



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MODALIDAD PRESENCIAL**

**Proyecto de trabajo de graduación o titulación previo a la obtención del Título
de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros Mención:
inglés.**

THEME:

“EASLE EDUCATIONAL PLATFORM AND READING SKILLS”

AUTHOR: Santiago David Velasteguí Viteri.

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador

2021

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No. 060301610-6, in my capacity as supervisor of the Research dissertation on the topic: **“EASLE EDUCATIONAL PLATFORM AND READING SKILLS”** investigated by Mr.: Santiago David Velasteguí Viteri, with I.D No. 172922835-1, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



Firmado electrónicamente por:
**RUTH ELIZABETH
INFANTE PAREDES**

.....
Lic. Ruth Elizabeth Infante Paredes Mg.

C.C. 060301610-6

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “**EASLE EDUCATIONAL PLATFORM AND READING SKILLS**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



Santiago David Velasteguí Viteri

I.D 172922835-1

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y
DE LA EDUCACIÓN**

The Board of Directors has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “**EASLE EDUCATIONAL PLATFORM AND READING SKILLS**” which is held by Santiago David Velasteguí Viteri undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period September April 2021 – September 2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

Ambato, August 2021

REVISION COMMISSION



Firmado electrónicamente por:
**WILMA ELIZABETH
SUAREZ MOSQUERA**

.....
Dra. Mg. Wilma Elizabeth Suárez Mosquera

I. D. 1802859841

REVISER



Firmado electrónicamente por:
**ELSA MAYORIE
CHIMBO CACERES**

.....
Dra. Mg. Elsa Mayorie Chimbo Cáceres

I. D. 1802696458

REVISER

COPYRIGHT REFUSE

I, Santiago David Velasteguí Viteri, with I.D. No. 172922835-1, confer the rights of this undergraduate dissertation **“EASLE EDUCATIONAL PLATFORM AND READING SKILLS”**, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



Santiago David Velasteguí Viteri

I.D 172922835-1

AUTHOR

DEDICATION

TO:

God for enabling me to study at a prestigious university. He knew how to align everything perfectly to guide me on the right path full of blessings and prosperity.

To my parents Janette and Carlos who always supported me emotionally and financially to fulfill my dreams whilst achieving these educational goals. They are my foremost source of motivation, grittiness, dedication, and encouragement. All acknowledgment to them.

To my siblings Diego, Karen, and most importantly, my dear angel Carlos for their unconditional love and support throughout this long process. Without you, this crucial step will not be possible. For always staying by my side during my lows and highs, this accomplishment is for you all.

To my endeared friends that always saw somewhat special in me. To the ones that are not here any longer. To each one of you who taught me that a friend is someone who understands your past, believes in your future, and accepts you just the way you are.

Finally, to my faithful comrade Nora, who helped me tirelessly on my bad primes showing love, support, and caring.

Sänty

ACKNOWLEDGEMENTS

TO:

My family and siblings, who are my fundamental pillars for my professional and personal formation. Thank you for instilling in me the essential values to be able to achieve all the goals that I have set for myself throughout my life. Your support and love have no hold barriers, it has been astounding to be part of this intimate circle of trust and admiration.

Thanks to the Universidad Técnica de Ambato, to the Research and Development Department (DIDE-UTA), to the research project “Development of Web 3.0 tools for Education as a support for collaborative learning”. SFFCHE5. Approved under resolution UTA-CONIN-2021-0067-R, and to the research group: Research in Language and Education.

Finally, I would like to express my gratitude to Mg. Ruth Infante for being one of the most important educational references that I ever had in my life. Her dedication, guidance, motivation, and knowledge, provided me fundamental bases to succeed in the development of this research and to continue with my academic pathway in the future.

Sänty

TABLE OF CONTENTS

ABSTRACT	XI
RESUMEN	XII
CHAPTER I THEORETICAL FRAMEWORK	13
1.1 Investigative background	13
1.2 Theoretical framework.....	16
1.2.1 Web 3.0.....	16
1.2.2 Web 3.0 tools	17
1.2.3 Educational platforms	18
1.2.4 EASLE educational platform.....	19
1.2.5 English language.....	22
1.2.6 English language skills	23
1.2.7 Productive skills	24
1.2.8 Receptive skills.....	24
1.2.9 Reading skill	25
1.2.10 Reading strategies	26
1.2.11 The reading subskills	28
1.3 Objectives	31
1.3.1 General objective	31
1.3.2 Specific objectives	31
CHAPTER II METHODOLOGY	32
2.1 Resources.....	32
2.2 Basic methods of research	33
2.2.1 Approach	33
2.3 Research modality	33
2.3.1 Field research.....	33
2.3.2 Bibliographic – documentary	33
2.3.3 Experimental research	34
2.4 Level or type of research	34
2.4.1 Descriptive research.....	34
2.4.2 Exploratory research.....	34
2.5 Population and sample	35

2.6 Techniques and instruments	35
2.7 Hypothesis	37
2.8 Variable identification	37
CHAPTER III RESULTS AND DISCUSSION.....	38
3.1 Analysis and discussion of the results	39
3.1.1 Web 3.0 diagnosis.....	39
3.1.2 Web 3.0 evaluation	45
3.1.3 Pre-test results.....	49
3.1.4 Pots-test results	51
3.1.5 Pre-test and post-test results	53
3.2 Pre-test and post-test average and difference	55
3.3 Hypothesis verification	56
3.4 Discussion.....	58
CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS.....	59
4.1 Conclusions	59
4.2 Recommendations	61
5. References	62

INDEX OF ANNEXES

Annex 1: Approval.....	70
Annex 2: Web 3.0 diagnosis survey.....	71
Annex 3: Web 3.0 evaluation survey	72
Annex 4: Pre-test and Post-test	72
Annex 5: “EASLE” web style manual - Architecture information	74
Annex 6: Jeremy Harmer lesson plan	75
Annex 7: Experiment design.....	76
Annex 8: Evidences.....	134
Annex 9: Urkund report	142

INDEX OF TABLES

Table 1: Population	35
Table 2: Web 3.0 tools	39
Table 3: Web 3.0 tools in the teaching process.....	41
Table 4: Web 3.0 tools used by teachers for assessment	43
Table 5: Web 3.0 tools in learning development	45
Table 6: Technology tools advantage	47
Table 7: Pre-test results.....	49
Table 8: Post-test results	51
Table 9: Pre-test and post-test results.....	53
Table 10: Pre-test and post-test average and difference.....	55
Table 11: Paired Sample Statistics.....	56
Table 12: Paired Samples Correlations	56
Table 13: Paired Sample T-Test.....	56

INDEX OF GRAPHS

Graph 1: Web 3.0 tools	39
Graph 2: Web 3.0 tools in the teaching process.....	41
Graph 3: Web 3.0 tools used by teachers for assessment	43
Graph 4: Web 3.0 tools in learning development	45
Graph 5: Technology tools advantage.....	47
Graph 6: PET reading section pre-test results.....	49
Graph 7: PET reading section post-test results	51
Graph 8: Pre-test and post-test results.....	53
Graph 9: Average scores pre-test and post-test.....	55

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TOPIC: “EASLE EDUCATIONAL PLATFORM AND READING SKILLS”

AUTHOR: Santiago David Velasteguí Viteri

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

ABSTRACT

The current research is demanded to cover an examination accomplished with the following topic: “EASLE Educational Platform and Reading Skills” which investigates the relationship among both variables and how students’ understudies improve their reading subskills. Firstly, this research was coordinated using a mixed approach by conducting a pre-test and a post-test taken from the PET Reading section by Cambridge. The test evaluated the six main reading subskills skimming, scanning, inferring, predicting, deducing meaning from context, and intensive reading. The paired sample t-test statistics was implemented in this study to analyze quantitative data. Furthermore, Cronbach's alpha validation for the Web 3.0 diagnosis was considered to analyze qualitative data. Besides, the information from the Web 3.0 evaluation survey was categorized into a Likert scale. Secondly, online educational activities were applied to the subject's class by the primary collaboration of the "EASLE" educational platform to assess the mentioned reading subskills. For that reason, this research aimed to analyze the relationship between the "EASLE" educational platform and the development of reading subskills. Moreover, the participants of the study were 37 students of the second semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. Finally, the student’s average performance by using the "EASLE" improved from 13.84 to 26.76 points. Discerning the results, it can be concluded that the online activities of the "EASLE" educational platform improve reading skills, as was proved in the analysis of the students’ scores.

Key words: EASLE Educational Platform, Reading skills, Web 3.0.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TEMA: “EASLE EDUCATIONAL PLATFORM AND READING SKILLS”

AUTOR: Santiago David Velasteguí Viteri

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

RESUMEN

La presente investigación pretende abarcar un estudio realizado con el siguiente tema: “Plataforma educativa EASLE y habilidades lectoras” que investiga las relaciones entre ambas variables y cómo los estudiantes mejoran sus habilidades lectoras. En primer lugar, esta investigación se coordinó mediante el uso de un enfoque mixto mediante la realización de una prueba previa y una prueba posterior que se tomó de la sección PET Reading de Cambridge, que evalúa las seis subhabilidades principales de lectura, considerando leer por encima, escanear, inferir, predecir, deducir significado del contexto y la lectura intensiva. La estadística de la prueba t de muestras pareadas se utilizó para analizar los datos cuantitativos. Además, se utilizó la validación alfa de Cronbach para datos cualitativos de la encuesta de diagnóstico Web 3.0. Además, la información de la encuesta de evaluación de la Web 3.0 se categorizó en una escala Likert. En segundo lugar, para evaluar las subhabilidades lectoras mencionadas, se aplicaron actividades educativas en línea en clase mediante la colaboración principal de la plataforma educativa EASLE. Por ello, esta investigación tuvo como objetivo analizar la relación entre la plataforma educativa "EASLE" y el desarrollo de las subhabilidades lectoras. Además, los participantes del estudio fueron 37 estudiantes del segundo semestre de la "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Finalmente, el desempeño del estudiante mediante el uso de la plataforma educativa "EASLE" mejoró de 13.84 a 26.76 puntos. Discerniendo los resultados, se puede concluir que las actividades en línea de la plataforma educativa "EASLE" mejora las habilidades lectoras, como se demostró en el análisis de los puntajes de los estudiantes.

Palabras clave: Plataforma Educativa EASLE, Habilidades Lectoras, Web 3.0.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Interested in the achievement of the research objectives, the researcher has tried to investigate monographs, projects, and research thesis of pre and postgraduate, whose contents save thematic similitude with the initiative in the development. It is essential to emphasize that the documents previously mentioned contain fundamental information related to the current investigation.

Firstly, Albashtawi and Bataineh (2020) in their research entitled “The effectiveness of Google Classroom as an innovative teaching and learning online platform.” in EFL Students. Indeed, this research was developed in Irbid, Jordan considering that its aim was to inquire about students’ attitudes when using Google Classroom in English classrooms as an innovative instrument online. The methodology applied in this study involved twenty-six EFL Syrian diploma students who participated without any antagonism, the participants sat in one intact group. After the selection of the population, the researchers employed a quasi-experimental design and one group pretest-posttest design based on the quantitative data. Lastly, the data information was collected through writing and reading standardized tests and a structured questionnaire. According to the results of the mentioned research, the use of Google Classroom as an educational platform improved the reading and writing performances of EFL students. Furthermore, students felt optimistic attitudes by implementing the Google Classroom platforms because of their availability, practicality, and accessibility. Based on Albashtawi and Bataineh’s research, it can be concluded that innovative online platforms encourage students to perform reading activities with confidence and motivation.

Similarly, Paredes et al. (2020) in their article titled "Higher education and research in Latin America: transition to the use of digital technologies by Covid-19" aimed to analyze the use of digital technologies in higher education and research in Latin America. The methodology applied in this study was a computerized study on the web content of 25 universities, selected considering the QS Latin America Ranking index and five Latin American countries which are the exponents of the mayor contagious crisis during the pandemic. After the consideration of the content that was profoundly

investigated, the authors employed quantitative computer technology to analyze the information related to the number of contagions and the implementation of digital devices. The results argue that the information on academic programs is accessible through digital environments and technologies. Nevertheless, it exists a constant lower projection and implementation of the science-technology-humanities trilogy, in Latin America. The article concludes that the purview of technologies to surpass student dropout spreads weakly as well as the implementation of technology platforms to reciprocate the requirements of an educational environment such as accessibility, visibility related by COVID-19.

Furthermore, in this way, Borja (2019) in his investigation “Duolingo language-learning platform and the English vocabulary acquisition in students of the third year of bachillerato at Unidad Educativa Primero de Abril” aimed to analyze how Duolingo learning platform improves English vocabulary acquisition through a qualitative and quantitative approach as well as a descriptive and correlation-based methodology. A total of 120 students from three different courses of the third year of bachillerato cooperated in this researching process. Furthermore, the researchers applied a pre-test and post-test to do a detailed comparison between findings. The pre-test results demonstrated that students had little knowledge of English language competencies so the authors implemented the experiment to facilitate the process in the development of English skills, especially vocabulary acquisition. Finally, the results showed that students enhanced and reach intermediate levels of English after using the application putting in evidence the effectiveness results by applying technology devices in the classroom to acquire linguistic competencies.

On the other hand, Chen (2020) in his research "The use of UMU interactive platform in Chinese language reading skills" aimed to probe the learning attitude of grade 10, Thai students after using UMU interactive platform in learning the Chinese language. The researcher applied a mixed-methods approach. The quantitative data were analyzed and organized by the authors by the application of a pre-test and post-test. On the other hand, the qualitative data collection was mainly focused on classroom observations and semi-structured interviews to comprehend students' attitudes when using UMU interactive platform. The result of the pre-test was 2.83 whilst the post-test after using the platform was 10.75. This result showed significant positiveness that the use of the UMU platform was effective to enhanced Grade 10 Thai student's

Chinese language reading. Indeed, the author Moreover, the semi-structured interview showed that students were comfortable when working with online interactive activities because the education process felt more reliable and significant. Finally, it was concluded that a comparative study would be the best option to understand teacher's attitudes when applying e-learning in class.

Lastly, Castillejos (2020) in his research investigation entitled "Anxiety towards reading in English as a language foreign at the graduate level" intended to inquire about triggers for anxiety about reading text passages in English, for educational purposes, in graduate students from a university specializing in agronomy. The methodology applied during this research was a non-experimental method because all the data collection was taken at a specific moment. Thereby, transactional or cross-sectional research was chosen to collect information through questionnaires and email interviews. The population of this research was about 54 students belonging to different postgraduate programs at the Universidad Autónoma Chapingo (México) with a range of 29-72 years old. The instrument (questionnaire) contained 20 questions whose responses were located on a Likert scale with five degrees of conformity. The results reflected a substantial trend towards language difficulties as the main cause of anxiety owing that students did not comprehend texts to perform language activities in the classroom or at home, especially the ones who were written in English with a high degree of formality.

Finally, Calero and Calle (2018) in their research "Formal web-based course meeting English educational needs to enhance the reading skill." developed in Cuenca, Ecuador, aimed to establish how a formal web-based course enhances students' reading comprehension skills. The methodology applied in this study implicated qualitative surveys that were used to identify learners' perceptions of reading and e-learning. Besides, quantitative pre and post-tests were administered to determine the level of knowledge before and after immersion in the eLearning course. Most importantly, the main findings showed that using a formal web-based platform enhanced the reading skills of the students who took the course on a significant average. It can be concluded that is imperative to extend and promote the use of e-learning at Universidad de Cuenca by sharing the beneficial aspects of e-learning confirmed in their study.

1.2 Theoretical framework

Independent variable: EASLE educational platform

1.2.1 Web 3.0

According to Horban (2021), from a static 2.0 website page to a 3.0 website page (web 3.0), originally recognized by Tim Berner's Lee as a semantic website, a new generation of technical concepts has emerged (semantic web). Thereby, Euzenat and Rousset (2020) state that semantic web makes visually more attractive content, effectively interpreting it. Furthermore, it includes artificial intelligence techniques such as smart interfaces and intelligent searching processes that include a huge space of data. What is more important, the software technology web 3.0 enables the user of the internet to find and more personalized, precise, and intelligent applications to perform activities without surfing into traditional websites.

Moreover, Mersch and Muirhead (2019) affirm that web 3.0 is an unforgettable step forward in the creation of open, trustless, and permissionless networks. Web 3.0 is also characterized by being an open-source software in collaboration with the community of web creators that offers a different vision of the world using core technologies like HTTP/1.1 (clear-text request, which is later updated/upgraded to a newer version), SWRL (semantic web rule language), open APL (interface features) among others. Besides, web 3.0 networks do not require a "trusted third party participant" because it works itself giving the opportunity to users to interact publicly or privately without any authorization or permission from a governing body.

Finally, Aparicio et al. (2020) argue that web 3.0 was created based on the necessity to help users to find the information they specifically need. In addition, it aims to regularize the information that is programmed and safe, therefore searches and the content can be carried out with a language close to a natural. Nowadays, web 3.0 has positive evaluations for educational purposes due to the implementation of web tools related directly to academic demands that have been involved in different proposals in learning as well as teaching evolution for a long time. In like manner, Aljawarneh (2019) supports this idea arguing that the incorporation of web tools in educational processes from country to country can promote social learning easily between learners.

1.2.2 Web 3.0 tools

Marakby (2020) defines operationally the term web 3.0 tools as electronic tools in which participants can be involved in digital collaborative environments. Besides, participants are allowed to access and share information at anytime, anyplace. Additionally, web 3.0 tools have significant features such as multiple browser applications, graphics support, intelligent technologies, and other media formats that show interactive, effective, and dynamic content. Additionally, Gillis (2019) affirms that web 3.0 tools provide relevant and specific content through data for each user, which means that tools are suitable to placate participants needs in a period of time.

Similarly, Zhang and Greetman (2019) argue that web 3.0 tools include several semantically features to structure data users can trace on the internet. The mentioned data is metonym and commonly used by different programs on the web. Therefore, web 3.0 tools use display technology, animations, communicative and intuitive interfaces to transfer valuable information to users. Moreover, Firat (2021) claims that web 3.0 tools change human interaction because the usage of semantic metadata reflects another standard of connectivity to access all the available information connected asynchronously in multiple applications and electronic tools on the web.

Eventually, Horban (2021) states that web 3.0 tools are constantly being improved since users share available content through intelligent media, social networks, and contextual metadata. On the other hand, according to Ordu (2021) web 3.0 electronic tools used in education may vary between semantic blogs, network platforms, software programs, digital libraries, intelligent search, cloud computing (slides, sheets, drive data, etc.), and virtual educational platforms. All these tools share big and related data enabling users to access unlimited information.

Finally, Marques and Damborsky (2021) declare that most of the web 3.0 computational tools are programmed as web-based platforms because in this technological environment users play an active role in the formation and acquisition of knowledge. Thereby, Firat (2021) mainstays this argument declaring that smart platforms environments influence learners in education to make decisions and set academic goals about their learning processes. Thus, educational platforms are substantial when referring to web 3.0 tools due to the connectivity access, the transference of information, and data involved in individual or social constructivism.

1.2.3 Educational platforms

Firstly, Nurymov and Umirzakova (2021) define educational platforms as digital tools or technologies that offer arranged opportunities based on activities, information, and dynamic features in which learners potent their abilities through innovative and striking learning environments. Additionally, educational platforms enable students to share information instantaneously generating autonomous training during academic assessments. Equally important, Pereira et al. (2019) argue that education platforms involve relevant information to create a state of interest and motivation among learners in a learning context.

Secondly, Spatiotis et al. (2020) mention that educational platforms are considered open-source of information. This digital information can be serviceable for teachers as well as students because learning activities or approaches involved in the systematic web processes increase, and stimulate learner's learning progress by monitoring the development of academic procurements through technological mechanisms that often provide automatic feedback related to lessons and content. Thus, educational platforms transfer data and information quickly without any digital barrier.

Thirdly, Kim et al. (2020) affirm that most of the educational platforms available in web 3.0 are defined as digital supplemental resources that provide students perseverance in learning environments since creativity and innovation are the two keywords in the creation of web-based understanding. Besides, Vishal (2019) considers that the integration of interactive elements in educational platforms plays an important role when creating, publishing, revising, and editing data content. Therefore, online interactivities such as bookmark pages, icons, navigate systems, search for information, highlighting texts make platforms more personalized and efficient.

Finally, Fulton (2019) suggests that innovative educational platforms should be created in order to store, share, and access information on any digital device. Especially, in education, Dickinson (2020) considers that technology over the years becomes more predominant, so the purpose of educational platforms is to share digital information based on students' interests as well as the implementation of immediate and spontaneous assessments based on collaborative and autonomous learning.

1.2.4 EASLE educational platform

The "EASLE" educational platform, which stands for educational access service to learn English is a technological proposal that is involved directly in virtual learning environments. A long time ago, it was discerned by the author of the present research that students deal with academic problems when understanding language, especially when facing reading content. Therefore, this web 3.0 software was created to help students to improve their reading skills. Additionally, this educational tool provides unlimited opportunities for teachers to add, create and publish content as well as activities based on students' levels according to the common European framework of reference. Thus, the use of metadata aside from interactive interfaces makes e-learning more efficacious and precise in the construction of language knowledge.

The implementation of Hypertext Preprocessor (PHP) to the EASLE educational programming features is one of the most beneficial characteristics when referring to web 3.0 tools because the functionality does not depend on web browsers. Thereby, applications, tools, and interfaces become further available to users to apprehend information making the platform more dynamic than Moodle. Moreover, Roznovsky (2021) affirms that the PHP language is the most popular and suitable programming tool for educational purposes because it is open-source software that provides developers a wide range of functions to add extra interconnection tools making functionality and flexibility easier and faster, unlike other educational platforms. As a result, countless ways to present the information are available on this platform.

Furthermore, the EASLE educational platform integrates the "MariaDB" storage in the process of programming, which for Vaughan (2019) is one of the most important database that exists in the market because it manipulates large amounts of information. Inasmuch as the EASLE educational platform registers massive data of users, teachers, reading contents, students, activities, courses, administrators, among others the decision to use MariaDB was the most appropriate to manage information properly. For instance, according to Roznovsky (2021), the implementation of the MariaDB storage is used by different platforms like Facebook and the EASLE educational platform. Owing to the fact that both edifice original database in a complex programming environment because each participant involved in the process, performs and has different roles and functions when accessing websites.

In addition, the EASLE educational platform blends MariaDB with the use of HeidiSQL. Indeed, the mentioned platform login process is compatible with HeidiSQL because it stores user metadata. Thus, participants can upload information with no barriers. According to López (2019), the HeidiSQL software also makes it easy to browse, read, design, view, construct, and edit databases. In fact, HeidiSQL allows you to rebuild data in case storage needs functions modifications. Besides, Kyriakakis et al. (2019) affirm that it exports structures, as well as edits procedures, and operating interconnection tables. As a result of these software combinations, one of the functionalities of the EASLE educational platform is possible because it divides the information into intuitional categories or programmatically grids, for better and interactive web navigation.

Apart from that, the CSS Bootstrap framework front-end was used by the developers of the EASLE educational platform to create interactivity between web participants. Mousinho (2020) argues that CSS Bootstrap includes different components such as modal windows, display menus, interactive loops, display buttons, and forms which allows webmasters to design platforms and websites to adapt them to the contemporary demands of web 3.0 users. What is more, Fontela (2020) establishes that the framework software allows web developers to improve interfaces by changing the color of buttons, pages, scroll progress bars, tools, and supplementary links to facilitate web interaction. This CSS Bootstrap framework links directly to the implementation of language competency assessment procedures in the EASLE educational platform, in which students have the opportunity to complete tasks to reinforce information optimally.

Lastly, related to the programming language used and applied to the EASLE educational platform, web designers worked with jQuery technology. According to Gillis (2020) jQuery technology facilitates and simplifies the creation of web navigation. Besides, web elements depend on the interaction of HTML (Hypertext Markup Language), which is the basis of each web 3.0 tool with the manipulation of the software previously mentioned. For this reason, jQuery is fundamental when creating educational platforms because users can manipulate specific web properties such as images, grids, hyperlinks, databases, among others. The implementation of jQuery provides prototype samples to the final version of the EASLE educational platforms. In fact, the website content is programmed in plugin support animation effects that allow users to observe reading content and activities in an original way.

The combination of all these web 3.0 tools and programming functions provides unlimited ways to create a unique platform such as the EASLE educational platform. It is important to mention that the purpose of the implementation of updated technologies is based on learned demand. Nowadays, the technological tendency opens innumerable ways to transfer and present information. This ostentatious web proposal is focused to cover educational problems when understanding texts, no matter the level. For this reason, the platform contains 140 predetermined texts divided into different English levels. Therefore, the accessibility to them is restrained by just the motivation of students to keep practicing reading subskills. It is not about the expansion of lectures, reading passages, or even fictional stories, it is about the message learners obtained by reading texts according to their level.

Besides, teachers can have free access to add extra supplementary material to maintain students motivated by using updated tools. Thankfully, the decision to implement avant-garde new software allows teachers to create, modify and implement different courses, activities, and reading passages. According to Cacciavillani (2020) there is a noteworthy limitation when planning activities due to paid platform services on the web. Most of them, require an exorbitant amount of money to do all the functionalities the EASLE educational platform provides totally free. Moreover, Fang (2021) concludes that educational platforms that include a paid service such as Moodle or MyEnglishLab affect negatively the learning community and environment considering that numerous students around the world do not have enough money to pay for the education needed in a period of time.

Finally, Kanniainen (2021) affirms that assessing reading tasks requires specific moderation because students' online performance is often hampered by attention and executive function issues. For this reason, it is important to implement visible answers to guide them in the construction of language knowledge. Therefore, assessment activities based on multiple-choice questions unfold several opportunities to verify that reading skills are being improved. In fact, according to Aubart (2021) those types of questions are common in the evaluation process and they are the best alternative to reinforce information due to the extreme concentration that learners put into practice when reading and answering them. These types of questions are totally free available if students belong to a specific course in the EASLE educational platform so teachers can create them to improve their reading skills competently.

Dependent variable: Reading skills

1.2.5 English language

First of all, Jenkins (2009) argues that English is considered as a lingua franca because is a way of attributing to communication using the English language as a connection between speakers who have different first languages. People, in this case, do not share the same culture, language inference neither native tongue. Therefore, English is an additional language to transmit knowledge, linguistic content, express opinions or ideas, attitudes, and feelings. Indeed, code-mixing and language switching in English as a lingua franca are considered bilingual resources in specific communication contexts related to ground and local variation.

Although, Crystal (2021) affirms that language is defined as a systematic conventional acquisition process that can be spoken, manual (signed), or written symbols employing which human beings play a fundamental member role into different social groups to express or communicate information, cultural facts, expression of identity which are linking directly with emotional releases. As a matter of fact, this definition can be presented in daily classes since students have the requirement to express themselves by considering topics that are based on culture and imaginative expression.

On the other hand, Bloomfield (1914) noted that language can only be presented in the construction of speech through the use of different utterances produced in particular communities to transmit knowledge. The author stressed form, not meaning, as the basis of any language. Similarly, Wardhaugh (2006) supports this definition arguing that language is an arbitrary system of vocal sounds only used for human communication purposes leaving aside written structures and forms.

Nevertheless, Chomsky (2000) explains language as a set of sentences finite or infinite. According to the author, this is the acquired competence of native speakers to understand and form grammatical sentences. Genuinely, this definition of language contemplates that sentences are the basis of a language construction that might be limited as well as unlimited words referring to grammatical structures. However, it contains limited components or lexical features. Based on this, the author of this research considers this definition as the most relevant one to deeper understanding.

1.2.6 English language skills

Husain (2015) defines language skills as the ability to perform something well after an acquiring process based on the intellectual exercises (cognition) and how to use it properly as a common process (action). The author claims that establish a definition related to language skills is a complex process because of the intention to communicate and receive information in different ways such as by speaking, listening, reading, and writing. Correspondingly, Manaj (2015) considers the four skills previously mentioned as fundamental learning bases that teachers should consider before creating necessary conditions for students to learn successfully. It is undebatable that they might be seen as separate building blocks. However, they are inseparable because each one depends on the other, and the results are the effectiveness in the achievement of students learning goals.

Markedly, according to Lewis (2021) reading, listening, writing, and speaking are the four foundational language skills. The author claims that the key factor in the development of the mentioned skills is the complementation they have with each other. Consequently, the author recommends that each skill needs the necessary attention to obtain positive results when learning or acquiring a new language. Additionally, Brown (2000) established that it is much convenient to evade treating skills as a traditionalist process. Instead of separating segments by each skill, the author claimed that the more interrelated skills are presented in classes the more significant language meaning students will receive. Thus, classes that integrate this new paradigm change the whole conventional curriculum in EFL classrooms.

Finally, P'Rayan (2020) comes to the conclusion that the four major language skills previously mentioned, reading and listening are nominated as receptive (but not passive) skills. On the other hand, writing and speaking are known as productive (active) skills. Besides, the author provides several reasons for considering the four skills as active skills because they should have equal importance since students depend on the improvement of each one to master a language. Most prominently, Brown (2000) contemplates that reading is the primordial skill and first contact of interactive language learning. It is extremely important to emphasize the interrelationship of all the skills remains constant in reading lessons because they establish the most nearby and realistic learning connection that affects the development and abilities of students.

1.2.7 Productive skills

According to Valverde (2020) productive skills are present in language development, especially in the communication process. This “encoding” process involves students' control and knowledge about a specific topic including grammar and vocabulary features. especially in the communication process. Apart from that, productive skills such as writing and speaking are completely different from receptive ones. However, teachers can still apply basic organization skills, (Harmer, 2007). Certainly, its effectiveness depends on how students produce language in detail.

Further, Harmer (2007) mentions that the key factor when improving productive skills in students depended on a specific key factor which is called the “lead-in” stage. Students before performing need to be totally submerged in the topic. In this way, conversations or written productions need extra motivation to be applied in EFL classrooms. Moreover, the author claims that the positive results in the development of productive skills will be based on this basic methodological procedure.

1.2.8 Receptive skills

According to Sheth (2015) receptivity is the most common human trait because children start receiving information through their senses. This direct participation is called “decoding” impressions. Consequently, the understanding process will be improved through the different situations the human being will be involved. Hammer (2007) sustains that the job of receptive skills is to incite learners to contact language directly. This natural process occurs when learners are being part of authentic listening and reading content or material.

Finally, Pachina (2019) argues that although reading is called receptive or passive ability, it is equally important in the development of language skills of EFL students. The process involves students repeatedly reflecting and interpreting English content by themselves so it would be an inefficient learning practice if at least one activity does not be part of English classes. Receptive skills aim to connect relevant chains in the understanding of a language. Many authors agree that receptive skills have the same standing when students consider starting to learn a new language.

1.2.9 Reading skill

Spratt et al. (2011) mention that reading is one of the four skills and it is categorized as a receptive skill that involves responding to a text rather than producing it. On the other hand, according to Tadesse (2017) reading skill refers to the ability to understand written text. Therefore, text types may differ from others considering various registers, styles, and linguistic formalities. Brown (2000) considers that written language is presented in written texts such as non-fiction texts, fiction texts, letters, messages, announcements, among others. It is desirable to develop this skill at an early age in the schooling process. Indeed, students comprehend or understand written text, and combine their understanding with prior knowledge, they put in practice the following process in which they are responsible for their own learning:

1. Distinguish simple certainties presented in written text.
2. Make verdicts about the written text's content.
3. Compare the text to other written passages and situations.

The construction of reading subskills is indispensable to learner's educational development. In fact, a complete volume of studies has confirmed a connection between competency in reading and overall accomplishment in school activities (literacy attainment and other outcomes). According to Kirsch (2018) declares that "reading understanding is more mattering for learner's educational than their family's socioeconomic status" (p. 107). Based on this short argumentation, parents can help students to provide the necessary reading subskills to succeed in later life.

Finally, Sandhu (2018) defines reading as a cognitive process that involves decoding symbols to succeed meaning. Thereby, the reading skill is an active process of constructing meanings of words. Besides, reading with a purpose helps the reader to direct information towards a goal and focuses their attention on details or specific information. Considering that, the purposes for reading may vary, the primary objective of reading is to understand the text. Blakeley (2017) argues that reading is a perceptive process, which involves symbols and letters. During this processing of information, the reader uses strategies to understand what they are reading, each strategy is an equal component that guides students to perform and improve reading skills effectively.

1.2.10 Reading strategies

According to The University of Melbourne (2010) there are eight primordial reading strategies that teachers should consider to improve reading subskills, and those are:

1. Purposeful reading

Purposeful reading encourages learners to read texts faster and selectively. It can also help learners' concentration and the ability to remember easily. Furthermore, as future teachers, it is quite difficult to wait that students determine what information will be useful in a particular text if they do not know how they are going to use the information, (Tovani, 2005). Purposeful reading not only provides a way to categorize information depending on students' necessities and abilities but also gives the opportunity for learners to comprehend short or longer texts with an objective that will be helpful during their academic process.

2. Surface reading

Sometimes learners need to read information by skimming a text but still, need to read swiftly. This may require the ability to conduct "surface reading". According to Marcus (2009) "surface reading" is also called "symptomatic reading" and this strategy is defined as the unconscious way of interpreting written texts. The interpretive strategy will not consider the understanding of the complexity of literacy surfaces. Certainly, the use of this strategy is based to seek the best way to unmask the hidden meaning from a particular text by just reading some keywords presented explicitly in texts that will be taken as paths to the cognitive learning process.

3. Text phrasing

Southard (2021) defines this text phrasing, as the ability to group words while reading. This pattern enhances readiness, comprehension, and it is applied in reading-aloud activities. In this strategy, learners need to read grouping all words, making pauses to understand better the text. Indeed, the pauses between the jerks are known as fixations. It is during the fixations that eyes understand words rapidly. Moreover, students not only will group words to practice understanding but also to punctuating the content of the written text. Therefore, this strategy is one of the best steps to practice simply as well as advanced reading texts.

4. Analytical reading

Mortimer and Van Doren (1972) argued that analytical reading is the organized and complete process to make sense of belonging to a book. In other words, reading passages, books, or texts analytically is "chewing" and "digesting" information in a specific moment. Furthermore, analytical reading (or study reading) is needed when learners want to make sure that they fully grasp and appreciate what they are reading. When applying this strategy learners grasp the author's attitudes by reading the most important sentences. Indeed, they may have to read statements more than once, stop to think about them or jot down key words when using this style.

5. Text marking

Marking the text is defined as an effective reading strategy that conducts students to discern specific information. The relevant information will increase the reading purpose in daily classes, (AVID Critical Reading, 2018). Besides, if the text learners are reading, they can also underline keywords, highlight with a marker, or make notes in margins, or if they don't own the text, learners could use little 'post-it' labels. This process of marking texts can help learners to concentrate, and keep reading. Further, it can help them to identify key points and make the book easier to survey later when they need to use it again for their assignment or to revise for an exam.

6. Note-taking

Note-taking can help learners to gain deeper understanding and reflection, a better ability to remember, and good exam preparation materials for later. In addition, the University of Reading (2019) sustains that note-taking is a learning process that students can perform by themselves. The application of this strategy while reading increases students' attention and it is good for building own understanding related to a topic. The author divides the note-taking strategy into passive and active processes. Passive note-taking is based on underline the main points of the written text to have a clear idea of it. On the other hand, active note-taking is defined as the appropriation of concepts after reading a text.

7. Summarizing

The summarizing strategy with the unswerving influence students have in reading

practices. Also, the summarizing strategy supports students to have a better and successful command of a variety of practices when reading passages. In conclusion, summarizing reading allows students to become more autonomous (Khoshsima, 2014). Therefore, understanding will depend on what they have summarized but in many cases the results are effective due to the acquisition of the general idea of written texts. Finally, the summarizing strategy promotes teachers to identify student's weaknesses and abilities when reading, so they can find the best method to keep improving their academic process.

8. Paired reading

Learners need to consider getting a “study buddy” or study group. However, they need to be careful to keep the focus on what they need to do and learners may find that by sharing notes, explaining, asking, and quizzing each other, they can increase their ability to understand, reflect upon and remember key points in texts. Consequently, Fuchs (2000) supports this definition by arguing that pair reading strategies encourages students to keep reading for pleasure, so they will try to read texts that are just a little bit above their typical reading level. Therefore, students can improve their reading sub skills with confidence and extra motivation because they will be able to read complex texts. Teachers when applying this strategy need to monitor student’s progress.

1.2.11 The reading subskills

According to Spratt et al. (2011) reading subskills involved making sense of written texts. The appropriate way to understand language is to connect the message of the text to our knowledge of the world. Thus, words, grammatical links, syntax, and lexicon are involved to understand sentences properly. The authors also claimed that a text is usually longer than just a word but contains several sentences.

Therefore, it is concluded that reading subskills involve understanding each sentence in a reading passage and the straight connection between our knowledge and language. Likewise, Lumley (1993) says that the reading ability can be divided into various subskills. The correlation of each skill represents an outstanding role in the development of reading abilities. Realistically, many international tests consider the following subskills as fundamental evaluating components.

1. Skimming

The skimming subskill is defined as the development of getting the main idea of the reading text. Moreover, the selection of the principal idea will guide students to answer general questions related to attitudes, points of view, and arguments (Maxwell, 1972). In the same field, Brown (2000) considers skimming as the most valuable reading skill because it gives the advantage of predicting the purpose of the reading passage as well as the main topic or message. Lastly, Harmer (1998) not surprisingly conceives a connection between the skimming subskill and the “surfacing reading strategy” since learners often cast their eyes on text superficial information.

2. Scanning

Harmer (1998) describes scanning as the process of reading specific information. He mentioned that this skill means that learners do not necessarily need to read every word in the passage or text. In most cases, students perform this subskill silently to avoid interruptions because they need extra concentration. Therefore, students look for particular information for a specific purpose. Additionally, Spratt et al. (2011) follow this definition by arguing that students apply this subskill when they are reading only "refreshing material", which means that they need to check twice if it is the same. For instance, personal information, phone numbers, email addresses, and relevant content.

3. Inferring

According to, Spratt et al. (2011) “the inferring subskill is usually used to get the meaning from a passage” (p. 31). The development of this subskill occurs when learners need to assume the writer’s opinion on a topic. The assuming process is done by the continuous understanding of words, register, grammar, style, and degree of formality. In fact, the inference process not only gives a panorama of the writer’s information but also provides the access to the deepest levels of comprehension. Besides, many clues can be presented in the reading passage and it is well-known that students consider this subskill as extremely useful in evaluation processes to reinforce information.

4. Predicting

Clues like photos, images, diagrams, charts, among other visual supports take an

essential role when predicting. According to Bolaños (2011), the predicting reading subskill is presented commonly in introductory activities because learners need to anticipate and associate information in the text. Moreover, the author argues that students who use clues as a prediction process need to implement eye fixation movements to control concentration and attention. Equally, Spratt et al. (2011) involve predicting in main activities because learners when reading a text, continue predicting, but at the same time, expecting new information getting general contents of the text.

5. Deducing meaning from context

Lastly, Spratt et al. (2011) state that this subskill involves reading words around an unknown word, Learners need to think about the situation the unidentified word is used to deduce its meaning. Further, learners must understand the linguistic context, which means the language environment that unknown words are situated and implicated in the reading text. The context will guide students in the construction of the word that is probably unfamiliar to them. Mastering this subskill will help learners to understand words in different situational context without checking references sources like dictionaries for linguistic approval.

6. Intensive Reading – Reading for detail

Finally, Spratt et al. (2011) position this subskill as the third more relevant after skimming and scanning because students get the meaning out of every word presented in the reading passage. Undoubtedly, completion tasks involve students linking words from their repertoire between sentences, for this reason, is important that students under well-organized instructions will be capable to understand texts by reading in detail. Most importantly, Harmer (2007) compromises teachers to have “meaning consensus” practices with learners to help students to acquire enough vocabulary to perform completion tasks efficiently.

The author of the current research focused on these particular subskills because the PET Cambridge standardized test evaluates students based on their capacities to solve reading multiple-choice, as well as gap-filling, questions associated directly with the mentioned reading subskills.

1.3 Objectives

1.3.1 General objective

To analyze the relationship between the "EASLE" educational platform and the development of reading subskills in students of the second semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" program.

1.3.2 Specific objectives

- To diagnose the use of web 3.0 technological tools that students and teachers commonly used in the English language process.
- To evaluate the level of student's reading subskills through a pre-test and post-test in students of the second semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" program.
- Design the "EASLE" educational platform considering the appropriate reading content that helps students improve reading subskills.

CHAPTER II

METHODOLOGY

2.1 Resources

- ❖ Web 3.0 diagnosis survey
- ❖ Web 3.0 evaluation survey
- ❖ Cambridge English B1 Preliminary (PET standardized test)
- ❖ “EASLE” web style manual - Architecture information
- ❖ “EASLE” educational platform:
- ❖ Universidad Técnica de Ambato
- ❖ PINE second semester students
- ❖ Computer
- ❖ Headphones
- ❖ Internet
- ❖ Zoom
- ❖ Google Forms
- ❖ Microsoft Forms
- ❖ Smartphones
- ❖ Lesson plans
- ❖ Canva presentations
- ❖ Online information
- ❖ Online exercises
- ❖ EASLE reading activities
- ❖ UTA resources
- ❖ Scientific articles
- ❖ Books
- ❖ Reports

2.2 Basic methods of research

2.2.1 Approach

This research was experimental was carried out using a quasi-experimental design. Thomas (2020) argues that the main purpose of this design is to establish a cause-and-effect relationship between an independent variable and a dependent variable. Based on this, the population that cooperated directly for this research was not selected randomly. Consequently, the hypothesis established needed to analyze the effect or the influence of using the EASLE educational platform to improve reading skills by applying a pre-test and post-test.

Moreover, the mixed approach was adopted because it allowed the researcher to get data using mathematical strategies to know the relationship between variables proving the hypothesis statement correctly. Indeed, the author of the study analyzed information using Cronbach's alpha 0.8 validation for web 3.0 diagnosis survey for descriptive qualitative data. Besides, the information from the web 3.0 evaluation survey was categorized into a Likert scale. On the other hand, the paired sample t-test statistics using the software SPSS participated in this study in order to analyze quantitative data from the different standardized tests that the author took during the research process.

2.3 Research modality

2.3.1 Field research

The field research was applied to students the from second semester “A” at “Universidad Técnica de Ambato” which is located in Ambato – Ecuador, to identify the problem and determine its causes and effects effectively. The author implemented the EASLE educational platform to analyze whether there is a relationship with reading skills. In the same way, for a better perspective of reality which will be very useful for the comprehension and the interpretation of results without problems.

2.3.2 Bibliographic – documentary

According to Buntine (2016) bibliographic research is defined as any research requiring data to be gathered from published studies considering the author's research areas, the citation network, and the content of the article, among other things. Moreover, according to Prince George’s Community College (2020) citation is defined

as a list of works on a subject or by an author that was used or consulted to write a research paper, book, or article. It can also be referred to as a list of works cited, papers, and investigations from the UTA repository, which allowed the author to write and convey the current information to the academic community, which was supported in the development of the current research. Therefore, all the articles were cited in APA seventh edition style to add the references section at the end of the study.

2.3.3 Experimental research

The current research work was an experimental design applying the EASLE educational platform to improve reading skills. The web 3.0 experiment was created by the author of this work considering the different reading subskills that are involved in the reading parts of the standardized PET Cambridge exam. Besides, to control and measure data one group of participants needed to be named the "experimental group". Therefore, the participants were evaluated with a pre-test and a post-test reading skill to prove if the experiment had the envisaged results.

2.4 Level or type of research

2.4.1 Descriptive research

According to McCombes (2020) descriptive research is a way of study to know whom, where, when, how, and why the subject of the study. Moreover, descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. In this investigation, the author needed to know the behavior of the student, especially when using the EASLE educational platform and how this web 3.0 tool could contribute dynamically to their educational purposes.

2.4.2 Exploratory research

According to Yousaf (2021) explanatory research is carried to investigate detailed problems that were not completely researched before. Furthermore, this type of research demands priorities generating operational definitions and provides a better-researched model for future investigations. Moreover, this research focuses on explaining the aspects of different investigative studies in a convoluted manner. Finally, this type of research commences with a general idea in order to help the author to find the problem that was not studied before in-depth conducting the research to the new data and the new insight when the subject was studied.

2.5 Population and sample

The subjects involved were 37 students of the second semester “A” from the “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato with an A2 English level according to the Common European Framework of Reference for Languages (CEFR). Moreover, participants have an average age between 16 to 25 years old. The following table details the number of students who took part in this research.

Table 1

Population

Population	Experimental group	Total	Percentage
Male	7	7	19%
Female	30	30	81%
TOTAL	37	37	100%

Source: Student’s list

Author: Velasteguí (2021)

2.6 Techniques and instruments

To develop this research, the technique implemented was a standardized test and the instrument was a validated questionnaire. The reading section of the PET (Preliminary English Test) was simulated as part of the pre-test and post-test section of the current research. According to the Cambridge University (2021), this part of the test is designed so that students can read and comprehend the main points of authentic English signs, newspapers sections, and magazines texts. In fact, the section lasts around 45 minutes, and certainly, each part measures different reading subskills. Therefore, the standardized test involves skimming, inferring, scanning, deducing meaning from context, predicting, and Intensive reading subskills. Consequently, as the pre-test before applying the treatment, like the post-test after the treatment, the experimental group needed to complete it synchronously via Google forms.

The data collection for the current research was supplied by the results of the PET reading section questionnaire. During the pre-test and post-test, the author took the test online. In the first part of the section, students needed to read five signs, messages, or other short texts of real situations to get the main idea of the message. Then, subjects

answered 5 multiple-choice questions related to the reading content. The second part is quite similar to the first part. However, students were required to match five descriptions of people with eight short texts on a specific topic, demonstrating detailed understanding.

Furthermore, the author of the research continued to the next part of the questionnaire, in which the experimental group needed to read a longer text and answer 5 questions to show a deep understanding of the passage, specific information, conclusions, and general meaning, as well as the attitude and opinion of the writer. In addition, in the fourth part of the reading section, the subjects were asked to read a reading passage. However, five sentences were removed. The aim of this particular section during the pre and post-testing process was to demonstrate an understanding of how well sentences are structured sequentially.

Moreover, the fifth part of the questionnaire tended to ask subjects to read a shorter text, in comparison with the previous parts. Immediately, participants were demanded to answer 6 multiple-choice cloze questions by selecting the appropriate vocabulary elements to fill in the blanks of the text. The last part of the reading section was similar to the previous one. Nevertheless, students needed to be conscious about the linguistic context words were located. For this reason, the author required subjects to answer 6 gap-filling questions based on what they have practiced during classes supplemented by the treatment. It is important to mention that in the pre-test and post-test to measure the data, a mark was considered for each correct answer, concluding a total of 32 points per test.

Finally, another instrument used for the experiment process was a validated lesson plan structure written by Harmer (1998). The author chose this template because it contains all the necessary components for a structured lesson plan such as the topic, class profile, objectives, time, and materials. The author created 6 lesson plans following 80% of the Harmer (1998) lesson plan template in order to present, practice, and introduce the treatment including all the reading skills that were involved in the pre-test as well as the post-test. Most importantly, the web 3.0 diagnosis, as well as the web 3.0 evaluation survey technique, were conducted by the author. A dichotomic questionnaire was applied as a qualitative instrument to analyze subjects' attitudes when implementing electronic tools in educational contexts.

2.7 Hypothesis

Alternative hypothesis

The use of the "EASLE" educational platform influences the development of reading skills.

Null hypothesis

The use of the "EASLE" educational platform does not influence the development of reading skills.

2.8 Variable identification

EASLE educational platform (Independent)

Reading skills (Dependent)

CHAPTER III

RESULTS AND DISCUSSION

This chapter contains all the information that was carried out during the investigation process in students of the second semester from the "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. The chapter is divided into four main aspects.

First, the results, analysis, and discussion of the web 3.0 diagnosis survey was applied by the author of this research during an academic period of time. A total of 37 subjects participated in the survey by choosing the option in preference related to technological tools in educational contexts. Furthermore, the survey contained 24 questions in total, in which students could choose more than one option that involves information connected to web 3.0 tools in educational processes. Nevertheless, it was chosen only the most 3 important questions are associated with the theme of this research.

Secondly, in this chapter, the author intends to present the results of a web 3.0 evaluation survey, focused on the treatment of this research, which is the use of the EASLE educational platform in EFL classrooms to improve and develop reading subskills. In fact, the aim of the questionnaire was to determine whether users accept or reject a certain information technology based on the Theory of Reasoned Action assumptions. The questionnaire was structured into 15 Likert scale questions. However, it was selected only 2 questions that provide information for the evaluation of the acceptance of the web 3.0 devices implemented within a learning context.

Thirdly, the author explains the pre-test and post-test results in detail for the reading section of the PET standardized test. During this section, the author's purpose is to give a clear panorama of student's grades by averaging the final grade out of 10, and out of 32 in total considering Cambridge system evaluation. Besides, this chapter includes an itemized graphic demonstration of each table to guide the reader to understand the parameters in an efficient way by comprehending how the EASLE educational platform encouraged students to achieve academic reading goals.

Finally, the verification of the hypothesis is explained at the end of this chapter by using the SPSS software and the T-test statistic, in which there is a comparison of students' progress by implementing a web 3.0 experiment in educational environments.

3.1 Analysis and discussion of the results

3.1.1 Web 3.0 diagnosis

Web 3.0 diagnosis survey question number 6: Choose the types of 3.0 tools you use to learn.

Table 2

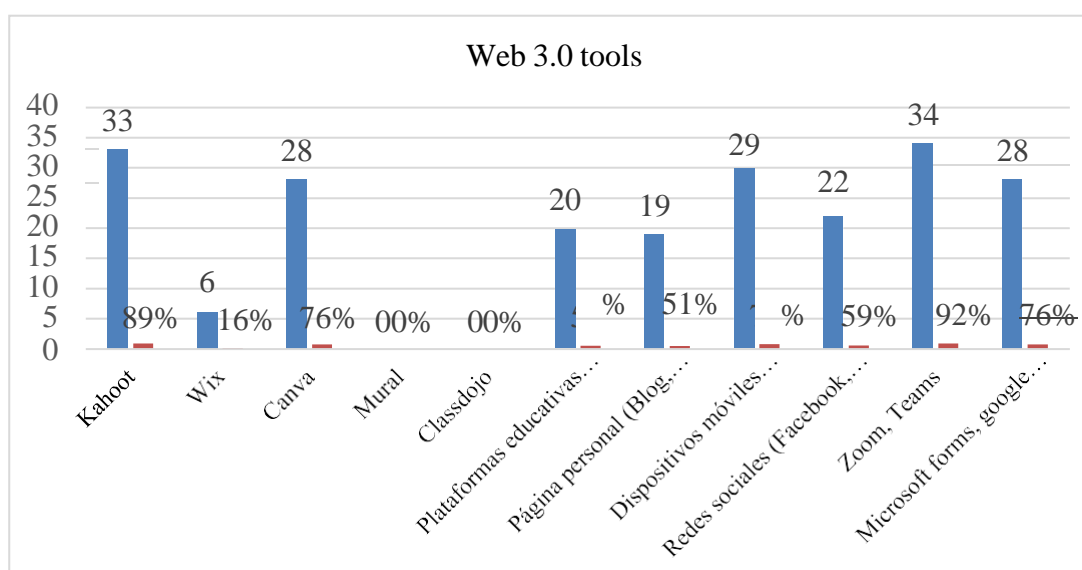
Web 3.0 tools

Options	Students	Percentage
Kahoot	33	89%
Wix	6	16%
Canva	28	76%
Mural	0	0%
Classdojo	0	0%
Plataformas educativas (Moodle, Easle)	20	54%
Página personal (Blog, correo electrónico)	19	51%
Dispositivos móviles (WhatsApp, Telegram, Viber, etc.)	29	78%
Redes sociales (Facebook, Instagram, TikTok)	22	59%
Zoom, Teams.	34	92%
Microsoft forms, Google forms	28	76%

Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Graph 1: Web 3.0 tools



Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Analysis and interpretation

The table above shows the results of the web 3.0 diagnosis in which the population had to choose the different web 3.0 tools they used to learn some specific information. It is important to mention that the table shows that the subjects had the opportunity to choose several options since each of them has a different functionality depending on its use. Therefore, table number 2 indicates that 34 students chose Zoom and Microsoft Teams as a fundamental tool in learning processes, which is equivalent to 92% of the total population. In addition, the Kahoot platform was the second most selected 3.0 technological tool by the population, with 33 students, representing 89%. Further, the third option most chosen by the population was Mobile Devices (WhatsApp, Telegram, Viber, etc.), considering 29 students, equivalent to 78%.

The results also show that platforms such as Canva, Microsoft forms, and Google forms in terms of preference share the fourth position because of the same number of students, which indicates that 28 students representing 76% use this type of web 3.0 tools to learn information. Besides, 22 students representing 59% chose social networks such as Facebook, Instagram, and Tiktok as a source of information in the learning process. Similarly, 20 students representing 54% of the population chose educational platforms such as Moodle and EASLE as web 3.0 tools they commonly use to learn. Finally, 19 students representing 51% selected personal pages such as Blogs and emails as web 3.0 tools to learn a certain content. Moreover, only 6 students representing 16% chose Wix as a fundamental tool when learning. Indeed, results also reflect that no student selected Mural and Classdojo as web 3.0 tools in their learning process.

The results showed that students prefer to use more interactive platforms such as Zoom or Canva to receive information. Based on the results above, most students realize that each web 3.0 tool provides different functions opportunities to learn and reinforce information since subjects choose more than one when learning features were involved. In fact, according to the results, subjects prefer to use educational platforms such as Easle or Google forms, in which essential information, questions, and comments can be adequately mentioned in countless ways according to their educational level. Therefore, it is argued that students rather use innovative, intuitive, and original platforms to acquire essential information in class or at home.

Web 3.0 diagnosis survey question number 7: Which of these 3.0 tools does your teacher use in the teaching process?

Table 3

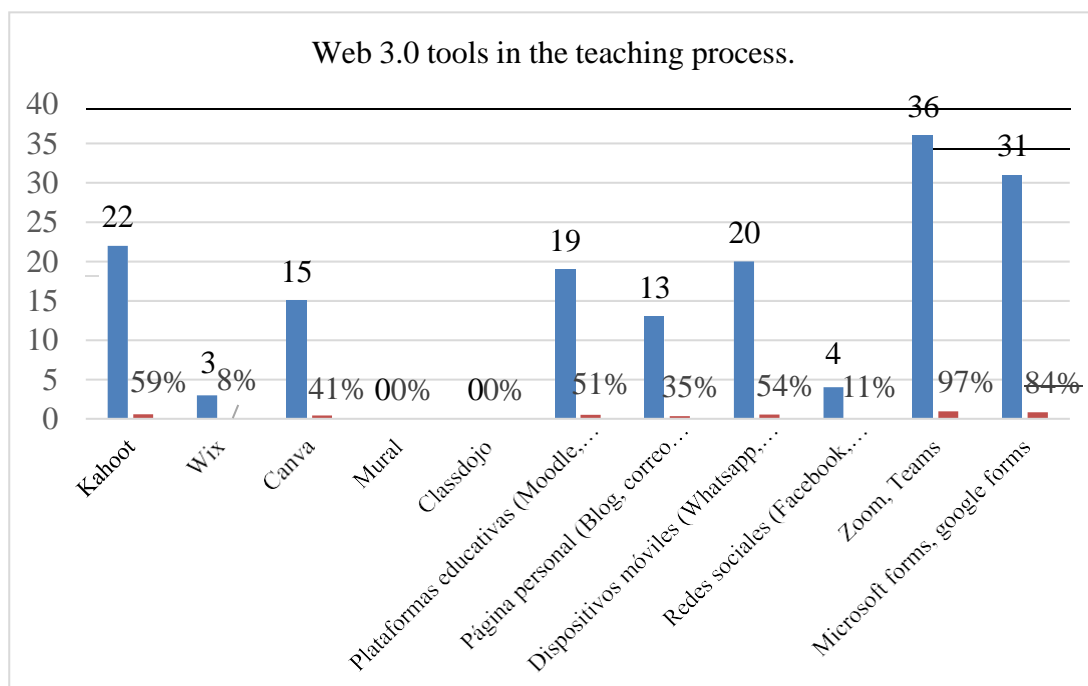
Web 3.0 tools in the teaching process

Options	Students	Percentage
Kahoot	22	59%
Wix	3	8%
Canva	15	41%
Mural	0	0%
Classdojo	0	0%
Plataformas educativas (Moodle, Easle)	19	51%
Página personal (Blog, correo electrónico)	13	35%
Dispositivos móviles (Whatsapp, Telegram, Viber, etc.)	20	54%
Redes sociales (Facebook, Instagram, TikTok)	4	11%
Zoom, Teams	36	97%
Microsoft forms, Google forms	31	84%

Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Graph 2: Web 3.0 tools in the teaching process



Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Analysis and interpretation

Table number 3 shows the results of the web 3.0 diagnosis in which the population had to answer the question stated at the top of the table. Nevertheless, the table presented is different from table number 2 because subjects were asked to choose the different web 3.0 tools their teacher used in the teaching process. Consequently, table number 3 indicates that 36 students chose Zoom and Microsoft Teams as a fundamental tool in learning processes, which is equivalent to 97% of the total population. In addition, Microsoft forms and Google forms were the second most selected web 3.0 technological tools by subjects, considering 31 students that represent 84%. Further, the third option most chosen by the population was Kahoot considering 22 students that is equivalent to 59%.

The results also demonstrate that 20 subjects selected mobile Devices (WhatsApp, Telegram, Viber, etc.) as an option related to the stated questions representing 54%. In addition, educational platforms such as Moodle and EASLE as web 3.0 tools were selected by 19 subjects representing 51% indicating that teachers used these technological tools in the teaching process. Table 3, as well as Graphic 2, show that 15 subjects chose Canva in the web 3.0 diagnosis survey denoting 41%. What is more, 13 students representing 35% selected personal pages such as Blogs and emails as web 3.0 tools the teacher used for academic purposes. Finally, 4 students representing 11% chose social networks such as Facebook, Instagram, and Tiktok as a source of information in the teaching process. Similarly, only 3 students signifying 8% of the population chose Wix as web 3.0 tools their teacher regularly uses in the teaching process.

Results showed that even teachers do not apply Mural or Classdojo as a material in the teaching process. Therefore, it can be interpreted that teachers, as well as students, prefer to work in Zoom or Teams platforms which give the advisability to participate and transmit information innovatively. Moreover, results reflect that teachers tend to use Microsoft forms or Google forms to reinforce the content they review in classes. Most of the students select this option considering that evaluation or assessments are generally transmitted using these webs 3.0 tools. Surprisingly, results indicate that teachers do not use social networks in the teaching process, it can be concluded that teachers prefer to use primordial sources of information before conveying a message to the class.

Web 3.0 diagnosis survey question number 18: What kinds of web 3.0 tools does your teacher use for assessment?

Table 4

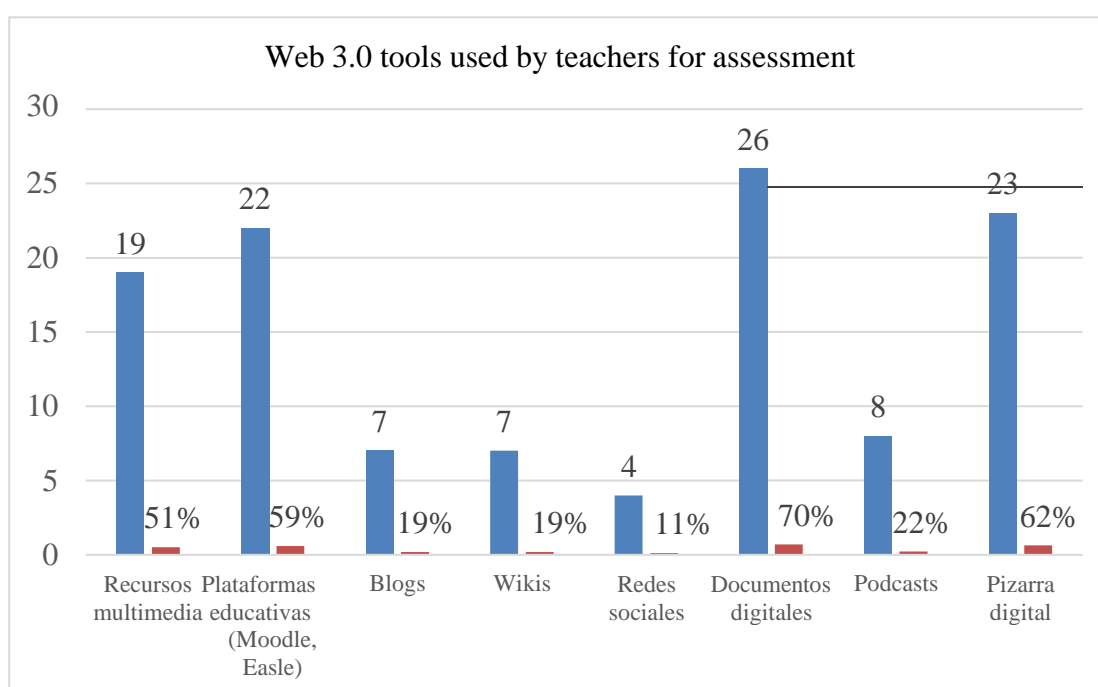
Web 3.0 tools used by teachers for assessment

Options	Students	Percentage
Recursos multimedia	19	51%
Plataformas educativas (Moodle, Easle)	22	59%
Blogs	7	19%
Wikis	7	19%
Redes sociales	4	11%
Documentos digitales	26	70%
Podcasts	8	22%
Pizarra digital	23	62%

Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Graph 3: Web 3.0 tools used by teachers for assessment



Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Analysis and interpretation

Table number 4 shows the results of the web 3.0 diagnosis survey in which subjects had to answer the question stated at the top of the table related to the assessment process. It is relevant to consider that the table shows subjects selection and similar to the two previous tables because they had the opportunity to choose several options. Thereby, table number 4 indicates that 26 students chose digital documents as a primary tool in assessment procedures, which is equivalent to 70% of the total population. Moreover, digital boards were the second most selected option with 23 students representing 62%, related to web 3.0 technological tools and assessment processes. Additionally, the third option most chosen by the population was educational platforms such as Moodle and EASLE considering 22 students, equivalent to 59%.

The results also show multimedia resources such as e-books, online magazines, e-libraries, articles, websites information, among others. In terms of preference share the fourth position because 19 students, which symbolizes 51% affirm that their teacher uses this type of web 3.0 tools to assess online activities. Furthermore, 8 students representing 22% chose Podcasts as a source of information in the assessment process. Likewise, 7 students designating 19% of the population chose Blogs and Wikis as web 3.0 tools their teacher commonly applies to assess particular tasks during academic processes. Finally, only 4 students representing 11% of the population selected social networks such as Facebook, Instagram, WhatsApp, Tumblr, among other important ones related to what kind of web 3.0 tools their teacher uses in assessment procedures.

According to table 4 and graph 3, it can be interpreted that teachers prefer to use digital documents to assess activities for their students. This argument indicates that educational processes no longer consider traditional evaluation methodologies such as handwriting, paper evaluations, among others. Even considering that social networks are available to everyone at any time, based on the results obtained, it can be said that those types of web 3.0 tools are not the principal source of assessment in the learning environment. In fact, according to the results of the survey, students have been able to observe how digital whiteboards, as well as educational platforms, have a greater impact on assessment considerations by teachers. In conclusion, the web 3.0 diagnosis survey results provide a clearer idea of the modern education which is attached to innovation, technology, and interactivity.

3.1.2 Web 3.0 evaluation

Web 3.0 evaluation survey question number 1: Using web 3.0 tools allows me to get my work done faster.

Table 5

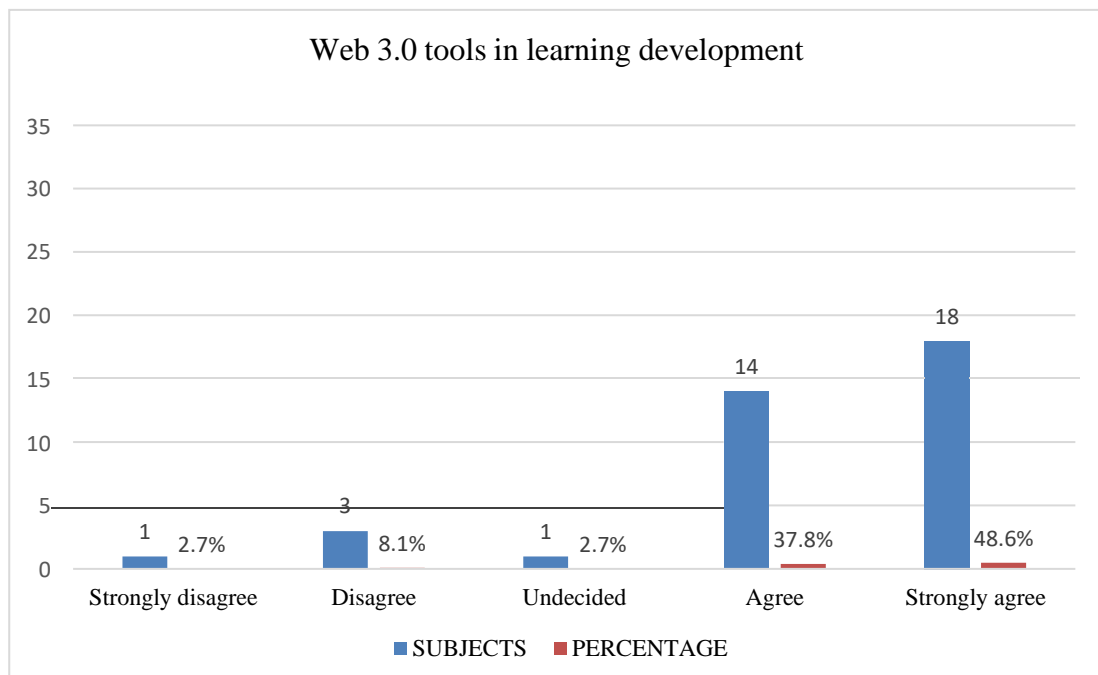
Web 3.0 tools in learning development

Frequency of agreement	Subjects	Percentage
Strongly disagree	1	2.7%
Disagree	3	8.1%
Undecided	1	2.7%
Agree	14	37.8%
Strongly agree	18	48.6%
TOTAL	37	100%

Source: Web 3.0 evaluation survey

Author: Velasteguí (2021)

Graph 4: Web 3.0 tools in learning development



Source: Web 3.0 evaluation survey

Author: Velasteguí (2021)

Analysis and interpretation

Table number 5 reflects the responses of the subjects to the survey related to the web 3.0 evaluation in different aspects of learning, especially focused on the EASLE educational platform. The table is structured in three different aspects. The first element is the frequency of agreement subjects chose when responding to the survey. Then, the total population and the percentage. Therefore, it can be seen that in response to the statement located at the top of the table, 18 students, which is equivalent to 48.6% of a total of 37 students, affirmed that they strongly agree that web 3.0 tools allow them to work and carry out activities faster. Moreover, 14 students out of 37 in total, representing 37.8%, declared that web 3.0 tools allow them to carry out academic work more expeditiously.

Additionally, table number 5, as well as graphic number 4 related to web 3.0 tools in learning development shows that only one student did not decide, on the frequency of agreement, if the educational platforms effectively contribute to his academic performance, representing 2.7% of a total of 100%. On the other hand, the results reflect that 3 students responded to the instrument disagreeing with the statement established in question number 1 of the survey, representing 8.1% of a total of 100%. Furthermore, only one student strongly disagreed with the survey statement regarding the web 3.0 evaluation of the EASLE educational platform. This student represents 2.7% of a total of 100% of the population overall.

The results obtained from the web 3.0 evaluation of the EASLE educational platform reflect that most of the participants agree that web 3.0 tools contribute positively and significantly to the development of their academic activities. In this way and acknowledging the high percentage of students in agreement, it can be interpreted that the use of the EASLE educational platform contributed effectively to the current educational challenges. In consideration of the responses reflected in the table as well as in the graph, it can be concluded that educational platforms are booming in the development of learning among students, educational contexts, and teaching materials. Therefore, based on the information regarding the survey, participants aspire to continue building their knowledge using high-range and innovative tools.

Web 3.0 evaluation survey question number 4: Technology tools make it easier for me to do my job.

Table 6

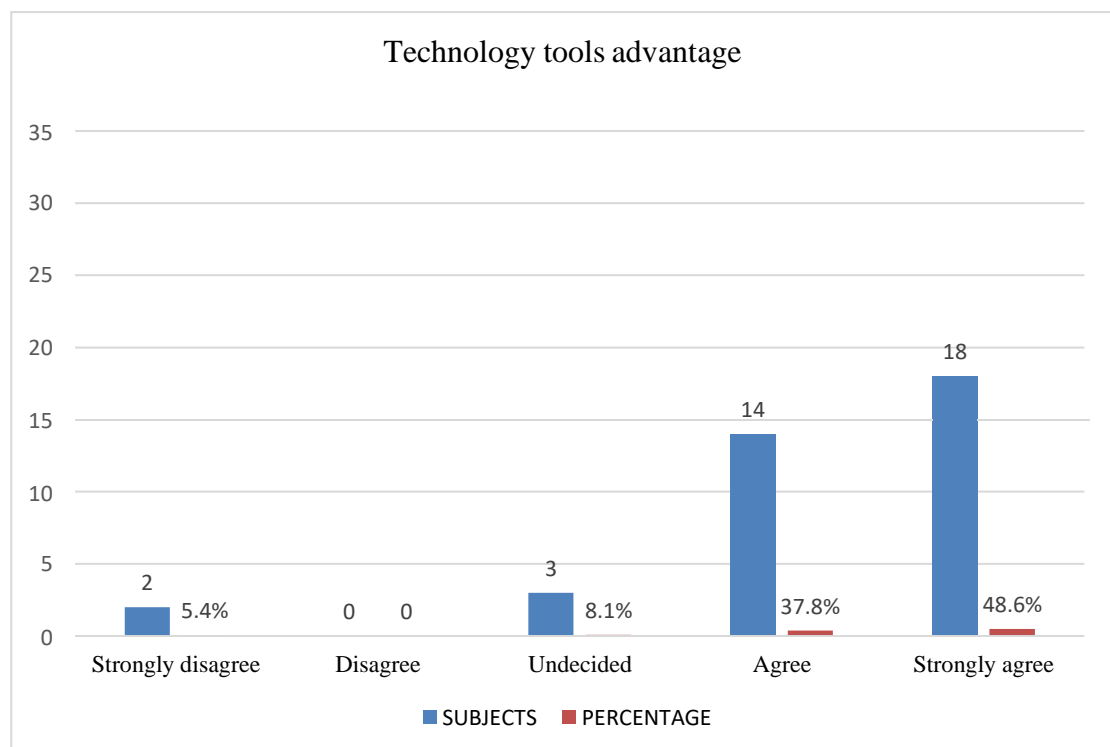
Technology tools advantage

Frequency of agreement	Subjects	Percentage
Strongly disagree	2	5.4%
Disagree	0	0
Undecided	3	8.1%
Agree	14	37.8%
Strongly agree	18	48.6%
TOTAL	37	100%

Source: Web 3.0 evaluation survey

Author: Velasteguí (2021)

Graph 5: Technology tools advantage



Source: Web 3.0 evaluation survey

Author: Velasteguí (2021)

Analysis and interpretation

Table number 6 reflects the responses of the subjects to the survey related to the web 3.0 evaluation in different aspects of learning, especially focused on the EASLE educational platform. The table is structured in three different aspects. The first element is the frequency of agreement subjects chose when responding to the survey. Then, the total population and the percentage. Therefore, it can be seen that in response to the statement located at the top of the table, 18 students, which is equivalent to 48.6% of a total of 37 students, affirmed that they strongly agree that technological 3.0 tools contribute to organizing information in academic responsibilities easily. Moreover, 14 students out of 37 in total, representing 37.8%, declared that technology 3.0 tools enable them to carry out academic performances more straightforward.

Additionally, table number 6, as well as graphic number 5 related to technology 3.0 tools in learning advantages shows that three students were not able to decide, on the frequency of agreement, if the technological tools contribute productively to his academic performance making learning easier, representing 8.1% of a total of 100%. Furthermore, no one student disagreed with the survey statement regarding the web 3.0 evaluation of the EASLE educational platform. This student represents 0% of a total of 100% of the population overall. Nevertheless, the results reflect that 2 students who responded to the instrument, strongly disagreed with the statement established in question number 4 of the survey, representing 5.4% of a total of 100%.

The results showed in table number 5 and graph number 4 can furnish a general and concise idea of how important it is for the subjects the use web 3.0 tools in educational contexts. Similar to the previous table, the same percentage agreed with the implementation of these tools for their academic performance. Therefore, the results indicate that when bordered with a stimulus as important as technology, subjects can face educational challenges more effectively by increasing their motivation to make things easier. Although two subjects out of a total of 37 have been in total disagreement, it can be verified that the results are optimal for teachers or educational authorities to implement dynamic technological tools because they contribute significantly to the fulfillment of high-quality educational objectives.

3.1.3 Pre-test results

Table 7

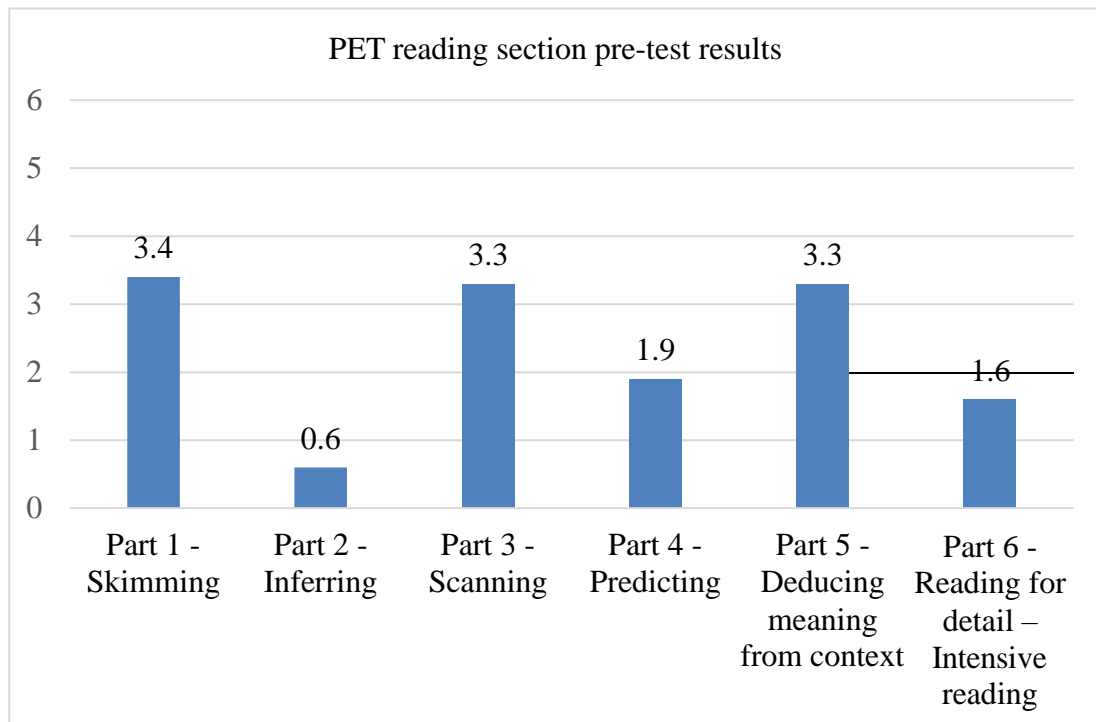
Pre-test results

Reading Skills	Average
Part 1 - Skimming	3.4
Part 2 - Inferring	0.6
Part 3 - Scanning	3.3
Part 4 - Predicting	1.9
Part 5 - Deducing meaning from context	3.3
Part 6 - Reading for detail – Intensive reading	1.6
General:	13.84

Source: Field research

Author: Velasteguí (2021)

Graph 6: PET reading section pre-test results



Source: Field research

Author: Velasteguí (2021)

Analysis and interpretation.

Table 7 shows the population's pre-test grades. For a better understanding, the table is divided into the 6 parts of the PET reading section, and the students' general average of the total of all the parts of the Cambridge (2021) Reading section corresponding to 32 points. In fact, each reading part evaluates different reading subskills such as skimming, inferring, scanning, predicting, deducing meaning from context, and reading for detail or also known as intensive reading. Furthermore, table 7 showed that, in the pre-test, the average of the 37 students in the different sections of the reading test was 13.84 over 32 points that denote flaws in the development of the reading subskills when understanding short and long texts, especially written in the English language.

Then, graph 6 shows that subjects had problems developing part 2 of the standardized PET test which focuses on the inferring reading sub-skill. The student's average in this section was 0.6 out of 5 points in total. Besides, the graph shows that the students had difficulties when answering questions of the sixth section of the standardized test, scoring 1.6 points out of 6. Another average of the lowest was documented in section 4, which evaluates the predicting reading subskill considering that student's average was 1.9 out of 5 points in total. On the other hand, the graph also shows that students performed section 5 getting 3.3 points on average out of 6 points. Moreover, students scored 3.3 points in the third part of the reading section that evaluates the scanning reading subskill. Finally, graph 6 demonstrates that students performed sections first section confidently getting 3.4 points on average out of 5 points.

The results showed that the students presented problems when reading texts written in English. Especially when inferring information since they obtained a grade below the standards of a student with a B1 level of English. Many students were unable to associate the answers with the questions as the inferring reading subskill does not contain explicit information in a text. Relating this problem, the results demonstrated that the students displayed problems when understanding the linguistic context to which they were exposed when reading a paragraph in the fifth section of the standardized test, producing a limited and poor reading performance.

3.1.4 Pots-test results

Table 8

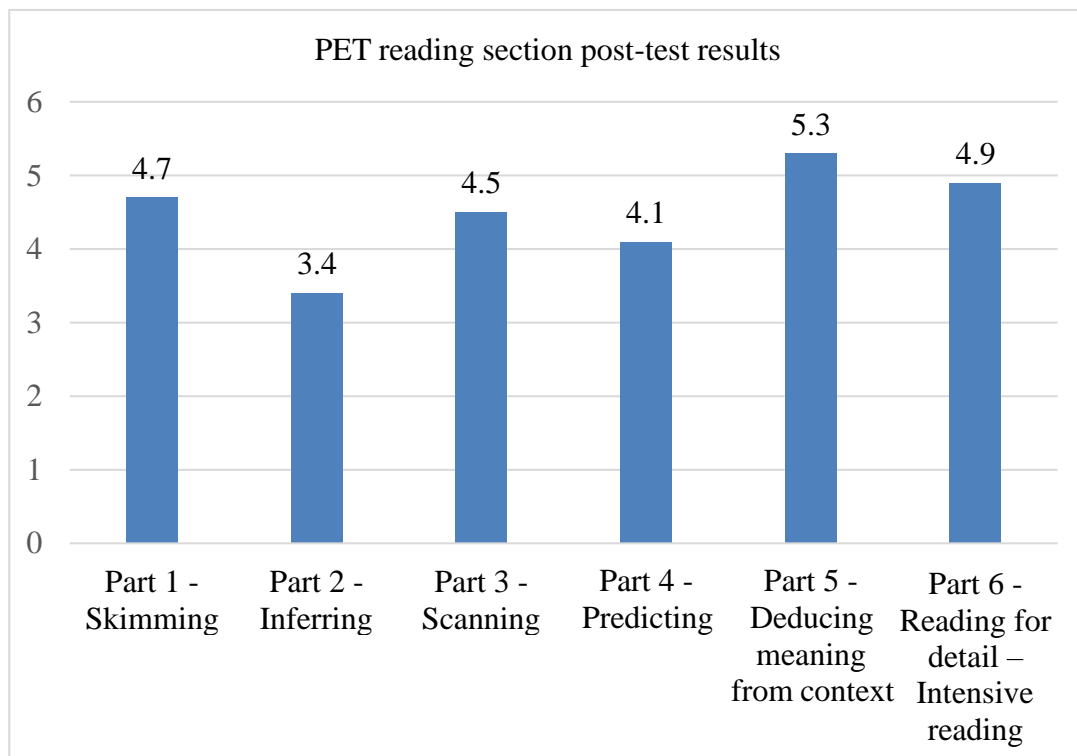
Post-test results

Reading Skills	Average
Part 1 - Skimming	4.7
Part 2 - Inferring	3.4
Part 3 - Scanning	4.5
Part 4 - Predicting	4.1
Part 5 - Deducing meaning from context	5.3
Part 6 - Reading for detail – Intensive reading	4.9
General:	26.76

Source: Field research

Author: Velasteguí (2021)

Graph 7: PET reading section post-test results



Source: Field research

Author: Velasteguí (2021)

Analysis and interpretation.

Table 8 reflects the subjects' post-test grades after introducing the EASLE educational platform in EFL classes, especially in the development of reading skills. The table information also reflects an improvement compared to table number 7 which included extremely population's low grades. The grades' average of the standardized Cambridge PET test after the experiment increased to 26.76 points out of 32. It is essential to mention that the same number of students participated in the development of the post-test results, considering that each reading subskill was included in the test, students after practicing with the EASLE educational platform showed an extraordinary amelioration.

Subsequently, graph 7 demonstrated an enormous difference concerning the development of reading skills. Considering that the second reading subskill worst punctuated in the pre-test process was the deducing meaning from context, graph 7 shows that students surprisingly enhanced the grade point average relating the performance of this mentioned skill, by answering suitably linguistic contexts multiple-choice questions obtaining 5.3 points over 6 in total. In addition, it is noted that students improved their inferring subskill considering that they increased the grade point average scoring 3.4 points over 5. Moreover, the grade average corresponding to the reading for detail or also called intensive reading subskill also increased to 4.9 out of 6 points.

Even noticing that the average score for the skimming, scanning, and predicting subskills also was increased by using the EASLE educational platform it is important to deduce that that after including the EASLE educational platform in classes, especially to improve reading skills students performed better participation in the PET standardized test. Indeed, graph 7 shows an incredible improvement in student's reading skills. Moreover, based on table 7 the second part of the reading section was the weakest academically. However, according to graph 7, the experimental group incremented their grades after the treatment, especially the second part, the fourth part, and the sixth part of the PET standardized Cambridge test.

3.1.5 Pre-test and post-test results

Table 9

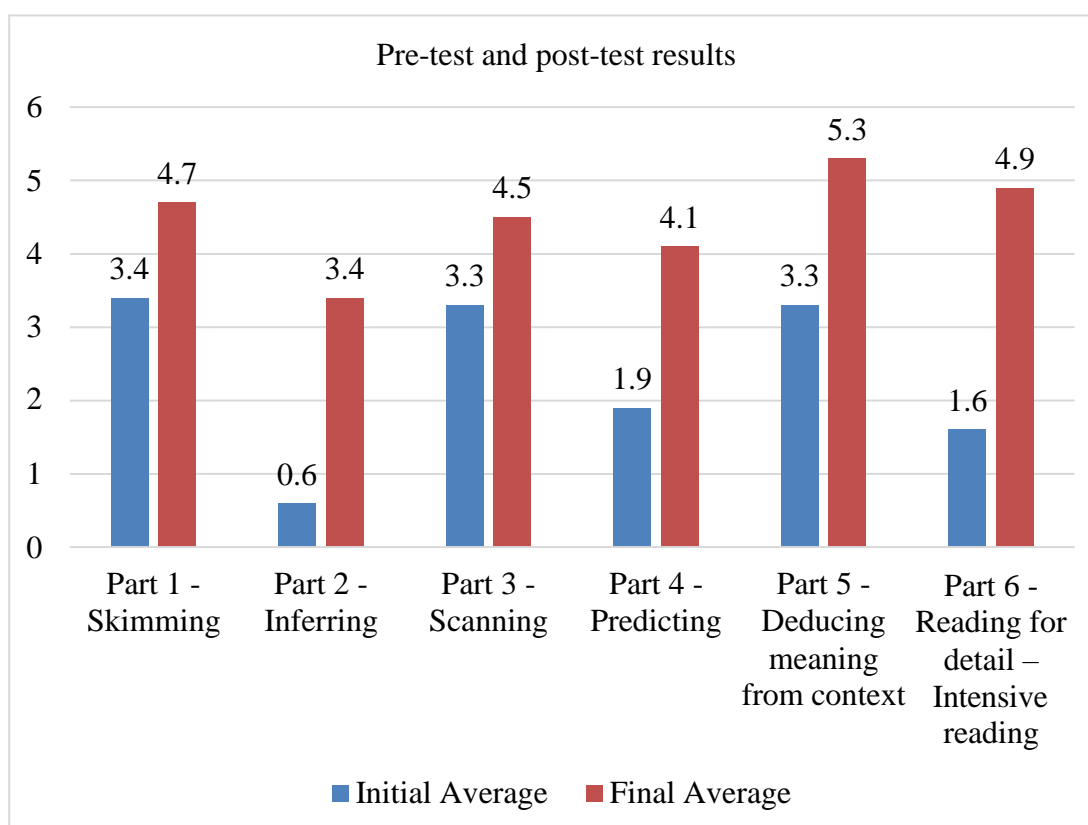
Pre-test and post-test results

Reading Subskills	Initial Average	Final Average
Part 1 - Skimming	3.4	4.7
Part 2 - Inferring	0.6	3.4
Part 3 - Scanning	3.3	4.5
Part 4 - Predicting	1.9	4.1
Part 5 - Deducing meaning from context	3.3	5.3
Part 6 - Reading for detail – Intensive reading	1.6	4.9

Source: Field research

Author: Velasteguí (2021)

Graph 8: Pre-test and post-test results



Source: Field research

Author: Velasteguí (2021)

Analysis and interpretation.

Table 9 shows a comparison between grades before and after the experiment. The population was the same but in table 9 it can be comprehended that students increase their grades significantly. In the first column, it can be appreciated that students barely got an average of 3.4 points over 5 in the different parts of the reading section. Nevertheless, the second column reflects students increased prodigiously their grades after practicing reading subskills in the EASLE educational platform, altering the population average grades positively. Moreover, table 9 was structured to transmit the difference in the students' average grades by sorting in order the different reading subskills involved in the Cambridge standardized test.

Afterward, graph 8 demonstrates that the treatment worked properly in English as a foreign language classroom, especially focusing on reading subskills because it exits a meaningful difference in numerical bars. It is noticed that student's grades average in the second part of the reading section remarkably changes from 0.6 to 3.4 out of 5. This is the most effective result after implementing the EASLE educational platform in reading skills practices. Furthermore, graph 8 showed that part 4 of the PET reading section, associated with the inferred reading subskill, also increased considerably from 1.9 to 4.1 points out of 5 in total. Another masterful difference is shown in graph 8 comparing the student's average grades when performing the sixth PET reading section. Students increased their grades from 1.6 to 4.9 points over 6 in total demonstrating that the implementation of the EASLE educational platform motivates them to practice, master, and develop properly their reading skills.

Therefore, it can be interpreted that the application of the EASLE educational platform guided students to achieve PET standardized goals in relation to the reading section. Graph 8 demonstrates that students after the treatment exceeded academic expectations because the margin of error can be denoted by a large difference between red and blue bars. Reading skills were improved after the experiment and the evidence is located in graph 8 since in each part of the reading section of the PET standardized test students mastered and perfected their reading abilities to answer multiple-choice and gap-filling questions.

3.2 Pre-test and post-test average and difference

Table 10

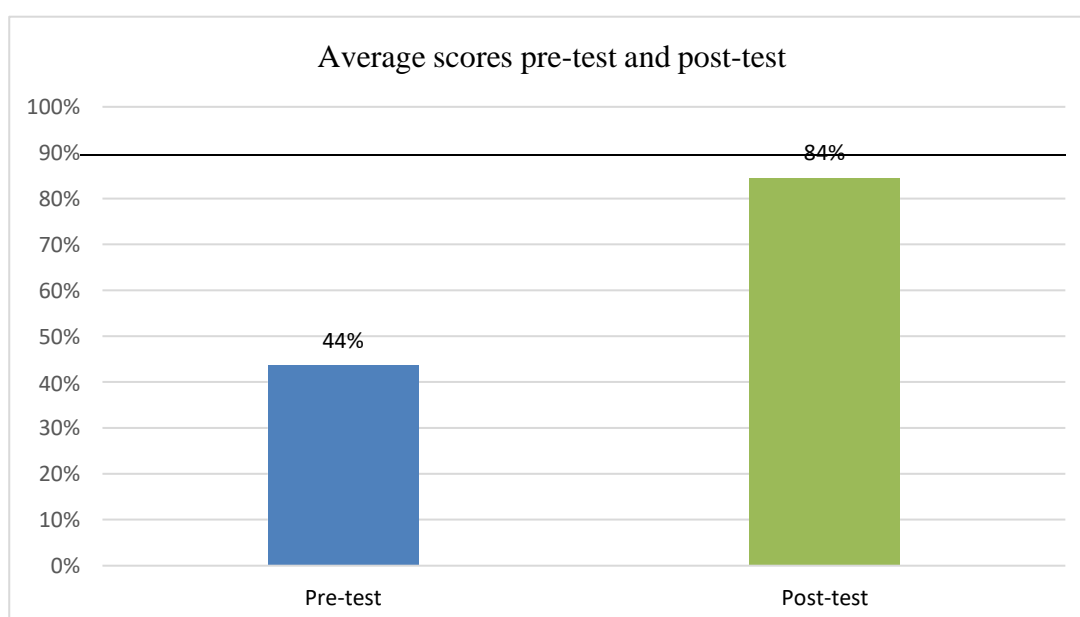
Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	13.84	26.76	12.92

Source: Field research

Author: Velasteguí (2021)

Graph 9: Average scores pre-test and post-test



Source: Field research

Author: Velasteguí (2021)

Analysis and interpretation.

Table 10 demonstrates that the Cambridge grade average after the treatment was altered excessively. The first column shows that the population's pre-test grade was 13.84 points out of 32. Nevertheless, after the treatment subjects reach 26.76 out of 32 points in total, establishing 12.92 points of difference between the two grades. The final grade is the sum of all the parts of the PET reading section.

It can be concluded that students show confidence by taking complex reading questions when a web 3.0 platform is introduced as the principal factor for the construction of knowledge. The results present an enormous difference relating to the student's performance when education is connected to a training improvement based on trending, modernization, technology, and dynamism in educational environments.

3.3 Hypothesis verification

Considering the current investigation is experimental, it was necessary to use the SPSS software to verify if the hypothesis exposes the foreseen results. Accordingly, the Paired Sample T-Test was used, which represented the average obtained during the pre-test and post-test application. Certainly, the Paired Sample T-Test is responsible for accepting or rejecting the alternative hypothesis which states that the use of the "EASLE" educational platform influences the development of reading skills in students of the second semester from "Pedagogia de los Idiomas Nacionales y Extranjeros" program.

Table 11: Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	13,84	37	5,403	,888
	POSTEST	26,76	37	4,252	,699

Source: Hypothesis verification

Author: Velasteguí (2021)

Table 12: Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	P Value
Pair 1	PRETEST & POSTEST	37	,170	,315

Source: Hypothesis verification

Author: Velasteguí (2021)

Table 13: Paired Sample T-Test

Paired Samples Test

		Paired Differences					T Statistical Value	Degrees of freedom	P Value
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTEST	-12,919	6,282	1,033	-15,013	-10,824	-12,509	36	,000

Source: Hypothesis verification

Author: Velasteguí (2021)

The tables presented above show the statistical data obtained by the experimental group respectively during the pre-test and post-test application. Table 11 in particular demonstrates that based on the average obtained from the Cambridge scores over 32 points, there is a considerable difference between the means and the standard deviation. Therefore, the mean of a total of 37 subjects before the experiment was 13.84, consequently, after the experiment, the mean increased to 26.76. Moreover, the statistics information remarks that the subjects improved their grade after using the EASLE educational platform. Consequently, considering the 95% confidence interval for the difference of means, as well as the P-value, which is (0.000) less than (0.05). It is asserted that the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted. Concluding that the use of the "EASLE" platform influences the development of reading skills in students of the second semester of the "Pedagogia de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato.

3.4 Discussion

First of all, the results presented in this chapter provide a real learning context in which participants demonstrated that they are updated with educational technologies tendencies. Most of the survey participants selected options that were related to web 3.0 tools commonly applied in modern education procedures. Therefore, results reflect that teachers should consider the population's opinions before creating, editing, and publishing online activities. As a result of this argumentation and based on the survey diagnosis results, students prefer to use high-standard alternatives when improving their reading skills such as educational platforms, digital documents, among others. Therefore, future English teachers must consider the results acquired in this chapter to comprehend a real perspective of the new challenges in education

Secondly, the results obtained in this chapter showed that the implementation of the EASLE educational platform improves reading subskills significantly in importance, especially in English as a foreign language classroom. As a matter of fact, the reading subskills that were included in the experiment were skimming, scanning, inferring, predicting, deducing meaning from context. and intensive reading or also called reading for detail. Moreover, the results showed that although many subjects presented problems when answering questions related to the aforementioned subskills, the contribution of the EASLE educational platform conducted students to enhance their learning development when being exposed to a learning system directly connected to web 3.0 technology.

Finally, the EASLE educational platform provides unlimited opportunities to present, create, organize, and evaluate reading content based on student's preferences. In fact, as it was shown based on the results of the SPSS software, students could increment their grades when an innovative, glaring, organized, and original platform as EASLE emboldens them efficiently in educational procedures. Furthermore, the alternative hypothesis was accepted that indicates that this educational platform influences positively the construction of knowledge related to reading subskills. Consequently, teachers to reinforce information must include the EASLE educational platform in lesson plan schemes as a method in which learners can be able to read passages, short and long texts individually or collaboratively to promote their autonomous reading subskills progress at any English level during their academic process throughout years.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the appropriate analysis and interpretations of the results obtained related to the treatment that involved the EASLE educational platform and the development of the reading subskills of the second-semester students from "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato, this chapter provides the following conclusions and recommendations for forthcoming investigations

- The EASLE educational platform has a significant relationship with the development of reading skills. Based on the verification of the alternative hypothesis, it was demonstrated that the EASLE platform has an effective, direct, and positive influence on the enhancement of reading skills. The P-value, which was less than 0,05 confirmed that reading skills such as skimming, inferring, scanning, predicting, deducing meaning from context, and intensive reading were improved through online activities carried out in the EASLE educational platform.
- Students improved their educational requirements through the application of the EASLE platform when reading short or long reading content that involves the previously mentioned reading subskills. Students felt confident when answering complex as well as simple questions using educational platforms online. Furthermore, the EASLE educational platform assessments, as well as synchronically tasks, motivated students to achieve educational goals by participating innovatively, and easily in learning procedures.
- Based on the applied survey that in general results regarding the diagnosis related to web 3.0 tools, students prefer to work in intelligent, innovative, and intuitive software, directly involving the EASLE educational platform in their learning process. In addition, results showed that students, as well as teachers, strongly agree to perform enriching activities in digital educational environments rather than traditional methods such as handwriting papers or paper documents.

- EASLE educational platform, which includes high-quality technology such as hypertext preprocessor, MariaDB storage, CSS Bootstrap, and jQuery technology, provides different functional components such as modal windows, display menus, interactive loops, and display buttons that encourage students to participate in high-standards innovative education. Most importantly, it is concluded that the EASLE educational platform, based on the results obtained, not only promotes and improves the learning of English knowledge digitally but also the improvement of language skills. Especially, it facilitates the construction of reading skills effectively in educational contexts.

4.2 Recommendations

Based on the information provided in the conduction of the current research, but also considering the meaningful relationship of the EASLE platform on the development of reading subskills, it is profoundly recommended:

- Teachers and educational authorities should promote the use of the EASLE educational platform in digital learning environments as it considerably contributes to the development of reading subskills in students. It is the best way in which learners can read short or longer texts dynamically. Therefore, it is recommended that teachers implement the EASLE educational platform in EFL classrooms considering that there are 144 reading passages on the platform divided and based on the student's level of English as well as common trending topics that promote reading digitally.
- Considering that skimming and scanning were the best reading subskills improved after introducing the EASLE educational platform. It is highly suggested that teachers implement the EASLE educational platform to keep practicing online the inferring and intensive reading subskill because those were the weakest subskills in comparison with those that were included in the reading section of the PET standardized test.
- It is advised that teachers, before preparing online materials to introduce reading content, can make a preliminary survey diagnosis to know the preference of students concerning web 3.0 tools and their educational progress. Students might prefer to work on a computer, laptop, or smartphone. Consequently, teachers in association with the EASLE platform will be able to organize online courses, information, activities, and assessment tasks based on the preference based on student's selection to improve reading subskills.
- It is strongly recommended that teachers apply the EASLE educational platform regularly to improve students' reading subskills by recognizing its web 3.0 functionalities to avoid monotony in daily learning contexts. In addition, as demonstrated, students seriously prefer to carry out activities on interactive, original, intuitive, and fashionable platforms such as the EASLE educational platforms that significantly contribute to their learning process.

5. References

- Albashtawi, A., & Bataineh, K. A. (2020). The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform. *International Journal of Emerging Technology in Learning (IJET)*, 15(11), 78-88. Retrieved from <https://www.learntechlib.org/p/217100/>
- Aljawarneh, S. A. (2019, February 02). Reviewing and exploring innovative ubiquitous learning tools in higher education. *Journal of Computing in Higher Education*, 32, 57-73. doi:<https://doi.org/10.1007/s12528-019-09207-0>
- Aparicio, D. M., Cedeño, E. D., & Yagual, E. A. (2020, November 30). The importance of web 3.0 and 2.0 in the development of educational pedagogy in times of pandemic. *RECIAMUC*, 4(4), 19-21. doi:[10.26820/reciamuc/4.\(4\).noviembre.2020.13-23](https://doi.org/10.26820/reciamuc/4.(4).noviembre.2020.13-23)
- Aubart, C. (2021, January 21). Progressive clinical case-based multiple-choice questions: An innovative way to evaluate and rank undergraduate medical students. *La Revue de Médecine Interne*, 42(5), 302-309. doi:<https://doi.org/10.1016/j.revmed.2020.11.006>
- AVID Critical Reading. (2018, January 18). *AVID Critical Reading*. Retrieved May 19, 2021, from AVID Critical Reading: https://www.alvordschools.org/site/handlers/filedownload.ashx?moduleinstanceid=15788&dataid=25357&FileName=marking_the_text.pdf
- Blakeley, S. (2017, June 17). *Study*. Retrieved January 17, 2021, from Study: <https://study.com/academy/lesson/what-is-reading-definition-process.html>
- Bloomfield, L. (1914). *An introduction to the study of language*. New York: Henry Holt and company. Retrieved May 19, 2021
- Bolaños, V. (2011, June 19). *Slideshare*. Retrieved May 20, 2021, from Slideshare: <https://es.slideshare.net/tvane2011/reading-predicting>
- Borja, C. X. (2019). *Duolingo language-learning platform and the English vocabulary acquisition in students of third year of bachillerato at Unidad Educativa Primero de Abril. Thesis*. Ambato: Repositorio Digital Universidad Técnica de Ambato. Retrieved January 19, 2021, from <https://repositorio.uta.edu.ec/handle/123456789/29234>

- Brown, D. (2000). *Teaching by principles: An Interactive Approach to Language Pedagogy* (Second ed.). New York: Pearson ESL. Retrieved May 18, 2021, from <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Buntine, W. (2016). Bibliographic analysis on research publications using authors, categorical labels and the citation network. *SpringerLink*, 185-213. Retrieved January 17, 2021, from <https://doi.org/10.1007/s10994-016-5554-z>
- Cacciavillani, M. (2020, April 9). *Compara Software*. Retrieved May 25, 2021, from Compara Software: <https://blog.comparasoftware.com/mejores-plataformas-educativas-virtuales/>
- Calero, X. A., & Calle, P. R. (2018). *Formal web-based course meeting English educational needs to enhance reading skill. Thesis*. Cuenca: Universidad Técnica de Ambato. Dirección de Posgrado. Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera. Retrieved January 19, 2021, from <https://repositorio.uta.edu.ec/jspui/handle/123456789/28722>
- Cambridge University. (2021, January 13). *Cambridge Assessment English*. Retrieved June 15, 2021, from Cambridge Assessment English: <https://www.cambridgeenglish.org/es/exams-and-tests/preliminary-for-schools/exam-format/>
- Castillejos, W. (2020). *Ansiedad hacia la lectura en inglés como lengua extranjera en el nivel de posgrado*. México: Universidad Autónoma Chapingo. Retrieved May 17, 2021, from <https://halshs.archives-ouvertes.fr/halshs-02518009/document>
- Chen, R. (2020). The Use of UMU Interactive Platform in Chinese Language Reading Skills of Grade 10 Thai Students. *St. Theresa Journal of Humanities and Social Sciences*, VI(1), 76-94. Retrieved May 18, 2021
- Chomsky, N. (2000). The Architecture of Language. In Oxford, *The Architecture of Language* (p. 89). New York: Oxford University Press. Retrieved May 11, 2021
- Crystal, D. (2021, March 9). *Britannica*. Retrieved May 12, 2021, from Britannica: <https://www.britannica.com/topic/language>
- Dickinson, K. J. (2020, September). A Systematic Review of Educational Mobile-

- Applications (Apps) for Surgery Residents: Simulation and Beyond. *Journal of Surgical Education*, 77(5), 1244-1256. doi:<https://doi.org/10.1016/j.jsurg.2020.03.022>
- Euzenat, J., & Rousset, M.-C. (2020). Semantic Web. In J. Euzenat, & M.-C. Rousset, *A Guided Tour of Artificial Intelligence Research* (pp. 181-207). doi:10.1007/978-3-030-06170-8_6
- Fang, B. (2021, February 18). Post-purchase warranty and knowledge monetization: Evidence from a paid-knowledge platform. *Information & Management*, 58(3), 103-144. doi:<https://doi.org/10.1016/j.im.2021.103446>
- Firat, E. (2021, January 21). WEB 3.0 IN LEARNING ENVIRONMENTS: A SYSTEMATIC REVIEW. *Turkish Online Journal of Distance Education-TOJDE*, 22(1), 150-152. Retrieved May 22, 2021, from <https://files.eric.ed.gov/fulltext/EJ1283703.pdf>
- Fontela, Á. (2020, October 14). *Raiola Networks*. Retrieved May 23, 2021, from Raiola Networks: https://raiolanetworks.es/blog/bootstrap/#que_es_bootstrap
- Fuchs, D. (2000). Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. *Learning Disabilities Research and Practice*, 15(2), 85-91. Retrieved May 19, 2021, from https://www.researchgate.net/publication/240262995_Peer-Assisted_Learning_Strategies_An_Evidence-Based_Practice_to_Promote_Reading_Achievement
- Fulton, J. (2019, May 7). *Classcraft*. Retrieved May 22, 2021, from Classcraft: <https://www.classcraft.com/blog/examples-of-educational-technology/>
- Gillis, A. (2019, July). *Techtarget*. Retrieved May 22, 2021, from WhatIs: <https://whatis.techtarget.com/definition/Web-30>
- Gillis, A. (2020, February 9). *The Server Side*. Retrieved May 25, 2021, from The Server Side: <https://www.theserverside.com/definition/jQuery>
- Harmer, J. (1998). How to teach English: An Introduction to the practice of English language teaching. In J. Harmer, *How to teach English: An Introduction to the practice of English language teaching* (Second ed., pp. 100-105). Harlow: Longman. Retrieved May 19, 2021

- Harmer, J. (2007). *The practice of English language teaching fourth edition* (Fourth ed.). USA: Longman. Retrieved May 19, 2021
- Horban, Y. (2021, May). Application of web 3.0 technologies in distance education (by levels of higher education). *Laplage em Revista (International)*, 7, 575-587. doi:10.24115/S2446-622020217Extra-B974p.575-586
- Husain, N. (2015, March 18). *ResearchGate*. Retrieved May 10, 2021, from ResearchGate:
https://www.researchgate.net/publication/274310952_Language_and_Language_Skills
- Jenkins, J. (2009). English as a Lingua Franca: interpretations and attitudes. *World Englishes*, 28(2), 200-206. Retrieved May 19, 2021, from https://www.researchgate.net/publication/227663650_English_as_a_Lingua_Franca_interpretations_and_attitudes
- Kanniainen, L. (2021, March 1). Assessing reading and online research comprehension: Do difficulties in attention and executive function matter? *Learning and Individual Differences*, 87, 101-109. doi:<https://doi.org/10.1016/j.lindif.2021.101985>
- Khoshsima, H. (2014). The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL learners. *International Journal of Language and Linguistics*, 2, 135-138. Retrieved May 19, 2021, from https://www.researchgate.net/publication/264787123_The_Effect_of_Summarizing_Strategy_on_Reading_Comprehension_of_Iranian_Intermediate_EFL_Learners
- Kim, D., Lee, Y., Leite, W. L., Corinne, A., & Manley, H. (2020, October). Exploring student and teacher usage patterns associated with student attrition in an open educational resource-supported online learning platform. *Computers & Education*, 156, 39-61. doi:<https://doi.org/10.1016/j.compedu.2020.103961>
- Kirsch, I. (2018). Reading for change performance and engagement across countries. In *Reading for change performance and engagement across countries* (pp. 107-108). Retrieved January 17, 2021, from <https://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/33690904.pdf>

- Kyriakakis, P., Chatzigeorgiou, A., Ampatzoglou, A., & Xinogalos, S. (2019, February 15). Exploring the frequency and change proneness of dynamic feature pattern instances in PHP applications. *Science of Computer Programming*, *171*, 1-20. doi:<https://doi.org/10.1016/j.scico.2018.10.004>
- Lewis, B. (2021, January 18). *Fluent in 3 months*. Retrieved May 12, 2021, from Fluent in 3 months: <https://www.fluentin3months.com/reading-writing-speaking-and-listening/>
- López, J. M. (2019, May 28). *Blog Think Big*. Retrieved May 24, 2021, from Blog Think Big: <https://blogthinkbig.com/clientes-mysql-gratis-windows>
- Lumley, T. (1993). The notion of subskills in reading comprehension tests: an EAP example. *University of Melbourne*, *10*(3), 211-234. Retrieved May 19, 2021, from <https://journals.sagepub.com/doi/abs/10.1177/026553229301000302?journalCode=ltja>
- Manaj, L. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*, *1*(1), 29-31. Retrieved May 19, 2021, from https://journals.euser.org/files/articles/ejls_jan_apr_15/Lorena_Manaj.pdf
- Marakby, E. H. (2020, July). A program based on Web 3.0 Tools to develop Secondary Private language Schools Students' EFL Productive Skills. *Journal Of The Faculty Of Education- Mansoura University*(111), 63-65. doi:10.21608/maed.2020.177587
- Marcus, S. (2009). Surface Reading: An Introduction. *University of California Press*, *108*(1), 1-21. Retrieved May 20, 2021, from <https://www.jstor.org/stable/10.1525/rep.2009.108.1.1>
- Marques, S., & Damborsky, J. (2021, March 2). Web-based tools for computational enzyme design. *Current Opinion in Structural Biology*, *69*, 19-34. doi:<https://doi.org/10.1016/j.sbi.2021.01.010>
- Maxwell, M. (1972). Skimming and Scanning Improvement: The needs, assumptions, and knowledge base. *Journal of Reading Behavior*, *5*(1), 48-50. Retrieved May 19, 2021, from <https://journals.sagepub.com/doi/pdf/10.1080/10862967209547021>

- McCombes, S. (2020, September 3). *Scribbr*. Retrieved January 12, 2021, from Scribbr: <https://www.scribbr.com/methodology/descriptive-research/>
- Mersch, M., & Muirhead, R. (2019, December 31). *Medium*. Retrieved May 20, 2021, from Fabricventures: <https://medium.com/fabric-ventures/what-is-web-3-0-why-it-matters-934eb07f3d2b>
- Mortimer, A., & Van Doren, C. (1972). *How to Read a Book: The Classic Guide to Intelligent Reading*. Simon & Schuster, Inc. Retrieved May 20, 2021, from <https://mathscinotes.com/wp-content/uploads/2016/02/Adler-Mortimer-How-To-Read-A-Book.pdf>
- Mousinho, A. (2020, April 12). *Rock Content Blog*. Retrieved May 24, 2021, from Rock Content Blog: <https://rockcontent.com/es/blog/bootstrap/>
- Nurymov, Y., & Umirzakova, Z. (2021, May 12). Building an online educational platform to promote creative and affective thinking in special education. *Thinking Skills and Creativity*, 40, 20-49. doi:<https://doi.org/10.1016/j.tsc.2021.100841>
- Ordu, Y. (2021, May 1). The effects of web based education and Kahoot usage in evaluation of the knowledge and skills regarding intramuscular injection among nursing students. *Nurse Education Today*, 20-51. doi:<https://doi.org/10.1016/j.nedt.2021.104910>
- Pachina, E. (2019, June 17). *International TEFL and TESOL training*. Retrieved May 19, 2021, from ITTT Blog: <https://www.teflcourse.net/blog/why-receptive-and-productive-skills-are-important-for-the-language-learning-ittt-tefl-blog/>
- Paredes, A. J., Inciarte, A., & Walles, D. (2020). Higher education and research in Latin America: Transition to the use of digital technologies by Covid-19. *Revista de ciencias sociales*, XXVI(3), 98-117. Retrieved May 18, 2021, from <https://www.produccioncientificaluz.org/index.php/rcs/article/view/33236/34902>
- Pereira, R., Passerino, L., Preuss, E., & Bercht, M. (2019, November 21). Asistranto: An Assistive Educational Platform for Promotion of Interest in Autistic Children. *Procedia Computer Science*, 160, 385-393. doi:<https://doi.org/10.1016/j.procs.2019.11.076>
- P'Rayan, A. (2020, November 7). *Edex Live*. Retrieved May 11, 2021, from Edex Live:

<https://www.edexlive.com/opinion/2020/nov/07/enhancing-english-language-skills-15632.html>

Prince George's Community College. (2020, May). *Pgcc libguides*. Retrieved January 15, 2021, from [libguides.com: https://pgcc.libguides.com/c.php?g=60038&p=385730](https://pgcc.libguides.com/c.php?g=60038&p=385730)

Roznovsky, A. (2021, February 1). *Light it - light of the future*. Retrieved May 24, 2021, from Light it - light of the future: <https://light-it.net/blog/why-use-php-main-advantages-and-disadvantages/>

Sandhu, R. (2018, December 27). *Study*. Retrieved January 15, 2021, from Study: <https://study.com/academy/lesson/what-is-reading-definition-process.html>

Sheth, T. (2015, May 9). *ResearchGate*. Retrieved May 11, 2021, from ResearchGate: https://www.researchgate.net/publication/301787025_Receptive_skills-Listening_and_Reading_A_sin_qua_non_for_Engineers

Southard, J. (2021, February 15). *IMPROVE READING FLUENCY WITH TEXT PHRASING*. Retrieved May 20, 2021, from FUN IN FIRST: <https://funinfirst.com/improve-reading-fluency-with-text-phrasing/>

Spatiotis, N., Perikos, I., Mporas, L., & Paraskevas, M. (2020). Sentiment Analysis of Teachers Using Social Information in Educational Platform Environments. *International Journal on Artificial Intelligence Tools*, 29(2), 26-54. doi:<https://doi.org/10.1142/S0218213020400047>

Spratt, M., Pulverness, A., & Williams, M. (2011). The TKT course modules 1,2 and 3. In C. University, *The TKT course modules 1,2 and 3* (Second ed., pp. 31-32). United Kingdom: Cambridge University Press. Retrieved May 12, 2021

Taddesse, T. (2017, June 7). *Researchgate*. Retrieved January 19, 2021, from https://www.researchgate.net/post/what_is_reading_skill_and_its_significance

The University of Melbourne. (2010). Helpsheet Reading Skills. In T. U. Melbourne, *Helpsheet Reading Skills* (pp. 1-8). Retrieved January 19, 2021, from <https://www.jmu.edu/valleyscholars/files/studyreadingskills.pdf>

Thomas, L. (2020, July 31). *Scribbr*. Retrieved June 10, 2021, from Scribbr: <https://www.scribbr.com/methodology/quasi-experimental-design/>

- Tovani, C. (2005). The Power of Purposeful Reading. *Educational Leadership*, 63(2), 48-51. Retrieved May 20, 2021, from <http://www.ascd.org/publications/educational-leadership/oct05/vol63/num02/The-Power-of-Purposeful-Reading.aspx>
- University of Reading. (2019). Reading and making notes. *Study Advice Study Guides*, 3-5. Retrieved May 19, 2021, from University of Reading: Study Advice Study Guides
- Valverde, D. (2020). Process-Based Approach and the Writing Skills. In D. Valverde, *Process-Based Approach and the Writing Skills* (p. 25). Ambato: Universidad Técnica de Ambato-Facultad de Ciencias Humanas y de la Educación-Carrera de Idiomas. Retrieved May 12, 2021, from <https://repositorio.uta.edu.ec/jspui/handle/123456789/31631>
- Vaughan, J. (2019, June 17). *Search Data Management*. Retrieved May 23, 2021, from Techtarget: <https://searchdatamanagement.techtarget.com/definition/MariaDB>
- Velasteguí, S. (2021, January 19). EASLE educational platform and reading skills. *EASLE educational platform and reading skills*. Ambato, Tungurahua, Ecuador.
- Vishal, D. (2019, November 3). *KITABOO*. Retrieved May 22, 2021, from KITABOO: <https://kitaboo.com/online-education-platform-10-must-features/>
- Wardhaugh, R. (2006). *An introduction to sociolinguistics*. Australia: Blackwell publishing.
- Yousaf, M. (2021). *Scholarship Fellow*. Retrieved January 10, 2021, from Scholarship Fellow: <https://scholarshipfellow.com/explanatory-research-definition-types-comparison-advantages-disadvantages/>
- Zhang, L., & Geertman, S. (2019, March). The usefulness of a Web-based Participatory Planning Support System in Wuhan, China. *Computers, Environment and Urban Systems*, 74, 208-217. doi:<https://doi.org/10.1016/j.compenvurbsys.2018.11.006>

Annex 1: Approval

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 04 de Mayo del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "EASLE EDUCATIONAL PLATFORM AND READING SKILLS" propuesto por el estudiante Santiago David Velasteguí Viteri, portador de la Cédula de Ciudadanía, 1729228351 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Source: Universidad Técnica de Ambato

Author: Velasteguí (2021)

Annex 2: Web 3.0 diagnosis survey

<https://forms.office.com/r/59uHkqLC1W>

The image shows a screenshot of a survey form titled "UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN (2do PINE)". The form includes the following sections:


- PROYECTO DE INVESTIGACIÓN:** "Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".
- OBJETIVO:** Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo.
- Indicaciones:** Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo.
- * Required**
- DATOS INFORMATIVOS**
- 1. Nombre de la institución ***
- 2. Sector ***
 - Público
 - Privado
- 3. Nivel de educación al que usted pertenece: ***
 - Educación inicial
 - Educación básica elemental
 - Educación básica media
 - Educación básica superior
 - Bachillerato general unificado
 - Educación superior
- 4. Escoja la edad a la que usted corresponde: ***
 - 2-3
 - 4-7
 - 8-11
 - 12-15
 - 16-19
 - 20-23
 - 24-27
 - 28 o más
- 5. Sexo: ***
 - Hombre
 - Mujer

Source: Web 3.0 diagnosis survey

Author: Velasteguí (2021)

Annex 3: Web 3.0 evaluation survey

<https://forms.office.com/r/AbPPk3BdiG>



"EASLE" EDUCATIONAL PLATFORM WEB 3.0 EVALUATION

The following questionnaire aim is to determine whether users accept or reject a certain information technology based on the Theory of Reasoned Action assumptions. Therefore, this TAM evaluation questionnaire will aim to collect the necessary information for the evaluation of the acceptance of the web 3.0 devices implemented within a learning context.

Hi Santiago, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Read each statement carefully and select 1 for the lowest and 5 for the highest.

1.- Strongly disagree
2.- Disagree
3.- Undecided
4.- Agree
5.- Strongly agree

	1	2	3	4	5
Using web 3.0 tools allows me to get my work done faster.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of technological tools in virtual classes improves the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological tools improve my initiative in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology tools make it easier for me to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I find these tools useful in my work in virtual classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to use gamification and technology tools is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to do what I want with the use of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interaction with a computer is clear and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I find the computer easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I find the web 3.0 and gamification tools to be easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological tools help me to work in a team more frequently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of web 3.0 and gamification tools allow me to maintain more friendly communication with my environment (classmates and teacher).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt satisfied when carrying out activities with web 3.0 or gamification tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to use this type of tool more frequently within the virtual class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to use these types of tools more often outside of the virtual classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit

Source: Web 3.0 evaluation survey

Author: Velasteguí (2021)

Annex 4: Pre-test and Post-test

PET Reading section

<https://forms.gle/ppVvNxAgafR7WGph8>



The image shows a screenshot of a Google Form titled "EASLE EDUCATIONAL PLATFORM AND READING SKILLS". The form is set against a light purple background. At the top, there is a header image of several books and a pair of glasses. Below the header, the text reads: "EASLE EDUCATIONAL PLATFORM AND READING SKILLS", "UNIVERSIDAD TÉCNICA DE AMBATO", "FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN", and "CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS". The form contains the following sections: "- Objective:", "To analyze the effect in the use of the 'EASLE' educational platform and the development of reading skills in students of the second semester 'A' at 'Universidad Técnica de Ambato' during the academic period of April - September 2021", "STUDENTS PRE-TEST", "- Instructions:", "Please, read carefully and complete the following Cambridge English Standardized test based on your previously reading knowledge acquired during your academic formation. Once you have finished click on the submit button. All answers are needed to be as genuine as possible.", "- Time:", "You will have 45 minutes to complete this test. This is only the reading part of the general test, which is divided into six different parts. Good luck, and do your best!", "*Please write your personal information before taking the test.*", and "*Obligatorio:".

Source: Cambridge University (2021)

Author: Velasteguí (2021)

Annex 5: “EASLE” web style manual - Architecture information

[https://drive.google.com/file/d/1arNcBYZJgZ_-](https://drive.google.com/file/d/1arNcBYZJgZ_-HiGr7RpIRD7NngdrOyt0/view?usp=sharing)

[HiGr7RpIRD7NngdrOyt0/view?usp=sharing](https://drive.google.com/file/d/1arNcBYZJgZ_-HiGr7RpIRD7NngdrOyt0/view?usp=sharing)



Source: “EASLE” web style manual - Architecture information

Author: Velasteguí (2021)

Annex 6: Jeremy Harmer lesson plan

Group:		Date:		Time:		No. of students:	
Recent topic work:				Recent language work:			
Aims: (stated in input terms, i.e. what the teacher intends to do)							
Objectives: (stated in output terms, i.e. what the students are expected to do)							
Assessment:							
Materials:							
Anticipated problems:							
Timing	Teacher activity	Student activity	Success indicators	Aims of the stage			
Additional possibilities:							
Homework/Further work:							

Source: Harmer (1998)

Author: Velasteguí (2021)

Annex 7: Experiment design



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención: inglés.

THEME:

“EASLE EDUCATIONAL PLATFORM AND READING SKILLS”

AUTHOR: Santiago David Velasteguí Viteri.

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador 2021

TABLE OF CONTENTS

INTRODUCTION	78
GENERAL OBJECTIVE	78
SPECIFIC OBJECTIVES.....	78
SCOPE OF THE EXPERIMENT.....	79
LESSON PLAN 1: SKIMMING - PHONOLOGY.....	80
LESSON PLAN 2: SCANNING – SEGMENTS IN LINGUISTICS	88
LESSON PLAN 3: INFERRING - PHONEMES	96
LESSON PLAN 4: PREDICTING – PHONETICS (VOWEL SOUNDS).....	105
LESSON PLAN 5: DEDUCING MEANING FROM CONTEXT – PHONETICS (CONSONANTS SOUNDS)	114
LESSON PLAN 6: READING FOR DETAIL (INTENSIVE READING) – DEFINITION AND FEATURES OF LANGUAGE.....	124

INTRODUCTION

Nurymov & Umirzakova (2021) define educational platforms as digital tools or technologies that offer arranged opportunities based on activities, information, and dynamic features in which learners potent their abilities through innovative and striking learning environments. Additionally, educational platforms enable students to share information instantaneously generating autonomous training during academic assessments. Equally important, Pereira et al. (2019) argue that education platforms involve relevant information to create a state of interest and motivation among learners in a learning context.

Then, we can infer that educational platforms are considered as an integrated collection of interactive online services that transfer information and create tools. In fact, the implementation of tools is categorized into services for creating, storing, and publishing digital communication, managing student activities, and finding information, among other things. Moreover, it provides online resources for teachers, students, learning communities, and parents in order to assist and improve student's educational academic progress making learning environment more effective and dynamic.

Finally, online educational platforms are having a huge impact on today's society since students rather perform activities without using traditional methods such as handwriting paper activities. Indeed, students can review content on their own anytime or anywhere taking into consideration the accessibility of the webpage making autonomous learning more suitable for online classes. For this reason, in order to achieve the objectives of the current investigation that involves the use of the EASLE educational platform and reading subskills, it was necessary to carry out 6 lesson plans which are adapted by Harmer (1998) on students of the second semester from “Pedagogia de los Idiomas Nacionales y Extranjeros”.

GENERAL OBJECTIVE

- Design an educational platform that promotes the learning of reading subskills.

SPECIFIC OBJECTIVES

- Design lesson plans with a focus on the use of the educational platform for reading subskills.
- Apply different designs of lesson plans in classrooms.
- Evaluate the post-test application.

SCOPE OF THE EXPERIMENT

NUMBER OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF HOURS	READING SKILL	ACTIVITIES
N.- 1	Phonology – Phonemes sounds and sentence intonation.	Two-paragraph reading content related to the topic.	1	Skimming reading subskill (Reading for gist or global understanding).	<ul style="list-style-type: none"> • Canva presentation. • Two “EASLE” multiple-choice reading activities.
N.- 2	Segment in linguistics.	Five-paragraph reading content related to the topic.	1	Scanning reading subskill (Reading for specific information).	<ul style="list-style-type: none"> • Canva presentation. • Five “EASLE” multiple-choice reading activities.
N.- 3	Phonemes	Five-paragraph reading content related to the topic.	1	Inferring reading subskill (“Reading between the lines”).	<ul style="list-style-type: none"> • Canva presentation. • Kahoot multiple-choice activity. • Three “EASLE” multiple-choice reading activities.
N.- 4	Phonetics – Vowel sounds	Five-paragraph reading content related to the topic.	1	Predicting reading subskill.	<ul style="list-style-type: none"> • Canva presentation. • Five “EASLE” multiple-choice reading activities.
N.- 5	Phonetics – Consonants sounds	Four-paragraph reading content related to the topic.	1	Deducing meaning from context reading subskill.	<ul style="list-style-type: none"> • Canva presentation. • Quizizz multiple-choice activity. • Ten “EASLE” multiple-choice reading activities.
N.- 6	Definition and features of language	Five-paragraph reading content related to the topic emphasizing the reading of the linguistic context.	1	Reading for detail reading subskill (Intensive reading).	<ul style="list-style-type: none"> • Canva presentation • Educaplay matching activity • Five “EASLE” gap-filling reading activities.

Source: Lesson plans

Author: Velasteguí (2021)

LESSON PLAN 1: SKIMMING - PHONOLOGY

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“EASLE EDUCATIONAL PLATFORM AND READING SKILL”

Lesson Plan 1

Velasteguí Viteri Santiago David

LESSON PLAN 1

Topic: Phonology – Phonemes sounds and sentence intonation.			
Age: 18-24 years old	Level: B1	Time: 60 minutes	No. of students: 42
Recent topic work: No limits		Recent language work: English consonants sounds and oral sentence intonation.	
EASLE Educational platform: Multiple choice questions and gap activities.		Reading skills: Skimming reading subskill (Reading for gist or global understanding)	
Aims: Students will be able to interpret general information about phonology, consonants sound, and sentence intonation.			
Objectives: <ul style="list-style-type: none"> • Students will be able to improve their skimming reading subskill through different written texts about phonology, consonants sound and intonation. • Students will be able to practice their knowledge performing multiple choice activities in the EASLE educational platform. 			
Assessment: Reading about phonology to reinforce previous knowledge.			
Materials: Computer, Internet connection, Zoom Meeting, EASLE Educational platform, Canva slides, pictures, and charts.			
Anticipated problems: <ul style="list-style-type: none"> • Students might have problems to get the main idea of the written text. • Students practice other activities not related to the reading activity. • Platform bugs and internet connection problems. 			
Time	Teacher activity	Student activity	Success indicators
	Introduction First, the teacher presents what the skimming reading subskill is. After, the teacher introduces general guidelines of the topic “Phonology” by presenting	All the students screenshot the “phonemic chart” to get and read the general idea	Students take notes and rise virtual hand if

20 minutes	<p>some images, pictures, and reading information through Canva visual support.</p> <p>Then, the teacher presents the “phonemic chart” putting emphasis on the consonants sound part.</p> <p>After that, the teacher presents information related to sentence intonation and the importance to convey a message properly.</p> <p>Teachers ask some questions to the students to clarify doubts and provide feedback.</p>	<p>of the consonants sounds in the English language during the lesson. Annex 1</p> <p>Students practice their skimming reading subskill through understanding the main idea of the reading content provided by the teacher. In addition, they write in the chat their own consonants words examples to reinforce information.</p>	<p>they have any question. Thus, they are emerged in the introductory activity.</p>
25 minutes	<p>Main activity</p> <p>First, the teacher asks his students to login into their EASLE educational account.</p> <p>The teacher shares his computer screen to present the activity. Students need to work synchronically with the teacher to follow the activity.</p> <p>Then, the teacher explains the reading main activity. Indeed, the reading text contains visual</p>	<p>Students login into the EASLE educational platform, they select their level of English and the reading according to the topic studied. Annex 3</p> <p>Students enhance their skimming reading</p>	

	<p>support like images, charts, diagrams, and so on to give them a clear idea of the topic. Annex 2</p> <p>The teacher based on the presentation stage designs some multiple-choice questions to reinforce the information related to the reading topics (phonology, phonemes, and sentence intonation.)</p> <p>The teacher organizes the class into breakout rooms to monitor students' reading progress applying skimming reading subskill.</p> <p>Finally, the teacher enters each breakout room to provide specific indications to how students can improve their skimming reading subskill. Each indication will be written in the zoom chat.</p>	<p>subskill by underlying the main idea of the reading passage. Moreover, they take some notes to improve their scanning reading subskill in case they do not get the principal idea so they need to focus on specific information when reading.</p> <p>During the breakout room activity, students may ask some questions to the teacher to support general information of the text in order to develop and master their skimming reading subskill.</p>	<p>Students participate in the activity. If a question arises, they would raise their virtual hand.</p>
<p>15 minutes</p>	<p>Post-task activity</p> <p>Finally, the teacher after paired reading, explains the next activity, which is completing the multiple-choice questions in the EASLE educational platform.</p>	<p>In the same breakout room, students need to answer some questions related to the topic learned to enhance their reading skimming subskill.</p>	<p>Students make questions if it is necessary and they put all their attention into their computer screen.</p>

<p>The teacher before finishing the lesson gives some feedback and motivates students to keep putting in practice their skimming reading subskill by reading other written texts by their own.</p>	<p>Students must work individually during the multiple-choice activity. All the microphones should be turned off to evade distractions.</p>	<p>Students answer correctly the multiple-choice questions created by the teacher showing that students understand the main idea of the reading content.</p>
<p>Homework: The teacher sets up other reading activities to keep practicing the skimming subskill. Students need to login into their EASLE account to answer some questions based on the reading content the teacher assigned them.</p>		

Adapted from: Harmer (1998)
Author: Velasteguí (2021)

CANVA VISUAL SUPPORT

[https://www.canva.com/design/DAEf1_dUae8/gpuBB4jmsi9K1XYkMVzIMO/vi
ew?utm_content=DAEf1_dUae8&utm_campaign=designshare&utm_medium=ink&utm_source=sharebutton](https://www.canva.com/design/DAEf1_dUae8/gpuBB4jmsi9K1XYkMVzIMO/vi

ew?utm_content=DAEf1_dUae8&utm_campaign=designshare&utm_medium=ink&utm_source=sharebutton)



Resource: Canva
Author: Velasteguí (2021)

PHONEMIC CHART (ANNEX 1)

iː	ɪ	ʊ	uː	ɪə	eɪ	
see	his	put	too	ear	say	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
ten	ago	her	saw	pure	boy	so
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
hat	but	car	hot	air	buy	now

p	b	t	d	tʃ	dʒ	k	g
pen	book	tea	day	chair	jam	key	go
f	v	θ	ð	s	z	ʃ	ʒ
four	very	thin	that	sun	zoo	she	vision
m	n	ŋ	h	l	r	w	j
man	no	sing	hat	look	red	want	yes

VOWELS	long sounds	short sounds	DIPHTHONGS
CONSONANTS	voiced consonants	unvoiced consonants	

Source: English Time Blogspot
 Author: Velasteguí (2021)

EASLE READING ACTIVITY (ANNEX 2)

<https://www.easle.com.ec/easle/>

The image displays three screenshots of the EASLE Educational Platform interface, showing different reading activities and assessment windows.

Top Screenshot: B1.1- PHONOLOGY

The window title is "B1.1- PHONOLOGY". It features a graphic of colorful speech bubbles forming a brain shape above the word "PHONOLOGY".

Text content:

Phonology is essentially the description of the systems of speech sounds in a language. In fact, phonology is concerned with the abstract or mental aspect of the sound in language rather than with the actual physical articulation of speech sounds.

The 'phonemic chart' is a set of symbols that represent all the sounds in spoken English. Phonemic charts are useful for learning English pronunciation because the spelling of a word in English doesn't always tell us how it is going to sound.

Buttons: CERRAR

Middle Screenshot: Cuestionario (B1 - 1)

The window title is "Cuestionario (B1 - 1)". It contains two multiple-choice questions.

1. What is the main idea of the first paragraph?

- Phonology is essentially the description of the systems of speech sounds in a language.
- Phonology is one of the sub-field of linguistics.
- Phonology is concerned with the abstract or mental aspect of the sound in language.
- Without intonation, it's impossible to understand the expressions and thoughts that go with words.

2. What is the main idea of the second paragraph?

- The 'phonemic chart' is not a set of symbols that represent all the sounds in spoken English.
- Phonemic charts are useful for learning English pronunciation because the spelling of a word in English doesn't always tell us how it is going to sound.
- The 'phonemic chart' is a set of symbols that represent all the sounds in spoken English.
- Phonemic charts usually provide the phonemes used in the English language.

Buttons: CANCELAR, GUARDAR

Bottom Screenshot: B1.2- DAILY ROUTINES OF CELEBRITIES (ASSESSMENT)

The window title is "B1.2- DAILY ROUTINES OF CELEBRITIES (ASSESSMENT)". It features a grid of 12 celebrity portraits.

Text content:

Successful people start their day early in the morning because they like to finish everything they planned for the day. Every celebrity also makes their bed as soon as they wake up, doing this simple action helps you to stay motivated, making you happier. They eat a healthy breakfast so they can have a lot of energy from the start to the end of the day.

Another piece of advice is don't use your cellphone too much, instead, go and spend time with your family. They animate others to be thankful for what they have and don't have, and always remind yourself what are your dreams and work hard to make them come true.

Successful: having achieved a lot, become popular, and/or made a lot of money.
Advise: to suggest something.
Instead: in place of someone or something else

Buttons: CERRAR

Source: EASLE Educational Platform

Author: Velasteguí (2021)

EASLE EDUCATIONAL PLATFORM (ANNEX 3)



[Home](#) [About us](#) [Courses](#) [Start now](#) [Log in](#)

CREATE AN ACCOUNT

ENGLISH LEVEL

B2 ▼

ARE YOU A STUDENT OR A TEACHER

STUDENT ▼

CODE OR CELLULAR OR EMAIL

0980632652

NAME AND SURNAME

SADADSADASDASDASDASD

[PRACTICE NOW!](#)

[Home](#)

[Start now](#)
Readings
Levels

[About us](#)
Intelligences
multiple
Theory
Problem

[Log In](#)
Form

[Courses](#)
Courses
Readings and
Activities

[Faqs](#)

[Contact us](#)



Source: EASLE Educational Platform

Author: Velasteguí (2021)

LESSON PLAN 2: SCANNING – SEGMENTS IN LINGUISTICS

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“EASLE EDUCATIONAL PLATFORM AND READING SKILL”

Lesson Plan 2

Velasteguí Viteri Santiago David

LESSON PLAN 2

Topic: Segment in linguistics.			
Age: 18-24 years old	Level: B1	Time: 60 minutes	No. of students: 42
Recent topic work: No limits		Recent language work: Phonology – Phonemes sounds and sentence intonation.	
EASLE Educational platform: Multiple choice questions and gap activities.		Reading skills: Scanning reading subskill (Reading for specific information)	
Aims: Students will be able infer specific information about segments in linguistics.			
Objectives: <ul style="list-style-type: none"> • Students will be able to improve their scanning reading subskill through different written texts about segments in linguistics • Students will be able to practice their asynchronous learning by performing online multiple-choice activities in the EASLE educational platform. 			
Assessment: Complete reading activities in the EASLE educational platform based on their previous knowledge.			
Materials: Computer, Internet connection, Zoom Meeting, EASLE Educational platform, Canva slides, pictures, and charts.			
Anticipated problems: <ul style="list-style-type: none"> • Students might be confused about the skimming and scanning reading subskill when reading texts. • Students practice other activities not related to the reading activity. • Platform bugs and internet connection problems. 			
Time	Teacher activity	Student activity	Success indicators
10 minutes	Introduction Firstly, the teacher clarifies some doubts related to the activity students needed to complete last class in the EASLE educational platform. After that, the teacher introduces	Students pay attention during the teacher participation. Besides, they take some notes about the information presented by the teacher to have a clear idea of the scanning reading	Students follow

	<p>information related to the scanning reading skill using a Canva visual presentation. Annex 1</p> <p>Then, the teacher explains some ways to practice the scanning reading subskill by presenting some examples on his screen.</p> <p>Teachers ask some questions to the students to clarify doubts and provide feedback. If there are no questions, the teacher introduces the topic of the lesson.</p>	<p>subskill.</p> <p>Since this is new terminology, students ask some questions to the teacher to know more about the scanning reading skill. In addition, they write down the examples shown by the teacher of how they can improve the mentioned skill in their notebooks.</p>	<p>the instruction, and take notes to avoid a possible confusion during the activity. Thus, they are emerged in the introductory activity.</p>
<p>20 minutes</p>	<p>Main activity</p> <p>First of all, the teacher shares his computer screen to present the whole reading text about segments in linguistics using the EASLE educational platform.</p> <p>The teacher starts reading while asking students to follow the reading applying rapid eye movement to scan the information properly.</p> <p>After reading, the teacher divides the whole reading text into two paragraphs to explain to students how they can scan information depending on the questions they</p>	<p>Students login into the EASLE educational platform, they select their level of English and the reading according to the topic studied. Annex 3</p> <p>Students enhance their scanning reading subskill by underlying specific information in the reading passage.</p>	<p>Students participate in the activity. If a question arises, they would raise their virtual hand.</p>

<p>will receive later.</p> <p>Then, the teacher explains the reading main activity using the EASLE educational platform. Indeed, the reading text contains visual support like images, charts, diagrams, and so on to give them a clear idea of the topic. Annex 2</p> <p>The teacher based on the presentation stage designs some multiple-choice questions to practice the scanning reading subskill. The questions are based on the topic of the lesson.</p> <p>The teacher organizes the class into breakout rooms to monitor students' reading progress applying scanning reading subskill.</p> <p>Finally, the teacher enters each breakout room to provide specific indications to how students can improve their scanning reading subskill. Each indication will be written in the zoom chat.</p>	<p>Moreover, they take some notes to improve their scanning reading subskill in case they do not get detailed information when reading.</p> <p>During the breakout room activity, students may ask some questions to the teacher to support detailed information of the text in order to develop and master their scanning reading subskill.</p>	
---	--	--

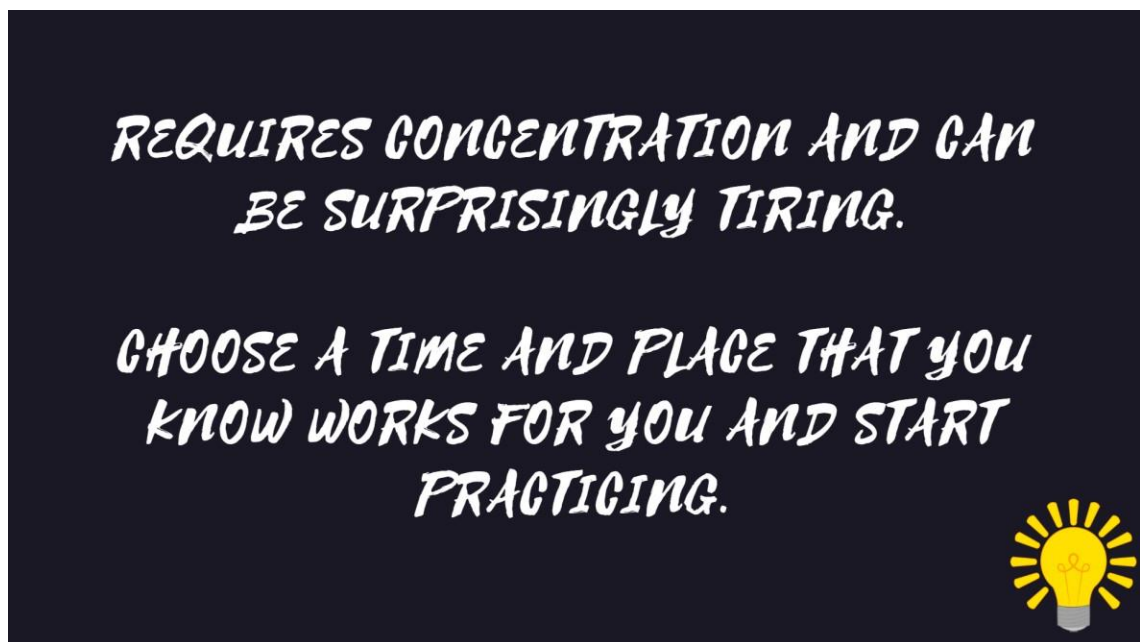
<p>15 minutes</p>	<p>Post-task activity</p> <p>Finally, the teacher explains the next activity, which is completing the multiple-choice questions in the EASLE educational platform.</p> <p>The teacher before finishing the lesson gives some feedback and motivates students to keep putting in practice their scanning reading subskill by reading other written texts by their own.</p>	<p>In the same breakout room, students need to answer some questions related to the topic learned to enhance their reading skimming subskill.</p> <p>Students must work individually during the multiple-choice activity. All the microphones should be turned off to evade distractions.</p>	<p>Students make questions if it is necessary and they put all their attention into their computer screen.</p> <p>Students answer correctly the multiple-choice questions created by the teacher showing that students understand the procedure of the lesson.</p>
<p>Homework: The teacher sets up other reading activities to keep practicing the scanning subskill. Students need to login into their EASLE account to answer some questions based on the reading content the teacher assigned them.</p>			

Adapted from: Harmer (1998)

Author: Velasteguí (2021)

CANVA VISUAL SUPPORT (ANNEXE 1)

[https://www.canva.com/design/DAEg2W4HHGs/wCRIPXLz0EsvsbiurA7Ycg/vi
ew?utm_content=DAEg2W4HHGs&utm_campaign=designshare&utm_mediu
m=link&utm_source=sharebutton](https://www.canva.com/design/DAEg2W4HHGs/wCRIPXLz0EsvsbiurA7Ycg/vi
ew?utm_content=DAEg2W4HHGs&utm_campaign=designshare&utm_mediu
m=link&utm_source=sharebutton)



Resource: Canva

Author: Velasteguí (2021)

EASLE READING ACTIVITY (ANNEX 2)

SEGMENTS IN LINGUISTICS

<https://www.easle.com.ec/easle/>

B1.3- SEGMENT IN LINGUISTICS

Branch of Language

- Phonology
- Syntax
- Semantics
- Morphology
- Lexicon
- Pragmatics
- Introduction
- Reference

In linguistics, a segment is "any discrete unit that can be identified, either physically or auditorily, in the stream of speech". The term is mostly used in phonetics and phonology to refer to the smallest elements in a language.

Firstly, in spoken languages, segments will typically be grouped into consonants and vowels, but the term can be applied to any minimal unit of a linear sequence meaningful to the given field of analysis, such as a syllable in prosodic phonology, a morpheme in morphology, or a cheme in sign language analysis.

Secondly, segments are called "discrete" because they are, at least at some analytical level, separate and individual, and temporally ordered. Segments are generally not completely discrete in speech production or perception, however.

The articulatory, visual, and acoustic cues that encode them often overlap. Examples of overlap for spoken languages can be found in discussions of phonological assimilation, coarticulation, and other areas in the study of phonetics and phonology, especially autosegmental phonology.

In conclusion, other articulatory, visual, or acoustic cues, such as prosody (tone, stress), and secondary articulations such as nasalization, may overlap multiple segments and cannot be discretely ordered with them. These elements are known as suprasegmentals.

Gestionar Cuestionario

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT P

Acción

Lectura Revisar

Lectura Revisar

Lectura Ejecutar

Activar Windows
Ir a Configuración de PC para activar Windows.

Cuestionario (B1 - 3)

1. In linguistics, how do linguists define a "segment"?

- Parts of the speech involved in the human process to convey a message.
- Any discrete unit that can be identified, either physically or auditorily, in the stream of speech.
- Small units of language that can be logically presented in sequential phrases.
- A segment is defined as any unit of language that human beings take advantage of to transmit ideas.

2. How can "segments" be grouped?

- Segments can be grouped into complex segments and simple segments depending on the vowel sound.
- Language segments can be grouped in labial and bilabial ways.
- Segments will typically be grouped into consonants and vowels.
- Segments can be grouped into sequential meaning to transform the term into a minimal pair.

Gestionar Cuestionario

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT P

Acción

Lectura Revisar

Lectura Revisar

Lectura Ejecutar

Activar Windows

Cuestionario (B1 - 3)

3. In which linguistics subfield is the term "segments" commonly used?

- The term is mostly used in phonetics and phonology to refer to the smallest elements in a language.
- The term is mostly used in syntax and pragmatics to refer to the smallest elements in a language.
- The term is mostly used in semantics and phonology to refer to the smallest elements in a language.
- The term is mostly used in phonetics and semantics to refer to the smallest elements in a language.

4. What can be a good example of "overlap" for spoken languages?

- Oral explanations, the usage of vowels and consonants, and a cheme in sign language analysis.
- Discussions of phonological assimilation, coarticulation, and other areas in the study of phonetics and phonology.
- In speech production or perception because it involves phonetics and phonology.
- Argumentation of phonological sounds, and areas in the study of a syllable in prosodic phonology.

Gestionar Cuestionario

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT P

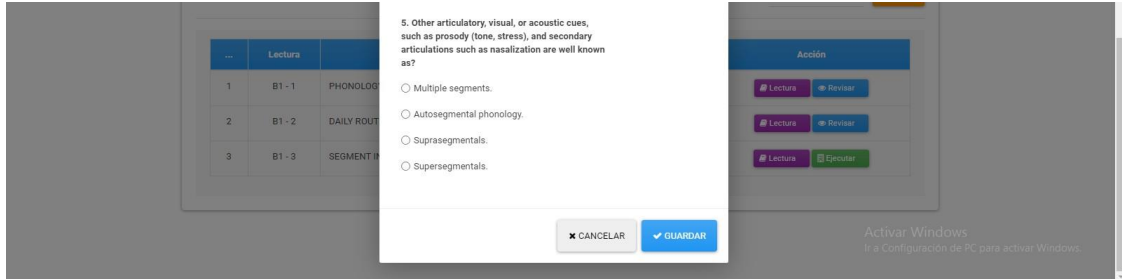
Acción

Lectura Revisar

Lectura Revisar

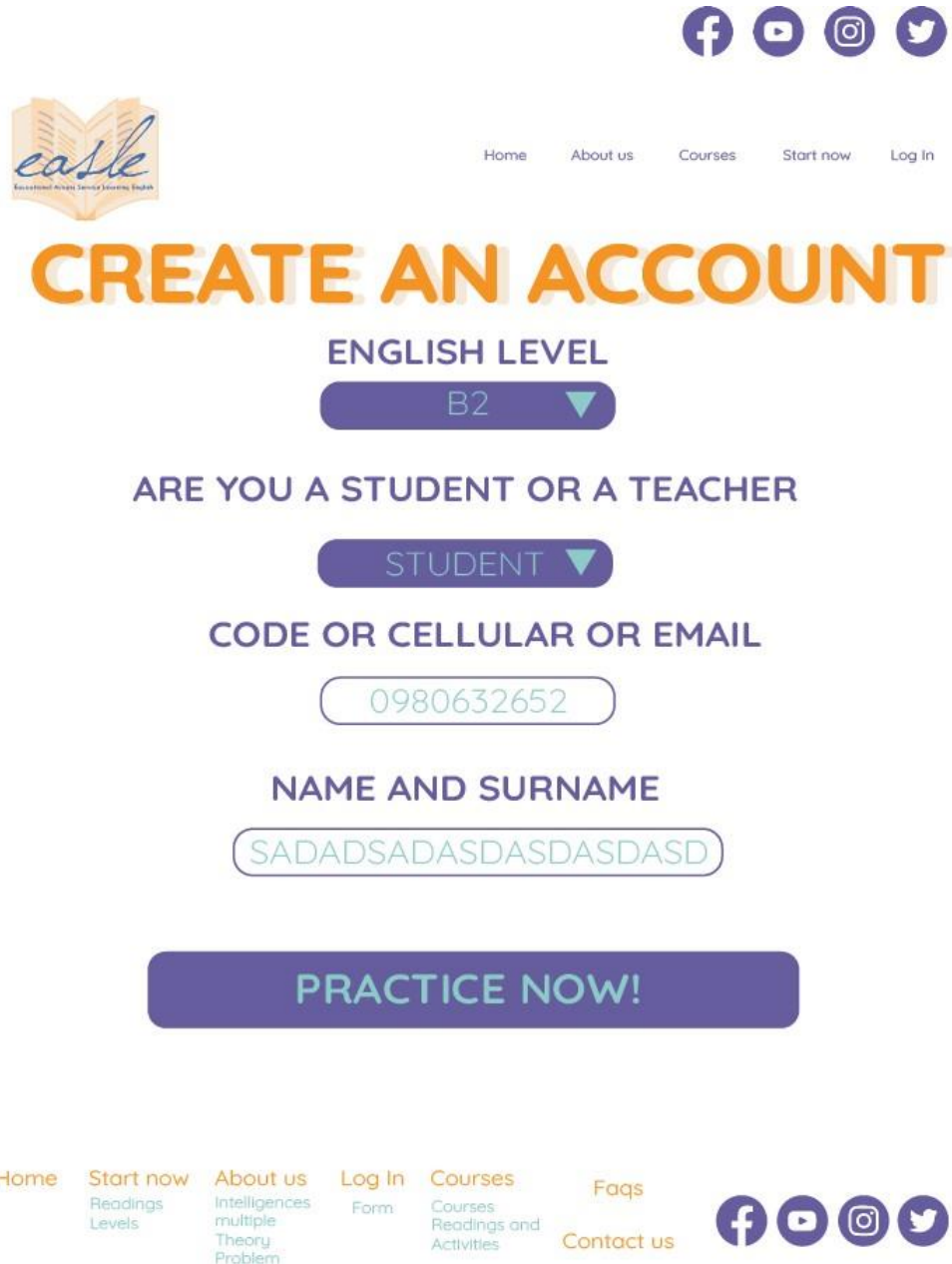
Lectura Ejecutar

Activar Windows



Source: EASLE Educational Platform
Author: Velasteguí (2021)

EASLE EDUCATIONAL PLATFORM LOGIN (ANNEX 3)



Source: EASLE Educational Platform
Elaborated by: Velasteguí (2021)

LESSON PLAN 3: INFERRING - PHONEMES

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“EASLE EDUCATIONAL PLATFORM AND READING SKILL”

Lesson Plan 3

Velasteguí Viteri Santiago David

LESSON PLAN 3

Topic: Phonemes			
Age: 18-24 years old	Level: B1	Time: 60 minutes	No. of students: 42
Recent topic work: No limits		Recent language work: Segment in linguistics.	
EASLE Educational platform: Multiple choice questions and gap activities.		Reading skills: Inferring reading subskill (“Reading between the lines”)	
Aims: Students will be able to analyze phonemes information in linguistics by enforcing the inferring reading subskill.			
Objectives: <ul style="list-style-type: none"> • Students will be able to summarize short or long texts by applying the inferring reading subskill when reading. • Students will be able to practice their asynchronous learning by performing online multiple-choice activities in the EASLE educational platform. 			
Assessment: Complete reading activities in the EASLE educational platform based on their previous knowledge.			
Materials: Computer, Internet connection, Zoom Meeting, EASLE Educational platform, Canva slides, Kahoot, notebooks, pictures, and charts.			
Anticipated problems: <ul style="list-style-type: none"> • Students find the new information extremely difficult so they cannot perform reading tasks. • Students practice other activities not related to the reading activity. • Platform bugs and internet connection problems. 			
Time	Teacher activity	Student activity	Success indicators
10 minutes	Introduction Firstly, the teacher clarifies some doubts related to the activity students needed to complete last class in the EASLE educational platform.	Students pay attention during the teacher participation. Besides, they take some notes about the information	

	<p>Then, the teacher introduces information related to the inferring reading subskill using a Canva visual presentation. Annex 1</p> <p>Then, the teacher explains some ways to practice the inferring reading subskill by providing essential information as well as some practical examples on his screen.</p> <p>Teachers ask some questions to the students to clarify doubts and provide feedback. If there are no questions, the teacher introduces the topic of the lesson.</p>	<p>presented by the teacher to have a clear idea of the inferring reading subskill.</p> <p>Since this is new terminology, students ask some questions to the teacher to know more about the inferring reading subskill.</p>	<p>Students follow the instruction, and take notes to avoid a possible confusion during the activity. Therefore, they are emerged in the introductory stage.</p>
20 minutes	<p>Main Activity</p> <p>First of all, the teacher shares his computer screen to present the whole reading text about phonemes in linguistics using the EASLE educational platform.</p> <p>The teacher starts reading the whole text while asking students to take notes about the most important points of the text. The teacher also recommends students to start inferring and drawing conclusions of each written paragraph by their own.</p>	<p>Students login into the EASLE educational platform, they select their course of English and the reading according to the topic studied. Annex 4</p> <p>Students draw short conclusions of each paragraph by their own in their notebooks. If there is a confusion around the class, they rise their virtual hand.</p>	<p>Students understand the meaning from a text that it is not explicit in the reading passage.</p>

	<p>After reading, the teacher reads the passage by putting emphasis on each paragraph. Indeed, the teacher underlines some phrases to help students to draw a conclusion about that. Besides, the teacher asks students to pay attention to the clues in the reading passage.</p> <p>Then, the teacher explains the reading main activity using the EASLE educational platform. Indeed, the reading text contains visual support like images, charts, diagrams, and so on to give them a clear idea of the topic. Annex 2</p> <p>The teacher based on the presentation stage designs a Kahoot activity to reinforce information about the inferring reading subskill. Annex 3</p> <p>The teacher organizes the class into breakout rooms to monitor students' reading progress efficiently by applying the inferring reading subskill.</p> <p>Finally, the teacher enters each breakout room to provide specific</p>	<p>Students improve their inferring reading subskill by reading the specific underlined information in the reading passage.</p> <p>Furthermore, students participate in the activity by analyzing the conclusion of each paragraph they previously did in their notebook. The answer can be written in the zoom chat.</p> <p>Students infer information by looking at the clues underlined by the teacher.</p> <p>During the breakout room activity, students may ask some questions to the teacher to support detailed information of the text in order to develop and master their inferring reading subskill.</p>	<p>Students can provide easily different conclusions related to the main reading activity.</p> <p>Students constantly request feedback to keep improving their inferring reading subskill.</p> <p>The majority of the students write their conclusions in the zoom chat.</p>
--	--	--	--

	indications to how students can improve their inferring reading subskill. Each indication will be written in the zoom chat.		
15 minutes	<p>Post-task activity</p> <p>Finally, the teacher explains the next activity, which is completing the multiple-choice questions in the EASLE educational platform. The teacher before finishing the lesson gives some feedback and motivates students to keep putting in practice their inferring reading subskill by reading other written texts by their own.</p>	<p>Students must work individually during the multiple-choice activity. All the microphones should be turned off to evade distractions.</p>	<p>Students answer correctly the multiple-choice questions created by the teacher showing that students understand the procedure of the lesson.</p>
<p>Homework: The teacher sets up other reading activities to keep improving the inferring reading subskill. Students need to login into their EASLE account to answer some questions related to information presented in the lesson plan.</p>			

Adapted from: Harmer (1998)

Author: Velasteguí (2021)

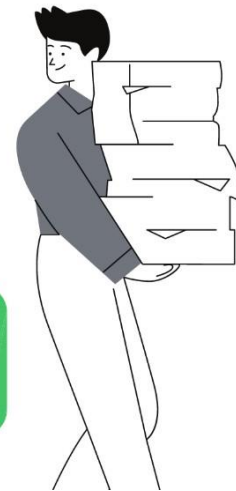
CANVA VISUAL SUPPORT (ANNEX 1)

https://www.canva.com/design/DAEg26FF2SO/cdZV4cqDo38wIR3ByVC7_g/view?utm_content=DAEg26FF2SO&utm_campaign=designshare&utm_medium=ink&utm_source=sharebutton

UNIVERSIDAD TÉCNICA DE AMBATO

INFERRING READING SUBSKILL

BY SANTIAGO
VELASTEGUI



UNIVERSIDAD TÉCNICA DE AMBATO

Introduction

Inferring requires readers to use prior knowledge and the information stated in a text to draw conclusions

inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading text.



Resource: Canva
Author: Velasteguí (2021)

EASLE READING ACTIVITY (ANNEX 2)

PHONEMES IN LINGUISTICS

<https://www.easle.com.ec/easle/>

The screenshot shows the EASLE platform interface. A central window displays the reading activity 'B1.4- PHONEMES IN LINGUISTICS'. The activity content includes a table of phonemes, a definition of phonemes, and three paragraphs explaining their nature and representation. The table lists 44 phonemes with their corresponding symbols and example words.

s	t	p	n	a	e	i	o
sat	top	top	nap	cat	egg	sh	tea
g	d	c	k	r	h	u	at
gate	dog	cat	back	run	hot	up	at
b	f	l	j	v	oa	oo	ar
bat	fat	leaf	join	van	boat	blue	car
w	x	y	z	qu	or	ur	ow
wait	x-ray	yes	zip	quit	fork	burn	cow
ch	sh	th	th	ng	ear	air	ure
chicken	ship	think	the	king	ear	air	ure

Phoneme, in linguistics, smallest unit of speech distinguishing one word (or word element) from another, as the element p in "tap", which separates that word from "tab", "tag", and "tan".

Firstly, we can say that a phoneme is a speech sound. As is mentioned in the previous paragraph, a phoneme is the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds, called "grapheme", which is the written representation (a letter or cluster of letters) of one sound.

Secondly, it is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 26 letters of the alphabet represent the 44 English phonemes individually and in combination.

Thirdly, phonemes are based on spoken language and may be recorded with special symbols, such as those of the International Phonetic Alphabet: in transcription, linguists conventionally place symbols for phonemes between slash marks: Eg. /p/.

In conclusion, nowadays the phoneme often has a less central place in phonological theory than it used to have, especially in American linguistics.

The screenshot shows a question window titled 'Cuestionario (B1 - 4)'. The question asks: '1. An example of a phoneme is?'. The options are:

- b
- /dog/
- /t/
- /ring/

 The second question asks: '2. The 26 letters of the alphabet represent the 44 English phonemes individually and in combination. So we can infer that...'. The options are:

- There are vowel and consonants phonemes.
- There is only vowel phonemes.
- There is only consonants phonemes.
- There are not vowel and consonants phonemes.

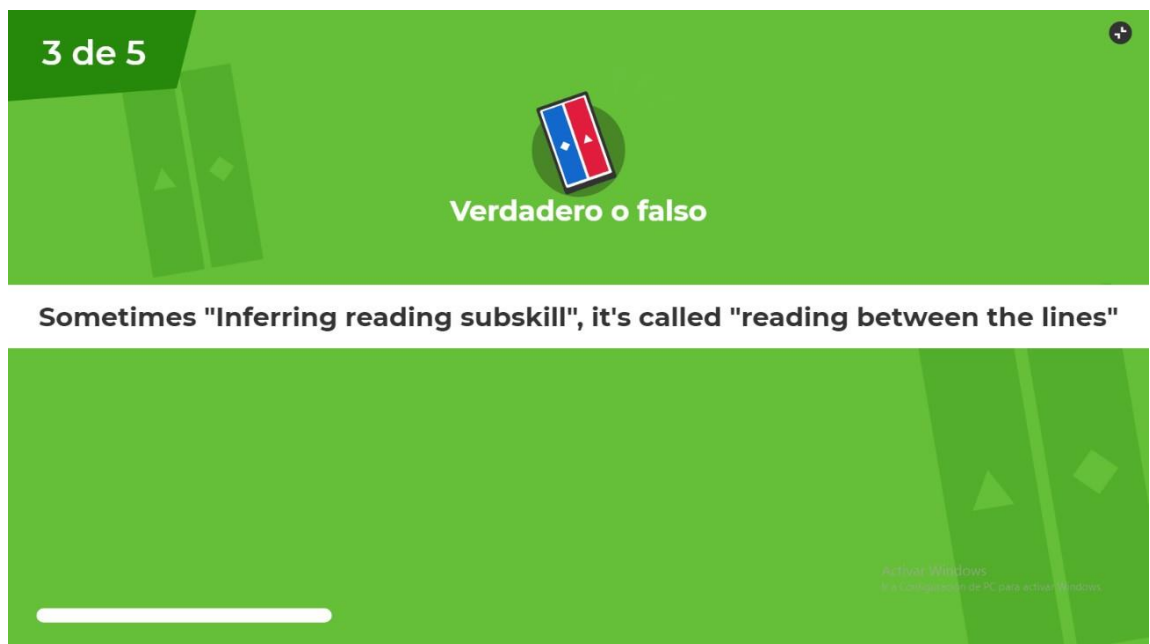
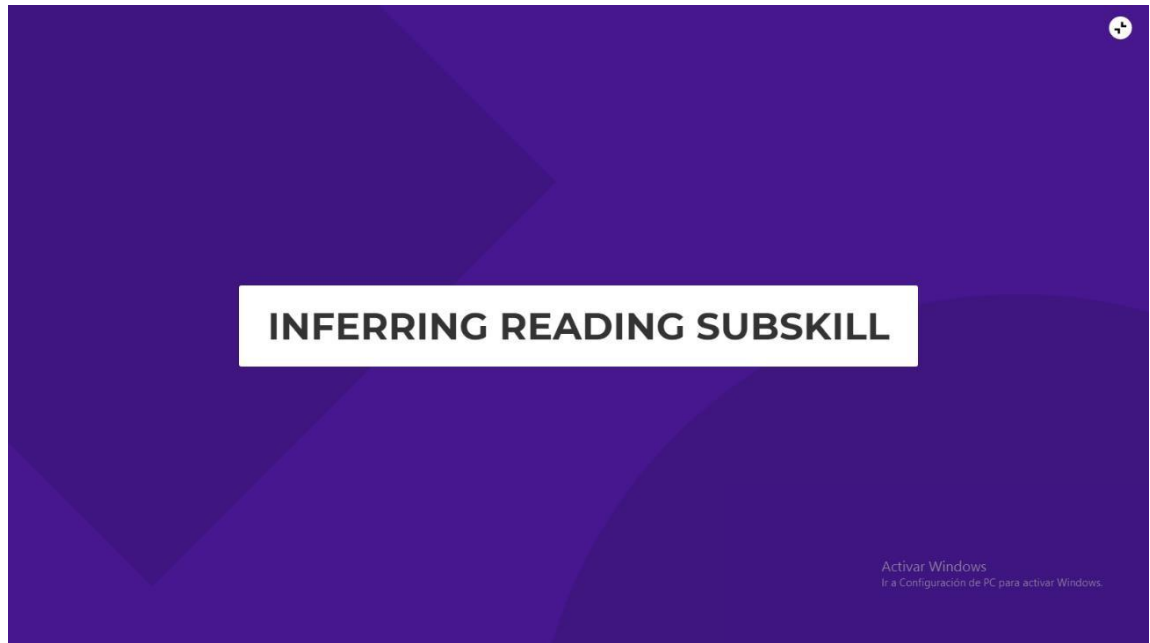
The screenshot shows a question window titled 'Cuestionario (B1 - 4)'. The question asks: '3. Can you draw a general conclusion related to this reading text?'. The options are:

- Phonemes are part of grammatical structures so we can improve our pronunciation.
- Phonemes are considered as a subfield of linguistics.
- Phonemes take part of linguistic context.
- because it contains units of speech that only adults can study.
- Phonemes, in linguistics, smallest unit of speech distinguishing one word from another.

Source: EASLE Educational Platform
 Author: Velasteguí (2021)

KAHOOT ACTIVITY (ANNEX 3)

<https://create.kahoot.it/share/inferring-reading-subskill/38ff347c-5854-44fb-a885-d5b7ad34ae0b>



Source: Kahoot
Author: Velasteguí (2021)

EASLE EDUCATIONAL PLATFORM LOGIN (ANNEX 4)



[Home](#) [About us](#) [Courses](#) [Start now](#) [Log in](#)

CREATE AN ACCOUNT

ENGLISH LEVEL

B2 ▼

ARE YOU A STUDENT OR A TEACHER

STUDENT ▼

CODE OR CELLULAR OR EMAIL

0980632652

NAME AND SURNAME

SADADSADASDASDASDASD

[PRACTICE NOW!](#)

[Home](#)

[Start now](#)
Readings
Levels

[About us](#)
Intelligences
multiple
Theory
Problem

[Log In](#)
Form

[Courses](#)
Courses
Readings and
Activities

[Faqs](#)

[Contact us](#)



Source: EASLE Educational Platform

Author: Velasteguí (2021)

LESSON PLAN 4: PREDICTING – PHONETICS (VOWEL SOUNDS)

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“EASLE EDUCATIONAL PLATFORM AND READING SKILL”

Lesson Plan 4

Velasteguí Viteri Santiago David

LESSON PLAN 4

Topic: Phonetics – Vowel Sounds			
Age: 18-24 years old	Level: B1	Time: 60 minutes	No. of students: 42
Recent topic work: No limits		Recent language work: Phonemes	
EASLE Educational platform: Multiple choice questions and gap activities.		Reading skills: Predicting reading subskill	
Aims: Students will be able to interpret vowel sounds information by implementing the predicting reading subskill.			
Objectives: <ul style="list-style-type: none"> • Students will be able to comprehend texts by applying and improving their predicting reading subskill. • Students will be able to practice their asynchronous learning by performing online multiple-choice activities in the EASLE educational platform. 			
Assessment: Complete reading activities in the EASLE educational platform based on their previous knowledge.			
Materials: Computer, Internet connection, Zoom Meeting, EASLE Educational platform, Canva slides, notebooks, pictures, and charts.			
Anticipated problems: <ul style="list-style-type: none"> • The information presented is not appropriated to the student’s level of English • Students practice other activities not related to the reading activity. • Platform bugs and internet connection problems. 			
Time	Teacher activity	Student activity	Success indicators
10 minutes	Introduction Firstly, the teacher provides some feedback related to the activity students needed to complete last class in the EASLE educational platform.	Students pay attention during the teacher participation. Besides, they take some notes about the information presented by the teacher to have a clear	Students follow the instruction, and take notes to avoid a possible confusion during the

	<p>Then, the teacher introduces information related to the predicting reading subskill using a Canva visual presentation. Annex 1</p> <p>Then, the teacher explains some ways to practice the predicting reading subskill by providing essential information as well as some practical examples on his screen.</p> <p>Teachers ask some questions to the students to clarify doubts and provide feedback. If there are no questions, the teacher introduces the topic of the lesson by sharing a chart.</p>	<p>idea of the predicting reading subskill.</p> <p>Just in case there are some questions, students read the presentation and write down important information about the predicting reading subskill.</p>	<p>activity. Therefore, they are emerged in the introductory stage.</p> <p>Students predict the topic of the lesson by watching the chart the teacher presents to the class.</p>
20 minutes	<p>Main Activity</p> <p>First of all, the teacher shares his computer screen to present the whole reading text about vocal sounds using the EASLE educational platform.</p> <p>The teacher starts reading the whole text about vocal sounds underlying complementary linking words and expressions, or replacements that refer forwards or backward in the text. There would be blanks in the reading passage.</p>	<p>Students login into the EASLE educational platform, they select their course of English and the reading according to the topic studied. Annex 3</p> <p>Students pay attention to the phrases the teacher underlined in each paragraph. If there is confusion around the class, they would rise their virtual hand.</p>	<p>Students get the main idea of the text by appreciating the clues in the reading text.</p>

	<p>After reading, the teacher explains each underlined sentence. In fact, the teacher underlines those phrases to help students to predict information during the activity. Besides, the teacher asks students to pay attention to the clues in the reading passage.</p> <p>Indeed, the reading text contains visual support like images, charts, diagrams, and so on to give them an overall idea of the topic. Annex 2</p> <p>Before asks students to complete the activity the teacher organizes the class into breakout rooms to monitor students' reading progress efficiently by applying the predicting reading subskill.</p> <p>The teacher provides some information about how they can predict information based on the underlined phrases. For instance, if they need to introduce a phrase that includes examples, description among others.</p>	<p>Students improve their predicting reading subskill by reading the specific underlined information in the reading passage. Then, they need to select the best option that will take place next in the reading passage to make it more comprehensible.</p> <p>Students participate in the activity by providing some possible answers to the teacher and classmates.</p> <p>Students predict information by looking at the clues underlined by the teacher.</p> <p>During the breakout room activity, students may ask some questions to the teacher to support detailed information of the text in order to develop and master their predicting reading subskill.</p>	<p>Students constantly request feedback to keep improving their predicting reading subskill.</p> <p>Most of the students participate in the activity by suggesting the possible phrase that will be forward or backwards in the blank text.</p> <p>Students understand information about vowel sounds by predicting possible sentences to</p>
--	--	---	---

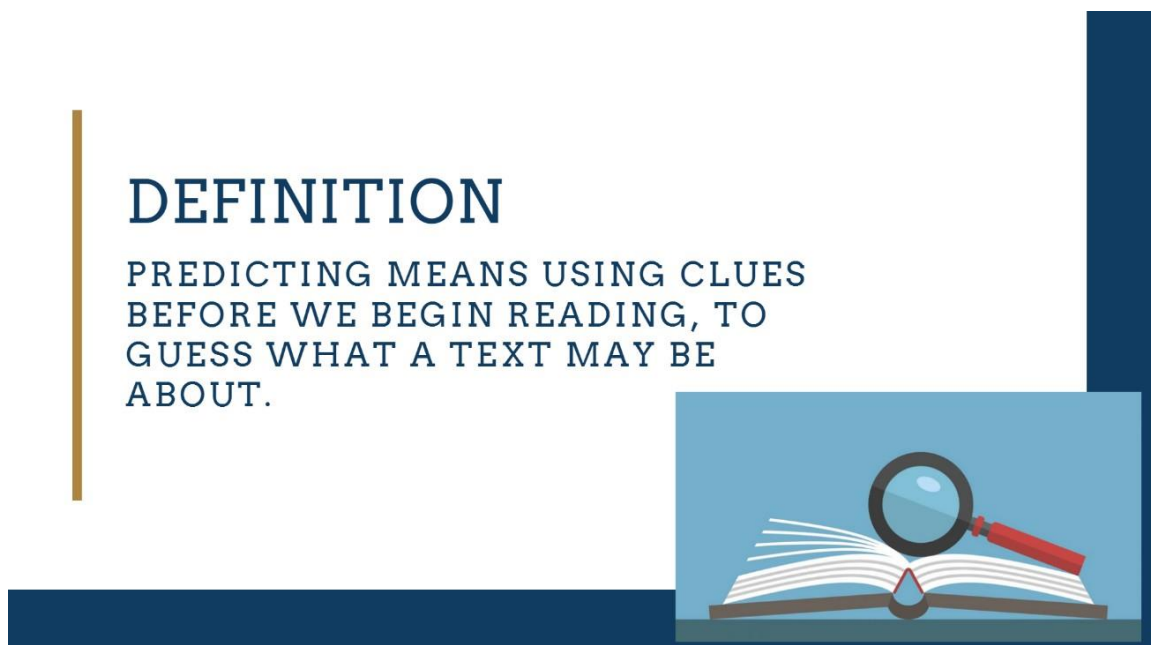
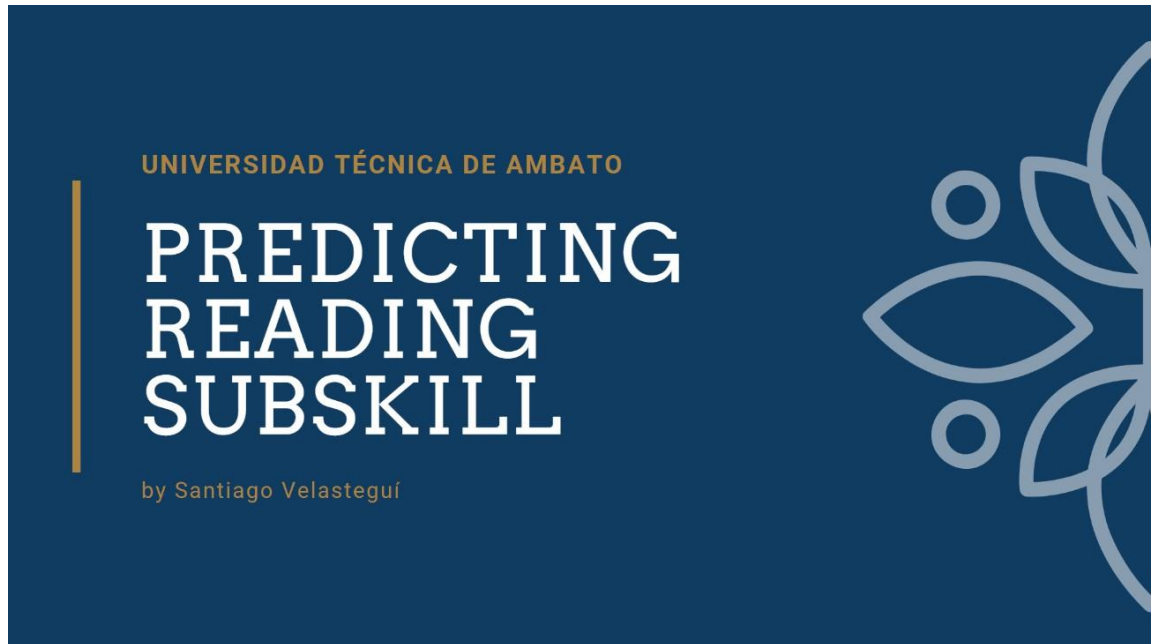
	Finally, the teacher enters each breakout room to provide specific indications to how students can improve their predicting reading subskill. Each indication will be written in the zoom chat.		make the reading text more coherent and understandable.
15 minutes	<p>Post-task activity</p> <p>Finally, the teacher explains the next activity, which is completing the multiple-choice questions in the EASLE educational platform.</p> <p>The teacher before finishing the lesson gives some feedback and motivates students to keep putting in practice their predicting reading subskill by reading other written texts by their own.</p>	Students must work individually during the multiple-choice activity. All the microphones should be turned off to evade distractions.	Students answer correctly the multiple-choice questions created by the teacher showing that students understand the procedure of the lesson.
<p>Homework: The teacher sets up other reading activities in the EASLE educational platform to keep practicing the predicting reading subskill.</p>			

Adapted from: Harmer (1998)

Author: Velasteguí (2021)

CANVA VISUAL SUPPORT (ANNEX 1)

https://www.canva.com/design/DAEg7iSGGVO/YiOeKuCO0sTXYkbVYgRk7g/view?utm_content=DAEg7iSGGVO&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Resource: Canva

Author: Velasteguí (2021)

EASLE READING ACTIVITY (ANNEX 2)

VOWEL SOUNDS

<https://www.easle.com.ec/easle/>

The screenshot shows a web browser displaying the EASLE website. A modal window titled "B1.5- VOWEL SOUNDS" is open. At the top of the modal, the vowels 'a', 'e', 'i', 'o', and 'u' are shown as colorful, smiling characters. Below this, there is a paragraph of text: "_____ The only articulator of our vocal tract involved in the production of vowels are the tongue and to some extent the lips. So, we have vowel articulation". This is followed by three sub-sections: "Vowel Articulation", "Vowel Lip Posture", and "Complex Vowel Articulations". Each section contains a short paragraph of text and a blank line for a response. The background of the website shows a "Gestionar Cuestionario" table with five rows, and a navigation menu with "Home", "Levels", "Tests", and "Log out".

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT
4	B1 - 4	PHONEMES
5	B1 - 5	VOWEL SOUNDS

The screenshot shows the same EASLE website with a different modal window titled "Cuestionario (B1 - 5)". It contains two multiple-choice questions. Question 1 asks for the title of the reading passage, with options: "THE ALPHABET", "VOWEL SOUNDS", "A E I O U", and "READING ACTIVITY 5". Question 2 asks for the best sentence that fits in the first paragraph, with options: "In conclusion, at this point you learned about more about complex vowel articulation.", "Diphthongs are characterized by a change of quality, starting with one sound and moving to another.", and "Vowels are modified by lip position: rounded, neutral, spread. They are modified by tongue height: high, mid, low." Below the questions, there is a paragraph of text: "First of all, you already know by now, that all vowel sounds are produced without any obstruction of the airstream and that all vowel sounds are voiced." The background of the website shows the "Gestionar Cuestionario" table and navigation menu.

← → ↻ 🏠 easle.com.ec/easle/administrar/cuestionario/?id=12 🔍 ☆ 🌐 📶 📱 🗄️ ⌵

EASLE Educational Access Service
Learning English

Gestionar Cuestionario

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT
4	B1 - 4	PHONEMES

3. What could be the best sentence that fits in the third paragraph?

Vowels are modified by lip position: rounded, neutral, spread. They are modified by tongue height: high, mid, low.

First of all, you already know by now, that all vowel sounds are produced without any obstruction of the airstream and that all vowel sounds are voiced.

In conclusion, at this point you learned about more about complex vowel articulation.

Diphthongs are characterized by a change of quality, starting with one sound and moving to another.

4. What could be the best sentence that fits in the fourth paragraph?

In conclusion, at this point you learned about more about complex vowel articulation.

Diphthongs are characterized by a change of quality, starting with one sound and moving to another.

First of all, you already know by now, that all vowel sounds are produced without any obstruction of the airstream and that all vowel sounds are voiced.

Vowels are modified by lip position: rounded, neutral, spread. They are modified by tongue height: high, mid, low.

Home Levels Tests Log out
Bienvenid@ Alex Vinicio Vaca Ojeda
Sucesos

Escriba su búsqueda 🔍 Buscar

Acción

<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT
4	B1 - 4	PHONEMES
5	B1 - 5	VOWEL SOU

5. What would be the best sentence that explains the conclusion of the text?

First of all, you already know by now, that all vowel sounds are produced without any obstruction of the airstream and that all vowel sounds are voiced.

Vowels are modified by lip position: rounded, neutral, spread. They are modified by tongue height: high, mid, low.

In conclusion, at this point you learned about more about complex vowel articulation.

Diphthongs are characterized by a change of quality, starting with one sound and moving to another.

Acción

<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar
<input type="checkbox"/>	Lectura	Revisar

✖ CANCELAR ✔ GUARDAR

Source: EASLE Educational Platform
Author: Velasteguí (2021)

EASLE EDUCATIONAL PLATFORM LOGIN (ANNEX 3)



[Home](#) [About us](#) [Courses](#) [Start now](#) [Log In](#)

CREATE AN ACCOUNT

ENGLISH LEVEL

B2 ▼

ARE YOU A STUDENT OR A TEACHER

STUDENT ▼

CODE OR CELLULAR OR EMAIL

0980632652

NAME AND SURNAME

SADADSADASDASDASDASD

PRACTICE NOW!

[Home](#)

[Start now](#)
Readings
Levels

[About us](#)
Intelligences
multiple
Theory
Problem

[Log In](#)
Form

[Courses](#)
Courses
Readings and
Activities

[Faqs](#)

[Contact us](#)



Source: EASLE Educational Platform

Author: Velasteguí (2021)

**LESSON PLAN 5: DEDUCING MEANING FROM CONTEXT – PHONETICS
(CONSONANTS SOUNDS)**

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“EASLE EDUCATIONAL PLATFORM AND READING SKILL”

Lesson Plan 5

Velasteguí Viteri Santiago David

LESSON PLAN 5

Topic: Phonetics - Consonants sounds			
Age: 18-24 years old	Level: B1	Time: 60 minutes	No. of students: 42
Recent topic work: No limits		Recent language work: Phonetics – Vocal Sounds.	
EASLE Educational platform: Multiple choice questions and gap activities.		Reading skills: Deducing meaning from context reading subskill	
Aims: Students will be able to comprehend short or long texts by selecting the appropriate language features in different semantic contexts.			
Objectives: <ul style="list-style-type: none"> • Students will be able to discover information related to consonant sounds by deducing the meaning of unknown words in a linguistic context. • Students will be able to practice their asynchronous learning by performing online multiple-choice activities in the EASLE educational platform. 			
Assessment: Complete reading activities in the EASLE educational platform based on their previous knowledge.			
Materials: Computer, Internet connection, Zoom Meeting, EASLE Educational platform, Canva slides, Quizizz, notebooks, pictures, and charts.			
Anticipated problems: <ul style="list-style-type: none"> • Students find the new information extremely difficult so they cannot perform reading tasks. • Students practice other activities not related to the reading activity. • Platform bugs and internet connection problems. 			
Time	Teacher activity	Student activity	Success indicators
	Presentation Initially, the teacher asks students if they had problems in completing the last reading task in the EASLE educational platform.	Students pay attention during the teacher participation. Besides, they take some notes about the information	Students participate in the introductory activity by reading

10 minutes	<p>Then, the teacher introduces information related to the deducing meaning from context reading subskill using a Canva visual presentation. Annex 1</p> <p>Then, the teacher explains some ways to practice the deducing meaning from context reading subskill by providing essential information as well as some practical examples on his screen.</p> <p>Teachers ask some questions to the students to clarify doubts and provide feedback. If there are no questions, the teacher introduces the topic of the lesson.</p>	<p>presented by the teacher to have a clear idea of the deducing meaning from context reading subskill.</p> <p>Students ask some questions to the teacher to know more about the deducing meaning from context reading subskill.</p>	<p>the “Portugal” example.</p> <p>Besides, they participate randomly if the teacher requires individual participation related to the reading example.</p> <p>Besides, they might ask some questions related to the subskill they are learning.</p>
20 minutes	<p>Practice</p> <p>At first, the teacher based on the presentation stage designs a Quizziz activity to reinforce information about the deducing meaning from context reading subskill. Annex 2</p> <p>Then, the teacher shares his computer screen to present the whole reading text about consonant sounds in linguistics using the EASLE educational platform.</p> <p>The teacher reads the passage</p>	<p>Students login into the EASLE educational platform, they select their course of English and the reading according to the topic studied. Annex 4</p> <p>Students participate synchronically in the online game activity Quizziz activity, the pace of the activity will depend on the number of students who enter the website.</p>	<p>Students feel motivated because they participate synchronically in an online game activity to reinforce information previously explained by the teacher.</p>

	<p>underlying the last words before finding blank spaces to emphasize the linguistic context in which the students are immersing themselves.</p> <p>Then, the teacher recommends that the students begin to identify if the underlined word is a verb, noun, adjective, or article. This action can be carried out in their notebooks while the reading continues.</p> <p>After reading, the teacher asks the students to pay attention to the underlined words that appear in the reading passage.</p> <p>After that, the teacher explains the main reading activity using the EASLE educational platform. The text would be related to consonant sounds in linguistics. In fact, the reading passage contains visual aids/clues such as pictures, graphs, diagrams, etc. Annex 3</p> <p>The teacher organizes the class into breakout rooms to monitor students' reading progress efficiently by applying the deducing meaning from context reading subskill.</p>	<p>Students follow the teacher's directions by identifying the parts of speech in the reading passage presented by the teacher.</p> <p>The students, in their notebook, decide if the word underlined by the teacher is a verb, an adjective, a noun, an article, among others.</p> <p>Furthermore, students participate in the breakout room activity by analyzing the word before the blank to choose the appropriate answer that fits with the text structure. The answer can be written in the zoom chat.</p> <p>Students, based on the linguistic context, deduce the possible word/answer that would fit forward the blank in the text.</p> <p>During the breakout</p>	<p>Students are positively immersed in the linguistic context to select the appropriate word to make the reading text understandable.</p> <p>Once students have identified which parts of speech they are reading, they are ready to move on during the lesson.</p> <p>Students constantly request feedback to keep improving their deducing meaning from context reading subskill.</p> <p>Most of the students participate directly providing possible</p>
--	---	--	---

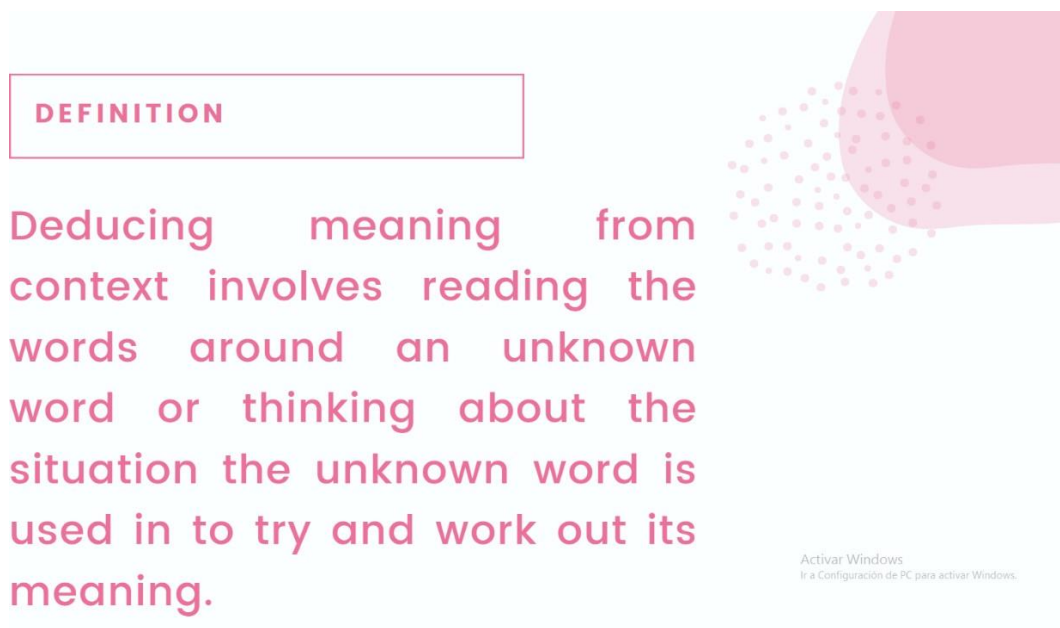
	Finally, the teacher enters each breakout room to provide specific indications to how students can improve their deducing meaning from context reading subskill. Each indication will be written in the zoom chat.	room activity, students may ask some questions to the teacher to support detailed information of the text in order to develop and master their deducing meaning from context reading subskill.	answers without taking into consideration a reference resource such as dictionaries or google translator.
15 minutes	Production Finally, the teacher explains the next activity, which is completing the multiple-choice questions in the EASLE educational platform.	Students must work individually during the multiple-choice activity. All the microphones should be turned off to evade distractions.	Students answer correctly the multiple-choice questions created by the teacher showing that students understand the procedure of the lesson.
Homework: The teacher sets up other reading activities to keep practicing the reading subskill. Students need to login into their EASLE account to answer some questions based on the reading content the teacher assigned them.			

Adapted from: Harmer (1998)

Author: Velasteguí (2021)

CANVA VISUAL SUPPORT (ANNEX 1)

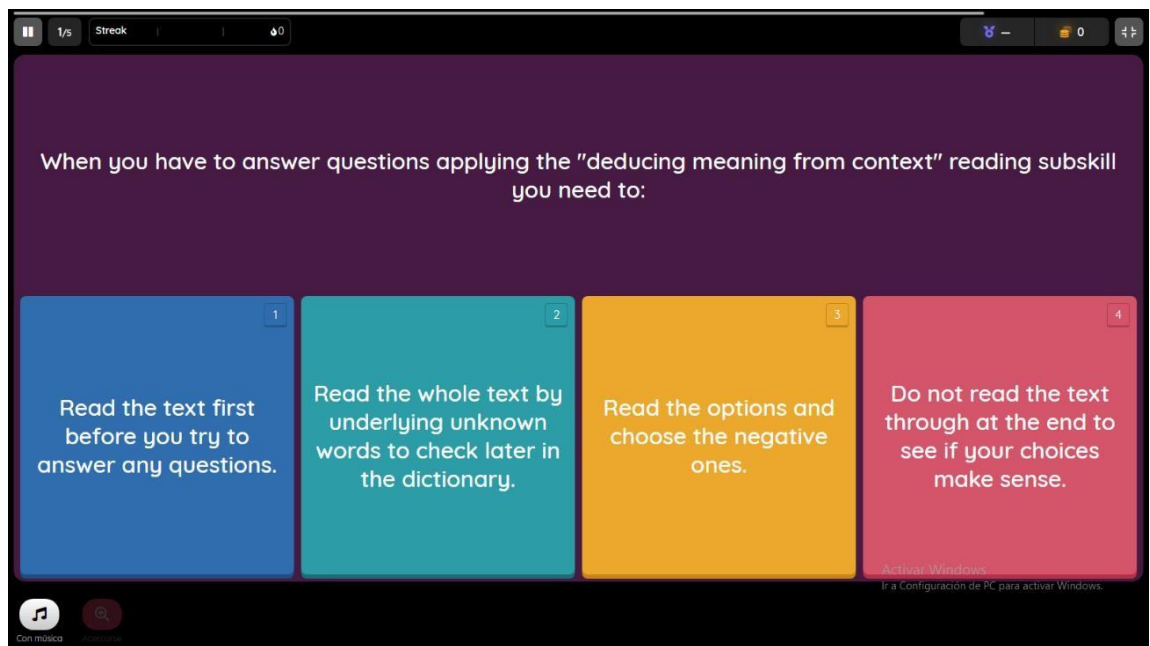
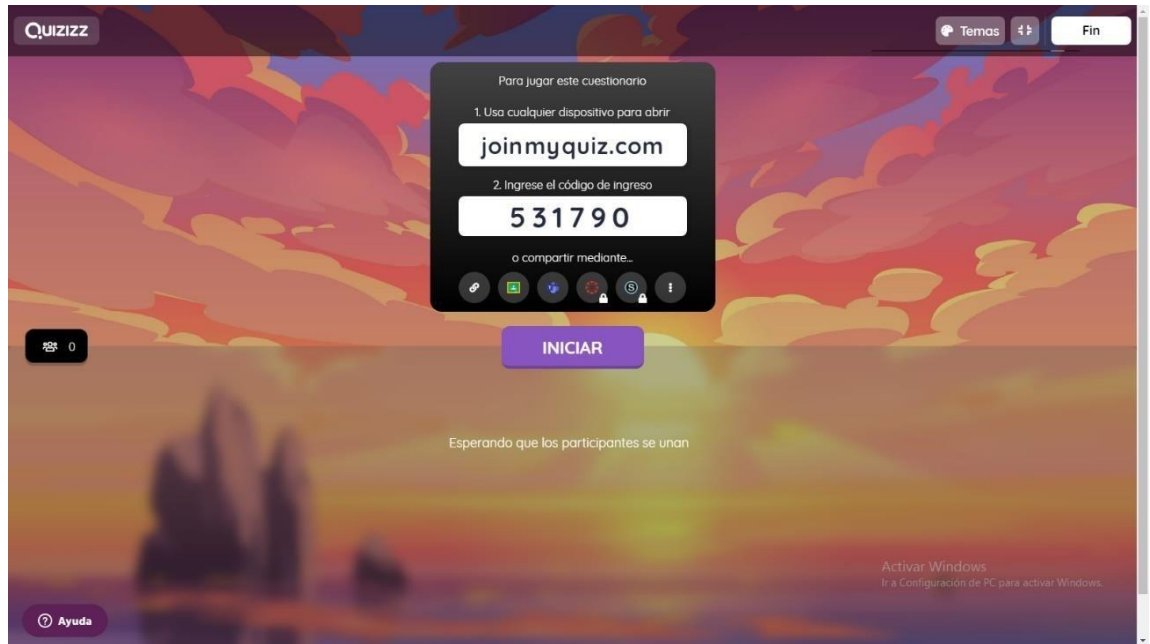
https://www.canva.com/design/DAEg77sbYVO/k9RXnw_vv2HqgEvk7SOG9g/view?utm_content=DAEg77sbYVO&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Resource: Canva
Author: Velasteguí (2021)

QUIZZIZ ONLINE GAME ACTIVITY (ANNEX 2)

<https://quizizz.com/join?gc=531790>



Resource: Quizizz
Author: Velasteguí (2021)

EASLE READING ACTIVITY (ANNEX 3)

CONSONANTS SOUNDS

<https://www.easle.com.ec/easle/>

B1.6- CONSONANTS SOUNDS

p	b	t	d	f	ɸ	k	g
ph	bet	teit	dit	fit	phit	kit	git
f	v	θ	ð	s	z	ʃ	ʒ
fit	vit	θit	ðit	sit	zit	ʃit	ʒit
m	n	ɲ	h	l	r	w	j
mit	nit	ɲit	hit	lit	rit	wit	jit

Consonant, any speech sound, such as that represented by /t/, /g/, /l/, or /z/, that is characterized by an _____ with a closure or narrowing of the vocal tract such that _____ complete or partial blockage of the flow of air is produced.

Consonants _____ usually classified according to the place of articulation (the location of the stricture made in the vocal tract, such as dental, bilabial, or velar), _____ manner of articulation (the way in which the obstruction of the airflow is accomplished, as in stops, fricatives, approximants, trills, taps, and laterals), and the presence or absence of voicing, nasalization, aspiration, or other phonation.

_____ example, the sound for s is described as a voiceless alveolar fricative; the sound for /m/ is a voiced bilabial nasal stop. Additional classificatory information _____ indicate whether the airstream powering the production of the consonant is _____ the lungs (the pulmonary airstream mechanism), or some other airstream mechanism _____ whether the flow of air _____ ingressive or regressive.

The production of _____ may also involve secondary articulations—that is, articulations additional to the place and manner of articulation defining the primary stricture in the vocal tract.

Acción

- Lectura
- Revisar
- Lectura
- Revisar
- Lectura
- Revisar
- Lectura
- Revisar
- Lectura
- Ejecutar

Activar Windows
Ir a Configuración de PC para activar Windows.

Questionario (B1 - 6)

1. What is the best option that fits perfectly with the first blank?
 - providence
 - articulation
 - bilingual
 - progress
2. What is the best option that fits perfectly with the second blank?
 - a
 - an
 - the
 - over
3. What is the best option that fits perfectly with the third blank?
 - is
 - talk
 - are
 - define

Acción

- Lectura
- Revisar
- Lectura
- Revisar
- Lectura
- Revisar
- Lectura
- Revisar
- Lectura
- Ejecutar

Activar Windows
Ir a Configuración de PC para activar Windows.

← → ↻ easle.com.ec/easle/administrar/cuestionario/?id=12

EASLE Educational Access Service
Learning English

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT H
4	B1 - 4	PHONEMES
5	B1 - 5	VOWEL SOU
6	B1 - 6	CONSONAN

4. What is the best option that fits perfectly with the fourth blank?

The

Lots

A

Such

5. What is the best option that fits perfectly with the fifth blank?

An

The

Many

For

6. What is the best option that fits perfectly with the sixth blank?

for

the

dont

may

Acción

Lectura Revisar

Lectura Revisar

Lectura Revisar

Lectura Revisar

Lectura Revisar

Lectura Ejecutar

Home Levels Tests Log out

Bienvenid@: Estheia Elizabeth Torres Cordova Student

← → ↻ easle.com.ec/easle/administrar/cuestionario/?id=12

EASLE Educational Access Service
Learning English

...	Lectura	
1	B1 - 1	PHONOLOG
2	B1 - 2	DAILY ROUT
3	B1 - 3	SEGMENT H
4	B1 - 4	PHONEMES
5	B1 - 5	VOWEL SOU
6	B1 - 6	CONSONAN

7. What is the best option that fits perfectly with the seventh blank?

from

by

over

the

8. What is the best option that fits perfectly with the eighth blank?

of course

by

and

no

9. What is the best option that fits perfectly with the ninth blank?

are

is

can

finally

Acción

Lectura Revisar

Lectura Revisar

Lectura Revisar

Lectura Revisar

Lectura Revisar

Lectura Ejecutar

Home Levels Tests Log out

Bienvenid@: Estheia Elizabeth Torres Cordova Student

4	B1 - 4	PHONEMES
5	B1 - 5	VOWEL SOU
6	B1 - 6	CONSONAN

10. What is the best option that fits perfectly with the tenth blank?

production

ideas

similarities

consonants

Acción

Lectura Revisar

Lectura Revisar

Lectura Ejecutar

✕ CANCELAR ✓ GUARDAR

Activar Windows
Ir a Configuración de PC para activar Windows.

Source: EASLE Educational Platform
Author: Velasteguí (2021)

EASLE EDUCATIONAL PLATFORM LOGIN (ANNEX 4)



[Home](#) [About us](#) [Courses](#) [Start now](#) [Log In](#)

CREATE AN ACCOUNT

ENGLISH LEVEL

B2 ▼

ARE YOU A STUDENT OR A TEACHER

STUDENT ▼

CODE OR CELLULAR OR EMAIL

0980632652

NAME AND SURNAME

SADADSADASDASDASDASD

PRACTICE NOW!

[Home](#)

[Start now](#)

[Readings](#)
[Levels](#)

[About us](#)

[Intelligences](#)
[multiple](#)
[Theory](#)
[Problem](#)

[Log In](#)

[Form](#)

[Courses](#)

[Courses](#)
[Readings and](#)
[Activities](#)

[Faqs](#)

[Contact us](#)



Source: EASLE Educational Platform

Author: Velasteguí (2021)

**LESSON PLAN 6: READING FOR DETAIL (INTENSIVE READING) –
DEFINITION AND FEATURES OF LANGUAGE**

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

“EASLE EDUCATIONAL PLATFORM AND READING SKILL”

Lesson Plan 6

Velasteguí Viteri Santiago David

LESSON PLAN 6

Topic: Definition and features of language.			
Age: 18-24 years old	Level: B1	Time: 60 minutes	No. of students: 42
Recent topic work: No limits		Recent language work: Phonetics – Consonants Sounds.	
EASLE Educational platform: Multiple choice questions and gap activities.		Reading skills: Reading for detail (Intensive reading)	
Aims: Students will be able to dissect the features of language by applying the reading for detail subskill.			
Objectives: <ul style="list-style-type: none"> • Students will be able to analyze the meaning out of every word in sentences by reading specific information about the language and its features. • Students will be able to practice their asynchronous learning by performing online multiple-choice activities in the EASLE educational platform. 			
Assessment: Complete reading activities in the EASLE educational platform based on their previous knowledge.			
Materials: Computer, Internet connection, Zoom Meeting, EASLE Educational platform, Canva slides, Educaplay, notebooks, pictures, and charts.			
Anticipated problems: <ul style="list-style-type: none"> • Students find the new information extremely difficult so they cannot perform reading tasks. • Students practice other activities not related to the reading activity. • Platform bugs and internet connection problems. 			
Time	Teacher activity	Student activity	Success indicators
10 minutes	Presentation Initially, the teacher asks students if they had problems in completing the last reading task in the EASLE educational platform. After, the teacher presents the last	Students pay attention during the teacher participation. Besides, they take some notes about the information presented by the	Students pay attention during the oral presentation by the teacher. In addition, it could be clearly seen

	<p>reading sub-skill congratulating the students for having completed the previously created activities over time. The Canva presentation contains visual aids to get students motivated.</p> <p>Then, the teacher explains some ways to practice the intensive reading subskill by providing essential information as well as some practical examples on his screen.</p> <p>Teachers ask some questions to the students to clarify doubts and provide feedback. If there are no questions, the teacher introduces the topic of the lesson.</p>	<p>teacher to have a clear idea of the reading for detail subskill.</p> <p>Moreover, students ask some questions to the teacher to know how to improve their intensive reading subskill so they can understand the meaning out of every word in sentences, especially when reading long texts.</p>	<p>that they take notes to avoid possible confusion during the main activity.</p> <p>Students are motivated to keep learning and understand all the information related to the intensive reading subskill.</p>
<p>20 minutes</p>	<p>Practice</p> <p>At first, the teacher based on the presentation stage designs an Educaplay online game activity to support in an innovative way the information about the intensive reading subskill. Annex 2</p> <p>Then, the teacher shares his computer screen to present the whole reading text about “Definition and features of language” using the EASLE educational platform.</p>	<p>Students login into the EASLE educational platform, they select their course of English and the reading according to the topic “Definition and features of language”. Annex 4</p> <p>Students participate synchronically in the Educaplay activity,</p> <p>Students follow the teacher's directions by</p>	<p>Students feel inspired because they participate synchronically in an online game activity. There might be a strong interest in improving their intensive reading subskill</p> <p>Students are confidently</p>

<p>The teacher reads the passage underlying the last words before finding blank spaces to emphasize the linguistic context in which the students are immersing themselves.</p> <p>Then, the teacher recommends that the students begin to identify if the underlined word is a verb, noun, adjective, or article. This action can be carried out in their notebooks while the reading continues.</p> <p>After reading, the teacher asks the students to pay attention to the underlined words that appear in the reading passage. Besides, the teacher remarks the advice he explained to the whole class in the presentation stage.</p> <p>After that, the teacher explains the main reading activity using the EASLE educational platform. The text would be related “Definition and features of language”. In fact, the reading passage contains visual aids/clues such as pictures, graphs, diagrams, etc. Annex 3</p> <p>The teacher organizes the class into breakout rooms to monitor</p>	<p>identifying the parts of speech in the reading passage presented by the teacher.</p> <p>The students, in their notebook, decide if the word underlined by the teacher is a verb, an adjective, a noun, an article, among others.</p> <p>Furthermore, students participate in the breakout room activity by analyzing the word before the blank to choose the think about the possible answer that fits with the text structure. The answer can be written in the zoom chat.</p> <p>Students, based on the linguistic context and by understanding each word deduce the probable word/answer that would fit forward the blank in the text.</p> <p>During the breakout</p>	<p>immersed in the linguistic context comprehending how sentences are structured, and how each linguistic detail in the sentence helps them to improve their intensive reading subskill.</p> <p>Once students have identified which parts of speech they are reading, they would probably be excited to move on during the lesson.</p> <p>Students constantly request feedback to keep improving their intensive reading subskill.</p> <p>Most of the students participate directly during the main</p>
--	---	---

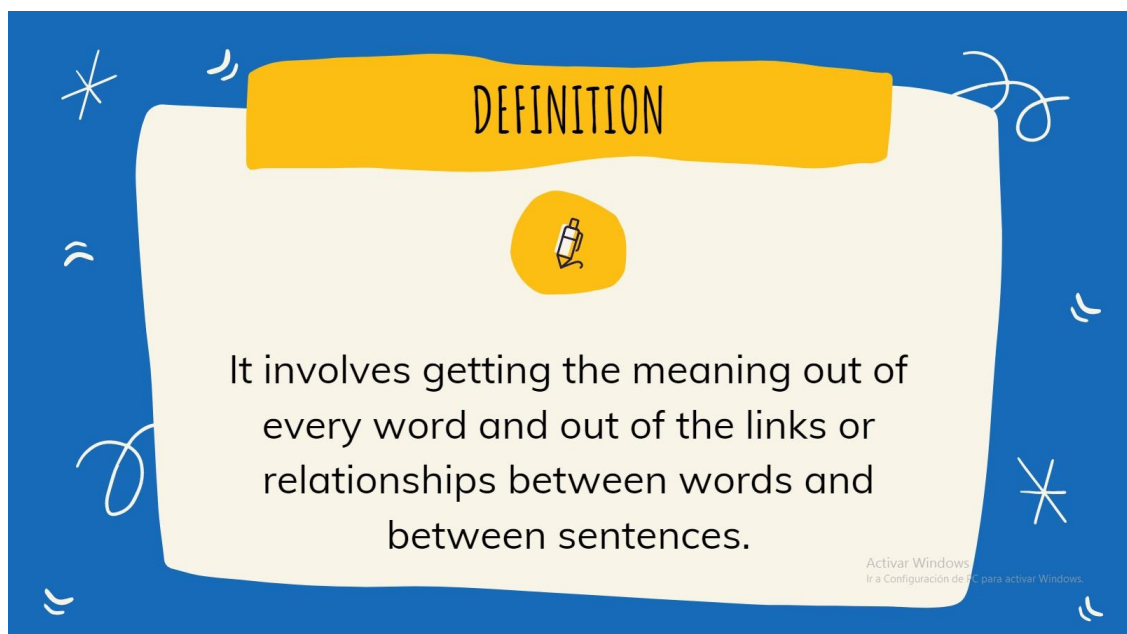
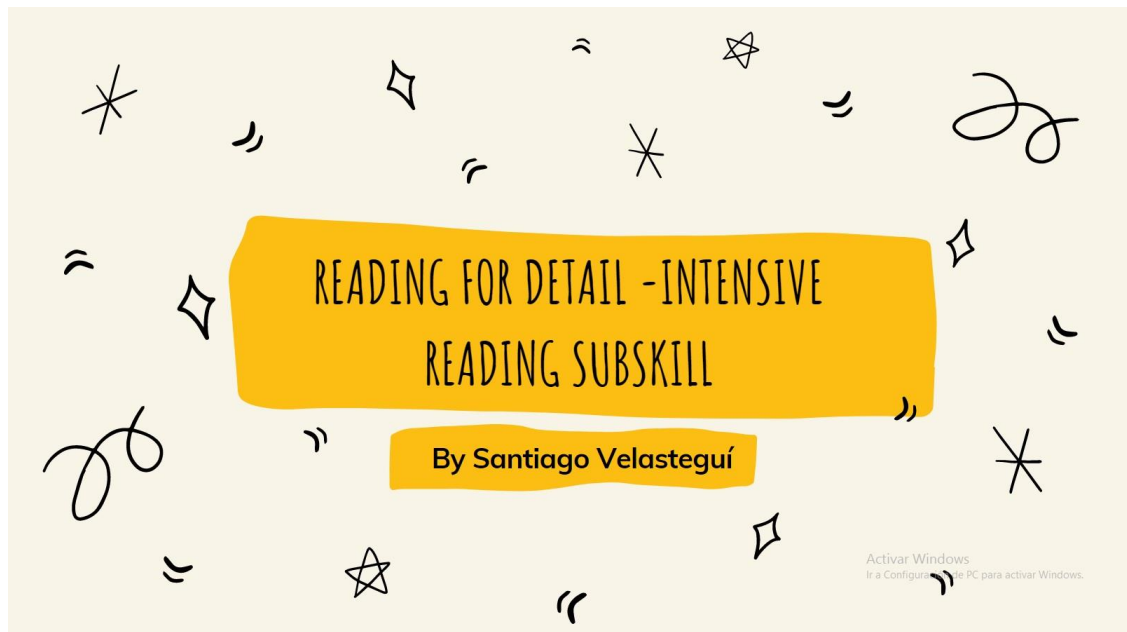
	<p>students' reading progress efficiently by applying the intensive reading subskill.</p> <p>Finally, the teacher enters each breakout room to provide specific indications to how students can improve their intensive reading subskill, putting emphasis that the possible answer will depend on their language knowledge.</p>	<p>room activity, students may ask some questions to the teacher to support detailed information of the text in order to develop and master their intensive reading subskill.</p>	<p>reading activity providing potential answers based on their own knowledge to construct and understand sentences more accurately.</p>
15 minutes	<p>Production</p> <p>Finally, the teacher explains the next activity, which is completing the gap filling questions in the EASLE educational platform based on the positive results during the presentation stage.</p>	<p>Students must work individually during the gap filling activity. All the microphones should be turned off to evade distractions.</p>	<p>Students answer correctly the gap filling questions created by the teacher showing that students understand the procedure of the lesson.</p>
<p>Homework: The teacher sets up other reading activities to keep practicing the intensive reading subskill. Students need to login into their EASLE account to answer some questions based on the reading content the teacher assigned them.</p>			

Adapted from: Harmer (1998)

Elaborated by: Velasteguí (2021)

CANVA VISUAL SUPPORT (ANNEX 1)

https://www.canva.com/design/DAEhCTkP85A/2UiO1mL2TY1UtlAP70v61w/viaw?utm_content=DAEhCTkP85A&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Resource: Canva
Author: Velasteguí (2021)

EDUCAPLAY ONLINE GAME ACTIVITY (ANNEX 2)

https://es.educaplay.com/recursos-educativos/9626325-intensive_reading.html

Configurar Relacionar Columnas

Datos Generales

Limite de Tiempo: El usuario dispone de 300 segundos para realizar la actividad

Nº de Intentos: 1

Parejas

1	DEFINITION OF INTENSI...	→	It involves getting the m...
2		→	A good tip is to pay atte...
3	IMPORTANT INFORMATL...	→	In some cases, you may ...
4		→	We use this skill when w...
5	READING FOR DETAIL Q...	→	
6	SLOWER READING PROC...	→	It starts at the beginning ...
7		→	
8	Make sure you read the t...	→	

Opciones avanzadas

Etiquetas: intensive reading, reading for detail, english, reading

INTENSIVE READING

Match the concepts and the title of each one related to the intensive reading subskill. By doing this activity you will be more motivated to know more about it, making the learning experience more efficient and fun.

05:00 MAXIMUM TIME

1 NUM. TRIES

You are identified as **Santiago Velastegui**

Start

Author: Santiago Velastegui

adrformacion SOLUCIONES INTEGRALES DE E-LEARNING

Formación Programada
Certificados de Profesionalidad
Proyectos e-learning
LCMS Personalizado

INTENSIVE READING

0/1 NUM. TRIES **100** SCORE **04:53** LEFT TIME

READING SKILLS

SLOWER READING PROCESS

DEFINITION OF INTENSIVE READING OR READING FOR DETAIL

READING FOR DETAIL OR INTENSIVE READING FOCUSES ON:

Make sure you read the title and the complete text first before trying to answer any questions

IMPORTANT INFORMATION

TIP!

WHEN AM I EVER GOING TO USE THIS?

It involves getting the meaning out of every word and out of the links or relationships between words and between sentences.

A good tip is to pay attention to the clauses and words around each gap as these will usually help you identify which word is missing.

TIP!

GRAMMAR

It starts at the beginning of a passage and proceeds to the end.

READING FOR DETAIL

In some cases, you may be able to predict the meaning of a word from the rest of the sentence.

Activar Windows
Ir a Configuración de PC para activar Windows.

We use this skill when we need to understand every work in a part of a text. This may be used when we answer detailed reading questions in exams.

educaplay
by ACIP Formación S.L.

CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY
INTENSIVE READING

DEFINITION OF INTENSIVE READING OR READING FOR DETAIL →

TIP! →

IMPORTANT INFORMATION →

WHEN AM I EVER GOING TO USE THIS? →

READING FOR DETAIL OR INTENSIVE READING FOCUSES ON: →

SLOWER READING PROCESS →

READING SKILLS →

Make sure you read the title and the complete text first before trying to answer any questions →

It involves getting the meaning out of every word and out of the links or relationships between words and between sentences.

A good tip is to pay attention to the clauses and words around each gap as these will usually help you identify which word is missing.

In some cases, you may be able to predict the meaning of a word from the rest of the sentence.

We use this skill when we need to understand every work in a part of a text. This may be used when we answer detailed reading questions in exams.

GRAMMAR

It starts at the beginning of a passage and proceeds to the end.

READING FOR DETAIL

TIP!

Santiago Velastegui

100 SCORE **00:34** TIME **1/1** NUM. TRIES

Share results: [t](#) [f](#)

Play again

Activar Windows
Ir a Configuración de PC para activar Windows.

Resource: Educaplay
Author: Velasteguí (2021)

EASLE READING ACTIVITY

<https://www.easle.com.ec/easle/>

NOMBRE:



DEFINITION AND FEATURES OF LANGUAGE

Language is today, an inseparable part of human society. Indeed, language is the collection of all efforts humans use to communicate. Whether spoken, _____, or insinuated by movement and gesture, the three characteristics of language remain relevant and important to human communication.

Language is Arbitrary:

Language _____ arbitrary in the sense that there is no inherent relationship between the words of a language and their meanings or the ideas conveyed by them. It may be noted that if had language not been arbitrary, there would have been only one language in the world.

Language is Social:

Language is a set of conventional communicative signals used by humans for _____ in a community. In other words, language exists in society; it is a means of nourishing and developing culture and establishing human relations.

Language is Systematic:

Although the language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Every _____ is a system of systems. All languages have phonological and grammatical systems, and within a system, there are several sub-systems.

In _____, language and the ability to communicate is an essential building block of human relationships. It helps us share information, ideas, and feelings with one another, making language structure and development critical to groups of people and on an individual basis.

Source: EASLE Educational Platform

Author: Velasteguí (2021)

EASLE EDUCATIONAL PLATFORM LOGIN (ANNEX 4)



[Home](#) [About us](#) [Courses](#) [Start now](#) [Log in](#)

CREATE AN ACCOUNT

ENGLISH LEVEL

B2 ▼

ARE YOU A STUDENT OR A TEACHER

STUDENT ▼

CODE OR CELLULAR OR EMAIL

0980632652

NAME AND SURNAME

SADADSADASDASDASDASD

PRACTICE NOW!

[Home](#)

[Start now](#)

[Readings
Levels](#)

[About us](#)

[Intelligences
multiple
Theory
Problem](#)

[Log in](#)

[Form](#)

[Courses](#)

[Courses
Readings and
Activities](#)

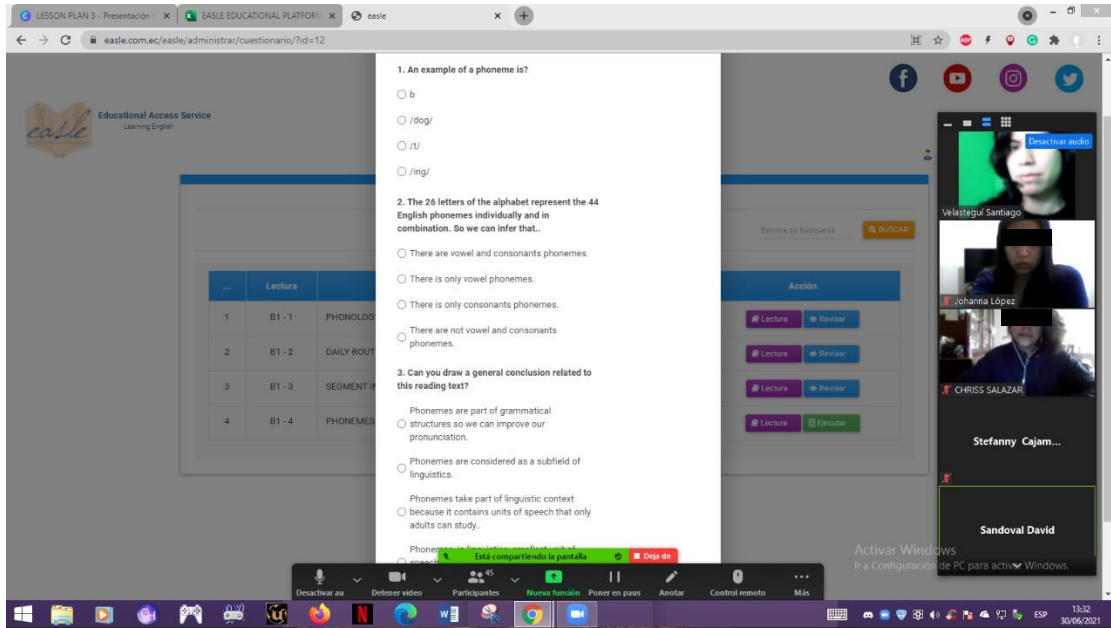
[Faqs](#)

[Contact us](#)

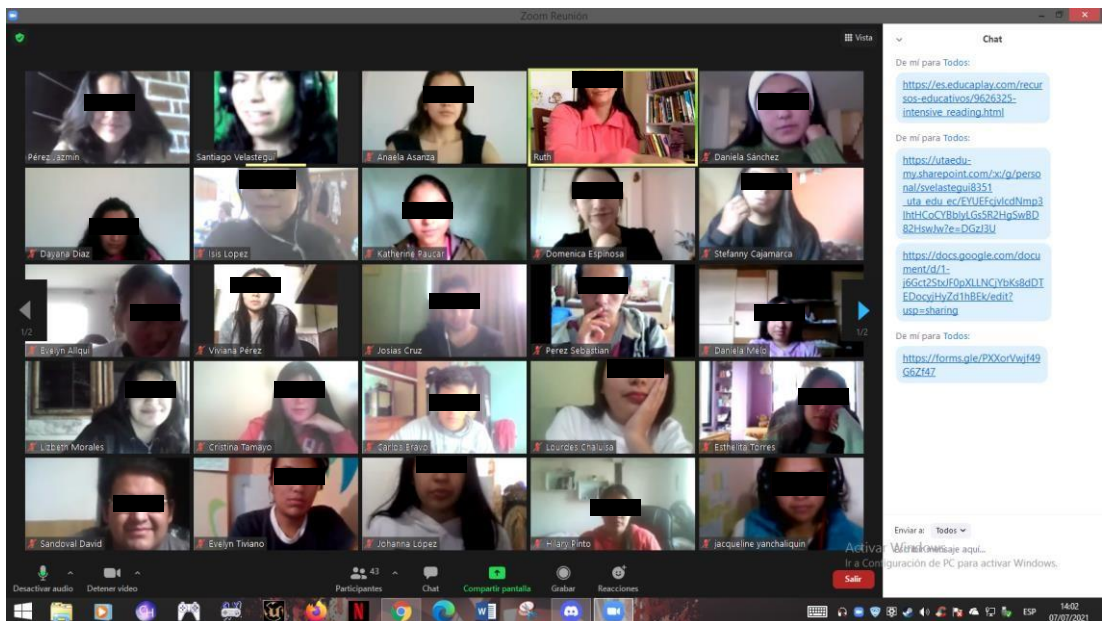


Source: EASLE Educational Platform

Author: Velasteguí (2021)



Source: Activities
 Author: Velasteguí (2021)




Source: Activities
 Author: Velasteguí (2021)

Student's enrollment

EASLE EDUCATIONAL PLATFORM - STUDENTS ENROLLMENT				
CEDULA	NOMBRES	APELLIDOS	DIRECCIÓN	EMAIL
1805708136	Evelyn Karen	Allqui Barrera	Pelileo	karenaliqui@gmail.com
704973023	Abi Anaela	Asanza Bravo	Machala	aasanza3023@uta.edu.ec
550128185	Dayana Liceth	Ayala Tipanluisa	Latacunga	davala8185@uta.edu.ec
1723770622	Carlos Andres	Bravo Acosta	Santo Domingo/ El portór	cbravo0622@uta.edu.ec
1752313021	Stefanny Vanessa	Cajamarca Tipantuña	Quito - Nueva Aurora	stefanny.vct2000@gmail.com
1850043769	Lourdes Maritza	Chaluisa Chaluisa	Ambato	lchaluisa3769@uta.edu.ec
503900961	Odalís Daniela	Chasi Baquero	Quito - San Blas	oditadaniela@gmail.com
1850210103	Diana Estefania	Chisag Poaquiiza	Ambato / Santa Rosa	dchisag0103@uta.edu.ec
1805083126	Darwin Anibal	Colcha Nuñez	Cevallos	anibalcol20.10@gmail.com
1804538542	Eugenio Josias	Cruz Torres	Pelileo	ecruz8542@uta.edu.ec
550180657	Kevin Adrian	Cuyo Topa	Pujilí	kevincuvo74@gmail.com
1850370576	Dayana Magdalia	Diaz Robayo	Pillaro	ddiaz0576@uta.edu.ec
1805475686	Domenica Sarahi	Espinosa Rodríguez	Ambato	domenicasarahi2015@gmail.com
1805447883	Kerly Yajaira	Fiallos Jordan	Ambato	kerlyfiallos123@gmail.com
502884547	Maria Elisa	García Cabrera	Latacunga	mgarcia4547@uta.edu.ec
1804380259	Laura Estefania	Hallo Salazar	Ambato	lhallo0259@uta.edu.ec
1805802533	Angie Belén	Lescano Acosta	Ambato	angiebelen1@live.com
503261281	Doris Isis	López Espin	Ambato-Ficoa	dlopez1281@uta.edu.ec
1805715065	Katheryn Lizbeth	López Morales	Pelileo	klopez5065@uta.edu.ec
1804500807	Johanna Fernanda	Lopez Villacis	Ambato-Pinllo	jlopez0807@uta.edu.ec
1500900715	Daniela Karina	Melo Pérez	Ambato-Pasa	dmelo0715@uta.edu.ec
1805192786	Lizbeth Andrea	Morales Quezada	Ambato	lmorales2786@uta.edu.ec
1804009619	Carlos Mauricio	Naranjo Mayorga	Ambato	cnaranjo9619@uta.edu.ec
550267892	Dany Alexander	Oña Endara	Latacunga	dona7892@uta.edu.ec
1804396446	Katherine Viviana	Paucar Machado	Tisaleo	kpaucar6446@uta.edu.ec
1805066022	Selena Jazmín	Pérez Guevara	Ambato/Martínez	selenaprez15@yahoo.es
1805297742	Viviana Michelle	Pérez Piñaloza	Ambato-Centro	vperez7742@uta.edu.ec
1805338827	William Sebastian	Perez Yancha	Ambato- La Floresta	wperez8827@uta.edu.ec
1850071885	Hiary Stephanie	Pinto Abril	Ambato	hpinto1885@uta.edu.ec
940847825	Debra Denisse	Preciado Sanchez	Huachi Chico	dpreciado7825@uta.edu.ec
202083135	Jason Marcelino	Ramos Escobar	Salinas/Guaranda	jramos3135@uta.edu.ec
1850345552	Cristina Mariuxi	Salazar Guamán	Ambato	csalazar5552@uta.edu.ec
1850401991	Cristina Alexandra	Salinas Tamayo	Huachi Grande	cristinasalinas0101@gmail.com
1805222047	Daniela Lisbeth	Sanchez Rodriguez	Cevallos	dsanchez2047@uta.edu.ec
1804396149	David Ernesto	Sandoval Ocaña	Ambato	dsandoval6149@uta.edu.ec

Source: Excel

Author: Velasteguí (2021)



Educational Access Service
Learning English



Home Readings Activities Enrollments Log out

Bienvenid@: SANTIAGO DAVID VELASTEGUI VITERI
Teacher

Manage Enrollment

Gestionar Matricula						
Nueva Matricula						
Escribe su búsqueda <input type="text"/> <input type="button" value="BUSCAR"/>						
ID	Nivel	Profesor	Estudiante	Nota	Estado	Acción
1	B1	SANTIAGO DAVID VELASTEGUI VITERI	Dayana Liceth Ayala Tipanluisa	11.67	APROBADO	<input type="button" value="Editar"/> <input type="button" value="Eliminar"/>
2	B1	SANTIAGO DAVID VELASTEGUI VITERI	Abi Anaela Asanza Bravo	11.67	APROBADO	<input type="button" value="Editar"/> <input type="button" value="Eliminar"/>
3	B1	SANTIAGO DAVID VELASTEGUI VITERI	Alex Vinicio Vaca Cojttambo	6.67	REPROBADO	<input type="button" value="Editar"/> <input type="button" value="Eliminar"/>
4	B1	SANTIAGO DAVID VELASTEGUI VITERI	Allison Lillana Toapanta Nuela	9.50	APROBADO	<input type="button" value="Editar"/> <input type="button" value="Eliminar"/>
5	B1	SANTIAGO DAVID VELASTEGUI VITERI	Angie Belén Lescano Acosta	10.33	APROBADO	<input type="button" value="Editar"/> <input type="button" value="Eliminar"/>

6	B1	SANTIAGO DAVID VELASTEGUI VITERI	Bianca Jacqueline Yanchaliquin Sigcha	8.33	APROBADO	Editar	Eliminar
7	B1	SANTIAGO DAVID VELASTEGUI VITERI	Doris Isis López Espin	10.83	APROBADO	Editar	Eliminar
8	B1	SANTIAGO DAVID VELASTEGUI VITERI	Carlos Andrés Bravo Acosta	10.83	APROBADO	Editar	Eliminar
9	B1	SANTIAGO DAVID VELASTEGUI VITERI	Carlos Mauricio Naranjo Mayorga	6.33	REPROBADO	Editar	Eliminar
10	B1	SANTIAGO DAVID VELASTEGUI VITERI	Cristina Alexandra Salinas Tamayo	10.33	APROBADO	Editar	Eliminar
11	B1	SANTIAGO DAVID VELASTEGUI VITERI	Cristina Mariuxi Salazar Guzmán	10.83	APROBADO	Editar	Eliminar
12	B1	SANTIAGO DAVID VELASTEGUI VITERI	Daniela Karina Melo Pérez	10.50	APROBADO	Editar	Eliminar
13	B1	SANTIAGO DAVID VELASTEGUI VITERI	Daniela Lisbeth Sánchez Rodríguez	8.67	APROBADO	Editar	Eliminar
14	B1	SANTIAGO DAVID VELASTEGUI VITERI	Dany Alexander Oña Endara	11.67	APROBADO	Editar	Eliminar
15	B1	SANTIAGO DAVID VELASTEGUI VITERI	Darwin Anibal Colcha Nuñez	11.00	APROBADO	Editar	Eliminar
16	B1	SANTIAGO DAVID VELASTEGUI VITERI	David Ernesto Sandoval Ocaña	9.17	APROBADO	Editar	Eliminar
17	B1	SANTIAGO DAVID VELASTEGUI VITERI	Dayana Magdalia Diaz Robayo	10.00	APROBADO	Editar	Eliminar

18	B1	SANTIAGO DAVID VELASTEGUI VITERI	Debra Denisse Preciado Sanchez	9.33	APROBADO	Editar	Eliminar
19	B1	SANTIAGO DAVID VELASTEGUI VITERI	Diana Estefania Chisag Poaquitza	11.00	APROBADO	Editar	Eliminar
20	B1	SANTIAGO DAVID VELASTEGUI VITERI	Domenica Sarahi Espinosa Rodriguez	10.33	APROBADO	Editar	Eliminar
21	B1	SANTIAGO DAVID VELASTEGUI VITERI	Esthela Elizabeth Torres Cordova	11.00	APROBADO	Editar	Eliminar
22	B1	SANTIAGO DAVID VELASTEGUI VITERI	Eugenio Josias Cruz Torres	10.83	APROBADO	Editar	Eliminar
23	B1	SANTIAGO DAVID VELASTEGUI VITERI	Evelyn Karen Allqui Barrera	11.17	APROBADO	Editar	Eliminar
24	B1	SANTIAGO DAVID VELASTEGUI VITERI	Evelyn Lizbeth Tiviano Franco	11.67	APROBADO	Editar	Eliminar
25	B1	SANTIAGO DAVID VELASTEGUI VITERI	Hiary Stephanie Pinto Abril	11.33	APROBADO	Editar	Eliminar
26	B1	SANTIAGO DAVID VELASTEGUI VITERI	Ibeth Celena Tubón Guaman	9.83	APROBADO	Editar	Eliminar
27	B1	SANTIAGO DAVID VELASTEGUI VITERI	Jason Marcelino Ramos Escobar	7.50	APROBADO	Editar	Eliminar
28	B1	SANTIAGO DAVID VELASTEGUI VITERI	Johanna Fernanda López Villacis	10.33	APROBADO	Editar	Eliminar
29	B1	SANTIAGO DAVID VELASTEGUI VITERI	Katherine Viviana Paucar Machado	10.83	APROBADO	Editar	Eliminar
30	B1	SANTIAGO DAVID VELASTEGUI VITERI	Katheryn Lizbeth López Morales	11.33	APROBADO	Editar	Eliminar

30	B1	SANTIAGO DAVID VELASTEGUI VITERI	Katheryn Lizbeth López Morales	11.33	APROBADO	Editar	Eliminar
31	B1	SANTIAGO DAVID VELASTEGUI VITERI	Kerly Yajaira Fiallos Jordan	7.67	APROBADO	Editar	Eliminar
32	B1	SANTIAGO DAVID VELASTEGUI VITERI	Kevin Adrian Cuyo Topa	10.00	APROBADO	Editar	Eliminar
33	B1	SANTIAGO DAVID VELASTEGUI VITERI	Laura Estefania Hallo Salazar	8.17	APROBADO	Editar	Eliminar
34	B1	SANTIAGO DAVID VELASTEGUI VITERI	Lizbeth Andrea Morales Quezada	9.17	APROBADO	Editar	Eliminar
35	B1	SANTIAGO DAVID VELASTEGUI VITERI	Lourdes Maritza Chaluisa Chaluisa	8.67	APROBADO	Editar	Eliminar
36	B1	SANTIAGO DAVID VELASTEGUI VITERI	Maria Cristina Tamayo Barrionuevo	11.67	APROBADO	Editar	Eliminar
37	B1	SANTIAGO DAVID VELASTEGUI VITERI	Maria Elisa Garcia Cabrera	11.33	APROBADO	Editar	Eliminar

Source: EASLE Educational Platform
Author: Velastegui (2021)

Kahoot report

Nickname	Rank	Correct answers	Unanswered	Final score
Manzana	1	100%	—	4 633
Chaulafan =D	2	100%	—	4 145
Helado 🍦	3	100%	—	3 823
Ramen	4	80%	—	3 621
CHAULAFAN	5	80%	—	3 801
Humitas :v	6	80%	—	3 738
Hornado	7	80%	—	3 728
Lasagna	8	80%	—	3 660
Fritada ^^	9	80%	—	3 570
Ardilla	10	80%	—	3 332
T. Choupsey	11	80%	1	3 219
Fritada	12	80%	—	3 201
Encebollado	13	80%	—	3 141
Empanadas	14	100%	—	3 133

Source: Kahoot
 Author: Velasteguí (2021)

Quizziz report

Participant	Score	Accuracy
Dog oc 1 attempt	3870	100%
Phoenix 1 attempt	3700	100%
Aligator 1 attempt	3630	100%
Lion 1 attempt	3550	100%

Source: Quizziz
 Author: Velasteguí (2021)

Educaplay report

INTENSIVE READING

Match the concepts and the title of each one related to the intensive reading subskill. By doing this activity you will be more motivated to know more about it, making the learning experience more efficient and fun.

05:00 MAXIMUM TIME

3 NUM. TRIES

You are identified as **Santiago Velastegui**

Start

Top 10 results

Rank	User	Time	Score
1	Carlos Bravo	00:50	100
2	Katheryn Lopez	01:16	100
3	Kevin Adrian	01:45	100
4	Isis Lopez	01:57	100
5	Anibal Colcha	01:57	100
6	Dany Oña	02:39	100
7	Maria Tamayo	02:55	100

INTENSIVE READING ★★★★★ (13)

Save Share Download ...

Student's grades

EASLE EDUCATIONAL PLATFORM GRADES							AVERAGE	TOTAL	
READING ACTIVITY 1	READING ACTIVITY 2	READING ACTIVITY 3	READING ACTIVITY 4	READING ACTIVITY 5	READING ACTIVITY 6	READING ACTIVITY 7			
10	10	10	10	10	10	7	8	65	9.28
10	10	10	10	10	10	10	10	70	10
10	10	10	10	10	10	10	10	70	10
10	10	10	9	10	10	8	10	67	9.57
10	5	10	10	10	10	8	8	61	8.71
5	10	6	10	10	6	10	8	55	7.85
10	10	10	10	10	10	8	8	66	9.42
10	10	10	10	10	6	10	8	64	9.14
10	10	10	10	10	8	10	8	66	9.42
10	10	10	10	10	6	9	8	63	9
6	10	10	10	10	10	10	10	66	9.42
5	10	8	7	10	10	10	10	60	8.57
10	6	10	10	10	10	7	8	61	9.71
5	10	6	7	6	6	7	8	49	7
10	10	8	10	10	10	10	10	68	9.71
5	10	8	7	6	6	8	8	52	7.42
10	6	10	7	10	10	10	10	63	9
10	7	10	10	10	10	10	8	65	9.28
10	10	10	10	10	10	10	6	66	9.42
10	10	10	10	10	7	8	10	65	9.28
10	5	10	10	10	10	8	10	63	9
10	5	10	6	6	6	8	8	53	7.57
0	10	6	6	10	6	10	10	48	6.85
10	10	10	10	10	10	10	10	70	10
10	10	10	10	7	10	8	8	63	9
5	10	10	10	10	8	7	8	58	8.28
5	10	2	10	8	6	6	8	49	7
5	5	10	3	8	6	10	10	47	6.71
10	10	10	10	10	10	8	10	68	9.71
5	10	8	10	10	10	8	8	59	8.42
5	10	6	6	8	5	5	6	46	6.57
10	10	8	10	10	10	7	10	65	9.28
10	10	10	10	4	8	8	4	56	8
10	5	8	10	4	5	5	10	52	7.42
5	10	10	10	8	7	8	8	58	8.28

Source: Excel

Author: Velasteguí (2021)

Manage Levels

Gestionar Niveles

Escriba su búsqueda [BUSCAR](#)

...	Nivel	Estudiante	Nota	Estado	...
1	B1	Odalis Daniela Chasi Baquero	11.33	APROBADO	

Source: Odalis Chasi's grades average
Author: Velasteguí (2021)

Gestionar Cuestionario

Escriba su búsqueda [BUSCAR](#)

...	Lectura	Título	Nota	Acción
1	B1 - 1	PHONOLOGY	20.00	Lectura Revisar
2	B1 - 2	DAILY ROUTINES OF CELEBRITIES (ASSESSMENT)	10.00	Lectura Revisar
3	B1 - 3	SEGMENT IN LINGUISTICS	10.00	Lectura Revisar
4	B1 - 4	PHONEMES IN LINGUISTICS	10.00	Lectura Revisar
5	B1 - 5	VOWEL SOUNDS	10.00	Lectura Revisar
6	B1 - 6	CONSONANTS SOUNDS	8.00	Lectura Revisar

Source: Odalis Chasi's grades
Author: Velasteguí (2021)

Manage Levels

Gestionar Niveles

...	Nivel	Estudiante	Nota	Estado	...
1	B1	Carlos Andrés Bravo Acosta	10.83	APROBADO	

Source: Carlos Bravo's grades average
Author: Velasteguí (2021)

Manage Test

Gestionar Cuestionario

...	Lectura	Título	Nota	Acción
1	B1 - 1	PHONOLOGY	20.00	<input type="button" value="Lectura"/> <input type="button" value="Revisar"/>
2	B1 - 2	DAILY ROUTINES OF CELEBRITIES (ASSESSMENT)	10.00	<input type="button" value="Lectura"/> <input type="button" value="Revisar"/>
3	B1 - 3	SEGMENT IN LINGUISTICS	8.00	<input type="button" value="Lectura"/> <input type="button" value="Revisar"/>
4	B1 - 4	PHONEMES IN LINGUISTICS	10.00	<input type="button" value="Lectura"/> <input type="button" value="Revisar"/>
5	B1 - 5	VOWEL SOUNDS	10.00	<input type="button" value="Lectura"/> <input type="button" value="Revisar"/>
6	B1 - 6	CONSONANTS SOUNDS	7.00	<input type="button" value="Lectura"/> <input type="button" value="Revisar"/>

Source: Carlos Bravo's grades
Author: Velasteguí (2021)

Annex 9: Urkund report



Urkund Analysis Result

Analysed Document:	TESIS VELASTEGUI SANTIAGO.pdf (D110592769)
Submitted:	7/19/2021 6:13:00 PM
Submitted By:	santiagovelastegui36@gmail.com
Significance:	2 %