. If we know where we are going, we will get there faster, because we will know how to overcome any obstacles that arise. In Ecuador, we are emphasizing planning to avoid duplicating efforts and wasting resources, as occurred and so damagingly held us back during the neoliberal period. Planning was neglected and minimized during that period. Those governments ignored planning because of their ideology, but also because of their economic interests, as was the case in the privatization of public enterprises. This later led to the worst crisis in the country's history, which left an indelible mark in the memories of the citizens. This occurred in our country just a decade and a half ago. (Acosta A, et al., 2010).

What is "toda una vida" plan?

Is the satisfaction of needs, achieving a dignified quality of life and death, love and be loved, the healthy flourishing of all people, in peace and harmony with nature and the indefinite prolongation of human cultures.

Education and Good Living interact in two ways. On the one hand, the right to education is an essential component of good living, allowing the development of human potential, and as such, guarantees equal opportunities for all people.

On the other hand, the "Toda una Vida" Plan is a priority area of education, to the extent that the educational process should include the preparation of future citizens, with values and knowledge and so to promote the development of the country.

More than to enhance developing of capacity in the students, it must teach students the values that are fundamental to achieving a changing education. To promote and strengthen spaces and opportunities for participation, organization and representation of stakeholders in the national education system and contribute to deliberative democracy and promote a culture of dialogue and permanent consultation with education authorities at all levels of public administration. And make educational establishments are ideal for learning the knowledge to develop the skills and attitudes necessary to exercise critical citizenship in a multicultural society.

The curriculum states that the pedagogical principle incorporates issues of social relevance, have been derived from the challenges of a changing society related to new technologies, which contribute to the critical, responsible and participatory formation of students in the society

and favor learning related to attitudes and values without neglecting knowledge and skills. Also improve student achievement, to support the social inequality gap by incorporating them to the information society, including the way the competitiveness of students improves and how it strengthens their life skills (such as communication, critical thinking , selection of information, tolerance and diversity). We must emphasize that it is at school where students are prepared for the rest of their curricular careers and for the rest of their lives.

Therefore, the quality and effectiveness of the curriculum in education is very important. Being that it is necessary a scientific methodology that provides educational tools for high school students finally, can get beneficial results according to the subject and the bibliographical sources that support as it is intended that the student maintains with that sparkle in wanting to learn and so it can make use of their knowledge acquired through education that we must regard them as the most important which they may be associated with methodological techniques of education.

As these should be considered not only in knowledge but also in skill, dexterity, that the student can develop and finally the institution will be very recognized by society. Because it has obtained academic improvements and results can be seen reflected in the new graduates with excellent skills in foreign language teaching.

As the student experiences continuous teaching approaches. Let's focus on some of the reasons why the ability can be used together with the skill to learn. Since from the educational point of view, education is what instructs the student to want to be formed.

CHAPTER III

3. METHODOLOGY

3.1.1 METHODOLOGICAL DESIGN

This research plan is expository and quantitative, based on the concrete results obtained through the execution of statistical techniques to demonstrate relevant data focused on the population and sample.

"These techniques are considered as an effective tool to describe the study behavior performed" (Hueso & Cascante, 2012; p. 34).

In relation to the quantitative method; states the amount involved in this educational plan based on data collection to affirm or deny a hypothesis in the exploration to solve an explicit problem; Using the quantitative method, the necessary measures to treat the variables within the study are determined, according to Sampieri, Fernández and Baptista (2006), through this method the solution is formalized and the results are communicated. The present investigation assessed the specific results based on motivational reactions and students' knowledge regarding the problems encountered in the educational institution.

3.1.2 RESEARCH TYPES

This research plan is justified in descriptive and explanatory research for the treatment of a phenomenon.

"This type of research aims to establish a structural procedure; It also diagnoses the problem treated in order to observe and quantify. (Cauas, 2012: p. 54).

3.3 EXPLANATORY STUDIES

Cauas (2012) author of research for the problem formulation; argues that this study examines the causes of diagnosis, whether physical or social, explains the reasons through research, the relationship between the variables and phenomenon conditions. Through the explanatory study, questions about technology, reading and factors related to student performance are developed correctly.

3.4 THESIS APPROACH

Sampieri, Fernández, and Baptista (2006) determine that this type of research study forces the researcher to interact with the phenomenon neutrally to achieve more effective results, the action field involved in the research should not be altered in any of its elements.

3.5 POPULATION

A research population is the determined compilation of individuals or objects that share similar peculiarities. Generally, the research population description is the same as the common characteristics of its members.

"A population is the set of all cases that match a series of specifications" (Sampieri 2006; p. 65)

Principal	1
Teachers	1
Students	55
Total	**57**

Tabla 1.

3.6 SAMPLE

According to Sampieri, Fernández, & Baptista (2006), the sample is a subset comprised within the population, in this research plan the non-probabilistic sample considers a subgroup where the choice of all the members about the sample depends on the particularities in research results.

Teachers	1
Students	28
Total	29

Tabla 2.

3.7 TECHNIQUES AND INSTRUMENTS

3.7.1 Survey

Through a questions group made to the population and the sample in this educational study, the researcher collects relevant results in order to solve the problems encountered.

"The questions have their objective in the results based on the specific characteristics" (Sampieri, Fernández, and Baptista, 2006; p. 76).

According to Cauas (2012), the survey must be carried out based on a questions bank developed in the research instruments with the objective of collecting data to significantly measure the variables and allow the shortcomings found to be resolved. The results obtained are quantitatively assessed with mathematical and statistical procedures to determine positive and negative factors.

3.7.2 Interview

The researcher develops questions to the teacher based on the variables and proposal presented in the research thesis, these data also form an important part in the research instruments and allow him to expand the results and obtain a better approach. (Cauas, 2012).

For this educational study, the questions were asked to the teacher verbally and the analysis in written form.

3.8 DATA PROCESSING

The procedures for tabulating the data are developed in graphs and statistical tables of summaries where the results about the research instruments are detailed, the results shown are based on the communicative and informative technology variables, the reading skills and the proposal on the application of a platform that improves the students skills in the first level from BGU at "República de Francia" high school.

3.9 OPERATIONALIZATION OF VARIABLES

Type of variable	Dimension	Indicators
riable Independent	information and communication technology (TICs)	Definition
INFORMATION AND COMMUNICATION TECHNOLOGY (TICs)	Hardware and Software	Computer Educative program Free program without the use of internet
	Interactive teaching styles	Brainstorming Think, pair and share Buzz session Incident process Questions and answers sessions
	Methodological strategies	Pre activity While activity Post activity
	Student environment	Technology Platform
	Playful activities	Sensory Motor Verbal Memory
Variable Dependent	Reading	Definition
	Reading levels	Literal Inferential Critical
READING SKILLS	Reading process	Pre-reading While-reading Post-reading
	Comprehension	Extensive reading Comprehensive Reading Critical reading
	Paralinguistic qualities	Pronunciation Voice tone Rhythm Silences Vocabulary Diction Fluency Phonemic

Author: Troya & Montalvan (2019).

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3.10 OBSERVATION GUIDE

High school: "República de Francia"

Course: 1ˢᵗ grade from BGU

Room: Ciencias

Sample: 28

Objective: Identify the methods and techniques used to improve reading skills in the 1st grade from BGU at the "República de Francia" high school.

	SI	NO
The activities are related to informative and communicative technology (ICTs).		
The teacher uses educational platforms for reading.		
Students respond favorably to learning with technology.		
Technology interacts with the student environment.		
The teacher performs pre-reading activities.		
Students participate actively in reading activities.		
The students are enthusiastic about the class.		
The teacher encourages reading exercises.		
The reading techniques are applied correctly.		
Motivational strategies are applied in the warm-up of the English class.		
The texts are updated.		
The teacher uses appropriate teaching materials for the readings.		

3.10.1 Analysis of the observation guide

In this thesis on the reading treatment through ICTs, various factors concerning the reading insufficiency presented by the students in the first level from BGU at the "República de Francia" high school were examined through the observation guide execution.

"Observation can be used as a measuring instrument in various circumstances, consisting of a systematic, valid and reliable recording of behavior" (Hernández 2012; p.309).

In relation to reading, the results shown did not respond satisfactorily to the objectives set out in the class schedules, students show low interest in reading practices, also show a lack of security to read aloud or understand the reading.

There was also an evident relationship between poor academic performance with unattractive reading texts for the student's interest, deteriorating the student environment and disfavoring motivation.

As positive aspects to meaningful learning; it is the active participation by the majority of the sample taken for this educational study. It is also a favorable aspect to use basic vocabulary in the progress of English language classes.

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3.11 SURVEY

High school: República de Francia
Course: 1st grade from BGU
Room: Ciencias
Sample: 28
Objective: Determine the needs of students in relation to improve the reading skills in the students of 1st grade from BGU at the "República de Francia" High School.
(Check the box according to the scale)

1	Strongly Disagree
2	In disagreement
3	Neither agree nor disagree
4	Agree
5	Strongly agree

		1	2	3	4	5
1	I like to learn English using educational technology.					
2	I consider important the use of information and communication technology improves the learning of a foreign language.					
3	I identify with the reading platforms to learn English.					
4	I feel motivated to interact with my classmates within the reading platform.					
5	I understand easily the readings developed in classes.					
6	I am easily distracted during English reading exercises.					
7	I like English reading.					
8	I like activities about reading because they are different from the daily routine.					

9	I like the didactic material used for the development of English classes.					
10	I feel motivated at the beginning, during and after reading activity.					
11	I identify with the contents of the reading in the class activities.					
12	It is easy for me to understand the main ideas in the English text.					

Statement number one: I like to learn English using educational technology.

Table 6.

Categories	Frequency	Percentage
Strongly Disagree	1	3,57
In disagreement	1	3,57
Neither agree nor disagree	5	17,86
Agree	6	21,43
Strongly agree	15	53,57
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
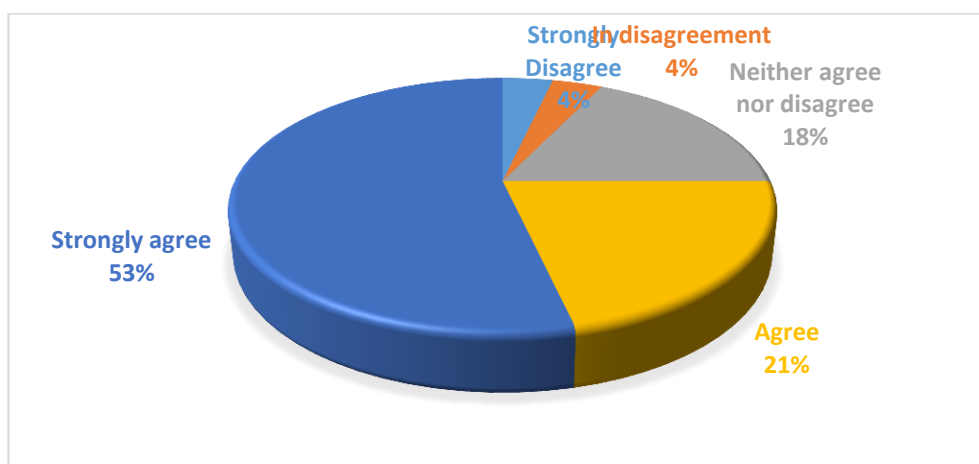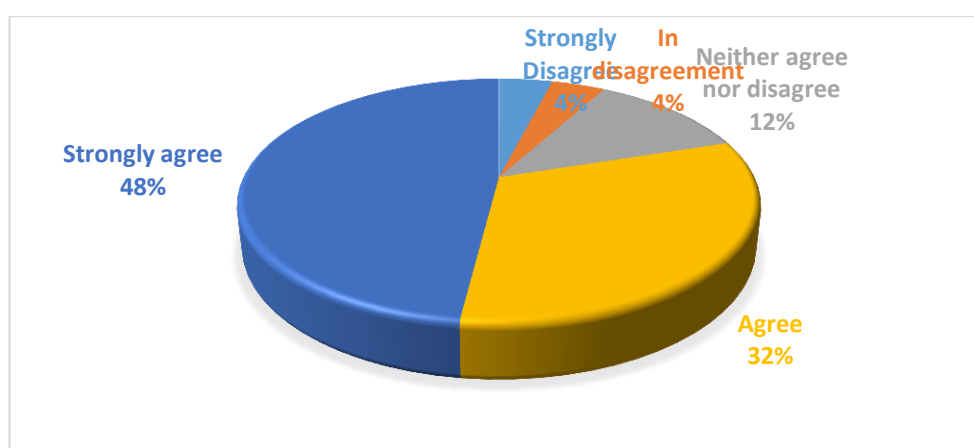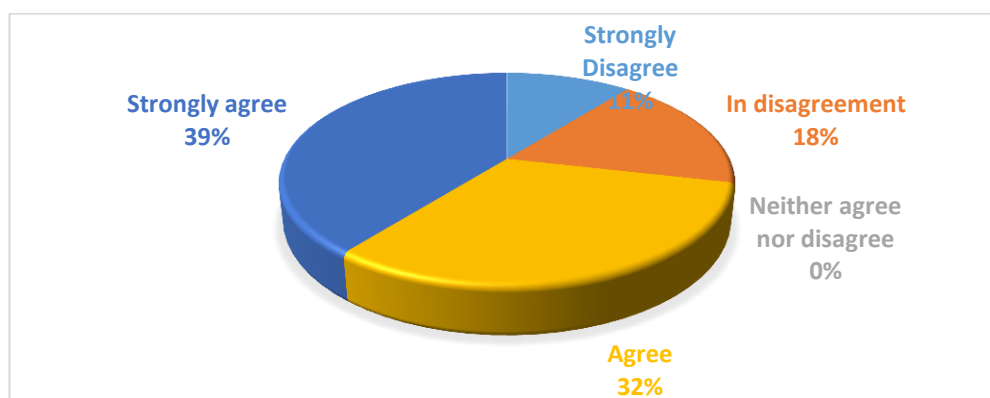**Author:** Troya & Montalvan (2019).

Figure 1.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: 43% were enthusiastic about learning English with educational technology; this reflects a positive aspect in relation to the proposal presented.

Statement number two: I consider important the use of information and communication technology improves the learning of a foreign language.

Table 7.

Categories	Frequency	Percentage
Strongly Disagree	1	4,00
In disagreement	1	4,00
Neither agree nor disagree	3	12,00
Agree	8	32,00
Strongly agree	12	48,00
Total	25	100

Source: Information obtained from the survey at "República de Francia" High School
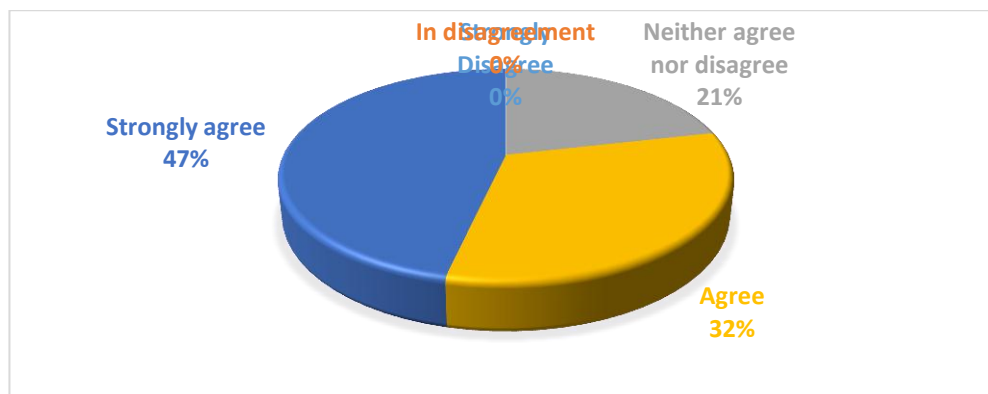**Author:** Troya & Montalvan (2019).

Figure 2.

Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: 80% consider that ICTs are important for learning English, this result represents a positive aspect in relation to the objectives set out in this research project.

Statement number three: I identify with the reading platforms to learn English.

Table 8.

Categories	Frequency	Percentage
Strongly Disagree	3	10,71
In disagreement	5	17,86
Neither agree nor disagree	0	-
Agree	9	32,14
Strongly agree	11	39,29
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).
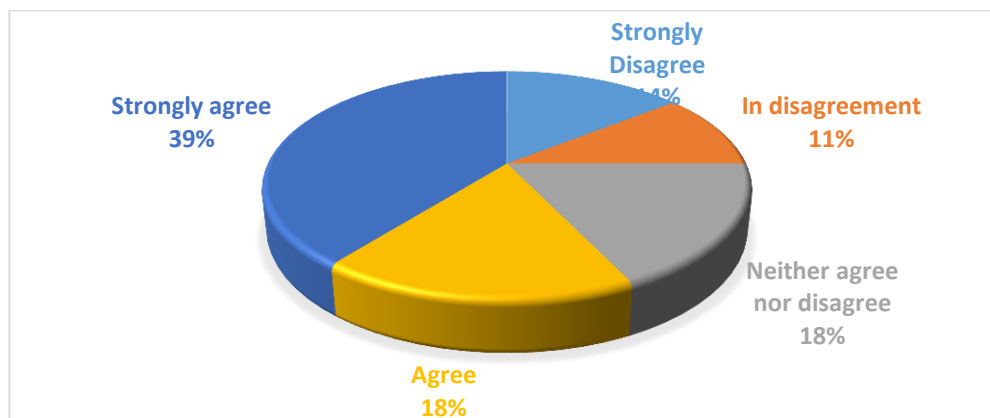

Figure 3.

Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: More than 70% indicate that they identify with a reading platform that improves the skills included in the reading, this percentage greatly facilitates the application of learning methods focused on ICTs.

Statement number four: I feel motivated to interact with my classmates within the reading platform.

Table 9.

Categories	Frequency	Percentage
Strongly Disagree	0	-
In disagreement	0	-
Neither agree nor disagree	6	21,43
Agree	9	32,14
Strongly agree	13	46,43
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
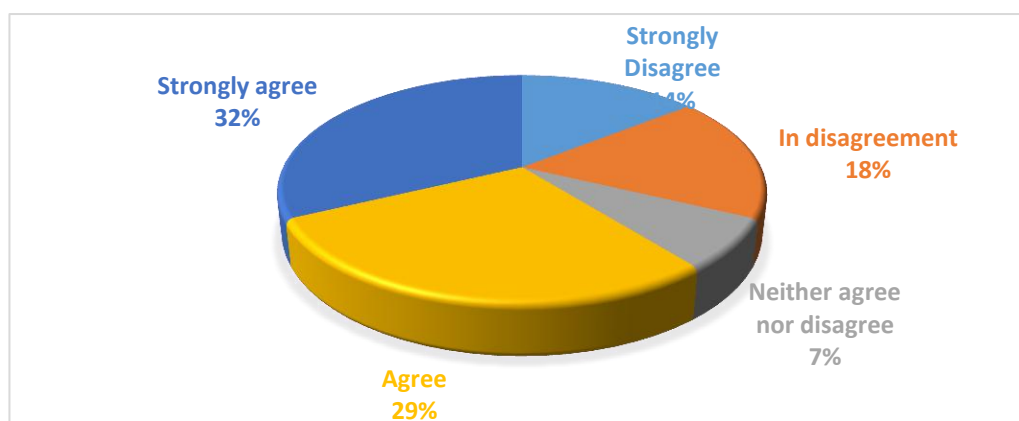**Author:** Troya & Montalvan (2019).

Figure 4.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: Almost 80% felt motivated to interact with their classmates while they learn English on an interactive platform, this result is a positive aspect that promotes a better student attitude and a better disposition for the apprehension of reading skills.

Statement number five: I understand easily the readings developed in classes.

Table 10.

Categories	Frequency	Percentage
Strongly Disagree	4	14,29
In disagreement	3	10,71
Neither agree nor disagree	5	17,86
Agree	5	17,86
Strongly agree	11	39,29
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
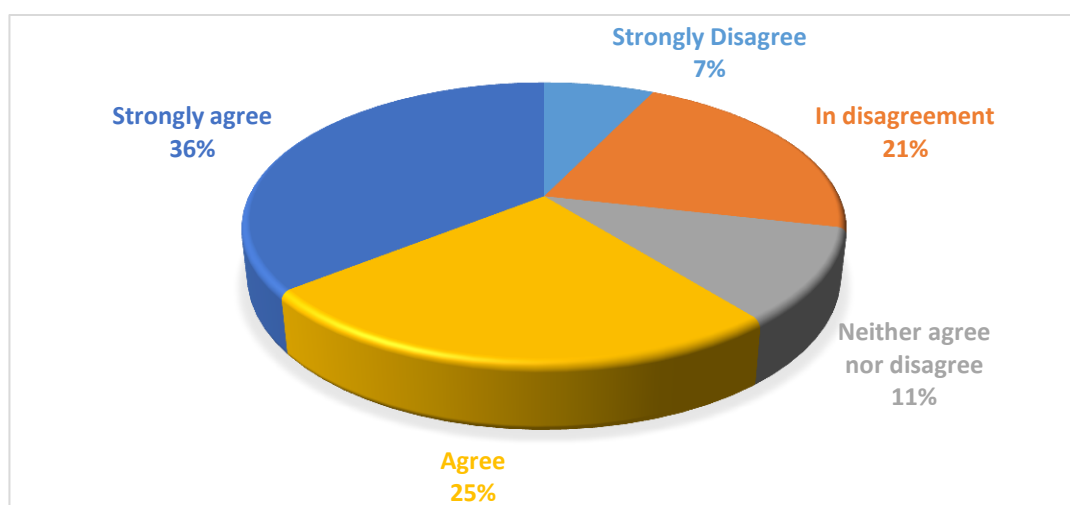**Author:** Troya & Montalvan (2019).

Figure 5.

Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: Less than 60% easily understand the readings developed during the classes, this percentage does not represent a positive aspect because more than 40 percent do not understand the readings spoiling the English class' aims.

Statement number six: I am easily distracted during English reading exercises.

Table 11.

Categories	Frequency	Percentage
Strongly Disagree	4	14,29
In disagreement	5	17,86
Neither agree nor disagree	2	7,14
Agree	8	28,57
Strongly agree	9	32,14
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
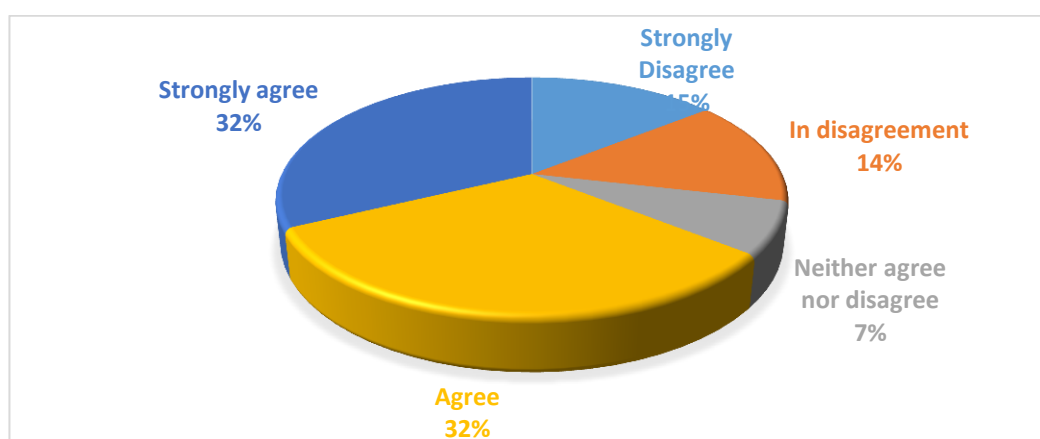**Author:** Troya & Montalvan (2019).

Figure 6.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: 60% indicated that they are easily distracted during reading practices, this result is a positive aspect of the objectives established in this educational plan, this result is a major problem to be solved.

Statement number seven: I like English reading.

Table 12.

Categories	Frequency	Percentage
Strongly Disagree	2	7,14
In disagreement	6	21,43
Neither agree nor disagree	3	10,71
Agree	7	25,00
Strongly agree	10	35,71
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
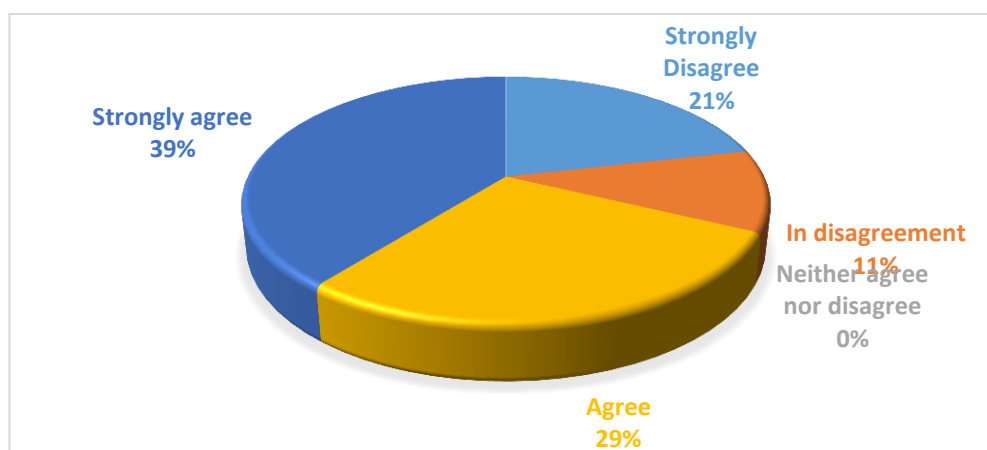**Author:** Troya & Montalvan (2019).

Figure 7.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: 60% are not interested in reading exercises, this result impairs learning, for this reason, it is necessary to develop ideas that can solve this identified problematic.

Statement number eight: I like activities about reading because they are different from the daily routine.

Table 13.

Categories	Frequency	Percentage
Strongly Disagree	4	14,29
In disagreement	4	14,29
Neither agree nor disagree	2	7,14
Agree	9	32,14
Strongly agree	9	32,14
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
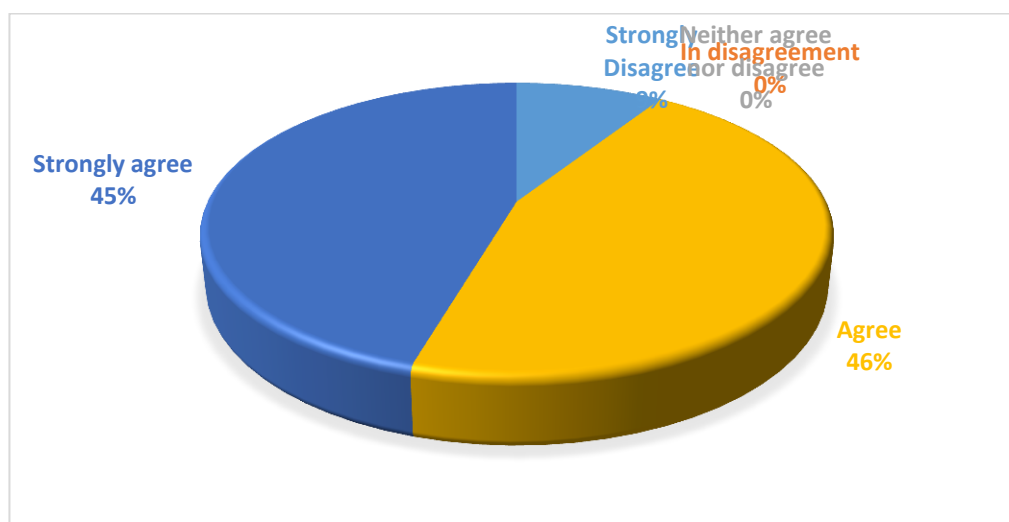**Author:** Troya & Montalvan (2019).

Figure 8.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: 65% like activities in relation to English language learning, this result will allow a better adaptation of students to the reading practice through an interactive platform.

Statement number nine: I like the didactic material used for the development of English classes.

Table 14.

Categories	Frequency	Percentage
Strongly Disagree	6	21,43
In disagreement	3	10,71
Neither agree nor disagree	0	-
Agree	8	28,57
Strongly agree	11	39,29
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
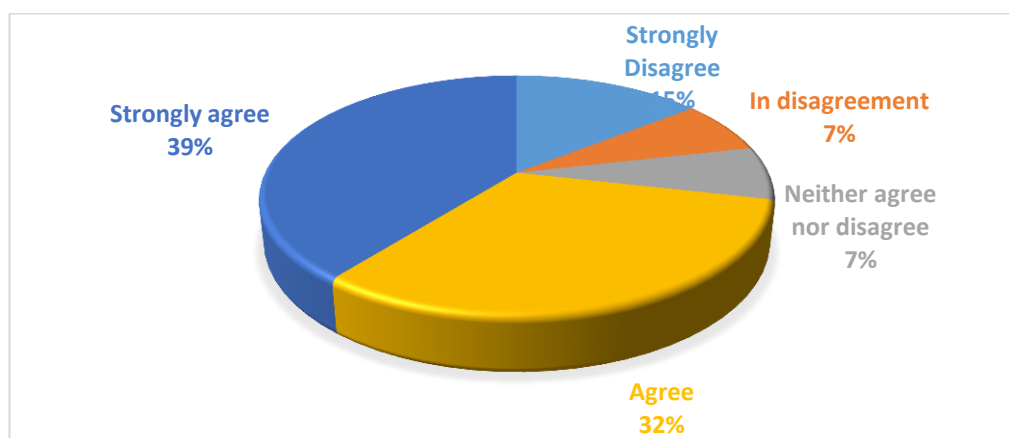**Author:** Troya & Montalvan (2019).

Figure 9.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: More than 70% said they agree with the didactic material used for English classes, this result is a positive aspect for the objectives established in this educational thesis in relation to improving reading skills.

Statement number ten: I feel motivated at the beginning, during and after reading activity.

Table 15.

Categories	Frequency	Percentage
Strongly Disagree	2	9,09
In disagreement	0	-
Neither agree nor disagree	0	-
Agree	10	45,45
Strongly agree	10	45,45
Total	22	100

Source: Information obtained from the survey at "República de Francia" High School
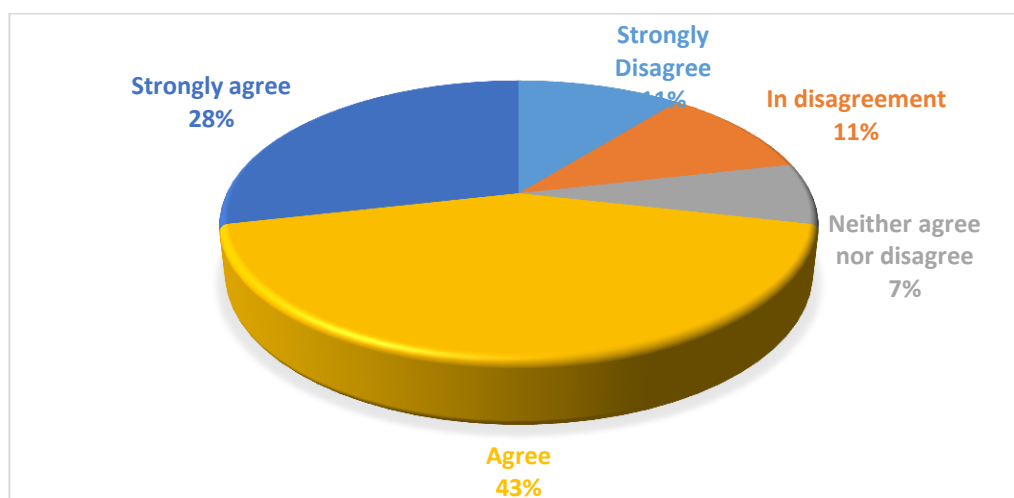**Author:** Troya & Montalvan (2019).

Figure 10.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: 90% say they feel motivated even after English classes, this result is a positive aspect that will optimize learning by applying the interactive platform.

Statement number eleven: I identify with the contents of the reading in the class activities.

Table 16.

Categories	Frequency	Percentage
Strongly Disagree	4	14,29
In disagreement	2	7,14
Neither agree nor disagree	2	7,14
Agree	9	32,14
Strongly agree	11	39,29
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Figure 11.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: More than 70% is identified with the contents of the reading in the class' practices, this result represents a positive aspect that will benefit the learning through reading activities in the interactive platform.

Statement number twelve: It is easy for me to understand the main ideas in the English text.

Table 17.

Categories	Frequency	Percentage
Strongly Disagree	3	10,71
In disagreement	3	10,71
Neither agree nor disagree	2	7,14
Agree	12	42,86
Strongly agree	8	28,57
Total	28	100

Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Figure 12.
Source: Information obtained from the survey at "República de Francia" High School
Author: Troya & Montalvan (2019).

Analysis: According to the sample surveyed, 70% easily understand the main ideas in the readings, this result is a positive aspect because it will benefit reading comprehension inside the classroom and outside it when working on the interactive platform.

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3.12 Interview

High school: "República de Francia" High School

Teacher: Lcda. Rosario Mayorga

Course: 1st grade from BGU

Objective: To assess the motivation strategies used by the teacher to reinforce and generate teaching tools that improve student learning through the reading practice.

No.	Questions
1	How long have you been working as an English teacher?
2	How do you rate the English level in students of 1st grade from BGU at the "República de Francia" high school?
3	What reading methods do you practice with your students?
4	What kind of didactic activities do you use with your students during reading practices?
5	In your opinion, what is the greatest difficulty for your students in English reading practices?
6	Do you know about the use of informative and communicative technology to improve reading skills?
7	According to your experience, what are the main aspects that should be taken into consideration to promote reading?
8	What difficulties have you had in reading practices with your students?
9	What is the student environment in your class?
10	What kind of activities do you think would motivate your students?

3.12.1 Analysis

The English teacher has several years dedicated to teaching English in different educational institutions, in the "República de Francia" high school she has three years as a full professor.

The English teacher affirms that the student English level in the first grade from BGU in relation to the European theoretical reference framework is in an A1.2, she also considers the students have inadequacy pronunciation; these errors are being corrected with the reading practice.

The English teacher explained that there are several teaching methods used, but they are derived from the inductive and deductive methods, these methods are efficient, however other methods need to be adopted to improve the results.

In relation to reading; the greatest problem in students is that they do not have self-confidence for pronunciation and comprehension, in reading practices, they are usually predisposed to not understand, this generates a student environment with low participation due to multiple negative factors as a result of a bad attitude towards learning.

The other variable that works this educational plan is the informational and communicative technology, in relation to this factor; the professor explained that technology is not part of student learning because the institution does not have technology rooms dedicated to English language teaching, she also felt motivated with a novel proposal such as the platforms for teaching this language foreign

For the years that the teacher has the experience, she affirms that a good attitude is essential for meaningful learning, creating curiosity

in the student is to encourage student participation and is an essential part of the teacher's skills and thus promote motivation.

3.13 CONCLUSIONS

- Increased interest in students was evidenced by learning with an interactive platform.
- Students were motivated to use information technology in English classes.
- The student attitude improves when interacting with their classmates through the interactive platform.
- The student environment improves significantly by using mixed teaching methods between traditional and technological education.
- Traditional teaching materials do not get enough interest from students for the reading practice.

3.14 RECOMMENDATIONS

- It is necessary to train teaching staff with seminars on information and communication technology.
- Alternative forms should be sought that facilitate the development of reading skills to improve reading.
- It is necessary to promote recreational activities to motivate the student to read.
- Teaching and technological material that allows better progress in reading classes should be used.
- Teachers should plan the classes in order to improve aspects in relation to reading.

CHAPTER IV

4. PROPOSAL

4.1 TITLE

Use of ICT to learning English as a foreign language in teens from fourteen to seventeen years old.

4.2 JUSTIFICATION

Technology is immersed in all sciences and is an important tool for skills development; In relation to learning foreign languages, technology is a factor that greatly favors the different skills required and allows communication. In the results collection in this research work, it was found that the relation of adolescents with technology and daily practice develops the language's own abilities consciously and unconsciously, the results improve when teaching tools oriented to the linguistic skills learning are applied.

So too; Working with didactic materials is significant for the objectives set out in the student process, these pedagogical materials are really advantageous because they motivate the student and adapt easily to the student interest by improving the different skills in relation to the English language.

In this research work records the insufficiencies found in the students through the results obtained in the research instruments, these insufficiencies are affecting academic performance, the classes are still treated with traditional methods that generally focus on grammar, disfavoring good development of the other linguistic competences, texts that do not relate to the student reality and do not promote appropriate motivation, to these problems is added the lack of active participation and disinterest in the student community; then it is a priority to implement an

activities program that solves these problems and mainly; develops student skills for the English language.

The proposal of this research plan is to design an interactive communication and information platform to be applied in teens from fourteen to seventeen years old to improve skills in the learning English process as a foreign language, establish this proposal in the class process will favor student progress.

4.3 OBJECTIVES

4.3.1 General

To improve the English language learning in students from fourteen to seventeen years old by designing an interactive and technological platform for communication and information at the "Republica de Francia" high school.

4.3.2 Specific

• Evaluate class processes to favor English language practice.

• Establish the importance of the technology in the learning process.

• Determine modern study techniques that adapt to technological and pedagogical tools to strengthen learning.

4.4 THEORETICAL ASPECTS

An interactive platform designed to be a pedagogical tool to improve the learning process of the English language is of great value for the teaching professionals and students, the referential standards have been English pronunciation, grammar, comprehension and techniques of

learning, motivation and other factors involved in teaching in order to develop the skills that allow optimizing student achievement.

This interactive and pedagogical platform will contribute significantly to the determined objectives of each class in relation to English language learning as a foreign language, communication and information. The interactive platform activities are focused on improving the student knowledge level; it will be the responsibility of the institution and the teaching staff the correct use of this pedagogical tool.

Aguilar (1991) stated that sociological aspects are associated with conflict resolution and that they are deeply involved in social changes. Alvarado (2014) explained that interpretations are factors of great importance in the communicative skills treatment during learning, the interaction within the communicative context, is implicit in the decoding of the message.

Among the pedagogical elements, the interactive and technological platform to improve English language learning and it adapts very easily to pedagogical strategies and promotes student participation. Dudley (2004) spoke about the importance of the needs in the student community in relation to the English language learning that is where all the communicative aspects are strengthened, also the emotional and own experiences in the students are generated, generating a better confidence in themselves and understanding that the factors that affect learning, need to focus beyond a linguistic science.

4.5 FEASIBILITY

4.5.1 Financial

Researchers of this research plan are those who have financed the expenses for the development of this project, the financial expenses are quite low, as well as; The design of the proposal has a not very significant investment which facilitates the study in relation to the financial aspect.

4.5.2 Legal

For the development of this proposal, legal aspects have been taken into account that allows the application of this research plan in the "Republica de Francia high school", these legal aspects are relevant to the proposal presented;

• The research study proposal involves the educational community from high school.

• The proposal made adapts easily to the study program and does not replace the text regulated by the education law in any of their aspects.

• The research study proposal, as well as the thesis, has been registered with intellectual property rights.

• The proposal presented must be treated as a teaching plan for the English language that incorporates innovative learning strategies that are necessary to solve the problems and is in accordance with the General Regulations of the Organic Law of Education; in article 68.

4.5.3 Technical

The "Republica de Francia" high school is located in the Guayaquil city, its infrastructure is reinforced concrete, the facilities and other factors are regulated by the Education Ministry as prescribed by law.

4.5.4 Human

This research work has been prepared under the supervision and guidance of the researcher according to the educational community criteria, the topics have been socialized with the teaching staff from high school and education professionals of the Guayaquil University, This thesis has been reviewed and accepted after it has been stipulated that the proposed design meets the necessary standards to solve the problems encountered.

4.6 DESCRIPTION OF THE PROPOSAL

"English Project Reading Skills" from MoodleCloud is our interactive platform focused on the development of classes for teaching-learning about English language, it is a pedagogical and modern tool that will encourage more dynamic techniques favoring student participation and improving traditional mechanisms in the educational process in relation to the apprehension of a foreign language such as English.

On this platform, students can perform activities and exercises such as:

- Drag and drop into text
- Embedded answers (Cloze)
- Matching
- Multiple choice
- Random short-answer matching
- Select missing words
- True/False

On "English Project Reading Skills" from MoodleCloud, students will have access to watch videos, make group chats, and can direct them to other interactive web pages to improve reading learning.

The interactive platform design has been worked with the purpose of solving the current shortcomings in the students as shown in the data obtained through the research instruments.

"Didactic technology is an ideal tool for learning, it helps to understand and apply different techniques where knowledge is reinforced, guaranteeing the means and resources that are presented to the student as supports for their learning" (García, 2014, p. 24).

The interactive platform contents have been studied and socialized with the population included in this research and the actions and exercises that will improve student performance and the development of skills to achieve the objectives addressed in this educational project have been established.

4.7 CONCLUSIONS OF THE PROPOSAL

The interactive platform as a pedagogical tool for the development of the necessary competences in the English language learning works the variables that affect this educational project provides facilities during the apprehension process in teaching in order to meet the objectives of each class and strengthening the active participation.

The techniques and strategies that are recommended in this educational plan have been determined based on the procedures and curricular plans to boost the cognitive progress in the students, the interactive platform is designed to adapt easily to the required needs in the student community and the class development; In this same sense, the study of all these elements guarantees to improve student performance

and optimizes the results of the texts used in the classes taking advantage of all the educational resources.

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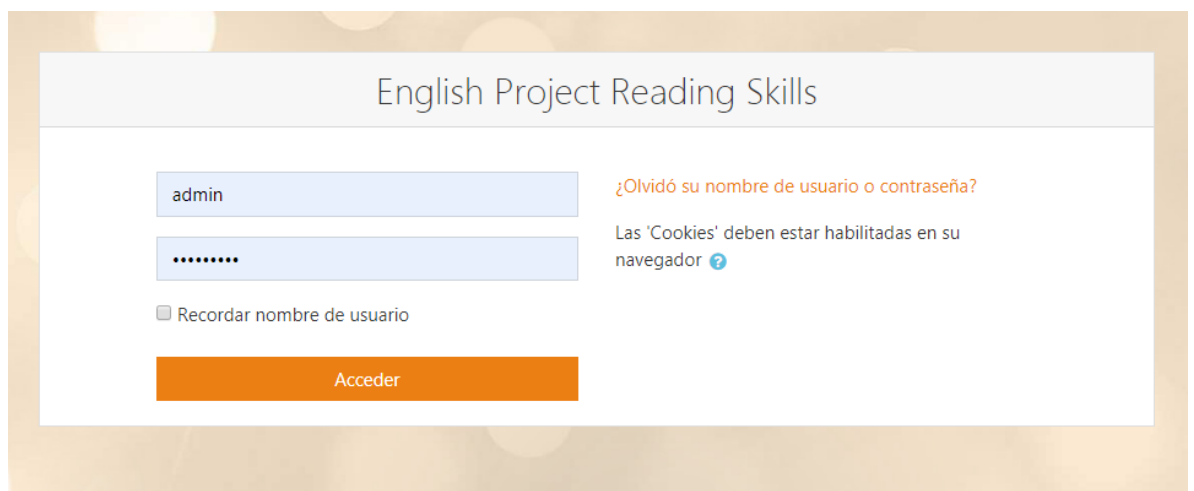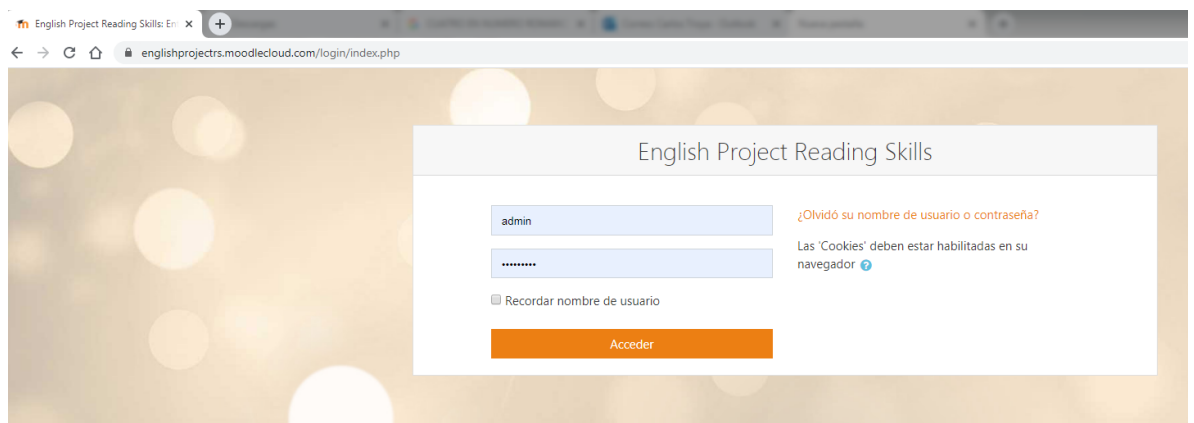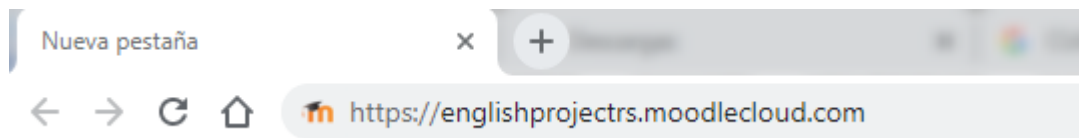
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U1_Simple Present

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GRAMMAR_SP

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.

› I **take** the train to the office.
› The train to Berlin **leaves** every hour.
› John **sleeps** eight hours every night during the week.

2. For facts.

› The President of The USA **lives** in The White House.
› A dog **has** four legs.
› We **come** from Switzerland.

3. For habits.

› I **get up** early every day.
› Carol **brushes** her teeth twice a day.
› They **travel** to their country house every weekend.

4. For things that are always / generally true.

› It **rains** a lot in winter.
› The Queen of England **lives** in Buckingham Palace.
› They **speak** English at work.

U1_Simple Present

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DO - DOES

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use **Don't or Doesn't** with all verbs EXCEPT **To Be** and **Modal verbs** (can, might, should etc.).

› Affirmative: You speak French.
Negative: You **don't** speak French.

You will see that we add **don't** between the subject and the verb. We use **Don't** when the subject is **I**, **you**, **we** or **they**.

› Affirmative: He speaks German.
Negative: He **doesn't** speak German.

When the subject is **he**, **she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = **Do not**
Doesn't = **Does not**

I **don't** like meat = I **do not** like meat.

There is no difference in meaning though we normally use contractions in spoken English.

U1_Simple Present

SP_Exercise 1

Change the verb into the correct form, then press "Check" to check your answers. Use the "Hint" button to get a free letter if you don't know. Note that you will lose points if you ask for hints!

1. I usually _____ (go) to school.
2. They _____ (visit) us often.
3. You _____ (play) basketball once a week.
4. Tom _____ (work) every day.
5. He always _____ (tell) us funny stories.
6. She never _____ (help) me with that!
7. Martha and Kevin _____ (swim) twice a week.
8. In this club people usually _____ (dance) a lot.
9. Linda _____ (take care) of her sister.
10. John rarely _____ (leave) the country.
11. We _____ (live) in the city most of the year.
12. Lorie _____ (travel) to Paris every Sunday.
13. I _____ (bake) cookies twice a month.
14. You always _____ (teach) me new things.
15. She _____ (help) the kids of the neighborhood.

Check   Hint

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U1_Simple Present

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SP_Exercise 1

	English Short Stories for Advanced Learners: Over 500 Pages of Stories, Exercises, and Activities	See eBook

Change the verb into the correct form, then press "Check" to check your answers. Use the "Hint" button to get a free letter if you don't know. Note that you will lose points if you ask for hints!

Change the verb into the correct form:

1. I _____ (love) you.
2. This _____ (weigh) 20 kilograms.
3. Ron _____ (seem) serious.
4. We _____ (like) tomatoes.
5. The boy _____ (want) to play.
6. You _____ (need) to sleep.
7. They _____ (agree) with me.
8. She _____ (hear) something strange.
9. The box _____ (contain) food.
10. Emma _____ (appear) sad.
11. David _____ (know) how to fix a car.
12. Daniel and Liz _____ (seem) happy.
13. This _____ (smell) bad.
14. I _____ (believe) you.
15. We _____ (be) number one!

Check | Hint |

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U1_Simple Present

Home / Courses / SP / QUIZZES / QUIZ_1 / Preview

You can preview this quiz, but if this were a real attempt, you would be blocked because:

This quiz is not currently available

Question **1**
Not yet answered
Marked out of 1.00

⚐ Flag question

⚙ Edit question

I usually __ to the school.

Select one:
- a. go
- b. goes
- c. sleep

U1_Simple Present

Home / Courses / SP / QUIZZES / QUIZ_1 / Preview

You can preview this quiz, but if this were a real attempt, you would be blocked because:

This quiz is not currently available

Question **2**
Not yet answered
Marked out of 1.00
⚐ Flag question
⚙ Edit question

They ____ us often

Select one:
- ○ a. visits
- ○ b. work
- ○ c. visit

Previous page   Next page

← SP_Exercise 1   [Jump to...   ▼]   q2 ►

U1_Simple Present

Home / Courses / SP / QUIZZES / q2 / Preview

Information
⚐ Flag question
⚙ Edit question
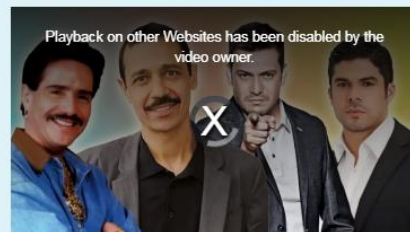
Question **1**
Not yet answered
Marked out of 1.00
⚐ Flag question
⚙ Edit question

In the video, Luis attacked Carlos with...

Select one:
- ○ a. machete
- ○ b. gun
- ○ c. knife
- ○ d. banana

Question **2**
Not yet answered
Marked out of 1.00
⚐ Flag question
⚙ Edit question

Carolina was sleeping on...

Select one:
- ○ a. on the floor
- ○ b. a bench
- ○ c. ona the sofa
- ○ d. on her bed
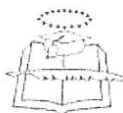
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ANEXO 1

FACULTAD DE FILOSOFIA
ESCUELA/CARRERA LENGUAS Y LINGUÍSTICA
UNIDAD DE TITULACIÓN
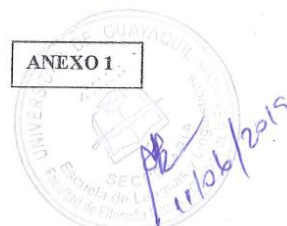
TRABAJO DE TITULACION

FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

Nombre de la propuesta de trabajo de la titulación	DESING OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS.		
Nombre dei estudiante (s)	MONTALVAN ORTIZ DIANA ELIZABETH TROYA MONTOYA CARLOS ENRIQUE		
Facultad	FILOSOFIA Y LETRAS DE LA EDUCACION	Carrera	LENGUAS Y LINGUÍSTICA
Línea de Investigación	ESTRATEGIAS EDUCATIVAS INTEGRADORAS E INCLUSIVAS	Sub-línea de investigación	TENDENCIAS EDUCATIVAS Y DIDACTICAS CONTEMPORANEAS DEL APRENDIZAJE
Fecha de presentación de la propuesta de trabajo de titulación	Junio 10, 2019	Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación	/		
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

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	APROBADO CON OBSERVACIONES
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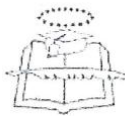
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FACULTAD DE FILOSOFIA
ESCUELA/CARRERA LENGUAS Y LINGUÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, Junio 10 del 2019

SR. MSc. Carlos Valle
DIRECTOR DE CARRERA Lenguas y Lingüística
FACULTAD de Filosofía y letras de la educación
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Yo, MSc. Juan Pablo Espinoza Morales, docente tutor del trabajo de titulación y Diana Elizabeth Montalván Ortiz y Carlos Enrique Troya Montoya estudiantes de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 16H00 – 18H00, el día Martes de cada semana.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

_____
Estudiante

_____
Docente Tutor

_____
Estudiante

CC: Unidad de Titulación

ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

Guayaquil, marzo 05 del 2020.

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Nosotros, Msc. JUAN PABLO ESPINOZA MORALES, docente tutor del trabajo de titulación y los estudiantes TROYA MONTOYA CARLOS ENRIQUE - MONTALVAN ORTIZ DIANA ELIZABETH de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario MARTES Y VIERNES DE 14:00 A 15:00, durante el periodo ordinario 2019 – 2020 CII.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

_____
TROYA MONTOYA CARLOS ENRIQUE
CI: 0926113085

_____
MONTALVAN ORTIZ DIANA ELIZABETH
CI: 0929792059

_____
Msc. Juan Pablo Espinoza Morales
CI: 0925631327

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc. *Juan Pablo Espinoza Morales*   Tipo de trabajo de Titulación: *Proyecto de Investigación*

Título del trabajo: DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS

Carrera: *Lenguas y Lingüística*

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE TROYA MONTOYA CARLOS ENRIQUE MONTALVAN ORTIZ DIANA ELIZABETH
1	22/10/2019 25/10/2019	Revisión de tema y variables a ser usadas en el trabajo de Tesis.	14:00	15:00	Revisión de la bibliografía adecuada para ser usados en el trabajo de tesis.		
2	05/11/2019 08/11/2019	Revisión de objetivos generales y específicos.	14:00	15:00	Analizar cada uno de los objetivos y asegurarse que sean "Generales" ó "Específicos"		
3	12/11/2019 15/11/2019	Revisión de "Research questions" que se aplicarán en el trabajo de tesis	14:00	15:00	Analizar las características de las preguntas de forma general, además de sus enfoques cualitativos y cuantitativos.		
4	19/11/2019 22/11/2019	Revisión de la justificación y de todo el capítulo 1	14:00	15:00	Preparar y actualizar una revisión bibliográfica de los temas principales de su tema para trabajar en el capítulo 2.		
5	03/12/2019 06/12/2019	Revisión del capítulo 2 y feedback para continuar con capítulo 3	14:00	15:00	Revisar el Problema de Investigación, los objetivos e Hipótesis, así como los resultados que se desean en la tesis. Continuar con el capítulo 3		
6	10/12/2019 13/12/2019	Revisión del capítulo 3.	14:00	15:00	Revisar nuevamente los objetivos propuestos e iniciar el capítulo 4 con el diseño de una propuesta detallando un método para crear		

#	Fecha	Actividad			Observaciones		
7	07/01/2020 10/01/2020	Elaboración y bosquejo de la propuesta del proyecto.	14:00	15:00	especificaciones y estructuras para su utilización como guia de la actividad de diseño. Revisión de la propuesta.		
8	14/01/2020 17/01/2020	Revisión del capítulo 4.	14:00	15:00	Traer anexos para revisión en la próxima tutoría.		
9	21/01/2020 24/01/2020	Elaboración de informes para entregar en la Unidad de Titulación.	14:00	15:00	Revisión de anexos y revisión final del trabajo de titulación.		
10	04/02/2020 07/02/2020	Preparación del archivo de tesis para revisar en la plataforma URKUND	14:00	15:00	Se seleccionan capítulos 1-2 y 3 eliminando tablas y gráficos para su revisión en la plataforma URKUND.		
11	11/02/2020 12/02/2020	Revisión del archivo de tesis en la plataforma URKUND.	14:00	15:00	Se carga el archivo en la plataforma URKUND y se obtiene un 8% de coincidencia.		
12	03/03/2020 04/03/2020	Elaboración de informes para presentar en la secretaría.	14:00	15:00	Se elaboran los informes necesarios para presentar en la secretaria.		

MSC. JUAN PABLO ESPINOZA MORALES
DOCENTE / TUTOR
CI: 0925631327

MSC. ISRAEL GUILLERMO BRAVO BRAVO
GESTOR DE INTEGRACIÓN CURRICULAR Y SEGUIMIENTO A GRADUADOS
CI:0704999143

Universidad de
Guayaquil

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS.
Autor(es): TROYA MONTOYA CARLOS ENRIQUE - MONTALVAN ORTIZ DIANA ELIZABETH

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	**4.5**	**4.5**
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	**4.5**	**4.5**
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	**1**	**1**
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	**10**	**10**

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
MSC. JUAN PABLO ESPINOZA MORALES
No. C.I. 0925631327
FECHA: marzo 05 del 2020.

ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, marzo 05 del 2020.

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS. De los estudiantes: TROYA MONTOYA CARLOS ENRIQUE - MONTALVAN ORTIZ DIANA ELIZABETH, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

MSC. JUAN PABLO ESPINOZA MORALES
No CI. 0925631327
Fecha: marzo 05 del 2020.

ANEXO VII. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado *MSC. JUAN PABLO ESPINOZA MORALES*, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por TROYA MONTOYA CARLOS ENRIQUE - MONTALVAN ORTIZ DIANA ELIZABETH. *No. Cedula:* 0926113085 y 0929792059 respectivamente, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO(A) EN CIENCIAS DE LA EDUCACION CON MENCION EN LENGUA INGLESA Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio *URKUND* quedando el 5 % de coincidencia.

https://secure.urkund.com/old/view/61891836-705112-474156#DcQ7CoAwEAXAu2z9kN3k5XsVsZCgkkKblOLdzRTzyj2krgqDzeYO5mGEBTh4EAERGWWDjH49/extf9ohVRdlSI7KXJIxepbvBw==

MSC. JUAN PABLO ESPINOZA MORALES

No. CI 0925631327

Fecha: marzo 05 del 2020.

URKUND

Urkund Analysis Result

Analysed Document:	CarlosTroya_DianaMontalvan_TrabajoTitulacion.docx (D63809810)
Submitted:	2/12/2020 8:29:00 PM
Submitted By:	${Xml.Encode(Model.Document.Submitter.Email)}
Significance:	5 %

Sources included in the report:

TESIS CASTILLO- ANASTACIO.docx (D40757147)
TESIS URKU 1.docx (D40861490)

Instances where selected sources appear:

18

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

14 / 02 / 2020

ANEXO VIII. – INFORME DEL DOCENTE REVISOR

Guayaquil, 8 de abril del 2020

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -
De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación
DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS. del o de los estudiante (s)
TROYA MONTOYA CARLOS ENRIQUE y MONTALVAN ORTIZ DIANA ELIZABETH. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de **14** palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo **5** años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSc. LARRY TORRES VIVAR DOCENTE REVISOR
No CI. 0913004347
Fecha: 08/4/2020

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: *DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS.*
Autor(es): *TROYA MONTOYA CARLOS ENRIQUE y MONTALVAN ORTIZ DIANA ELIZABETH.*

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.5	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.5	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.4	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.6	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.6	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.3	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9.4	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

MSc. LARRY TORRES DOCENTE REVISOR
No. C.I. 0913004347

FECHA: 8 de abril del 2020

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGUISTICA
Teléf. 2-294888

Universidad de
Guayaquil

Oficio No. UG-LENGUAS 2019-910

Guayaquil, 12 de Noviembre del 2019

MSc.
Juán Pablo Espinoza
PROFESOR DE LA CARRERA 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 esta designación consta el nombre de los estudiantes de la Carrera de Lenguas y Lingüística: **MONTALVAN ORTIZ DIANA ELIZABETH Y TROYA MONTOYA CARLOS ENRIQUE,** con el tema y propuesta aprobado por el Consejo de Facultad:

DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE 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. Sara Anaguano Pérez
DIRECTORA
CARRERA LENGUAS Y LINGÜÍSTICA Y PIN

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL
Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
www.ug.edu.ec

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Oficio No. UG-LENGUAS 2020 - 057

Guayaquil, 21 de Enero del 2020

MSc.
Zoila Ochoa
RECTORA DE LA UNIDAD EDUCATIVA
"REPÚBLICA DE FRANCIA"
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que los estudiantes: **TROYA MONTOYA CARLOS ENRIQUE Y MONTALVÁN ORTIZ DIANA ELIZABETH,** de la Carrera de Lenguas y Lingüística, puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciados en Ciencias de la Educación, mención Lengua Inglesa y Lingüística, cuyo y tema y propuesta es:
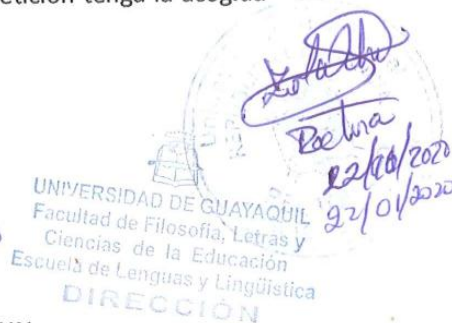
DESIGN OF AN INTERACTIVE PLATFORM TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. Sara Anaguano Pérez
DIRECTORA
CARRERA LENGUAS Y LINGÜÍSTICA Y PIN

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

22/01/2020

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado L.	SECRETARIA 1	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL
Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
www.ug.edu.ec

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Dirección: Capitán Nájera y Tungurahua (esq.)
Email: ue.francia2019@outlook.com.   Teléfono: 2369135
Guayaquil - Ecuador

Oficio No. 203-UEFR-2020
Guayaquil, 22 de enero del 2020

MSC. SARA ANAGUANO PÉREZ
DIRECTOR DE LA CARRERA LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.
Ciudad.

De mis consideraciones,

En respuesta a su oficio No. UG–LENGUAS 2020-057 , de fecha 21 de enero del 2020, en que solicita que el **Sres : TROYA MONTOYA CARLOS ENRIQUE** portador de cédula No.0926113085 **y MONTALVÁN ORTIZ DIANA ELIZABETH** portador de cédula No. 0929792059 , *egresados de la Facultad de Filosofía, Letras y Ciencia de la Educación ,de la carrera de Lenguas y Lingüística puedan aplicar el proyecto Educativo de investigación para la elaboración del trabajo de titulación .*

La Unidad Educativa Fiscal República de Francia acepta con mucho agrado la realización del Proyecto Educativo con el siguiente procedimiento.

TEMA :   DESIGN OF AN INTERACTIVE PLATFORMTO TO BE APPLIED TO TEENAGER FROM FOURTEEN TO SEVENTEEN YEARS OLD IN ORDER TO IMPROVE READING SKILLS.

Particular que comunico a usted para los fines pertinentes

Atentamente,

MSc. ZOILA OCHOA SÁNCHEZ
RECTORA (E)

ANNEXED II
EVIDENCE PHOTOGRAPHS

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS YLINGÜÍSTICA

EVIDENCE - PHOTOGRAPHS

Source: Tutorials with the academic adviser of the research project, review of chapter IV, explanation of the proposal and correction of the chapter. **Authors:** Montalván Ortiz Diana and Troya Montoya Carlos

Universidad de Guayaquil

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS YLINGÜÍSTICA

EVIDENCE - PHOTOGRAPHS

Source: "República de Francia" high school. **Authors:** Montalván Ortiz Diana and Troya Montoya Carlos

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS YLINGÜÍSTICA

EVIDENCE - PHOTOGRAPHS

Source: The directors of the "República de Francia" high school **Authors:** Montalván Ortiz Diana and Troya Montoya Carlos

Lcda. Rosario Mayorga
English Teacher of 1st grade BGU

Msc. Zoila Ochoa
Rector of "República de Francia"

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS YLINGÜÍSTICA

EVIDENCE - PHOTOGRAPHS

Source: Application to the data collection instruments to students of 1st grade from BGU of "República de Francia" high school. **Authors:** Montalván Ortiz Diana and Troya Montoya Carlos

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS YLINGÜÍSTICA

EVIDENCE - PHOTOGRAPHS

Source: Application to the data collection instruments to students of 1st grade from BGU of "República de Francia" high school.   **Authors:** Montalván Ortiz Diana and Troya Montoya Carlos

ANNEXED III RESEARCH INSTRUMENTS

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA.

OBSERVATION GUIDE

High school: "República de Francia"

Course: 1st grade from BGU

Room: Ciencias

Sample: 28

Objective: Identify the methods and techniques used to improve reading skills in the 1st grade from BGU at the "República de Francia" high school.

	SI	NO
The activities are related to informative and communicative technology (ICTs).		
The teacher uses educational platforms for reading.		
Students respond favorably to learning with technology.		
Technology interacts with the student environment.		
The teacher performs pre-reading activities.		
Students participate actively in reading activities.		
The students are enthusiastic about the class.		
The teacher encourages reading exercises.		
The reading techniques are applied correctly.		
Motivational strategies are applied in the warm-up of the English class.		
The texts are updated.		
The teacher uses appropriate teaching materials for the readings.		

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OBSERVATION GUIDE

High school: "República de Francia"

Course: 1st grade from BGU

Room: Ciencias

Sample: 28

Objective: Identify the methods and techniques used to improve reading skills in the 1st grade from BGU at the "República de Francia" high school.

	Si	No
The activities are related to informative and communicative technology (ICTs).		X
The teacher uses educational platforms for reading.		X
Students respond favorably to learning with technology.	X	
Technology interacts with the student environment.	X	
The teacher performs pre-reading activities.		X
Students participate actively in reading activities.		X
The students are enthusiastic about the class.		X
The teacher encourages reading exercises.	X	
The reading techniques are applied correctly.	X	
Motivational strategies are applied in the warm-up of the English class.		X
The texts are updated.	X	
The teacher uses appropriate teaching materials for the readings.		X

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SURVEY

High school: "República de Francia" High School

Teacher: Lcda. Rosario Mayorga

Course: 1st grade from BGU

Objective: To assess the motivation strategies used by the teacher to reinforce and generate teaching tools that improve student learning through the reading practice.

No.	Questions
1	How long have you been working as an English teacher?
2	How do you rate the English level in students of 1st grade from BGU at the "República de Francia" high school?
3	What reading methods do you practice with your students?
4	What kind of didactic activities do you use with your students during reading practices?
5	In your opinion, what is the greatest difficulty for your students in English reading practices?
6	Do you know about the use of informative and communicative technology to improve reading skills?
7	According to your experience, what are the main aspects that should be taken into consideration to promote reading?
8	What difficulties have you had in reading practices with your students?
9	What is the student environment in your class?
10	What kind of activities do you think would motivate your students?

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SURVEY

1. - How long have you been working as an English teacher?
_____

2. - How do you rate the English level in students of 1st grade from BGU at the "República de Francia" high school?
_____
_____

3. - What reading methods do you practice with your students?
_____
_____

4. - What kind of didactic activities do you use with your students during reading practices?
_____
_____

5. - In your opinion, what is the greatest difficulty for your students in English reading practices?
_____
_____

6. - Do you know about the use of informative and communicative technology to improve reading skills?
_____

7. - According to your experience, what are the main aspects that should be taken into consideration to promote reading?
_____
_____

8. - What difficulties have you had in reading practices with your students?
_____
_____

9. - What is the student environment in your class?
_____
_____

10. - What kind of activities do you think would motivate your students?
_____
_____

1. - How long have you been working as an English teacher?

I have around seven years as English teacher. I work here since 2017

2. - How do you rate the English level in students of 1st grade from BGU at the "República de Francia" high school?

According to the European thearetical reference framework, the students are in an A1.2 level. Bad pronunciation has been improved with reading exercises.

3. - What reading methods do you practice with your students?

Traditional methods such as questions and answers

4. - What kind of didactic activities do you use with your students during reading practices?

the students come to the front and practice the reading and comment in class.

5. - In your opinion, what is the greatest difficulty for your students in English reading practices?

The students don't have self-confidence, they don't effort to learn.

6. - Do you know about the use of informative and communicative technology to improve reading skills?

I have a slight information, the high school doesn't have a technology room dedicate to English language.

7. - According to your experience, what are the main aspects that should be taken into consideration to promote reading?

The reading must be dynamic and an understandable vocabulary so the students will get a better lexicon.

8. - What difficulties have you had in reading practices with your students?

The students are afraid of making mistakes and being moked.

9. - What is the student environment in your class?

It's a good environment.

10. - What kind of activities do you think would motivate your students?

A new way of learning in reading as the platform will create curiosity in students and the participation will be effective.

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SURVEY

High school: "República de Francia"
Course: 1st grade from BGU
Room: Ciencias
Sample: 28
Objective: Determine the needs of students in relation to improve the reading skills in the students of 1st grade from BGU at the "República de Francia" High School.
(Check the box according to the scale)

1	Strongly Disagree
2	In disagreement
3	Neither agree nor disagree
4	Agree
5	Strongly agree

1 2 3 4 5

		1	2	3	4	5
1	I like to learn English using educational technology.					
2	I consider important the use of information and communication technology improves the learning of a foreign language.					
3	I identify with the reading platforms to learn English.					
4	I feel motivated to interact with my classmates within the reading platform.					

5	I understand easily the readings developed in classes.					
6	I am easily distracted during English reading exercises.					
7	I like English reading.					
8	I like activities about reading because they are different from the daily routine.					

9	I like the didactic material used for the development of English classes.					
10	I feel motivated at the beginning, during and after reading activity.					
11	I identify with the contents of the reading in the class activities.					
12	It is easy for me to understand the main ideas in the English text.					

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SURVEY

(Check the box according to the scale)

1	Strongly Disagree
2	In disagreement
3	Neither agree nor disagree
4	Agree
5	Strongly agree

		1	2	3	4	5
1	I like to learn English using educational technology.					X
2	I consider important the use of information and communication technology improves the learning of a foreign language.					X
3	I identify with the reading platforms to learn English.			X		
4	I feel motivated to interact with my classmates within the reading platform.					X
5	I understand easily the readings developed in classes.	X				
6	I am easily distracted during English reading exercises.		X			
7	I like English reading.		X			
8	I like activities about reading because they are different from the daily routine.			X		
9	I like the didactic material used for the development of English classes.			X		
10	I feel motivated at the beginning, during and after reading activity.			X		
11	I identify with the contents of the reading in the class activities.			X		
12	It is easy for me to understand the main ideas in the English text.	X				

ANNEXED IV

REPOSITORIO

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UNIDAD DE TITULACIÓN

RESUMEN/ABSTRACT:

When collecting data through observation, the researchers found some problems associated with English language learning through ITCs in adolescents within the classroom practices during the development of the English class. The students' abilities to transmit their ideas in English are limited and this is the main aspects that causes problems in the students causing a low participation in the classes. It was also observed that knowledge favors active participation and improves class development.

The role about the teacher is a very important factor to achieve the objective and subjective learning of the students, it turns out; in the vast majority of cases, the behavior, motivation, initiative and correct attitude of the student depend on the attitude, methodology and strategies used by the teacher at the time of teaching.

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FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

TÍTULO Y SUBTÍTULO:	- DISEÑO DE UNA PLATAFORMA INTERCATIVA PARA APLICAR AL ADOLESCENTE DE CATORCE A DIECISIETE AÑOS PARA MEJORAR LAS HABILIDADES DE LECTURA.
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MAESTRÍA/ESPECIALIDAD:	LENGUAS Y LINGUÍSTICA INGLESA
GRADO OBTENIDO:	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN LENGUAS Y LINGÜÍSTICA
FECHA DE PUBLICACIÓN:	**No. DE PÁGINAS:**
ÁREAS TEMÁTICAS:	Enseñanza de la lengua inglesa.
PALABRAS CLAVES/ KEYWORDS:	ITCs, aprendizaje, adolecentes, plataforma

RESUMEN/ABSTRACT:

Al recopilar datos a través de la observación, los investigadores encontraron algunos problemas asociados al aprendizaje de la lengua inglesa mediante los ITCs en adolecentes dentro de las prácticas del aula durante el desarrollo de la clase de inglés. Las habilidades del alumno para transmitir sus ideas en inglés son limitadas y este es uno de los aspectos principales que causa problemas en los alumnos provocando una baja participación en las clases. También se observó que el conocimiento favorece a la participación activa y mejora el desarrollo de la clase.

El papel del maestro es un factor muy importante para lograr el aprendizaje objetivo y subjetivo de los estudiantes, resulta; En la gran mayoría de los casos, el comportamiento, la motivación, la iniciativa y la actitud correcta del alumno dependen de la actitud, la metodología y las estrategias utilizadas por el profesor a la hora de impartir sus clases.

ADJUNTO PDF:	☒ SI	☐ NO
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