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MAESTRÍA EN LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Tema: **FORMAL WEB-BASED COURSE MEETING ENGLISH
EDUCATIONAL NEEDS TO ENHANCE READING SKILL**

Trabajo de Titulación Previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Patricio Calle L.

DEDICATORIA

The joy of parents is the best gift for a son...

Dedicated specially to them, Carmelina, and Miguel
and to my siblings, niece and nephew.

Patricio Calle L.

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TEMA

**“FORMAL WEB-BASED COURSE MEETING ENGLISH EDUCATIONAL NEEDS
TO ENHANCE READING SKILLS”**

Author: Patricio Rolando Calle León

Tutor: Mg. Ximena Alexandra Calero Sánchez

Date: July 17th , 2018

RESUMEN EJECUTIVO

El auge de la educación en línea en la década de 2000's cuando comenzó la era de la informática y el diseño instruccional experimentó cambios relevantes que llevaron al desarrollo de modelos, métodos de aprendizaje y nuevas teorías, como la teoría del aprendizaje para la era digital, el Conectivismo. Esta investigación trata de eLearning, aprendizaje en línea en el desarrollo de la habilidad lectora. El objetivo de este estudio fue establecer cómo un curso formal en la Web mejora las habilidades de comprensión lectora de los estudiantes. Se usaron encuestas cualitativas para identificar las percepciones de los estudiantes hacia la lectura y el aprendizaje electrónico. Leer textos en inglés es bastante importante para la carrera de los estudiantes, ya que existe un gran deseo de mejorar esta habilidad. ELearning ha sido una herramienta beneficiosa para mejorar la habilidad de lectura ya que las actividades interactivas estimularon su interés en el tema. Se administraron pruebas cuantitativas previas y posteriores para determinar el nivel de conocimiento antes y después de la inmersión en el curso eLearning. Los hallazgos principales consideraron que el uso de una plataforma formal basada en la web mejoró significativamente las habilidades de lectura de los estudiantes que tomaron el curso. Es imperativo ampliar y promover el uso de eLearning en la Universidad de Cuenca al compartir los aspectos beneficiosos de eLearning confirmados en este estudio.

Descriptores: aprendizaje autónomo, conectivismo, diseño instruccional, eLearning, estrategias de lectura, estilos de aprendizaje generacional, estilos de aprendizaje generacional, plataforma web, tecnología.

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
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THEME:

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EXECUTIVE SUMMARY

The boom of online education was in the 2000s when the computer age started and instructional design experienced relevant changes that led to the development of models, learning methods and new theories, such as the Learning Theory for the Digital Age, Connectivism. This research deals with eLearning in the context of enhancing reading skills. The aim of the study was to establish how a formal web-based course enhances students' reading comprehension skills. Qualitative surveys were used to identify learners' perceptions towards reading and eLearning. Reading texts in English are fairly important to students' career, since there is a great desire to enhance this skill. ELearning has been a beneficial tool to enhance reading skills since the interactive activities stimulated their interest in the subject. Quantitative pre and post-tests were administered to determine the level of knowledge before and after immersion in the eLearning course. Main findings showed that using a formal web-based platform enhanced the reading skills of the students who took the course in a significant average. It is imperative to extend and promote the use of eLearning at Universidad de Cuenca by sharing the beneficial aspects of eLearning confirmed in this study.

Keywords: autonomous learning, eLearning, connectivism, instructional design, reading strategies, technology, generational learning styles, web-based platform.

INTRODUCTION

Considering that it is important to help students develop their abilities or skills to learn English as a foreign language, the present project, FORMAL WEB-BASED COURSE MEETING ENGLISH EDUCATIONAL NEEDS TO ENHANCE READING SKILLS, has been written with the purpose of presenting ideas to English teachers on how to improve reading skills utilizing appropriate written materials and reading activities in an eLearning environment.

This research has been divided into six chapters that are described below:

Chapter 1. The Problem.

This section is concerned to the details of the problems students have to face when studying a foreign language like English in Ecuador. It explains the reasons why the study is conducted in terms of importance, viability, beneficiaries, and innovation. The objectives are also stated.

Chapter 2. Theoretical framework.

Chapter two presents some previous studies related to the research topic and the information regarding the variables that are part of the investigation is analyzed in more depth.

Chapter 3. Research methodology.

The third section establishes the methodology, the approach and the type of research that is carried out, as well as the selected population and sample that takes part in the research.

Chapter 4. Analysis and interpretation.

This section presents the analysis and interpretation of results. The results are presented using the multiple-response statistical resource, the statistical test of normality Kolmogorov Smirnov test, and Wilcoxon test of signed ranges. Finally, for a better understanding and visualization, bar graphs, cakes and boxes, and whiskers diagrams were used. The data processing was done in the SPSS 23 statistical program and the edition of tables and graphs in Excel 2016.

Chapter 5. Conclusion and recommendations

In this chapter some conclusions and recommendations are presented based on the results of the analysis and interpretation of data.

Chapter 6. Proposal

This section is directed to the development of the parameters of a proposal to solve the problems detected, there is also the same bibliography that supports the obtaining of the information of the research work, and is finalized with the annexes that support the research.

CHAPTER I

THE PROBLEM

1.1 Theme

“FORMAL WEB-BASED COURSE MEETING ENGLISH EDUCATIONAL NEEDS TO ENHANCE READING SKILLS”

1.2 Problem statement

1.2.1 Contextualization of the problem

In recent years, educational institutions have been creating active eLearning centers, which include a selection of courseware, assembling, motivating, and rewarding students' participation in their online course (Arsham, 2015). The specific features are the online training, providing technical expertise, subject matter knowledge database, and interpersonal communication skills. Besides taking these features into account, the use of a web-based course provides both students and instructors with a wide range of educative tools for improving teaching and acquisition procedures (Arsham, 2015). According to Holmström and Pitkänen (2012), eLearning offers more people access to education than traditional learning settings because it can break the geographical barriers that have denied people from attending universities.

The Ecuadorian English Language curriculum states that students have to understand this globalized world and its cultures through English. This belief challenges English as a foreign language learners to master the language with communicative skills to contribute to their professional future. However, the real Ecuadorian context makes English teachers inevitably feel worried about the low students' performance average in the classes because of the lack of interest and motivation towards the learning of the target language. Therefore, it can be said

that the main root of the problem lies in the fact that, once again, strategies and approaches for teaching English must be modified according to the new educational trends.

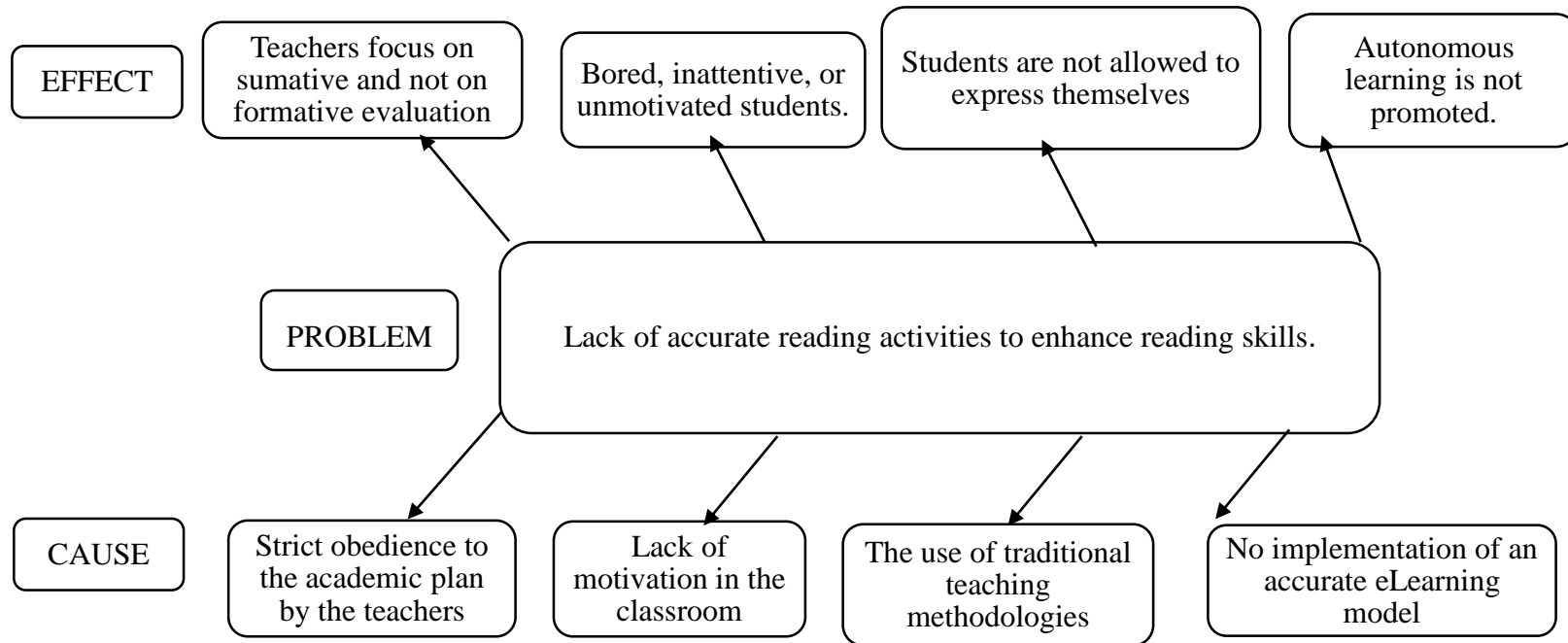
In public educative institutions located in Cuenca, students usually do not accomplish their performances appropriately using the language because some instructors have not studied to become English teachers, and the lack of an accurate methodology is evident.

Meyer (2014), a professor within the Department of Language at New Mexico University, developed an in-depth analysis of the English teaching and learning process at the Universidad de Cuenca. She stated that the teaching-learning process of a foreign language, because of its complexity, has represented and represents a big challenge that Universidad de Cuenca often fails to meet. Therefore, it is imperative for language institute of Universidad de Cuenca teachers to improve students' English language learning results.

Universidad de Cuenca designed in 2009 an educational platform called eVirtual which was created on Moodle. It is essentially a course management system designed to create online courses. It is a value tool that facilitates teaching tasks since students can learn through interactive activities and upload files for tasks in different formats and sizes. In addition, students can receive comments from the teacher along with feedback and grades, and can become their own tutor working at their pace.

It is a great opportunity to allow Universidad de Cuenca students to use modern learning tools and resources, giving them a significant responsibility for their own educational development.

1.2.2 Critical analysis



*Figure 1. Problem tree
Elaborated by: Calle, P. (2018)*

At language institute of Universidad de Cuenca, a problem has been identified: lack of accurate reading activities to enhance reading skills. There are several reasons which have caused this problem as following:

The first cause is that in Universidad de Cuenca's language institute a significant number of teachers obey to the academic plan strictly since they are facing the urgent need to raise the academic level of students in order for them to confront modern challenges, such as graduate studies inside and outside the country. Teachers focus on summative and not on formative evaluation to grade students' academic performance meanwhile they cover the institutional syllabus.

The second cause is the lack of motivation in the classroom is evident since teachers are under pressure to finish an academic plan and have to show evidences. It is mandatory to take standardized tests periodically. For this reason, students are stressed, unmotivated, bored and inattentive.

Another factor that has contributed to this situation is that there is not an institutional course book and for this reason EFL teachers at Universidad de Cuenca's language institute have to spend a lot of time finding or designing their own didactic material. The use of traditional teaching methodologies is common since teachers do not take advantage of technology. As a result, students are not allowed to express themselves and get involved in the teaching process.

The last cause of the situation is that teachers use Universidad de Cuenca Moodle Learning Management System as a repository of material and not as an accurate educative environment with forums, online activities and visual aids. It is evident that there is not an implementation of an accurate eLearning model in order to take advantage of its benefits. This situation has a serious effect on the development of autonomous learning which is essential in this technological era.

1.2.3 Prognosis

In order to advance in a career, skills must be continually refreshed and new abilities must be developed. Nowadays, the integration of eLearning in the classroom is growing exponentially since it has been a stimulating experience for both students and teachers. Therefore, the implementation of this technological tool at Universidad de Cuenca is imperative. If EFL students are not immersed in eLearning, they will not be able to attend a post-graduate program where virtual platforms are one of the main sources of communication, study and research. On the other hand, if teachers promote interactive reading activities in an eLearning environment, it will motivate students arousing their interest in the target language, and consequently they will enhance their reading skills.

1.2.4 Setting of the problem

How can a formal web-based course help students to enhance his or her reading comprehension skills?

1.2.5 Research questions

1. How does the implementation of the formal web-based course influence on students' reading performance?
2. What is the level of the students' reading proficiency before and after their immersion in the formal web-based course?
3. What are the students' reactions to the content and interface of the designed platform?

1.2.6 Research delimitation

Field: Education

Area: Language teaching

Specific Area: Teaching English as a Foreign Language

The development and application of this research was carried out at the medical school labs at Universidad de Cuenca.

Regarding the participants who have taken the formal web-based course for eight weeks, this research involves 57 adult learners of the same age range, 20-30 years old, whose English level proficiency is “intermediate up” (B1) and whose native language is Spanish.

1.3 Justification

Meyer (2014) in her evaluation states that EFL teachers at Universidad de Cuenca have to spend a lot of time finding or designing their own didactic material appropriate for teaching their students English. Keeping this in mind, it is a great opportunity to show EFL teachers at Universidad de Cuenca the pros of using a formal web-based course to help EFL students enhance their reading skills.

As we know, reading is a basic skill that involves two processes: physical and mental. Physical, since it activates mind in order to understand, and mental, since it challenges imagination. For this reason, EFL learners have to know how important reading is. Likewise, the teacher’s task is to encourage EFL learners to use reading strategies in order to reduce uncertainty and increase effectiveness in constructing the meaning of texts throughout the reading process. The teacher has to use materials appropriate to learners' interests and learning styles as well.

Arshavskiy (2017) explains that the motivation that a teacher can provide is an important aspect of the teaching-learning process in the classroom. The teacher is a facilitator who can help a learner to achieve English competence. For this reason, the teacher has the responsibility to research and create an appropriate teaching-learning environment. Motivation can be either intrinsic or extrinsic. Intrinsic motivation deals with internal ambitions since learners take the course because they enjoy it or since they need to enhance a particular skill. Extrinsic motivation, in contrast, refers to doing activities to get something in exchange, such as monetary rewards, certificates, or in this case good grades (Arshavskiy, 2017). It is important

to remember that a teacher must provide learners with reasons to acquire a foreign language such as English

Similarly, EFL teachers have to know that by using updated and interactive reading material they can create a motivational environment. As Krashen (1985) points out, the motivation that a teacher provides is an important aspect of enhancing the teaching and learning process.

Likewise, this investigation attempts to show EFL teachers in Universidad de Cuenca, and society in general, the importance that eLearning has on education; the high level of students' satisfaction after using a web-based platform is the most reliable example of its relevance. The online reading activities have been an accurate way to encourage EFL students to read inside and outside the classroom. Birch (2002) states that extensive practice means students are applying reading strategies in the classroom and are reading outside it to perfect their skills. If students get motivated they will surely become expert unconscious decision makers and problem solvers.

Moreover, this study is also focused on encouraging EFL teachers to take advantage of the technological instruments that Universidad de Cuenca has provided in the classrooms and labs, since both computers and the Internet have come to play an important role in the acquisition of a foreign language. They are considered effective resources in the promotion of the learning of English through the use of different tools and activities such as forums, chat-rooms, guided – tasks and readings linked to web sites (Iglesias 2004).

Therefore, this research constitutes the perfect opportunity to apply a web-based course to help students improve reading comprehension skills, and to demonstrate if the web-based activities are actually useful. Data and results will be a contribution to English Foreign Language studies in reading comprehension, linked to technology and the efficiency of the web-based course.

1.4 Objectives

1.4.1 General

To establish how a formal web-based course enhances students' reading comprehension skills.

1.4.2 Specific objectives

- Determine the influence of the formal web-based course on students' reading performance.
- Evaluate the level of the students' reading proficiency before and after their immersion in the formal web-based course.
- Analyze the reactions of students to the content and interface of the designed platform.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background.

After investigating the topic, it is important to state that there exists some research that shows how eLearning helps students attend courses.

León (2014) asserts that using a variety of online activities through Moodle platform become a motivating eLearning resource that encourage EFL students to actively get involved in the task. Likewise, environments like forums, chats or wikis encourage students to share their assumptions self-assuredly, and so instructors have to be updated on the technological approaches to teaching and learning.

Similarly, Varela (2016) states that nowadays on line environments are important educational tool if they are based in the accurate methodology. In these environments the teaching and learning process is dynamic since students and teachers are able to interact easily diminishing the level of anxiety and stress. ELearning promotes autonomous learning since it encourages learners to build knowledge by themselves.

According to Siemens (2004), traditional learning environments do not allow instructors to use technologies because traditional learning theories are not developing as fast as technology. Arshavskiy (2017) emphasizes that in eLearning students can access courses at anytime and anywhere, learning at their own pace and checking course materials online when needed. Similarly, it is a great tool when the instructor wants to share information not only with a group of students with varied time schedules and no specific class time but also with disabled and elderly people with limited mobility. Furthermore, eLearning is a great option when a busy schedule prevents learners from attending classes; training is perceived as enhancing cognitive skills; and, creating interactive online content is cheaper than the traditional classroom setting.

2.2 Philosophical foundations

Teaching and learning processes in an English as a foreign language class have to be updated day by day. Siemens (2004) states that behaviorism, cognitivism, and constructivism are the most important theories in educational environments, and over the past twenty years technology has restructured how we live, how we connect, and how we study. Connectivism is an alternative theory in which learning occurs in a chaotic and complex environment. It means that knowledge and cognition are found among a network of people and technology, and connectivism-based learning provides a setting in which students can access network nodes and have contact learning through the interaction with, communication, and selection of knowledge.

2.3 Legal basis

This work meets the requirements dictated by the Ecuadorian constitution. First, according to CEAACCESS 2015 (LOES. Art. 9), higher education is essential to establishing the right of wellbeing in the context of multiculturalism, respect for diversity, and harmonious coexistence with nature. Moreover, CEAACCESS 2015 (Law No. 18.437) of the General Education Law in the following articles says, “Article 11. From academic freedom.- The teacher, as a professional, is free to plan their courses making responsible, critical and informed choices of the themes and educational activities, respecting the objectives and content of the plans and programs of study.” Likewise, CEAACCESS 2015 (Law No 18 Article 36) states that distance education, online or assisted, is comprised of processes of teaching and learning that do not require the physical presence of students in classrooms or other similar units to receive their regular courses, once the teacher provides material and technological resources specifically developed to obviate their presence, and ensures an academic organization, a management system, and specific assessments designed for that purpose. Blended learning, in addition to the above features, requires classroom actions.

2.4 Key categories

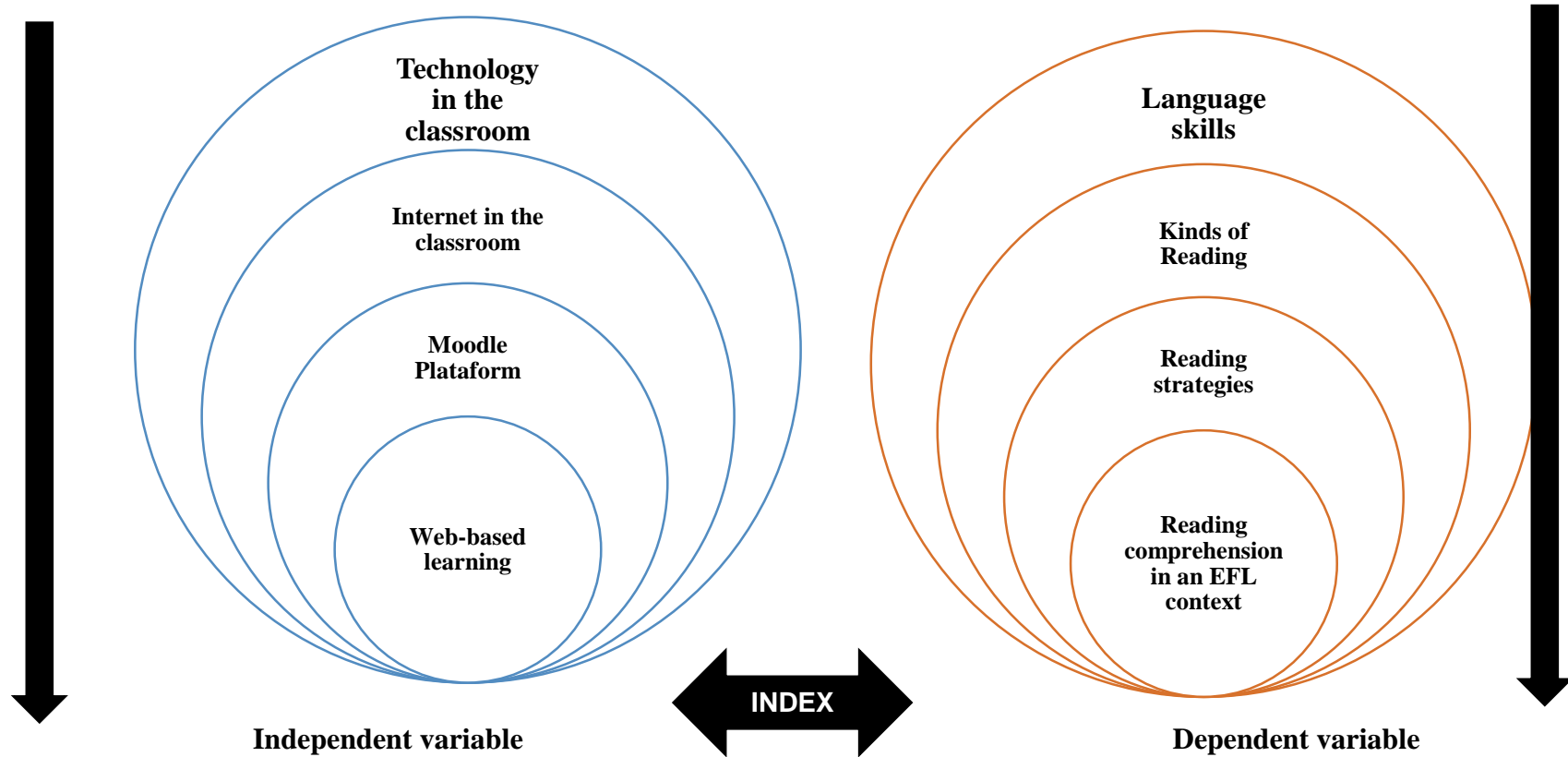
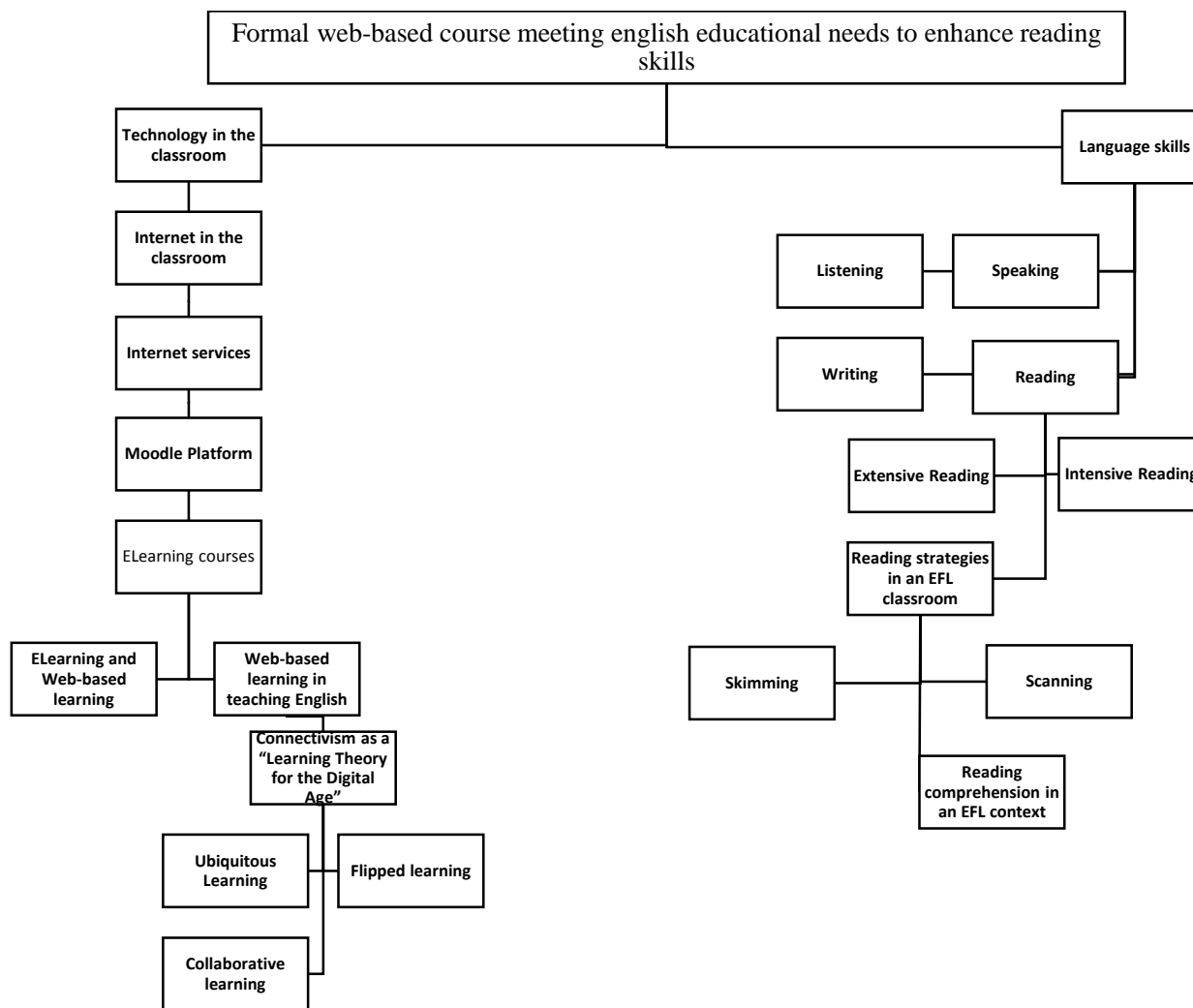


Figure 2. Key categories - conceptual inclusion

Elaborated by Calle, P. 2018



*Figure 3. Conceptual inclusions network (Independent variable)
Elaborated by Calle, P. 2018*

2.4.1 Independent variable

2.4.1.1 Technology in the classroom

The use of technology has implied a change in teachers' and learners' behaviors and attitudes. It has made teachers look at their teaching styles and the way their students learn with different eyes.

Davies (2016) states that Computer Assisted Language Learning was conceived and implemented in the 1960s and 70s. It was limited mostly to universities, where computer programs were developed on large mainframe computers. Later, with the arrival of the personal computer (PC) in the late 1970s, carried computing within the range of a wider audience, resulting in a boom in the development of CALL programs. CALL is defined as an approach to language teaching and learning in which the computer is the basic aid to the presentation, reinforcement and evaluation of the subject to be learned with a substantial interactive element (Davies, 2016).

Sheerin (1989) shares four CALL software programs that were offered at the end of the 80s for different areas of English as a foreign language learning:

- Vocabulary programs: these programs focus on individual lexical items with spelling, anagram, and odd-word-out games. Eg. Vocab (1985).
- Text reconstruction programs: programs that allow the students to restore texts or parts of a text. Eg. Quartext (1985).
- Adventure programs: these programs present a fantasy micro-world in which the student moves from location to location, making decision and doing some tasks. Eg. London Adventure (1986).
- Word processing programs: these kind of programs provide learners with dictionaries and thesaurus which help them enhance their writing skills.

Shelly et. al (2004) state that technology and digital media have assisted students in accomplishing their learning objectives when they are used right. Certainly, they can provide real and effective opportunities by embracing problem solving and decision-making, skill-building practice, discovery learning and interactive and social constructionist education and culture.

Florit and Alberich (2010) claims that using technology allows students to access websites to find out more about particular subjects, including information about language, to create text and publish learners' work, and to allow exposure to the target language in many different ways and using the four skills: listening, reading, writing, speaking.

2.4.1.2 Internet in the classroom

The Internet is considered an effective classroom tool if the teacher and the students truly take advantage of it. Moreover, the Internet has become an exciting and useful resource for language learning since it offers a variety of relevant educative information, images and videos, which can be used in the learning process of any subject, including the acquisition of a target language. Furthermore, it is considered a means of communication, which allows learners to interact with people both locally and worldwide, in an inexpensive, fast and reliable manner (Windeatt et al, 2000).

In the following table is a list of Internet services.

Table 1. Internet services

| Service | Description |
|--|---|
| 1. World Wide Web | Access to hypertext information |
| 2. Electronic mail | Sending and receiving text, image, audio or video recording |
| 3. News Groups | System of public debate |
| 4. FTP (File Transfer Protocol) | A way to transfer large files |
| 5. IRC (Internet Relay Chat) | Sending and reading messages simultaneously |
| 6. Telnet | Using programs installed on the remote computer. |
| 7. Search Engines | Retrieving content in a DATACENTER |
| 8. Skype /Viber | Voice / video communication |
| 9. On line books / Newspaper | Finding and buying information |
| 10. Web-Hosting / OneDrive storage CLOUD | Care about content |
| 11. Web shopping PayPal /Amazon | Everything can be bought online |
| 12. Social networks | A form of socializing |
| 13. Online platforms Moodle / Edmodo | Open-source software that provides the ability to create, deploy and manage e-learning websites and applications. |
| 14. Podcasts | A digital audio file made available on the Internet |

Author: Calle, P. (2018)

2.4.1.3 Moodle platform

Moodle means “A modular object-oriented dynamic learning environment”. It is open-source software that provides the ability to create, deploy and manage e-learning websites and applications, which were initially developed by an educator and are now maintained by Moodle

Community and Moodle HQ. This course management provides the functionality to create and manage educational courses online (Lopes, 2014).

Moodle's features include the ability to develop courses, enroll students, manage assignments, and provide quizzes, grading, wiki and discussion forums for thousands of virtual students at a time. Moreover, this tool is used for various other related environments such as business communication and employee or system training and can be used as a generic knowledge management system as well (Jansen, 2015).

Arshavskiy (2017) asserts that in order to design an eLearning course applying the Cognitivism principle, the designers must ensure that the content and materials aid a clear and particular purpose in students' lives, offering the correct set of tools to focus their efforts and simplify learning while directing their knowledge based on their individual needs and pace. In addition, according to Cognitivists, the design of the eLearning modules would encourage the discovery of new information through investigation, collaboration and stimulation of critical thinking. Furthermore, Constructivist instructional designers must be aware of the learner's previous knowledge and interests. Interactive activities like video chat, voice calls, chatting or any other medium are perfect ways to encourage, motivate and stimulate learners to construct knowledge (Arshavskiy 2017).

Arshavskiy (2017) points out that generational learning styles - which are the cultural changes that influence people's tastes, preferences, and beliefs - have to be taken into consideration when designing an eLearning course.

The following table illustrates the learning preferences of each generation.

Table 2. Learning preferences by generation

| Traditionalists | Baby Boomers | Generation X | Generation Y or Millennials |
|----------------------------------|--|--|---|
| Ages 66 and over | Ages 47-65 | Ages 29-46 | Ages 18-28 |
| Prefer learning through lectures | Like to learn through lectures and workshops | Prefer eLearning to traditional learning | Prefer eLearning to traditional learning |
| Dislike role-plays and games | Enjoy small group activities | Enjoy experiential learning activities | Prefer hands-on learning |
| | | Prefer self-study | Prefer learning through social networking tools such as wikis, blogs, podcasts and mobile applications. |

Source: Arshavskiy (2017)

According to Arshavskiy (2017), studies show that traditionalists have grown up listening to the radio and for this reason they prefer an auditory approach to learning. Baby Boomers, in contrast, like working with visuals because they grew up watching TV. Most individuals who belong to Generation X and Y are both kinesthetic and visual as they enjoy playing video games, writing emails, and using different types of social media settings such as Facebook and Twitter. When creating eLearning environments it is important to consider including activities that appeal to these learning styles and it may be necessary to mix strategies to accommodate both younger and older generations. Conducting a target audience analysis is a great way to get to know what kind of learners are in the course and adjust the coursework to accommodate these generations' learning styles.

Motivation is a key element and creating all-encompassing motivational experiences is near impossible, since learners differ in their desires, goals and dreams. There are two kinds of motivation to aim for when designing courses: intrinsic and extrinsic. Intrinsic motivation refers to internal ambitions like taking the course because students enjoy it or because they

wish to develop a specific skill. Extrinsic motivation, in the contrary, refers to accomplishing activities to get something in exchange, such as money, certificates, or good grades (Arshavskiy, 2017). Courses must have lots of illustrated examples, interactions, and assessments that will surely keep students motivated. Also, visual aids like photos, infographics, videos, simulations and multimedia are important tools to use throughout a course. By incorporating these elements in eLearning, learners come out smarter and more confident in the learner's field of expertise or interest.

Arshavskiy (2017) assumes that John Keller's ARCS Model of motivational design is a systematic approach to designing motivational learning. It consists of the following four steps for promoting motivation in the learning process: 1) Attention: Elicit learners' interest and curiosity; 2) Relevance: Show the importance and usefulness of the content; 3) Confidence: Include challenging but doable activities; 4) Satisfaction: Make the overall experience positive and worthwhile. Chart 3 illustrates how you can apply the steps from the ARCS model.

Table 3. ARCS model

| Attention | Relevance | Confidence | Satisfaction |
|---|--|--|--|
| <ul style="list-style-type: none"> • Include games and role-plays • Use a variety of presentation methods • Use a small amount of humor • Add visuals • Have learners solve problems | <ul style="list-style-type: none"> • Use examples that learners are familiar with • Provide reasons why content is relevant • Explain learning goals • Ask about learners' goals | <ul style="list-style-type: none"> • Provide performance requirements and evaluation • Provide feedback • Allow learners to control their learning | <ul style="list-style-type: none"> • Reward learners • Provide opportunities to practice what has been learned • Provide reinforcement |

Source: Arshavskiy (2017)

2.4.1.4 Web-based learning in teaching English

Tampere University of Technology (2007) states that the quick growth of technology provides modernizations, in education for instance. Web-based learning offers further educational opportunities that the traditional way of learning does not provide for. It is popular, but the concept is unclear and confusing, despite being an incredible opportunity to study nowadays. Arshavskiy (2017) asserts that Ebbinghaus and Pavlov were the pioneers in the study of how people learn, due to their studies on the effects of classical conditioning and how people are unable to remember it. Burrhus Frederic Skinner, a psychologist, developed the behaviorist approach to learning; Piaget and Vygotsky developed the cognitive theory of learning. Later, during World War II, the U.S. military wanted to train soldiers fast and with the help of researchers, psychologists and educators, and keeping in mind Skinner's studies, created

training programs that were focused on rewarding correct performance and giving feedback to improve performance. After that, in days of peace, researchers continued their work and developed a systematic approach to learning based on three major aspects of course design: analysis, design, and evaluation (Arshavskiy, 2017).

When the computer age began, instructional design experienced relevant changes that allowed for the development of new theories, models, and learning methods. Educational institutions decided that traditional learning was old fashioned, and they began to use eLearning and blended learning approaches because they gave the learners the opportunity to access training anytime and anywhere. The boom of online education was in the 2000s (Arshavskiy, 2017).

In recent days, education has expanded all over the world with the use of computers, Internet, and mobile devices. Teachers and learners use social networking tools such as Facebook, Twitter, and LinkedIn to socialize and for education purposes as well. It is true that instructional design is an ever-changing field, extremely dependent upon technological innovations. Educators and designers are now armed with more powerful tools that help them develop a curriculum where students can effortlessly take in and process information (Arshavskiy, 2017). Devedzic (2006) recalls Brusilovsky's assumptions about web-based learning, saying that it has provided learners with infinite information and sources of knowledge, providing opportunities for personalized learning, tele-learning, distance learning and collaboration. On the other hand, teachers have the great opportunity to create web-based courses with tele-teaching, with cheap and efficient online storage that allows them to distribute course material, links to suggest relevant information, digital libraries and other well-designed courses. This allows students to interact with the learning content online.

ELearning and web-based learning

The interaction between the students and the learning materials online which gives precise feedback to the students' performance is known as eLearning (Paulsen, 2003). It requires

internet access in order to get the online learning material and for an instructor's monitoring; students have free access to communicate with their online instructors. ELearning is an important part of web-based education since eLearning providers focus on learning content while educational institutions are interested in providing a huge range of educational services and support (Devedzic, 2006).

Siemens (2004) states that over the last twenty years, behaviorism, cognitivism, and constructivism are learning theories that were popular and influential in the creation of instructional settings when learning was not affected by the technology that has moved learning theories into a digital phase.

According to Arshavskiy (2017), cognitivism is considered an active learning process since it involves the reorganization of experiences or information that are received, stored, and recovered. The principle of behaviorism is centered on observable and measurable changes in individuals' behaviors. The learner's behavior is molded through positive or negative support, whether the learner accomplished the objectives of the course, if their behavior changed, and whether learning took place. Constructivists focus on how important the learner's prior experiences are, in order to construct new knowledge in a social context, and motivation is an important factor that helps to ensure learning transfer. As cited by Arshavskiy (2017), Gass and Seiter suggest eight types of motivational appeals that can encourage an individual's performance: fear, humor, warmth, shame, reward, pride, ingratiation, and guilt.

Devedzic (2006) states that "all aspects and processes of education that use the World Wide Web as a communication medium and supporting technology" is called Web-based education. That is the connection of teachers and learners through the use of web technologies outside the educational institution, to present some educational content via two-way communication of the Internet. This way students can communicate with each other, teachers, and staff (Devedzic 2006).

Connectivism as a “Learning theory for the digital age”

Siemens (2004) states that over the last twenty years, behaviorism, cognitivism, and constructivism are learning theories that were popular and influential in the creation of instructional settings when learning was not dominated by technology, and which have moved learning theories into a digital phase. Today's students are growing up with technology because their lives are inundated by the use of computers, videogames, and various digital devices now necessary to daily life, like cellphones. The pervasive state of technology is very likely to have physically changed students' brains. Due to their different brain development from previous generations, as a result of how they grew up, they can be considered to be “native speakers” of digital language, or digital natives.

Connectivism is an alternative theory in which learning is a process that occurs within nebulous environments connecting specialized nodes or information sources. It is focused on connecting specialized data sets, and the connections that enable us to get knowledge. Furthermore, learning according to connectivism is more critical than what is generally known, and can be applied by keeping in contact via non-human applications to facilitate continual learning (Siemens 2004).

Furthermore, Siemens (2005) defines connectivism as a “Learning Theory for the Digital Age”, since learning is the product of a lot of connections in a huge network with the support of communicative and informatics technologies, building new knowledge which is spread across a data network and can be stored in a variety of digital formats. Siemens (2004) states, “A community is the clustering of similar areas of interest that allows for interaction, sharing, dialoguing, and thinking together.”

Additionally, connectivism is an alternative theory in which learning is a process that occurs within nebulous environments connecting specialized nodes or information sources. It is focused on connecting specialized data sets, and the connections that enable us to learn more

are more important than our current state of knowing. Furthermore, learning according to connectivism is more critical than what is currently understood and could reside in non-human applications keeping in contact to facilitate continual learning (Siemens, 2004).

Ubiquitous learning

Tecnológico Monterrey (2016) has been exploring and analyzing the educational tendencies and pedagogical experiences which are prompting the learning of the future. In the process they have pinpointed some pedagogical tendencies that influence in the actual teaching and learning context. One of these tendencies is ubiquitous learning.

Chougale and Desai (2016) assert that, “Ubiquitous learning is often simply defined as learning anywhere, anytime and is therefore closely associated with mobile technologies. The portability of computers and computing devices has blurred the traditional lines between formal and informal learning.” Likewise, it is a training strategy that occurs at anytime through the use of technologies the contents and formative activities of which are always available, allowing students to learn anywhere (Tecnológico Monterrey, 2015).

Burbules (2009), director of the Ubiquitous Learning Institute at University of Illinois, highlights six aspects of ubiquitous learning:

1. Spatial ubiquity: with the Internet people have constant access to information and others have constant contact with you.
2. Mobile devices: learning is facilitated by the mobility of “smart” devices, which we always seem to have on our person.
3. Interconnectedness: with technology and Internet, people can be online not only to search for information but to interact with other people who have the knowledge and skills that one seeks. Siemens (2005) proposes that one's ability to find sources of

knowledge are more important than current knowledge itself, and that maintaining connections is key to learning.

4. Practical ubiquity: There is a blurring of traditional lines in an either/or situation. Burbules (2009) notes that “work/play, learning/entertainment, accessing/creating information, public/private are distinctions that conceptually might never have been as clear-cut as our usage suggested them to be; but for a host of social and cultural reasons they are becoming increasingly untenable as sharp distinctions today.” For learning, the implication is that there is a new expectation of how, when, and why learning takes place - the traditional, factory model is not relevant to the new model of learning. This change is not limited to technology, one example being project-based learning which may or may not have a technological component.
5. Temporal ubiquity: Instead of one's schedule being created around the fixed time of in-person classes, with mobile and ubiquitous computing learning can be scheduled around one's habits and preferences. This also denotes a shift in perception of and interaction with time. Rather than “lifelong learning” being something that adults do after traditional school is over, lifelong learning is continual learning - seamless between traditional and non-traditional learning opportunities across time. As Burbules says, “to be is to learn.”
6. Globalized transnational networks: In the flattened world, there are continual flows of people, information and ideas across traditional physical and cultural barriers. We are in an age of fundamental interconnectedness.

Flipped learning

Bretzmann (2013) asserts that he was looking for an appropriate way to meet his students' needs in order to encourage them to be able to think, and Flipped Learning helped him build an educational setting in which to achieve that.

Flipped learning is described by Tecnológico Monterrey (2016) as a didactic tool that offers students the option of when, where and how to learn. This format could help students to achieve their needs since it gives them the opportunity of flexible scheduling using online information. This learning format has students can access the theoretical online materials, such as videos, at their convenience, in order to maximize classroom time dedicated to discussion, problem solving and practical activities under the supervision and advice of the instructor.

Bretzmann (2013) states that flipped reading activities allow teachers to score and check students' reading progress, since students must read a lecture, blog their responses to discussion questions, and post pictures of their paper reading journals in a collaborative way.

Collaborative learning

Tecnológico Monterrey (2015) emphasizes that collaborative learning is the didactic arrangement of the course into small groups in which students work together in order to obtain better learning processes promoting the development of skills, good attitudes and values.

Likewise, Cornell University (2018) explains that collaborative learning develops higher-level thinking, oral interaction, self-management, and leadership skills. Moreover, it promotes student-faculty interaction, increasing student retention, confidence, and responsibility, as well as it prepares learners for real life social and employment situations.

Elkins and Pinder (2015) assert that collaborative learning is the activity of learners working together to reach a learning goal. In eLearning environments, collaboration occurs anytime one learner turns to another and makes a comment, asks a question, or works with someone on a project. This might occur in discussion forums or social media sites. A discussion forum is a

collaborative learning experience where questions or comments are posted and a trail of responses are posted and archived regarding the original message. Often called threaded discussions or message boards, forums are asynchronous forms of communication and message sending. Self-paced courses can encourage learners to participate in discussions about the course content. In some cases, an instructor or moderator reviews the discussions to provide guidance and answers questions. Moreover, sites such as LinkedIn, Twitter, and Facebook can be used to foster collaboration. For example, a course could be given a Twitter hashtag with students encouraged to post and search for tweets using that hashtag. Some corporations have their own internal social media system (such as Yammer or Jive) that allows such communication to happen privately within the organization.

2.4.2 Dependent variable

2.4.2.1 Language skills

The purpose of language learning is to use the language correctly, dominating four skills: listening, speaking, reading and writing.

Listening

As cited by Segura (2012), Bueno, Madrid and McLaren (2006) emphasize that listening is a mental phenomenon since it occurs in our minds, and a social phenomenon because it develops between people in the environment they inhabit. Instructors have to know that listening is a complex process in order to be able to teach it, to integrate it first with phonological features and then with the speaking skill.

Likewise Ulum (2015) cites Helgesen (2003) and Tyagi (2013) to explain that listening is an active process which allows us to create meaning by mixing what we hear with the data in our minds in five stages of hearing, understanding, remembering, evaluating, and responding.

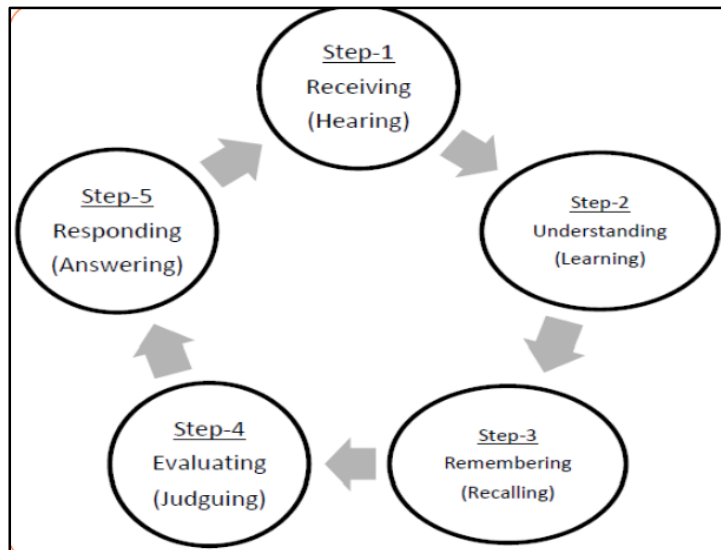


Figure 4. The listening process (Tyagi, 2013)

Hearing is the awareness of sounds, understanding is the comprehension of codes heard, these codes' meaning are examined, *remembering* the message is stored in the brain, *evaluating* requires the listener to find out the presence or absence of a particular tendency, trend, inclination, feeling in the message and *responding* the receiver answers using a verbal or nonverbal reaction (Tyagi, 2013).

Speaking

Nunan (1999) asserts that speaking implicates producing, receiving and processing information since it is an interactive process that constructs meaning. Its shape and meaning depend on the context in which it occurs, the participants, their experiences, the physical environment, and the reasons for speaking. It is often a natural impulse, open-ended, and develops gradually. Speaking requires individuals not only to be linguistically competent (know how to produce specific points of language, such as grammar, pronunciation, or vocabulary), but also socio-linguistically competent (understand when, why, and in what ways to produce language).

Nunan (2003) emphasises that speaking English in an EFL context is difficult because it is rarely spoken and students feel embarrassed to speak aloud. There are eight possible characteristics of spoken language, which can make oral performance either easy or difficult.

Table 4. Characteristics of spoken language

| | |
|--------------------------|--|
| 1. Clustering | Fluent speech is bunched into phrases, rather than given meaning word-by-word. Learners can organize their output both cognitively and physically through such clustering. |
| 2. Redundancy | Repetition of speech. Sometimes it is used to make meaning clearer. |
| 3. Reduced forms | It includes contractions, elisions, reduced vowels, etc. If the learners are unaware of this, it can result in a stilted, bookish quality in their speech. |
| 4. Performance variables | The difference between native and nonnative speakers of a language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak it. |
| 5. Colloquial language | Learners should also know about colloquial words, idioms and phrases and practice using them. |
| 6. Rate of delivery | Another salient characteristic of fluency is rate of delivery. The teacher should help |

| | |
|-----------------------------------|--|
| | learners to achieve an acceptable speed along with other attributes of fluency. |
| 7. Stress, rhythm, and intonation | This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. |
| 8. Interaction | Speaking is about interaction. It is about how you interact and what kind of language you use that will make communication go smoothly. |

Author: Calle, P. (2018)

Writing

Writing is not a spontaneous skill or acquired easily. In fact, it is perhaps viewed as the most difficult thing to do in language (Nunan, 1999). Kroll (2001) explains that process approach serves today as an umbrella term for many types of writing courses. Hence a process approach tends to focus more on varied classroom activities that promote the development of language use: brainstorming, group discussion, and rewriting.

Table 5. *The 8 stages of the process approach model*

| | |
|--------------------------------------|--|
| 1. Brainstorming/ Drafting | Generating ideas by brainstorming and discussion. |
| 2. Planning/Structuring | Exchanging ideas into note form and judge quality and usefulness of the ideas. |
| 3. Mind mapping | Organizing ideas into a mind map, spidergram, or linear form. |
| 4. Writing the first draft | This is done in class, frequently in pairs or groups. |
| 5. Peer feedback | Students exchange the drafts of their writing to read each other's work. |
| 6. Editing | The drafts are returned and improvements are made based upon peer feedback. |
| 7. Final draft | The final version of the assignment is completed and turned in. |
| 8. Evaluation and teachers' feedback | The teacher evaluates students' writing and provides feedback. |

Author: Calle, P. (2018)

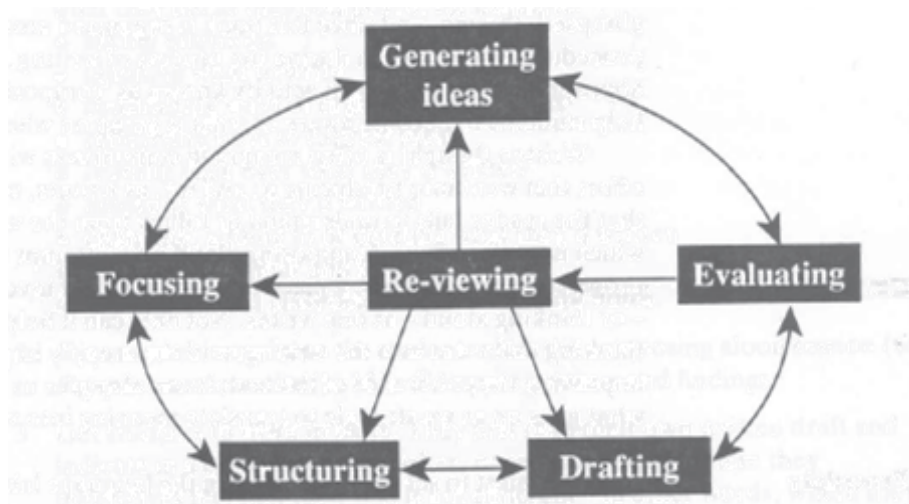


Figure 5. A model of writing (White and Arndt, 1991).

Reading

As cited by Carrell et al. (1988), Goodman defines reading as “a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs.” A reader has to be effective in order to construct meaning and efficient to get information quickly, using reading strategies to interact with the text.

Birch (2002) affirms that the reading process is actually an expert decision-maker system, a highly sophisticated computing system that allows good readers to make split-second decisions about what they are reading in such an effortless and unconscious way that they do not realize they are doing anything special. Williams (2014) asserts that the reader has to try to understand the reading material intensively in order to improve the ability to decode any type of texts. Therefore, there are some factors that are dependent on the environment that could either improve or impede the reader’s ability to understand a group of sentences. Readers gain reading comprehension skills by experience and active learning to develop skills that help the reader’s brain to process and analyze information to decode the messages of written texts.

2.4.2.2 Kinds of reading

Extensive reading

Waring (2012) claims that “When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency.” He explains that when a learner reads extensively, he or she can denote the correct use of grammar because he or she encounters a lot of grammar patterns.

Rodas (2008) asserts that extensive reading lets the learner read for pleasure with emphasis on complete meaning. She also remarks that “extensive reading helps the reader read faster, understand and read in meaningful phrases, rather than word by word”. She gives us some tips for extensive reading:

- Read easy and interesting books.
- Ignore unknown or difficult words by skipping over them.
- Avoid using dictionaries.
- Expand your reading comfort zone by reading more difficult material.
- Motivation: decide how much time per day you will spend reading. (2008, p.4)

Extensive reading has been proved to contribute to EFL contexts as Calero and Parra (2017) point out, since the application of this could influence learners’ autonomy, organization of time, reading speed, and reading comprehension, as well as vocabulary enhancement.

Intensive reading

Rodas (2008) affirms that intensive reading is “reading a short text for detailed information with emphasis on precise understanding.” It means that the readers take a text, study it line by line with concentration and great care in order to understand exactly the meaning of what they read. According to experience, some EFL students usually find it difficult to read for a general idea and they try to understand every word.

In sum, both types of reading are important because the main goal of reading is to comprehend the printed text. The following are some classroom reading techniques and tasks that Rodas (2008) proposes that an EFL teacher should use to encourage learners to understand what they read:

- Activate the learner's prior knowledge.
- Discuss the topic to trigger learner's interest and motivation.
- Relate the learner's personal experience to the text.
- Explain to learners the vocabulary relevant to the topic.
- Use pictures/illustrations to help spark learners' interest and let their imaginations flourish.
- Ask learners related questions to increase their curiosity and willingness to read.
- Explain to learners the importance of scanning a text.
- Explain to learners the importance of skimming a text.
- Gather information: who, what, when, where, which, why, how?
- Ask the students: what do you think will happen next? In order to predict, guess the title.
- Word study: synonyms, antonyms, prefixes, suffixes, categorizing, classifying.
- Ask learners to write reading reports and write summaries.
- Use activities such as matching ideas with sentences, true/false and fill in the blanks.

2.4.2.3 Reading strategies in an EFL classroom

Reading strategies are purposeful, cognitive actions that learners take when they are reading to construct and maintain meaning (Alyousef, 2005). They allow students to work independently and make organized decisions. They also help students to interact with a text before, during, and after reading, in order to comprehend and evaluate what they have read. Moreover, Alyousef (2005) affirms that these strategies have to be taught in context in order for the learners to denote the importance of using them to construct the meaning of texts.

EFL students must have an extensive vocabulary in order to understand texts and use efficient reading strategies such as skimming - reading quickly, horizontally, through the text to get a general understanding of the content, and scanning - reading quickly, vertically or diagonally, to find single words, facts, dates, names, and details.

Since the main idea of this study is to enhance reading skills, EFL students have to keep some reading strategies in mind in order to efficiently and effectively construct the writer's intended meaning. In order to read more effectively, it is vital to become a more self-conscious reader. Our pupils need to understand what they are doing. They use strategies to understand what they read before, during, and after reading. Birch (2015) asserts that the strategies operate automatically under the level of our awareness. This way, EFL learners can continue improving reading without the monitoring of teacher or parents. Krashen (2004) affirms that when second language acquirers read for pleasure, they can continue improving in their second language without classes, without teachers, without study, and even without people to converse with. Here are some strategies that Hughes (2007) reminds us that EFL learners need to do before reading:

- Activate background knowledge.
- Set purposes for reading.
- Make predictions and preview a book.
- Go on a book walk.
- Question and make predictions about a story.

During reading, teachers and learners have to:

- Model reading (teachers reading aloud to students).
- Read a selected portion of the text silently (skimming or scanning).
- Direct the students' reading by suggesting what they might look for in each paragraph.
- Select appropriate reading strategies and focus questions.

- Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text

After reading, learners have to:

- Compare their predictions to what the text says. Students can record their predictions on a chart as they read and they can see how accurate they were when they finish reading.
- Reflect upon the ideas and information in the text.
- Relate what they have read to their own experiences and knowledge.
- Clarify their understanding of the text.
- Extend their understanding in critical and creative ways.

According to Brown (2001), there are nine important strategies EFL students have to keep in mind in order to quickly and correctly interpret and author's meaning:

1. Identify the purpose of reading a particular text, to quickly find the information needed and avoid irrelevant material.
2. Use silent reading skills. Students at an intermediate to advanced level improve effectiveness by reading in silence, perceiving not only phrases but also single words and inferring the meaning of key words in the text.
3. Skim. Read the text to get its main ideas. While skimming, the eyes move rapidly over the text, picking out key words to anticipate its message. A reader examines the text hastily, taking in relevant information from a paragraph, page, chapter, or an article to determine its meaning.
4. Scan. Quickly searching the passage getting relevant information very quickly and picking out the required information.
5. Semantic mapping. This strategy allows the reader to mentally organize categories of important interrelated components. It can be more productive done in groups of work.

6. Guess when you are not certain. Since reading is a guessing game, readers have to deduce the meaning of words, grammar relationships, infer implied meaning, guess about cultural references and guess content message. The deduction must be reasonably precise in order to confirm the hypothesis.
7. Analyze vocabulary. When a beginner level reader comes across new difficult words, the best solution is to look for prefixes, which give important clues about the meaning of the words, and suffixes, which show the part of speech the word is in, Latin roots, grammatical and semantic context.
8. Distinguish between literal and implied meaning. A reader has to contrast between literal meaning that is stated outright and is meant to be understood exactly as expressed and Implied, which is stated indirectly and the reader or listener has to “read between the lines” to understand what is really being expressed.
9. Capitalize on conversation with native speakers to process relationships. When readers have a deep understanding of the spoken word, they surely improve their reading skills.

Skimming

According to the website UsingEnglish (2002), “Skimming is reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details.” In other words a reader examines the text hastily taking relevant information from a paragraph, page, chapter, or an article to decide whether or not the reading material is interesting. Skimming is also used to concentrate attention on different parts of the text, such as the title, subtitles, subheadings and illustrations. While skimming, the eyes move quickly over the text to pick out key words.

Steps in skimming a text

Anne Arundel Community College (2014) shares relevant information about the skimming reading technique in the article “Reading and study skills labs”. The reader has to focus his or her attention on determined parts of the article. First, read the title and introduction because it is the shortest possible summary of the content. Second, read the first paragraph completely, focusing on the subheadings and looking for relationships among them. Third, read the first sentence of each remaining paragraph because the main idea of the paragraph usually appears in the first sentence. Fourth, focus attention on clue words that answer the questions who, what, when, where, why, and how. Fifth, look for proper nouns, unusual words - especially capitalized words - and enumerations to get a better idea of the sequence of events; qualifying adjectives such as best, worst and most are good key words that visualize the topic, and; typographical cues like italics, boldface, underlining and asterisks. Finally, read the last paragraph completely.

Scanning

According to UsingEnglish.com (2002), scanning is “a reading technique where the reader looks for specific information rather than trying to absorb all the information”. It’s a useful tool to find a particular piece of information. It also allows the reader to read very quickly through the text or part of a text until he or she finds the required information.

Steps in scanning a text

Anne Arundel Community College (2014) gives some recommendations for using the scanning technique. First, the reader must always keep in mind what he or she is searching for. If you hold the image of the word or idea clearly in your mind, it is likely to stand out among the surrounding words. Second, anticipate in what form the information is likely to appear, for

example: numbers and proper nouns. Third, analyze the organization of the content before starting to scan. Fourth, if material is familiar or fairly brief, you may be able to scan the entire article in a single search. If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan. Fifth, let your eyes run rapidly over several lines of print at a time. Sixth, when you find the sentence that has the information you seek, read the entire sentence. Finally, you must be willing to skip over large sections of text without reading or understanding them.

2.4.3.4 Reading comprehension in an EFL context

Students must read effectively in order to comprehend meaning and quickly get information from a text. The reading process is actually a skilled decision-making organisation of ideas that lets effective readers to effortlessly come to conclusions about the messages of different texts (Birch, 2002).

Birch (2015) explains Chall's classical stages of English reading development. There are six steps in the progress of reading proficiency. Stage 0 is called the pre-reading stage where readers recognize some insights of the alphabet, write their names, and understand a book by looking at the pictures or illustrations like top-down reading style. Stage 1 is the initial reading. It is when readers begin to relate the letters or words with sounds and as they gain a phonological recording skill. Stage 2 is when readers begin to recognize familiar words. Automatic, fluent, and mainly unconscious bottom-up processing gives these readers the required time to do more and better top-down processing of the written material, using context and world knowledge to make inferences about the reading material and improve comprehension. Readers read fluently and quickly decoding the words. The teacher has to motivate his or her students to read extensively in order to keep them practicing and improving their skill. In Stage 3, 4 and 5, readers use reading to gain vocabulary and new information.

They use the prior information to make a prediction of the information he or she is going to read (top down processing). Finally, readers enhance critical thinking ability by trying to comprehend of the text's meaning.

Likewise, Birch (2015) affirms that the reader has to see and perceive the symbols, follow the sequence of words, associate symbols and sounds, associate symbols and meaning, follow grammatical patterns, relate ideas to past experience, make inferences, evaluate, and deal with personal interests and attitudes that affect reading. Indeed, the reading process is actually an expert decision-making system, a highly sophisticated computing system that allows good readers to make split-second decisions about what they are reading in such an effortless and unconscious way that they do not realize they are doing anything special.

According to Birch (2015) there are two basic mechanisms to the processing system: a knowledge depository component and a dynamic process component that uses strategies to cope with the text as shown in the figure below. The knowledge is organized into memory structures such as images, networks, schemas and frames. This knowledge base depends on a processing mechanism to interact with the text. The processing element includes strategies that the reader must consciously acquire through practice. These strategies let the reader see the text and the knowledge base as sources of data, and understand the given information. Processing strategies can be consciously or unconsciously applied according to the level of awareness.

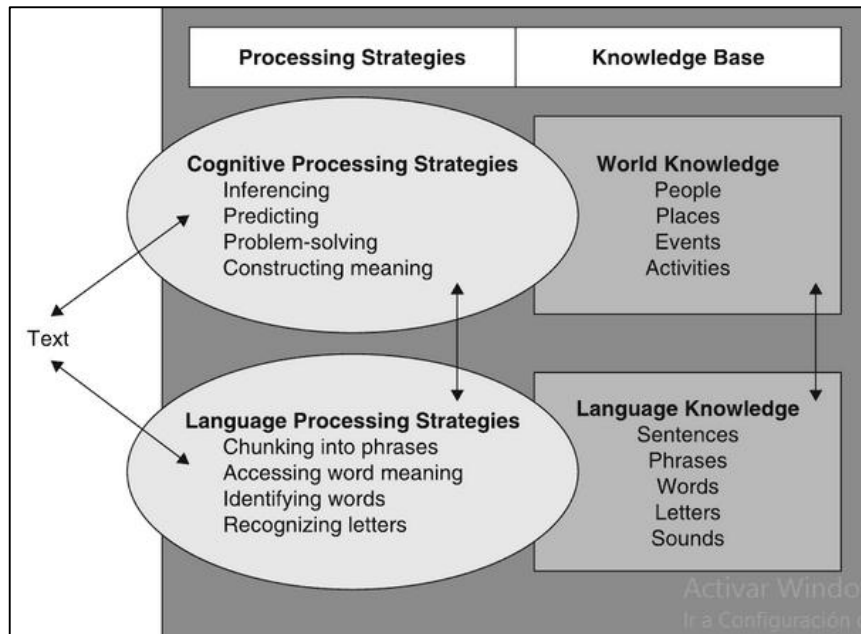


Figure 6. *Interactive information processing model (Birch, 2002).*

Moreover, Birch (2015) asserts that two modes of information processing, bottom-up and top-down, take place during the reading process in order to understand the text. The former involves decoding small textual elements of the passage, evoking previous knowledge. In the latter process, the reader uses prior knowledge, making a hypothesis and anticipating the contents of the text as a whole. The reader uses these processes in order to come up with their expectations of the meaning of a text (Brown, 2001).

Likewise, Brown (2001) claims 30 years of reading research revealed some significant conclusions. He recalled Goodman's research in 1970 in which she explained that reading involves a “guessing game” since the reader has to recall his or her language knowledge to recognize letters, morphemes, syllables, words, phrases, and grammatical cues to deduce meanings (bottom-up processing). She also stated that there is a top-down process in which the reader recalls his or her cultural knowledge to comprehend the text. Silberstein (1993) referred to Cicourel's “interpretative procedures” in order to explain that readers comprehend the meaning of a text by relating to it, but it is impossible to completely decode the message.

Silberstein (1993) states that in an observed class the teacher guided her students to be independent readers by introducing them to poetry, encouraging them to set objectives when decoding a text and to use reading strategies to achieve these goals. Silberstein claims that the students created the message by interacting with the poem. They skimmed, paraphrased, scanned, and criticized, among other strategies.

Silberstein's observations of the poetry class denoted that using reading strategies in the classroom was a good way to develop successful readers. Brown (2001) recalled Dole's assumption that a love of reading and culture are success factors when decoding a text. The knowledge of reading strategies is a dominant motivator to decoding texts. According to Brown (2001), extensive reading is an additional factor in reading achievement. The teaching-learning process of a foreign language, because of its complexity, represents a big challenge, which, at Universidad de Cuenca, teachers and students often fail to achieve. Therefore, it is imperative for Universidad de Cuenca to improve its methodology for teaching and learning English.

2.5 Hypothesis

A formal web-based course enhances EFL students' reading comprehension.

2.6 Signaling hypothesis variables

Independent variable – Formal web-based course.

Dependent variable – Reading skill

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers an overview of the methods used in the study. Covered areas include an argument in favor of the chosen method, an introduction to the main study, research design, population and sampling, the instruments used to collect data and analysis, the way the material was designed, and how it was used in the English classes.

3.1 Basic method of research

The methods used for the development of this research project included bibliographic research to develop the collection of scientific information for the elaboration of the literature review, as well as the research of strategies and activities that teachers can use in order to reinforce the reading skills in EFL classroom. Qualitative and quantitative methods were used in order to describe and analyze the collected data.

3.2 Level or type of research

This is a mixed method study since it integrates both quantitative and qualitative research. The goal in this project is to determine the relationship between an independent variable and a dependent variable within a population. It is focused on gathering numerical data to explain cause-and-effect interactions between variables. Moreover, this research is designed to expose the students' perceptions to reading skill and eLearning.

The process in this investigation is as follows:

1. Apply the reading survey.
2. Apply the pretest.
3. Experiment.
4. Application of the formal web-based course.

5. Apply the posttest.
6. Tabulate the data.
7. Apply the student formal web-based course evaluation questionnaire.
8. Present the results

3.3 Population and/or sample

Regarding the participants, this research involves two groups of adult learners attending a regular English credit course at Universidad de Cuenca school of medicine; students range in age from 20-30 years old, and their English level proficiency is level B1.

These groups took the web-based course for eight weeks, for two hours per week. The treatment was carried out from mid-October 2017 to the end of January 2018. There is no specific sampling procedure for the selection of the study groups. The groups were assigned by the university according to their policies and may be considered intact classes.

- Scope: Universidad de Cuenca
- Time: October 2017 to January 2018, two hours weekly for the duration of two months, in one of the language laboratories of the school of medicine.
- Element: Two regular 3rd Level English credit courses.
- Sample: All of the students taking the 3rd Level English credit course, Nur 1-3 and TecMed 1-3 in the afternoons. N = 57 students (Non-random sample group).
- The study was carried out with 57 people, 11 men (19.3%) and 46 women (80.7%), students of the Universidad de Cuenca who studied English level 3 during the period September, 2017 through February, 2018. Of the participating students, 49.1% (n = 22) were majoring in careers in medicine, and the rest were divided among 14 other fields of study. Details in Table 6.

Table 6. Study population

| <i>Study Population</i> | | n | % |
|-------------------------|-----------------------------|-----|------|
| Sex | Men | 11 | 19.3 |
| | Women | 46 | 80.7 |
| Careers | Business Administration | 3 | 5.3 |
| | Biochemistry | 1 | 1.8 |
| | Education Sciences | 2 | 3.5 |
| | Accounting | 1 | 1.8 |
| | Economics | 1 | 1.8 |
| | Nursing | 22 | 49.1 |
| | Early Stimulation in Health | 1 | 1.8 |
| | Medical Imaging | 5 | 8.8 |
| | Environmental Engineering | 3 | 5.3 |
| | Systems Engineering | 1 | 1.8 |
| | Marketing | 4 | 3.5 |
| | Dentistry | 2 | 3.5 |
| | Family therapy | 4 | 7.0 |
| | Physical therapy | 2 | 3.5 |
| Social work | 5 | 1.8 | |

Author: Calle, P. (2018)

Fifty-seven B1 level English students participated in the research study, which involved 16 hours of web-based teaching in each of the two groups, plus 4 hours of testing (2 hours each for the pre-test and the post-test).

Each class was taught with the same curriculum and activities, and for the same amount of time - two hours per week – during a two-month period. This process was applied at Universidad de Cuenca. The aim of this research is to identify the level of improvement in reading proficiency after participating in a web-based course and the participants' perception of this course.

3.4 Operation of variables

3.4.1 INDEPENDENT VARIABLE:

Table 7. Web-based learning

| Conceptualization | Dimensions | Indicators | BASIC ITEMS | Tools |
|--|---|---|---|--|
| <p><u>Web-based learning</u> It provides the learners with information and knowledge sources which are infinite giving chances for personalized learning, tele-learning, distance learning and collaboration allowing them to interact with the learning content on line. <u>Online course</u> helps people to improve <u>reading</u>. These kind of activities <u>motivate</u> students to learn because they can check instructions and do the task at their pace.</p> | <p>1. On line course</p> <p>2. Reading</p> <p>3. Motivation</p> | <ul style="list-style-type: none"> • Interface • Videos, web pages, charts. • Interactive Activities • Intrinsic motivation • Extrinsic motivation | <ol style="list-style-type: none"> 1. The activities stimulated my interest in the subject. 2. The activities were well organized. 3. The time assigned was enough. 4. The instructions were clear and easy to follow 5. The forum activities encouraged discussions. 6. The methods used have reached the course objectives. 7. The test and quizzes accurately measured the what I learned in this course. 8. The instructor provided helpful feedback on my work 9. The interfaces (connection between two systems, programs, devices or components) worked flawlessly on my device. 10. The course was supported by adequate sources. (videos, web pages, charts, and others) | <ul style="list-style-type: none"> • Student formal web-based course evaluation questionnaire |

Author: Calle, P. (2018)

3.4.2 DEPENDENT VARIABLE:

Table 8. Reading

| Conceptualization | Dimensions | Indicators | BASIC ITEMS | Tools |
|--|--|--|--|---|
| <p><u>Reading</u></p> <p>It is a psycholinguistic process that starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There are two <u>kinds of reading</u> like intensive and extensive. EFL Teachers have to use <u>classroom reading techniques</u> to help students enhance the skill.</p> | <ul style="list-style-type: none"> • Kinds of reading • Classroom reading techniques • Strategies | <ul style="list-style-type: none"> • Intensive • Extensive • Activate the learner's prior knowledge • Discuss the topic • Relate the learner's personal experience to the text • Explain vocabulary relevant to the topic • Use illustrations • Writing reading reports • Use activities such as matching ideas with sentences, true/false and fill in the blanks • Activate background knowledge • Set purposes for reading • Make predictions and preview a book • Question and make predictions about the reading • During reading strategies • After reading strategies • Skimming • Scanning | <ol style="list-style-type: none"> 1. You should spend about 20 minutes answering the following questions which are based on Reading one below. 2. You should spend about 20 minutes answering the questions which are based on Reading two below. 3. You should spend about 20 minutes on Questions which are based on Reading three below | <ul style="list-style-type: none"> • Reading test (Post test). |

Author: Calle, P. (2018)

3.5 Method of data collection

The selected methods for the development of this research project include bibliographic research in order to develop the collection of scientific information for the elaboration of the literature review, as well as the research of strategies and activities that teachers can use in order to reinforce the reading skills in EFL classroom. Quantitative and qualitative methods are important tools in order to describe and analyze the data.

3.5.1 Mixed methods

Quantitative:

This research tries to measure the level of improvement in reading comprehension. The results from the pre-test were compared to the results of the post-test in order to quantify the improvements in students' proficiency after participating in the web-based English course. Elkins and Pinder (2015) assert that learners who acquire knowledge through eLearning have to be tested in a classroom or work setting by a peer, supervisor, or instructor. Pre-tests are commonly used when you want to establish the baseline needed to determine the effectiveness of the course (comparing “before” knowledge to “after” knowledge). They suggest some tips to be taken into account when designing these tests, such as using a variety of questions like multiple-choice, true/false, matching, short answer and essay, drag and drop, among others. Another reason for the pre-test, according to Elkins and Pinder (2015), is to reveal the content the learners have not previously mastered. The post-test was administered at the end of each lesson, module or course; according to the testing objectives, the tester will decide when the post-test is given and how it will be scored.

Qualitative:

The researcher as well as the students actively gathered relevant information throughout the course. Two questionnaires were administered to the students: a reading questionnaire, to determine reading strengths and attitudes towards reading, and; a student formal web based questionnaire was administered to the students at the end of the course in order to determine its weaknesses and strengths and the students' feelings and motivations, which were not directly observable in the formal web-based course. These questionnaires were administered online through Google Forms.

As regards the evaluation of the data, the pre- and post-tests (see Annex 3) provided quantitative results that were evaluated and interpreted in order to confirm or reject the hypothesis formulated at the outset, as well as arrive at some general conclusions.

3.6 Data collection and analysis

The intact group received a treatment for a period of 16 hours by means of interactive reading activities on Moodle, in order to determine whether or not the formal web-based course influenced reading skills development. The researchers and the intact group work synchronously, asynchronously and in cohort.

The outcomes were analyzed quantitatively and qualitatively. The data were tabulated by means of the different techniques applied during the course of this investigation.

In this research project, some interactive reading activities were loaded onto a formal web-based course in Universidad de Cuenca's virtual platform, Moodle: assigned reading tasks, guided tasks, quizzes, videos and chart presentations for reference and practice. Access to this platform was possible for both the students and the researcher from any computer with an Internet connection.

Two surveys were designed in collaboration with three colleges and were applied during this study. The first one was a reading survey (Annex 1). This questionnaire was aimed at finding out about students' attitudes towards reading and reading strategies. Sixty-five respondents in the intact group answered the twelve-question survey. Each question was multiple choice and the students could choose one option from the list of possible answers. These questions allowed the students reflect on the importance of reading English texts during their student life. They also reflected on their attitude toward English texts and their ability as a reader.

In the second questionnaire, Likert Scale questions (Elkins and Pinder, 2015) were kept in mind and respondents were asked to rate their answers from 1 to 5 (strongly disagree to strongly agree). It was administered to the intact treatment group of 57 students to collect data regarding their feelings, attitudes, perceptions and suggestions about the use of the formal web-based course in Moodle as a means of enhancing reading comprehension. It was administered at the end of the treatment.

Regarding the evaluation of the data, the pre- and post-tests (see Annexes 3 and 4) gave quantitative results, which were reviewed and interpreted in order to confirm or reject the research hypothesis, as well as arrive at some general conclusions.

The pre-test and post-test (Annex 2) were taken from Macmillan collection of B1 level standardized tests, which are similar to those in the IELTS exam. According to the Common European Framework of Reference for Languages (CEFR) students with a B1:

“...can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans” (Cambridge English, 2018).

These reading tests contain three sections and they take 60 minutes to complete (20 minutes per section), more or less. The maximum score of each test is 18. Moreover, they have different

question types like table completion, matching headings to paragraphs, identifying information, true/false/not given, and choose the correct word.

These tests were piloted and validated before being administered. They had the same structure but with different content. The purpose of the pre-test and post-test was to have two references for comparison at the end of the treatment and therefore to quantify whether or not there was any improvement in reading skills after the web-based course. These tests were validated (Annex 4) by two professors who have taught English for some years. They administered the tests to their students in order to check if they were a reliable way to evaluate reading skill.

During the treatment the students spent time in blended learning activities, which in most cases is a combination of face-to-face delivery and eLearning activities (Arshavskiy, 2017). It means that students had regular traditional classes in a classroom using printed materials with media, and then they spent two hours per week in the computer room provided by Universidad de Cuenca to participate in the eLearning course (Annex 5) designed for this study. The reading activities used for the eLearning course were based on two books:

- a) “Skillful reading and writing 2”, which provides a strong focus on study reading and writing skills, providing students with practical guidance and support focused on different reading skills, such as giving a presentation, instant practice and complete immersion in that language skill.
- b) “Life”, an exciting book that provides online reading activities in its student’s online zone. It has topics related to the value of inspiring people to care about the planet with lessons that model how to carry out everyday functions, teaching learners to use the English language in the real world.

This eLearning course was designed keeping ADDIE and SAM instructional design models in mind, as recommended by Arshavskiy (2017) and Elkins and Pinder (2015). The students spend

this formal web-based course doing interactive activities with questions in various formats, such as multiple-choice, true/false, matching, short answer, short essay, and drag and drop. Students had to remember the topics and contents learned in the classroom in order to accomplish the tasks. Likewise, they had the opportunity to interact with their classmates via chat or posting their opinions in the online forum on the topics established in the institutional syllabus. They could do this not only by writing, but also through videos they had to create with a free online Screencast-o-matic video maker.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

The results are presented in three phases. The first phase was the initial evaluation of reading skill, for which the multiple-response statistical resource was used, which implies that the students could select more than one response and is expressed by absolute and percentage frequencies. The second phase corresponded to the analysis of the improvement of the students' reading skills before and after the use of the virtual platform. This is expressed through measures of central tendency and dispersion. The statistical test of normality Kolmogorov Smirnov test revealed a non-normal behavior in the data, so the non-parametric Wilcoxon test of signed ranks was used, which allows the existing changes in related samples to be determined. Finally, in the third phase, the final reaction of the students to the treated content, the platform and characteristics of experiences are shown, the data are expressed by absolute and percentage frequencies. For a better understanding and visualization, bar graphs, cakes and boxes, and whiskers diagrams were used. The data processing was done in the SPSS 23 statistical program and the edition of tables and graphs in Excel 2016. The decisions were made with a significance of 0.05.

4.2 Data interpretation

4.2.1 Initial evaluation

Initially, the perceptions of the students regarding the reading of texts in English, their habits, abilities and expectations at different learning levels were evaluated.

The results revealed that 50% of the participants (n = 31) only read assigned English material, while 38.7% (n = 24) like to read and read for pleasure (including newspapers, magazines, online articles, etc.) and 11.3% (n = 7) only read English tests. It was also found that 69.4% (n = 43) believe that reading texts in English is quite important to their studies. See details in Table 9.

Table 7. How students feel reading English language (N= 62)

| Feature | | n | % |
|--|--|-----------|-------------|
| How I feel about reading English texts: | Like to read and read for pleasure (includes newspapers, magazines, online articles, etc.). | 24 | 38.7 |
| | Only read assigned English material. | 31 | 50.0 |
| | Only read English tests. | 7 | 11.3 |
| How important do you think reading English texts will be in your student life? | Critical. | 13 | 21.0 |
| | Fairly important. | 43 | 69.4 |
| | Somewhat important. | 4 | 6.5 |
| | Unnecessary. | 2 | 3.2 |

Author: Calle, P. (2018)

Regarding student habits, it was found that 56.5% (n = 35) read material in English once a week, and 19.4% (n = 12) of students read in English 3 to 4 times per week. There were 3 students (4.8%) who mentioned that they do it on a weekly basis because they hated reading texts in English or trying to do it as little as possible.

When they came upon unfamiliar vocabulary, the first action performed by 50% (n = 31) of the students is to check the dictionary; 35.5% (n = 22) try to figure out the meaning from the context; 16.1% (n = 10) ask someone else; 8.1% (n = 5) ask his or her English teacher; one student answers that he or she skips it and moves on. See Table 10.

Table 8. Student habits N=62

| Feature | | n | % |
|--|------------------------|----|------|
| I read English material that is not required for English class | 3-4 times a week. | 12 | 19.4 |
| | As seldom as possible. | 8 | 12.9 |
| | Daily. | 4 | 6.5 |
| | Maybe weekly. | 35 | 56.5 |

| | | | |
|--|---|----|------|
| | Maybe weekly, as seldom as possible. | 2 | 3.2 |
| | Maybe weekly, I hate to read English texts. | 1 | 1.6 |
| When I find a word in assigned English materials, and I don't know its meaning the first thing I do is | Ask my English teacher. | 5 | 8.1 |
| | Ask someone else. | 10 | 16.1 |
| | Check the dictionary. | 31 | 50.0 |
| | Skip it and go on. | 1 | 1.6 |
| | Try to figure out the meaning from the context. | 22 | 35.5 |

Author: Calle, P. (2018)

In reference to their perception of reading ability, 74.2% (n = 46) of the participants mentioned that they read OK, there are often words they do not understand, but retain some of what they read; 14.5% (n = 9) read on an intermediate level, have a good vocabulary and retain much of what they read, and; 11.3% (n = 7) read the text but they do not understand the message and do not remember much of it.

In addition, 58.1% (n = 36) of students expressed that they would like to have a better understanding; 25.8% (n = 16) to read texts faster; 22.6% (n = 14) to improve vocabulary, and; 21% (n = 13) to be able to remember more of what they read. Details in Table 11.

Table 9. Student abilities and goals N=62

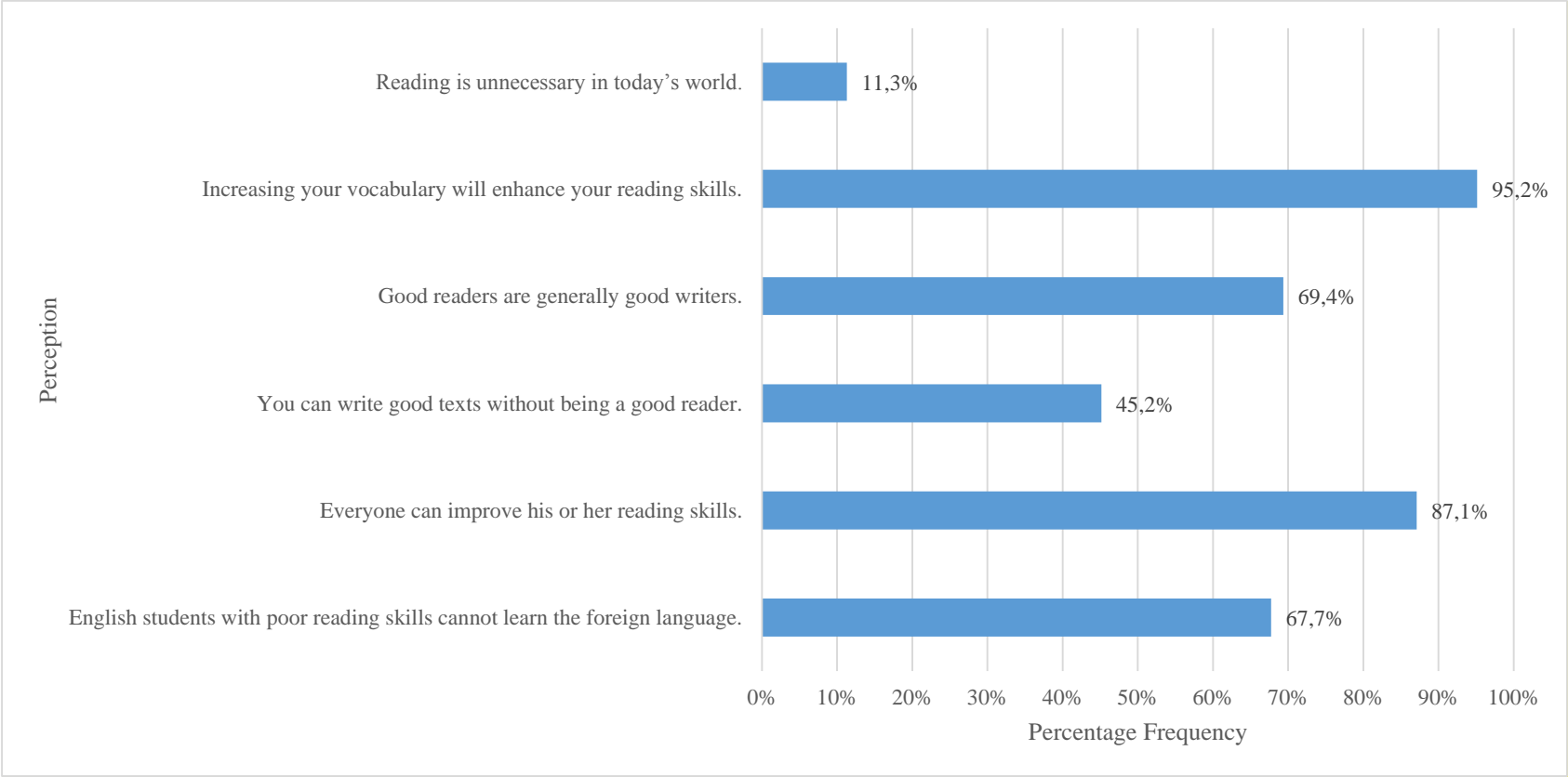
| Feature | | N | % |
|------------------------------------|---|----|------|
| How I rate my ability as a reader: | Read OK, there are often words I don't understand, and I retain some of what I read. | 46 | 74.2 |
| | Read on an intermediate level, have a good vocabulary and retain much of what I read. | 9 | 14.5 |
| | Read the text but don't understand it and don't remember much of it, if any. | 7 | 11.3 |
| I would like to be able to... | Be able to remember more of what I read. | 13 | 21.0 |
| | Have better comprehension. | 36 | 58.1 |
| | Improve my vocabulary. | 14 | 22.6 |
| | Read English texts faster. | 16 | 25.8 |

Author: Calle, P. (2018)

With reference to students' perception of reading skills, it was found that 95.2% (n = 59) think that: increasing their vocabulary will increase their reading skills; 87.1% (n = 54) believe that everyone can improve his or her reading skills; 69.4% (n = 43) selected true on the premise: Good readers are generally good writers.

On the other hand, it was found that 69.4% (n = 42) perceive that English students with poor reading skills can not learn the foreign language; 45.2% (n = 28) agreed that good readers are generally good writers and; 11.3% (n = 7) agreed that reading is unnecessary in today's world. See Table 12.

Table 10. Perception of reading skills (True Choose)



Author: Calle, P. (2018)

4.2.2 Final reaction

51.2% (n = 29) of the students mentioned that they used the platform to complete the treatment between 5 and 8 hours per week, 27.9% (n = 16) between 0 and 4 hours, 11.6% (n = 7) between 9 and 12 hours and 9.3% (n = 5) more than 12 hours per week. See Figure 7.

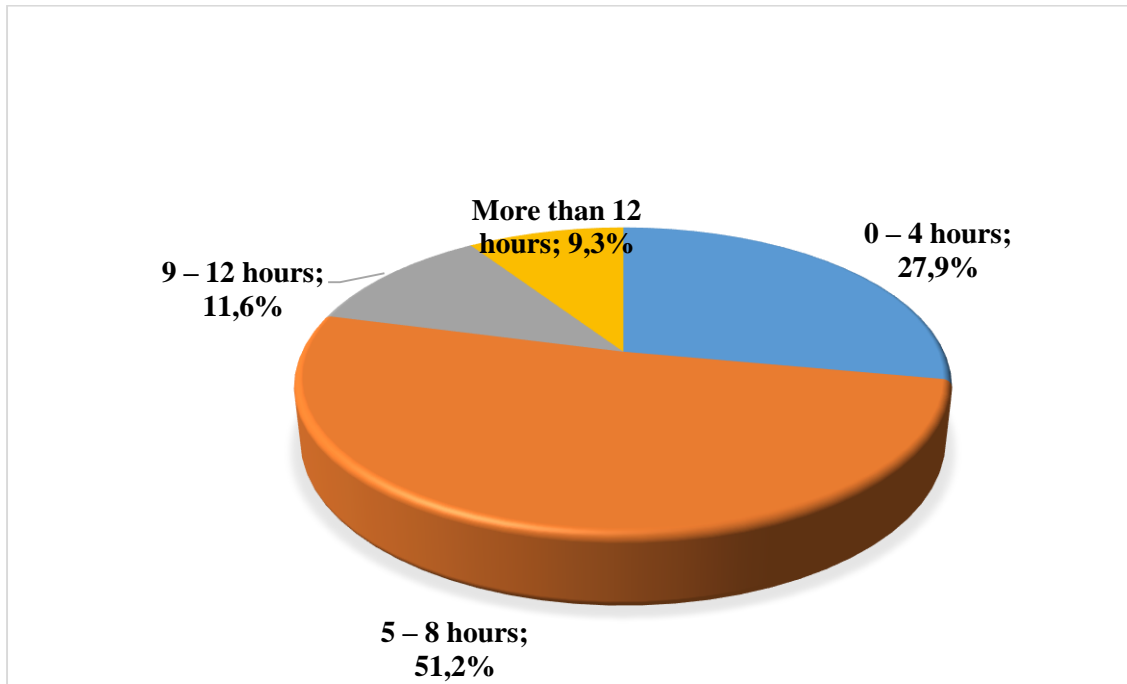


Figure 7. How many hours did you spend to accomplish the task in this course per week?
Elaborated by: Calle, P. (2018)

Thirty-nine point five percent of the users rated their experience in use as “Excellent”, while 34.9% rated it as very good and 2.3% fair. Figure 8.

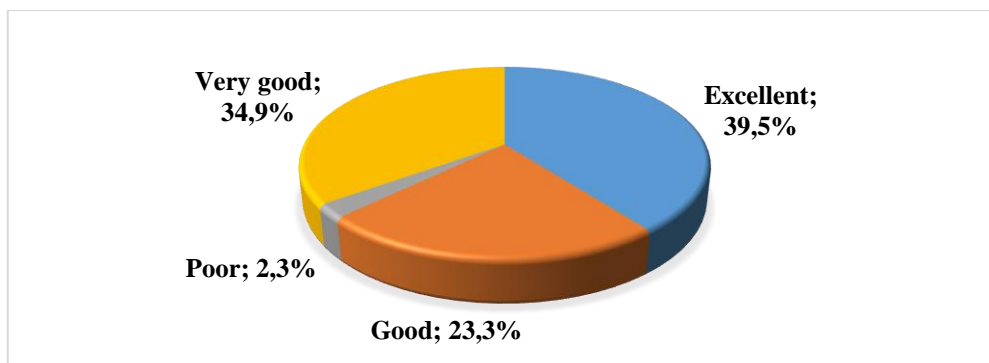


Figure 8. Experience rating
Elaborated by: Calle, P. (2018)

With reference to the evaluation of the content of the online platform, 90.7% of the students (n = 52) agreed or strongly agreed that the test and quizzes accurately measured what they learned in this course and that the methods used did reach course objectives. Regarding the activities used in the forum, 74.4% (n = 42) of participants agreed that they motivated discussion. In addition, 76.6% (n = 44) agreed that the instructions given were clear and easy to follow.

The time chosen for exams and tests was considered sufficient for 79.1% (n = 45) of the students; 18.6% considered it neutral and 2.3% insufficient.

On the other hand, with reference to the perception of the use of the platform, it was found that 48.8% (n = 28) of the students were in agreement that “The course was supported by adequate sources (videos, web pages, charts, and others)”. The interface of the platform (Connection between two systems, programs, devices or components) was rated as very adequate by 27.9% (n = 16) of the participants, who stated that they strongly agreed with the statement “the interfaces worked flawlessly on my device”; the same number of students strongly agreed that the instructor provided helpful feedback on his or her work. The organization of the activities was rated highly by 97.6% (n = 56) of the users. Finally, 39.5% (n = 23) strongly agreed that the activities stimulated interest in the subject.

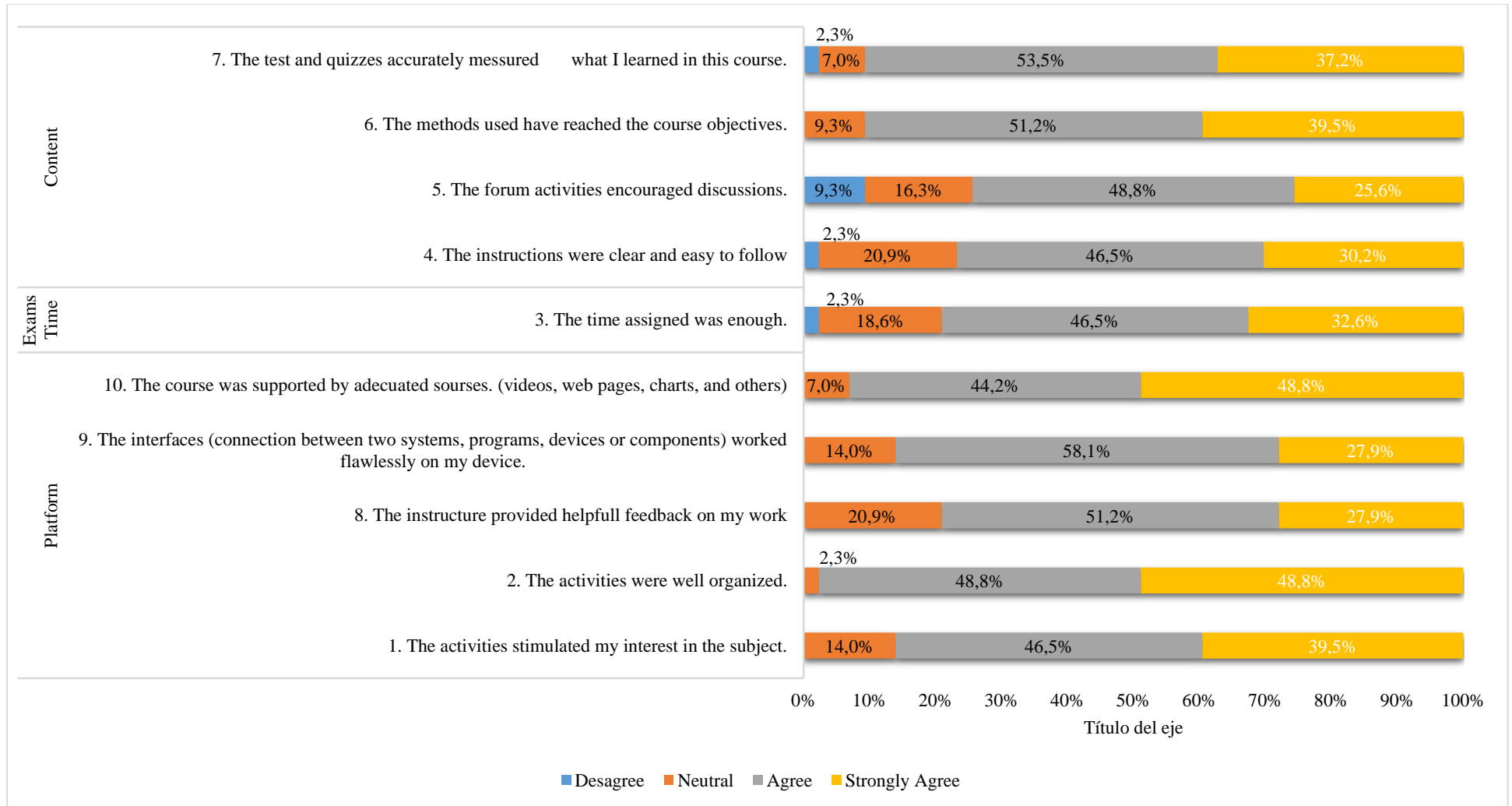


Figure 9. Perception of platform and content
 Elaborated by: Calle, P. (2018)

4.3 Hypothesis confirmation

The use of a formal web-based course appropriate to the level and interests of English learners enhances students' reading skills. Two tests, a pre- and post-test, were applied. The results of the study confirm that the students' reading skill increased meaningfully using the course.

4.3.1 Knowledge assessment

Before students used the electronic platform to take the English class, reading proficiency scores were between 4.50 and 19 points, with an average of 11.57 (SD = 3.4). After the Web-based course reading proficiency scores were between 9.97 and 18.58 points, with an average of 14.45 (SD = 2.18). Nine students (15.8%) decreased in scores, 45 students increased in scores, and 3 students maintained the same scores before and after the Web-based course. These changes were found to be significant ($p = 0.000$), reflecting an increase in the average score by 2.88 points. See Figure 10.

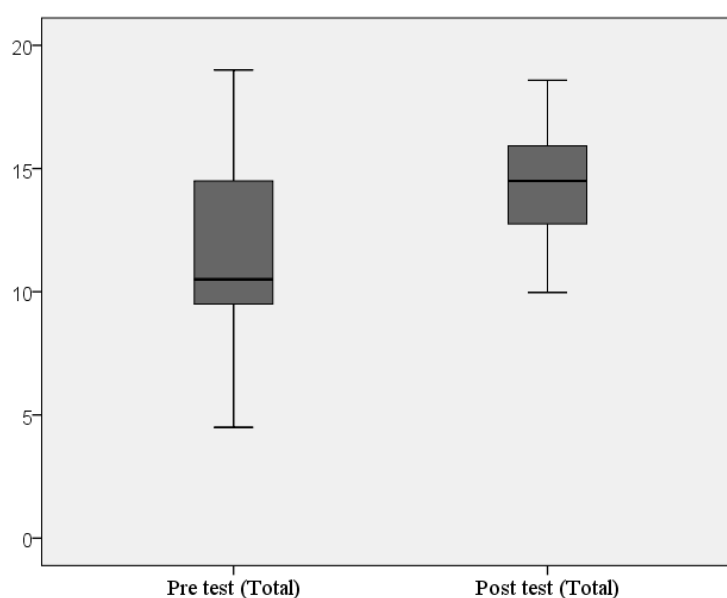


Figure 10. Total pre- and post-test median scores
Elaborated by: Calle, P. (2018)

4.3.2 Skills developed

In order to identify the most developed skill post treatment, the ratings were weighted so that the criteria were evaluated on 6 points. The skill that initially was less developed was “understanding details”, with an average of 3.14 points (SD = 1.32) while the most developed sub skill was “Understanding main ideas” (\bar{x} = 3.63, SD = 1.31). After the use of the electronic platform, the skill with the lowest rating was “Understanding details” with an average of 4.01 (SD = 1.32) and the skill with the highest rating was “Understanding main ideas” (\bar{x} = 4.56; SD = 0.93). Although, the strongest and weakest skills remained the same pre and post treatment, there were significant increases in student scores after taking the Web-based course. The skill with the greatest change in score was “Understanding Main Ideas” with an average increase of 0.93 points. Details in Table 13.

Table 11. Pre- and post-test knowledge assessment.

| Skill | Pre test | | | | Post test | | | | P |
|-------------------------------|----------|------|-------------|------|-----------|------|-------------|------|-------|
| | Min | Max | Mean | SD | Min | Max | Mean | SD | |
| Making inference (/6) | 0.00 | 6.00 | 3.58 | 1.54 | 2.25 | 6.00 | 4.38 | 0.98 | .000* |
| Understanding details (/6) | 0.50 | 5.50 | 3.14 | 1.32 | 0.88 | 6.00 | 4.01 | 1.32 | .000* |
| Understanding main ideas (/6) | 1.13 | 6.00 | 3.63 | 1.31 | 1.50 | 6.00 | 4.56 | 0.93 | .000* |

Note: * Significant difference

Author: Calle, P. (2018)

4.3.3 Questions evaluated

All the questions asked in the knowledge assessment turned out to have positive significant changes (increase of scores). The question with the greatest registered change was Q5, which belonged to the ability to understand main ideas within a text. The details are shown in Table 14.

Table 12. Questions

| Skill | Question | Pre test | | | | Post test | | | | p |
|---------------------------------|------------|----------|-----|------------|-----|-----------|-----|------------|-----|-------|
| | | Min | Max | Mean | SD | Min | Max | Mean | SD | |
| Making inference | Q1 (0-3.5) | 0.0 | 3.5 | 2.1 | 1.1 | 1.0 | 3.5 | 2.5 | 0.7 | .007* |
| | Q2 (0-2.5) | 0.0 | 2.5 | 1.5 | 0.8 | .4 | 3.5 | 1.8 | 0.7 | .006* |
| Understanding details | Q3 (0-3.0) | 0.0 | 3.0 | 1.6 | 0.8 | 0.0 | 3.0 | 2.1 | 0.7 | .000* |
| | Q4 (0-3.0) | 0.0 | 3.0 | 1.5 | 0.9 | .5 | 3.0 | 1.9 | 0.9 | .007* |
| Understanding main ideas | Q5 (0-3.5) | 0.0 | 3.5 | 1.6 | 1.0 | 0.0 | 3.5 | 2.2 | 0.9 | .002* |
| | Q6 (0-1.0) | 0.0 | 1.0 | 0.8 | 0.4 | 0.0 | 1.0 | 1.0 | 0.2 | .005* |
| | Q7 (0-1.0) | 0.0 | 1.0 | 0.8 | 0.4 | 0.0 | 1.0 | 1.0 | 0.1 | .000* |
| | Q8 (0-2.5) | 0.0 | 2.5 | 1.6 | 0.8 | .5 | 2.5 | 2.0 | 0.7 | .003* |

Note: * Significant difference

Author: Calle, P. (2018)

The results taken in this study showed that the use of a formal web-based platform helped to enhance reading skills in the students who took part in the research. Before using the electronic platform in the English class, students' reading scores were within an average of 11.57 points (SD = 3.4), while after the class their scores were an average of 14.45 (SD = 2.18).

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

- The students like to read, not only assigned reading material but they also read for pleasure and a small percentage reads English material. The majority of students consider reading texts in English fairly important to their student career, and have a great desire to enhance this skill.
- It is important to state that at the beginning of the study students expressed that they would like to have a better understanding to read texts faster with a good vocabulary and be able to remember more of what they read. Likewise, they apply some reading strategies like inferring and guessing the meaning. They prefer checking the dictionary for the meaning of unknown words or try to figure out the meaning from the context, rather than ask someone else, ask their English teacher, or skip the word and go on.
- The results taken in this study showed that the use of a formal web-based platform helped to enhance reading skills in the students who took part in the research, since there were significant increases in student scores after taking the web-based course, and the skill with the greatest change in score was “Understanding Main Ideas”.
- With reference to evaluation of the content in the formal-web based course, a large average of participants agreed or strongly agreed that the test and quizzes accurately measured what they learned and that the methods used did reach course objectives. Regarding the activities used in the forum, participants agreed that they motivated discussion. In addition, the participants agreed that the instructions given were clear and easy to follow and the time chosen for exams and tests was considered sufficient for the majority of the students.

5.2 Recommendations

- The implementation of eReading (electronic reading) can provide a solution to students' dilemma when reading in English. It takes away the issue of expensive books, as there are so many free electronic books. EBooks can be interactive with pictures, audio and video, which can improve the author's message. Currently, eBooks help students read in foreign languages, because students do not have to stop and search the dictionary for a word they do not understand, they just click the word and the meaning of the word displays on the screen and can underline and take notes about grammar points as well.
- It is highly recommended to encourage students to use reading strategies like skimming, scanning, activating background knowledge, setting purposes for reading, relating what is read to own experiences and knowledge, guessing meaning from context, and others. These strategies support students to interact with the text getting the message from the text faster.
- It is imperative to extend and promote the use of formal-web based courses at Universidad de Cuenca by sharing the beneficial aspects of eLearning confirmed in this study and conducting studies focused on the existing technological infrastructure when applying eLearning. Likewise, the institution must develop a study to find out teachers' beliefs about eLearning in higher education to offer eLearning support to teachers who want to impact the way they teach through formal web-based courses.

CHAPTER VI

PROPOSAL

Topic: A formal web-based course to enhance students' reading comprehension skills.

6.1 Informative data

Executing institution:

Universidad de Cuenca

Beneficiaries:

English as a Foreign Language Teachers

B1 English Level Students

Location:

Province of Azuay, in Cuenca, sector El Vado.

Estimated execution time:

The time required is considered from the moment in which the diagnostic test results are analyzed.

Responsible technical team

Teachers

Researcher

6.2 Background of the proposal

After getting some assumptions in the development of this project, it was imperative to develop a manual with some eLearning features and some appropriate reading activities to enhance the English as a foreign language students' reading skills.

6.3 Justification

Currently, the EFL teachers at Universidad de Cuenca spend a lot of time designing their own instructional materials since there is not an institutional English course book that they can follow. These materials sometimes do not fulfil educational requirements.

As students progress in learning English, they are asked to read increasingly complex English texts to succeed in their career and in English class. Reading strategies are useful to understanding the message in a text, and so effective readers use these strategies to interact with the text before, during and after reading.

It is important for EFL teachers to develop independent readers outside the EFL classroom, students who are capable of reading for academic purposes, for survival purposes, or for entertainment, using the techniques, processes and activities mentioned in this project.

The manual takes into account several elements required to design an accurate eLearning environment and suggests some carefully selected appropriate to the students' intermediate level (B1). Background knowledge and vocabulary are important instruments that directly influence the understanding of what is read. EFL teachers have to recognize that vocabulary is very important when decoding a message and need to encourage their learners to acquire more vocabulary by incorporating texts with a higher level of vocabulary than their students currently possess.

Culture is an important factor when a text is going to be introduced in a class. Carrell et al. (1988) comment on River's recommendation that a “strong bond between culture and language must be maintained for the student to have a complete understanding of the meaning of language” and “culture-specific values can be a significant factor in comprehension if the values expressed by the text differ from the values held by the reader”.

6.4 Objectives

6.4.1 General objective

The general objective of this research is to design a successful eLearning course with materials regarding strategic reading skills, to increase EFL students' reading comprehension in Universidad de Cuenca.

6.4.2 Specific objectives

- To raise awareness among English teachers about the importance of eLearning in order to encourage them to use it in their educative context to help their students read effectively.
- To compile different strategic reading activities to help EFL students reduce the reading difficulties and to maximize reading comprehension.
- Socialize the manual with the teachers of the institution.

6.5 Feasibility analysis

The EFL teachers of the Language Institute of Universidad de Cuenca are aware of the importance of having a manual that truly helps and encourages EFL students to improve their reading comprehension since English is a global language.

The proposal is feasible because it provides accurate and actual ideas and activities regarding the actual trends in education. This manual is framed in eLearning that is growing exponentially.

The manual is a contribution to the development of reading skills since it improves modern and collaborating reading activities giving the teacher and student great opportunities to interact in such a way that each activity is motivating.

6.6 Theoretical-scientific foundation

The term “manual” is commonly used interchangeably with “handbook”, since it is a comprehensive and step-by-step guide to a particular topic for both beginners and practitioners, which also serves as a reference book. A manual details what is given and what is required, explains how to put the presented information into practice, and instructs how to solve problems as they occur.

Connectivism theory

Connectivism is called the “Learning Theory for the Digital Age” since learning is the product of a lot of connections in a huge net with the support of communication and informatics technologies, building a new knowledge which is spread across a data network and can be kept in a variety of digital formats. Connectivism is an alternative theory in which learning is a process that occurs within nebulous environments connecting specialized nodes or information sources. It is focused on connecting specialized data sets, and the connections that enable us to learn more are more important than our current state of knowing. Furthermore, learning according to Connectivism is more critical than what is currently known and could reside in non-human applications keeping in contact to facilitate continual learning Siemens (2004).

The generational learning styles, which are the cultural changes influence people’s tastes, preferences, and beliefs, have to be taken in consideration designing an eLearning course. Traditionalists have grown up listening to the radio and for this reason, they prefer an auditory approach to learning. Baby Boomers, in contrast, like working with visuals because they grew

up watching TV. Most individuals who are under Generation X and Y are both kinesthetic and visual as they enjoy playing video games, writing emails, and using different types of social media settings such as Facebook and Twitter. Creating eLearning environments, it is important to consider including activities that appeal to these learning styles and have to focus on mixing strategies to accommodate both younger and older generations. Next, conducting a target audience analysis is a great idea to know the kind of learners are in the course and adjust the course toward these generations (Arshavskiy, 2017).

6.7 Methodology

The methodology or operative model is focused on varied activities, of interactive and group type among students and student-teacher, with useful recommendations to achieve the role of an eLearning instructor. The activities are based on the Connectivism Theory, encouraging the teachers to take advantages of technology in their educational deeds.

6.8 Administration of the proposal

The proposal is addressed exclusively to teachers and students of the English language of the Universidad de Cuenca, the same that will be applied in the institution with the approval of the respective authorities in order to verify its effectiveness.

The proposed objective of the manual has been designed to encourage EFL teachers to take advantage of technology to help their students to enhance their language skills.

Table 13. Administration of the proposal

| ADMINISTRATI ON OF THE PROPOSAL | OBJECTIVE | ACTIVITY | RESOURCES | PERSON IN CHARGE | TIME |
|--|---|--|---|-----------------------------|-------------|
| Socialization | Inform the teaching staff, authorities and students about the correct operation of the “Designing a successful e-learning environment” manual | Meeting with teaching authorities and students | “Designing a successful e-learning environment” manual. Computer lab | Researcher | 2 hours |
| Plan | Schedule activities for the application of the manual “Designing a successful e-learning environment” | Meeting with teaching authorities and students | “Designing a successful e-learning environment” manual. Computer lab | Researcher | 3 hours |
| Demonstration and evaluation | State what is established in the manual | Explain the essential activities of the manual | “Designing a successful e-learning environment” manual. Computer lab | Researcher | 1 week |
| Implementation | Execute the activities of the manual | Implement the activities of the “Designing a successful e-learning environment” manual | “Designing a successful e-learning environment” manual. Computer lab | Researcher | 4 weeks |

Author: Calle, P. (2018)

6.9 Evaluation

Table 14. Proposal's assessment

| ELEMENTARY QUESTIONS | ILLUSTRATION |
|------------------------------|---|
| Who requests the evaluation? | Authorities and researcher |
| Why is it evaluated? | To know the level of approval and application of the manual |
| What is it evaluated for? | To know if the proposal produced the opening and good predisposition of teachers to design eLearning courses. |
| Who evaluates? | Authorities and researcher |
| When is it evaluated? | Permanently |
| How is it evaluated? | Through direct observations and conversations. |
| What to evaluate? | The knowledge acquired through the use of the "Designing a successful eLearning environment" manual |

Author: Calle, P. (2018)

eReading



**A manual to help EFL teachers to
design a successful
eReading environment**

Patricio Calle

2018

PRESENTATION

The present manual attempts to encourage and help EFL teachers to know the importance of eLearning towards improving the reading skills of B1 English level students. Teachers will be able to successfully teach reading without a sense of overwhelm, since the program helps EFL students learn quickly, while still guaranteeing retention and enjoyment. This approach to reading develops EFL students into confident readers who absorb and retain new information.

The material was designed by integrating reading and writing. This is very helpful to students because frequently one skill is not performed without another, in order to communicate accurately. Speaking and listening were also integrated, using reading as a starting point for the use and improvement of the aforementioned skills.

The Manual contains:

1. Cover: “**eReading**”
2. Introduction
3. Index: Contains particular topics

Work sections:

Content

1. How to create an accurate eLearning environment
 - 1.1. ELearning
 - 1.2. Elements of an eLearning course
 - 1.3. Instructional design models
 - 1.4. Learning theories
 - 1.5. Generational learning styles
 - 1.6. Motivation in eLearning
2. Readings
 - 2.1. Reading one: A long and healthy life?
 - 2.2. Reading two: If statues could talk
 - 2.3. Reading three: Learning English
 - 2.4. Reading four: Live a longer and healthier life
 - 2.5. Reading five: The power of stories

INTRODUCTION

When learning is directed via internet, intranet, network, or CD-ROM it is called eLearning. Effective eLearning courses are interactive, energetic, dynamic, and appealing to the learner's auditory, visual, and tactile senses.

Siemens (2004) states that traditional learning environments do not allow instructors to use technologies because traditional learning theories are not developing as fast as technologies.

Arshavskiy (2017) emphasizes that in eLearning students can get into courses at anytime and anywhere learning at their pace since they can check course materials online when they need.

Likewise, it is great tool when the instructor wants to share information not only with a group of students who have not a common schedule to attend a specific course, but also, with disable people with limited mobility and elderly people. Furthermore, eLearning is a great option when the lack of time stops learners attend classes, training is conceived to enhance cognitive skills, creating interactive online content is cheaper than traditional classroom setting.

1. How to create an accurate eLearning environment

1.1. ELearning

Jargon Alert: E-Learning Initialisms

CBT: Computer-based training

WBT: Web-based training

IMI: Interactive media instruction

ELearning can be divided into three main types. These types are based on the use of an instructor, timing of the course, and involvement with others. Selecting the appropriate type involves considering the learner's prior knowledge, learning speed, time available, and geographic separation. These are the three main types of e-learning:

- a) **Synchronous learning** occurs when an instructor and learners are together at the same time—but not necessarily in the same physical place.

Traditional classroom learning is a great example of synchronous learning. During a traditional classroom session, learners meet at a set time, have discussions, and are tested together. A synchronous e-learning course uses the same concept. At a set period of time, an instructor and one or more learners participate in an electronic learning event using a platform such as Adobe Connect or GoToMeeting. This format can be called a webcast, webinar, or virtual classroom.

- b) **Asynchronous learning**, or self-paced learning, occurs when the instructor and learners do not participate at the same time. Often there is no instructor at all, as in the self-paced branching scenario. If learners are given an activity to complete on their own time by themselves, the learning is asynchronous. In the world of e-learning, a self-paced course that can be accessed at any time and does not require the involvement of an instructor or peers is considered asynchronous.

- c) **Cohort learning** has an instructor, and learners complete activities such as readings, videos, discussions, assignments, and projects. There is a specified beginning and end date, but within the course timeframes, participants learn and communicate on their own time. Cohort learning includes an instructor who gives and grades tests and other assignments. This model is popular in higher education using platforms such as Blackboard. In addition to traditional for-credit courses, courses, some universities are now offering this type of course free and open to the public, using platforms such as Coursera. Often called MOOCs (massive open online course), some of these free and open programs can have 10,000 or even 100,000 learners.

d) **Blended learning** uses two or more learning events in different formats. For example, you may develop asynchronous e-learning modules to present factual information, and then invite learners to participate in classroom instruction where they can have face-to-face discussions or hands-on practice.

1.1.2 Advantages of asynchronous eLearning

a) **Viewed anywhere:** E-learning programs can be viewed anywhere in the world where a computer is available. You can choose to present your course in these formats:

- **Computer**—The course could be permanently placed on your computer's hard drive. Though this takes up hard drive space, it could be more convenient than carrying a disk or having to connect to a network.
- **Internet**—Your course could be housed on the Internet. This convenient method allows for quick changes to the course, does not take up valuable space on your hard drive, and does not require that your computer have a CD drive to be able to view it.
- **Intranet**—Your course could be placed on an internal company network that can only be accessed by employees of the company. This increases security, but sometimes makes it more difficult for remote employees to access the courses.
- **Mobile device**—Your course could be viewed on a mobile device such as a phone or tablet. The course could be downloaded to the device, viewed in an Internet browser, or packaged as an app.
- **Disk**—Generally, a course will fit on a CD-ROM, DVD, or USB drive. The advantages to having your course on a disk are that it is portable and the computer does not need an Internet connection. If you plan to use this method, be sure to consider your student's hardware now and in the near future. Fewer and fewer computers are even being sold with CD and DVD drives.

b) **Less expensive for many users:** E-learning is an expensive solution if only a few people are learning from it; however, if many people take the course, it could cost significantly less than the traditional classroom model.

For example, if a trainer is required in locations throughout the world, you could save on travel and lodging costs with an e-learning program.

c) **Tracking capabilities:** An e-learning course can be set up to track such things as who took a course, how long a person spent reviewing the course materials, and the test scores. This can be very valuable information, especially for mandatory or certification classes that require proof of completion.

- d) **Self-paced learning:** Learning speed can vary greatly from person to person. E-learning courses allow studying at one's own pace. Slower learners can feel free to take their time learning information, and faster learners can go through the materials at a quicker pace and still get the information they need from the course.
- e) **Review tool once** material has been learned, it is possible for learners to go back and review areas that they don't remember or for which they need some pointers. This is helpful for seldom-used or complex concepts or procedures.
- f) **Performance support for Just-in-time learning:** Sometimes employees do not need a full course. They just need a little bit of information to help them with what they are doing at the moment. E-learning can help meet the immediate need for training. Examples of just-in-time training include a help menu in a computer program or an online checklist to prepare for a meeting, as shown in
- g) **Delivered on demand:** Once a course has been developed and posted, participants can take it as soon as they need it—rather than waiting until the next time the course is offered.
- h) **Unlimited simultaneous users:** Where classroom courses can only allow a certain number of learners per session, an e-learning course can be available to unlimited users at any given time. This can allow many people in multiple locations to get access to valuable information right away. This is useful when the entire company needs time-sensitive information and you can't wait for the trainers to get to all the locations.

1.2 Elements of an eLearning course

However, there are certain elements that are common among most courses.

- **Interface:** The interface is the visual framework for each screen. It includes the branding, titles, buttons, features, and navigation used throughout the course. Think of it as the elements that are the same on every screen.
- **Text:** In an asynchronous course, text can be used either as the primary way to communicate content or as support for audio narration.
- **Navigation:** The navigation for a course allows the learner to move through the course. Navigation buttons such as arrows, hyperlinks, and menus all guide the learner through the course. Navigation can be fixed (where the learner has to proceed in a linear fashion from the beginning to the end) or flexible (where the learner can choose where to go).
- **Interactions:** Interactions are any events or activities that require the learner to respond in some way. Examples include a spot that the learner clicks to get additional information, a question the learner must answer, or a practice simulation. Interactions help to reinforce

key teaching points and keep the learner interested and engaged. They are often the most interesting part of the e-learning course. However, they can also be the most time consuming to create.

- **Tests:** The ability to administer a test is a very popular feature in e-learning. Tests questions can use several formats: multiple choice, drag and drop, true/false, fill in the blank, short answer, essay, simulations. Some of these question formats (such as multiple choice) can be graded directly in the course; others (such as essay) cannot. Tests can be used at the beginning of a course, at the end of a course, at the end of individual modules, or scattered throughout the course.
- **Media:** Technically, an e-learning course could consist of only on-screen text. But a more engaging course would use a number of different media elements, such as: **audio**—used to deliver the primary content, as with a narrator, or can be used in specific situations, such as an introduction from the president of a company or characters in a scenario. **Video**—can be used as the primary method of content delivery or to provide additional information for specific teaching points **Graphics**—include still photography (stock photography or custom), clip-art pictures, illustrations, graphs, or diagrams. **Animations**—include moving graphics; for example, for a course about a manufacturing process, a moving graphic could simulate the flow through the different production departments.
- **Collaboration:** is the activity of learners working together to reach a learning goal. In the classroom, collaboration occurs anytime one learner turns to another and makes a comment, asks a question, or works with someone on a project. In e-learning this might occur in discussion forums or social media sites.
- **Discussion Forums:** A discussion forum is a collaborative learning experience where questions or comments are posted and a trail of responses are posted and archived regarding the original message. Often called threaded discussions or message boards, forums are asynchronous forms of communication and message sending. Self-paced courses can encourage learners to participate in discussions about the course content. In some cases, an instructor or moderator reviews the discussions to provide guidance and answers questions.
- **Social Media Integration:** Sites such as LinkedIn, Twitter, and Facebook can be used to foster collaboration. For example, a course could be given a Twitter hashtag with students encouraged to post and search for tweets using that hashtag. Some corporations have their

own internal social media system (such as Yammer or Jive) that allows such communication to happen privately within the organization.

- **Tracking:** One of the many reasons companies choose e-learning is the ability to track progress, completion, and test scores. If set up to do so, e-learning courses can send this information to be tracked. In the simplest forms, the information might be sent via an email. In more formal situations, the information is fed to a learning management system (LMS) that compiles and stores the information, as shown in the examples. Especially when a course is mandatory per regulation, it is important to be able to prove a learner did take and pass the course. ““

1.3 Instructional design models

There are some models, three of them were taken into consideration.

a) ADDIE model.

ADDIE is the classic model. All other instructional design models are rooted in the ADDIE model. It traces its roots to the 1950's.

Gradually flows from one step to another, just like a waterfall. ADDIE stands for A – Analysis D – Design D – Development I – Implementation E – Evaluation.

Analysis phase you clarify problems, define goals and objectives, and collect necessary data. This can be easily achieved through asking yourself, what should the learner know at the end of the training.

Design phase you write objectives, and craft the structure, duration, and sequencing of the course. During this phase, you will also create learning objectives for all modules and sections of your course. **Development** phase, you bring your design to life by using text, storyboards, graphics, audio, and/ or video, and by assembling all these elements into a compelling course. Not all instructional designers.

Implementation phase, your course is delivered to its audience. Either you or your project manager is responsible for ensuring that all the resources needed for this training are readily available.

Evaluation phase, during this phase you are evaluating the goals and learning objectives you set prior to creating the course. Although this is the final stage of the ADDIE model, you should actually be performing evaluation throughout the design process. There are many different ways to collect the required information and identify the gaps. Some examples include conducting interviews, sending out surveys, or start writing learning objectives, which should cover everything learners' need to know and be able to do as a

result of completing the course. It is important to make objectives measurable and observable, and align them with company's business goals.

a. **Seels and glasgow ISD model**

The Seels and Glasgow ISD model consists of three phases:

Needs analysis management phase – Analyzing and documenting instructional requirements and goals.

Instructional design management phase – Formulating instructional strategies, breaking down development into tasks, selecting delivery systems, and performing formative evaluations.

Implementation and evaluation management phase – Developing and producing the course materials, delivering, and evaluating the results of the course.

b) **The Dick and Carey systems approach model**

Step 1 – During the first step, you conduct needs assessment to identify instructional goals.

Step 2 – Instructional Analyses are conducted to determine the skills and knowledge required for the goal.

Step 3 – During the third step you analyze learners in terms of skills, attitudes, prior knowledge, and motivation.

Step 4 – After collecting and analyzing all the required information, you begin writing performance objectives specifying the skills, the conditions, and the criteria for learning.

Step 5 – The fifth step involves the development of assessment instruments.

Step 6 – The sixth step requires you to develop an instructional strategy for presenting the information, testing, and learning activities.

Step 7 – Now that there is strategy in place, you can develop and produce instruction.

Step 8 – The eighth step involves collecting data for conducting a formative evaluation.

Step 9 – The ninth step requires you to revise the lesson using the data collected from the formative evaluation, analysis, objectives, assessment instruments, and instructional strategies and content.

Step 10 – The final step involves conducting a summative evaluation to measure success of the instruction.

c) **The four-door (4D) eLearning**

The four doors in this model are the Library, Café, Playground, and Evaluation Center.

Library – In this area, learners will find all the information and resources they need to master objectives and to complete the assessment. Some of the materials that can be found here are presentations, slideshows, videos, and audio recordings.

Café – The social learning takes place here.

Discussion boards, blogs, and wikis are types of tools found in the café. This area includes open-ended questions that help learners apply content presented in the library.

Playground – In this area, learners can play games to recall and apply the content they learned in the Library. The games can be played as many times as necessary until the content is mastered.

Evaluation center – In this area, learners take assessments and performance tests. Most of the time, instead of giving regular assessments with multiple choice questions, learners have to complete real assignments related to the job.

1.3.2 Learning theories

a) **Cognitivism:**

According to cognitivists, learning involves the reorganization of experiences. It is considered an active learning process. This theory believes that the information is received, stored, and retrieved. When cognitivists design their courses, they focus primarily on the learner. Applying this cognitivism principle to eLearning modules, designers should ensure that their content and materials serve a clear and specific purpose in the life of the learners. According to Cognitivists, the design of the eLearning modules should promote the discovery of new information through inquiry.

b) **Behaviorism**

Behaviorism is based on observable and measurable changes in behavior. It assumes that the learner's behavior is shaped through positive or negative reinforcement. According to behaviorists, objectives indicate whether learners mastered the knowledge presented in the course. Repetition plays a vital role in behaviorism.

c) **Constructivists** focus on how learners construct knowledge based on prior experience.

They believe in experiential, self-directed learning. Therefore, instructional designers who follow this theory should understand what learners bring to the table in terms of prior knowledge and interests. In online learning, this can be done through video chat, voice calls, or in any other medium where the learners will not feel isolated.

In sum

| | |
|----------------|---|
| Cognitivism | Helps learners retain information. Helps learners familiarize themselves with policies and procedures. |
| Behaviorism | Teaches learners how to do something. Helps learners focus on specific skills. |
| Constructivism | Teaches learners how to develop interpersonal. |

Author: Calle, P. (2018)

d) Connectivism

Connectivism is called the “Learning Theory for the Digital Age” since learning is the product of a lot of connections in a huge net with the support of communication and informatics technologies, building a new knowledge which is spread across a data network and can be kept in a variety of digital formats. Connectivism is an alternative theory in which learning is a process that occurs within nebulous environments connecting specialized nodes or information sources. It is focused on connecting specialized data sets, and the connections that enable us to learn more are more important than our current state of knowing. Furthermore, learning according to Connectivism is more critical than what is currently known and could reside in non-human applications keeping in contact to facilitate continual learning.

1.4 Generational learning styles

The generational learning styles, which are the cultural changes influence people’s tastes, preferences, and beliefs, have to be taken in consideration designing an eLearning course. The following table illustrates the learning preferences of each generation.

| Traditionalists | Baby Boomers | Generations X | Generations Y or Millennials |
|----------------------------------|--|--|---|
| Ages 66 and over | Ages 47-65 | Ages 29-46 | Ages 18-28 |
| Prefer learning through lectures | Like to learn through lectures and workshops | Prefer eLearning to traditional learning | Prefer eLearning to traditional learning |
| Dislike role-plays and games | Enjoy small group activities | Enjoy experiential learning activities | Prefer hands-on learning |
| | | Prefer self-studying | Prefer learning through social networking tools such as wikis, blogs, podcasts and mobile applications. |

Author: Arshavskiy, M. (2017)

Traditionalists have grown up listening to the radio and for this reason, they prefer an auditory approach to learning. Baby Boomers, in contrast, like working with visuals because they grew up watching TV. Most individuals who are under Generation X and Y are both kinesthetic and visual as they enjoy playing video games, writing emails, and using different types of social media settings such as Facebook and Twitter. Creating E-learning environments, it is important to consider including activities that appeal to these learning styles and have to focus on mixing strategies to accommodate both younger and older generations. Next, conducting a target audience analysis is a great idea to know the kind of learners are in the course and adjust the course toward these generations.

1.5 Motivation in eLearning

Designing highly motivational learning environments is the challenge that most teachers face since each learner has different goals, desires, and needs. So, creating a course that motivates all learners is virtually impossible. Arshavskiy (2017) explains that the motivation that a teacher can provide is an important aspect of the teaching-learning process in the classroom. The teacher is a facilitator who can help a learner to achieve the goals of the program. For this reason, the teacher has the responsibility to research and create an appropriate teaching-learning environment. Motivation can be either intrinsic or extrinsic.

- **Intrinsic motivation** deals with internal ambitions since learners take the course because they enjoy it or since they need to enhance a particular skill.

- **Extrinsic motivation**, in contrast, refers to doing activities to get something in exchange, such as monetary rewards, certificates, or in this case good grades (Arshavskiy, 2017). It is important to remember that a teacher must provide learners with reasons to acquire the knowledge.

Similarly, teachers have to know that by using updated and interactive material they can create a motivational environment. As Krashen (1985) points out, the motivation that a teacher provides is an important aspect of enhancing the teaching and learning process.

Likewise, this manual/program attempts to show Universidad Técnica de Machala's teachers, and society in general, the importance that eLearning has on education; the high level of students' satisfaction after using a web-based platform is the most reliable example of its relevance. The online reading activities have been an accurate way to encourage students to read inside and outside the classroom. If students get motivated they will surely become expert unconscious decision makers and problem solvers. Birch (2002)

Mainly, never underestimate the power of visuals. Visuals range from photos and infographics, to videos and simulations. A short but informative video in between texts, for example, may lighten the mood and enable learners to digest more facts and figures.

Keep in mind that multimedia is at the heart of eLearning. There's no room for monotony and repetition when concepts or topics are presented in varied forms. Interactivity is also key when it comes to capturing the adult learners' discerning mind. Keep in mind that learning is not all about getting answers. It also involves acquiring questions to ponder. Adults do not expect to simply be spoon-fed. To make the most out of their learning experience, design a program. proper education means having access to learning materials that are accurate and updated. Never sacrifice content for creativity. Find a way to balance the two. This will allow adult learners to enhance their critical thinking skills while satisfying their.

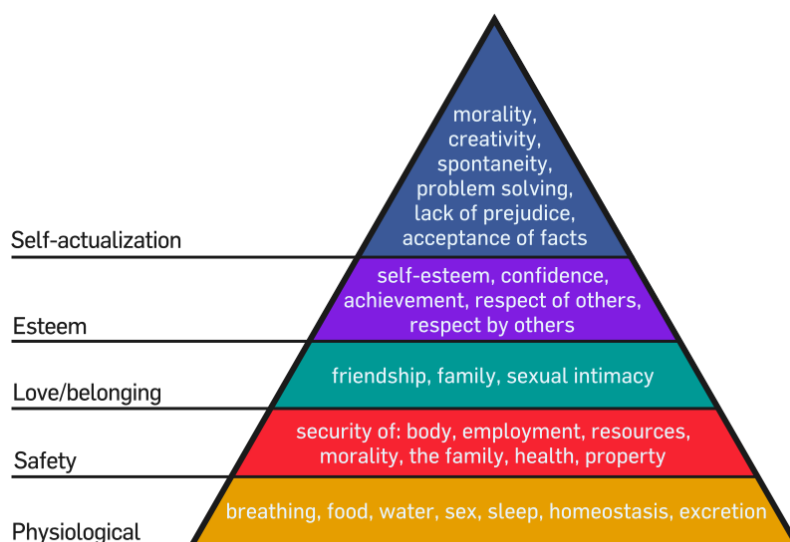
1.6.1 Abraham Maslow's hierarchy of needs theory.

It is a systematic approach to design motivational learning. It consists of the following four steps for promoting motivation in the learning process: Attention – Elicit learners' interest and curiosity Relevance – Show the importance and usefulness of the content Confidence – Include challenging but doable activities Satisfaction – Make the overall experience positive and worthwhile. This table illustrates how you can apply the steps.

| | | | |
|------------------|------------------|-------------------|---------------------|
| Attention | Relevance | Confidence | Satisfaction |
|------------------|------------------|-------------------|---------------------|

| | | | |
|---------------------------------------|--|---|---|
| Include games and role-plays | Use examples that learners are familiar with | Provide performance requirements and evaluation | Reward learners |
| Use a variety of presentation methods | Provide reasons why content is relevant | Provide feedback | Provide opportunities to practice what has been learned |
| Use a small amount of humor | Explain learning goals | Allow learners to control their learning | Provide reinforcement |
| Add visuals | Ask about learners' goals | | |
| Have learners solve problems | | | |

Author: Arshavskiy, M. (2017).



Abraham Maslow's hierarchy of needs

Readings

Reading 1: A long and healthy life?

A. Previous Knowledge: Guessing the meaning

1. Match the words with their accurate definition

| | | |
|--------------|---|--|
| Centenarian | | a) The careful study of something in order to learn facts about it |
| Elderly | | b) Quite old, or very old |
| Healthy | f | c) Someone who is older than 100 years old |
| Disease | | d) A serious problem that affects someone's body and health |
| Condition | | e) Someone who is between 90 and 100 years old |
| Lifestyle | | f) strong and not ill, not sick |
| Nonagenarian | | g) The state of your health; a physical problem |
| Research | | h) The way that a person lives and the activities they do |

A long and healthy life?

How long will a baby born today live? 100 years? 120 years? Scientists are studying genes that could mean long life for us all.

There are already many, many people who have passed the landmark age of 100. In fact, there are now so many healthy, elderly people that there's a new term for them: the welllderly. These are people over the age of 80 who have no diseases such as high blood pressure, heart disease or diabetes and have never taken medicines for these conditions.



There have been many scientific studies of communities where a healthy old age is typical. These include places like Calabria in southern Italy and the island of Okinawa in Japan.

The small village of Molochio in Calabria has about 2,000 inhabitants. And of these, there are at least eight centenarians. When researchers ask people like this the secret of their long life, the answer is almost always to do with diet and is almost always the same: 'I eat a lot of fruit and vegetables.' 'A little bit, but of everything.' 'No smoking, no drinking.'

While in the past scientists have looked at things such as diet and lifestyle for an explanation of long life, these days they are investigating genetics. One such researcher is Eric Topol, who says, "There must be genes that explain why these individuals are protected from the aging process."

The new research into long life looks at groups of people who have a genetic connection. For example, one group of interest lives in Ecuador. In one area of the country there are a number of people with the same genetic condition. It's called Laron syndrome. The condition means that they don't grow to more than about one metre, but it also seems to give them protection against cancer and diabetes. As a result, they live longer than other people in their families. Meanwhile, on the Hawaiian island of Oahu, there's another group of long-lived men, Japanese-Americans. They have a similar gene to the Laron syndrome group.

Back in Calabria, scientists are trying to work out exactly how much of the longevity is due to genetics and how much to environment. By checking public records going back to the 19th century, researchers have reconstructed the family trees of 202 nonagenarians and centenarians. They concluded that there were genetic factors involved. And they seemed to benefit the men more than the women – a surprising result because generally in Europe, there are five times more women centenarians than men.

So what really makes people live longer? It seems likely that it is an interaction of genes, the environment and probably a third factor – luck.

Source: <http://www.ngllife.com/long-and-healthy-life-0>

B. Reading strategies

1. Scan the article and choose the correct option

What two factors for long life do scientists usually investigate?

- a. Where people live and what their lifestyles are
- b. Genetic factors and environmental factors
- c. People's diet and activity when they were young

2. Interacting with the text.

Read the article and complete the sentences with the correct option

Diabetes, heart disease and high blood pressure ...

- a) Are common illnesses in elderly people.
- b) Teach scientists a lot about old age and long life.
- c) Are never found among a group of people in Ecuador.

4. Interacting with the text.

Matching: Choose the correct alternative to complete the idea.

| | | |
|---|---|---|
| According to the article ... | b | a) is the result of the interaction of different factors. |
| The 'wellderly' ... | | b) scientists have found genes that might influence how long we live. |
| Laron syndrome ... | | c) it shows that there is a genetic reason for old age. |
| Laron syndrome is interesting to scientists because ... | | d) are over 80 years old and in good health. |
| Scientists think that healthy old age ... | | e) affects people's height. |

5. Relating to your experience

Give your personal opinion about the article. No less than 25 words.

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Reading 2: If Statues could talk

A. Previous Knowledge

Match the words with the definitions.

If Statues Could Talk

| | | |
|------------|---|---|
| carve | b | a) (v) if the weather, sea or wind erodes rock or soil, it cracks and breaks it so that it is damaged |
| curious | | b) (v) to make an object by cutting it out of a substance such as wood or stone |
| erode | | c) (v) if you weigh a particular amount, that is how heavy you are |
| fragile | | d) (adj) interested in something and wanting to know more about it |
| inhabitant | | e) (adj) easily broken or damaged |
| land | | f) (n) the inhabitants of a place or region are the people who live there |
| power (n) | | g) (n) a simple piece of equipment that you hold in your hand and use to do a particular kind of work |
| stare | | h) (n) an area of ground, rather than the sea or the air |
| tool | | i) the ability of something to have a strong effect on things or people |
| weigh | | j) (v) to look at someone or something for a long time |
| | | |

Read and choose the correct answer

If statues could talk

How did the Easter Island statues move? Archaeologists are still trying to work out how - and what their story really means.

On a winter night last June, José Antonio Tuki, a 30-year-old artist on Easter Island, sat on Anakena beach and stared at the enormous human statues there – the moai. The statues are from four feet tall to 33 feet tall. Some weigh more than 80 tons. They were carved, a long time ago, with stone tools and then they were moved up to 11 miles to the beach. Tuki stares at their faces and he feels a connection. ‘This is something that was produced by my ancestors,’ he says. ‘How did they do it?’



The first Polynesians arrived at Rapa Nui (Easter Island), probably by canoe, hundreds of years ago. The island is 2,150 miles west of South America and 1,300 miles east of its nearest inhabited neighbour, Pitcairn. Nowadays 12 flights arrive every week from Chile, Peru and Tahiti. In 2011, 50,000 tourists – ten times the island’s population – flew to Easter Island. Almost all of the jobs on Easter Island depend on tourism. And the tourists go there for only one thing: the moai.

People around the world became curious about the statues after the Norwegian adventurer Thor Heyerdahl made Easter Island famous, and there are different theories about how the statues were moved to the beach. Many researchers think the statues were pulled along the ground using ropes and wood.

Pulitzer Prize winner Jared Diamond has suggested that many people were needed to build and move the moai. As a result, the island’s trees were cut down for wood and to create farming land. This open land was fragile and it was soon eroded by the strong winds, so it was very difficult to grow food. The situation was an early example of an ecological disaster, according to Diamond.

On the other hand, archaeologists Terry Hunt of the University of Hawaii and Carl Lipo of California State University Long Beach have a more positive view of the island’s history. They suggest that the inhabitants actually pioneered a type of sustainable farming – they built thousands of circular stone walls, called manavai, and grew food inside them. And their theory about how the moai were moved is that they were ‘walked’ along using a system of only ropes and a few people.

As José Tuki contemplates these enormous statues, he doesn’t mind that there are no definite answers about the history of his island. ‘I want to know the truth,’ he says, ‘but maybe knowing everything would take its power away.’

Source: <http://www.ngllife.com/if-statues-could-talk>

A. Reading for specific information

1. Complete the sentence:

The Easter Island statues ...

- a) are new constructions to attract tourists.
- b) aren't completely understood by archaeologists.
- c) were destroyed by the islanders.

2. Read and choose TRUE or FALSE

On Easter Island today, the statues are very important for tourism.

True - False

3. Read again and match the sentences.

| | | |
|---|----------|--|
| The moai ... | d | a) ...can tell us about the people who lived on the island. |
| Studying the moai | | b) ropes. |
| Hunt and Lipo think people moved the statues using ... | | c) is from Easter Island. |
| José Antonio Tuki ... | | d) were made by José Tuki's ancestors. |

1. Relating to your experience

Give your personal opinion about the article. No less than 25 words.

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Reading 3: Live a longer and healthier life

Understanding details.

After scanning complete the sentences with the correct option.

Live a Longer and Healthier Life

Do you wish you could live to be 100 or older? Do you wish you could be in perfect health your entire life? Well, you might just be able to get what you wish for! Recent scientific research has shown that if people practiced just five simple behaviors, they could not only prolong their lives but make them healthier as well. If you are willing to commit to leading a longer, healthier life, read on.

First, eat the right foods in the right amounts. Three-fourths of your plate should be filled with fruits, vegetables, and whole grains. If you cannot give up eating meat, choose lean meats. Eat poultry, fish, beans, and foods that are low in saturated fats, trans fats, cholesterol, salt, and sugar. People who wish they could more easily control the amount they eat may find that using a smaller plate will help.

Next, exercise at least 30 minutes a day at least three days a week. If you exercise five or more days a week or at least 75 minutes each time, the results will be even better for you. Choose the type of exercise you enjoy. If you don't have 30 consecutive minutes, then you can break it into three 10-minute periods and get some of the same benefits. Exercise helps increase muscle, strengthen bones, and improve balance. If you haven't exercised in a while, you should see your doctor before you begin a program. Not only will exercise improve your physical health, it also relieves stress and fosters good mental health.

Third, find time to volunteer in your community. If you volunteer even just a few hours a month, you will still get the benefits that helping others gives you. People who volunteer suffer less from depression and are less likely to have heart disease than those who do not volunteer. In addition, if you want to live longer and be healthier, be sure to get sufficient sleep. If you are over the age of 18, you probably need seven to nine hours of sleep each night. If you cannot get that much sleep, take a short nap of 20–30 minutes per day.

Finally, it's important to drink water. The body is between 55 percent and 75 percent water, and water helps it metabolize fat and maintain muscle tone. You can get water through fruits and vegetables, but if you really want to be good to your body, you could simply drink lots of water!

Sources: Skillful Reading and Writing book 2

Matching the sentences

| | |
|---|---|
| if you really want to be healthier, | a) they won't suffer from sadness or a loss of interest in activities once enjoyed. |
| If you exercise to be healthier, | b) that are popular amongst people following low calorie and low fat diets. |
| If people volunteer, | c) you could drink lots of water |
| If you like eating meat, choose meats ... | d) you should see your doctor to get some advice. |

Relating reading to your personal experience

Answer the questions

1. Did you try another ways to be healthier?
2. Have you ever seen a 100 old person? Give some details.
3. Do you wish to live longer? What will you do if you live more than 90 years?

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Reading 4: The healing power of persuasion

Before you read

Answer the questions

- When was the last time you were sick or injured? What did you do to take care of yourself?
- Do you use positive thinking to help yourself feel better? Why or Why not?

| |
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| |

The healing power of persuasion

1 If you're looking for a natural cure for just about anything, you'll be happy to know there is one. You only need two words to explain how it works: "I believe."

The placebo effect—the ability of a fake pill or treatment to make you feel better, just because you are persuaded that it will—is the brain's ability to heal physical symptoms, such as pain, anxiety, and fatigue.

2 Many people go to the doctor's office when they're sick, and often, they leave with a prescription. Most people don't ask questions about what's *in* the medicine the doctor has prescribed. Instead they trust that doctors know what they're doing—they know about the rigorous medical training doctors must complete, and the thorough examination process they have to go through. But how much does that help the healing process? What if, after filling their prescription and taking it as prescribed, patients found out that the medicine the doctor had given them wasn't a real drug? Yet, they did get better. They trusted that they would get well after taking the medicine, so they did.

3 How can a fake medicine help someone to get better? Sensory experience and thoughts can affect the brain, and the brain can affect other systems, including the hormonal and immune systems. Therefore, a person's optimism and hopefulness may be important to his physical recovery from an injury or sickness. Some experts believe that

placebos, or fake medicines, simply cause a psychological response. In other words, taking them only enhances your sense of well-being. However, H.K. Beecher found in a revolutionary 1955 study that 32% of patients responded medically to a placebo. Subsequent studies support this finding with specific and measurable results. For example, one study showed that placebos could raise pulse rates, blood pressure, and reaction speed when people were told they had taken a stimulant. When people were told that a medicine would make them drowsy, the opposite occurred.

4 Today, before a drug can be approved, it must be tested and proven more effective than a placebo. Because both a doctor's and a patient's belief in the value of a treatment can affect its outcome, most drug trials are usually double-blind, which means that not only the patients, but also the doctors are unaware of who is receiving a placebo and who is receiving

the real drug. Almost all double-blind studies show some benefit to the people taking a placebo, but in actual clinical practice, there is evidence that for some conditions, positive responses to a placebo may be as high as 80 to 90%. The reason is that in a real treatment, the placebo effect is enhanced by the doctor's and the patient's expectations that the treatment will work.

5 But the placebo effect doesn't happen only with fake medicines. Experts say the placebo effect is responsible for about a third of the benefits of *any* treatment—even carefully tested drugs. This means that even effective ones are enhanced by the power of positive thinking. As a result, many people think that doctors should prescribe a placebo when it's appropriate and when the patient's health isn't in danger. According to leading practitioners, the point is to create the right mental state in patients. If up to 30% of patients can get better on cheaper, risk-free placebos, then why not encourage their use?

Source: Skillful Reading and Writing (2015)

1. Identify which paragraph of the “The healing power of persuasion will contain the answers to these questions”.

| | |
|--|-------------|
| a) What is the placebo effect? | Paragraph 1 |
| b) Can a positive belief about a treatment cause a phisical responose? | Paragraph 2 |
| c) Does the placebo effect work only for fake medicines? | Paragraph 3 |
| d) How does trusting their doctor help patients heal? | Paragraph 4 |
| e) Why is the placebo effect stronger in real situations? | Paragraph 5 |

Reading 5: Siberia's medical train

Using previous knowledge

1. Match the key words with their meanings.

| | | |
|-------------------|----------|--|
| competence | C | a) a period of time in history |
| era | | b) something that makes you remember something else |
| fabric | | c) the ability to do something well |
| reminder | | d) cloth used to make clothes, etc. |
| Rhythm | | e) a regular, repeated movement or sound |
| snowy | | f) a story about things that may or may not have happened |
| tale | | g) with a lot of snow or covered in snow |

Pre reading : Skim the text and choose the correct alternative

Complete the sentence:

| | |
|--|--|
| 1. What kind of services does the Matvei Mudrov train offer? | a) is not equipped for surgery. |
| 2. <i>Matvei Mudrov</i> train is a.... | b) mobile medical clinic with basic equipment. |
| 3. The <i>Matvei Mudrov train</i> ... | c) Medical diagnosis and advice. |

Siberia's medical train

A message from *Life* co-author, Helen Stephenson

Some years ago, I lived in a place which had few doctors and only a basic hospital. But we did have a fantastic book called, appropriately enough, 'Where there is no doctor'. From this book, which I read from cover to cover many times, we got two things: information and confidence. Information to help us diagnose and treat disease, and confidence to feel that we'd be able to treat ourselves if we got ill. When I read this article, I found myself remembering that book and wondering if the people described here have a Russian version of it.

In Khani, a small village under the snowy peaks of the Stanovoy Mountains in Russia, there is a queue of patients waiting next to the railway line to see the doctor. They are waiting for the *Matvei Mudrov* train – a mobile medical clinic with basic equipment, examination rooms and twelve to fifteen doctors on board. The *Matvei Mudrov* runs along the 4,000 kilometres of the Baikal-Amur Mainline (BAM), a railway line parallel to but 650 kilometres north of the more famous Trans-Siberian line. The *Matvei Mudrov* takes its name from a nineteenth century Russian doctor. He was one of the first doctors to promote treatment of the patient as an individual, not just the disease.



Khani is typical of settlements along the BAM, a reminder of the growth era of the Soviet Union, but now with little access to specialist health care its community is dependent on the *Matvei Mudrov*. Among the people in the queue is a man who has broken both ankles and a teenage girl needing a post-operative check-up. She had appendicitis a month earlier and, luckily, was able to get to a town three hours away for treatment. The *Matvei Mudrov* is not equipped for surgery, although its doctors can offer a diagnosis and recommend a course of treatment. The medical train is one of the few points of contact those along the BAM have with the rest of the country.

The town of Berkakit is larger than Khani but similar in many ways. It was once home to as many as 9,000 people. Today less than half remain. Mikhail Zdanovich is one of them. Now 61, Zdanovich was sent to the BAM in 1976, when he had just finished Soviet military service. He married a woman who worked at the town bakery and they settled in the town. Zdanovich's right arm is in a fabric sling: he is waiting for surgery on his shoulder in Khabarovsk, about 1,600 kilometres away. He wants to ask the doctors if he should work in the meantime. As soon as Zdanovich goes into the office, the doctor, Yelena Miroshnichenko, cries 'Oh, Mikhail Pavlovich, I recognised your voice.' Miroshnichenko writes a letter to say that he can't work while he's waiting for his shoulder to be treated. He leaves, happy, and then he returns a few minutes later. He brings freshly baked cabbage pies and a jar of goat's milk. The patients treated on the train generally praise the doctors for their honesty and competence.

Life on the *Matvei Mudrov* settles into a rhythm for the doctors on board: the green pines of the surrounding forest, the rumble of the train's engine, the hypnotic clop clop clop of the tracks below. The cook is a 27-year-old jokester named Vitya who serves three meals a day. The doctors eat standing up behind the counters in the dining car, amusing one another with tales of patients. The train only visits each place twice a year, but after years of treating patients along the BAM, as Yelena Miroshnichenko says, 'You don't just know the people, you even know the dogs.'

Source: <http://www.ngllife.com/siberias-medical-train-1>

Read the article and choose the correct option.

1. Which word best describes the communities in the article?

- a) over-populated
- b) remote
- c) urban

2. According to the article, which statement is true?

- a) The Matvei Mudrov train carries over a dozen medical staff.
- b) The Matvei Mudrov train has been running since the nineteenth century.
- c) The Matvei Mudrov train is carried on the Trans-Siberian line.

3. The village of Khani ...

- a) grew during the time of the Soviet Union.
- b) is a short distance from a large city.
- c) is unlike most places close to the railway line.

4. The doctor, Yelena Miroshnichenko, ...

- a) also supplies her patients with food gifts.
- b) has met Mikhail Zdanovich before.
- c) isn't able to help Zdanovich with his problem.

5. The article suggests that the doctors on the train ...

- a) are doing their final training.
- b) only do one trip.
- c) work on the route regularly.

Answer keys:

1. Reading one: A long and healthy life?

A. Previous Knowledge: Guessing the meaning

Match the words with their accurate definition

| | |
|--------------|---|
| Centenarian | c |
| Elderly | b |
| Healthy | f |
| Disease | d |
| Condition | g |
| Lifestyle | h |
| Nonagenarian | c |
| Research | a |

Scan the article and choose the correct option

What two factors for long life do scientists usually investigate?

b. Genetic factors and environmental factors

Diabetes, heart disease and high blood pressure ...

d) are common illnesses in elderly people.

Interacting with the text.

Matching: Choose the correct alternative to complete the idea.

* b-d-e-c- a

The 'welderly' ...are over 80 years old and in good health.

Laron syndrome ...affects people's height.

Laron syndrome is interesting to scientists because ...it shows that there is a genetic reason for old age.

Scientists think that healthy old age ...is the result of the interaction of different factors.

2. Reading two: If statues could talk

1. aren't completely understood by archaeologists.

2. TRUE

3. d - a - b- c

3. Reading three: Live a longer and healthier life

| | |
|---|---|
| if you really want to be healthier, | a) that are popular amongst people following low calorie and low fat diets. |
| If you exercise to be healthier, | b) you should see your doctor to get some advice. |
| If people volunteer, | c) they won't suffer from sadness or a loss of interest in activities once enjoyed. |
| If you like eating meat, choose meats ... | d) you could drink lots of water |

4. Reading four: Live a longer and healthier life

| | |
|---|-------------|
| a) What is the placebo effect? | Paragraph 3 |
| b) Can a positive belief about a treatment cause a physical response? | Paragraph 1 |
| c) Does the placebo effect work only for fake medicines? | Paragraph 5 |
| d) How does trusting their doctor help patients heal? | Paragraph 2 |
| e) Why is the placebo effect stronger in real situations? | Paragraph 4 |

| |
|--|
| competence (n) the ability to do something well |
| era (n) a period of time in history |
| fabric (n) cloth used to make clothes, etc. |
| reminder (n) something that makes you remember something else |
| rhythm (n) a regular, repeated movement or sound |
| snowy (adj) with a lot of snow or covered in snow |
| tale (n) a story about things that may or may not have happened |

5. Reading five: Siberia's medical train

1. Remote
2. The Matvei Mudrov train carries over a dozen medical staff.
3. Grew during the time of the Soviet Union.
4. Has met Mikhail Zdanovich before.
5. Work on the route regularly.

2. Resources

- Reading materials (links) previously selected by the teacher
- Computing lab
- Videos
- Work sheet
- ELearning course

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Annexes

Annex 1: Reading survey

Archivo Editar Ver Historial Marcadores Herramientas Ayuda

Reading survey - Formularios

https://docs.google.com/forms/d/1cgDdJHONPF-gKovyRGGRMFRSGNj6EH39Cn

Más visitados IUL - Credit Courses - ... Primeros pasos

← Reading survey

ENVIAR

PREGUNTAS RESPUESTAS 65

FORMAL WEB-BASED COURSE: Reading survey by Patricio Calle L.

The questionnaire was created to find out about attitudes to reading and reading strategies. It contains 12 questions. Please check the answers that apply to you.

1. How I feel about reading English texts:

- I like to read and read for pleasure (includes newspapers, magazines, online articles, etc.).
- I only read assigned English material.
- I only read for English tests.
- I hate to read English texts.

Activar Windows
Ir a Configuración de PC para activar Windows.

← Reading survey

ENVIAR

PREGUNTAS RESPUESTAS 65

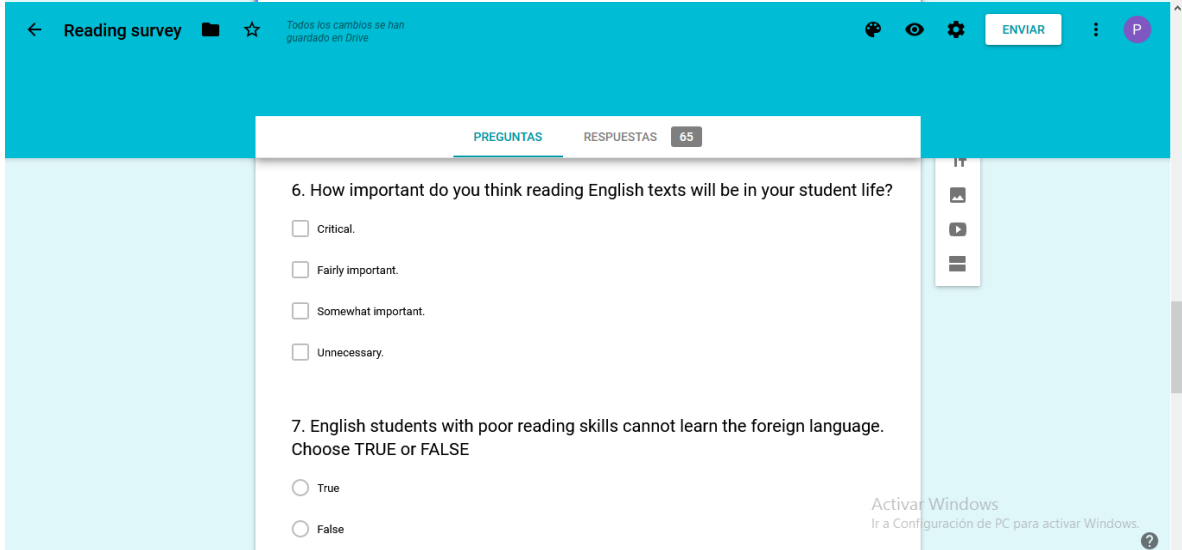
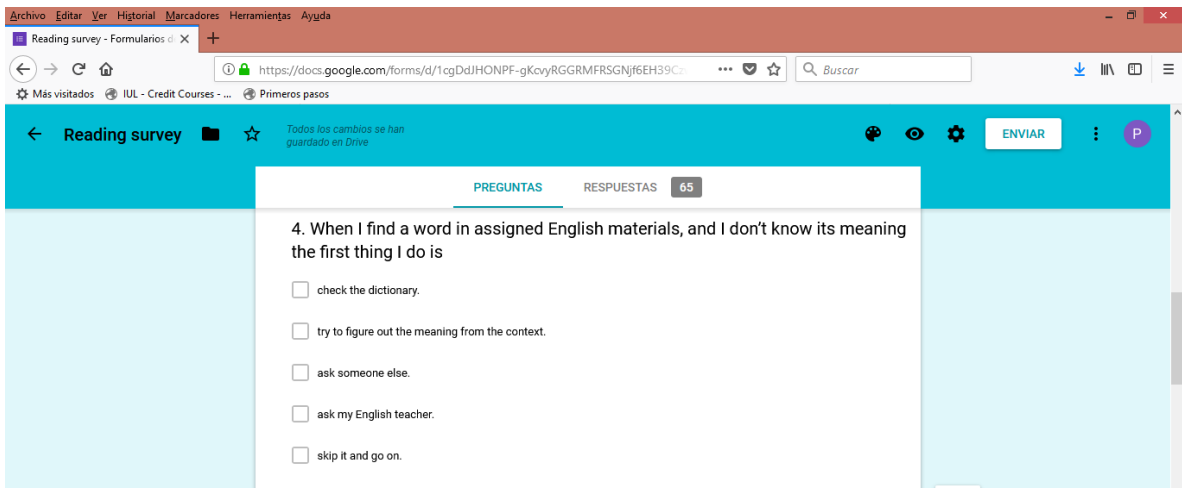
2. I read English material that is not required for English class

- daily.
- 3-4 times a week.
- maybe weekly.
- I hate to read English texts.
- as seldom as possible.

3. How I rate my ability as a reader:

- I read on an intermediate level, have a good vocabulary and retain much of what I read.
- I read OK, there are often words I don't understand, and I retain some of what I read.
- I read the text but don't understand it and don't remember much of it, if any.

Activar Windows
Ir a Configuración de PC para activar Windows.

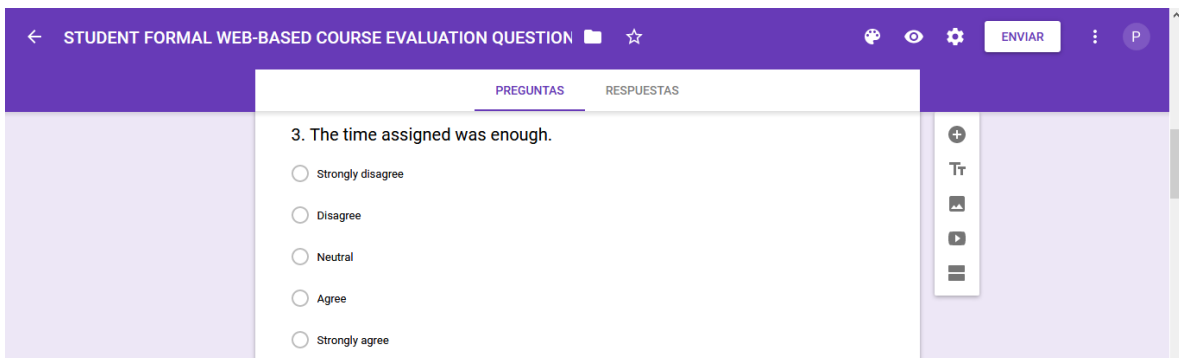
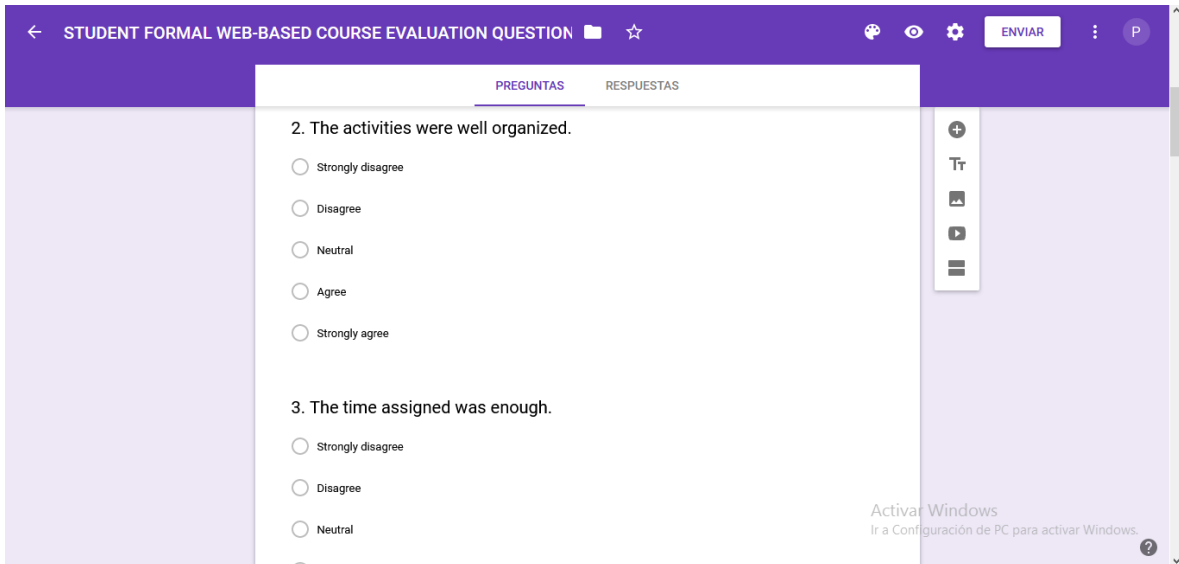
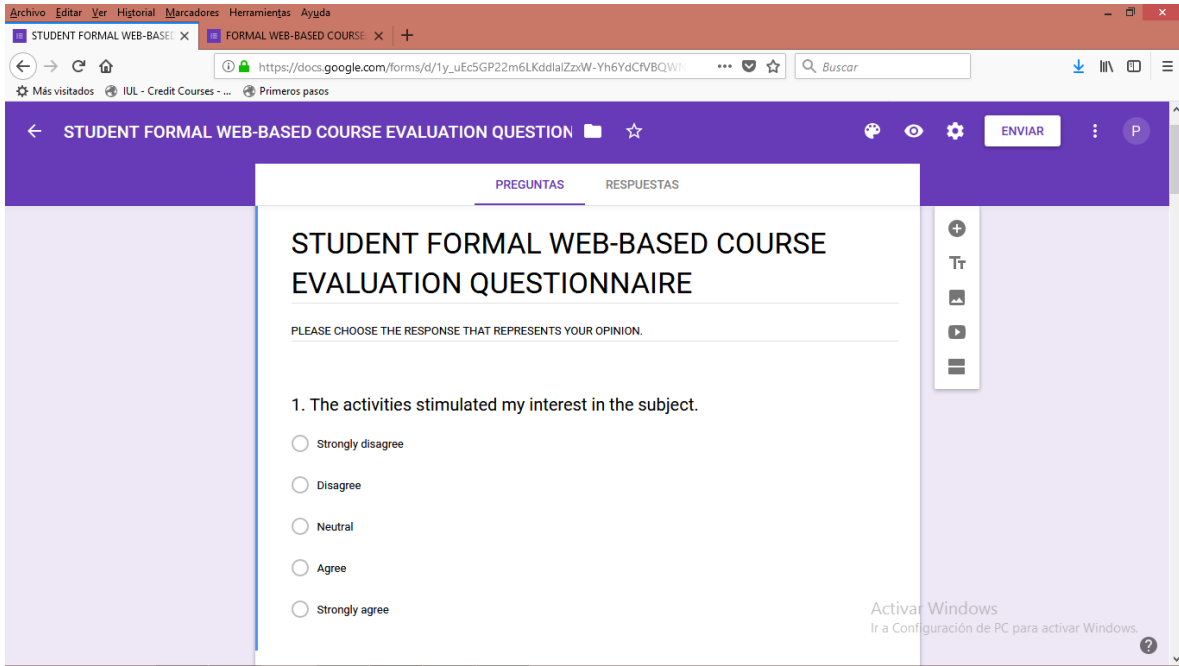




Elaborated by: Calle, P. (2018)

Link: <https://goo.gl/forms/uDXKNU0dxauHGXzd2>

Annex 2. Student formal web-based course evaluation questionnaire



← STUDENT FORMAL WEB-BASED COURSE EVALUATION QUESTION ☆

ENVIAR P

PREGUNTAS RESPUESTAS

4. The instructions were clear and easy to follow

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

+ Tr [Media] [Video] [List]

← STUDENT FORMAL WEB-BASED COURSE EVALUATION QUESTION ☆

ENVIAR P

PREGUNTAS RESPUESTAS

5. The forum activities encouraged discussions.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

+ Tr [Media] [Video] [List]

← STUDENT FORMAL WEB-BASED COURSE EVALUATION QUESTION ☆

ENVIAR P

PREGUNTAS RESPUESTAS

6. The methods used have reached the course objectives.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

+ Tr [Media] [Video] [List]

← STUDENT FORMAL WEB-BASED COURSE EVALUATION QUESTION ☆

ENVIAR P

PREGUNTAS RESPUESTAS

7. The test and quizzes accurately measured the what I learned in this course.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

+ Tr [Media] [Video] [List]

← STUDENT FORMAL WEB-BASED COURSE EVALUATION QUESTION ☆

PREGUNTAS RESPUESTAS

8. The instructure provided helpfull feedback on my work

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

9. The interfaces (connection between two systems, programs, devices or components) worked flawlessly on my device.

Strongly disagree

Disagree

Neutral

10. The course was supported by adecuated sourses. (videos, web pages, charts, and others)

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

11. How many hours did you spend per week to accomplish the task in this course?

0 - 4 hours

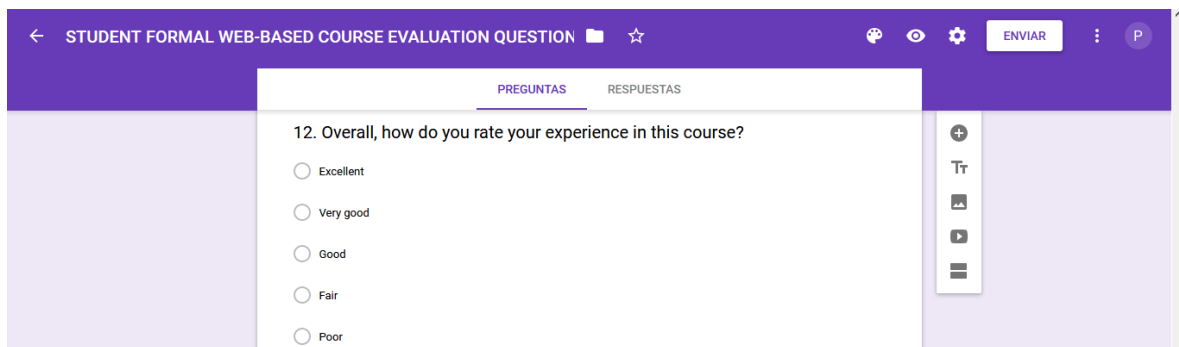
5 - 8 hours

9 - 12 hours

more than 12 hours

ENVIAR

Activar Windows
Ir a Configuración de PC para activar Windows.



Source: Direct research

Elaborated: Calle, P. (2018)

Do the following statements agree with the information given in paragraph 2?

Hint: Write **TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1-The first American astronaut to eat in space was John Glenn.

2-The Mercury astronauts did not like eating the food they were given.

3-The second space program had a better choice of food than the first program.

4-The quality of the food improved when the astronauts started using cold water.

5-Space food nowadays is very different from food people usually eat.

6-The older astronauts enjoyed the tubes of semi-liquid food.

Elegir...
Elegir...
FALSE
NOT GIVEN
TRUE
Elegir...
Elegir...
Elegir...

Annex 3. Reading skills Pre-Test / Post test



Name: _____

Date: _____

Pre test

Reading One

(5 marks)

Not everyone's a winner

¹ Many people imagine that one day *they* will be successful entrepreneurs, perhaps even famous business personalities. This might happen, but for every person who becomes a success, many others fail in their attempt.

² Imagine that *you* are a man in his thirties or early forties. You have a safe job with a regular income. You earn enough money to look after your family in a rented apartment, and your children go to the local school. You drive a small car and go on an annual vacation, usually camping by the beach. Over the years, you have managed to save some money, money that you could use to buy own house. But you have an idea, a business idea. You have invented something that you are sure everyone will want, that will make you rich and change your life, so you decide to try to raise the money to get your idea started. You plan to borrow money from a bank and add it to your savings.

³ Do you recognize this story? If so, you should be careful. Many people have felt like you and gone on to follow their dream. For most, it has come to nothing, but for some it has resulted in disaster. Starting a successful business is not as easy as *it* might seem. You need to ask yourself some questions before you put your money into the project, because you might lose everything.

⁴ The main question is about your idea. Is *it* really any good? If so, why hasn't anyone else thought of it? This is the most important question. Many people fail to judge their own idea

honestly and objectively. Have you tried selling your idea to a bank or financier? If so, what was their reaction? Did they seem excited and agree to a second meeting? If not, it may be best to drop it. For every successful idea, there are thousands that will not work commercially, and banks are generally pretty good judges of this. After all, *they* get their money from doing this. You must be sure that there really is a need for your idea. Is it actually better than what is out there already in the marketplace?

⁵ A final piece of advice: learn when to give up. Too many people have thrown away their lives chasing a dream that never comes to anything. At some point it may be better to look at your life, and ask yourself: isn't this successful enough? Is it worth risking your job, your security, and your savings for what may be no more than a bigger car or a more exciting vacation?

Complete each sentence with the correct ending from A to I.

A Be honest with yourself about ...

C We have a dream and ...

D Know when to give up and do something else because....

F Starting a business can have very bad results...

G Some people succeed in business...

1. how good your idea is.
2. We have to ask ourselves Is *it* really good?
3. we could fail
4. if it is not commercial
5. and other fail in their attempt.

Reading two

Do the following statements agree with the information given in the text?

Write *TRUE* if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. It is common that everyone dreams to be prosperous.
2. People are saving money to travel and buy clothes.
3. It could be better risk your job and money.
4. People want to be a **successful businessman to be a** respectable person in his community.
5. Businesses can be privately owned, not-for-profit or state-owned.

Reading TWO

(5 marks)

The power of stories

¹ A story can be a powerful tool. Stories are used to teach, to entertain, to put children to sleep, to illustrate difficult ideas, to inspire, and to make people laugh and cry. A good story is easy to remember, because we can see the story in our mind. Because of this, it is a good way to teach a lesson. They can be passed on from father to son, mother to daughter, for hundreds of years. A story that appears in one country or culture can reappear in another. Stories cut through time and space.

² One famous tale that illustrates the power of stories is that of the blind men and the elephant. This story has been told in many different places, different times, and for different reasons. Depending on the storyteller, there can be many different lessons to learn from it.

³ The story itself is simple. A group of blind men want to find out what an elephant is. They each touch one part of it. Then they compare their ideas and find that they are in complete disagreement. For example, the one who touches the leg thinks an elephant is like a tree, the

one who touches the tail thinks it is like a rope, and so on. They all have different opinions.

⁴ In some versions of the story, the men have violent arguments. In other versions, a sighted man comes along and the men learn that they are blind. In all of the versions, there is a lesson to be learned in the end. In the Jain version, for example, the story shows how people can have different belief systems, but still be right and can still live together in harmony. In the Sufi version, the 13th century poet Rumi shows how we are all limited in what we can see and know. A Hindu explanation is that we should learn not to be so sure of our own views that we try to make everyone else believe them. A 19th century American poet, on the other hand, used the story to show how we can think we are sure of things to which we are really blind.

⁵ The story is a powerful one, because it is short and easy to understand. At the same time, it can be interpreted in different ways. Perhaps the greatest stories may have more than one possible ending or lesson to be learned from them.

Replace FIVE expressions in the notes below with expressions that have similar meanings (1-5).

1 teach

2 explain

3 motivate

4 families share

5 everywhere, for always

Paragraph 1 notes

Stories used to:

- educate _____
- have fun _____
- calm down _____

- illustrate _____
- inspire _____
- make happy or sad _____

Good for education:

- passed on from father to son _____
- spread across cultures _____
- cut through time and space _____

Match one main idea to each paragraph.

1 What is the best way to use a story?

- a) Teachers can use stories to search knowledge.
- b) Parents use a story to scare their children
- c) People tell stories to earn money easily.

2 What is a good reason to read a story?

- a) It improves reading in children.
- b) People can learn something good.
- c) A story has good examples of living.

3 What the blind men want to find?

- a) They were looking for an elephant
- b) They tried to guess the form of an elephant
- c) They wanted to buy an elephant

4 What is important that a story is well known around the world?

- a) People will not forget it
- b) Cultures can share their religion
- c) Different cultures take different lessons from the story.

5 Great stories may teach more than one lesson and ...

- a) People stopped telling stories a long time ago.
- b) Short stories are better than famous stories for teaching lessons.
- c) Stories is a weak one, because it is long and easy to understand.

Reading THREE

Feeling no fear

¹ According to a recent report in a scientific journal, a 44-year old woman suffers from a very rare illness called Urbach-Wiethe disease. It is so rare that only around three hundred people have been diagnosed with it since it was discovered in 1929. It affects a part of the brain called the amygdala¹. In this woman's case, the damage to the amygdala seems to have caused an even rarer condition. As far as scientists studying her can tell, she doesn't experience fear.

² This may seem like a good thing. However, it turns out that it is, in fact, a great disadvantage. The woman, known to scientists as SM, has been in more dangerous situations than average. This is because she doesn't anticipate and avoid them. So she has been attacked at knifepoint (after which she walked calmly away, unafraid), held at gunpoint and attacked many times in her neighborhood, probably because she failed to see the danger and walk away.

³ The scientists have performed many experiments on her. They gave her spiders and snakes to touch, which she found exciting but not frightening. The scientists had to take them away before she was hurt. She was taken to scary houses with actors pretending to be ghosts, and ended up frightening one of them by touching him. She enjoyed horror stories they gave her so much that she bought the books herself, but she wasn't at any time frightened by them— again, she was excited.

⁴ The scientists studying her are convinced that the condition is linked to the damage to the amygdala. They believe that fear is generated by a network of brain structures, one of which is the amygdala, and that if this is damaged or destroyed it is much more difficult for the patient

to experience fear. She can understand the idea of fear. She uses the word correctly and knows when other people are displaying it, but she doesn't actually feel it herself.

⁵ If the scientists are right, the implications are interesting and could be useful. For example, in situations where fear is not helpful it may be possible to suppress it by operating on the amygdala. In particular, they may be able to help people who suffer from what is known as post-traumatic stress disorder, an illness that people suffer from after a terrible experience such as being in a war. This would be a great breakthrough in treating this fairly common illness. For SM, however, feeling fear would help her, as fear is vital to keep out of danger.

Global reading (5 marks)

Choose the main idea for each paragraph.

Paragraph 1

- a Only three hundred people suffer from Urbach-Wiethe disease.
- b The condition was discovered in 1929.
- c A woman suffers a very rare condition of not feeling fear.

Paragraph 2

- a It is good to feel no fear.
- b The woman had been attacked.
- c Feeling no fear is bad.

Paragraph 3

- a No matter what scientists did, the woman felt no fear.
- b The woman enjoyed the horror stories the most.
- c She enjoyed touching the snakes and spiders.

Paragraph 4

- a Scientists believe she is the only person who suffers this.
- b Scientists think the condition is caused by brain damage.

c Scientists understand the idea of fear and what it feels like.

Paragraph 5

- a Other illnesses are not as bad as this illness.
- b Post-traumatic stress disorder is worse than this illness.
- c The research could help people suffering from other illnesses.

Close reading (5 marks)

Complete the notes about the illness. Use one word from the reading in each space.

| | |
|----------------|---|
| Disease | |
| Name: | Urbach-Wiethe disease |
| Numbers: | only (1)_____ in total |
| (2)_____: | 1929 |
| Affects: | (3)_____ – amygdala |
| Cause: | (4)_____ to the network of brain structures |
| Symptoms: | don't experience fear |
| Problems: | can lead to sufferer being in (5)_____ |
| | situations |

Source: Macmillan Publishers Limited (2017). Skillful Level 2

Post Test

← → ↻ 🏠 <https://evirtual1.uca.edu.ec/course/view.php?id=8996#section-13> 150% ⋮ ⭐ 📄 🗑️ ☰

☰ eVirtual 🔔 💬 Patricio Rolando Calle Leon 🖱️

Evaluation: Post test

Post Test

Due: January 12th, 2018

Instruction: you should spend about 60 minutes.

Start when you are ready.

You can do it !

Due: January 12th, 2018

📄 Reading Skills Post Test

Instruction: Please complete the

-Student formal web-based course evaluation questionnaire-

Reading one: Food in space flight

HINT: You should spend about 20 minutes answering the following questions which are based on Reading one below.

1. Complete each sentence with the correct ending from A to I.

Food in space flight

1 One of the least talked about aspects of space flight is food. The public is naturally far more interested in the exciting stuff: the effect of speed on the astronauts and the equipment and the psychological aspect; how do they cope with the danger and loneliness? But for the astronauts themselves, highly trained to cope with speed and danger, day-to-day concerns are equally important. And the most important of these is food, as it is for those of us who stay behind on Earth.

2 As you might expect, the first astronauts had it worst. John Glenn was the first American to eat in space, on the Mercury program. He coped quite well with the actual eating, but was less than excited by the food choices available. Other Mercury astronauts complained of having to eat something between a liquid and a solid packed in aluminum tubes, saying it was like eating toothpaste. There were also bite-sized cubes and dried powders which had to be mixed with cold water. It is not surprising that they didn't enjoy mealtimes.

3 The next space program, the Gemini program, saw improvements. The quality, packaging, and variety were all much better. Gemini astronauts could choose from such delicacies as seafood cocktail, chicken and vegetables, and dessert with apple sauce.

4 By the time the Apollo missions were launched, things were even better. The introduction of hot water greatly improved the quality of rehydrated dried foods, and the astronauts were able to eat them out of fairly normal plastic containers with attached spoons called spoon bowls. The food tasted much better, too. The men who traveled to the moon in Apollo 11, led by Neil Armstrong, may not have felt that they were in a top quality restaurant, but at least they landed with a reasonable meal inside them.

5 As space flight became more common, with the advent of the Space Shuttle, food and the way it was served gradually improved further, in terms of presentation, taste, types of food available, and nutrition. In fact, what astronauts eat now is not so different from what you could pick up in a regular supermarket. Space travelers also get to choose the food they want to eat in advance, or can change the menu on a particular day if they feel like it. The older astronauts must look at them with envy, as they think about the days of frozen tasteless powders and tubes of semi-liquid food.

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Source:

Skillful Level 2 (B1 Common European Framework) Digibook. ©

1-When people talk about space, they don't often talk about...

2-Astronauts are trained to cope with...

3-Issues of day-to-day living are very important for...

4- Space food has...

5- Food on the Mercury program came out of...

6- Other types of food on the Mercury program were...

- Elegir...
- ...aluminium tubes.
- ...the food.
- ...the Gemini program.
- ...in cubes or powder form.
- ...the psychological aspects of space travel.
- ...the astronauts.
- ...Neil Armstrong.
- ...dessert and apple sauce.
- ...improved over time.

- Elegir...
- Elegir...
- Elegir...
- Elegir...
- Elegir...

Reading two

You should spend about 20 minutes answering the questions which are based on Reading two below.

Pressure and sports

1 Children feel pressure in many areas of their lives. As they grow up, they feel pressure from their peers to conform, from their teachers to pass exams, from friends to join them in play, and from parents to be well behaved and well dressed.

2 If they are athletic, the children may find themselves under pressure to perform well in sports, too. But a new study has found children are not only under pressure from their sports coaches; they are also under pressure from their parents, even though the parents may not even realize that they are pressurizing them.

3 The study, conducted in Sweden by a researcher who also coaches Olympic athletes, aimed to find out if children are pressured into participating in sports. The approach taken in the study was to ask the children themselves how they felt. At first the researcher wasn't sure that they would be able to express themselves and talk about their feelings well enough for the research to be useful, but he found the opposite; most children were very able to explain effectively how they felt.

4 The findings show that many of the children did experience negative pressure from their parents. 30% of them said this. 20% said they felt very uncomfortable as a result of the pressure. In total, this means up to 75,000 children in Sweden feel pressure from their parents about sports—a huge number in a small country. If this is the same around the world, millions of children are feeling pressure about something that should be a fun part of their lives.

5 The pressure seems to be greatest in expensive sports like golf and horseback-riding. The expense can come in the form of money or in the form of time. So if a sport takes up a lot of family time, there is higher risk of parents pressuring the child. This happens in sports like swimming, for example, as it often involves traveling.

6 The researcher was interested in finding out why some children were not affected. It appears that this depends on the attitude of the parents. If parents are aware of the child's feelings about their participation in sports and are sensitive to them, this can lead to a happier outcome. If not, the child may end up playing the sport for the wrong reason—to make their parents happy rather than themselves. The message for parents, then, is to focus on the developmental goals of participating in sports—gaining self-confidence, physical fitness, improving social interaction and so on—rather than focusing only on winning and becoming the best.

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1. Complete the summary or number from the text.

Children experience _____ from many sides, including from _____ in relation to sport. Research conducted in Sweden found that _____ of children felt pressurized by their parents, and that 20% felt very _____ because of this. Sports which cost a lot of money or take a lot of _____ are the ones in which children feel the _____ amount of pressure. Parents need to think about their own _____ to sports, and they need to make sure they _____ on the developmental goals of sports.

Elegir...

- focus
- 30 %
- greatest
- uncomfortable
- attitude
- pressure
- time
- parents

| | | | |
|--|-----------|---------------------------|---|
| sure they | Elegir... | on the developmental goal | Elegir... |
| | | | coaches and parents |
| | | | ... a developmental goal |
| | | | children wouldn't be able to explain themselves |
| | | | if the sport takes a lot of time |
| | | | Olympic coach |
| | | | to do well in exams and to behave correctly |
| Pressure and sports | | | |
| 1 Choose the correct answer. | | | |
| 1. What are two different types of pressure children feel? | Elegir... | | |
| 2. Who are children under pressure from in sport? | Elegir... | | |
| 3. What is the researcher's other job? | Elegir... | | |
| 4. What problem did the researcher think he would have? | Elegir... | | |
| 5. What causes parents to pressure their children more? | Elegir... | | |
| 6. Improving social interaction is an example of... | Elegir... | | |

Reading three

You should spend about 20 minutes on Questions 27 – 40 which are based on Reading three below.

The planet Mars

A Why is Mars so exciting for scientists? Probably because it is the planet that is the most similar to Earth. Most of the planets in our solar system, like Mercury, Venus and Neptune, are hostile environments. They are extremely cold or extremely hot, with poisonous gases and constant volcanic eruptions. In contrast, Mars is a planet which, at some time in the past may have been, like Earth, home to life. But for life to exist there, scientists agree that Mars must at one time have had liquid water, not ice. The temperature on Mars today is too cold for liquid water. However, there is clear evidence that ice exists, in the polar caps. The question is, has Mars ever had running water?

B It is generally thought that it has. There is some evidence that there were once rivers, lakes, and possibly oceans. However, the evidence is mostly indirect. Ice has been found under the surface of the planet, for example. Scientists have never found direct evidence, until now.

C A recent probe to Mars seems to have provided, if not proof, at least clear evidence for free-flowing water. At a cost of two and half billion dollars, Curiosity, a roving vehicle, was sent to Mars to find out if life could exist there. And Curiosity has made an exciting discovery. It has sent back pictures of rocks which have other small stones in them. The stones are smooth and are too big to have been moved by the wind. The scientists studying the pictures believe that the most likely reason that they are smooth and stuck in the rocks is that, at some time in the past, there was running water. They believe that this water must have been between 1/10th to 1/2 meter deep.

D At the time of writing, the roving vehicle is still on its mission to search for signs of life on Mars. Scientists are undecided whether to examine the rocks further right now. For example, they could find out the chemical structure by carrying out a chemical analysis of the rocks. However, this analysis is time-consuming and costly, and so they are unwilling to start on this process until Curiosity has explored the planet more. The thinking is that perhaps even greater evidence exists to support the theory that there was once running water on Mars, and that we are just on the edge of discovering it.

Which paragraph (A to D) contains the following information?

a. Scientists hope to find more evidence for water.

b. It is not warm enough for running water on Mars.

c. The scientists have seen photos of the rocks with stones in them.

d. Scientists know there is ice in places other than the polar caps.

- D
- B
- C
- A

Complete the notes with one word from the reading for each answer.

Choose the correct word to complete the option 1.

Curiosity discovery

Rocks:

- Curiosity sent back – (1) _____ of rocks

Details about stones:

- size – (2) _____
- texture – (3) _____
- not moveable by (4) _____
- moveable by (5) _____ water

Chemical (6) _____:

- to be determined – no (7) _____ conducted

Seleccione una:

- a. pictures
- b. *player*
- c. *uploaded*

Choose the correct word to complete the option 2.

Seleccione una:

- a. wind
- b. small
- c. store

Complete the information

Choose the correct word to complete the options 3,4,5,6,7.

Curiosity discovery

Rocks:

- texture – (3) _____
- not moveable by (4) _____
- moveable by (5) _____ water

Chemical (6) _____:

- to be determined – no (7) _____ conducted

• text _____

• not _____

• mov _____ water

Chem _____:

• to b _____ no (7) _____ conducted


(3)

(4)

(5)

(6)

(7)



Adapted from: Skillful reading and writing 2 (2017)

Annex 4. Validation

VALIDACION DE CONTENIDOS DEL INSTRUMENTO SOBRE "GET READING SKILLS"
FORMAL WEB-BASED COURSE CORRESPONDENCIA DE LAS PRECISIVAS DEL INSTRUMENTO PRE TEST

| ITEMS | CATEGORIAS | PRECISIVAS PARA LOS ESTUDIANTES | | CATEGORIAS | | | OBSERVACIONES |
|---|------------|---|--|--------------------------------------|---|--|------------------------------|
| | | (A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (B) CALIDAD TECNICA Y REPRESENTATIVIDAD | (C) LENGUAJE, GRAMATICA Y ORTOGRAFIA | (D) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (E) CALIDAD TECNICA Y REPRESENTATIVIDAD | |
| | | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO |
| 1. Reading One: Not everyone's a winner a) Complete each sentence with the correct ending from A to I. b) Do the following statements agree with the information given in the text? | | P | O | A | P | O | A |
| 2. Reading Two: The power of zones a) Replace FIVE expressions in the notes below with expressions that have similar meanings (1-5). b) Match one main idea to each paragraph. | | P | O | A | P | O | A |
| 3. Reading Three: Feeling no fear a) Choose the main idea for each paragraph. b) Complete the notes about the illnesses. Use one word from the reading in each space. | | P | O | A | P | O | A |

Firma: *José Santillán*
 CI: 03091614-D
 Fecha: 15 de Octubre, 2018

VALIDACION DE CONTENIDOS DEL INSTRUMENTO SOBRE "GET READING SKILLS"
FORMAL WEB-BASED COURSE CORRESPONDENCIA DE LAS PRECISIVAS DEL INSTRUMENTO POST TEST

| ITEMS | CATEGORIAS | PRECISIVAS PARA LOS ESTUDIANTES | | CATEGORIAS | | | OBSERVACIONES |
|---|------------|---|--|--------------------------------------|---|--|------------------------------|
| | | (A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (B) CALIDAD TECNICA Y REPRESENTATIVIDAD | (C) LENGUAJE, GRAMATICA Y ORTOGRAFIA | (D) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (E) CALIDAD TECNICA Y REPRESENTATIVIDAD | |
| | | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO |
| 1. Reading One: Food in space flight a) Complete each sentence with the correct ending from A to I. b) Do the following statements agree with the information given in the text? TRUE / FALSE | | P | O | A | P | O | A |
| 2. Reading Two: Pressure and sports a) Complete the summary with one word or number from the text (8 OPTIONS) b) Choose the correct answer. | | P | O | A | P | O | A |
| 3. Reading Three: The planet Mars a) Which paragraph (A to D) contains the following information? b) Complete the notes with one word from the reading for each answer. (7 OPTIONS) | | P | O | A | P | O | A |

Firma: *José Santillán*
 CI: 03091614-D
 Fecha: 15 de Enero de 2018

VALIDACION DE CONTENIDOS DEL INSTRUMENTO SOBRE "GET READING SKILLS"
FORMAL WEB-BASED COURSE CORRESPONDENCIA DE LAS PRECISIVAS DEL INSTRUMENTO PRE TEST

| ITEMS | CATEGORIAS | PRECISIVAS PARA LOS ESTUDIANTES | | CATEGORIAS | | | OBSERVACIONES |
|---|------------|---|--|--------------------------------------|---|--|------------------------------|
| | | (A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (B) CALIDAD TECNICA Y REPRESENTATIVIDAD | (C) LENGUAJE, GRAMATICA Y ORTOGRAFIA | (D) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (E) CALIDAD TECNICA Y REPRESENTATIVIDAD | |
| | | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO |
| 1. Reading One: Not everyone's a winner a) Complete each sentence with the correct ending from A to I. b) Do the following statements agree with the information given in the text? | | P | O | A | P | O | A |
| 2. Reading Two: The power of zones a) Replace FIVE expressions in the notes below with expressions that have similar meanings (1-5). b) Match one main idea to each paragraph. | | P | O | A | P | O | A |
| 3. Reading Three: Feeling no fear a) Choose the main idea for each paragraph. b) Complete the notes about the illnesses. Use one word from the reading in each space. | | P | O | A | P | O | A |

Firma: *José Santillán*
 CI: 03091614-D
 Fecha: 15 de Octubre, 2018

VALIDACION DE CONTENIDOS DEL INSTRUMENTO SOBRE "GET READING SKILLS"
FORMAL WEB-BASED COURSE CORRESPONDENCIA DE LAS PRECISIVAS DEL INSTRUMENTO POST TEST

| ITEMS | CATEGORIAS | PRECISIVAS PARA LOS ESTUDIANTES | | CATEGORIAS | | | OBSERVACIONES |
|---|------------|---|--|--------------------------------------|---|--|------------------------------|
| | | (A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (B) CALIDAD TECNICA Y REPRESENTATIVIDAD | (C) LENGUAJE, GRAMATICA Y ORTOGRAFIA | (D) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES | (E) CALIDAD TECNICA Y REPRESENTATIVIDAD | |
| | | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO | P= PERTINENTE NP= NO PERTINENTE | O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE | A= ADECUADO I= INADECUADO |
| 1. Reading One: Food in space flight a) Complete each sentence with the correct ending from A to I. b) Do the following statements agree with the information given in the text? TRUE / FALSE | | P | O | A | P | O | A |
| 2. Reading Two: Pressure and sports a) Complete the summary with one word or number from the text (8 OPTIONS) b) Choose the correct answer. | | P | O | A | P | O | A |
| 3. Reading Three: The planet Mars a) Which paragraph (A to D) contains the following information? b) Complete the notes with one word from the reading for each answer. (7 OPTIONS) | | P | O | A | P | O | A |

Firma: *José Santillán*
 CI: 03091614-D
 Fecha: 15 de Enero de 2018

Annex 5. Formal web-based course

The screenshot shows a web browser window with the URL <https://evirtual1.ucuenca.edu.ec/course/view.php?id=8996>. The page title is "FORMAL WEB-BASED COURSE by Patricio Calle". The breadcrumb trail is: [Página Principal](#) / [Cursos](#) / [Instituto Universitario de Lenguas](#) / [Credit Courses](#) / [Credit Courses Level 3](#) / [E3ENF1-3/TECMED1-3 \(P.Calle\)](#). The user is identified as "Patricio Rolando Calle Leon".

The main content area includes:

- Semester: September 2017- February 2018** (with an "Editar" button and a checkmark)
- A graphic with the text "Positive Attitude ... INSPIRING YOU TO LEARN!" and a checkmark made of words.
- 2. General Presentation** (with an "Editar" button and a checkmark)
- Teacher's email: patricio.callel@ucuenca.edu.ec. Teacher's cellphone number: 0987758641 (with an "Editar" button and a checkmark)

The right sidebar shows the user profile for "Patricio Rolando Calle Leon" with a photo, email patricio.callel@ucuenca.edu.ec, and login details: "Acceder: Tuesday, 22 de May de 2018, 22:19" and IP: 186.66.172.108. Below the profile is a search bar labeled "BUSCAR EN LOS FOROS".

This screenshot shows the "2. General Presentation" section of the course page. The content includes:

- Teacher's email: patricio.callel@ucuenca.edu.ec. Teacher's cellphone number: 0987758641
- Welcome to Mr. Calle's virtual English Class !**
- Purpose**
This virtual English class is a tool that will help you to be successful in my class, and it is a way to stay connected and keep up with your work. I expect you to check the assignments here daily. You can also find important dates and tutorials on the e-virtual.
- Tips for Being Successful in class**
 1. Come with a positive attitude.
 2. Participate.
 3. Stay organized and keep track of important dates with a planner.
 4. Don't fall behind. If you are absent, check what you missed.
 5. Don't be afraid to ask questions.
 6. Use technology, but don't chat in class.
- 2.1 Important Documents**
 - [Mission Vision](#) (72.9KB Documento Word)
 - [IUL - Credit Courses - 3rd Level Syllabus](#) (484.4KB documento PDF)

The right sidebar shows the search bar "BUSCAR EN LOS FOROS" with a search input field and a "Ir" button. Below it, the "EVENTOS PRÓXIMOS" section states "No hay eventos próximos" and "Ir al calendario...". The "ACTIVIDAD RECIENTE" section shows "Actividad desde Sunday, 20 de May de 2018, 22:36" and "Informe completo de la actividad reciente...".

WhatsApp Facebook Recibidos (32) - pat... Repositorio Univers... Curso: FORMAL WE... semestre - Traduc... semestre 2017-2018

https://evirtual1.ucuenca.edu.ec/course/view.php?id=8996

eVirtual Patricio Rolando Calle Leon

Study Hack

Reading Improvement 1.
Due: November 10th, 2017

Reading 1: A long and healthy life

LongAndHealthyLife 2
3.2MB Archivo de audio (MP3)

Speaking : Personal opinion: A long and healthy life

Reading Improvement 2.
Due: November 17th, 2017

Reading 2: If Statues Could Talk

Speaking : Personal opinion: If statues could talk

Reading Improvement 3.
Due: November 24th, 2017

Reading 3 : Learning English

Reading Improvement 4.

Facebook Recibidos (32) - patricio.callel... Repositorio Universidad Técn... Reading 1: A long and healthy... semestre 2017-2018 - Buscar... 23:17 22/5/2018

https://evirtual1.ucuenca.edu.ec/mod/quiz/attempt.php?attempt=475586

eVirtual Usted se ha identificado como Patricio Rolando Calle Leon


FORMAL WEB-BASED COURSE by Patricio Calle

Pregunta 1
Sin responder aún
Puntúa como 1,00
Marcar pregunta
Editar pregunta

1. Previous Knowledge
2. Match the words with their accurate definition.
(Dictionaries and online support are allowed to accomplish the activity)

| | |
|--------------|-----------|
| Centenarian | Elegir... |
| Elderly | Elegir... |
| Healthy | Elegir... |
| Disease | Elegir... |
| Condition | Elegir... |
| Lifestyle | Elegir... |
| Nonagenarian | Elegir... |
| Research | Elegir... |

NAVEGACIÓN POR EL CUESTIONARIO
1 2 3 4
Terminar intento...
Comenzar una nueva previsualización

USUARIO IDENTIFICADO

Patricio Rolando Calle Leon
patricio.callel@ucuenca.edu.ec

Facebook X Recibidos (32) - patricio.calle@ X Repositorio Universidad Técnica X Reading 1: A long and healthy X semestre 2017-2018 - Buscar c... X


https://evirtual1.ucuenca.edu.ec/mod/quiz/attempt.php?attempt=475586 110%

Usted se ha identificado como Patricio Rolando Calle Leon

2018, 22:19
IP: 186.66.172.108

Pregunta 2
Sin responder aún
Puntúa como 1,00
Marcar pregunta
Editar pregunta

A long and healthy life?



How long will a baby born today live? 100 years? 120 years? Scientists are studying genes that could mean long life for us all.

There are already many, many people who have passed the landmark age of 100. In fact, there are now so many healthy, elderly people that there's a new term for them: the *wellderly*. These are people over the age of 80 who have no diseases such as high blood pressure, heart disease or diabetes and have never taken medicines for these conditions.

There have been many scientific studies of communities where a healthy old age is typical. These include places like Calabria in southern Italy and the island of Okinawa in Japan.

The small village of Molochio in Calabria has about 2,000 inhabitants. And of

Windows Taskbar: 23:19 22/5/2018

Facebook X Recibidos (32) - patricio.calle@ X Repositorio Universidad Técnica X Reading 1: A long and healthy X semestre 2017-2018 - Buscar c... X

https://evirtual1.ucuenca.edu.ec/mod/quiz/attempt.php?attempt=475586 110%

Usted se ha identificado como Patricio Rolando Calle Leon

Pregunta 3
Sin responder aún
Puntúa como 1,00
Marcar pregunta
Editar pregunta

1. Scan the article and choose the correct option

A. What two factors for long life do scientists usually investigate?

Seleccione una:

- a. Where people live and what their lifestyles are
- b. Genetic factors and environmental factors
- c. People's diet and activity when they were young

Interacting with the text.

1. Read the article and complete the sentences with the correct option

A. Diabetes, heart disease and high blood pressure ...

Seleccione una:

- a. are common illnesses in elderly people.
- b. ...teach scientists a lot about old age and long life.
- c. are never found among a group of people in Ecuador.

Pregunta 4

Windows Taskbar: 23:19 22/5/2018

Facebook Recibidos (32) - patricio.calle@ Repositorio Universidad Técnica Reading 1: A long and healthy semester 2017-2018 - Buscar

https://evirtual1.ucuenca.edu.ec/mod/quiz/attempt.php?attempt=475586 110%

eVirtual Usted se ha identificado como Patricio Rolando Calle Leon

c. are never found among a group of people in Ecuador.

Pregunta 4
Sin responder aún
Puntúa como 1,00
Marcar pregunta
Editar pregunta

Interacting with the text.
Matching:
Choose the correct alternative to complete the idea.

According to the article ...

The 'welderly' ...

Laron syndrome ...

Laron syndrome is interesting to scientists because ...

Scientists think that healthy old age ...

Terminar intento...

Facebook Recibidos (32) - patricio.calle@ Repositorio Universidad Técnica Curso: FORMAL WEB-BASED semester 2017-2018 - Buscar

https://evirtual1.ucuenca.edu.ec/course/view.php?id=8996#section-13 110%

eVirtual Patricio Rolando Calle Leon

Evaluation: Post test

Instruction: you should spend about 60 minutes.

Start when you are ready.

You can do it !

Due: January 12th, 2018

Reading Skills Post Test

Instruction: Please complete the

-Student formal web-based course evaluation questionnaire-

You should spend about 2 or 3 minutes.

Due: January 12th, 2018

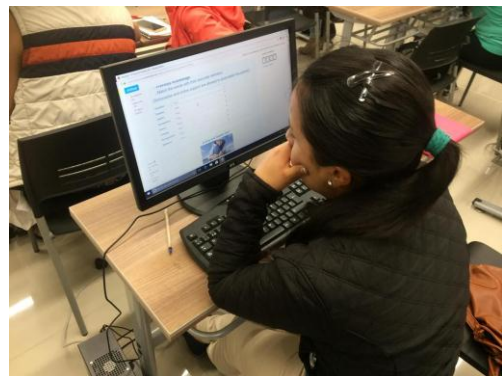
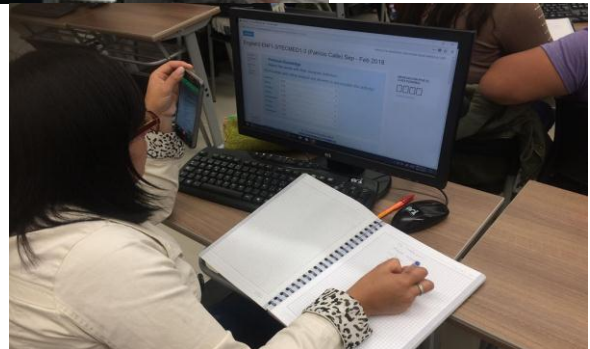
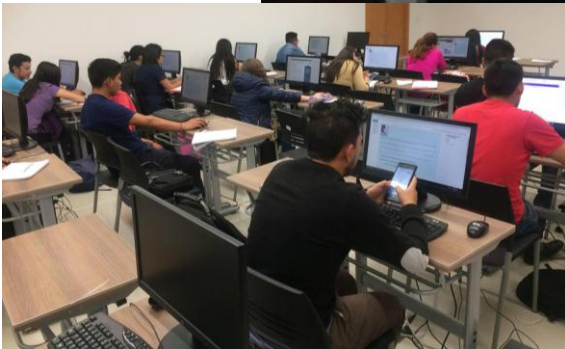
Start when you are ready.

Questionnaire link:

<https://goo.gl/forms/kHa3sMXmhLGu6IoO2>

Thank you for your time and may God bless you.

Annex 6. Formal web-based course treatment photos



Annex 7. Authorization for carrying out the study

Cuenca, 14 de diciembre de 2018.

Magister
Patricio Calle León
DOCENTE DEL INSTITUTO UNIVERSITARIO DE LENGUAS

De mi consideración:

Con un cordial saludo y por medio del presente me permito comunicar la resolución adoptada por el Consejo Académico del Instituto Universitario de Lenguas, en su sesión de 11 de diciembre de 2017, la misma que me permito transcribir textualmente:

7.3.- Se conoce la comunicación presentada por el Mgt. Patricio Calle León por medio de la cual solicita: "(...) se me brinde el aval para desarrollar la aplicación de la investigación de mi tesis de maestría titulada "FORMAL WEB-BASED COURSE MEETING ENGLISH EDUCATIONAL NEEDS TO ENHANCE READING SKILLS" en un curso de Inglés de créditos de la escuela de Tecnología Médica (...) con los alumnos del curso de Inglés ENF1-3, durante la intervención de seis semanas (...) mantendrán dos sesiones por semana orientadas a la lectura comprensiva en el aula virtual (...)". Al respecto los miembros del Consejo Directivo resuelven acoger la solicitud presentada por el docente y conceder el aval para la aplicación de su tesis de maestría titulada "FORMAL WEB-BASED COURSE MEETING ENGLISH EDUCATIONAL NEEDS TO ENHANCE READING SKILLS", con los alumnos del curso de Inglés ENF1-3, por el lapso de 6 semanas.

Particular que comunico para los fines legales pertinentes.

Atentamente,

Dra. Tania Iglesias Vázquez
SECRETARIA-ABOGADO
INSTITUTO UNIVERSITARIO DE LENGUAS



C.C. Archivo