

# UNIVERSIDAD TÉCNICA DE AMBATO



## MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema:** E-LEARNING IN THE ENGLISH LANGUAGE READING  
COMPREHENSION SKILLS DEVELOPMENT

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**Trabajo de Investigación, previo a la obtención del Grado Académico de Magister  
en la Enseñanza del Idioma Inglés como Lengua Extranjera**

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accomplish this special goal in  
my life.

Magali Vimos

## **DEDICATORIA**

With lots of love to those who  
supported me each moment,  
especially to my lovely son  
who is the reason of my life.

With love,

Magali

**UNIVERSIDAD TÉCNICA DE AMBATO  
CENTRO DE POSGRADOS**

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA COHORTE 2016**

**TEMA: E-LEARNING IN THE ENGLISH LANGUAGE READING  
COMPREHENSION SKILLS DEVELOPMENT**

**AUTORA:** Licenciada Magali del Rocío Vimos Buñay

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**RESUMEN EJECUTIVO**

Las plataformas virtuales contribuyen significativamente en el aprendizaje del idioma Inglés, facilitando a los docentes desenvolverse en el proceso de enseñanza – aprendizaje. A través de su uso se implementan herramientas dinámicas las cuales contribuyen a respaldar a los estudiantes y facilitar su desarrollo cognitivo, desarrollando de esta manera las destrezas del idioma. Desde esta perspectiva, el presente trabajo investigativo pretendió determinar cómo e-learning contribuye en el desarrollo de destrezas de comprensión lectora de los estudiantes. En esta investigación con enfoque cuali-cuantitativo, y de tipo cuasi-experimental. Se trabajó con una población de 70 estudiantes de 7mo grado de la Unidad Educativa Carlos Cisneros quienes formaron parte de los grupos de control y experimental respectivamente. Para la recolección de datos, se utilizaron dos técnicas. La primera fue una encuesta dirigida a estudiantes la cual tuvo como herramienta un cuestionario. La segunda fue un pre-test y post-test que fue tomado por los estudiantes antes y después de una intervención de aula donde se utilizaron dos plataformas de educación virtual las cuales fueron Google Classroom y Kahoot. Después del análisis de datos, se concluye que los estudiantes mejoraron de manera significativa

sus destrezas de comprensión lectora, lo cual constituye un gran avance en el aprendizaje del idioma Inglés tanto para estudiantes como para docentes.

Descriptores: aprendizaje - plataformas virtuales - comprensión lectora – destrezas - e-learning

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**DATE:** July 28th, 2021

**EXECUTIVE SUMMARY**

Virtual platforms contribute significantly to the learning of the English language, facilitating teachers to develop the teaching-learning process. Through their use, dynamic tools are implemented which contribute to supporting students and facilitating their cognitive development, thus developing language skills. From this perspective, the present research work aimed to determine how e-learning contributes to the development of students' reading comprehension skills. In this research with a quali-quantitative approach and quasi-experimental type, a population of 70 seventh grade students from the Unidad Educativa Carlos Cisneros were part of the control and experimental groups respectively. For data collection, two techniques were used. The first was a survey directed to students which had a questionnaire as a tool. The second was a pre-test and post-test that were taken by the students before and after a classroom intervention where two virtual education platforms were used, Google Classroom and Kahoot. After data analysis, it was concluded that students significantly improved their reading comprehension skills, which

constitutes a great advance in the learning of the English language for both students and teachers.

**Keywords:** learning - virtual platforms - reading comprehension – skills - e-learning

## **CHAPTER I**

### **THE RESEARCH PROBLEM**

#### **1.1. Introduction**

Due to the pandemic which everyone is living nowadays, the Ministry of Education of Ecuador proposed a distance educational model as an alternative of keeping in contact with students and continue with the teaching and learning process. Regardless to this well-known issue and keeping the social and physical distance and taking into consideration that students were struggling in reading comprehension skills (Education First, 2020), this research project was performed with the aim of determining how e-learning contributes in the English language reading comprehension skills development.

This research intended to work with 70 students who belonged to 7<sup>th</sup> grade of basic education in the Unidad Educativa Carlos Cisneros in the city of Riobamba. Due to the pandemic the demands of hours and working hours are unconventional because the Ministry of Education (2020) has ruled that students must have just 40 minutes of class per each subject each week.

In this study some tasks have been done such as the analysis of e-learning platforms that can be suitable for children to improve their reading comprehension. In this scenery, Google classroom and Kahoot were implemented to let students to read and improve their reading comprehension skills with positive and motivating results for students even though everyone is living a resilience experience.

**CHAPTER I** introduces the problem and its contextualization. Additionally, the critical analysis, prognosis, and establishment of the problem, justification, and objectives are presented.

**CHAPTER II** shows the research background which contains the most outstanding theoretical foundations and hypotheses.

**CHAPTER III** presents the methodology for this research the type of research, and population. In addition, the operationalization of variables, the method of data collection and analysis are displayed.

**CHAPTER IV** details about the obtained data analysis and interpretation including the hypothesis verification by applying T student mathematical test.

**CHAPTER V** shows the conclusions and recommendations. Followed by the annexes that contain the proposal for the intervention in the classroom

## **1.2. Justification**

Platforms have become an integral part of online culture. Therefore, everyone reads, listens, checks, and share something on them. People know whether they are official news platforms associated with traditional news media, topic-based blogs related to one's work or hobbies, or for educational purposes. Hence, the present research responds to the need to develop reading skills of students through the use of e-learning platforms, a classroom strategy that allows students to exchange ideas, work as a team, sketch, visualize and interact orally in an instant what they produce. These responses to the actual situation because its results would help to solve the low level of reading comprehension which is a real students' problem.

This research work has a tremendous importance in the education field. Nowadays, the humanity is breaking through serious education problems that make teachers to find new strategies to perform their tasks. Now, it is not only pencil, paper and blackboard; but also, internet and online applications, websites, platforms to learn. From this point of view, the application of e-learning platforms constitutes the basis of active teaching and learning strategies, which strengthens the growth and development of creativity, reflection and fluidity in production; consequently, it is important that the teacher impregnates in his or her technical



and technological tools that maintain the interest and dynamism required by the English language learning.

On the same way, this work offers a great impact on the students because they are the most important beneficiaries. From the approach of the levels of cognition: know to do, known to be, to know living together; the practical and the social knowledge helps students to perform in a better way. Even more, using educational technology as a constructivist tool. This may help the students to represent their ideas, articulate what they know, explore, manipulate, and process information, while actively collaborating with each other (Jonassen 1999).

Furthermore, this research is newfangled. In this way, people interact without having to be in the classroom. They have the opportunity to learn and produce knowledge either by publishing materials immediately and allowing access to information or resources which are necessary to carry out classroom projects. Thus, teachers optimize their time by offering students the possibility of improving academic content through the use of multimedia elements like: reading texts, videos, sounds, animations or others. This allows both, the teacher and student to create resources and contents about educational topics without having to install applications.

Moreover, this research is original. Even though, the use of computer hardware and software in education and training dates to the early 1940s, when American researchers developed flight simulators which used analog computers to generate simulated onboard instrument data; it is well-known that nowadays, because of the pandemic, people need to be connected to learn. Therefore, making the correspondent research in Carlos Cisneros School, there is no evidence of a similar work. For this reason, the results of this research will be shared with the teacher staff for further investigation.

In sum, the current research is widely justified because it is original, new, and students would be the direct beneficiaries.

### **1.3. Objectives**

#### **1.3.1. General objective**

To determine how e-learning contributes to improve students' reading comprehension skills

#### **1.3.2. Specific objectives**

1. To analyze e-learning platforms which are suitable for the development of reading comprehension.
2. To describe reading comprehension strategies that are developed the most through e-learning platforms.
3. To develop a classroom intervention to help learners acquire relevant English reading skills.

## **CHAPTER II**

### **RESEARCH BACKGROUND**

Several studies have supported to the statement that blogs are able to facilitate language teaching and learning (Mutambik, 2018), especially in terms of learners' language complexity, grammatical correctness, and fluency. Similarly, bloggers have a greater sense of freedom to express their ideas and to establish their arguments than classroom-based participants (Chávez, Saltos, & Saltos, 2017). E-learning platform enhance users' exposure to people from different backgrounds and circumstances (Cinquin, Guitton, & Sauz'eon, 2019). The archiving of E-learning entries facilitates users' reflection on platform content and fosters development of metacognitive strategies for monitoring the progress of learning (Maridueña, 2019). That is the reason why, it was made a wide analysis of previous studies that are the basis for it.

Duwiastuty and Sulhan (2018) stated that technology helps to everyone in different ways. First, it makes lives easier. In the educational context is the same because everyone can learn and create things through e-learning. In this context, they made research in this field with the aim to determine if the innovation of Readutainment application as e-learning lets students to enhance their reading comprehension skill. The researchers worked with a random sample made of 180 participants because they considered that the population was homogenous. It was a qualitative action research that used the Edmodo platform to harbor students in virtual classrooms in two cycles. The Readutainment application contained reading texts that were followed by some exercises like discussion, tests, and tasks. It also contained a mini dictionary and glossaries. This was an interactive tool that helped the students to improve their reading comprehension skill because their average grade increased from 68 to 75.

In the case of the research cited above, it results interesting because the population was assigned randomly, so this looks like interesting because every student is in the same low level. On the other hand, the idea of using Edmodo platform is also good because it offers a

number of applications that can be suitable for the purpose of the present research. Moreover, the fact of using dictionaries and glossaries help the students.

Mustafa, Assiry, Bustari, and Ridha (2019) made another research. It aimed to establish the differences in reading attainment between students who developed online homework and those who performed paper-based homework. An online platform was used in order to give the students reading and vocabulary homework. The researchers worked with three groups of students; two experimental groups who worked with the platform and the other one just had paper-based homework (control group). It is needed to clarify that all of them worked with face-to-face interaction but just the two experimental groups worked in the platform. Furthermore, the experiment consisted in giving 400 words vocabulary inside of reading texts which are part of target academic reading texts. For the data collection, they gave a pre-test and a post-test; through the use of five texts which consisted in ten questions. During the classes in the intervention period, the researchers cover topics for the four language skills, listening, reading, speaking and writing by using a course for the TOEFL test (Longman Introductory Course). On the reading part, the students were taught about strategies for reading comprehension such as main ideas, details, inferences, vocabulary in context, pronouns, and so on. This project lasted 10 meetings of 90 minutes each. After this process, it was determined that the students in the experimental group showed a better reading comprehension skill.

For the purposes of these research, it is necessary to consider that there are some strategies to teach learning like those cited above. For that reason, it would be a good idea to introduce these topics in the development of this research. Bearing in mind that reading means to comprehend texts, is important to help students to do that.

Yet another research was conducted by Radia (2019). Radia (2019) argued that blended learning consists in combining on-site and virtual instruction in a harmonious way. That study aimed to research students' attitude towards the blending learning method. It was a quantitative study which addressed to thirty university students who participated in an online reading course as well as class face to face reading instruction. The online platform used to achieve this goal was Moodle. After the instruction, the researchers concluded that the

students have positive attitude towards blending learning and their reading improvement because they also developed their own autonomy.

This information is valuable for the purpose of this research. Taking into consideration that students need to improve their reading comprehension skill, the use of some online platforms is good for them according to their interests. Moreover, in this modern era, students need to work through the technology which helps them to develop autonomy in their works and learning.

Furthermore, Hagerman (2017) conducted research that aimed to evaluate the impact of LINKS which stands for Learning to Integrate InterNet Knowledge Strategically on dyads who that use ten reading strategies which worked with text integration processes. The resercher developed collaborative online research through themes about science curriculum with eight dyads belonging to ninth grade. In the intervention, there were five questioning sessions. The researcher concluded that there was not a significant improvement in reading; however, the project worked pretty well on writing.

The research cited above was considered because it helps to understand that in any project, there is no always a good result. In this case, it could help if the present research integrates interesting activities and reading texts in order to catch the students' attention. Therefore, it is a big challenge.

Maridueña (2019) performed research that aimed to determine the impact of using online electronic books on the reading incentivization and listening skill of six grade students who were aged 7 years. That research was developed thourgh Moodle web site. The material used for this research included listening tasks and activities, questionnaires, among other materials. For gathering data, the researcher used questionnaires, checklists, rubrics. The assessment included in oral responses to questions that included inferential, literal information during the sessions. Furthermore, the students answered with lots of enjoyment. At the end of the research, it was found that students really improved because their scores in the pre-test are

less than those in the post test. Therefore, reading comprehension can be improved starting from early childhood.

This research provided motivation to continue doing the present one. Since it is devoted to very young people, it is expected to be a success. For that reason, it is important to work with parents to have enough support from home. In these pandemic times, it is extremely necessary the parents' support to have a real evidence of the students' improvement.

Martínez, Marrujo, Perillo, González, and Burin (2019) made another interesting investigation. It aimed to “to analyze the contribution of different support strategies to expository text comprehension in an e-Learning environment” (p. 31). In doing this, they involved some strategies like re-reading, note taking, embossing, and memorization. In this project, 224 students participated who read two texts that were expository. With those texts, the students responded reading comprehension tests using an e-learning platform. It was found that students adopted three core strategies: memorizing, note-taking, and digital ones. The result was that students improved their reading comprehension.

In this regard, students need to adopt strategies for learning. In the case of the present research, students need to learn how to read and comprehend texts. So, it can be a good idea to help them with reading strategies such as note taking and highlighting to answer questions.

Kuama (2016) in her investigation pretended to develop and evaluate an online tool to enhance reading comprehension. She did it because of low children performance in reading comprehension evaluations which was not justified with the large amount of economic resources invested for schools was evidenced. This was a quasi-experimental research where a population of 88 students who belonged to fifth grade worked. In the implementation phase some reading comprehensions strategies were used combined with vocabulary activities. It was an academic period of 12 weeks which were mediated by the teachers through digital resources which contained many Metacognitive strategies. After the implementation, the results showed that students improved in their reading comprehension.

Mutambik (2018) argued that e-learning education was a new form of education which separated teachers and students through the use of technological instruments to promote students individual and autonomous development. In this regard, his research purpose was to explore students' attitudes towards an online English reading comprehension workshop. He performed a case study based on descriptive and exploratory research. This research was developed in 120 academic hours; and, covered 5 modules. In the phase of intervention, some topics were covered like vocabulary, strategies for reading, reading skills, organization of texts, and judgment. To cover those topics, there were some activities in the platform like forums, chats, videos, questionnaires, and other web pages links to explain or provide further practice and exercises. Furthermore, each module had a test to check understanding and progress. At the end of the course, the researcher found different student's opinions; however, students' attitudes were positive because it was a challenge for students towards their autonomous work.

Cinquin, Guitton, & Sauz'eon (2019) performed a literature review to analyze the existing of studies related to e-learning use with students with cognitive impairments. After finishing the literature analysis and synthesis, the authors found that there is not any studies related to inclusive education through e-learning. Furthermore, there is a deficient inclusion of accessibility standards. There were found just a few related to syndromes. There be identified five types of accessibility functions like adaptation systems, games, content, and virtual interfaces. Furthermore, the discussions was about design and evaluation.

Picton (2019) argued that there were several issues at the moment of working with technology to scaffold learning. Therefore, her objective was to analyze the impact of technology on teaching and learning process through a survey addressed to 219 UK teachers. After doing the research, some findings came up. First, students had extensive access and use of hardware in the school; however, their levels of access were low in general. Then, less than half of teachers accepted have used technology in their teaching process; on the other hand, more than half of them use it rarely. Regarding the benefits of technology, most of the teachers thought that students could be benefited through the use of technology in class. In addition, the most popular e-learning platforms were Reader, Clicker and Kahoot. Finally, 9 out of 10 teachers

stated that students should be prepared for working with technology in order to teachers use their time effectively.

For those reasons, it is important to take into consideration that e-learning is another way of supporting the teaching and learning process to improve communication skills. In this case, the research focuses on reading skills and the work cited above was a good source of information to conduct a good research.

According to Rivas (2015) reading comprehension is the process whose given keys by the author and the previous knowledge that the child possesses are used to infer the text meaning in a process which is fundamental for the development of the abilities and skills of the children, students, mainly those related to oral communication. In this regard, he made a research whose purpose was to achieve an adequate reading comprehension to favor the teaching-learning process with the specific goal of finding, from a critical perspective, new teaching strategies based on a better understanding of the processes involved in understanding the reading to incorporate them into the theoretical framework. After doing the research, the author came up with some conclusions. First, teachers do not use methodological strategies to strengthen the development of reading comprehension in their classes. This affects the students' learning because they develop it passively. Furthermore, teachers are not trained in the use of methodological strategies for their application in the area of Language and Literature. Moreover, students sometimes participate in class because they are not motivated enough to actively do it, so, they do not have access to a truly meaningful learning. In addition, teachers do not promote research tasks to stimulate meaningful learning.

It is highly related to what is currently happening in the school where the target population studies. There are serious problems with students because they show a low range of motivation to reading. Furthermore, taking into account that reading is the basis of learning, teachers must contribute with students not only to be promoted to the next level but also to learn and have strong background knowledge to be used in the next grade. Additionally, teachers must look for meaningful and new strategies for students to read.



Díaz, Becerril, & Guadarrama (2017) performed research which aimed to articulate subjects related to the disciplinary field of Humanities (Oral and written expression, Language and communication I, Language and communication II, literature) with the use of emerging strategies mediated by Virtual Learning Environments (VLE) to help strengthen reading competence. The objective of the study was to strengthen reading skills by promoting emerging pedagogies in virtual learning environments. The research question was about emerging pedagogies supported by ICT that can strengthen reading skills in students from a school in Mexico, fostering reflection and streamlining communication between the different agents. In the study, a mixed methodology (quantitative and qualitative) was applied with a quasi-experimental approach, a control group and an experimental group (comparative) with independent non-random samples that helped to recognize the importance and influence of digital tools, such as the design of pedagogies emerging and new learning spaces in the classroom. For the collection of data some tools have been implemented such as an initial questionnaire for virtual counseling during the reading program in virtual learning environments, an assessment questionnaire of emerging strategies used in the reading program in virtual learning environments, an assessment questionnaire of the didactic methodology with virtual learning environments, and some open questions of the questionnaire on the virtual experience.

The research above is narrowly connected with the present one. This research aims to perform a quasi-experimental research because it is necessary to obtain data before and after the use of e-learning to improve reading comprehension skill. That implementation has some reading texts and activities to help students to improve their reading comprehension skill. Furthermore, the data collection process would be similar for it was efficient in the research cited above.

Duque & Soler (2019) argued that teaching English has focused on the management of syntactic or grammatical structures therefore their research aimed to change the dynamics of English teaching through the reinforcement of reading comprehension processes through the implementation of the educational strategy Blended Learning (B-Learning) using the Moodle platform. For this study, this platform was implemented with all its characteristics which make

it possible to support the training processes in the classroom. The research described the concept of reading comprehension, going through the theoretical foundations on text comprehension strategies, as well as a general analysis of the references of the Moodle platform as a tool to enhance said ability in the classroom. In the same way, the methodology implemented in the research. The implementation took three sessions which involved 4 classes per week. Finally, a descriptive analysis of the study categories designed for the analysis of the activities. After a comparative analysis between the initial activities and the results from the diagnostic test and the activities developed. The researchers found that the implemented platform made the participation and deliveries have one hundred percent participation, the vocabulary was increased, strategies worked for the comprehension of texts, which yielded the result of handling the given structures, recognition and appropriation of vocabulary and construction of texts with intentions, easy to understand and that account for the readings made.

In the case of that research, it is clearly stated that Moodle platform was used to do the research. That makes sense because e-learning uses virtual platforms; for that reason, Moodle could be a good resource for implementing the proposal of this study. At the beginning it was implemented a diagnosis, then, three didactic units were covered, and at the end a post test was taken by the students. Therefore, the study previously cited is a good source of information.

López & Jarvio, 2018 in their intervention pretended to promote reading by designing a Portal for readers with utilitarian purposes. It was a case study where a portal was designed that contained reading texts such as articles, news This Portal, as a blog, contains articles, news and other texts related to the promotion of reading, as well as eight reviews of some books. Subsequently, dissemination was carried out through Facebook and Twitter, and its reach was measured. Furthermore, written reviews of the activities of the February - June 2017 school period were also integrated, as well as progress of the intervention projects of various students with the aim of diversifying the content and making known the work carried out in the EPL. To enhance the impact of the reviews, video capsules or video reviews of approximately three

minutes in length were recorded, in which the most recent reviews were briefly and concisely disclosed. The video reviews were also shared on social media. In addition to using the statistics offered by Twitter and Facebook to measure the impact on users, a focus group of 10 users was formed to which a series of questions were applied to explain and rate their experience with the portal. The aesthetic and practical aspects and the quality of the reading provided were taken into account. After this process, the results were analyzed and the authors concluded that with a few months' work, more readers became familiar with the Readers and Readings Portal and joined social networks. They also argued that the vision of a student community that has its own portal where new knowledge is constantly being built is an opportunity that cannot be missed.

Being an opportunity to improve, the use of virtual platforms in e-learning approach is a good idea. It is necessary to take into consideration that students need new forms of motivation for learning. In that case, teachers must implement new tendencies of learning and e-learning could be the solution for the low level of the reading comprehension skill.

Another research was conducted by Velasco (2017) whose study pointed to study the student's writing and reading skills in the Edmodo platform. In doing this, the researcher interviewed 20 students to know about their reading preferences. Then, the non-participant observation technique was implemented, in order to take notes of some moments when students interact with the platform in the reading and writing process. Those observations described what happened in the classroom. At the end, it evidenced an improvement in writing and reading with lots of critical thinking.

This study was very interesting because it helped to understand and have many interesting thoughts about how to develop a successful intervention. In this regard, it is needed to mention that critical thinking is important for reading comprehension.

Garrido & Rodríguez (2015) developed a research whose objective was to test the OpenSim platform during the process of teaching French. This study involved 108 students who used that platform. The researchers started with a diagnosis about the students' reactions towards

the virtual platform by means of an avatar. After, they introduced the project and its goals and work methodology. The study itself was composed by islands created by the authors; those corresponded to reading and listening comprehension activities, and written activities. After this implementation, one month later, the authors evaluated the experiment through tests. Then, the data analysis was performed and it showed that language acquisition through virtual platforms is possible, applicable, and sustainable.

With the previous study, this one, is justified because it was proved that e-learning is suitable to learn a language specially to reading comprehension skill. Therefore, this research must be continued.

Ramirez (2017) in her research, aimed to “determine the impact of a series of Moodle-based worksheets in reading comprehension development to promote the use of reading strategies” (p. 3). It was a qualitative study which was focused on action-research. It was conducted with a group of eight students who worked with Moodle platform. The data collecting was through students' artifacts, an interview, and tests. After data analysis, it was found that the use of motivating, organized and contextualized virtual reading worksheets was helpful to strengthen students' reading comprehension. The intervention included a series of reading strategies that helped to increase students' vocabulary knowledge. Additionally. It was concluded by the author that virtual Learning Environments give good opportunities to motivate students to improve their learning.

This study comes up with some pedagogical suggestions to be improved and applied in the present research. Besides, it is very similar to this one for it is focused on the use of Moodle platform to improve reading comprehension. It used virtual worksheets to motivate and facilitate students to learn which is very important as basis of this investigation.

Mokhtar & Dzakiria (2015) stated that English language must be put attention to because each time there are more and more tools for a more effective teaching and learning process. Virtual learning also helps to motivate students to develop their own autonomy and creativity. They developed research that focused on exploring the attitudes of students towards Edmodo

platform. It was a qualitative investigation which centered on Edmodo. To collect data, they used a set of interviews which covered the advantages of using Edmodo for learning English. Furthermore, some tests were uploaded which contained activities with the four skills of the language. This research concluded that Edmodo has four interesting advantages to help in English learning such as interactivity, reliable assessment, sustainable, and different.

This research also serves as basis for the present. In fact, it is very detailed and covers the language skills. In that case, reading comprehension tasks are valuable to take into consideration because they contain various interesting kinds of questions. Edmodo, as a potential platform, could be used to help students at Carlos Cisneros school.

Besides, Haron, Zaid, & Ibrahim (2015) aimed to study and analyze “students’ perceptions of E-Learning as a platform to learn English language” (p. 82). In doing this, the researchers investigate about the benefits and negative aspects of E-learning. It was a quantitative research which used a questionnaire to collect data related to research questions. Furthermore, a survey was used which contained 28 questions that were measured through the Likert scale. That questionnaire was divided into two important parts. First, the questions were about the students’ perceptions towards E-learning and the second part was available for students to write comments about the project. They also concluded that E-learning can be helpful for learners; so, its use must be compulsory to improve the teaching and learning process.

That research work also had narrow similarities with the present in terms of data collection. It is very important that a questionnaire has its own Likert scale, so the analysis and interpretation can be easier.

Moreno, Guadamillas, & García (2016) stated that e-learning is crucial for the English language learning because students need to practice their receptive and productive skills. They proposed a project to evidence how independent and e-learning are developed through ICT. The project was developed by using the Moodle platform which contained some tasks. After the implementation of this research, it was necessary to conduct a survey to inquire about the students’ perceptions related to the effectiveness of the of it. Besides, it was a quali-quantitative research which applied a questionnaire that involved 18 questions based on Likert scale to 93

students. It was applied through google forms in Moodle. Furthermore, an interview was addressed to 12 students who observed the obtained results and provided their own analysis and interpretation. The conclusion for this study was that virtual learning must be combined with English learning because it had good results.

All of those studies constitute the basis for this because they have enlightened its route. At the same time, they have guided for developing a good tool for improving English skills especially reading comprehension skill.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Location**

The present project was developed with students belonging to the seventh grade at Unidad Educativa Carlos Cisneros. This educational institution is located in the Maldonado urban parish in the city of Riobamba. Its address is the corner of La Paz and México street. This is a regular education school of the province of Chimborazo. It is also a Hispanic and public school which assists students in the morning and in the evening. Being a public institution, students come from different socio-economic status. There are 4308 students and more that 220 teachers. Related to the students in this project, they belong to the seventh-grade parallels A and B.

#### **3.2 Equipment and materials**

As the title of the current study represents, the most important and helpful equipment were the computer and wi-fi connection because it deals with e-learning. In short, it can determine, the following characteristics of e-learning: First, the use of computer support. It means that without computer equipment, this type of teaching could not be carried out. Secondly, on-line connection through the World Wide Web or www. If the computer equipment does not have a connection to the web, this type of training could not be carried out either. Furthermore, it is necessary, flexible training by the student. The students themselves are the ones who organize their studies, according to their needs, availability and motivation. In addition, the use of hypertext tools to establish a synchronous - asynchronous communication between teacher and student, for the elaboration and analysis of educational content are needed. It means the student does not attend face-to-face classes. The student can be trained from home or from anywhere else (Cinquin, Guitton, & Sauz'eon, 2019).

Regardless to this, two really useful e-learning platforms were used, Google classroom and Kahoot. The former, was used to upload the reading texts and the activities in asynchrony classes. All the topics were based on the modules of English subject for seventh grade of basic

education provided by the Ministry of Education of Ecuador (2020). The latter, on the other hand, was used to support exercises related to reading comprehension activities.

### **3.3 Research type**

This research was based on the principles of the critical propositional paradigm of a qualitative-quantitative nature. Qualitative because these statistical results were subjected to interpretations with undeniable support of the theoretical framework. For Piaget (2001) the principle of the critical - propositional paradigm focuses that the individual must construct for himself the knowledge from the action and the experimentation, that allow him to develop his mental schemes. Alongside these actions, the individual proposes possible solutions to the problems encountered. Quantitative because all the data gathered was tabulated, analyzed and interpreted to come up with conclusions. So, the research responded to the main goal of it through **mixed approach**.

Furthermore, this research addressed a **quasi-experimental design**. Campbell (2015) with respect to internal validity, mentioned that these often appear to be inferior to randomized experiments. But there is something appealing about these designs as they are taken as a group, they are easily and frequently implemented that their similar processes performed at random. Furthermore, the study involved two groups of students: the control and the experimental group.

### **3.4. Hypothesis**

For this study, two hypotheses were designed:

H 0: e-learning does not contribute to improve students' reading comprehension skills.

H1: e-learning contributes to improve students' reading comprehension skills.

Taking into consideration the information gathered in the state of the art, it is highly possible that e-learning contributes to improve reading comprehension skills. To achieve reliable results, the T- student test through SPSS statistical software was used which is going to be explained later.



### 3.5. Population and sample

As it was quasi-experimental research, two groups of seventh graders were chosen. The parallel A constituted the experimental group and the parallel B was the control group. As it was a small population, the researcher took the decision of working with the whole. The experimental group worked in an intervention plan with Google Classroom and Kahoot because they are used for free; however, the control group worked through WhatsApp messages and the typical portfolio where they have to complete some paper-based activities. The students were distributed in this way:

Table 1. Population

<b>CLASS</b>	<b>ROOM</b>	<b>MEN</b>	<b>%</b>	<b>WOMEN</b>	<b>%</b>	<b>TOTAL</b>
<b>10</b>	A	15	43	20	57	35
<b>10</b>	B	18	51	17	49	35

Created by: Vimos, M. (2020)

### 3.6. Data collection

For the purpose of this study, two important data collection techniques were used. First, as it worked with children, a short survey was conducted before the study which was in Spanish for a better comprehension. It was about the students' own perceptions relating to their background knowledge of English language and reading comprehension. The instrument for this activity was the questionnaire which can be found in the annexes. Secondly, before the intervention, the students took a short pre-test. The pre-test was taken from the Cambridge Assessment sample exams web page and was adapted through the Google forms to obtain results easily. It refers to the Reading part level A1 "Movers" which can also be found in the annexes. After the intervention, the students took a post-test which had the same structure as the post-test.

### 3.7. Data processing and statistical analysis

The statistical model was the T-student for the researcher wanted to prove either the null hypothesis is true or not. It was applied since the population followed a normal distribution.

In probability and statistics, the t-distribution or Student's t distribution is a probability distribution that arises from the problem of estimating the mean of a normally distributed population when the sample size is small. Later, the Kolmogorov Smirnov test was applied in order to compare means belonging to the pre-test and the post-test to prove the hypothesis.

### **3.8. Variable response or results**

#### **Independent variable: e-learning**

In this regard, e-learning had a positive effect in the population. It was valuable for students not only for it was a new modality of study but also it widely helped to improve reading comprehension. The students showed acceptance and good attitudes towards its use. Most of them are experiencing resilience because of Covid-19 and they made their best taking advantage of what they had in their houses.

As it was explained above, students from “Carlos Cisneros” school come from different socio-economic status; however, all of them and their families made their best in order to learn. They already had internet connection and a computer or a smartphone. Therefore, e-learning was possible through the use of Google classroom and Kahoot.

#### **Dependent variable: English language reading comprehension skills**

Regarding to the dependent variable, students took a pre-test at the beginning of this study; and, a post-test at the end of it.

Using Google classroom and Kahoot, reading comprehension classes, activities, quizzes, and games were put into practice. In this way, the students belonging to the experimental group actively worked to improve their own knowledge.

## CHAPTER IV

### RESULTS AND DISCUSSION

After doing this study, some results came up which are going to be discussed below. First, the findings related to e-learning platforms; then, reading comprehension strategies; finally, the results that came up at the beginning and at the end of the intervention since this was a quasi-experimental research. In this research, 70 students took part who were enrolled in seventh grade parallels A and B. They were distributed into two important groups: the control and the experimental. Furthermore, the students took the Reading part level A1 “Movers” exam from Cambridge Assessment (2018). Besides, a survey addressed to the target population validated by experts was done in order to know about the students’ perceptions towards e-learning. Having collected data, it was analyzed through T-student test through SPSS statistical software.

#### 4.1. Use of e-learning platforms

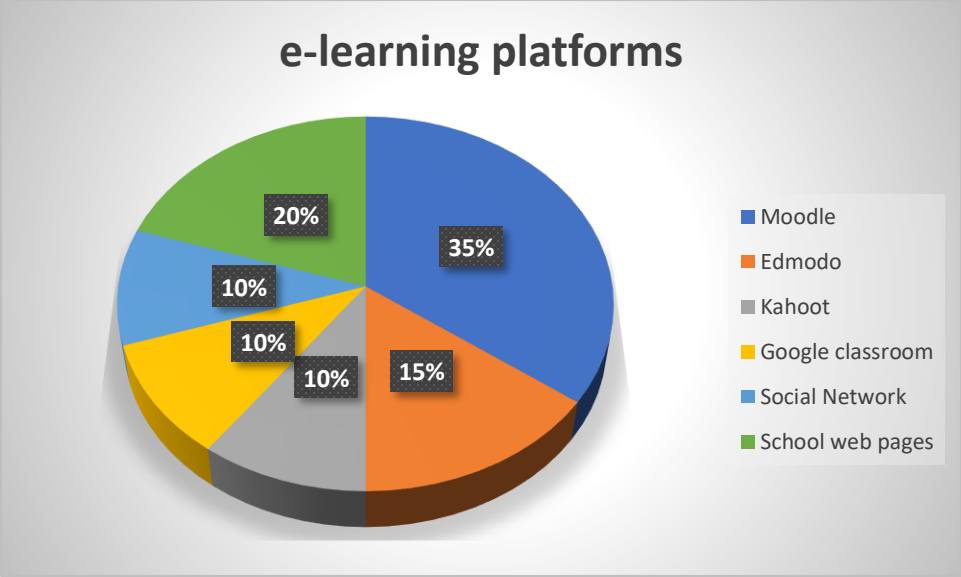
After revising the background knowledge some important information was found. In this regard, the table below examines the different types of educational platforms that have been mentioned in the studies reviewed in the chapter two of this research that can be used to host online courses and make them available to students.

Table 2. e-learning platforms

<b>e-learning platforms hosted in previous studies</b>	<b>Frequency</b>	<b>%</b>
<b>Moodle</b>	7	35%
<b>Edmodo</b>	3	15%
<b>Kahoot</b>	2	10%
<b>Google classroom</b>	2	10%
<b>Social Network</b>	2	10%
<b>School web pages</b>	4	20%
<b>TOTAL</b>	20	100%

Created by: Vimos, M. (2020)

Figure 1. Use of e-learning platforms



Created by: Vimos, M. (2020)

**Analysis**

As the table and figure above show, there were 20 studies reviewed in the background knowledge of this research. In this regard, there were some e-learning platforms that were used either to teach English or enhancing reading comprehension skills. The most important finding was that there are some e-learning platforms that are commonly used for research purposes in educational field. Those platforms are Moodle, Edmodo, Kahoot, Google classroom, Social Network like FaceBook and Twitter, and some school web pages.

This information is highly significant because it enlightens the idea of using platforms. As this is a new and mandatory way of teaching and learning because of Covid-19 pandemic, it is really challenging to think or learn about other platforms. Teachers are looking for the best way possible to achieve teaching purposes in this resilience.

Having analyze all of them, the decision was taken to use Google classroom and Kahoot to perform the intervention because they do not need any support expenses (Ghirardini, 2015) and they are easily used either by teachers and students (Kahoot.com, 2020). Besides they offer a wide range of activities that can be used in order to develop this research.

## 4.2. e-learning tools suitable for reading comprehension strategies

According to the information compiled in previous studies, there are some tools that can be really useful to propose different reading strategies and activities that are performed while working on e-learning platforms. That information is detailed below.

Table 3. e-learning platforms tools

e-learning platforms	Tools				
	listening texts	forums	chats	questionnaires	evaluation
<b>Moodle</b>	✓	✓	✓	✓	✓
<b>Edmodo</b>	✓	✓	✓	✓	✓
<b>Kahoot</b>	✓	✓	✓	✓	✓
<b>Google classroom</b>	✓	✓	✓	✓	✓
<b>Social Network</b>	✓	✓	✓	✓	✓
<b>School web pages</b>	✓	✓	✓	✓	✓

Created by: Vimos, M. (2020)

### Analyzis

As it is noticed in the information above, 100% of the platforms offer the same tools that benefit the educational field and process. Taking into consideration the characteristics of each platform, it can be argued that reading comprehension strategies are suitable for listening to texts, forums, chats, questionnaires, and quizzes as part of assessment. Readers had the opportunity to integrate their thinking skills with the information provided in texts; so, they could ask and answer questions, think about main ideas, decode, make sense, interact wit others, sumarize; in sum, develop true understanding as reading comprehension strategies (Marakby, 2016). Therefore, it is clearly noticed that reading comprehension can be developed through the characteristics detailed.

As the intended population was formed by children, Kahoot and Google classroom were the e-learning platforms that were useful to develop different activities according to their level and age preferences in order to improve their reading comprehension skills.

### 4.3. Students' survey

With the aim of collecting students' perceptions about the use of e-learning in improving reading comprehension in the English language, this survey was addressed to seventh graders who attended to A and B classrooms. It is worth to emphasize that this survey is in Spanish to ensure students' better understanding.

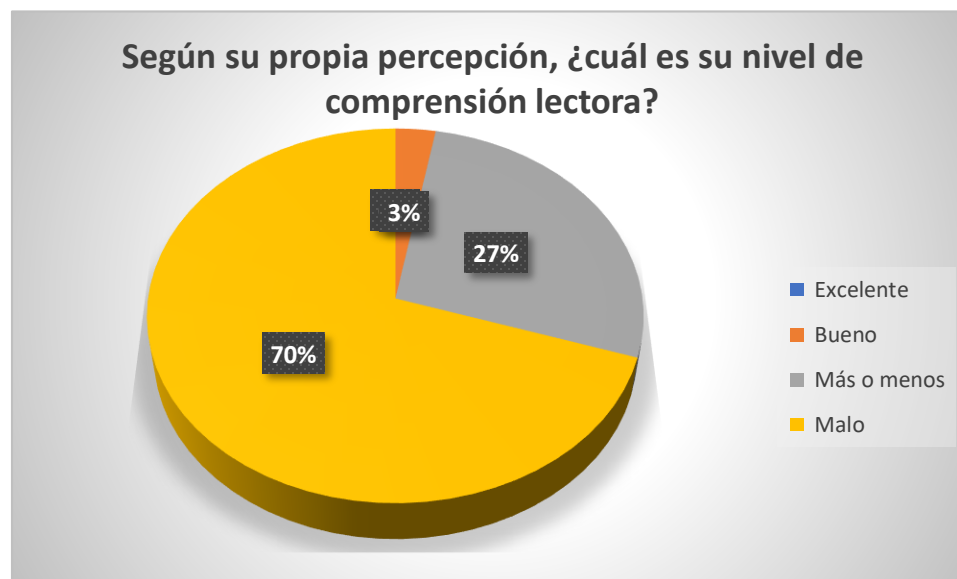
Item 1.

Table 4. Students' own perception about reading comprehension level

<b>1. Según su propia percepción, ¿cuál es su nivel de comprensión lectora?</b>	<b>Frecuencia</b>	<b>%</b>
<b>Excelente</b>	0	0
<b>Bueno</b>	2	3
<b>Más o menos</b>	19	27
<b>Malo</b>	49	70
<b>Total</b>	70	100

Created by: Vimos, M. (2020)

Figure 2. Students' own perception about reading comprehension skills



Created by: Vimos, M. (2020)

## Analysis

In this question, 70% of the students, according to their own perceptions, had low level of reading comprehension in English. It implies that an intervention was completely necessary for them to achieve better understanding of written texts. It might happen due to teacher's do not apply reading comprehension strategies or simply, they focus their attention in other language skills, or they do not motivate their students enough (Rivas, 2015).

## Item 2

Table 5. Students' reading comprehension strategies

<b>2. ¿Qué estrategias utiliza usted para comprender un texto?</b>	<b>Frecuencia</b>	<b>%</b>
<b>Mapas conceptuales</b>	10	14
<b>Dibujos</b>	12	17
<b>Juegos</b>	52	74
<b>Lee más de dos veces</b>	70	100
<b>Hace y responde preguntas</b>	70	100
<b>Hace predicciones y las comprueba a través de la lectura</b>	15	21
<b>Total</b>	70	100

Created by: Vimos, M. (2020)

## Analysis

The information above clearly stated that students use mind maps, drawings, games, repeated reading, ask and answer questions, make predictions and imply to understand written texts. This means that those strategies must be developed in the intervention because students are familiarized with them. Accordingly, Baier (2005) as cited in Marakby (2016) argued that students who used reading comprehension strategies obtained better understanding of any topic when reading a text; in consequence, they get better results in reading comprehension tests. For that reasons, Kahoot might be the best option to provide students better understanding through questioning.

### Item 3

Table 6. Places for reading preferences

3. ¿Dónde le gusta leer más?	Frecuencia	%
Libro	0	0
Revista	0	0
Página de Internet	15	21
No le gusta leer	55	79

Created by: Vimos, M. (2020)

Figure 3. Places for reading preferences



Created by: Vimos, M. (2020)

It is clearly stated above that students do not like to read while a small number of them read on web pages. This information has a strong connection with that provided by UNESCO (2017) where it is established that at the end of primary school children are not competent to read. Therefore, it is necessary to propose alternatives for children to read and become competent.



#### Item 4

Table 7. Reading preferences

4. ¿Qué le gusta leer?	Frecuencia	%
Cuentos	2	3
Leyendas	2	3
Historias	10	14
Cartas	0	0
Historietas	35	48
Nada	23	32

Created by: Vimos, M. (2020)

Figure 4. Reading preferences



Created by: Vimos, M. (2020)

The information displayed above clearly shows that students do have some reading preferences; however, there is a high percentage related to a dislike of reading. Even though 68% of the population prefer reading tales, legends, stories, letter and comics; 32% of the population don't like to read.

In this regard, it is a big challenge to have students read, and, it is necessary to implement an intervention to encourage students to read according to their age and preferences. In this survey the students stated that comics is their the most voted kind of texts which is similar with another study. According to Rosales

(2015) students prefer reading recreational and informative texts that are about their environment. This information was valuable to design the intervention plan to improve students' reading comprehension skills.

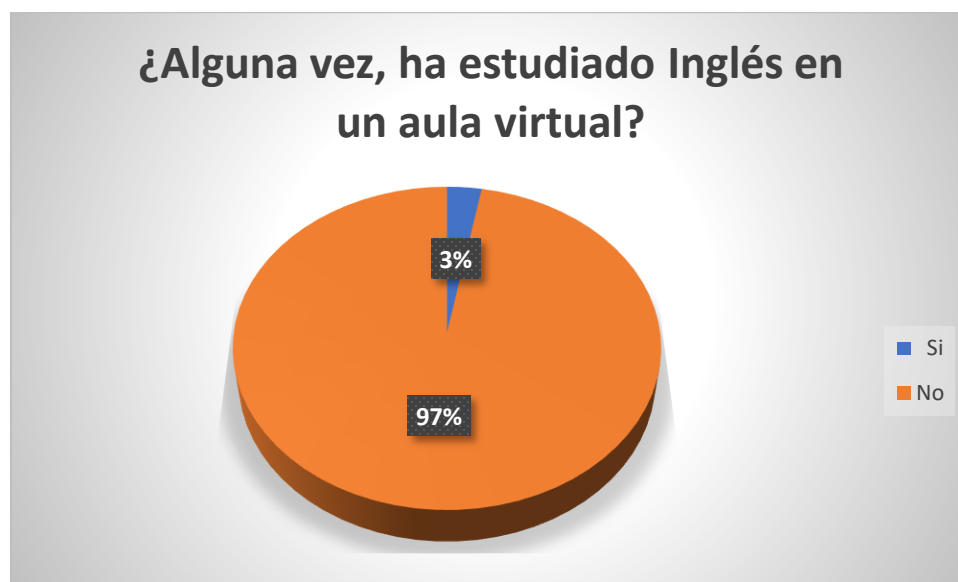
### Item 5

Table 8. e-learning previous experience

5. ¿Ha experimentado el estudiar Inglés en un aula virtual?	Frecuencia	%
Si	2	3
No	68	97

Created by: Vimos, M. (2020)

Figure 5. e-learning previous experience



Created by: Vimos, M. (2020)

### Analysis

This data shows that most of the students do not have previous e-learning experience, so it is totally new for them. This information justifies its novelty for the target population. As this is new for them, the researcher must motivate students to take the challenge.

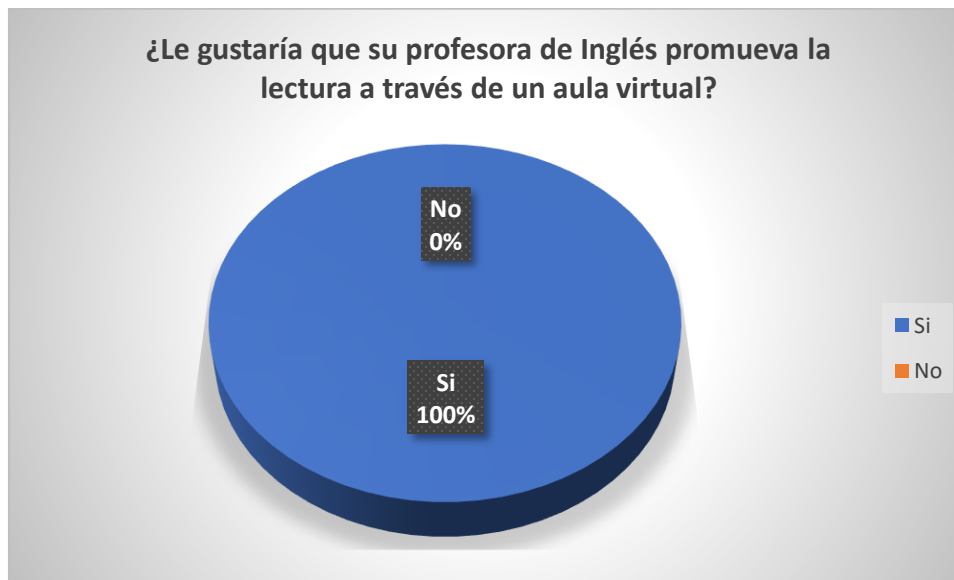
## Item 6

Table 9. Reading project commitment

6. ¿Le gustaría que su profesora aplique la lectura a través de un aula virtual?	Frecuencia	%
Si	70	100
No	0	0

Created by: Vimos, M. (2020)

Figure 6. Reading comprehension commitment.



Created by: Vimos, M. (2020)

### Analysis

As it is stated above all of the population would like their teacher to promote reading comprehension through an e-learning platform. Therefore, being a challenging activity, it is necessary to look for e-learning options according to the students' needs. In this regard, Kahoot and Google classroom would be used to achieve this goal.

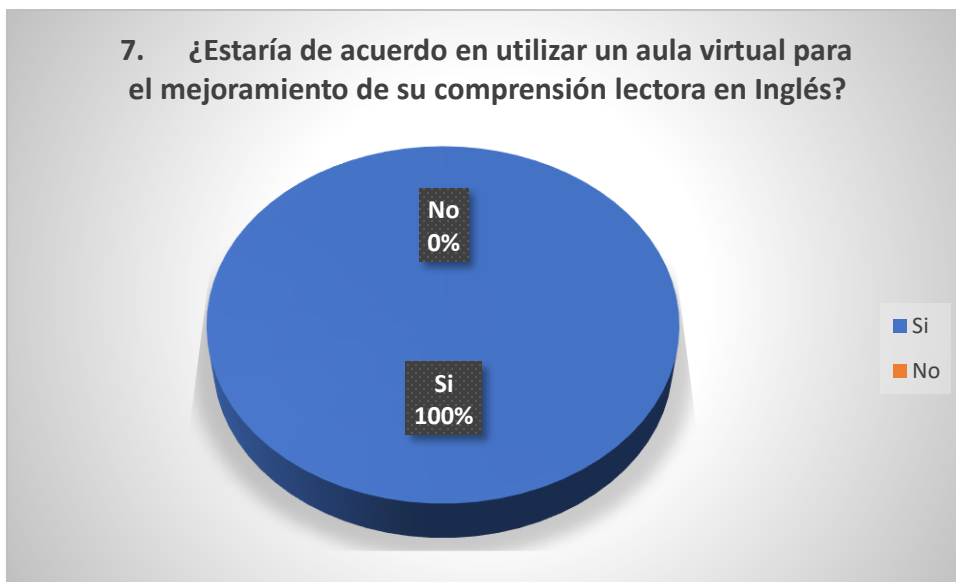
## Item 7

Table 10. Reading comprehension project agreement

7. ¿Estaría de acuerdo en utilizar un aula virtual para el mejoramiento de su comprensión lectora en Inglés?	Frecuencia	%
Si	70	
No	0	

Created by: Vimos, M. (2020)

Figure 7. Reading comprehension project agreement



Created by: Vimos, M. (2020)

## Analysis

For the purpose of this study, students' agreement and commitment were valuable. So, as it is seen in the table and figure above, the whole population agreed to participate in it. Therefore, teacher's passion and commitment were also required in this difficult time of resilience. Students showed their positive attitude to learn because they were living a sui generis moment in their lives.

All these aspects were considered to design the intervention plan and activities to achieve the main goal of this study.

#### 4.4. Pre-test and post-test

The pre-test and post test were taken from the Cambridge Assessment web page where some sample English tests are posted. They were based specifically on reading comprehension part for A1 Movers exam. Both the pre-test and post-test were taken by the students through the Google forms to familiarize students to the e-learning field. Furthermore, data were analyzed with SPSS statistical software through T-student test to compare means before and after the class intervention.

Having started the pandemic because of COVID-19, students took another way of learning. It was through some means like e-learning, WhatsApp, and phone messages. However, the researcher challenged herself and her students to prove e-learning for their reading comprehension improvement.

With 70 valid cases, the results were the following:

#### Control group

Table 11. Statistics. Pre-test - Control group

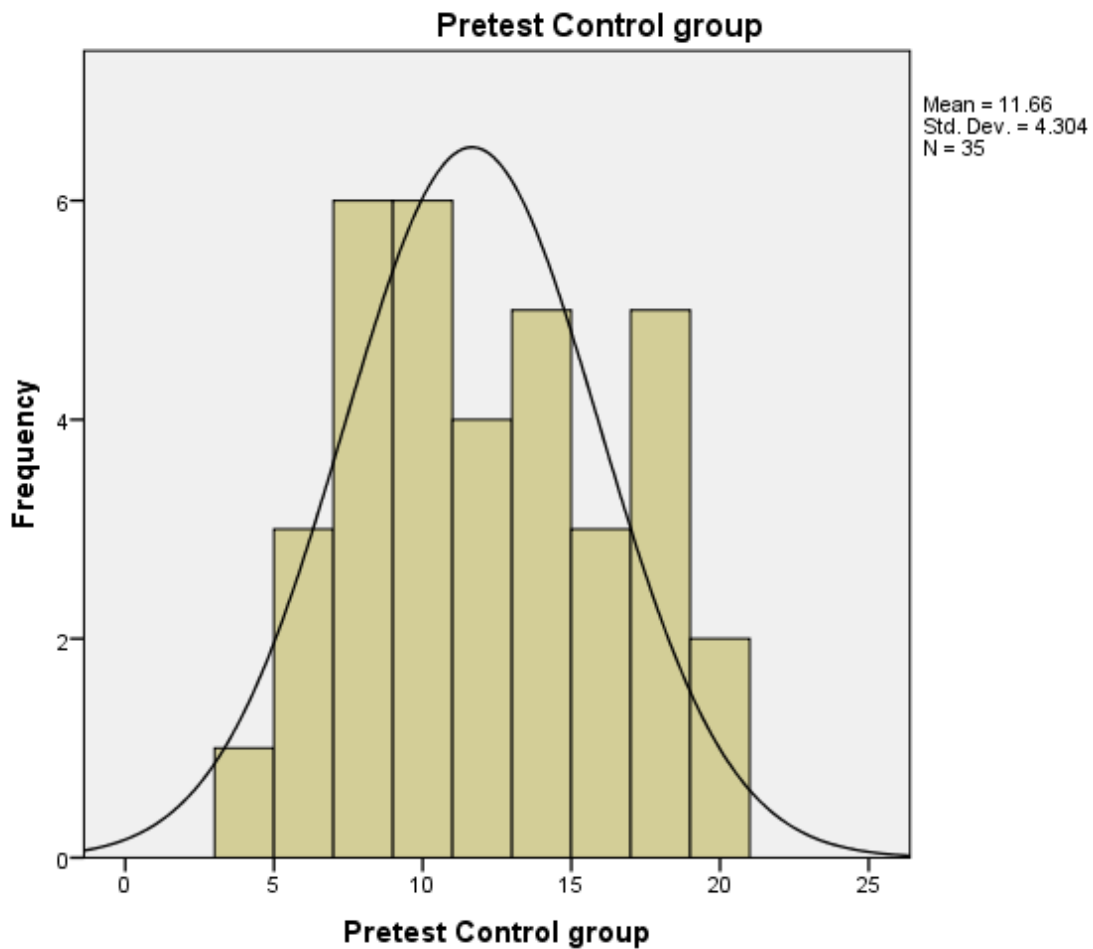
		Pre-test Control group
N	Valid	35
	Missing	35
Mean		11.66
Median		11.00
Std. Deviation		4.304

Pre-test Control group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	1.4	2.9	2.9
	6	3	4.3	8.6	11.4
	7	2	2.9	5.7	17.1
	8	4	5.7	11.4	28.6
	9	2	2.9	5.7	34.3
	10	4	5.7	11.4	45.7
	11	4	5.7	11.4	57.1

13	4	5.7	11.4	68.6
14	1	1.4	2.9	71.4
15	3	4.3	8.6	80.0
17	3	4.3	8.6	88.6
18	2	2.9	5.7	94.3
20	2	2.9	5.7	100.0
Total	35	50.0	100.0	
Missing System	35	50.0		
Total	70	100.0		

**Created by:** Vimos, M. (2020)

Figure 8. Histogram. Pre-test - Control group.



## Post-test – Control group

Table 12. Post-test - Control group

### Statistics

Post-test control group

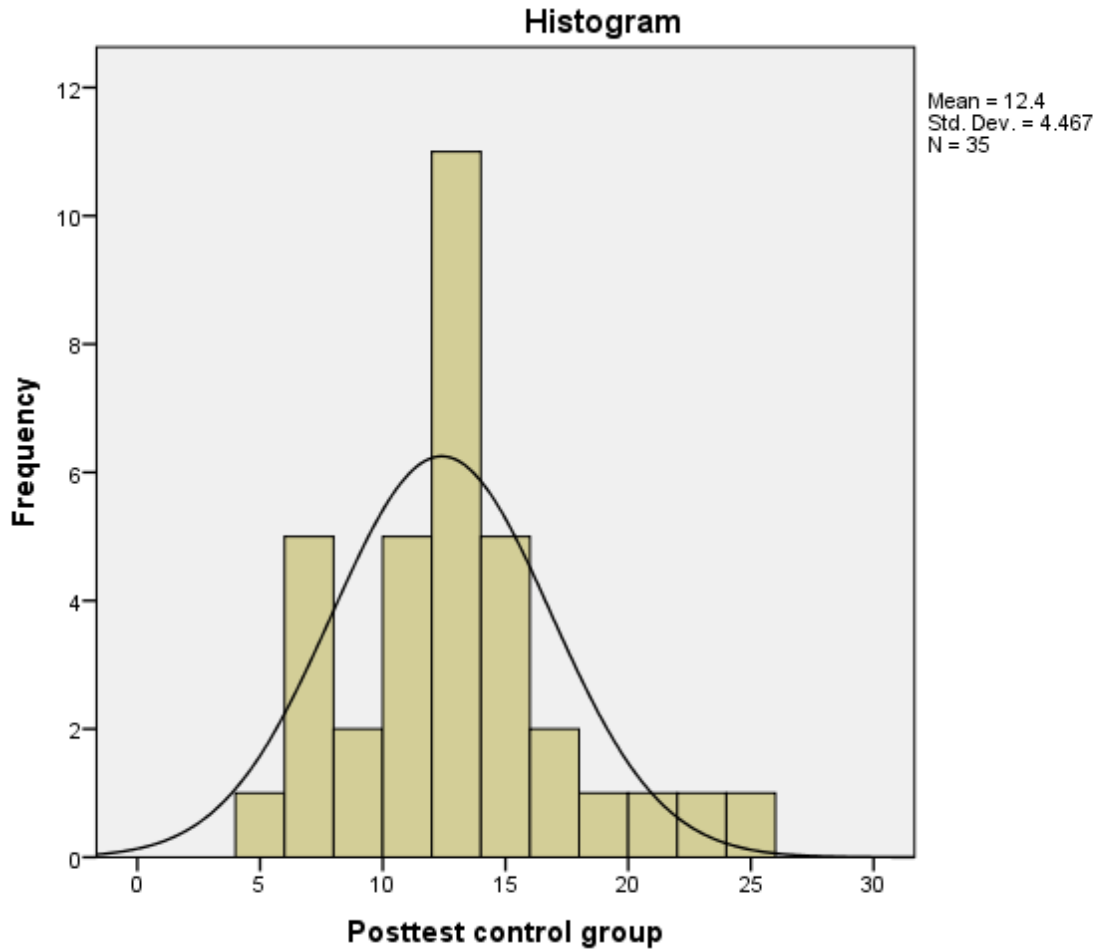
N	Valid	35
	Missing	35
Mean		12.40
Median		12.00
Std. Deviation		4.467

### Post-test control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	1.4	2.9	2.9
	6	3	4.3	8.6	11.4
	7	2	2.9	5.7	17.1
	8	1	1.4	2.9	20.0
	9	1	1.4	2.9	22.9
	10	1	1.4	2.9	25.7
	11	4	5.7	11.4	37.1
	12	8	11.4	22.9	60.0
	13	3	4.3	8.6	68.6
	14	2	2.9	5.7	74.3
	15	3	4.3	8.6	82.9
	16	1	1.4	2.9	85.7
	17	1	1.4	2.9	88.6
	18	1	1.4	2.9	91.4
	20	1	1.4	2.9	94.3
23	1	1.4	2.9	97.1	
24	1	1.4	2.9	100.0	
	Total	35	50.0	100.0	
Missing	System	35	50.0		
Total		70	100.0		

Created by: Vimos, M. (2020)

Figure 9. Histogram. Post-test - Control group



Created by: Vimos, M. (2020)

**Experimental group: pre-test**

Table 13. Experimental group – pre-test - statistics

		<b>Statistics</b>	
		Pre-test	Post-test
		experimental group	experimental group
N	Valid	35	35
	Missing	35	35
Mean		11.00	16.00
Median		11.00	16.00
Std. Deviation		3.812	3.540

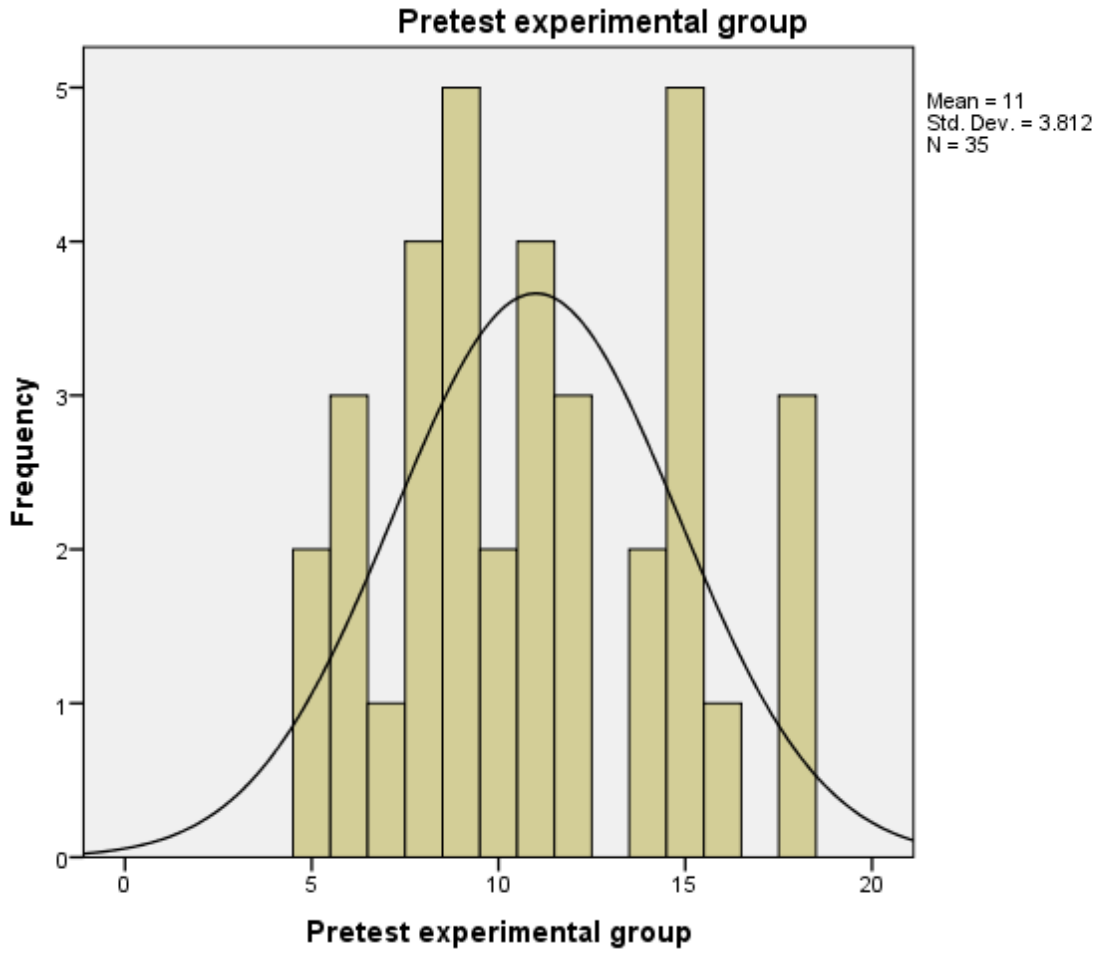


**Pre-test experimental group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	2	2.9	5.7	5.7
	6	3	4.3	8.6	14.3
	7	1	1.4	2.9	17.1
	8	4	5.7	11.4	28.6
	9	5	7.1	14.3	42.9
	10	2	2.9	5.7	48.6
	11	4	5.7	11.4	60.0
	12	3	4.3	8.6	68.6
	14	2	2.9	5.7	74.3
	15	5	7.1	14.3	88.6
	16	1	1.4	2.9	91.4
	18	3	4.3	8.6	100.0
		Total	35	50.0	100.0
Missing	System	35	50.0		
Total		70	100.0		

Created by: Vimos, M. (2020)

Figure 10. Histogram - Pre-test - Experimental group



Created by: Vimos, M. (2020)

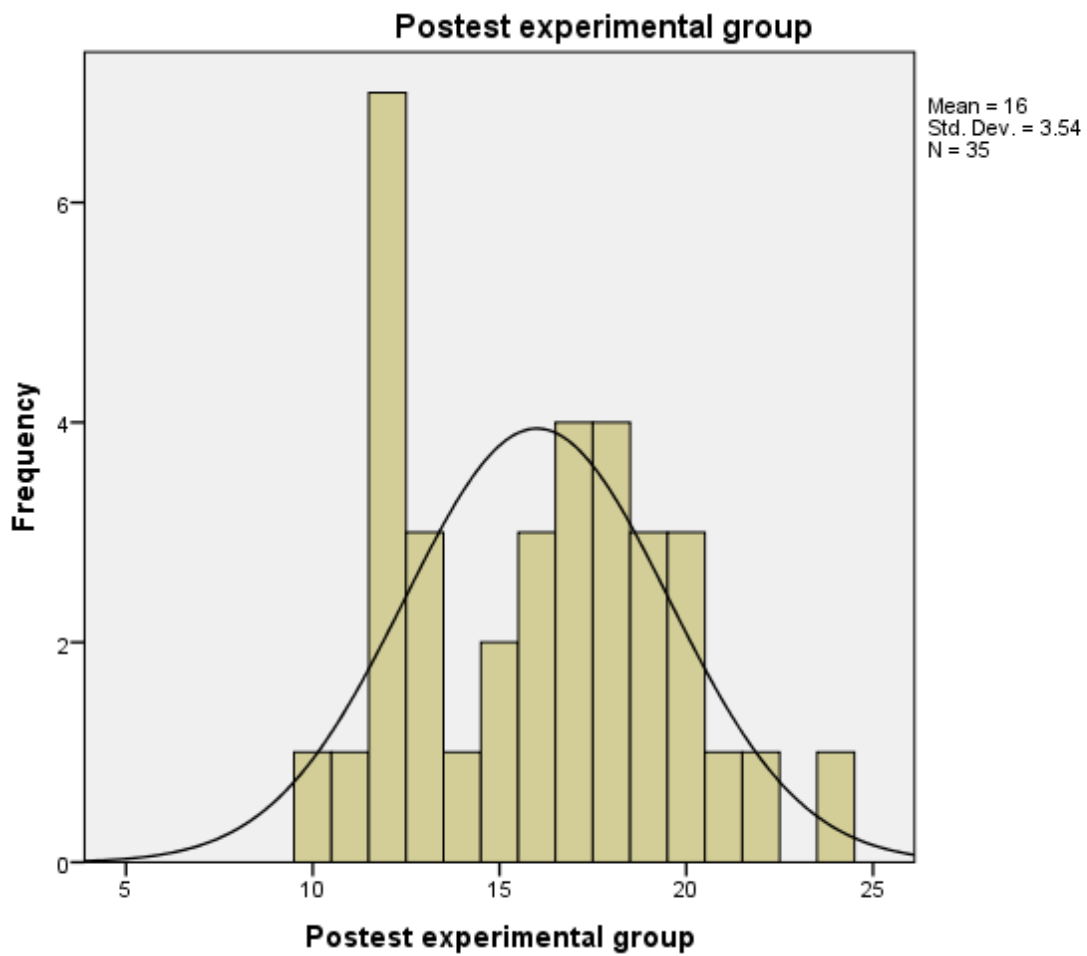
Table 14. Post-test- experimental group

		Post-test experimental group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	1.4	2.9	2.9
	11	1	1.4	2.9	5.7
	12	7	10.0	20.0	25.7
	13	3	4.3	8.6	34.3
	14	1	1.4	2.9	37.1
	15	2	2.9	5.7	42.9
	16	3	4.3	8.6	51.4
	17	4	5.7	11.4	62.9

	18	4	5.7	11.4	74.3
	19	3	4.3	8.6	82.9
	20	3	4.3	8.6	91.4
	21	1	1.4	2.9	94.3
	22	1	1.4	2.9	97.1
	24	1	1.4	2.9	100.0
	Total	35	50.0	100.0	
Missing	System	35	50.0		
Total		70	100.0		

Created by: Vimos, M. (2020)

Figure 11. Histogram - post-test - Experimental group



Created by: Vimos, M. (2020)

## Normality of data test

Table 15. Test distribution

### One-Sample Kolmogorov-Smirnov Test<sup>a</sup>

		Pre-test
N		35
Normal Parameters <sup>b,c</sup>	Mean	11.66
	Std. Deviation	4.304
Most Extreme Differences	Absolute	.132
	Positive	.132
	Negative	-.093
Test Statistic		.132
Asymp. Sig. (2-tailed)		.128 <sup>d</sup>

- a. Group = Control group
- b. Test distribution is Normal.
- c. Calculated from data.
- d. Lilliefors Significance Correction.

### One-Sample Kolmogorov-Smirnov Test<sup>a</sup>

		Pre-test
N		35
Normal Parameters <sup>b,c</sup>	Mean	11.00
	Std. Deviation	3.812
Most Extreme Differences	Absolute	.129
	Positive	.129
	Negative	-.110
Test Statistic		.129
Asymp. Sig. (2-tailed)		.153 <sup>d</sup>

- a. Group = Experimental group
- b. Test distribution is Normal.
- c. Calculated from data.
- d. Lilliefors Significance Correction.

Created by: Vimos, M. (2020)

The information displayed above showed that both pre and post-test data came from a normal distribution because they were higher than 0.05 in the two tailed significance. Therefore, it was

feasible to continue with the data analysis. It implied that T-student test could be done to compare means.

On the other hand, it is visible that the students that formed the control group had a slightly better performance in the pre-test because they got 0.66 higher than the experimental group. In this regard, it could be concluded that the two groups of students are in the same level of English knowledge.

**T- student: Pre-test**

Table 16. Equality of variances test.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.799	.375	.676	68	.501	.657	.972	-1.282	2.596
	Equal variances not assumed			.676	67.020	.501	.657	.972	-1.283	2.597

Created by: Vimos, M. (2020)

With 95% of validity, equal variances in the pre-test were assumed. The significance was .375 which is higher than 0.05, therefore, equal variances were assumed. Moreover, it is also assumed that means from the control group and the experimental group are almost the same, it means that there is no significant difference between them.

**T- student test (Post-test)**

Table 17. T-test: post-test

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean

Post-test	Control group	35	12.40	4.467	.755
	Experimental group	35	16.00	3.540	.598

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	.174	.678	-3.737	68	.000	-3.600	.963	-5.522	-1.678
	Equal variances not assumed			-3.737	64.625	.000	-3.600	.963	-5.524	-1.676

Created by: Vimos, M. (2020)

In the table showed above, the result after the intervention is displayed. First, it is stated that there is a high improvement in the English language students' reading comprehension skills. The two tailed significance is .000 which statistically means that there is a difference between the means of the control group and the experimental group. Since in the post-test, the control group got 12.40 while the experimental group mean is 16.

Finally, according to the results, it was concluded that e-learning does contribute to improve the students' reading comprehension skills.

## CHAPTER V

### CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

#### 5.1. Conclusions

After finishing the whole study, some conclusions came up.

1. It was determined that e-learning positively contributes to improve students' reading comprehension skills. Since, students have participated in a class intervention through the use of two important e-learning platforms, Google classroom and Kahoot. In this regard, students have actively used those e-learning platforms and they have taken two tests that have been analyzed and compared. It must be mentioned that students are living their quarantine and this kind of educational projects are new for them. Regarding to the data gathered, the experimental group have improved from 11.66 in the pre-test to 16 out of 24 in the post-test. However, taking into consideration, the difficult times, students did their best, even though, they did not obtain the maximum average. After data analysis, it was concluded that e-learning contributed to improve students' reading performance.
2. Two important e-learning platforms which are suitable for the development of reading comprehension have been analyzed and chosen to work in the intervention process. Their use has motivated students and kept them actively connected and engaged during Covid-19 pandemic resilience.
3. Some strategies have been described in the background knowledge of the present research. They were used through e-learning platforms to improve reading comprehension such as questionnaires, puzzles, and games related to the reading texts.
4. A classroom intervention to help learners acquire relevant English reading skills was developed through Google Classrooms and Kahoot in order to engage students in the e-learning approach.

## 5.2. Recommendations

1. To implement class interventions using e-learning platforms in order to engage students in the actual technological world. Furthermore, taking into consideration the pandemic, it is important that teachers support their students using interesting and easy platforms to continue growing.
2. To use engaging and motivational e-learning platforms that can generate good results at the end. These e-learning platforms must be the bridge that connect teachers and students in the teaching and learning process.
3. To look for e-learning platforms tools and use them to implement reading strategies. Those tools enable constant and nurtured learning through the interaction between tutors and students.
4. To design and propose intervention proposals to use in the class in order to challenge both teachers and students and facilitate learning.

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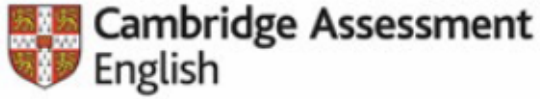
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## 5.4. Annexes

### 5.4.1. Pre-test and Post-test



Centre Number		Candidate Number	
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# A1 Movers

## Reading and Writing

There are 35 questions.

You have 30 minutes.

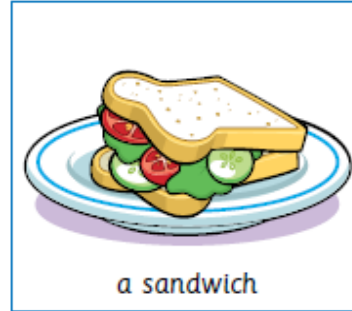
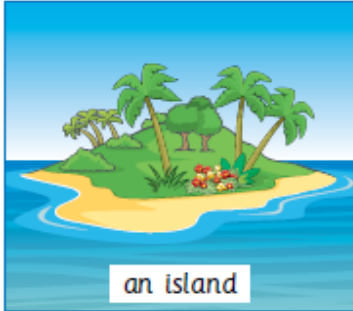
You will need a pen or pencil.

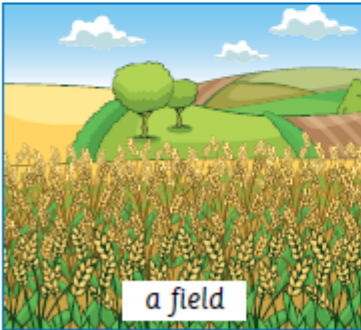
My name is: .....

# Part 1

– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.





**Example**

The people in this sometimes sing or play guitars.

a band  
.....

**Questions**

- 1 This person helps people who aren't well in hospital. ....
- 2 Some people put milk or lemon in this drink. ....
- 3 There are lots of cars, buses and people in this busy place. ....
- 4 You can put cheese or meat between bread to make this. ....
- 5 This is part of a farm where you often see vegetable plants. ....

## Part 2

– 6 questions –

Read the text and choose the best answer.



### Example

**Paul:** What did you do last night, Daisy?

- Daisy:**
- A I watched television.
  - B I'm watching television.
  - C I don't watch television.

### Questions

1 **Paul:** Did you see the film about pirates?

- Daisy:**
- A Yes, so do I.
  - B Yes, it was great.
  - C Yes, that's him.



- 2     **Paul:**           Which was your favourite pirate in the film?
- Daisy:**        A    I liked it best.  
                          B    She was a pirate.  
                          C    Ben Bluebeard.
- 3     **Paul:**           Was he the one with long, curly hair?
- Daisy:**        A    No, he hasn't.  
                          B    Yes, that's right.  
                          C    He's got one.
- 4     **Paul:**           I like films which are funny.
- Daisy:**        A    Me too.  
                          B    It's all right.  
                          C    Do they?
- 5     **Paul:**           How about going to see 'Treasure Train' at the  
                          cinema? That's very funny.
- Daisy:**        A    It's nice.  
                          B    What a good idea!  
                          C    Fine, thank you.
- 6     **Paul:**           Let's ask Fred to go with us.
- Daisy:**        A    OK, we can phone him.  
                          B    OK, that's Fred's.  
                          C    OK, he can ask us.

## Part 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school ..... library .....

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) ..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ..... ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) ..... girl in the class!'

**Example**



library



website



frightened



hopping



address



surprised



cleverest



bounce



ideas

**(6) Now choose the best name for the story.**

**Tick one box.**

Paul's favourite bear

Jane's new teacher

A lesson about animals

## Part 4

– 5 questions –

Read the text. Choose the right words and write them on the lines.

### Dolphins



**Example**

Dolphins are part ..... of ..... the whale family. They  
1 are smaller ..... most whales and they have  
small teeth.

Dolphins are very clever animals. They learn things very  
2 ..... and a dolphin can make noises to 'talk'  
to another dolphin.

Dolphins live with their families. They like to play in the water and  
3 to jump ..... of the water and back in again.

4 A lot of people ..... sail boats say that  
dolphins like to be near people. They come very near to boats and  
5 sometimes they ..... with the boats for days.

<b>Example</b>	in	of	by
1	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming

## Part 5

– 7 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

### Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

### Examples

Daisy's home was in ..... the city .....

Daisy's family went to the ..... countryside ..... by car every weekend.

### Questions

- 1 Daisy's mother liked the farm because it was a ..... place.
- 2 Daisy enjoyed working with ..... on the farm.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

- 3 There were some ..... outside the house when they drove into the farm.
- 4 Daisy's dad didn't want to ..... in the wet weather.
- 5 Daisy told ..... to go and have tea with her grandmother.





Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was ..... after all her work outside.

7 Grandfather said Daisy was the ..... in her family!

## Part 6

– 6 questions –

Look and read and write.



### Examples

The dog is playing in some

water

What's the mother wearing?

a purple shirt

**Complete the sentences.**

1 The boy on the bike is wearing grey .....

2 One dog is brown and one dog is .....

**Answer the questions.**

3 What's the girl in the black skirt doing?

.....

4 Where are the flowers?

.....

Source: Cambridge Assessment (2018)

### 5.4.2. Survey

#### UNIVERSIDAD TÉCNICA DE AMBATO

**Objetivo:** Recopilar la percepción de los estudiantes acerca del uso de e-learning en el mejoramiento de la lectura comprensiva en Idioma Inglés.

1. ¿Según su propia percepción, cuál es su nivel de comprensión lectora?

- a. Excelente
- b. Bueno
- c. Más o menos
- d. Malo

2. ¿Qué estrategias utiliza usted para comprender un texto?

- a. Mapas conceptuales
- b. Dibujos
- c. Juegos
- d. Leer más de dos veces
- e. Comparar el texto con su vida cotidiana
- f. Hace predicciones y las comprueba a través de la lectura

3. ¿Dónde le gusta leer más?

- a. Libro
- b. Revista
- c. Página de Internet
- d. No le gusta leer

4. ¿Qué le gusta leer?

- a. Cuentos
- b. Leyendas
- c. Historias
- d. Cartas
- e. Historietas
- f. Nada

5. ¿Ha experimentado el estudiar Inglés en un aula virtual?

- a. Si

- b. No
6. ¿Le gustaría que su profesora aplique la lectura a través de un aula virtual?
- a. Si
- b. No
7. ¿Estaría de acuerdo en utilizar un aula virtual para el mejoramiento de la comprensión lectora en Inglés?

### 5.4.3. Intervention proposal plan

<b>E-LEARNING FOR THE IMPROVEMENT OF READING COMPREHENSION SKILLS</b>		
<b>Subject</b>	<b>Class</b>	<b>Time</b>
English	7th	3 months
<b>LESSON 1</b>		
<b>The evolution of money</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
1. Simple past tense	The student is able to...  Read and understand the text to answer questions.	Simple present tense.
<b>TEACHING PROCESS</b>		
<b>Before reading</b>	<b>While reading</b>	<b>After reading</b>
Watch a video twice in Google Classroom	Read and try to understand.	Go to Kahoot and answer the questions.
<b>LESSON 2</b>		
<b>History</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>

2. History: Tutankamon	Student is able to  Read and retell words	Adjectives to describe people.
<b>TEACHING PROCESS</b>		
<b>Before reading</b>  Play a game in Kahoot	<b>While reading</b>  Read and understand new words.	<b>After reading</b>  Answer questions in Google classroom
<b>LESSON 3</b>		
<b>Ancient treasures</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
3. History	The student is able to...  Read and remember the history of Ecuador	Simple present tense
<b>TEACHING PROCESS</b>		
<b>Before reading</b>  Play a game in Kahoot	<b>While reading</b>  Read and understand new words.	<b>After reading</b>  Answer questions in Kahoot
<b>LESSON 4</b>		
<b>The Mummies of Pompeii, an Ancient Treasure</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
4. Read a story	Retell a story	Past tense verbs.
<b>TEACHING PROCESS</b>		
<b>Before reading</b>  Play a game in Google classroom	<b>While reading</b>  Read and understand new words.	<b>After reading</b>  Answer questions in Kahoot
<b>LESSON 5</b>		
<b>Dream catchers</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>

5. Simple present tense	Write a description of a dream catcher and draw it.	Sentence structure.
<b>TEACHING PROCESS</b>		
<b>Before reading</b> Look at pictures.	<b>While reading</b> Read and understand new words. Answer questions in Kahoot	<b>After reading</b> Draw and describe a dream catcher.
<b>LESSON 6</b>		
<b>WISHES</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
6. Conditionals	To sing a song	Wishes and conditionals
<b>TEACHING PROCESS</b>		
<b>Before reading</b> Look at pictures and match.	<b>While reading</b> Read and understand new words. Answer questions in Kahoot	<b>After reading</b> Sing the song: I Wish I Was a Pirate
<b>LESSON 7</b>		
<b>The pirate who couldn't swim.</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
7. Simple past tense	Read and understand new words.	How to describe people.
<b>TEACHING PROCESS</b>		
<b>Before reading</b> Look at pictures and match.	<b>While reading</b> Read and understand new words. Answer questions in Kahoot	<b>After reading</b> Draw and describe a person.

<b>LESSON 8</b>		
<b>Describing people</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
<b>8. Verbs</b>	Read and describe people	Modal verbs.
<b>TEACHING PROCESS</b>		
<b>Before reading</b>	<b>While reading</b>	<b>After reading</b>
Play a game	Read and understand new words. Answer questions in Kahoot	Draw and describe a person.
<b>LESSON 9</b>		
<b>Friends' dialogues</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
9. Read short texts	Read and answer questions.	Yes/no questions
<b>TEACHING PROCESS</b>		
<b>Before reading</b>	<b>While reading</b>	<b>After reading</b>
Play a game	Read and understand new words. Answer questions in Kahoot	Write a dialog
<b>LESSON 10</b>		
<b>Wonderful animals</b>		
<b>Content</b>	<b>Goal</b>	<b>Previous knowledge</b>
<b>10. Animals</b>	Talk and write about animals	Description words.
<b>TEACHING PROCESS</b>		



<b>Before reading</b>	<b>While reading</b>	<b>After reading</b>
Play a game	Read and understand new words.  Answer questions in Kahoot	Write a description about an animal

Taken and adapted from Ministerio de Educación del Ecuador (2020)