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EDUCATION SCHOOL OF LANGUAGES Y LINGUISTICS**

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TOPIC:

**“THE INFLUENCE OF READING CIRCLES FOR DEVELOPING
READING COMPREHENSION IN ONLINE CLASSES”**

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DEDICATION

I dedicate all my effort put into this educational project to God, to my family
for giving me encouragement and energy to continue.

Domenica Robles Lucio

DEDICATION

I dedicate this thesis to my Family and the special person who has supported me during my career and this final process.

Danny Alcívar Macías

ACKNOWLEDGEMENT

I thank God for guiding me and being with me in every difficult moment. To my family, for being aware of me and everything I needed to finish my goal. To my close friends, for making me smile and helping me see life easier. To my teachers, for helping me grow professionally and teaching me everything I need to continue with my vocation as an English teacher.

Doménica Robles Lucio

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Danny Alcívar Macías

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ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (ESPAÑOL)

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

“LA INFLUENCIA DE LOS CIRCULOS LECTORES PARA EL DESARROLLO DE LA
LECTURA COMPRENSIVA EN LAS CLASES EN LINEA”

Autores: Robles Lucio Doménica Cristina - Alcívar Macías Danny Paúl

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RESUMEN

El objetivo del presente estudio es analizar la influencia de los círculos de lectura en el desarrollo de la comprensión lectora en las clases en línea en la Unidad educativa Ileana Espinel Cedeño, a través de una investigación bibliográfica para diseñar una guía didáctica con material de lectura atractivo para estudiantes de nivel A2.1.

La investigación que se ha desarrollado es de tipo mixta ya que se utiliza la metodología cuantitativa y la metodología cualitativa, realizado con una muestra de cuarenta y un estudiantes en la institución educativa. Como técnicas principales se utilizó la entrevista, encuesta y observación para así poder precisar la situación en la que se encuentra el problema. Luego de obtener los datos se direccionó a realizar una guía didáctica que incluyen lecturas donde cada sección, contiene actividades correspondientes a la mejora de la comprensión lectora mediante la implementación de los círculos lectores.

Palabras Claves: Círculos lectores, Lectura comprensiva, Instrumentos de investigación.



ANEXO XIV.- RESUMEN DEL TRABAJO DE TITULACIÓN (INGLÉS)

FACULTA DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

“THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES”

Authors: Doménica Cristina Robles Lucio - Danny Paúl Alcívar Macías

Advisor: MSc. Galo Rafael Donoso Noboa

ABSTRACT

The objective of this study is to analyze the influence of reading circles on the development of reading comprehension in online classes at the Ileana Espinel Cedeño Educational Unit, through bibliographic research to design a didactic guide with attractive reading material for A2.1 level students.

The research that has been developed is a mixed type since it uses the quantitative methodology and the qualitative methodology, carried out with a sample of forty-one students in the educational institution. The main techniques used were the interview, survey and observation in order to specify the situation in which the problem is found. After obtaining the data, he was directed to make a didactic guide that includes readings where each section contains activities corresponding to the improvement of reading comprehension through the implementation of reading circles.

Keywords: Reading circles, Reading comprehension, Instruments of investigation.

INTRODUCTION

This educational research project is based on the reading comprehension problem presented by students in the tenth year of basic education at the "Ileana Espinel Cedeño" High school. It was observed that students do not pay attention to what they are reading, they only do it to comply with the asynchronous assignment. Having as a consequence the lack of reading comprehension within the readings in the online classes.

For finding a viable solution and causes of this problem, articles and current literature were reviewed for enriching the information related to the two variables of the investigation which are: reading circle as the independent variable and reading comprehension as the dependent variable. These theories provided a better understanding of the conflict situation and supported the relevance of the performance of the present thesis project that would help not only the students and teacher from the group studied but also every classroom with similar necessities.

In addition, researchers designed instruments for collecting data related to Reading skills which corroborated the existence of a deficiency in comprehension and their basic production with activities that improve their reading comprehension, consequently making students not produce according to their level. In order to find a solution that could help students' reading improvement, The reading circles strategy is considerate the best option for developing reading addressed to the A2.1 level for encouraging students to practice their reading comprehension during online classes.

CHAPTER 1

This chapter refers to the statement of the research problem, all quality revolves around the problem detected within the classroom of the 10th year of basic general education in Unidad Educativa Ileana Espinel Cedeño. Likewise, how we obtained the general and specific objectives that helped us to focus on our problems.

CHAPTER 2

This chapter is based on all the valuable information detected as an aid for the two variables, we start with the background in which we base ourselves on research projects done previously, likewise we talked about the legal framework and how it influences the project research. We also talked about the contextual framework in which our research field was investigated more thoroughly, in this case, was Unidad Educativa Ileana Espinel Cedeño.

CHAPTER 3

This chapter refers to all the data that we have collected and everything that helped us to detect the problem of the investigation, 3 techniques were used such as the observation of the class, the interview with the teacher and the director, and the student survey. Getting results by means of a data tabulation, so that it allows us to use our proposal.

CHAPTER 4

This chapter refers to the proposal and its influence, in this case, we get an introduction to the proposal and its own general and specific objectives. In this chapter, we can use everything previously obtained as a result of interviews and surveys for the benefit of teachers and students.

CHAPTER I

THE PROBLEM

1.1. CONTEXT OF THE INVESTIGATION

This project was carried out in the tenth Grade of general basic education from the public High school “Ileana Espinel Cedeño” during the 2021-2022. Based on the observation of the researchers of this project, students have trouble performing their reading comprehension when the teacher do not obtain the principal ideas of what is being read of the reading material, articles, stories previously sent to read. This occurs when students do not have interest in understanding what they read, either because they do not like it, or they do it to fulfill an asynchronous assignment. According to the students’ responses, it seems they do not have a good reading habit, they must carry out an activity that draws their attention and, in these ways, they have more interest in understanding what they read.

According to the National Curriculum Guidelines English as a foreign language by the ministry of education, the Tenth Grade General Basic Education, students are level A2.1, also known as A2 by the common European framework of reference, consequently it means that they are consider basic users. The objectives that students must achieve by the end of the school year, must be able to read simple texts such as advertisements and letters, transfer information to graphics to improve understanding, use reference words to keep track of ideas and constant use the dictionary (Llumiyinga Pullupaxi, 2012).

However, tenth grade General basic education students do not perform the required objectives within the national curriculum Guideline, for this reason as Researchers observe the following external manifestations:

- Low interest or lack of motivation to read.
- Poor comprehension of the texts (the little handling of main and secondary ideas in the readings in synchronous classes)
- Few arguments or analysis from students
- These external manifestations allow us to show that there is a conflict situation resulting in our independent variable of this research, which is the reading circle.

1.2. FORMULATION OF THE PROBLEM

How does the technique of reading circles influence the reading comprehension of the tenth year General Basic Education Students of “Ileana Espinel Cedeño” high school in the 2021-2022 school year?

1.3. OBJETIVES OF INVESTIGATION

1.3.1 GENERAL OBJECTIVE

- Determine the influence of reading circles on the development of reading comprehension in online classes, through bibliographic research to design a didactic guide with engaging reading material for A2.1 level students.

1.3.2 SPECIFIC OBJECTIVES

- Assess the reading circle technique through bibliographical and statistical field research.
- Characterize reading comprehension through field, bibliographic and statistical research.
- Evaluate the theoretical and empirical data obtained for the design of e-book engaging material for Reading circle.

1.4. RESEARCH QUESTIONS

- What is the current situation of the tenth grade of General Basic Education students at the “Ileana Espinel Cedeño” High School, in the 2021-2022 school year with regarding to the development of reading comprehension in English?
- What are the causes that influence the structuring of reading circles in online classes?
- How does the reading circle technique influence the development of reading comprehension?
- What are the theoretical bases that guide the development of reading skill?
- Will the design of a didactic guide for the correct development of reading circles allow to improve reading comprehension?

1.5. JUSTIFICATION

According to (Babbel Magazine, 2021) English is one of the most essential components for students, whether at school or university level, that will help them in their professional future. Since, English is the third most widely spoken language worldwide, with approximately 360 million first language speakers and another 500 million getting it as a second language. It is considered the official language in different areas. As a result, their learning and development allow us to achieve important opportunities, mainly in professional aspects.

This Universal language has four essential macro skills: Listening, speaking, writing, and reading. The skill that it is going to focus on, is Reading, as a consequence the researchers have realized the deficit that exist in reading comprehension with students of the tenth grade of General Basic Education students at the “Ileana Espinel Cedeño” High School.

This research project is important and relevant because reading development in online English classes can make students use their reading comprehension skills to communicate ideas and acquire new vocabulary words. For this reason, tenth grade general basic education

teachers should take advantage of online classes to optimize learning and get them focused while in the comfort of their own home. The use of reading circles will influence the teaching-learning process by improving the performance of productive and receptive skills, resulting in school performance.

The corresponding level according to the national English language curriculum for students in the 10th year of basic education is level A2.1 and according to the common European frame of reference is Basic level A2. Through this point, students must understand basic texts, brainstorm, and answer questions according to the readings.

CHAPTER II

THEORICAL FRAMEWORK

2.1. BACKGROUND OF THE INVESTIGACION

According to Alarcon Velasquez & Balseca, (2020) in their conclusions about reading circle, teachers are the main agents to carry out this technique, since they must organize the classroom and adapt them for the new activity, recognizing their weaknesses and strengths within reading comprehension. According to this, they must assess how much it benefits the students.

In its conclusions Sriwisan, (2020) about her project, it is based on the development of multicultural competence through reading circles, thus giving students to associate in a multicultural way while reading more about different cultures and societies, giving a favorable result, since students immerse themselves in reading giving a suitable and fast comprehension.

Also, Zambrano Aviles & García Vera, (2018) said that the reading skill involves many aspects as the activities that the teacher performances in class with the students, they are an important function in order to have students that understand what they read at that ability could be evaluated with different kind of activities where the students need to use their senses and open their minds for understanding.

Reading is an important part of learning a foreign language because it helps you develop other related skills such as grammar, vocabulary, and writing. Reading allows language learners to discover topics that interest them and stories that interest them. (Bostock, 2020)

Reading comprehension involves having students, as they read, identify the main idea in the text and put the idea in their own words. Students must classify information to determine what information is important and what is not. They take the most important information and express it in

their own words and use as few words as possible to explain the text. This strategy should not be performed only at the end of the school term. Instead, students should be taught to summarize throughout their learning. (Brandon, 2021)

Reading is a process that develops from practice, there are certain aspects of reading such as word recognition and fluency that can be acquired over the years. These aspects can be mastered and emphasized through reading comprehension. Since students can repeat and read words over and over again, they must nevertheless have the necessary reading comprehension skills to be able to relate it to their own prior experience or knowledge. (K12Reader , 2018)

2.2. THEORETICAL-CONCEPTUAL FRAMEWORK

2.2.1. READING COMPREHENSION

According to Kirby, (2007) Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of an input text. Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop naturally with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction.

According to Grabe & Stoller, (2020) Reading comprehension when performed by a skilled and fluent reader requires an almost automatic and instantaneous process of the words to form a meaning, either general or specific, of the main ideas of the reading.

Fluent readers often take these skills for granted because they usually occur automatically; that is, they make use of these skills without thinking much about them if they are fluent readers.

On the other hand, according to Echeverri Acosta & McNulty Ferri, (2010), Reading comprehension is not achieved automatically, but also the support materials help students to be motivated and to be guided in

the reading process. Based on their studies, students reported in both reading lessons that the strategies and materials used in class helped them improve their comprehension. The students perceived that they understood the readings better, were inspired, and had developed their thinking.

2.2.2 READING PROCESS

Based on Beers, (2000) Reading may be a process that has three phases: before reading, during reading, and after reading. In the before-reading phase, the reader establishes in his or her mind a purpose and an idea for reading. The reader will give some thought to the aim of reading and about his or her prior knowledge. this might occur during short pauses taken while reading.

Finally, the after-reading phase of the method occurs when the reader finishes reading the transcription. The reader takes time to give some thought to what he or she knew before the reading and what he or she learned or connected with during the reading, then he or she links this information together to create new knowledge. Throughout the reading process, but specifically within the during-reading phase, reading strategies are often useful to improve comprehension.

Besides that, Hughes, (2017) mention that the reading process is an interaction between the reader, the text, and the purposes for which it is going to be read, which are previously adapted to the knowledge and previous experiences that the reader has, such as fluency, writing and the linguistic community. of the reader situated in a social and cultural way.

Based on Smith, (1998) Those who are gifted as readers are those who understand the reading processes and consciously control them. This control of the reading process is known as knowing about knowing or metacognition. Some students do not understand the text but still continue to read which can have consequences later on. Likewise, readers are poor when they focus on the events that occur in reading, while readers are

good when they try to assimilate small details and have a broader cognitive pattern.

2.2.3. ELEMENTS OF READING COMPREHENSION

2.2.3.1 TEXT

According to Sweetland, (2021) They are printed, or handwritten scriptures used for reading. The standard print or copy product maybe one page. Tactics pages for speaking in various pieces of literature: articles, newspapers, magazines, stories, books, and electronic files, all recorded with different types of media.

Henao Álvarez & Ramírez Salazar, (2007) Mention that the text can currently be found digitally or in print. The text should capture the attention of the person who is reading it and should even try to relate to the reader and her personal experiences. Indeed, the reader's decisions and choices can be recorded as the book progresses, as it gives it meaning.

2.2.3.2. READER

According to Sweetland, (2021) The reader will be able to catch the message when she executes the skills for correct understanding, such as attention, retention of information, visualization, imagining, motivating herself, establishing patterns and goals. It takes a so-called active reader to be able to have all these qualities and also develop others such as self-efficacy, vocabulary, knowledge of the subject, linguistic skills due to the correct acquisition of vocabulary to communicate fluently, as well as understand the genres, elements of the story, and understanding of use in different media.

According to Cerrillo, (2016) Being a reader is not just knowing how to read, that is, knowing the mechanisms that make it possible to join letters in syllables, these in words, and words inserted correctly in sentences, it is not even knowing the most elementary grammar rules. With all this, they will know how to read, but they will not be readers: people become readers

when they are able to explore and decipher a written text associating it with their own experiences.

The key according to Fernández, (2002) to achieving this is, as on so many other occasions, in society as a whole, which in the moments they live in is a society that fosters tranquility, superficiality and an incomprehensible pragmatism, despising difficulty, effort, criticism or own thought. Since classical antiquity, the reader comes to us as a listener and even a spectator or actor, and above all as a producer of what is written, as the one who deciphers and interprets. Is a consequence of this way of understanding the realization of what is written. It imitates oral discourse, understood as a continuous and it is necessary to know how to interpret what appears before the eyes in such a way that learning to read was linked to that of oratory.

The reader interprets the text for the listeners, and to that extent he is the author as well. Orality encourages, again, the difficult balance of the one who creates by reading. It is a unique, unrepeatable act, as in oral communication, with the difference that the score, what is written, does not change, or at least it is the necessary reference.

2.2.3.3. CONTEXT

According to MasterClass, (2020), the context is what helps us to decode the message and make the most sense. It can be a novel, short stories or it can simply be a letter, this writing cannot be interpreted without the help of the different contextual factors provided by the author. Therefore, it is relevant that the writer knows what his context is and how to use it in his own writing process.

Teachers recognize the process of understanding during the context most of the motivation for reading and thus create new reading patterns and habits for life, However, there are times when it is specifically required to use strategic activities and thus facilitate the development and learning to enhance each of the abilities and great desire of students to read. (Sweetland, 2021)

Besides that, González, (2018) The context is a communication system, which goes together with the circumstances that accompany the communication. It refers to the various factors that take time and place from what is read.

Generally, Pimat, (2015) how a text is read will depend on the context is used. Text and context are so closely linked that only a full identification between the two (impossible in principle) will allow, to correctly decode a text. Naturally, the greater the complexity of the text, the greater the complexity of the context, the proportionality is direct. And the greater the decoding difficulty. In any case, all of the above would be a simple theoretical excuse to say something that everyone knows: each reading is unique and the deciphering of the enigma that each book involves depends on the skills of the reader. And if the text is complex enough, they will never fully decipher it.

2.2.3.4. ACTIVITY

According to Anwer, (2019) The interaction between the student and the teacher is relevant since it plays an important role for their learning. Teaching through cooperation between the two can broaden the horizon of the student's criteria, especially when the student has to lead a discussion or develop some reflection, which is the case that occurs when the student reads, since the student must show their point of view, extract the main idea of a text and answer questions. The activity is important not only for the relationship between teacher and student, but also for further acquisition of knowledge.

When students learn to read, games or activities should be incorporated to reinforce what has been read and strengthen reading comprehension.

These activities can be in different ways such as: form debates, practice in small groups or make a virtual library. (95 Percent Group Inc, 2017)

Among the activities according to Campos, (2020), may be the following:

Student-to-student conversation. This activity promotes the integration of students through ideas about the text, as you talk with your partner and clarify parts that may not have been understood, resulting in a correct understanding of the text.

Scan a text to get specific information. This is based on quickly reading all the text to find specific information, practically the scan is carried out in various stages of our lives such as when you search for your favorite series on Netflix or you look at the phone number of your friend in your list of contacts.

Take a short quiz. This is the most basic and traditional way of evaluating students after they have read, however it is the most precise and technical way to know who really understood the text correctly and who did not. Platforms such as Quizziz, Google Forms or more tools of your choice can be used online.

2.2.3. STAGE OF READING COMPREHENSION

2.2.3.1 PRE-READING

According to UT Austin, (2021) mention that pre reading is relevant to create an idea of what they are going to read. With the cover they can realize what the book is going to be about or what genre it may be. Even with that, you can brainstorm ideas so that everyone engages in reading and catches their attention.

Also, about Burnell, Babin, Pesznecker, Rosevear, & Wood, (2021) Sometimes they will find a brief biography about the author at the start or end of a text. They will always Google them to see for more details. Ideally, the author should be an acknowledged expert on the topic or should have degrees, training, or credentials that make them an expert.

Skim through the article, searching for headings. Headings, if present, will often offer you clues on the text's content also as showing you ways the topic has been divided into sections. Images and their captions will often offer you valuable information about the subject.

If working with an e-text, you'll also find embedded web links. Follow these: they'll often lead you to resources that will facilitate your better understanding of the article.

At this stage according to Hughes, (2017) , the cover is examined, either the illustration or the title of the book. A student may be asked to make a prediction of the book based on the illustrations or little things found inside the book. Since usually the cover is not very useful to give a clue to the subject. To do a good pre-reading it is necessary to provide a short summary of the book.

2.2.3.2. WHILE READING

According to Campos, (2020) It is a stage in which students are already reading the text and begin to understand and immerse themselves in the plot of the book. And see if it really agrees with what was previously seen in the first point of the reading. The objective of this stage is for students to understand what they read as if they were reading it in their first language, confirm those predictions previously made, collect, and organize the information.

Likewise, Toprak & Almacioğlu, (2009) said that Reading while reading is how students help each other to develop different types of reading strategies, likewise improve their command of the foreign language and learn to decode texts that are difficult to understand. However, the teacher is the one who must identify the different strategies that must correspond to each student and offer a variety of guided reading activities.

Mention that Cahya Ekaningrum , (2017) says that Activities during reading are often defined as those activities in reading. Its purpose is to make the activities make students have clear ideas of what is being read by making them active, flexible and reflective readers.

2.2.3.3. POST READING

According to Mills, (2017) post-reading strategies help students verify what they have learned throughout reading and in turn can summarize it.

Since the compression and organization of ideas makes them perform good reading comprehension.

Besides that, Sweetland, (2021) this is known as the final stage of reading, now is the time when you fully understand reading and where students can answer questions about reading. Here is the stage to recapitulate, to review and to reinforce that knowledge that they have acquired throughout the reading as vocabulary.

The major goal of the post-reading step is to ensure that the content has been understood correctly. Students are frequently required to read a selection and they are never allowed to discuss what they have read. You may help students derive meaning from what they've read and correct any misunderstandings they may have had by using easy post-reading procedures.

Post-reading activities Wahjudi, (2010) are also important so that students can reinforce what they did not know before using reading. Because now they enjoy knowing new vocabulary, new sentences structures and even our idiomatic expressions on a certain topic.

2.2.4. READING MODELS

2.2.4.1 THE BOTTOM-UP MODEL

According to PourhoseinGilakjani, (2016) The most focus of this model is that the smaller units of a text like letters, words, phrases, and sentences. The reader reads all the words during a phrase, or a sentence before understanding it. This model starts with decoding the littlest linguistic units, particularly phonemes, graphemes, and words, then makes meaning from the littlest to the most important units. The reader uses their background to the knowledge that they find within the texts. There are some difficulties with this model. one among the drawbacks is that the reader is successful in reading comprehension.

When people decipher the linguistic units and understands the connection between words. The reader is not ready to confine them memory of the

meaning of each word. the opposite difficulty is that it is impossible to attach one word to the opposite words.

Besides that, Cahya Ekaningrum , (2017) The bottom-up process is considered a basic-level reading process. Since this process places emphasis on readers who build their reading process from the details and structures that exist within a text, Grabe & Stoller, Teaching and Researching Reading, (2019) stated that some readers use this procedure to create a literal piece-by-piece translation of the text.

2.2.4.2. TOP-DOWN MODEL

According to Liu, (2010) The top-down reading model is an approach that emphasizes what the reader contributes to the text, it maintains that the reading is driven by the meaning and origin of its entirety. It is also known as the concept-based model.

Besides that, Dobbs, (2020) said that the top-down reading model is predicated on the philosophy that the brain and reader are at the middle of understanding and succeeding. This method argues that readers bring an understanding to the print, not print to the reader. In other words, the experiences a reader has help him or her to read, decode, and add up of text. Top-down models ask readers to construct meaning from text; this data is formed from the full text to a part of words. This model does not specialize in phonics and decoding, but instead, allows children opportunities to read 'real' books and add up of them. Finally, the top-down method utilizes making sense of grammar and text clues to work out unknown words.

It is a theory or traditional teaching model for reading, it is effective. Top-down reading is designed to show students how to read using their brains and not the words displayed on the page. It sounds confusing but it really is for them to learn to understand the text, to give an idea of it, prior to reading. (Friedman, 2019)

Also, Top-down reading emphasizes the student's commitment to the text. It should be noted that it is not simply that they know the word that they can see, but it is essential that they understand its meaning and its pronunciation aloud. The goal of this technique is to make students active readers. Since with this they have a greater capacity to develop reading comprehension and in turn acquire the greatest amount of vocabulary, achieving the ability to obtain logical and abstract thinking. (Calle Méndez & Lalvay Llivigañay, 2017)

2.2.5. READING OBJECTIVE

According to Solé, (1992) The objectives vary depending on the reader and there are various situations and times. It is for this reason that the order that they will put next is in a general way in teaching situations.

In fact, Scott & Saaiman, (2016) said that reading is the essence of all formal education, since without proper literacy no one could advance their learning, it is much more than just being able to read or write. Reading is making sense of a text and finding the goal of what is read.

This is often far and away from the goal for which reading is employed in classrooms. it is during this way that teachers can know the extent of comprehension of scholars. it is usually asked (Solé, 1992).

According to Lebedev, (2008) The English teacher should aim for the four basic skills approaches. In this case, she must be able to differentiate one from the other, in the case of reading, the main objectives are:

Read to reinforce the skills. In the same way that compositions, oral dialogues, and listening activities do, reading can put many things into practice, including grammatical structures, lexical elements, and pronunciation. It also offers reading models.

2.2.6. TYPES OF READING

- LITERAL READING COMPREHENSION

According to Meléndez Jara, (2007) The function of this reading is to obtain a literal meaning from the writing, which implies recognizing and remembering the facts, as they appear, expressed in the reading. It is typical of the primary years of education, at the beginning of the formal learning of reading. And once the essential decoding skills are acquired that allow the scholar to read fluently.

Literal understanding is one that expresses facts based on the text and understands only the information in the text. It is known as the most basic level of reading comprehension since it does not involve thinking beyond what is written. Skills such as keywords, speed reading, and scanning can be used here. (Jabsky, 2020)

- INFERENTIAL READING COMPREHENSION

According to NSW Government, (2020) Inferential understanding is capable of processing all written information and understanding the meaning of the text. This inferential understanding is used to determine the deeper meanings of what is not explicitly seen. That is why inferential understanding requires readers to use ideas, interpret what is being read, evaluate the information, and draw their respective conclusions.

This level gives the reader a rather deeper and broader understanding of the ideas that have been read. Requires an attribution of meanings relating them to personal experiences and prior knowledge that the reader has about the text. (Solé, 1992)

- CRITICAL READING COMPREHENSION

According to Cervantes Castro, Pérez Salas, & Analís Cortina , (2017) This level is considered the perfect, since in it the reader is capable of creating judgments about the text read, accepting or rejecting it, but with arguments. Critical reading has an evaluative character, during which the

training of the reader, their criteria and knowledge of what is read intervenes.

In the opinion of Jordán Jordán, (2018) The main beneficiaries of critical thinking are students and teachers. Since it allows clear and systematic thinking so that students can express their ideas and logical structure through texts and readings. Critical thinking is the main agent to develop the understanding of the text since the thought plays a crucial role in the creation of new ideas, selecting those ideas that are better and modifying them if necessary. Thus, promoting literature and teaching strategy in students, even members of the educational community.

Critical thinking is interrelated with high-level skills that require analysis, synthesis and evaluation, these are classified as high-level skills. While the low-level are those associated with understanding and application. (Koray & Çetinkılıç, 2020)

- THE METACOMPRESSION

According to Meléndez Jara, (2007) reading metacomprehension is known ergo the comprehension control skills through the analysis of the conditions and symptoms that trigger the failure or deficiency, also because the skills to remedy it.

For the study of metacognition Soto, Gutierrez de Blume, Aín , Jacovina, & Vásquez, (2017) said that, how to measure each of its components is a crucial challenge. Several questions arise through this challenge, especially when investigating how skills, knowledge and strategies influence the entire process of reading comprehension. Metacomprehension must be aware of issues of how the understanding of a text influences from the reader's point of view, how metacognition is associated and makes a difference in how much these metacognitive strategies are put into practice and which are the most appropriate.

2.2.7. READING CIRCLES

According to Campbell Hill, (2007) , reading circles are based on bringing students together in small groups to discuss and inquire about a literary piece. Likewise, Buttiler, (2016) said to within the reading circles, students may have different roles that help them to analyze and thus become involved in reading and carry out reflection and critical thinking processes. That is why, also, the different roles that exist within the reading circles must be exchanged each time they meet, because as the reading progresses, the students have the possibility of getting involved in all the roles within the reading and thus have a good reading comprehension and active participation.

2.2.8. PROCEDURES FOR IMPLEMENTING LITERATURE CIRCLES

2.2.8.1. READING MATERIAL SELECTION

According to Chia-Hui, (2002), The text should be understandable for the students and for their different abilities and interests. The linguistic needs and abilities of the students should also be reflected. Likewise, it must address issues of importance to the lives of the students. Do not forget to include the discussion, provoking the thought and the wise discussion of the students.

Otherwise, Jiménez Arias , (2007) mentions that it is quite possible for a reader to understand every word in a passage, without really understanding the meaning of it. Therefore, the role of the teacher is to think about the students' backgrounds when selecting the appropriate reading material. This does not preclude the use of different texts, and it is the responsibility of the academic to provide them with the necessary knowledge to understand the texts. The planned activities are particularly useful for this purpose.

2.2.8.2. COMMUNITY BUILDING

According to Chase & Pheifer, (2003) For the reading circles it is important that everyone can understand each other and, above all, that there is the same number of members in each group, so that everyone has the opportunity to be active participants. Gender equity, according to, is also important for boys and girls to interact at the same time. Regardless of the topic to be discussed

The fundamental part of reading circles is having the ability to create a community in the classroom so that students and teachers can enrich themselves in knowledge so that everyone can learn. Remembering that the teacher must feed unknown words, he must answer the questions and always give feedback to each reading group. Also select interesting topics for discussion. And last but not least, try to make sure that all your reading circles get along and there is no conflict that interferes with your work. (Chia-Hui, 2002)

In addition, the community raises relationships between individuals during which there are processes of empowerment, participation, and reciprocal satisfaction, while people have a lively role within the links they establish, and their development is fed back from the interactions produced. (Ramos Vidal, Holgado Ramos, & Maya Jariego , 2014)

2.2.8.3. PREPARATION FOR THE DISCUSSION

According to Daly, (2005) classroom discussions, although they can be one of the most rewarding teaching experiences, it is also one of the most challenging and complicated. But, for the preparation according to Chia-Hui, (2002), it is necessary that the students resemble the text they are reading and distribute their roles in order to fulfill the discussion gratifyingly.

2.2.8.3.1. SUMMARIZER

Furr, (2004) mentions that in his experience, recommends that the summary is a short work, which should not take long and should be one of the first to be done since it is the one that contains the plot of the story and thus helps the other roles to remember part of it. The person in charge of this role must make a summary of all the pages of the text that they agreed to read. This in order to retake that part of the story and thus achieve a better understanding.

He should be ready to read his summary out loud and explain it to the rest of his members.

2.2.8.3.2. VOCABULARY ENRICHER

According to Furr, (2004), Unlike the other roles such as the summarizer or group discussion, there is the vocabulary and enricher work that focuses on short sentences or simple words. The VE job is to read a little more closely and find words that are unfamiliar, striking or even curious

The role of this group member, as its name says, should be a vocabulary enrichment since it tries to be attentive to each new or unknown word within the pages. Before writing the meaning of the word you must guess its meaning according to the context and see if they really agree.

Also, in this part, the student must write the page and the exact paragraph where she found this information and write a sentence that includes the new word so that she can become familiar. (Alarcon Velasquez & Balseca, 2020)

2.2.8.3.3. DISCUSSION DIRECTOR

The job of the student in this role is to develop a series of relevant questions that help the group discuss the reading. These questions will help you recognize important ideas from the book. This role is based on having control of the conversation within the reading circle so that

everyone can express their opinions. This student must have leadership skills and above all good understanding of the text. The student must ask at least five questions and while her role lasts, she must also control the performance of her other members of the reading circle. (Walker, 2015)

The discussion director could ask the following sample questions (Okura Dalie, 2001):

- “What was going through your mind when you read this?”
- What are the one or two most important ideas or developments?
- What parts are still unclear to you?
- Can you predict something we might discuss the next time we meet?

2.2.8.3.4. LITERARY LUMINARY

In Mention of Mohamed & Egbert, (2015) The work of the Literary Luminary is to help the group, pointing out the most important parts so that in this way some very interesting data can be obtained from the text and thus stimulate the students' thinking.

The student who fulfills this role is the one who draws attention to those lines or phrases that give details about the text. This section focuses on things that are really interesting, funny, or even things that are ironic. (Okura Dalie, 2001)

2.2.8.3.5. CONNECTOR

This role is considered one of the most interesting since here the student who is a connector must relate those important parts of the reading with real life, or facts that are assimilated to other writers. They can even be events within the institution or its community. (Okura Dalie, 2001)

Their responsibility is to make at least five relevant connectors with your own explanation. (Walker, 2015)

2.2.8.3.6. ILLUSTRATOR

This role is for the student with the best artist skills within the reading circle. Because their job is to make a drawing that represents the entire scene they are reading. You can also use images or make a collage; however, it is better to use a drawing. (Okura Dalie, 2001)

As Elhess & Egbert, (2015) mention, the illustrator is in charge of drawing an Image related to the reading, a striking scene, and sharing it with the group; in this way, the members speculate on the meaning of the image and relate it to the text they read.

2.2.8.4. SHARING AND DISCUSSION

After everyone has read the pages that were agreed and each one has done their corresponding part for the reading circle, they should begin with the discussion of everything that has been done. Remembering that the roles that a person has will not be the only ones they will have throughout the reading circle, since week by week they have to change roles for the effectiveness of text compression.

That is why everyone as they finish a chapter of a book must communicate and explain it. You can resort to the help of the teacher; however, the objective of the reading circles is that they can function on their own and learn from other books so that they can start reading on their own. (Chia-Hui, 2002)

Mentioning what Ornelas Gutiérrez, (2007) say that participation in a Virtual Discussion Forum allows you to share reflections, searches, and findings, as well as solve problems by answering the questions that generate discussion

2.2.9. ONLINE CLASSES

Online or virtual education means the development of programs aimed at teaching and learning through the Internet. This way of learning uses communication and information technologies to allow students and teachers to interact with each other, in this way it is not necessary to share

the same space or use physical materials to acquire new knowledge.
(InGenio Learning , 2020)

In mention of EvolMind, (2021) Online classes are a digital environment where a knowledge exchange process can be carried out whose objective is to provide learning among the students of these classes.

Online classes are the new learning method acquired after the global pandemic. The virtual classes consist of two totally different sessions.

The first phase is based on the students executing video calls with the teacher in real-time. This stage is called synchronous class. The second phase is based on the fact that the students must carry out different assignments determined by the teacher or carry out some duty that will be reviewed after this phase is called asynchronous class (Tapia, 2020).

2.2.9.1. PREPARATION FOR ONLINE CLASSES

Currently, online classes can present some problems to which the students must be ready and prepared to manage them. As Herra Mosquera, (2017) mentions It is important to always have any plan B at hand so that the virtual classroom environment is carried out successfully.

It is really not only a model that involves the union between students and teachers to the platform, but it is also essential that students make a previous reading of the class that will be seen within each session. (Peña, 2020)

2.2.9.1.1. PRE-CLASS CONTENT.

According to Cabañas Valdiviezo & Ojeda Fernández, (2021) in online classes, the distribution of materials should be allowed and, in this way, make these materials available to all students in a format that serves each student.

Also, the teachers are the ones who facilitate the material to be used within the online classes such as: books, guides, videos, online texts, and documents so that students can receive feedback prior to each class

session and can be an active participant asking questions and examples. (Peña, 2020)

2.2.9.1.2. MINIMUM SYSTEM REQUIREMENTS

According to Butnaru, Brînză, Niță, & Anichiti, (2021) all mobile devices and the easy reach of the internet has changed the norm of communication as far as education is concerned. Even social networks in good use can cause positive changes in teaching methods, improving the student's interest in this learning process.

This is based on the function of the device that is going to be used, remember that we need a laptop, computer, tablet, or cell phone to make the synchronous classes effective. For this it is vitally important that they have good capacity and previous connection to the internet so that students can enter their virtual campus. (Peña, 2020)

2.2.9.2. STRUCTURE OF THE VIRTUAL CLASS

Sessions are presented in different formats so that students feel comfortable making online classes tailored to their needs. (Peña, 2020)

2.2.9.2.1. ONLINE SESSIONS

To carry out the sessions online, the teacher must agree on a specific time within the class schedule so that students can connect and ask the necessary questions for the correct understanding of the subject. In these live classes you can ask questions through the chat enabled at the time, you can even interact with colleagues who are connected at the same time and consequently they can carry out team activities. (Peña, 2020)

Mentioning Ilieva, (2018), each session that takes place should have a clear objective, concentrating on the topic at hand. You can start the session by showing the problem or topic to be addressed first, so that in this way it has a positive effect that at the end of the session it is resolved

2.2.9.2.2. RECORDED SESSIONS

All classes that have been taught live will be recorded and available to those students who could not join in time. This is done with the aim that no student is left without the necessary information to acquire a topic. Also having the advantage of consulting the recorded sessions when required, so you can study anywhere the student is. (Peña, 2020)

Despite them, recording classes can be a very good point, as Alomoto, (2020) mentions, recording classes online reduces the digital divide and technological stress for teachers and even students who have problems with their connection to the internet or some Difficulty in always accessing the necessary technological resources.

2.2.9.3. ACTIVITIES IN THE VIRTUAL CLASSROOM

According to Barbera & Badia , (2017) the activities presented in the virtual classes are not so different from what they did in the face-to-face classes. Among some of them are:

2.2.9.3.1. PRESENTATIONS OR EXHIBITIONS

These types of activities are carried out in groups, so it is necessary that they connect through a video call where they can share a screen and expose all the information previously sent. These presentations are usually done in Power Point.

2.2.9.3.2. GROUP WORKSHOPS

During class, if it is possible to divide the group of students and place them in different rooms so that they can carry out workshops and together help each other and clear up doubts. Upon returning to the main classroom, they present their results.

2.2.9.3.3. LESSONS

According to Ilieva, (2018) It is important that once you have identified some learning objectives, it is important that you plan some varied

activities for each online session. This implies and helps to get to know your students and anticipate their needs, interests, and abilities.

In this modality, pedagogical strategies are integrated in virtual classrooms. The lessons are carried out through different virtual applications to check in real time that the students are participants.

2.3. CONTEXTUAL FRAMEWORK

In mention of Ministerio de Educación, (2016) the “unidad educativa del milenio Ileana espinel Cedeño”, is located in Guayaquil, in the Tarqui parish, entering through Av. Miguel H. Alcívar, being a popular sector.

The place of the educational establishment is located in zone 8, district 6 of Guayaquil, the educational unit was inaugurated on July 26, 2017, as part of the government policy to improve the quality of public education in our country, in order to guarantee access for the school population in rural areas, excluded from educational services.

The school was inaugurated in the presence of the president of that time "Lenin Moreno", educational personnel, and teachers. Where the president introduced them and introduced them to the new educational plate for the students of that time. This school has 2 blocks with 24 classrooms: 3 blocks for Initial Education with 6 classrooms, library, Technology-Language laboratory, Physics and Chemistry laboratory, Natural Sciences, Biology, dining room-auditorium, civic patio, two multipurpose courts, among other services. The cost of the work is around five million dollars. (Ministerio de Educación, 2016)

2.4. LEGAL FRAMEWORK

According to the Republic Ecuadorian constitution, which was established in 2018, it mentions in the Article 343:

“The objective of the National education system is to develop and enhance the individual and collective capacities of the entire population. To enable the correct learning and generation of knowledge, techniques,

knowledge, arts, and culture; education must function in a dynamic, flexible, inclusive and efficient manner.”

Likewise, the article 349 says:

The state will guarantee that active teaching staff, at any level and modality, will have stability, updating, continuous training and pedagogical improvement. It is for this reason that each of the teachers must constantly innovate their pedagogical tools in order to correctly carry out the teaching-learning process.

According to the National curriculum of education for English as a second language, which together with the common European framework of reference, indicates that education students in the tenth year of basic education must reach a level A2.1 at the end of the school period, which is still considered a basic level where students must be able to:

- Read simple texts.
- Find specific and predictable information.
- Understand personal letters, brochures, menus, and schedules.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION

OF RESULTS

3.1 METHODOLOGICAL DESIGN

This research project is based on the mixed modality since the quantitative methodology and the qualitative methodology are used. The quantitative approach is used as a consequence for a numerical and statistical measurement is carried out, through surveys to obtain a detailed report of the people involved, such as students. While the qualitative approach is based on the technique of observation, because from it we can inquire, discuss and conclude on a concern that surrounds our research problem, previously in chapter II, it is a test of the qualitative approach of the present draft.

3.2 TYPES OF INVESTIGATION

The research project is classified using different criteria. According to its purpose, it is applied, since our objective is to provide aid to the defaces found in the educational context, in this case, the reading circles will help the reading comprehension of the students of the tenth year of general basic education in “Ileana Espinel Cedeño High school” in Guayaquil. Taking into account its gnoseological objective, the project is explanatory in nature because it constitutes a scientific approach to the study of the educational problem, The causes that influence the dependent variable are investigated, which shows the poor reading comprehension of tenth-grade students of general basic education. It is also descriptive in nature since it describes the situation of students in reading comprehension of basic texts.

On the other hand, it is also purposeful, giving as a proposal the didactic guide employing an E-book directed towards teachers for the improvement of reading comprehension. According to the control of the variables, the

research work is non-experimental, since the objective is to find a solution to an educational problem through the design of a proposal, for which no experiments are applied in this regard.

Finally, according to its temporal orientation, our research is based on the present because we are presenting a problem felt in the students of the tenth-grade students of general basic education at the Ileana Espinel Cedeño high school, period 2021-2022.

3.3 POPULATION AND SAMPLE

3.3.1. POPULATION

This educational project was performed at Unidad Educativa del Milenio Ileana Espinel Cedeño, to students from tenth grade, class A.

3.3.2. SAMPLE

The research project was carried out in a single tenth-year course to guarantee the effectiveness of the proposal, the sample that was taken is the same as the population. Therefore, no formula needs to be applied because the number of respondents does not exceed one hundred.

Table# 1 DISTRIBUTION OF POPULATION AND SAMPLE

DESCRIPTION	POPULATION	SAMPLE
Students	40	40
Teacher	1	1
TOTAL	41	41

Source: Unidad Educativa del Milenio Ileana Espinel Cedeño

Authors: Alcívar Macías Danny, Robles Lucio Domenica (2021)

3.4 OPERATIONALIZATION OF VARIABLES CHART

Table# 2 OPERATIONALIZATION OF VARIABLES CHART

Variables	Dimensions	Indicators
Independent Variable: Reading Circle (Reading Technique)	1. Characteristic	1.1 Teacher select the text.
		1.2 Students formed groups in Break rooms in Zoom.
		1.3 Teacher enter to the rooms and give roles into PDF.
		1.4 Students select the roles
		1.5 Students discuss about the Text one time per week with the teacher in Zoom.
	2. Roles	2.1 Discussion Director
		2.2 Illustrator
		2.3 Connector
		2.4 Summarizer
		2.5 Literary Luminary
		2.6 Vocabulary Enricher
	3. Reading Material Selection	3.1 Background Knowledge
		3.2 Pre-Class Content
		3.3 Class Online Interests
		3.4 Online Sessions
Dependent Variable: Reading Comprehension	1. Definition	1.1 Reading Comprehension
		1.2 Reading Process
		1.3 Reading Objectives
	2. Elements	2.1 Text
		2.2 Reader
		2.3 Context
		2.4 Activity
	3. Stages	3.1 Pre-Reading
		3.2 While reading
		3.3 Post Reading
	4. Models	4.1 Bottom-Up Model
		4.2 Top-Down Model
	5. Types	5.1 Literal Reading
		5.2 Inferial Reading
		5.3 Criterial Reading
		5.4 Metacomprension Reading

Source: Unidad Educativa del Milenio Ileana Espinel Cedeño

Authors: Alcívar Macías Danny, Robles Lucio Domenica (2021)

3.5 RESEARCH METHOD

3.5.1 ANALYSIS-SYNTESIS

According to Yaniga, (2011), Synthesis means creating something that does not exist, it is simply integrating that information that we have learned regarding a topic. In other words, they are all those abilities that you synthesize for one purpose. That is why analysis often goes hand in hand with synthesis, since when a subject analyzes he is determining the key components of an argument. A person analyzes while synthesizing.

Through this research process, the method is applied as evidence, basically, of the analysis of the external manifestations that manifest the existence of educational problems. for this reason, this allowed to carry out the dependent and independent variables.

3.5.2 INDUCTIVE-DEDUCTIVE

According to DeCarlo, (2018), The inductive approach begins from a set of observations that are made empirically, looking for patterns that follow those observations and then drawing a conclusion through theory. While the deductive approach starts from a theory, then develops the hypothesis and from the theory data is collected to test the hypotheses. Likewise, both approaches can be used in the same investigation in order to better understand the subject that the researcher is going to study.

This scientific method helps us to obtain general conclusions of an educational problem, from observations and facts that are made to the research subjects, in this case the students.

3.6 TECHNIQUES AND INSTRUMENTS OF THE INVESTIGATION

To specify the situation in which the problem is found, research instruments that are involved in the educational problem must be applied. The authors of this research project have chosen to choose as the first instrument the survey directed towards the students and as the second instrument the interview with the English teacher.

3.6.1 TECHNIQUES OF THE INVESTIGATION

3.6.1.1 INTERVIEW

According to Easwaramoorthy & Zarinpoush, (2006) The interview is a dialogue that is carried out with the person investigated for the collection of information, for the interview the questions must be agreed in advance, likewise it must be carried out on a day and an appropriate place, either by some electronic or expensive means to face somewhere.

3.6.1.2 SURVEY

According to Glasow, (2005), The survey allows us to obtain information on the characteristics or some details of the population in which it is being analyzed. The survey is a series of questions that are based on the Likert scale. In this case, the survey will be applied to students in the tenth year of basic general education.

3.6.1.3 OBSERVATION

According to Rajiv S & Cuttler, (2019) Observation is used to carry out different types of inexperienced studies in which the behavior of the subjects is observed and each fact is systematically recorded in order to be able to describe a variable or the set of variables. It is considered non-experimental because no experiments are performed on the people involved. The data that is collected is usually of a qualitative nature, however there is also a mixed method type.

3.6.2 INSTRUMENTS OF INVESTIGATION

3.6.2.1 INTERVIEW TO THE DIRECTOR

At this stage, the researchers asked six open questions to the Director of the High School Ileana Espinel Cedeño. To obtain information on how much importance she gives to English as a second language in her institution, also to know the incidence of reading within the classrooms, and finally to know the consequences that have existed in her institution due to virtual classes.

3.6.2.1 INTERVIEW TO THE TEACHER

At this stage, the researchers asked six open questions to the English teacher in the tenth year of basic general education. To obtain information on how reading influences them, how often they read in synchronous and asynchronous classes and the reading strategies that you have used during your virtual classes.

3.6.2.2 QUESTIONNAIRE

A survey with Eighteen statements was carried out to all the students of the tenth grade of Unidad Educativa del Milenio Ileana Espinel Cedeño, class A. As a measurement method, the Likert scale was used in one variant. The first is the scale of agreement where Totally Disagree (1) - In Disagreement (2) - Neither agree nor Disagree (3) - Agree (4) - Totally Agree (5). To determine the current situation regarding reading comprehension in relation to Reading Circles in on-line English classes.

3.6.2.3 OBSERVATION GUIDE

In this stage, the researchers observe students during English classes with their teachers and with the observation guide, which comprises five items with specific information on what is being investigated, the researchers analyze the development of the students during the class.

The observation guide allows researchers to observe and analyze the development of students in the classes corresponding to the learning of the English language and the development of their reading comprehension.

3.7 ANALYSIS AND INTERPRETATION OF RESULTS

Sample: 41 students

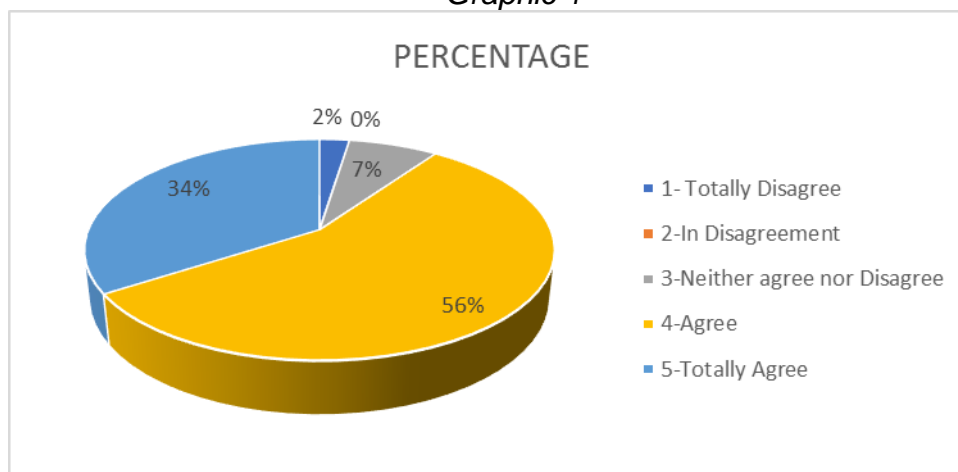
Course: 10th course

Table# 3 I like English

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	1	2%
B- In Disagreement	0	0%
C- Neither agree nor Disagree	3	7%
D- Agree	23	56%
E- Totally Agree	14	34%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
 Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 1



Authors: Danny Paul Alcivar Macias and Domenica Cristina Robles Lucio

ANALYSIS: From 41 students surveyed, 1 have a negative consideration about English. Another 23 have positive considerations and three students feel indifferent about it. There are a large number of students who are attracted to and like the English language.

Sample: 41 students

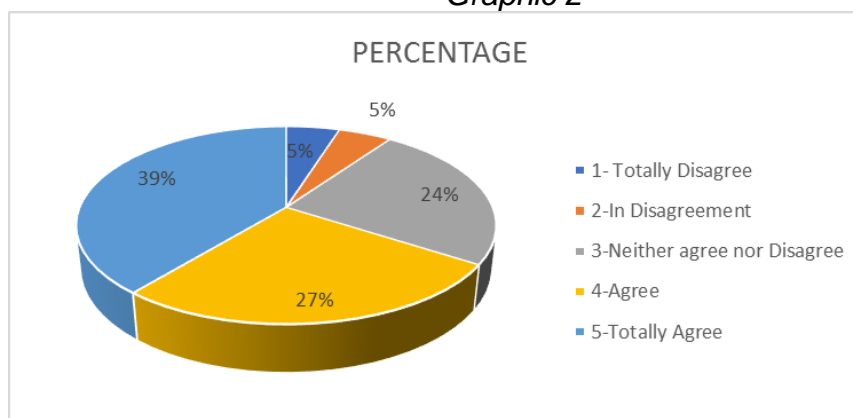
Course: 10th course

Table# 4 I find English classes fun

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	2	5%
B- In Disagreement	2	5%
C- Neither agree nor Disagree	10	24%
D- Agree	11	27%
E- Totally Agree	16	39%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 2



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 66% of students surveyed consider English classes fun. This is because of the different activities implemented in classes that make it more attractive. It is shown that through the activities to be implemented, students can be reached in a fun way.

Sample: 41 students

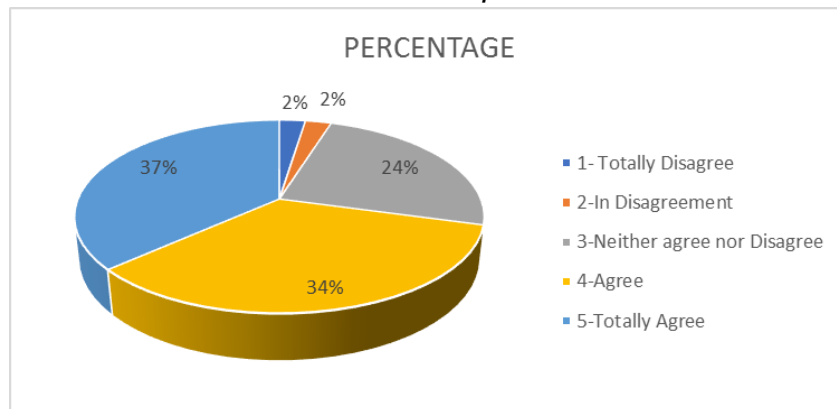
Course: 10th course

Table# 5 I like to Read

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	1	2%
B- In Disagreement	1	2%
C- Neither agree nor Disagree	10	24%
D- Agree	14	34%
E- Totally Agree	15	37%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 3



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: From 41 students surveyed, 71% consider that they like to read; another 4% do not consider that they like to read. This is due to the lack of interest in what is read and that is why reading is implemented in a fun way with reading circles.

Sample: 41 students

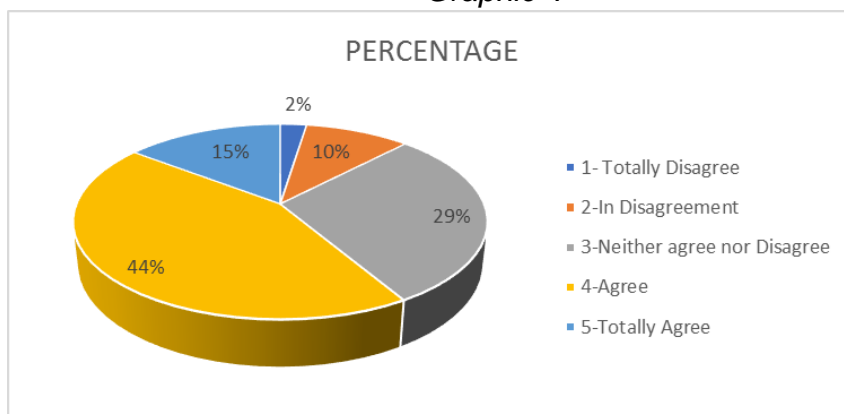
Course: 10th course

Table# 6 I can Identify the main idea in an article.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	1	2%
B- In Disagreement	4	10%
C- Neither agree nor Disagree	12	29%
D- Agree	18	44%
E- Totally Agree	6	15%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 4



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 59% of students surveyed consider that they are able to identify the main ideas in a comprehensive reading and another and another 29% are indifferent to this activity. This demonstrated that even though there are a large number of students that are able to do this activity, there is still a small number who do not know if they will be able to do it, giving this the information that they still need the confidence of knowing that they can.

Sample: 41 students

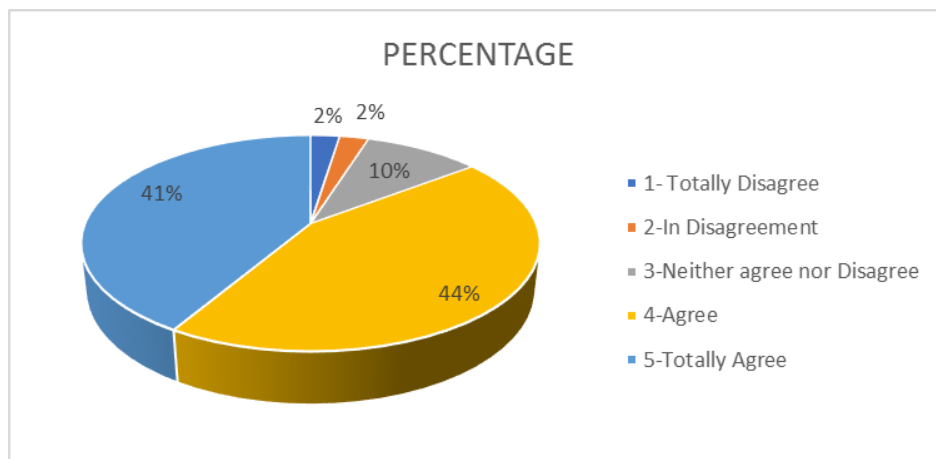
Course: 10th course

Table# 7 I think reading helps me learn more about English

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	1	2%
B- In Disagreement	1	2%
C- Neither agree nor Disagree	4	10%
D- Agree	18	44%
E- Totally Agree	17	41%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 5



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: From 41 students surveyed, reflected that 85% are aware that reading helps them learn more English; a small part of 4% do not consider it that way. Demonstrating that the students are and are capable of understanding the activities that are related to reading help a lot to improve their English language.

Sample: 41 students

Course: 10th course

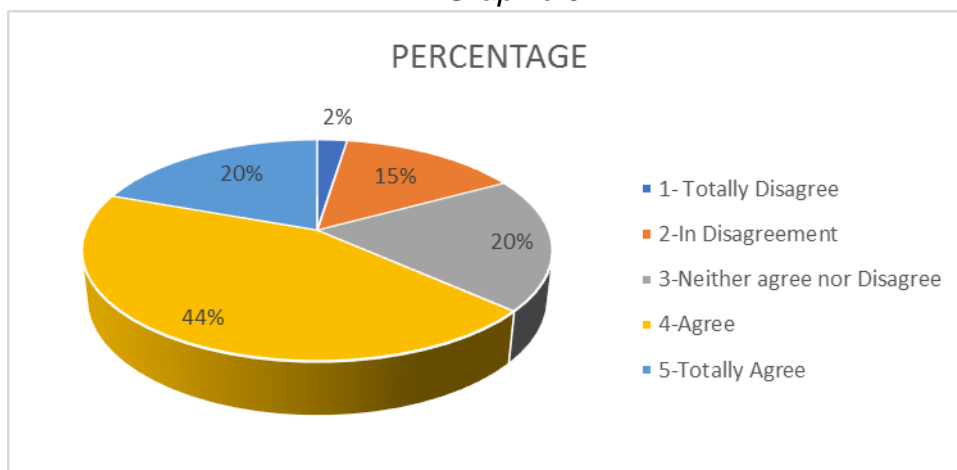
Table# 8 I read books, magazines, or comics in English as a hobby

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	1	2%
B- In Disagreement	6	15%
C- Neither agree nor Disagree	8	20%
D- Agree	18	44%
E- Totally Agree	8	20%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño

Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 6



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño

Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 64% of the students surveyed show that they have no problem reading in English, different readings for hobbies, a 17% do not find this activity as a hobby. Demonstrating that although it is not a class activity, there are students who like reading in the English language and helping with research.

Sample: 41 students

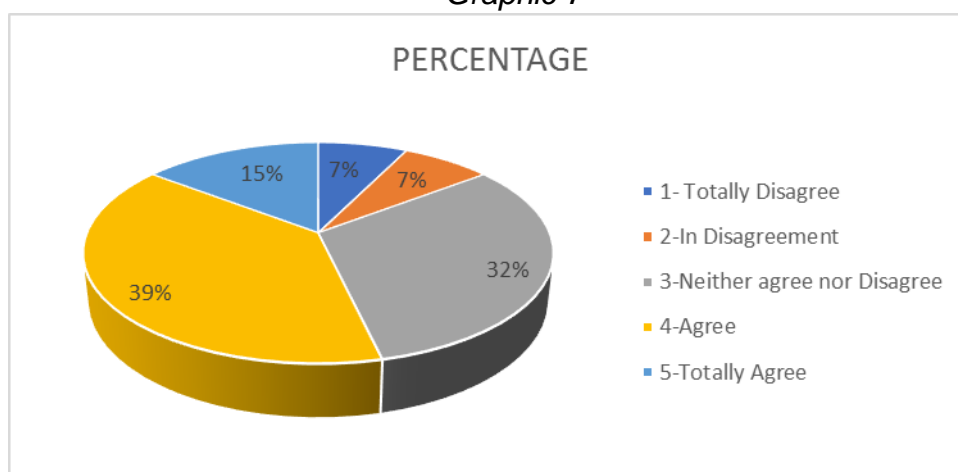
Course: 10th course

Table# 9 I read books, magazines, or comics in English only as an asynchronous task

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	3	7%
B- In Disagreement	3	7%
C- Neither agree nor Disagree	13	32%
D- Agree	16	39%
E- Totally Agree	6	15%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 7



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 54% of students surveyed give a correct answer and demonstrated that they do perform the tasks that correspond to readings, sent by teachers and there is a small percentage that we must work with in order to carry out this work.

Sample: 41 students

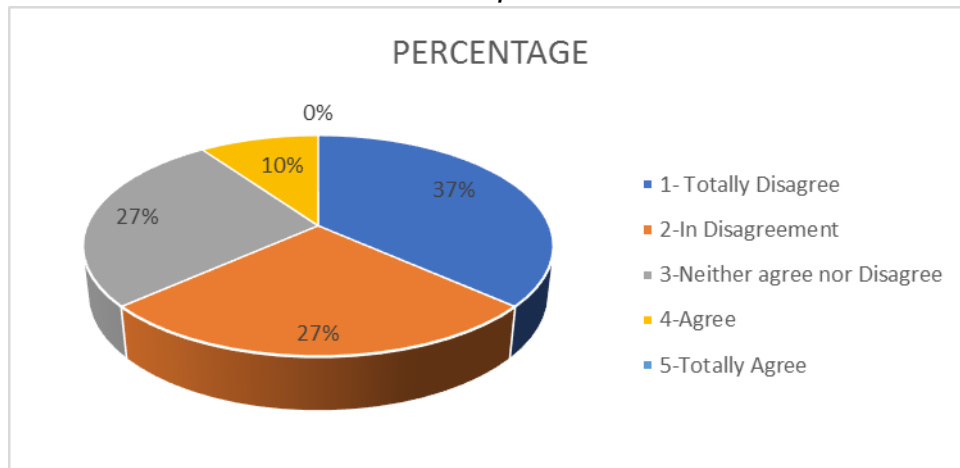
Course: 10th course

Table# 10 I think reading in English is boring

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	15	37%
B- In Disagreement	11	27%
C- Neither agree nor Disagree	11	27%
D- Agree	4	10%
E- Totally Agree	0	0%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 8



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: The majority of students surveyed consider that English is not boring for them, which facilitates the implementation of new didactic teachings for learning them in this language. And the 10% percentage of students that consider English boring, with them they can work with activities where they can motivate them to learn.

Sample: 41 students

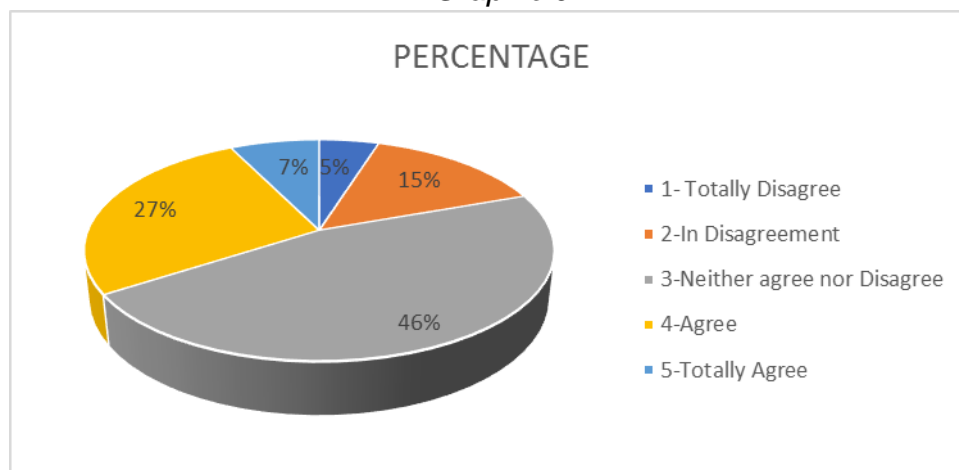
Course: 10th course

Table# 11 I have difficulty understanding articles in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	2	5%
B- In Disagreement	6	15%
C- Neither agree nor Disagree	19	46%
D- Agree	11	27%
E- Totally Agree	3	7%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 9



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 46% of students surveyed demonstrate it is irrelevant to them whether they understand or not when reading articles in English, which can be presented as a problem that must be considered and worked on.

Sample: 41 students

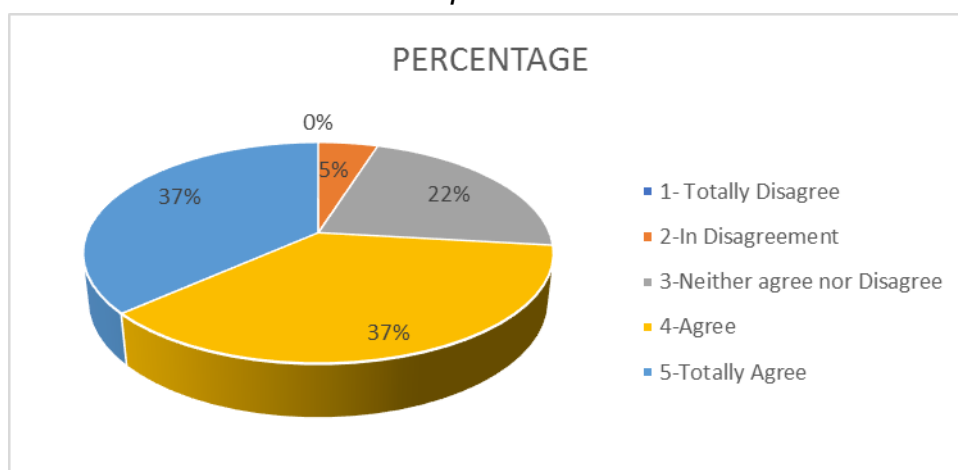
Course: 10th course

Table# 12 I look for the meaning of words that I do not understand when reading

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	0	0%
B- In Disagreement	2	5%
C- Neither agree nor Disagree	9	22%
D- Agree	15	37%
E- Totally Agree	15	37%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 10



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: Of 41 students surveyed, 74% of them agree that they look for the meaning of words when they do not understand them in the readings. This favors the implementation and learning of the language and helps make it easier for them to understand the next readings.

Sample: 41 students

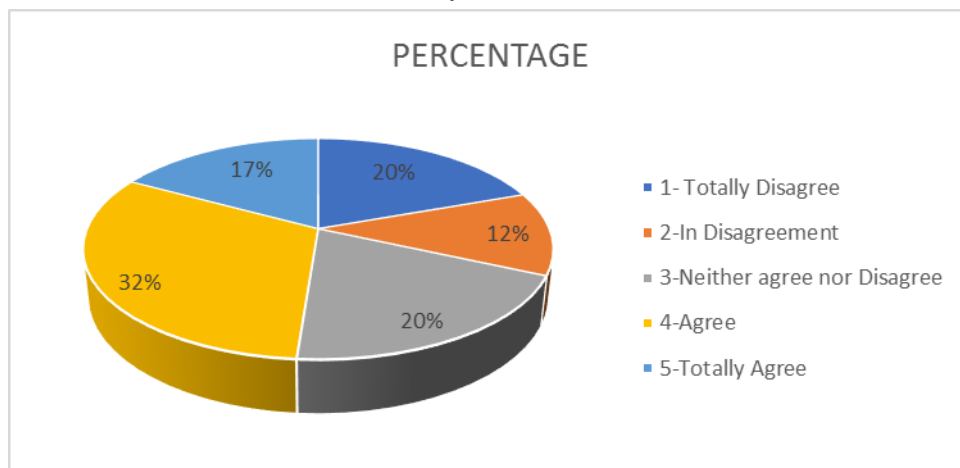
Course: 10th course

Table# 13 I have been part of reading groups in the synchronous classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	8	20%
B- In Disagreement	5	12%
C- Neither agree nor Disagree	8	20%
D- Agree	13	32%
E- Totally Agree	7	17%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 11



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: Of 41 students surveyed, almost 50% percent of the students have not been part of synchronous hourly reading groups within the classes, while the other half have.

It is good to emphasize that this half that has done it, can help the other students understand and advance to do a good job.

Sample: 41 students

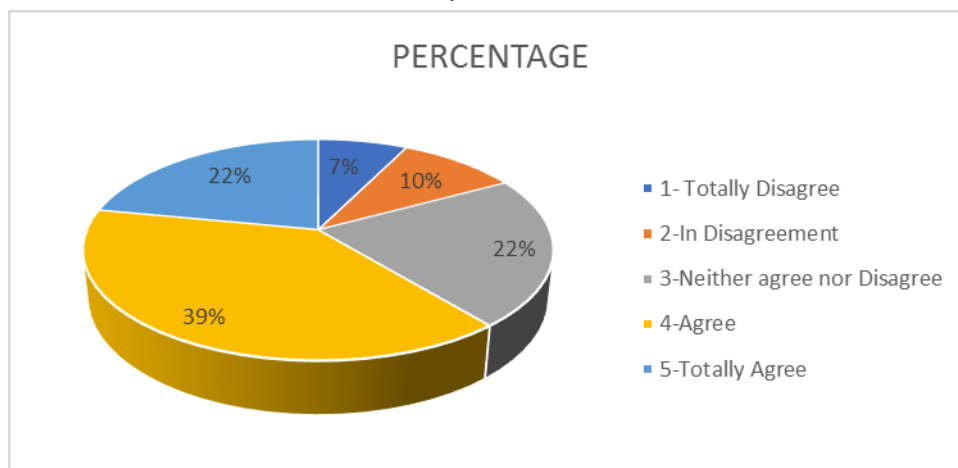
Course: 10th course

Table# 14 I know what a Reading circle is

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	3	7%
B- In Disagreement	4	10%
C- Neither agree nor Disagree	9	22%
D- Agree	16	39%
E- Totally Agree	9	22%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 12



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 61% of the students surveyed demonstrated that they know what a reading circle is, unlike the 17% who say they do not know anything about what it is. This project of reading circles will help a lot in the learning and reading habit of the students.

Sample: 41 students

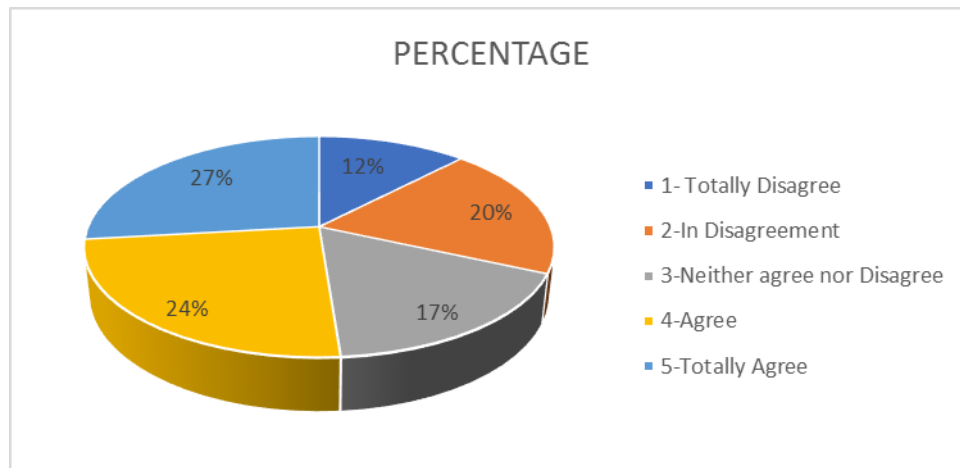
Course: 10th course

Table# 15 I have participated in Reading circles

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	5	12%
B- In Disagreement	8	20%
C- Neither agree nor Disagree	7	17%
D- Agree	10	24%
E- Totally Agree	11	27%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 13



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 21 of the surveyed students mention that they have been part of the reading circles, which can be satisfactory for the implementation of this project, since they have knowledge of how it is carried out.

Sample: 41 students

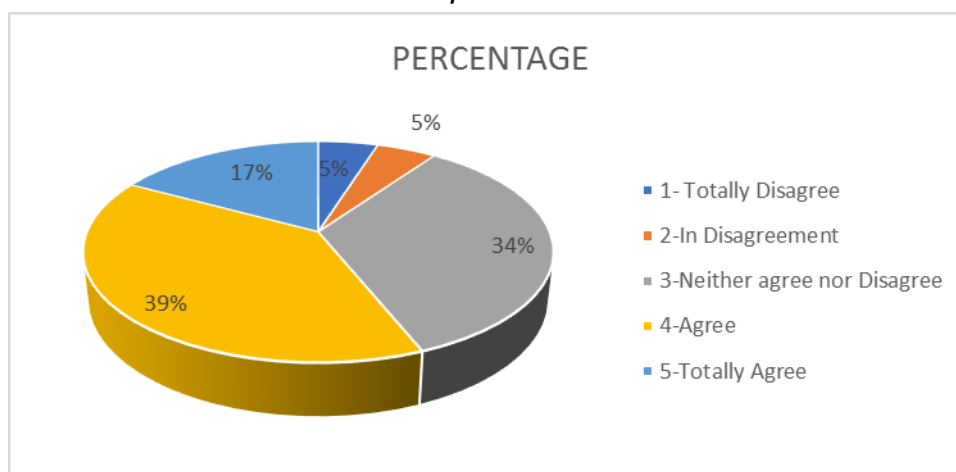
Course: 10th course

Table# 16 I would like reading circles to be used within synchronous classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	2	5%
B- In Disagreement	2	5%
C- Neither agree nor Disagree	14	34%
D- Agree	16	39%
E- Totally Agree	7	17%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 14



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 56% of surveyed students agree that reading circles should be applied within classes, while 10% do not want it. Unlike them, 34% are indifferent. This is important in order to know how interested the students may be to be able to carry out this project.

Sample: 41 students

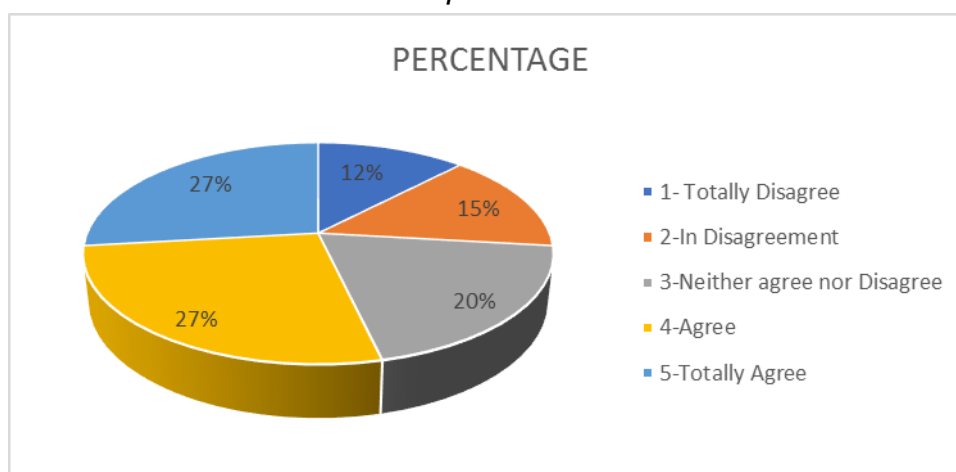
Course: 10th course

Table# 17 I like to read about fashion and celebrities

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	5	12%
B- In Disagreement	6	15%
C- Neither agree nor Disagree	8	20%
D- Agree	11	27%
E- Totally Agree	11	27%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 15



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: Of the 41 students surveyed, almost half of them is interested in having readings about fashion and celebrities implemented in reading circles. the rest are indifferent or do not think that this theme is used. taking into account the number of students interested in this topic, in order to implement the reading circles and be more striking

Sample: 41 students

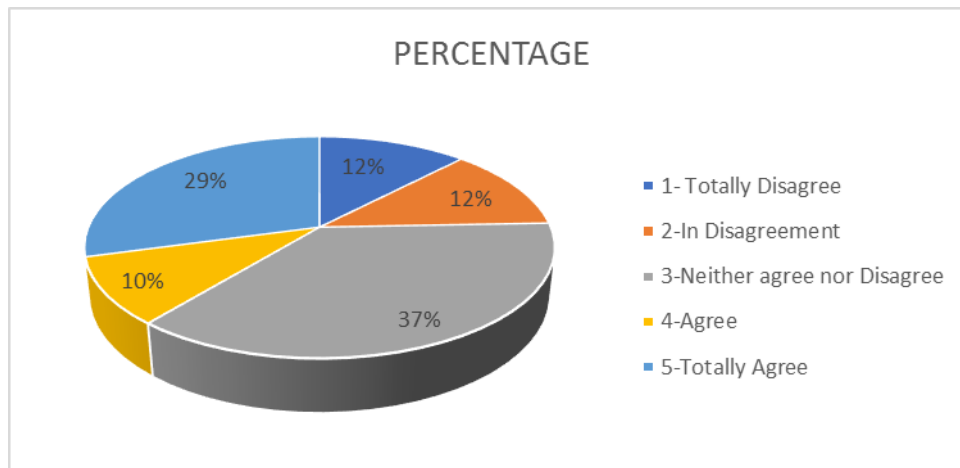
Course: 10th course

Table# 18 I like to read about sports

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	5	12%
B- In Disagreement	5	12%
C- Neither agree nor Disagree	15	37%
D- Agree	4	10%
E- Totally Agree	12	29%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 16



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: Of the 41 students surveyed, it is shown that there are a number of very different responses corresponding to the taste of reading about soccer, with 39% agreeing, and 37% who do not care.

Sample: 41 students

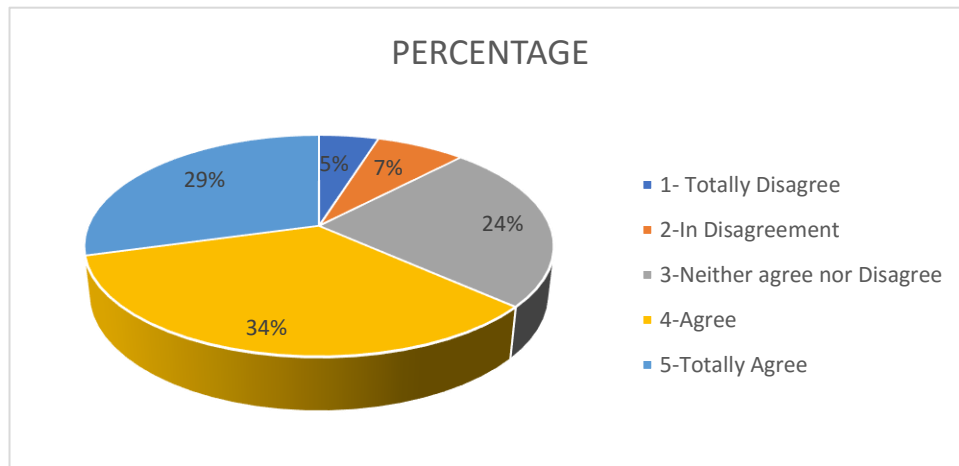
Course: 10th course

Table# 19 I like to read about latest news

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	1	2%
B- In Disagreement	5	12%
C- Neither agree nor Disagree	15	37%
D- Agree	10	24%
E- Totally Agree	10	24%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 17



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: 48% of the students surveyed agree that the topics to be discussed in the reading circles are the latest news, with 14% of the students wanting it not to be. checking the percentage of students who are willing to read this type of reading.

Sample: 41 students

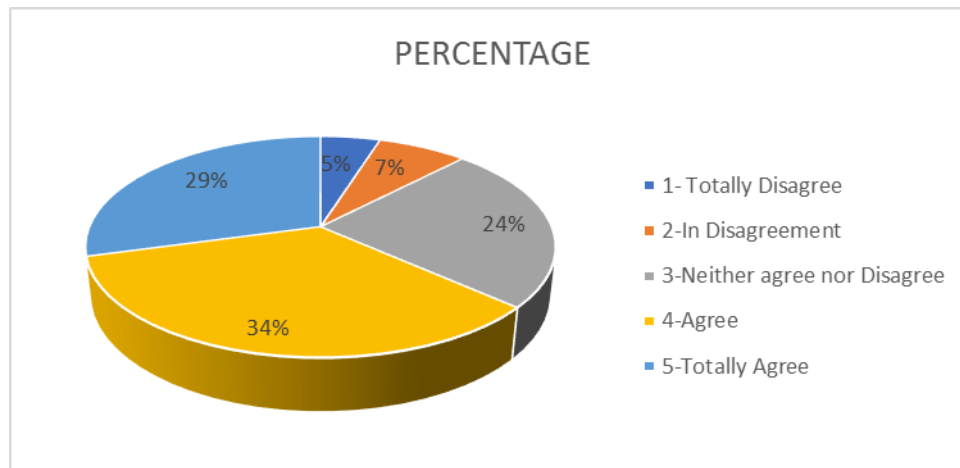
Course: 10th course

Table# 20 I like to read about History

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- Totally Disagree	2	5%
B- In Disagreement	3	7%
C- Neither agree nor Disagree	10	24%
D- Agree	14	34%
E- Totally Agree	12	29%
Total	41	100%

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

Graphic 18



Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño
Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANALYSIS: Of all the students who were surveyed, 63% of them like to read about history. Unlike the other topics that had a lower value, this topic is more interesting to them.

3.8. INTERVIEW TO THE DIRECTOR

From this interview, the researchers realize that the institution does not have the English subject as its essential axis. Because he has many shortcomings in his teaching, especially now in virtual class time, since the director realizes that students do not have the same enthusiasm and enthusiasm to learn. According to the Director's statements, within the institution if they carry out enough activities about reading, so they have been practicing reading comprehension. As a director, He is always striving every day to fully comply with the plans according to the Ministry of Education.

3.9. INTERVIEW TO THE TEACHER

From this interview, it is noted that it is not only a problem for the students but also for the teacher since they do not take as much importance to reading comprehension. Since year after year, they continue to show the same basic level full of many difficulties, I know that online classes were a major impediment to developing this skill, however, we must take into account the different methods in order to get more out of it. However, we note the impetus and willingness of the teacher to improve the skills of her students. Likewise, we realize the need for online learning material, in our case an e-book to help teachers guide students.

3.10. ANALYSIS OF THE OBSERVATION GUIDE

Much information and conclusions can be obtained from the observation made by the researchers in this investigation. First, it is important to say that the classes do not have a different reading material than usual, which hooks or motivates students to have a reading habit, which says that the motivation must come from the teachers. however, the reading roles are not properly used. The teacher invites students to read, but there is no motivation with the appropriate technique used in class.

This should not present a problem if the student has a slightly advanced level of English, but some of them are not able to understand

the readings given, and they make some mistakes when they read. If the teacher had a better tool, that helps him motivate students to have a better ambition for reading, it would be of great benefit and this will help the class improve both individually and in groups, being able to carry out reading activities much more easily and in this way to do it outside the classroom.

So, the implementation of the proposal of this research, could help to realize this idea since using the investigated techniques and implementing the reading circles, the reading comprehension of the students could be improved.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

E-book for teachers with engaging reading materials for applying Reading Circle for A2.1 level students.

4.2 JUSTIFICATION

This proposal was designed to help solving the problems with the reading comprehension detected by the researchers with the observation, interview and survey made in tenth grade of Ileana Espinel Cedeño high school.

Likewise, it has been shown that online classes have been an impediment for reading circles to develop normally, that is why this proposal is intended to help English teachers at this level with the preparation of an E-book, so that in this way, they have the necessary tools and can carry out reading circles effectively within virtual classes, thus being able to reach the level that they should have in their reading comprehension.

Researchers have realized that this will be possible, since both students and teachers have the desire and willingness to improve, and this is really important because reading circles is a cooperative work. Although teachers are not part of the reading circles, in the same way they must guide and motivate the students so that week by week the roles that correspond to them are fulfilled, on the other hand, the students will have the purpose of fulfilling what has been assigned to them. asynchronously and present it every week within the classes.

To conclude, this e-book with striking material is proposed in consideration for the needs of the teacher and the students of tenth year of basic general education, following the standards and guidelines set by

the pertinent authorities of the educational unit with the aim of improving the deficiency of this ability.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

Develop students' reading comprehension by creating an electronic book with attractive activities for handling reading circles in online classes.

4.3.2 SPECIFIC OBJECTIVES

- To help teachers with the use of reading circles in online classes.
- To strengthen the participation of students through the roles of the reading circle.
- To encourage students to read week by week so that they fulfill their role within the reading circle.

4.4 DESCRIPTION OF THE PROPOSAL

This research project aims to design an electronic book that helps the need found in the educational environment of the "Ileana Espinel Cedeño" High School, specifically of students in the tenth year of General Basic Education Parallel A, on which it was based to lead to developing the research project and the proposal. This necessity may also be found in other schools with students of the same age and level.

This proposal was developed in accordance with the A2.1 level that tenth-year students must have according to the national curriculum and the common European framework of reference, in order to enhance and improve their reading comprehension. This proposal will have no cost and teachers will have free access within the platform on which the proposal is submitted so that they can use it on any of her available digital devices, be it laptop, tablets, or cell phone, in turn, Teachers will be able to adapt this e-book to their pedagogical strategies to obtain a better result.

The book will be uploaded to the google drive platform to be viewed electronically, considering it an e-book, and will contain 5 chapters with

five A2.1 level readings at the time of reading. The topics to be covered in the different readings are celebrities, history, general knowledge, and comics, since the tenth-year students chose these topics through the survey increasing the general culture since it is always necessary for them to learn a little else about important topics like health.

Likewise, teachers will find content such as the description of roles, in which they will have a description of the use of the 6 main roles of the reading circle, such as Discussion director, literary luminary, vocabulary enricher, summarizer, connector, and illustrator. They will also find a role sheet in which there is a template with each role of the reading circle to facilitate use by students. The role control will help with the follow-up that teachers should take with the reading circle. As penultimate content is the Assessment in which teachers will find how to handle the reading circle within the synchronous and asynchronous classes.

Finally, teachers will find the final recommendations to clear doubts with the schedule and duration of the reading circle. along with the roles that are handled within the reading circles and their description. Likewise, they will have a guided schedule and a series of recommendations for teachers, which facilitates the development of the reading circle, synchronously and asynchronously.

4.5 PROPOSAL

https://drive.google.com/file/d/1_HTL7MiRkK3p26N55NCmX6UbeFpY7CBM/view

TEACHER'S GUIDE **WITH** **ENGAGING MATERIAL** **FOR** ***READING CIRCLE***

Level A2.1



Authors:
Danny Alcívar Macías
Domenica Robles Lucio

INTRODUCTION

This E-book will guide you to use the reading circles, here you will find 5 texts level A2.1 designed in Ecuador for students of 10th year of Basic Education.

You can also find recommendations, an explanation of each role, and a schedule with which your students can help each other.



READING IS TO THE MIND, WHAT EXERCISE IS TO THE BODY.



CONTENT

- 1 ROLES DESCRIPTION
- 4 TIME TO READ
- 15 ROLES SHEETS
- 22 ROLE CONTROL
- 24 ASSESSMENT
- 25 RECOMMENDATION



ROLES



Roles' Description for Reading Circles



DISCUSSION DIRECTOR

- Your job is develop open-ended questions and the rest of the group answer it. There's no right answers.
- Also, You need to give roles to other members and organize a meeting in any meeting program.

SUMMARIZER

- Your job is to prepare a brief summary of the section read. Your group discussion will start with your 1-2 minute statement that covers the main events in the correct sequence and characters feelings toward the events that happen in the assigned pages.
- You need to use a hook sentence, transition words, evidence based terms, and have a minimum of 3 paragraphs each with at least 5 sentences.

VOCABULARY ENRICHER

- Your job is to find words that are new, important, interesting, funny, strange, or difficult. You must find a minimum of 5 words.
- You need to specify where the new word is in the text. (Paragraph and number of line)
- Also you need to write a Sentence with the new word.

Roles' Description for Reading Circles



LITERARY LUMINARY

- Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text.
- You have to include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

CONNECTOR

- Your role of the Connector in the literature circle is to make connections between elements in the reading selection to students' lives, the lives of others, and/or from one character in the book to another character.
- You may also find many ways in which connect the reading selection to other literary works.

ILLUSTRATOR

- Your job is to do a meme with some kind of scene related to the reading—something you visualized while you read.
- You need to present your meme and describe how it relate to the text.
- You can enter to this link to obtain a meme template: <https://imgflip.com/memegenerator>

TIME TO READ



Group Name: _____

Date: _____

How K-pop became a global phenomenon?



They call it Hallyu, the Korean wave: the idea that South Korean pop culture has grown in prominence to become a major driver of global culture, seen in everything from Korean dramas on Netflix to Korean skincare regimens dominating the cosmetics industry to delicious Korean tacos on your favorite local menu. And at the heart of Hallyu is the ever-growing popularity of K-pop — short, of course, for Korean pop music.

K-pop has become a truly global phenomenon thanks to its distinctive blend of addictive melodies, slick choreography, and production values, and an endless parade of attractive South Korean performers who spend years in grueling studio systems learning to sing and dance in synchronized perfection.

Hallyu has been building for two decades, but K-pop, in particular, has become increasingly visible to global audiences in the past five to 10 years. South Korean artists have hit the Billboard Hot 100 chart at least eight times since the Wonder Girls first cracked it in 2009 with their crossover hit “Nobody” — released in four different languages, including English — and the export of K-pop has ballooned South Korea’s music industry to an impressive \$5 billion industry.

Whether you’re a BTS ARMY, a self-described BLACKPINK Blink, or a member of LOONA’s Orbit fanbase, there’s one thing we can all agree on: K-pop is a global phenomenon quite unlike anything else. While we can credit South Korea as the country with many of the obsessions we carry with us every day (emotional television dramas, Mukbang videos, and amazing skincare routines), one of its most dominant, effervescent exports is glistening, well-produced pop music.

Group Name: _____

Date: _____

Allergic to Dogs?



The Airedale Terrier, the Cockapoo, and the Italian Greyhound—if you are allergic to dogs, but would love to have one, these are names you need to know.

Anyone who has ever longed for a pooch and has been told by his or her doctor not to get one because of an allergy to dogs knows how devastating that news can be. For example, a few years ago, my neighbor's son wanted a dog and after a while, his family decided to get him one. They all went to the kennel and after the boy had held a number of dogs, he became especially attached to one: a handsome German Shepherd puppy.

The boy's parents bought him the dog and took it home with them. Days later, the boy noticed a shortness of breath, an itchy rash that would not go away, and eyes that would not stop watering. While at a routine checkup at the doctor, the boy was informed that he had a dog allergy. His parents told the boy that he would have to find a new home for his new puppy. Tears streamed down the child's face.

While some people simply accept the idea that they cannot have a dog because of their allergies, others decide to get one anyway and live with the negative side effects. But having a dog when you are allergic to it can be a bittersweet experience. On one hand, you love your dog. On the other hand, the itchy eyes and runny nose make you feel miserable. But don't worry. There is hope.

Experts say that the Airedale Terrier, Cockapoo, and Italian Greyhound are among the many breeds of dogs that can be considered hypoallergenic, meaning they are far less likely to cause allergic reactions in their owners than other breeds. The worst dogs for allergy sufferers are the German Shepherd, Springer Spaniel, and Dachshund. Experts recommend those dog owners who have allergies stay away from these dogs.


Group Name: _____

Date: _____

 Recortes

Contrary to popular belief, it is not a dog's hair that causes problems for people with allergies. It is a dog's saliva and the tiny specs of dander found on a dog's hair. Not surprisingly, experts recommend that those with allergies get dogs that don't produce a lot of dander and don't drool so much.

The choice for dog lovers with allergies has often come down to having a dog and feeling sick or not having a dog and feeling, well, not complete. But not anymore. An entire dog industry has sprouted up to promote, breed, and cross breed dogs that are not likely to cause their owners problems.

 Recortes

Group Name: _____

Date: _____

Humane Execution: No Such Thing



The Eighth Amendment to the United States Constitution prohibits the government from inflicting cruel and unusual punishments on people convicted of crimes. Although many believe that the death penalty violates this amendment, courts in our country have consistently approved of capital punishment in a number of forms. The methods of execution have changed over the years in an ongoing search to find the most painless, humane way of executing a human being. This is an ideal that we have not yet reached, as the evolution of execution methods continues to this day. Although some argue that execution methods have become more humane over time, there is ample evidence to suggest that there is just no such thing as a humane execution.

The original method of capital punishment in America was hanging. By 1853, this method was used by almost every state that implemented the death penalty. However, by the late 1800s, the public started to become uncomfortable with hanging. As a result, in 1888, the electric chair was introduced as a new method that was thought to be as quick and painless as possible. In 1890, the U.S. Supreme Court validated this idea by finding that electrocution was a constitutional way to take the lives of condemned inmates. By the 1920s, over half the states that used capital punishment employed the electric chair.

As with hanging, though, death by electrocution proved to be less painless than originally thought. These problems led to the development of lethal gas as a method of execution. In 1921, Nevada became the first state to try lethal gas, which was expected to cause a tranquil death. Yet it too proved problematic, sometimes lasting for extended periods of and causing terrible pain.

Group Name: _____

Date: _____



These difficulties led to yet another development in capital punishment. In 1976, legislators in Oklahoma worked with that state's chief medical examiner to create a way to execute people through the injection of lethal drugs. By 2008, every single death penalty state had adopted lethal injection. This method involves a four-step process. First, intravenous lines are placed in peripheral sites in the inmate's body, such as the arms, hands, legs, or feet. Next, the inmate is anesthetized using a type of drug known as a barbiturate. Under the original method, all states used a barbiturate called sodium pentothal. After the inmate is completely anesthetized, the next step under this method is to administer a drug called pancuronium bromide, a chemical paralytic that immobilizes all muscles in the body and even prevents a person from breathing or blinking. The final step in this type of execution is the administration of potassium chloride, which quickly stops the inmate's heart, causing death.

For many years, this type of execution was thought to be completely painless and humane. In the early 2000s, however, it started to become apparent that this method, like all the rest, caused serious problems. In 2001, an Oklahoma execution did not proceed as planned. Witnesses to this execution noted that the prisoner's eyes had not closed and that he seemed to be gasping for air. In 2003 and 2006, similar scenes were reported during executions in North Carolina and Ohio.

Lawyers for these death row inmates found that there were a number of issues leading to these torturous executions. In some states, the written procedures used as guidelines for lethal injection made little sense and contained outdated language from old methods of execution. In at least two states, the doctor assisting with the execution admitted to making mistakes when mixing the drugs.

Furthermore, many of the personnel who set up the intravenous lines were not properly trained or qualified for that task. These issues caused problems with the administration of the drugs. As a result, some inmates were conscious to some degree during the administration of the pancuronium bromide, which causes suffocation, as well as the potassium chloride, which causes severe chemical burns. What is worse, execution personnel often failed even to notice that these issues had occurred during an execution.

Group Name: _____

Date: _____

In 2008, in a case called *Baze v. Rees*, the U.S. Supreme Court took up the question of whether these problems with lethal injection violate the Eighth Amendment. In a 7-2 vote, the Court found that lethal injection did not violate the Constitution. While not denying that serious problems had occurred in many executions, the Court determined that the risk of those problems occurring was not substantial enough to warrant judicial intervention.

Despite this apparent setback, those who believe lethal injection is a torturous method of execution continue to make progress toward a more humane approach. Over the past two years, a number of states have switched from the traditional three-drug method of execution to a one-drug method that uses only a massive anesthetic dose. Even with this change, however, many people question whether there can ever be a capital punishment that is truly neither cruel nor unusual.

Group Name: _____

Date: _____

Spiderman, my favorite Hero



A hero is not someone with tights or a cool outfit. They are not people who have superpowers (although they could help) heroes are people who inspire others. They give up everything, even if it means that they live in a dilapidated old shack. They give up everything so that they can help people even if it means that they have to sacrifice their own body for someone they don't even know. In my paper I will be talking about my hero, Spiderman, what a hero means to me, and all of the types of heroes there are.

My hero is one of America's favorite superheroes, Spiderman. As you may know Spiderman has superpowers, what you may not know is how he got them. When Peter Parker got his superpowers he was on a field trip with his class. While there he was bitten by a radioactive spider. Spiderman has battled a lot of different bad guys but he fought them for the same reason: to save innocent people's lives. This inspired a lot of people and gave them hope.

There are all types of heroes. All heroes are different, but they do share one thing in common, they want to help the innocent. Spiderman has superpowers and a cool costume and so does a lot of other heroes, but the strongest and most powerful heroes are the ones in your everyday life. Every hero does not have to have superpowers to save someone, they could just stand up for you when you are being bullied, or they could just help you do your homework when you don't understand.

Group Name: _____

Date: _____

A hero is someone who does not care what people think of him, but what he does for the people. Not all heroes have to be able to do something amazing but they all do the same thing, they help people. They don't have to look like someone out of a Marvel comic book; a hero could be the person on the other side of the hall. Both of these heroes help people everyday whether or not it is saving you from a mad scientist, or just saving you from getting yelled at by your science teacher. A hero helps someone no matter what he cost is, that is why I chose Spiderman as my hero.

Group Name: _____

Date: _____

Social media influencers



It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel, or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

Group Name: _____

Date: _____

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicize your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point in writing the most exciting blog posts or posting the most attractive photographs if no one is going to see them.

Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

ROLE SHEETS



Summarizer



Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2-minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

Key Points:

1. _____
2. _____
3. _____
4. _____
5. _____

Connections: Did today's reading remind you of anything? Explain.

Discussion Director



Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Connector: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Connector

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Questioner: The person in charge develops open-ended questions and the rest of the group answer it. There are no right answers. Also, give roles to other members and organize a meeting in Zoom.

Possible discussion questions or topics for today:

1. _____
2. _____
3. _____
4. _____
5. _____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically-based?
- What motivates the characters or leads them to make the choices they do?
- An in-depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written — how does the context influence the work?
- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.

Topics to be carried over to next discussion: _____





Illustrator

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Illustrator: Your job is to do a meme with some kind of scene related to the reading— something you visualized while you read. You need to present your meme and describe how it relate to the text. – you can even label things with words if that helps. *Make your drawing(s) on any remaining space on this side and on the other side of this sheet. If you use a separate sheet of paper, be sure to staple it to this role sheet.*

Vocabulary Enricher

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Vocabulary Enricher: Your job is to find words that are new, important, interesting, funny, strange, or difficult. You must find a minimum of 5 words.

- You need to **specify where the new word is** in the text. (Paragraph and number of line).
- Also, you need to **write a Sentence** with the new word.

Note: When discussing vocabulary, you should always refer back to the text in order to examine the word in context.

Word	Pg. # & Paragraph	Definition	Reason/Plan for Discussion

Literary Luminary

Name _____ Circle _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text.

Include your reasons for picking the paragraphs or sections you did.

Please record the page number and paragraph.

Page # and Paragraph	Reason for Picking	Plan for Discussion



ROLE CONTROL



ROLES' SCHEDULE

GROUP NAME: _____

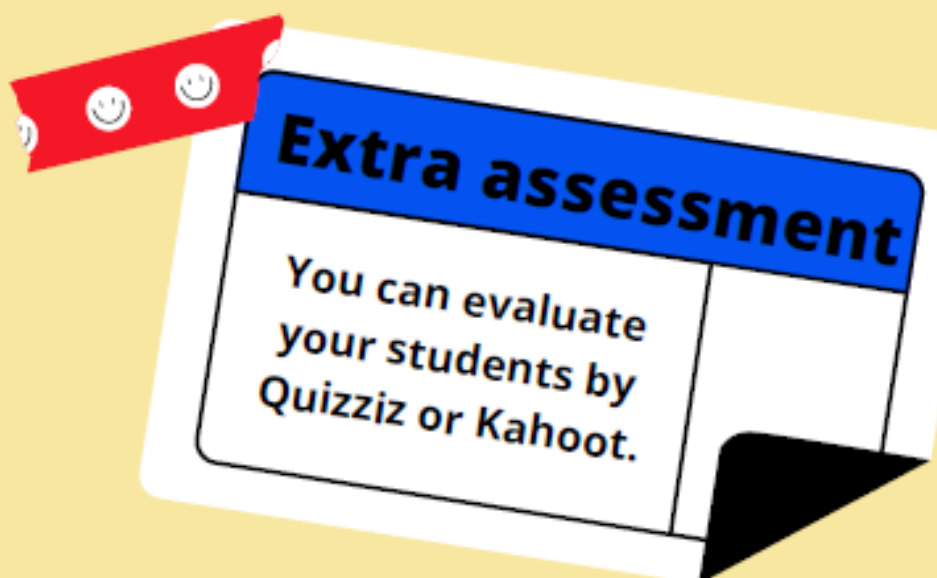
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
DISCUSSION DIRECTOR					
SUMMARIZER					
ILLUSTRATOR					
LITERARY LUMINARY					
VOCABULARY ENRICHER					
CONNECTOR					

ASSESSMENT

- You can use a virtual whiteboard, it could be Padlet. You as a teacher can review the work of the roles week by week.
- You should put the message like this "WEEK # 1 CLOSED" in a post to demonstrate the week is finished.
- The students who fulfilled the Role will have their total score, while what they raised the work as delay will have the score decided by the teacher.

The order of the virtual whiteboard or Padlet should be as follows:

1. The weekly schedule of student roles.
2. The title of the Story or text.
3. The capture of the Zoom session carried out by the student who has the Discussion Director role.
4. The Discussion Director's post.
5. The Summarizer post.
6. The Vocabulary Enricher post.
7. The Literary Luminary post
8. The Connector post.
9. The Illustrator post.



Reading Circles Recommendation



- The reading circles activity lasts from 4 to 5 weeks depending on the schedule that the teacher manages. This work is handled synchronously through any meeting program between the members and the teacher (if necessary) and it could be an asynchronous task, because the work carried out by the group members can be done individually.
- You have to form a reading circle with six students per team, so that each student has their own role from week to week. Roles cannot be repeated per student. However, if there is a team with fewer members, someone from the same team must fulfill the remaining role, but no role should be left alone. Each team will have to decide on a name to be able to identify them week by week.
- You have to remember to the whole class that week by week a different text is treated, so students must have the necessary time to read, analyze and fulfill the role assigned to them.
- Students must make a schedule where they specify what role corresponds to each student week by week, likewise, they must meet once a week in any meeting program to discuss the text and verify if the work that was done is correct.
- You have to review the weekly work that students do. Students must publish it on the platform. But the most recommended for the reading circle is Padlet. It is a virtual whiteboard where students will publish their work individually week by week and attach a capture of student's meeting.
- You should ask reading comprehension questions week by week to consolidate the knowledge acquired when reading.





4.6 CONCLUSIONS

- The student does not have the necessary motivation to read for pleasure in their free time.
- The teacher within the class does not have the technique or the resource that motivates students to have a reading habit.
- The class does not have reading materials that make it easier for students to motivate them to read.
- The students need to improve their level of English in reading comprehension that allows them to reach the level required by the Ministry of Education at the end of their student life at high school

4.7 RECOMMENDATIONS

- Teachers should be attentive to develop all the skills of the students, not leaving aside reading comprehension.
- Teachers should use the different reading techniques that have specific role for each student.
- Teachers should know how to handle different electronic applications for the correct learning of his students.
- Teachers should ask his students about the topics they would like to cover in the readings, so that they can pay attention to it.
- Teachers should know how to make students work in online groups, both synchronously and asynchronously.

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ANNEXES

ANNEX 1

ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUA Y LITERATURA INGLESA, FRANCESA, ITALIANA O ALEMANA

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación:	<p style="text-align: center; color: blue;">Topic: THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES.</p> <p style="text-align: center; color: blue;">Proposal: E-book for teachers with engaging reading materials for applying Reading Circle for A2.1 level students.</p>		
Nombre del estudiante (s):	ALCÍVAR MACIAS DANNY PAÚL, ROBLES LUCIO DOMENICA CRISTINA		
Facultad:	Facultad de Filosofía, Letras y Ciencias de la Educación	Carrera:	Lengua y Literatura Inglesa, francesa, italiana o alemana.
Línea de Investigación:	<i>Estrategias Educativas Integradoras e Inclusivas</i>	Sub-línea de Investigación:	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
Fecha de presentación de la propuesta de trabajo de Titulación:		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:			

	APROBADO
	APROBADO CON OBSERVACIONES
	NO APROBADO

Firma del Presidente del Consejo de Facultad o su Delegado (también debe ser miembro del Consejo de Facultad)

Nombre del Presidente del Consejo de Facultad o su Delegado (también debe ser miembro del Consejo de Facultad)

CC: Director de Carrera, Gestor de Integración Curricular.

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

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN LENGUA Y LITERATURA INGLESA, ITALIANA O ALEMANA

Guayaquil, junio 5, 2021

Sr (a). MSC SARA LORENA ANAGUANO PEREZ

Director (a) de Carrera de Lengua y Literatura Inglesa, francesa, italiana o alemana

En su despacho. -

De nuestra consideración:

Nosotros, **MSC. Galo Rafael Donoso Noboa**, docente tutor del trabajo de titulación y los Estudiantes **Danny Paúl Alcívar Macias y Domenica Cristina Robles Lucio** de la Carrera **Lengua y Literatura Inglesa, francesa, italiana o alemana**, comunicamos que acordamos realizar las tutorías semanales, en el siguiente horario martes y jueves de **21hrs00 hasta 22hrs00**, durante el periodo Ordinario **Ciclo I 2021-2022**.

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 de titulación conforme al calendario académico.

Tengo conocimiento que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del 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,



Firma

Danny Paúl Alcívar Macias

C. I.: 095070380-1



Firma

Domenica Cristina Robles Lucio

C.I.: 095600879-1

CERTIFICACIÓN ELECTRÓNICA
Firmado Digitalmente por: GALO
RAFAEL DONOSO NOBOA
Hora oficial Ecuador: 15/09/2021 23:24

Firma

MSc. Galo Rafael Donoso Noboa

C. I.: 091955242-2

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

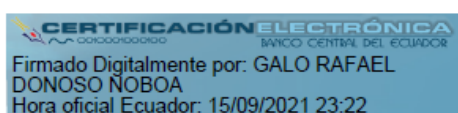
Tutor: Msc. Galo Rafael Donoso Noboa

Título del trabajo: THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES. E-book for teachers with engaging reading materials for applying Reading Circle for A2 level students.

Carrera: Lengua y Literatura Inglesa, francesa, italiana o alemana.

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	Junio 8/2021	Indicaciones Generales	21h00	22h00	Indicaciones generales del proceso de titulación.
2	Junio 10/2021	Revisión Capítulo I	21h00	22h00	Revisión de la Introducción
3	Junio 15/2021	Revisión Capítulo I	21h00	22h00	Revisión del Problema de la Investigación.
4	Junio 17/2021	Revisión Capítulo I	21h00	22h00	Revisión de Formulación de Problema.
5	Junio 22/2021	Revisión Capítulo I	21h00	22h00	Revisión de Preguntas de la Investigación y Justificación.
6	Junio 24/ 2021	Revisión Capítulo I	21h00	22h00	Revisión de todo el Capítulo 1.
7	Junio 29/ 2021	Revisión del Capítulo II	21h00	22h00	Revisión de los Antecedentes de la Investigación
8	Julio 1/ 2021	Revisión del Capítulo II	21h00	22h00	Revisión del marco conceptual
9	Julio 6/ 2021	Revisión del Capítulo II	21h00	22h00	Indicaciones de cómo realizar una cita de manera correcta.
10	Julio 8/ 2021	Revisión del Capítulo II	21h00	22h00	Corrección del Marco conceptual
11	Julio 13/ 2021	Revisión del Capítulo II	21h00	22h00	Corrección del Marco conceptual
12	Julio 15/ 2021	Revisión del Capítulo II	21h00	22h00	Revisión del Marco Contextual
13	Julio 20/ 2021	Revisión del Capítulo II	21h00	22h00	Revisión del Marco Legal
14	Julio 22/ 2021	Revisión del Capítulo II	21h00	22h00	Revisión general del Capítulo II
15	Julio 27/ 2021	Revisión del Capítulo II	21h00	22h00	Corrección general del Capítulo II
16	Julio 29/ 2021	Revisión del Capítulo III	21h00	22h00	Revisión del Capítulo III Diseño Metodológico.
17	Agosto 3/ 2021	Revisión del Capítulo III	21h00	22h00	Corrección de la Población y Muestra
18	Agosto 5/ 2021	Revisión del Capítulo III	21h00	22h00	Corrección del Cuadro de Operacionalización de las Variables
19	Agosto 10/ 2021	Revisión del Capítulo III	21h00	22h00	Revisión de los Métodos Investigativos.
20	Agosto 12/ 2021	Revisión del Capítulo III	21h00	22h00	Indicaciones previo a uso de los Instrumentos de la Investigación (Entrevista hacia el docente, Entrevista hacia el Rector, Encuesta a los estudiantes y cuadro de Observación)
21	Agosto 17/ 2021	Revisión del Capítulo III	21h00	22h00	Corrección de los conceptos sobre las técnicas e instrumentos de investigación.
22	Agosto 19/ 2021	Revisión del Capítulo III	21h00	22h00	Revisión del Análisis e Interpretación de Datos
23	Agosto 24/ 2021	Revisión del Capítulo III	21h00	22h00	Revisión general del Capítulo III

24	Agosto 26/ 2021	Revisión del Capítulo IV	21h00	22h00	Corrección del Capítulo IV Propuesta, Justificación y Objetivos
25	Agosto 31/ 2021	Revisión del Capítulo IV	21h00	22h00	Corrección de la descripción de la propuesta
26	Septiembre 2/ 2021	Revisión del Capítulo IV	21h00	22h00	Revisión de la propuesta, Recomendaciones y Conclusiones.
27	Septiembre 7/ 2021	Revisión del Capítulo IV	21h00	22h00	Revisión general del Capítulo IV



Msc. Galo Rafael Donoso Noboa
Docente -tutor
C.I.: 091955242-2



Firmado electrónicamente por:
RODRIGO ANTONIO
GUERRERO SEGURA

MSc. Rodrigo Guerrero Segura
Gestor de Integración Curricular
C.I.:

Firma
Danny Paúl Alcívar Macías
C.I.: 095070380-1

Firma
Domenica Cristina Robles Lucio
C.I.: 095600879-1

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES.		
Autor(s): Doménica Cristina Robles Lucio		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN
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	10

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Msc. Galo Rafael Donoso Noboa

No. C.I. 091955242-2

FECHA: 14/09/2021

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES.		
Autor(s): Danny Paúl Alcívar Macias		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN
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	10

Firmado Digitalmente por: GALO RAFAEL DONOSO NOBOA

Hora oficial Ecuador: 14/09/2021 21:11

Msc. Galo Rafael Donoso Noboa

No. C.I. 091955242-2

FECHA: 14/09/2021

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

FACULTAD FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA LENGUA Y LITERATURA INGLESA, FRANCESA, ITALIANA O ALEMANA

Guayaquil, 14 de septiembre del 2021

Sr. /Sra.

MSC. SARA LORENA ANAGUANO PEREZ

**DIRECTOR (A) DE LA CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA,
ITALIANA O ALEMANA**

FACULTAD FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES** de los estudiantes **ALCÍVAR MACÍAS DANNY PAUL Y ROBLES LUCIO DOMENICA CRISTINA**, 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 los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

CERTIFICACIÓN ELECTRÓNICA
BANCO CENTRAL DEL ECUADOR
Firmado Digitalmente por: GALO RAFAEL
DONOSO NOBOA
Hora oficial Ecuador: 14/09/2021 21:11

MSC. GALO RAFAEL DONOSO NOBOA

C.I. 091955242-2

FECHA: 14/09/2021

Decanato de Formación Académica y Profesional

ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **Msc. Galo Rafael Donoso Noboa**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **DANNY PAÚL ALCIVAR MACIAS y DOMENICA CRISTINA ROBLES LUCIO**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Lengua y Literatura Inglesa.

Se informa que el trabajo de titulación: **THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES**, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio **URKUND** quedando el **6%** de coincidencia.



Document Information

Analyzed document	Tesis for Urkund Daniel y Doménica.docx (D112207044)
Submitted	9/8/2021 3:13:00 AM
Submitted by	Galo Donoso
Submitter email	galo.donoson@ug.edu.ec
Similarity	6%
Analysis address	galo.donoson.ug@analysis.unkund.com

<https://secure.unkund.com/view/16964445-251036-988649#DccxDglxDADBv6>

CERTIFICACIÓN ELECTRÓNICA
Firmado Digitalmente por: GALO RAFAEL
DONOSO NOBOA
Hora oficial Ecuador: 15/09/2021 23:23

Msc. Galo Rafael Donoso Noboa

C.I. 091955242-2

FECHA: 9/09/2021



Firmado digitalmente por:
RODRIGO ANTONIO
GUERRERO SEGURA

ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, septiembre 29, 2021

Sr. /Sra.

Sara Anaguano Pérez

DIRECTOR (A) DE LA CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA, ITALIANA O ALEMANA

FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES de los estudiantes **Danny Paúl Alcívar Macías y Doménica Cristina Robles Lucio**. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

El título tiene un máximo de 12 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 estudiante está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,



Firmado electrónicamente por:
**XAVIER HUMBERTO
TORRES FRERES**

Xavier Torres Freres
DOCENTE TUTOR REVISOR
C.I. 0911074573

FECHA: septiembre 29/2021

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA, ITALIANA O ALEMANA

Título del Trabajo: "THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES"			
Autor(s): Danny Paúl Alcívar Macías			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.7	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.3	
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	6	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
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	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
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	0.4	
Las conclusiones expresan 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	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.	0.3	0.3	
CALIFICACIÓN TOTAL *10		9.7	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).			



Firmado electrónicamente por:
**XAVIER HUMBERTO
TORRES FRERES**

Xavier Torres Freres
Docente Revisor
C.I.: 0911074573

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA, ITALIANA O ALEMANA

Título del Trabajo: "THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES"			
Autor(s): Doménica Cristina Robles Lucio			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.7	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.3	
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	6	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
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	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
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	0.4	
Las conclusiones expresan 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	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.	0.3	0.3	
CALIFICACIÓN TOTAL *10		9.7	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).			



Firmado electrónicamente por:
**XAVIER HUMBERTO
TORRES FRERES**

Xavier Torres Freres
Docente Revisor
C.I.: 0911074573



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888

Oficio No. UG-LENGUAS- 2021-331



Guayaquil, 31 de Mayo del 2021

MSc.

Galo Rafael Donoso Noboa

PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA (SEMESTRAL)

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad.-

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral), **ALCIVAR MACIAS DANNY PAUL Y ROBLES LUCIO DOMENICA CRISTINA**, con el tema y propuesta aprobado por el Consejo de Facultad:

TOPIC THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES. **PROPOSAL** E-BOOK FOR TEACHERS WITH ENGAGING READING MATERIALS FOR APPLYING READING CIRCLES FOR A2.1 LEVEL STUDENTS.

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 académico institucional, período académico 2021-2022-CI-TITULACIÓN.

El Instructivo del Proceso de Titulación de grado de la Universidad de Guayaquil, señala en su parte: **DEL DESARROLLO Y EVALUACIÓN DEL PROCESO DE TITULACIÓN, OPCIÓN TRABAJO DE TITULACIÓN.**

TUTORÍAS INDIVIDUALES.- Son funciones del docente- tutor de trabajo de titulación las siguientes:

Realizar la tutoría a los estudiantes asignados de manera presencial (dos horas semanales por cada trabajo de titulación), y por vía on-line (las veces que considere pertinente), según disponibilidad del docente.



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888

Oficio No. UG-LENGUAS- 2021-331

Guayaquil, 31 de Mayo del 2021



- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (**Anexo IV. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**).

Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo al calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias URKUND e ingresar al módulo informático de titulación (SIUG) el certificado de anti plagio, con un porcentaje de similitud máximo de 10%, y asentar la calificación de tutoría de titulación a cada estudiante asignado.

DE LAS ATRIBUCIONES:

- Asesorar a estudiantes postulantes a titulación en la elaboración de propuestas de trabajos de titulación, de acuerdo a la línea de investigación en la que se inscriba y establecer con los estudiantes los acuerdos de plan de tutoría del periodo académico.
- Ofrecer el acompañamiento metodológico investigativo requerido en calidad de docente tutor, en función de las necesidades de los estudiantes.
- Evaluar los trabajos de titulación en conformidad con las rúbricas de evaluación establecidas de tutor, revisor y/o miembro del tribunal de sustentación.
- Cumplir con la entrega a la Dirección de la Carrera de la rúbrica de evaluación de trabajo de titulación.
- Realizar el asentamiento de la calificación de titulación en el sistema académico en las fechas establecidas en el calendario académico.

Agradecido por su valiosa colaboración, me suscribo de usted.

Atentamente,



Firmado electrónicamente por:
**RODRIGO ANTONIO
GUERRERO SEGURA**

MSc. Rodrigo Guerrero Segura
GESTOR DE UNIDAD DE TITULACIÓN

**SARA
LORENA**

Firmado digitalmente por SARA
LORENA ANAGUANO PEREZ
Nombre de reconocimiento
(DN): cn=SARA LORENA
ANAGUANO PEREZ,
serialNumber=130121012803,

**ANAGUAN
O PEREZ**

ENTIDAD DE CERTIFICACION
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DATA S.A. Z. c=EC
Fecha: 2021.11.17 16:50:03
-0500

CARRERA LENGUAS Y LINGÜÍSTICAS ANUAL Y SEMESTRAL

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Rodrigo Guerrero Segura	GESTOR DE TITULACIÓN	

UNIVERSIDAD DE GUAYAQUIL

📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

🌐 www.ug.edu.ec



Oficio No. LENGUAS -TIT-044-2021
Guayaquil, julio 01 del 2021

MAGISTER
ASTUDILLO SARMIENTO RICHARD
RECTOR DE LA UNIDAD EDUCATIVA DEL MILENIO
"ILEANA ESPINEL CEDEÑO"
Av. Miguel H Alcívar y Benito Juárez,
Correo: ueileanaespinel@gmail.com
Ciudad.-

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Alfonso Sánchez Ávila, en su calidad de Docente - Director de la Carrera de Lenguas, Modalidades Semestral y Anual del presente periodo académico 2021-2022, CICLO I, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a los discentes señores: **ALCÍVAR MACÍAS DANNY PAÚL** con C.I. Nro. **0950703801** y **ROBLES LUCIO DOMÉNICA CRISTINA** con C.I. Nro. **0956008791**, actualmente matriculados en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciados en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo titulado: **"TOPIC THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES. PROPOSAL E-BOOK FOR TEACHERS WITH ENGAGING READING MATERIALS FOR APPLYING READING CIRCLES FOR A2.1 LEVEL STUDENTS"**, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de Inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se les brinden las facilidades necesarias a los señores precitados **ALCÍVAR MACÍAS DANNY PAÚL** y **ROBLES LUCIO DOMÉNICA CRISTINA**, alumnos de esta Institución de Educación Superior y puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta al correo institucional: alfonso.sancheza@ug.edu.ec.

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo.

Sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,



Firmado electrónicamente por:
**ALFONSO OSWALDO
SANCHEZ AVILA**

MSc. ALFONSO SÁNCHEZ ÁVILA
DIRECTOR
CARRERA DE LENGUAS
MODALIDADES SEMESTRAL Y ANUAL
alfonso.sancheza@ug.edu.ec

c.c.: Máster Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022; y Estudiantes interesados

Elaborado por: Ing. Vivar
Revisado y aprobado por: MSc. Alfonso Sánchez A.



OFI-R-HAL-084-2021

Guayaquil, 8 de Julio del 2021

Señor Magister
ALFONSO SÁNCHEZ ÁVILA,
DIRECTOR DE LA CARRERA DE LENGUAS
MODALIDADES SEMESTRAL Y ANUAL,
Ciudad

De mis consideraciones:

Reciba un atento saludo, en relación con el oficio No. LENGUAS-TIT-044-2021 suscrito por usted tengo a bien informarle que la UNIDAD EDUCATIVA DEL MILENIO "ILEANA ESPINEL CEDEÑO" acepta el desarrollo del proyecto de Titulación Educativo desarrollado por los estudiantes: ALCIVAR MACIAS DANNY PAUL con CI # 0950703801 y ROBLES LUCIO DOMENICA CRISTINA con CI# 0956008791, requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lengua Inglesa y Lingüística, aplicado a los estudiantes de Décimo Grado de Educación General Básica.

Tema: TOPIC THE INFLUENCE OF READING CIRCLES FOR DEVELOPING READING COMPREHENSION IN ONLINE CLASSES.

Propuesta: E-BOOK FOR TEACHERS WITH ENGAGING READING MATERIALS FOR APPLYING READING CIRCLES FOR A2.1 LEVEL STUDENTS.

Particular que comunico para los fines legales pertinentes.

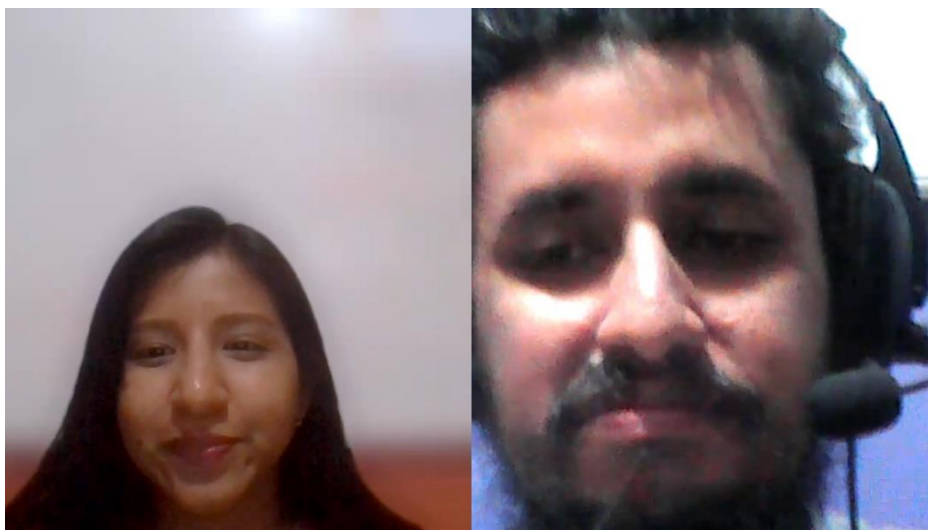
Atentamente,


MSc. Richard Astudillo Sarmiento
RECTOR



Cc/archivo

ANNEX 2



Desarrollo de tutorías con el MSc. Galo Donoso
Doménica Robles Lucio



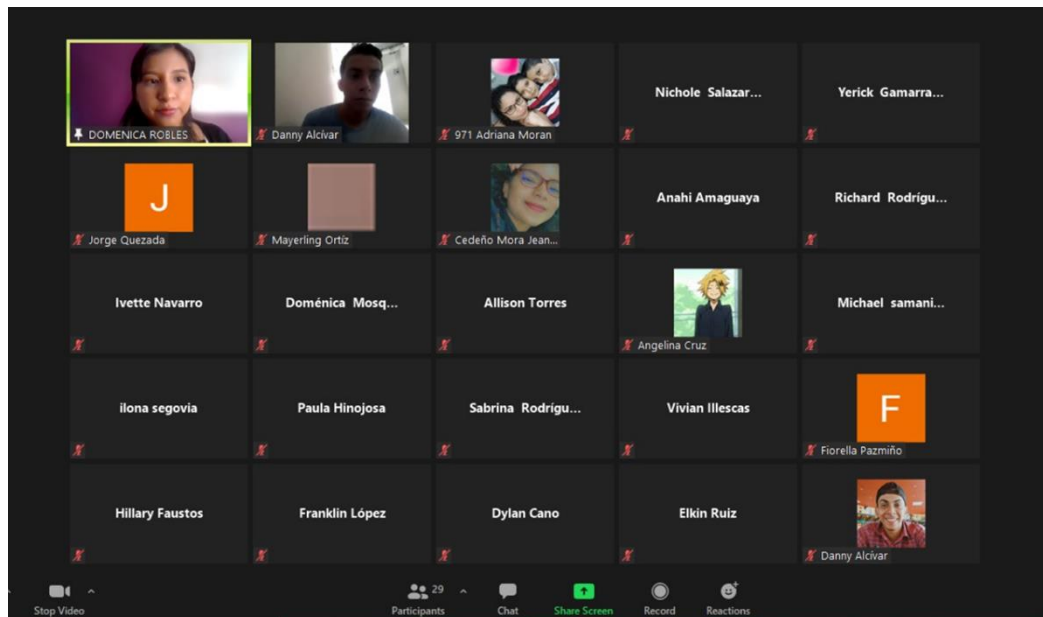
Desarrollo de tutorías con el MSc. Galo Donoso
Danny Alcívar & Doménica Robles



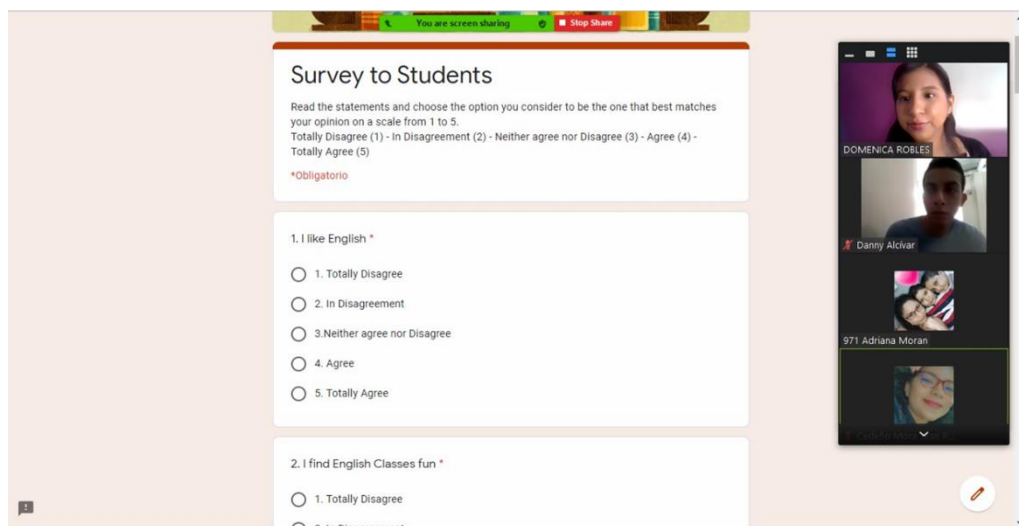
Fachada de la Unidad Educativa Ileana Espinel Cedeño
Danny Alcívar & Doménica Robles



Autores de la investigación en la Unidad
Educativa Ileana Espinel Cedeño
Danny Alcívar & Doménica Robles



Aplicación del instrumento de recolección de datos
Danny Alcívar & Doménica Robles



Aplicación del instrumento de recolección de datos
Danny Alcívar & Doménica Robles

ANNEX 3

UNIVERSIDAD DE GUAYAQUIL
FALCULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA,
ITALIANA O ALEMANA
SURVEY TO STUDENTS

This survey responds to a research project being carried out on Tenth grade students at “Unidad Educativa del Milenio Ileana Espinel Cedeño”

Objective: To determine the current situation regarding reading comprehension in relation to Reading Circles in Online English classes.

Instructions: Read the statements and choose the option you consider to be the one that best matches your opinion on a scale from 1 to 5.

Totally Disagree (1) - In Disagreement (2) - Neither agree nor Disagree (3)
 - Agree (4) - Totally Agree (5)

NO.	Items	1	2	3	4	5
		Totally Disagree	In disagreement	Neither agree nor disagree	Agree	Totally agree
1.	I like English					
2.	I find English classes fun					
3.	I like to Read					
4.	I can Identify the main idea in an article.					
5.	I think reading helps me learn more about English					
6.	I read books, magazines, or comics in English as a hobby					
7.	I read books, magazines, or comics in English only as an asynchronous task					
8.	I think reading in English is boring					
9.	I have difficulty understanding articles in English					
10.	I look for the meaning of words that I do not understand when reading					
11.	I have been part of reading groups in the synchronous classes					
12.	I know what a Reading circle is					
13.	I have participated in Reading circles					
14.	I would like reading circles to be used within synchronous classes.					
15.	I like to read about fashion and celebrities					
16.	I like to read about sports					
17.	I like to read about latest news					
18.	I like to read about History					

Survey to Students

Read the statements and choose the option you consider to be the one that best matches your opinion on a scale from 1 to 5.

Totally Disagree (1) - In Disagreement (2) - Neither agree nor Disagree (3) - Agree (4) - Totally Agree (5)



dannyalcivar953@gmail.com (no compartidos)



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*Obligatorio Survey to Students

1. I like English *

- ☐ 1. Totally Disagree
- ☐ 2. In Disagreement
- ☐ 3. Neither agree nor Disagree
- ☐ 4. Agree
- ☐ 5. Totally Agree

2. I find English Classes fun *

- ☐ 1. Totally Disagree
- ☐ 2. In Disagreement
- ☐ 3. Neither agree nor Disagree
- ☐ 4. Agree
- ☐ 5. Totally Agree

3. I like to Read *

- ☐ 1. Totally Disagree

4. I can Identify the main idea in an article. *

- ☐ 1. Totally Disagree
- ☐ 2. In Disagreement
- ☐ 3. Neither agree nor Disagree
- ☐ 4. Agree
- ☐ 5. Totally Agree

5. I think reading helps me learn more about English *

- ☐ 1. Totally Disagree
- ☐ 2. In Disagreement
- ☐ 3. Neither agree nor Disagree
- ☐ 4. Agree
- ☐ 5. Totally Agree

INTERVIEW TO THE DIRECTOR
FALCULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA,
ITALIANA O ALEMANA
INTERVIEW TO THE DIRECTOR

Director's Name: _____

Years working for the school: _____

Years working as a director: _____

Degree: _____

Date: _____

Objective: to determine the current situation regarding English classes at the Ileana Espinel Cedeño High school and the impact of reading comprehension in online classes, according to the director's point of view.

- 1. According to your point of view, how do you see English teaching in the school?**
- 2. How important are English classes at your High School?**
- 3. Are you satisfied with the level of English reached by your students at the end of the course?**
- 4. How do you think the quality of English teaching at this school would improve?**
- 5. Do you consider that on-line classes have affected students learning?**
- 6. How important is reading to your high school?**

INTERVIEW TO THE TEACHER

UNIVERSIDAD DE GUAYAQUIL
FALCULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA
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CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA,
ITALIANA O ALEMANA

INTERVIEW TO THE TEACHER

Teacher's Name: _____

Years working for the school: _____

Years working as a teacher: _____

Degree: _____

Date: _____

Objective: To determine the current situation regarding reading comprehension in relation to literature circles in online English classes, according to the teacher's point of view.

1. What kind of activities do you carry out in online English classes to develop your students' reading comprehension?
2. According to the Common European Framework of Reference and the National Education Curriculum, what do you think is the reading level that your students have reached?
3. What reading techniques have you used in class?
4. What reading techniques do you think are the most effective in on-line Classes?
5. Have you ever heard about the reading circles technique?
6. How would you use reading circles in online classes?

THE OBSERVATION GUIDE

The results of the observation are the following:

STATEMENT	YES	SOMETIMES	NO
Students have didactic resources to read in class.			
Teacher use the reading circules to motivate the students to read outside the class.			
Students can understand when they read the texts in English.			
Teacher motivates to the students to read for pleasure.			
The students are able to answer questions from readings easily.			

Source: Students of 10th GBE at Unidad Educativa Ileana Espinel Cedeño

Authors: Danny Paúl Alcívar Macías and Domenica Cristina Robles Lucio

ANNEX 4

ANEXO XI.- THESIS REGISTRATION FORM

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA FICHA DE REGISTRO DE TRABAJO DE

TITULACIÓN

TITLE AND SUBTITLE: The influence of reading circles to develop reading comprehension in online classes.
Proposal: Electronic book for teachers with attractive reading materials to apply the reading circle for students of level A2.1

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TITLE OBTAINED:	LICENCIATURA EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGUISTICA	
DATE OF PUBLISHING:	AÑO 2021	No. DE PÁGINAS: 73
THEMES AREAS:	Educación – Enseñanza del Idioma Inglés	
KEYWORDS:	Reading circles, Reading comprehension, Instruments of investigation	

ABSTRACT:

The objective of this study is to analyze the influence of reading circles on the development of reading comprehension in online classes at the Ileana Espinel Cedeño Educational Unit, through bibliographic research to design a didactic guide with attractive reading material for A2 level students.

The research that has been developed is a mixed type since it uses the quantitative methodology and the qualitative methodology, carried out with a sample of forty-one students in the educational institution. The main techniques used were the interview, survey and observation in order to specify the situation in which the problem is found. After obtaining the data, he was directed to make a didactic guide that includes readings where each section contains activities corresponding to the improvement of reading comprehension through the implementation of reading circles.

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ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO: La influencia de los círculos de lectura para desarrollar la comprensión lectora en las clases en línea. Propuesta: Libro electrónico para profesores con materiales de lectura atractivos para aplicar el círculo de lectura para estudiantes de nivel A2.1

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GRADO OBTENIDO:	LICENCIATURA EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGUISTICA	
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ÁREAS TEMÁTICAS:	Educacion – Enseñanza del Idioma Ingles	
PALABRAS CLAVES/ KEYWORDS:	Círculos lectores, comprensión lectora, instrumentos de investigación	

RESUMEN:

El objetivo del presente estudio es analizar la influencia de los círculos de lectura en el desarrollo de la comprensión lectora en las clases en línea en la Unidad educativa Ileana Espinel Cedeño, a través de una investigación bibliográfica para diseñar una guía didáctica con material de lectura atractivo para estudiantes de nivel A2.

La investigación que se ha desarrollado es de tipo mixta ya que se utiliza la metodología cuantitativa y la metodología cualitativa, realizado con una muestra de cuarenta y un estudiantes en la institución educativa. Como técnicas principales se utilizó la entrevista, encuesta y observación para así poder precisar la situación en la que se encuentra el problema. Luego de obtener los datos se direccionó a realizar una guía didáctica que incluyen lecturas donde cada sección, contiene actividades correspondientes a la mejora de la comprensión

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