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**Theme:** “INTENSIVE READING AND READING SKILL”

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2022

**A. PRELIMINARY PAGES**

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I, Ximena Alexandra Calero Sánchez, holder of the I.D No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: "**INTENSIVE READING AND READING SKILL**" investigated by Jessica Pamela Morales Naranjo with I.D No. 180456888-7, 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.

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

A handwritten signature in blue ink, appearing to read 'Jessica Pamela Morales Naranjo', is written over a horizontal dotted line.

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## DEDICATION

To my beloved parents, my brother, my family, and friends, who always given me their unconditional support and encouragement to continue with my studies.

Moreover, I dedicate this work to the two most special people in my life, Omar and Camila, who, with their love and patience, I was able to complete my career with satisfaction.

*Pamela*

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*Pamela*

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**THEME:** INTENSIVE READING AND READING SKILL

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**ABSTRACT**

This research allowed us to study and learn about the relationship between intensive reading and reading skills in tenth grade students at Escuela de Educación Básica “Teniente Hugo Ortiz”. The research aimed to determine the influence of intensive reading as a strategy to facilitate the development of reading skills in the English language. To carry out this research, a quantitative approach was used according to the type of data obtained. The type of research was pre-experimental design. The research was carried out in six interventions, where the researcher applied a pretest, to see the level of understanding of the students and then be able to apply the corresponding interventions and in the end carry out the post-test and verify if the treatment had an impact positive. The test used for the pre-test and the post-test took a real Cambridge KET level test adapted to the level and reality of the student. The researcher only used parts two and three with a score of 13 points from the reading section. This test was focused on different aspects of reading sub-skills such as skimming, scanning, deduction of meaning from context, inference and detailed reading, which contributed to the development of intensive reading. The population of this research was 27 tenth grade students, the data collected from this research was analyzed with the Statistics SPSS software. Finally, the results of this research showed that the participants had a 44% overall improvement. Which means that intensive reading helps students to better understand the text in basic aspects as specific information.

**Key words:** Intensive reading, reading skill, strategy.

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**TEMA:** LECTURA INTENSIVA Y HABILIDAD LECTORA

**AUTOR:** Jessica Pamela Morales Naranjo

**DIRIGIDO POR:** Lcda. Mg. Ximena Calero

**RESUMEN**

Esta investigación permitió estudiar y conocer la relación entre la lectura intensiva y la destreza lectora en los estudiantes de grado décimo de la Escuela de Educación Básica “Teniente Hugo Ortiz”. La investigación tuvo como objetivo determinar la influencia de la lectura intensiva como estrategia para facilitar el desarrollo de la competencia lectora en el idioma inglés. Para llevar a cabo esta investigación se utilizó un enfoque cuantitativo de acuerdo al tipo de datos obtenidos. El tipo de investigación fue de diseño pre-experimental. La investigación se llevó a cabo en seis intervenciones, donde el investigador aplicó un pre-test, para ver el nivel de comprensión de los estudiantes y seguidamente poder aplicar las intervenciones correspondientes y al final llevar a cabo el post- test y verificar si el tratamiento tuvo un impacto positivo. La prueba utilizada para el pre-test y el pos-test se tomó una prueba real del Cambridge de nivel KET adaptada al nivel y realidad de los estudiantes. El investigador solo utilizó las partes dos y tres con un puntaje de 13 puntos de la sección de lectura. Esta prueba estuvo enfocada en diferentes aspectos de las sub-destrezas lectoras como skimming, scanning, deducción del significado del contexto, inferencia y lectura detallada, que aportaron para el desarrollo de la lectura intensiva. La población de esta investigación fue de 27 estudiantes de grado décimo, Los datos recolectados de esta investigación fueron analizados con el programa estadístico SPSS. Finalmente, los resultados de esta investigación demostraron que los participantes tuvieron un 44% de mejoría general. Lo cual significa que la lectura intensiva ayuda a los estudiantes a comprender mejor el texto en aspectos básicos con información específica.

**Palabras clave:** La lectura intensiva, habilidad lectora, estrategia.

## **B. CONTENT**

### **CHAPTER I THEORETICAL FRAMEWORK**

#### **1.1 Investigative background**

In this investigation, an in-depth analysis was made based on various current authors from 2018 onwards where they support the research demonstrating that intensive reading and reading skill promote a positive impact on students. All these investigations that have been carried out in different cities and countries of the world are implying that the knowledge in the ability of reading improves significantly. All investigations have been compiled from Google Scholar and Dialnet, such as journals, scientific articles obtained from *Lingua Pedagogic Journal of English Teaching Studies*, *Arab World English Journal*, *International Journal of Languages Education*, and theses.

Padilla and Molina (2019) carried out the correlation between variables application of intensive reading and the development of written production. The researchers applied a quasi-experimental design, structured bivariate correlation with variables of cause and effect, transversal with intervention research action through a correlation applied intensive reading and the development of written production with a sample of 60 students, 30 of whom were from the experimental group and the other the control group. The results, represent an interactive process between the reader, the text and, the author, which facilitates the subject to position himself in a place in the world and approach knowledge, which transforms their experiences.

Williams (2019) led a study to examine the effects of intensive reading intervention on reading outcomes as word reading, vocabulary, and comprehension for ninth-grade. It is important to mention that this study was applied to 85 students that were divided into two groups, the post-test and pre-test, during 6 months where students participated in selective courses. The results, researchers concluded that there are small and non-significant effects on the measures of word reading and sentence-level comprehension.

Escalante and Palacio (2018) developed an investigation to measure the impact of intensive reading on reading comprehension skills. The researchers applied a descriptive investigation with a sample of 24 students, using a survey, interview, pre-

test, and post-test with the application of intensive reading as a possible factor of collecting information. The results, researchers concluded that society has not developed a reading culture, in contrast to other foreign countries; in which reading is not only to learn a school subject but also this skill is used to learn the culture, ideas or just like a hobby to spend time.

Muchtar (2019) guided a study about the implementation of Intensive Reading (IR) and Extensive Reading (ER) making the contents suitable for English language class focused on the practice of reading skill and adapting the class resources to any approach. Those strategies applied in a Classroom Action Research (CAR), were focused in three stages, namely pretest, treatment, and posttest. The results, researchers concluded that reading skill before the implementation of IR and ER method were still relatively low. It means that English language learning is benefited by practicing reading skill.

Santamaria (2019) directed a study to analyze intensive reading strategies to develop the oral interaction. The research method was controlled experimental applying a pre-test and post-test reading to one group. The participants were twenty five students from first semester A and B at Escuela Superior de Chimborazo. The researcher done in total six interventions in which two interventions were used to the application of the pre-test and post-test, and the other four sessions the researcher applied the strategy of intensive reading. In both groups, control and experimental a pre-test and a post-test was applied. However, only the experimental group experimented with intensive reading for four months as a strategy for the development of their oral interaction. The results of this research show that the use of intensive as a strategy through the application of readings did not help to improve oral interaction because students had very few opportunities to be exposed to the English language.

Cruz and Moncayo (2019) carried out a study to identify the influence of intensive reading in the development of reading comprehension through a bibliographical study, field research, and statistical analysis to elaborate a system of activities based on short stories to improve the reading comprehension. In the methodology, the researcher used descriptive research. Further, this research had a population of forty students from ninth grade of EGB. There were different techniques of investigation which the researcher used to collect data as a survey, an interview carried out directly to the

English teacher and for her classroom. An observation guide was used to identify the real problems in reading comprehension. These data were analyzed using qualitative and quantitative analysis. The results showed that the use of stories helps to promote students' enthusiasm through reading comprehension activities, and the three reading stages help them to work in-depth with the texts.

Diniarti (2019) conducted a research study to obtain the empirical evidence of the effectiveness of intensive reading on students' reading comprehension of descriptive text at tenth grade. This research used a quantitative method with quasi-experimental research as its design. The sample of this research was 35 students as the experimental class and 32 students as the controlled class. To collect the data from both classes, this research used reading test. The test was divided into two tests, pre-test and post-test. The data from both pre-test and post-test were analyzed by using T-test. The result revealed that the post-test mean score of the experimental class was higher than the controlled class.

Khazaal (2019) led a study to find out the impact of intensive reading strategy on English for specific purposes college students' in developing vocabulary. To achieve the aim of the study, 40 students were randomly chosen from the college. Two groups were enrolled in this experiment, 20 students in the experimental group and the same number in the control group. To determine if the intensive reading strategy had an impact on college student's in developing vocabulary, the researcher used a pre-test and post-test which were administered to both groups. The control group was treated by the traditional way of teaching vocabulary through translating the words, while the experimental group was treated by using intensive reading strategy for about ten weeks. Based on the findings of this research, it was found that the new strategy had a positive impact on students.

(Kouidri, 2020) carried out a study to investigate the importance of intensive reading in enhancing EFL student's written production. This research used a qualitative descriptive method to collect and analyze data. The data collection method was the creation of a questionnaire for the teacher and another for students. These were distributed among professors of written expression courses (6 professors) and second-year students (36 students). The researcher concluded that both questionnaires obtained positive opinions and attitudes towards the use of intensive reading.



In conclusion, according to investigations such as Escalante and Palacio in 2018, Santamaria in 2019, Kouidri in 2020, these authors applied the strategy using surveys, interviews, standardized tests, and where they mention that intensive reading has gradually improved the reading comprehension through the application of it, demonstrating its efficiency. On the other hand, there are works similar to my topic of work where those researchers demonstrate the effectiveness of my proposed topic intensive reading and reading skill. Further supporting the veracity of using this strategy in a classroom.

## **1.2 Objectives**

### **1.2.1 General objective**

- To determine the influence of intensive reading as strategy to facilitate the improvement of the reading skill of the English language.

### **1.2.2 Specific objectives**

- To describe the benefits of intensive reading strategy to improve reading skill of young English language learners.
- To apply standardized pre-test and post-test to determine students' reading skill improvement.
- To analyze the impact of intensive reading strategy.

## **1.3 Theoretical framework**

### **1.3.1 Independent variable theoretical support**

#### **Metacognitive strategies**

Susan and Collins (2005) state that there are several elements related to individual cognitive processes that form the notion of the nature of tasks that students perform, metacognition, different approaches to achieve them, and strategies that enable students to regulate and monitor all their cognitive processes.

Metacognitive involve thinking quickly while reading a text. Marvin and Peterson (1991) argue that strategic readers intend to try some steps while examining the reading:

- Before reading, the reader can identify the purpose of the reading
- Identify the type of text or form.
- Think about the characteristics of the type of text. For example, the reader tries to uncover a topic sentence and supporting details to conclude.
- While reading, the reader looks for the author's purpose in reading the text.
- The reader must read in detail and scan the text.
- Based on previously obtained information or conclusions, the reader is able to make predictions about what will happen.

Inclusive Schools Network (2014) defines that metacognitive strategies are methods that help students understand how they learn; it means that these processes are designed for learners to develop their thinking. In addition, metacognitive strategies are used by teachers to help students who have or do not have special needs in developing an appropriate plan on learning information. For example, memorization and acquisition of new information. Consequently, teachers identify different learning strategies so that the learner becomes a more independent thinker.

Reza and Hairul (2013) state there are different types of metacognitive reading strategies, which students use to regulate their cognition. These three strategies include:

- Declarative knowledge: it is the personal knowledge of the student that guides them to know how to do things so that they can learn through the use of strategies that affect their performance.
- Procedural knowledge: refers to the fact that the student, through their knowledge, must know how to do things to use some succession strategies effectively.
- Conditional knowledge: the learner improves his performance, as a consequence: the student chooses the most beneficial strategies for each learning environment.

### **Reading strategies**

Reading strategies are used to describe explicit and planned actions, which help learners to improve their language acquisition. In addition, it improves reading comprehension and decoding skills, benefiting students' necessary skills to develop reading (Webster, 1809).

Brown (2007) mentions that reading strategies are top-down and bottom-up processing, brainstorming, guessing from the context of the reading, summarizing, and prediction, which helps to obtain effective teaching.

### **Intensive reading**

According to Umam (2013) intensive reading is a depth reading done in class in which students work with short texts and with the guidance of the teacher. The main objective of intensive reading is to help build detailed text meaning by applying reading skills to students and improving their knowledge of grammar and vocabulary.

Intensive reading is the traditional way of teaching a second language in which students focus on the content of the reading. The material is chosen by the teachers as well as there are textbooks with appropriate readings for student's language level. These texts are short and easy to read, in where learners will find new vocabulary and comprehension questions (Ahmet, 2014).

Macalister (2011) suggests intensive reading has several objectives such as the following:

- It concentrates on acquiring new vocabulary and grammar.
- It helps students develop new skills, such as identifying main ideas or inferring about the text read.
- It helps students to have a good transition, such as from one sentence to another.
- It encourages students to understand the meaning of the text and create new thoughts.
- Students can develop other reading skills, such as scanning, and identifying main ideas from texts.

According to Hedgcock and Ferris (2009) there are some steps to teaching intensive reading in which a complete understanding of vocabulary, expressions, and grammar is required to acquire the English language. The first step in the teaching of intensive reading is to present the subject as an introductory stage where the previous knowledge that the students have is activated. Then, the teacher presents the short reading to the students because they can learn new vocabulary or grammar. Further, the teacher must do a second reading for a better understanding. Once these steps have been carried out, the teacher asks comprehension questions to recognize the main parts, and through short summaries made by the students, of this way the teacher can know that students are learning about the topic.

Hedgcock and Ferris (2009) state the benefits of intensive reading for young English language learners include the following:

- The texts read by the students are selected by the teacher.
- The readings are read by all the students at the same time to later solve exercises or evaluations designed by the teacher.
- The teacher should highlight the linguistic dimensions of the content of the text by introducing and reinforcing reading strategies through activities.
- Reading development and student comprehension must work simultaneously to be efficient in reading.
- Intensive reading consists of short texts with unfamiliar words so that the student needs to use an English dictionary.
- Intensive reading helps to acquire vocabulary in a faster way.

- Intensive reading is the most common strategy to develop reading comprehension.
- It helps students make questions, short summaries, and inferences about the text they are reading.
- It helps students understand the structure of a sentence.

### **1.3.2 Dependent variable theoretical support**

#### **English language**

The concept of the word language suggests it is a set of symbols that helps individuals interact or communicate. These symbols include gestures, body language, and oral or written vocal forms. Further, language contains the four basic language skills such as reading, listening, writing, and speaking. These skills are significant for the development of activities in the acquisition of a second language because integrating them with one skill reinforces the other (Zorn, 2012).

Al-Jawi (2010) states English language is divided into productive and receptive skills. Productive skills include writing and speaking skills, while receptive skills include reading and listening. On the other hand, through the transfer of linguistic knowledge from the receptive to the productive. There is a relatively slow process in the acquisition of language. Therefore, it is necessary to keep the learner exposed to listening and reading, to achieve mastery in a natural environment.

#### **Receptive skills**

Anderson and Pearson (1984) establish understanding of written texts is a process by which the reader develops meaning in his interaction with the text and, through his accumulated experiences, decodes the words, sentences, paragraphs, and ideas of the author. In other words, the interaction between the reader and the text is a fundamental part of the comprehension process, the reader relates his new knowledge with his knowledge stored in his mind, thus creating the comprehension process.

Elleman (2019) points out the reading comprehension process is considered a constructive, strategic and interactive activity for the following reasons:

- It is a constructive activity because the reader not only memorizes the content of a text but also tries to construct significant meanings from

written texts. In other words, the reader relates his previous information, through his experiences and interpretations that facilitate his personal construction of new knowledge.

- It is an interactive activity because of the active interaction between the reader, the text and the context in which the writing is found.
- It is considered a strategic activity because the reader proposes strategies, which are helpful to learn and improve the reading comprehension process.

Knowing how to understand a text favors the cultural part of each human being, since a reading text presents a huge variety of situations and contexts where the reader can be immersed interpreting the information in a good way.

### **Reading skill**

According to Kucukoglu (2018) reading is a basic life skill that is learned from childhood. This ability provides opportunities for success throughout your life. Students must be able to read critically to understand what message the author wants to send, so it is important to teach strategies such as reading aloud, practicing in pairs or reading the text several times to finally make connections of ideas or infer.

Gokhan (2017) states that reading skill is connected with cognitive processes that help to continue with procedures that guide the development of people to obtain information through reading. The teaching of reading skills is carried out by teachers in schools where students learn strategies to improve their skills through questions, summaries or interpretations of texts.

Marashi (2017) indicates the purpose of reading skill is to try to understand what the author's intention is. Consequently, it is important that teachers teach strategies such as:

- Predicting, which is a strategy that helps to predict information from a text and establish a purpose for reading it. This strategy also allows for greater student interaction and comparing the result in the real text to improve comprehension.

- Visualizing requires the reader to construct an image of what he reads to obtain a representation of the interpretation of the text as settings, characters, and actions in the story.
- Making connections is used in the reading process by making meaningful connections between prior knowledge, ideas in the text, and beliefs to better understand the entire text.
- Summarizing is the action of condensing the information with their own words which the students will be able to distinguish the main ideas from secondary ideas. Furthermore, this strategy helps students to organize ideas even in long readings.
- Inferring is reading between the lines to draw your own conclusions.
- Therefore, making predictions, identifying subtopics, using information to create meaning from text, and using pictures, dates, vocabulary, or text titles help make inferences

Spratt and Pulverness (2011) state reading subskills has a relevant role in the learning process of the human being, as it helps to stimulate to obtain a mentality that can link new knowledge or ideas. Therefore, the following skills are classified as follows:

- Skimming or reading for gist: It read quickly text to get a general idea allowing us to deepen into the content.
- Scanning or reading for specific information: It consists of scanning a text, which readers can find detailed information, such as specific dates or names.
- Reading for details: This subskill allows the reader to focus on details in the text as main ideas and supporting ideas.

According to Brown (2004) there are micro and macro skills in reading that help to assess a person's ability to read. Micro skills help in reading comprehension to process writing at an efficient speed, recognize the grammar in the text, interpret the order of words to obtain meaning, preserve short-term text fragments and recognize cohesion devices in the reading. On the other hand, macro skills help recognize the importance of interpreting the text, recognizing the communicative functions of texts, inferring the



text by applying previous knowledge, identifying the main ideas, using reading strategies, and interpreting in an appropriate cultural context.

Kress (1969) mentions that intensive reading has three stages of word processing for planning classroom reading lessons. The goal of planning reading lessons is to promote understanding of the text in which students develop the skills necessary for each stage. These stages are called pre-reading, during reading, and after reading.

### **First: pre-reading**

Pre-reading helps to generate interest in the text. At this stage, the teacher and students review the previous knowledge about the topic, which considers some prerequisites such as language use, vocabulary, and notions of its reality. Further, teachers should encourage and motivate students to present their questions, statements, hypotheses, or statements that students have about the text. These unconsciously generate curiosity to know more about what the student is reading.

### **Second: while-reading**

In this stage, the teacher can use many strategies that help reading comprehension, revision of the content, and the assimilation of the text. Reading skill is developed in many ways as oral, silent, group, or individual. In addition, the teacher must be creative in designing the reading assignments that he could offer to the students.

### **Third: post-reading**

Post-reading is the end of the process in which the teacher must become a support to deepen understanding. Moreover, at this stage, reading comprehension exercises are carried out through activities that promote the understanding, creation, and interpretation of reading material. Activities are content-driven to help students think critically about other ways that writing may have changed reading text.

According to Brown (2004) when the learner begins to acquire a second language as the English. It is essential to have a set of tasks that are necessary for the recognition of symbols, punctuation, words, and capital letters. Therefore, the teacher can design

different assessment tasks for reading ability that will be interesting and fun for students, such as the following:

### **Reading aloud**

This task involves learners observing letters, short sentences, or separate words to read aloud, together with the teacher. The objective of evaluating reading comprehension using any recognizable oral approach as a response.

### **Picture-cued task**

Learners improve performance through oral language development at both an intensive and extensive level. It is based on a picture stimulus in which the teacher requests a short description from the learner. The pictures are simple for students can to say a word or phrase.

### **Multiple choice for form-focused criteria**

It is the most popular task for assessing vocabulary and grammar reading skills, using a multiple-choice format. It is also practical to rate, be authentic and manage the responses. To respond correctly to each item, the learner must understand the context to avoid mistakes.

### **Comprehension questions**

It is a traditional task to assess reading what consists of reading a text and answering questions. Readings that include more than 250 words should have the following: characteristics for the questions to be understood as vocabulary in context, phrases or idioms in context, details, inference, grammatical features, main idea, and supporting ideas. Moreover, the strategies used to understand a text can be: an effective and fast reading of the main idea, making inferences, guessing the meaning of words from a context, searching for details and the use of speech markers.

### **Short-answer task**

This task is composed of multiple-choice elements in which the teacher must construct and validate a series of questions with a short answer format. Each reading passages

have a question where the learner must answer in one or two sentences. For example, open reading comprehension questions.

### **Ordering task**

Students enjoy chronologically ordering a reading in which in front of each sentence there is a letter, all the sentences should be read later to carry out the task. It also serves as an assessment of general understanding of the text and cohesion for the order of events.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

There were technological resources used by the researcher such as internet connection, laptops, smartphones, and online platforms (Zoom, Google Forms, One Drive, WhatsApp). In addition, the researcher used materials like E-books, E-journals, Online-web pages, and the KET Exam for school. Some human resources needed during this study were the research tutor, review tutors, authorities, English language teachers, and students from Escuela de Educación Basica Teniente Hugo Ortiz.

#### **2.2 Basic method of investigation**

The present research had a quantitative approach.

##### **2.2.1 Quantitative research**

Williamson (2018) mentioned that quantitative research involves of collecting and analyzing numerical data through the use of statical and mathematical tools to get confident results. Further, quantitative research includes measurement that the phenomena under study can be measured. Moreover, the measurement techniques that quantitative research has are experiments, interview, observations among others. This research is quantitative because it measures the dependent variable Reading skills through the application of a pre-test and post-test.

#### **2.3 Research modality**

##### **2.3.1 Field research**

This research is field, because it was developed at Escuela de Educación Basica Teniente Hugo Ortiz where the events occur. “The participants were in direct contact with students and teachers in the educational process through platform, as well as access to data collection using technological tools” (Leyva, 2020, p. 50) to determine the use of intensive reading used for the development of reading skill in the students.

### **2.3.2 Bibliographic research**

According to Pérez (2012) this research is bibliographic, since the variables under study are supported by bibliographic material such as books, magazines, scientific articles and documents found on the web. In addition, relevant information was found in thesis papers found in repositories, which contained similar topics that contribute significantly to this research work.

## **2.4 Level or type of research**

### **2.4.1 Descriptive research**

According to Palella and Martins (2010) descriptive level interprets factual realities or variables under study are scientifically described, which is necessary to answer the questions as why, how or who that help to extract significant knowledge of the research. It means that intensive reading and reading skill, as well as participatory entities as students and teacher, in order to examine the characteristics of the problem.

### **2.4.2 Exploratory research**

The investigation would be explored in order to examine a topic that has not been studied much (Hernandez, 2013). Then, in this research work contact was made with the object of study giving a general or approximate vision of the low level of reading skill of the English language in the students of tenth grade of high school at Escuela de Educación Basica Teniente Hugo Ortiz, so that this is properly contextualized.

### **2.4.3 Pre experimental research**

The research was pre-experimental because there was only one experimental group from the Teniente Hugo Ortiz Basic Education School, for that reason, there was no control group. Therefore, a pre-test was applied at the beginning, intensive reading as treatment, and before a post-test. Finally, this would help to observe some improvement in students' reading ability.

## 2.5 Population and sample

Population is the totality of individuals of the phenomenon to study (Tamayo, 2008). For which, this investigation the population regards 27 students from tenth grade at Escuela de Educación Basica Teniente Hugo Ortiz, Tungurahua province. These participants were part of six sessions of 40 minutes.

**Table 1.** Population

<b>Population</b>	<b>Experimental Group</b>	<b>Percentage</b>
Male	15	55.6%
Female	12	44.4%
<b>TOTAL</b>	27	100 %

**Source:** Student's list

**Author:** Morales, J. (2021)

## 2.6 Techniques and instruments

To collect data, the instrument applied was the standardized test A2 Key for Schools, or formerly called Cambridge English: Key for Schools (KET for Schools), to assess the reading skill of students. There were two evaluation instruments, the pre-test which was applied before the treatment, that are English language sessions to apply the reading strategy, and the post-test applied before the treatment. In addition, it is important to indicate that the standardized test selected was designed to school age learners preparing them to higher-level English language qualifications.

The sections that were taken into consideration for the application of the pre-test and post-test were sections two and three. The reason is that the intensive readings were short texts where the student could develop the sub-ability and comprehension questions.

### **2.6.1 Procedure**

For data collecting, the researcher carried out three main activities as the following: pretest, treatment, and posttest.

#### **Pre test**

In the first meeting, the researcher applied a test extracted from Cambridge Assessment English. This pre-test was the Ket English Test for Schools. The researcher gave two readings that were parts two and three, to be read by the students, and the students answered comprehension questions related to the text. The pre-test was carried out to know the student's previous reading ability in English, and it took 30 minutes to complete the test.

#### **Treatment**

In the second meeting, the researcher applied lesson plan 2 which was focused on intensive reading strategy and reading skills. The lesson plan was divided into three sections as a part of reading skill, which these sections were named pre-reading while reading and post-reading. In the first part "Pre-reading", the researcher introduced the class by asking the students to make predictions about the content of the text based on the title "Hobbies" and through the use of the "Miro platform", students write on an online whiteboard their favorite hobbies. This activity helped the researcher created brainstorming. After that, in the second part "While reading", the researcher organized in four sections as follows: skimming, scanning, teaching vocabulary, and comprehension questions. The researcher started to send a link to the "Google forms platform" with a worksheet that was taken of "Live worksheet platform" about hobbies to each student read the short text quickly and silently for five minutes. It demonstrated that the researcher applied the first reading subskills. Then, learners read the text again carefully and write unknown words on a piece of paper following the scanning part. In teaching vocabulary, the researcher shared the screen and wrote the unknown words on the "Microsoft word platform", with the aim of giving a translation of each word for better understanding. After that, students completed the first activity on the "Google forms platform" about yes/no statement and the second activity about answering comprehension questions. In the last part "Post reading", the researcher

asked students to participate mentioning the hobbies they remember from the reading and the researcher also asked students to talk about their favorite hobbies and mention a hobby they do not like. This part was done in 30 minutes.

In the third meeting, the topic of the lesson was “Social media”. In the first part “Pre-reading”, the researcher used technological tools such as the “Power point presentation platform” to show a picture to the whole class to make students guess the topic of the lesson and asked some questions related to the picture. In the second part “While reading”, the researcher gave a link to “Google forms platform” with a worksheet that was chosen of “Live worksheet platform” about social media, in which students read the text quickly to get the general idea of the text. Then, the researcher involved the learners carefully reading the text a second time and underlining the unknown words to develop scanning. In teaching vocabulary, the researcher created a table on the online “Word document platform” in which there were two columns, the first was for the unknown word and the other was to give a definition. On the other hand, the learners wrote the unknown words on the online Word document and search the definition of the unknown word using an online “English dictionary” provided by the teacher and read the meaning to the class. Finally, in the last part “Post reading”, the researcher asked the students to give their opinion about the tips that people should follow to be an influencer.

In the fourth meeting, “Free time” was the lesson of the topic. In the first part “Pre-reading”, the researcher introduced the class selecting four students, and silently asks the students “what do you like to do in your free time”. The chosen students draw their favorite hobby on “Jamboard Platform” so that their classmates have to guess it. After that, in the second part “While reading”, the researcher sent a link to “Google forms platform” with a worksheet chosen of “Live worksheet” about three teenagers describing their hobbies in which learners read a short text in silence. It meant that students applied skimming reading subskill. At the end of the first reading, the students read the text again cautiously and underline unknown words. As part of teaching vocabulary, the researcher wrote unknown words on “Microsoft word platform” and give elicited translation. Next, the researcher created groups of three students to carry out the activity, which is multiple-choice questions about the text provided and checks the answer with the class. To conclude the class with “Post reading”, the researcher



asked to students that in an online “Word document” write some security rules people have to consider to practice the hobbies of the text and give an advice about practicing the hobby.

In the fifth meeting, the topic of the lesson was “Leisure time”. In the first part “Pre-reading”, the researcher chose randomly five students and shared the screen with five flashcards about the topic of leisure time, and asked “what activity is the girl or boy doing?”. The chosen learner was going to try to guess the word that the teacher shows. In the second part “While reading”, the researcher sent a link to “Google forms platform” with a worksheet obtained to “Live worksheet” to the students about leisure time in which students read a short reading quickly. In the scanning section, students read the short reading again rigorously. Further, the researcher started to teach vocabulary asked learners to underline the unknown words and write on the “Miro platform” to put a synonym for each word. After that, the researcher assigned to the students complete the activities of true/ false statements and comprehension questions. Then, the researcher and students could create a debate about the answers. In the last part “Post reading”, the researcher asked the students to give their opinion about what were the leisure activities that Johnny liked to do.

#### Post test

In the last meeting, the researcher applied the test taken from Cambridge Assessment English. This post-test was the Ket English Test for Schools, which applied the reading section. The researcher gave the same two parts of readings as in the pretest. Learners read and answered twelve comprehension questions related to readings. The post-test was pertinent to apply to know the level in the English language that the student has to develop the reading skill after treatment, and it took 30 minutes to complete the test.

## **2.7 Hypothesis**

### **2.7.1 Null hypothesis**

The use of intensive reading does not have a positive influence on reading skill.

### **2.7.2 Alternative hypothesis**

The intensive reading has a positive influence on reading skill.

### **2.8 Variable identification**

**Independent variable:** Intensive Reading

**Dependent variable:** Reading Skill

**CHAPTER III**  
**RESULTS AND DISCUSSION**

**3.1 Analysis and discussion of the results**

This chapter shows the data obtained during six interventions of the experiment. The first session was used to apply the pretest and in the last session, the posttest was applied. For this reason, four sessions were used to apply the intensive reading lessons to enhance the reading skills of the English language. The students of tenth grade at Escuela de Educación Basica “Teniente Hugo Ortiz” were the participants, being a total population of 27 students. The results are analyzed and presented in detail through the use of tables, figures, and interpretations of the most relevant details during the application of the experiment. Finally, the verification of the hypothesis was carried out through the use of IBM SPSS Statistics Software.

**3.1.1 Pre – test result**

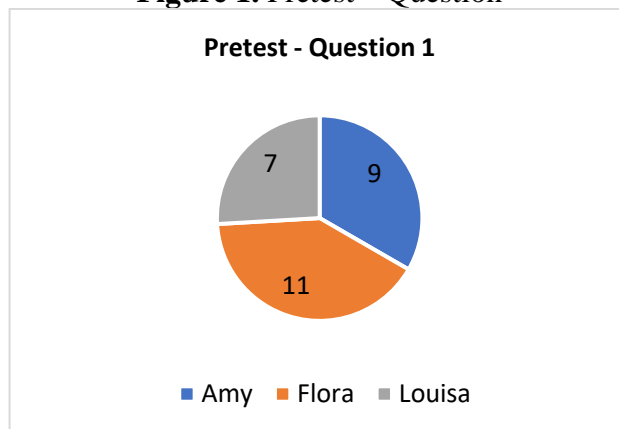
**Table 2.** Pretest – Question 1

<b>Question 1</b>		
	<b>Answers</b>	<b>Percentage</b>
Amy	9	33.3%
Flora	11	40.7%
Louisa	7	25.9%
<b>TOTAL</b>	<b>27</b>	<b>100.0%</b>

**Source:** Student’s Pre-test

**Author:** Morales, J. (2022)

**Figure 1.** Pretest – Question



**Source:** Student’s Pre-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 1 represents the student's answers to the first questions of the pre-test. From a total sample of 27 learners, nine students represent 33.3%, selected “Amy”. Moreover, nine students represent 40.7%, marked “Flora” as the correct answer for this question. Eleven students represent 25.9% who chose “Louisa”. The results show that there were only 11 participants that represent 40.7%, who selected the correct answer. It means that more than 50% of students had difficulties with reading skills. In this case, it demonstrated that students had problems identifying and understanding specific information in a written text.

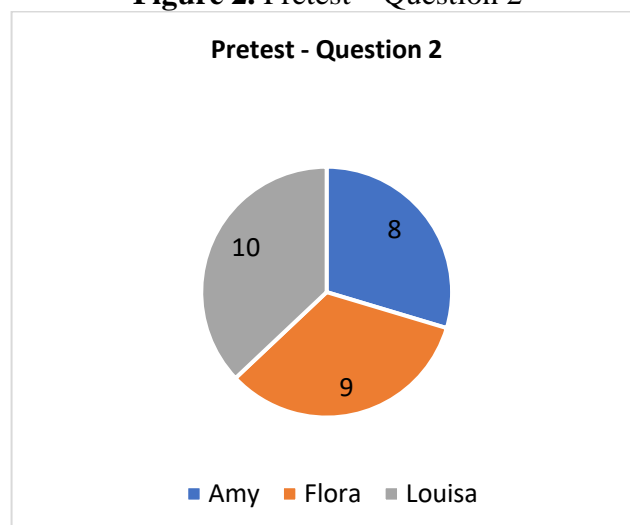
**Table 3.** Pretest – Question 2

Question 2		
	Answers	Percentage
Amy	8	29.6%
Flora	9	33.3%
Louisa	10	37.0%
<b>TOTAL</b>	<b>27</b>	<b>100.0%</b>

**Source:** Student’s Pre-test

**Author:** Morales, J. (2022)

**Figure 2.** Pretest – Question 2



**Source:** Student’s Pre-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

As it can be seen, figure 2 represents the students' answers for the second question of the pretest. From a total sample of 27 students, eight learners represent 29.6%, selected "Amy" as the correct answer. Nine students represent 33.3%, chose "Flora". Ten students represent 37.0%, marked "Louisa". The data collected demonstrates that 10 learners that represent 37.0%, who had a correct answer to this question. Most of the students had reading problems regarding recognition of specific information once the intensive reading was done.

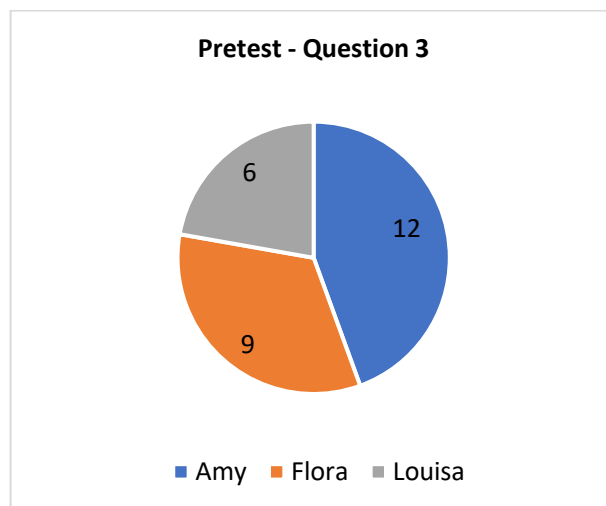
**Table 4.** Pretest – Question 3

<b>Question 3</b>		
	<b>Answers</b>	<b>Percentage</b>
Amy	12	44.4%
Flora	9	33.3%
Louisa	6	22.2%
<b>TOTAL</b>	<b>27</b>	<b>100.0%</b>

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 3.** Pretest – Question 3



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

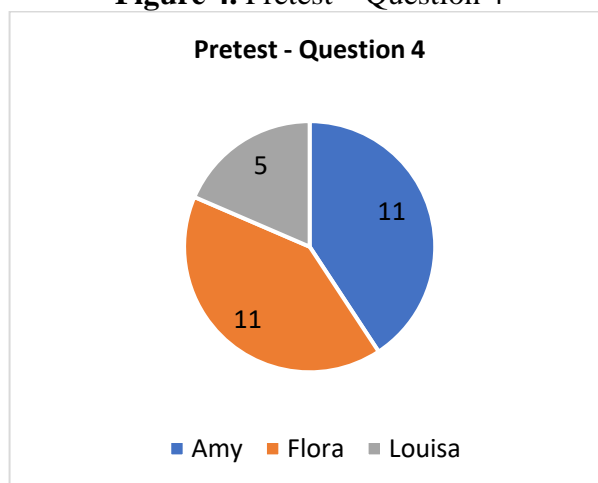
Figure 3 represents students' answers to the third question of the pretest. The results indicate that from a total sample of 27 students, 12 learners represent 44.4%, selected "Amy" as the correct answer. Nine students represent 33.3%, chose "Flora". Six students represent 22.2%, marked "Louisa". The data obtained demonstrate that only nine students selected the correct answer to this question. This data supports learner was not practicing intensive reading correctly and, of course, students had problems understanding ideas through reading because the information required to answer this question is explicit in the text provided.

**Table 5.** Pretest – Question 4

Question 4		
	Answers	Percentage
Amy	11	40.7%
Flora	11	40.7%
Louisa	5	18.5%
<b>TOTAL</b>	<b>27</b>	<b>100.0%</b>

**Source:** Student's Pre-test  
**Author:** Morales, J. (2022)

**Figure 4.** Pretest – Question 4



**Source:** Student's Pre-test  
**Author:** Morales, J. (2022)

### Analysis and interpretation

Figure 4 represents the students' answers to the fourth question of the pretest. From a total sample of 27 participants, eleven learners represent 40.7% selected "Amy" as the correct answer. Eleven students represent 40.7%, marked "Flora". Five learners represent 18.5%, chose "Louisa". Students' answers indicate that eleven participants had correctly answered the question. The question was designed to evaluate students understanding of specific information. For that reason, it demonstrated that 59.2% of the participants had difficulties finding or understanding required information in a written text even if the participants had the opportunity to do an intensive reading of the written text.

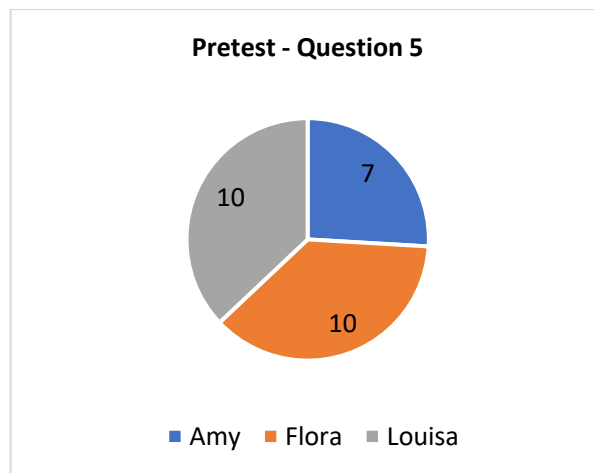
**Table 6.** Pretest – Question 5

Question 5		
	Answers	Percentage
Amy	7	25.9%
Flora	10	37.0%
Louisa	10	37.0%
TOTAL	27	100.0%

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 5.** Pretest – Question 5



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

As it can be seen, figure 5 represents the students' answers in the fifth question of the pretest. From a total sample of 27 participants, seven students represent 25.9% decided to choose "Amy". Ten learners represent 37.0%, selected "Flora". Ten students represent 37.0%, marked "Louisa" as the correct answer. The data gathered demonstrates that ten learners selected the correct answer to this question. It means that 17 learners that represent 62.9%, had problems understanding written texts. The question asks for specific information after doing an intensive reading so that students reading skill was not according to their level.

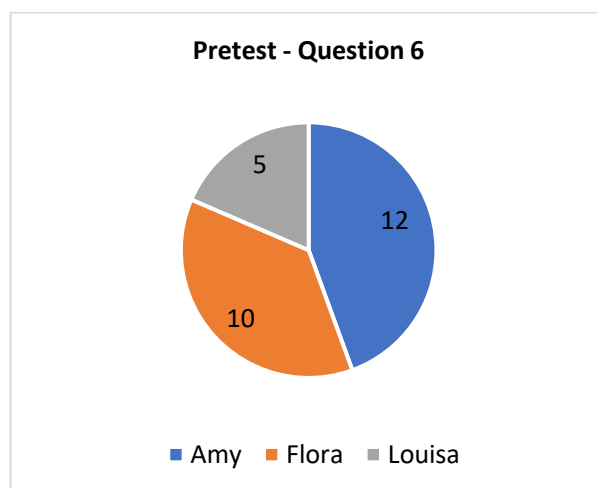
**Table 7.** Pretest – Question 6

Question 6		
	Answers	Percentage
Amy	12	44.4%
Flora	10	37.0%
Louisa	5	18.5%
<b>TOTAL</b>	<b>27</b>	<b>100.0%</b>

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 6.** Pretest – Question 6



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)



## Analysis and interpretation

Figure 6 represents the students' answers to the sixth question of the pretest. From a total sample of 27 participants, twelve students represent 44.4% marked "Amy" as the correct answer. Ten learners represent 37.0%, selected "Flora". Five students represent 18.5%, chose "Louisa". The data collected shows that 15 participants that represent 55.5% of the total, did not select the correct answer to this question. Consequently, it demonstrated that participants had reading problems so it is difficult to find and understand details or specific information in a written text.

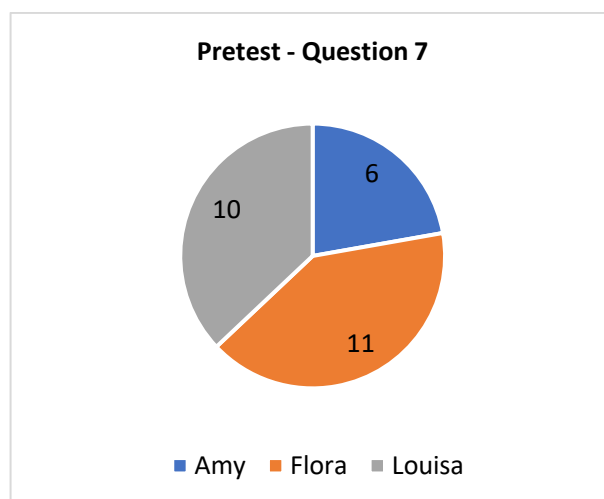
**Table 8.** Pretest – Question 7

Question 7		
	Answers	Percentage
Amy	6	22.2%
Flora	11	40.7%
Louisa	10	37.0%
<b>TOTAL</b>	<b>27</b>	<b>100.0%</b>

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 7.** Pretest – Question 7



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 7 represents the students' answers to the seventh question of the pretest. From a total sample of 27 participants, six students represent 22.2%, selected "Amy". Eleven learners represent 40.7%, marked "Flora". Moreover, ten students represent 37%, chose "Louisa" as the correct answer. The information collected indicates that students were not able to hold information from a written text after doing the intensive reading. As consequence, students were not able to practice reading skills adequately leading to reading difficulties.

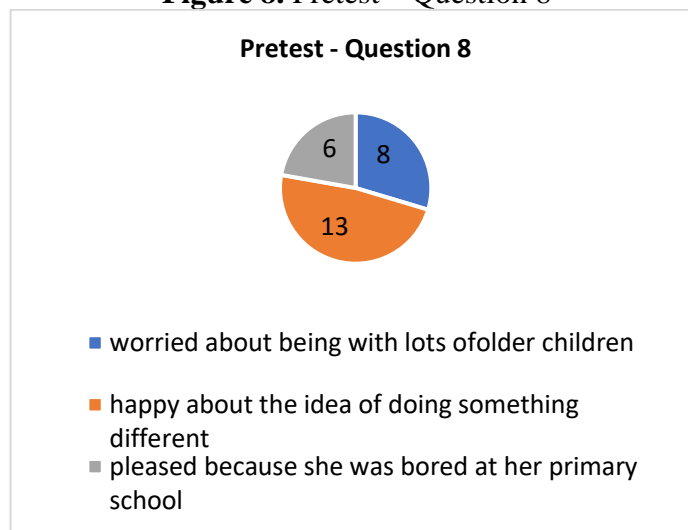
**Table 9.** Pretest – Question 8

Question 8		
	Answers	Percentage
worried about being with lots of older children	8	29.60%
happy about the idea of doing something different	13	48.10%
pleased because she was bored at her primary school	6	22.20%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 8.** Pretest – Question 8



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

### Analysis and interpretation

Figure 8 represents the students' answers to the eighth question of the pretest. From a total sample of 27 participants, eight students represent 29.6%, selected “worried about being with lots of older children”. Thirteen learners represent 48.1%, marked “happy about the idea of doing something different” as the correct answer. Six learners represent 22.2%, chose “pleased because she was bored at her primary school”. The information gathered shows that 14 participants that represent 51, 8%, were not able to remember details after an intensive reading. It means that learners did not understand ideas in a written text designed for their level.

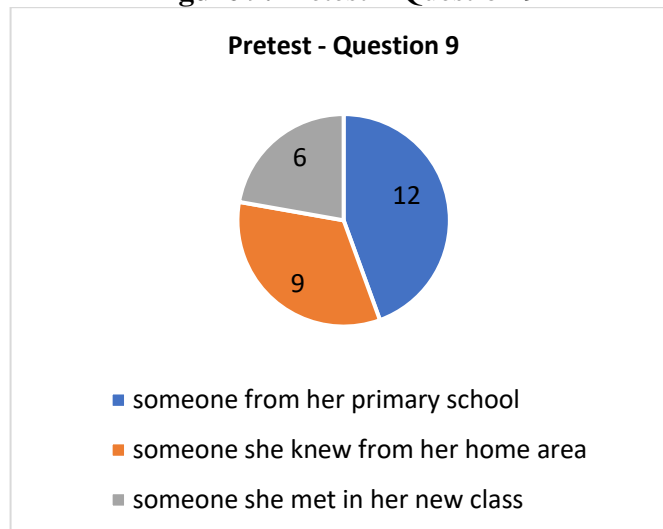
**Table 10.** Pretest – Question 9

<b>Question 9</b>		
	<b>Answers</b>	<b>Percentage</b>
someone from her primary school	12	44.40%
someone she knew from her home area	9	33.30%
someone she met in her new class	6	22.20%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 9.** Pretest – Question 9



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

### Analysis and interpretation

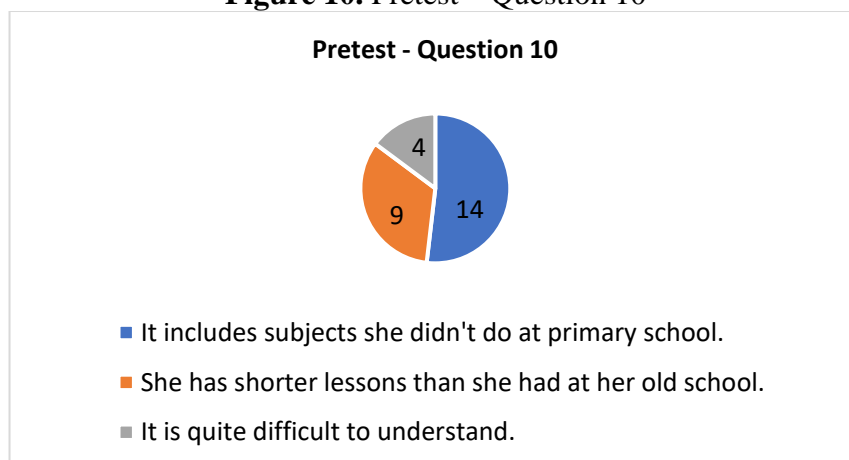
As it can be seen, figure 9 represents the students’ answers in the ninth question of the pretest. From a total sample of 27 participants, twelve students represent 44.4%, chose “someone from her primary school”. Nine learners represent 33.3%, marked “someone she knew from her home area”. Six students represent 22.2%, selected “someone she met in her new class” as the correct answer. The data gathered indicates that 21 participants that represent 77.7%, could not select the correct answer to this question. It demonstrates that students have problems reading for details even if they did the intensive reading. Consequently, reading skills could be under the level required for the participants.

**Table 11.** Pretest – Question 10

<b>Question 10</b>			
	Answers	Percentage	
It includes subjects she didn't do at primary school.	14	51.90%	
She has shorter lessons than she had at her old school.	9	33.30%	
It is quite difficult to understand.	4	14.80%	
<b>TOTAL</b>	<b>27</b>	<b>100%</b>	

**Source:** Student’s Pre-test  
**Author:** Morales, J. (2022)

**Figure 10.** Pretest – Question 10



**Source:** Student’s Pre-test  
**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 10 represents the students' answers in the tenth question of the pretest. From a total sample of 27 participants, fourteen students represent 51.9% selected "It includes subjects she didn't do at primary school" as the correct answer. Nine learners represent 33.3%, marked "She has shorter lessons than she had at her old school". Four students represent 14.8% chose "It is quite difficult to understand". The data collected shows that 13 participants that represent 48.1% were not able to select the correct answer to this question. Consequently, it demonstrated that intensive reading was not enough to help learners to hold specific information or read for details.

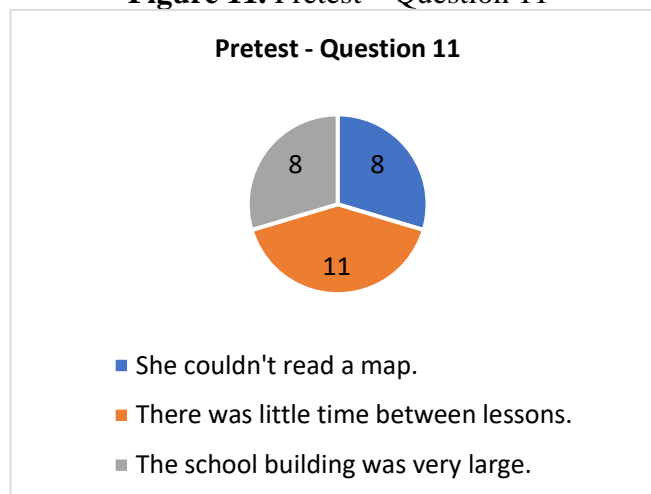
**Table 12.** Pretest – Question 11

Question 11		
	Answers	Percentage
She couldn't read a map.	8	29.60%
There was little time between lessons.	11	40.70%
The school building was very large.	8	29.60%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

**Figure 11.** Pretest – Question 11



**Source:** Student's Pre-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

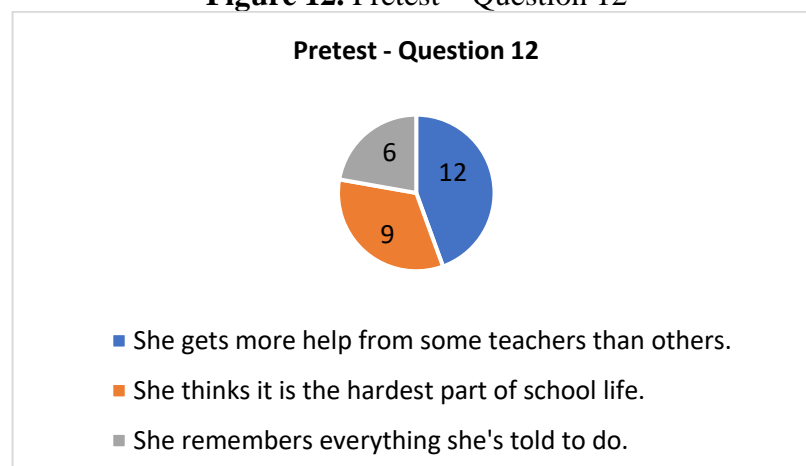
Figure 11 represents the students' results in the eleventh question of the pretest. From a total sample of 27 participants, eight students represent 29.6% selected "She couldn't read a map". Eleven learners represent 40.7%, marked "There was little time between lessons". Eight learners represent 29.6%, selected "The school building was very large" as the correct answer. The results indicate that 19 participants that represent 70.3%, had a mistake in this question. As consequence, the data demonstrated that students had reading difficulties. Most of the participants had problems in reading for details even if they did the intensive reading.

**Table 13.** Pretest – Question 12

<b>Question 12</b>		
	Answers	Percentage
She gets more help from some teachers than others.	12	44.40%
She thinks it is the hardest part of school life.	9	33.30%
She remembers everything she's told to do.	6	22.20%
<b>TOTAL</b>	27	100%

**Source:** Student's Pre-test  
**Author :** Morales, J. (2022)

**Figure 12.** Pretest – Question 12



**Source:** Student's Pre-test  
**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 12 represents the students' answers to the twelfth question in the pretest. From a total sample of 27 participants, twelve students represent 44.4% selected "She gets more help from some teachers than others". Nine learners represent 33.3%, marked "She thinks it is the hardest part of school life" as the correct answer. Six students represent 22.2%, chose "She remembers everything she's told to do". The results indicate that 18 participants that represent 66.6% had a wrong answer to this question. Consequently, most of the participants had difficulties looking for specific information in a written text, so reading skill was not properly practiced. In addition, students had problems understanding the text after doing intensive reading.

### 3.1.2 Post – test result

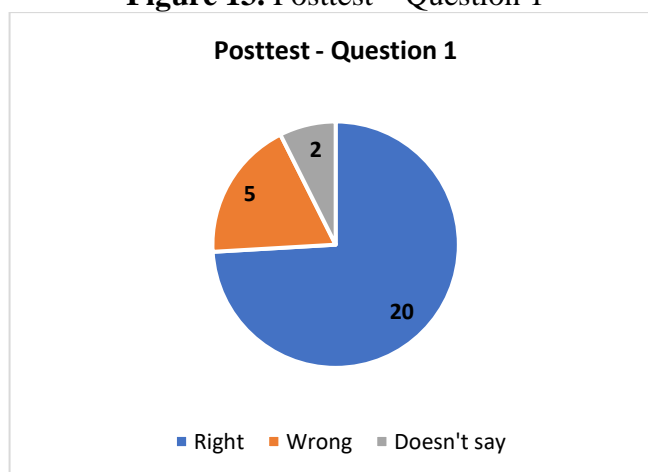
**Table 14.** Posttest – Question 1

<b>Question 1</b>		
	Answers	Percentage
Right	20	74.10%
Wrong	5	18.50%
Doesn't say	2	7.40%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 13.** Posttest – Question 1



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

### Analysis and interpretation

Figure 13 represents students' answers in the thirteenth question of the posttest. The results indicate that from a total sample of 27 students, 20 learners represent 74.10% selected "Right" as the correct answer. Five students represent 18.5%, chose "Wrong". Two students represent 7.40%, marked "Doesn't say". As consequence, students improved in reading skills because they have been constantly exposed to intensive reading.

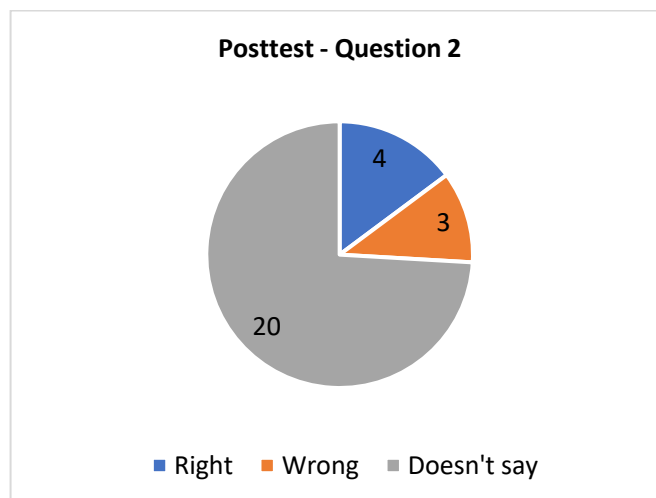
**Table 15.** Posttest – Question 2

Question 2		
	Answers	Percentage
Right	4	14.80%
Wrong	3	11.10%
Doesn't say	20	74.10%
TOTAL	27	100%

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 14.** Posttest – Question 2



**Source:** Student's Post-test

**Author:** Morales, J. (2022)



## Analysis and interpretation

Figure 14 represents to the students' answers to the fourteenth question of the posttest. From a total sample of 27 learners, four students represent 14.8%, selected "Right". In addition, three students represent 11.1% marked "Wrong". Twenty students represent 74.1% who chose "Doesn't say" as the correct answer. It means that learners were able to get the main idea from a short text using interactive activities, which were implemented in reading skills.

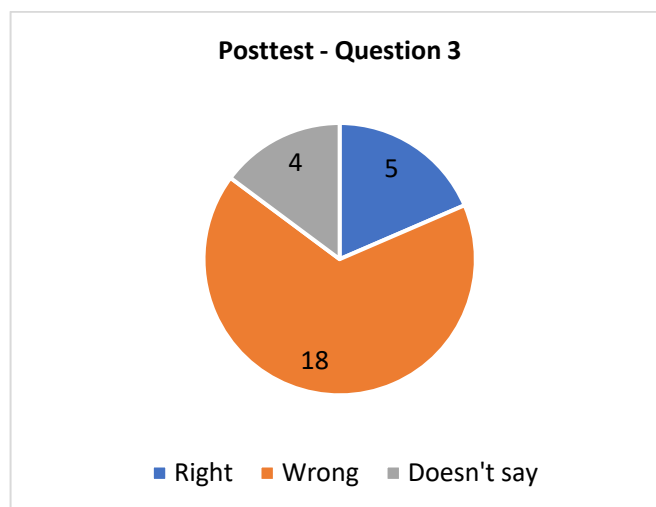
**Table 16.** Posttest – Question 3

Question 3		
	Answers	Percentage
Right	5	18.50%
Wrong	18	66.70%
Doesn't say	4	14.80%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 15.** Posttest – Question 3



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

### Analysis and interpretation

Figure 15 represents students' answers in the fifteenth question of the posttest. From a total sample of 27 participants, five learners represent 18.5%, selected "Right". Eighteen students represent 66.7%, marked "Wrong" as the correct answer. Four learners represent 14.8% chose "Doesn't say". As consequence, students explored the text without reading the whole text to get the answer because they learned to apply reading sub skills such as skimming and scanning.

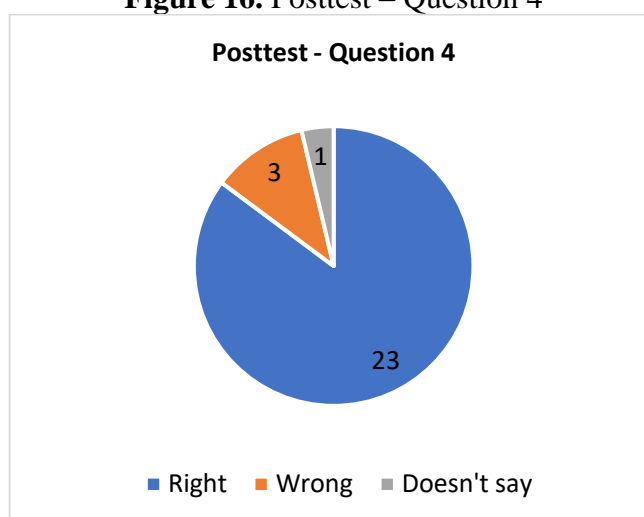
**Table 17.** Posttest – Question 4

Question 4		
	Answers	Percentage
Right	23	85.20%
Wrong	3	11.10%
Doesn't say	1	3.70%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 16.** Posttest – Question 4



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

### Analysis and interpretation

Figure 16 represents the students' results in the sixteenth question of the posttest. From a total sample of 27 participants, twenty-three students represent 85.2%, selected "Right" as the correct answer. Three learners represent 11.1%, marked "Wrong". One learner represent 3.7%, chose "Doesn't say". As consequence, the data shows that the students understood the meaning of unknown words without looking for their translation in their native language. It was a clear example of inferring information improvement based on the context of the reading.

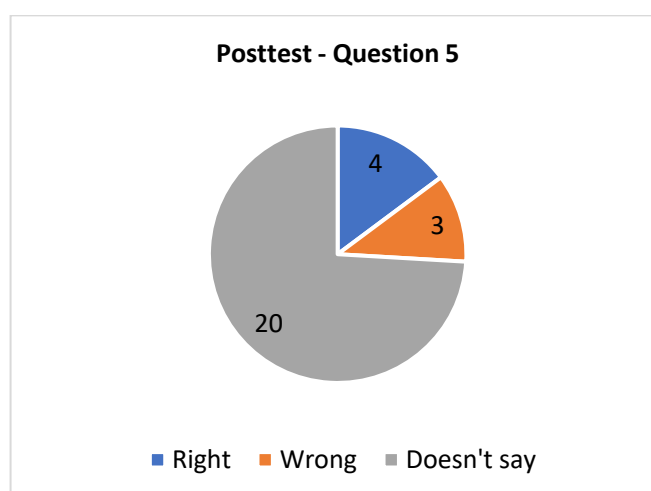
**Table 18.** Posttest – Question 5

Question 5		
	Answers	Percentage
Right	4	14.80%
Wrong	3	11.10%
Doesn't say	20	74.10%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 17.** Posttest – Question 5



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

### Analysis and interpretation

Figure 17 represents the students' answers in the seventeenth question of the posttest. From a total sample of 27 participants, four students represent 14.8% selected "Right". Three learners represent 11.1%, marked "Wrong". Twenty students represent 74.1%, chose "Doesn't say" as the correct answer. Consequently, it demonstrated that an intensive reading strategy helps students gain detailed information about the text because students develop reading comprehension.

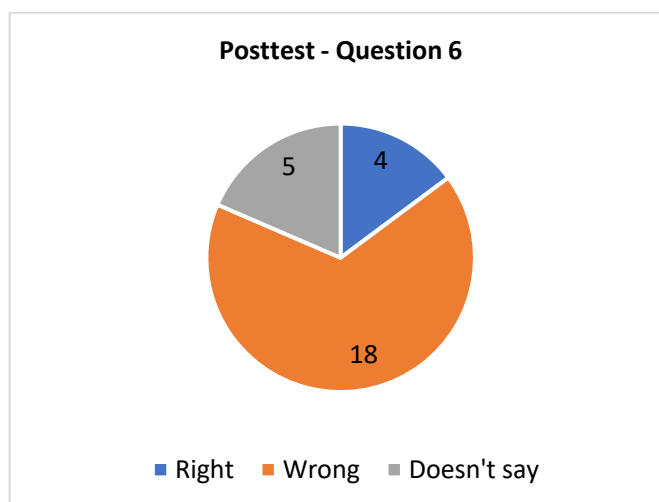
**Table 19.** Posttest – Question 6

Question 6		
	Answers	Percentage
Right	4	14.80%
Wrong	18	66.70%
Doesn't say	5	18.50%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 18.** Posttest – Question 6



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

As it can be seen, figure 18 represents the students' answers in the eighteenth question of the posttest. From a total sample of 27 participants, four students represent 14.8%, chose "Right". Eighteen learners represent 66.7%, marked "Wrong" as the correct answer. Five students represent 18.25%, selected "Doesn't say". It demonstrated that students were able to understand the structure of a sentence and made inferences based on the whole information of the text.

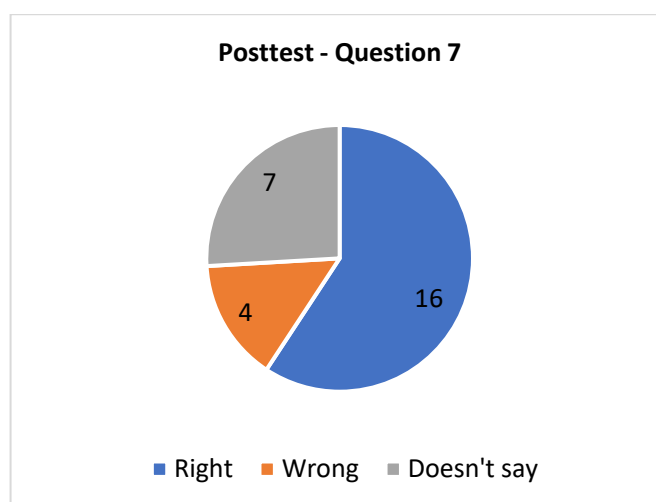
**Table 20.** Posttest – Question 7

Question 7		
	Answers	Percentage
Right	16	59.20%
Wrong	4	14.80%
Doesn't say	7	25.90%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 19.** Posttest – Question 7



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 19 represents the students' answers in the nineteenth question of the posttest. From a total sample of 27 participants, sixteen students represent 59.2%, selected "Right" as the correct answer. Four learners represent 14.8%, marked "Wrong". Seven learners represent 25.9%, chose "Doesn't say". The results show that learners could effectively find information in the reading. This information could be the main idea or supporting ideas, which was the general idea of the text or looking for details.

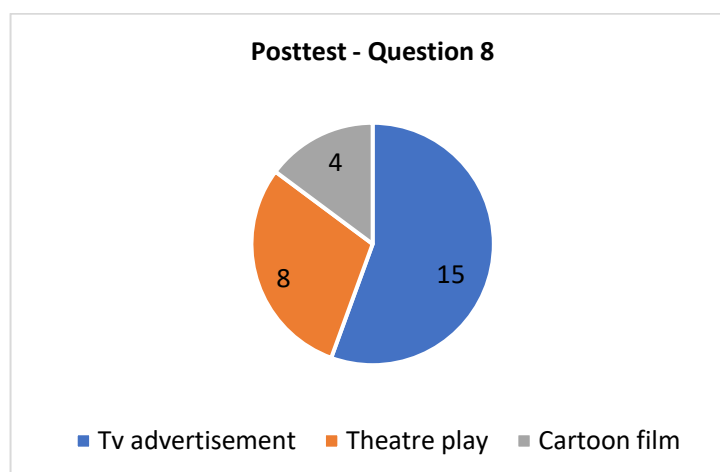
**Table 21.** Posttest – Question 8

Question 8		
	Answers	Percentage
Tv advertisement	15	55.60%
Theatre play	8	29.60%
Cartoon film	4	14.80%
<b>TOTAL</b>	27	100%

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 20.** Posttest – Question 8



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 20 represents the students' answers to the twentieth question of the pretest. From a total sample of 27 participants, fifteen students represent 55.6%, selected "Tv advertisement" as the correct answer. Eight learners represent 29.6%, marked "Theatre play". Four students that represent 14.8%, chose "Cartoon film". The information collected shows students correctly practice reading skills, which leads to an improvement in learning the English language through the recognition of grammatical structures such as present simple, past simple, and others. This also helped in the acquisition of new vocabulary found in each sentence.

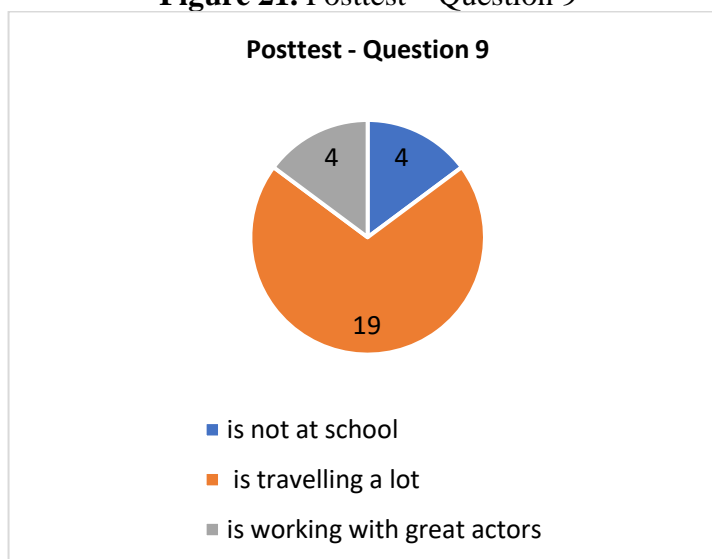
**Table 22.** Posttest – Question 9

Question 9		
	Answers	Percentage
is not at school	4	14.80%
is travelling a lot	19	70.40%
is working with great actors	4	14.80%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 21.** Posttest – Question 9



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

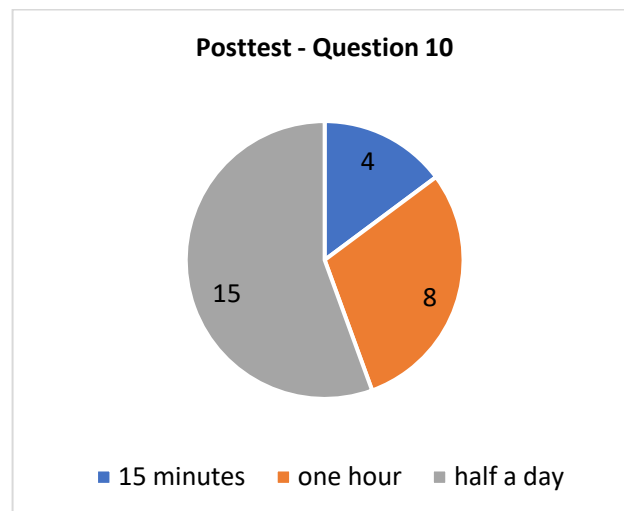
As it can be seen, figure 21 represents the students' answers in the twenty-first question of the posttest. From a total sample of 27 participants, four students represent 14.8%, decided to choose "is not at school". Nineteen learners represent 70.4%, selected "is traveling a lot" as the correct answer. Four students represent 14.8%, marked "is working with great actors". In this case, it demonstrated that students learned specific vocabulary and sentences and paragraph structures that are helpful to understand better the whole text or look for specific information.

**Table 23.** Posttest – Question 10

Question 10		
	Answers	Percentage
15 minutes	4	14.80%
one hour	8	29.60%
half a day	15	55.60%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test  
**Author:** Morales, J. (2022)

**Figure 22.** Posttest – Question 10



**Source:** Student's Post-test  
**Author:** Morales, J. (2022)



### Analysis and interpretation

As it can be seen, figure 22 represents the students' answers to the twenty-second question of the posttest. From a total sample of 27 students, four learners represent 14.8% selected "15 minutes". Eight students represent 29.6%, chose "one hour". Fifteen students represent 55.6%, marked "half a day" as the correct answer. The data collected demonstrates that most students did not have major problems regarding recognition and comprehension of specific information using intensive reading strategy.

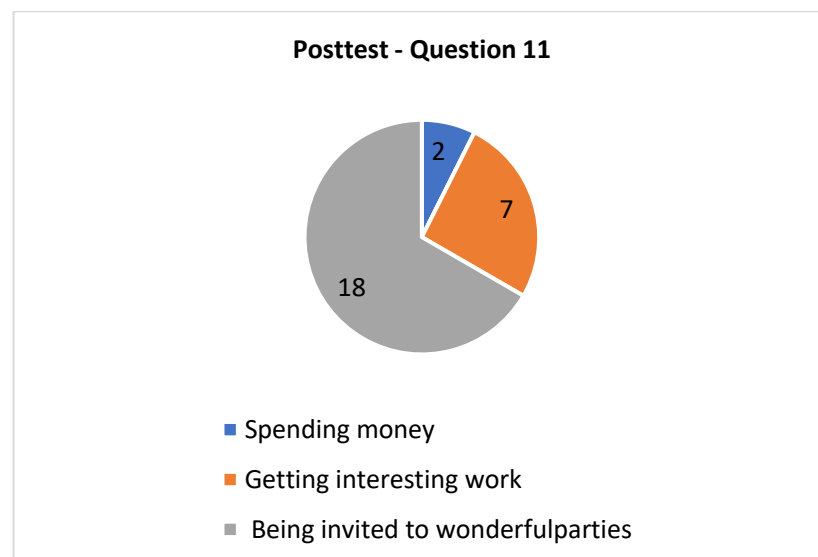
**Table 24.** Posttest – Question 11

Question 11		
	Answers	Percentage
Spending money	2	7.40%
Getting interesting work	7	25.90%
Being invited to wonderful parties	18	66.70%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Figure 23.** Posttest – Question 11



**Source:** Student's Post-test

**Author:** Morales, J. (2022)

**Analysis and interpretation**

Figure 23 represents the students’ answers to the twentieth question of the posttest. From a total sample of 27 participants, two students represent 7.4%, selected “Spending money”. Seven students represent 25.9%, marked “Getting interesting work”. Eighteen students represent 66.7%, chose “Being invited to wonderful parties” as the correct answer. The information collected indicates that students learn to use an English dictionary correctly as part of vocabulary learning, and they can learn new words by reading the meaning of the unknown vocabulary.

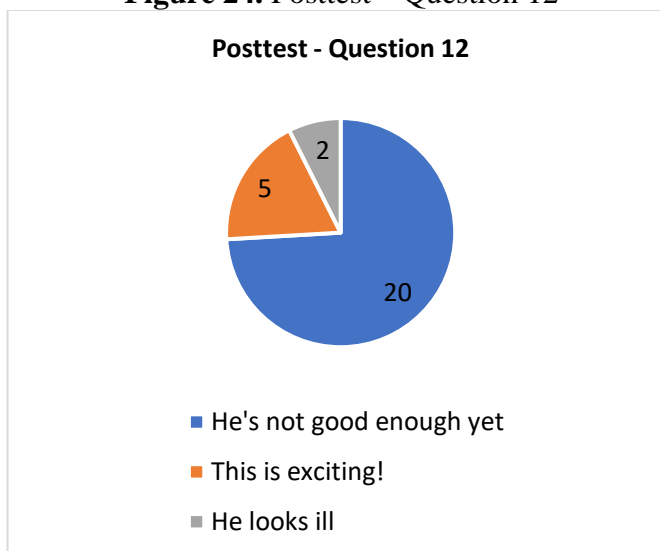
**Table 25.** Posttest – Question 12

		<b>Question 12</b>	
		Answers	Percentage
He's not good enough yet		20	74.10%
This is exciting!		5	18.50%
He looks ill		2	7.40%
<b>TOTAL</b>		27	100%

**Source:** Student’s Post-test

**Author:** Morales, J. (2022)

**Figure 24.** Posttest – Question 12



**Source:** Student’s Post-test

**Author:** Morales, J. (2022)

## Analysis and interpretation

Figure 24 represents to the student's answers to the first questions of the posttest. From a total sample of 27 learners, twelve students represent 74.1%, selected “He’s not good enough yet” as the correct answer. In addition, five students represent 18.5% marked “This is exciting!”. Two students represent 7.4% chose “He looks ill”. It means that more than 50% of students did not have difficulties developing reading skills. It demonstrated that students could understand specific information in short texts due to the use of scanning techniques.

### 3.2 Verification of hypotheses

The researcher used IBM SPSS Statistics Software to verify the hypothesis. The first test that helped determine normality was thanks to the Shapiro-Wilk test. Once it was determined that the variables had a normal distribution, the T student parametric statistical method was used to check if the hypothesis was refuted or approved.

#### Null hypothesis

The use of intensive reading does not have a positive influence on reading skill.

#### Alternative hypothesis

The intensive reading has a positive influence on reading skill.

#### 3.2.1 Test of normality

**Table 26.** Normality Test

	Test of Normality		
	Shapiro-Wilk		
	Statistic	gl	Sig.
DIFFERENC E PRETEST AND POSTTEST	.931	27	.073

**Source:** IBM SPSS Statistics Software

**Author:** Morales, J. (2022)

H0= Significance > 0,05 = The values are normally distributed.

Ha= Significance < 0,05 = The values are not normally distributed.

The table 26 indicates the test of normality applied to the new variable named “difference pretest and post-test” which is obtained from the values of the pretest subtracting the values of the post-test. It is important to mention that some negative values were the result of this process but they are normal. In addition, the Shapiro-Wilk test of normality is used when the sample does not surpass 30 participants. The research included 27 participants from the tenth grade of basic education at Escuela de Educación Básica Teniente Hugo Ortiz. The value of signification obtained is greater than 0.05 so it is demonstrated that the values are normally distributed. Consequently, the null hypothesis (H0) is accepted and it is possible to use the parametric statistic T-Student to verify the hypothesis.

### 3.2.2 Mean T-student test

**Table 27.** Mean Comparison

Paired Samples Statistics				
	N	Mean	Std. Deviation.	Std. Error Mean
Pretest	27	4.4815	1.18874	.22877
Posttest	27	8.1111	1.55250	.29878

**Source:** IBM SPSS Statistics Software

**Author:** Morales, J. (2022)

Table 27 demonstrates previous relevant data that is needed to apply the T-Student statistical. In the pretest the mean obtained is 4.4815, contrary the mean obtained in the posttest is 8.1111. The mean has increased 3.6296 points, which is an improvement of 44% approximately. This mean increment indicates that the results from students' tests had a general improvement.

### 3.2.3 T-Student test

**Table 28.** T-Student Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower			
Pair 1	Pretest	-3.62963	2.16880	.41739	-4.48758	-2.77168	-8.696	26	.000
	Posttest								

**Source:** IBM SPSS Statistics Software

**Author:** Morales, J. (2022)

H<sub>0</sub>= P-value > 0,05

H<sub>a</sub>= P-value < 0,05

The table 28 in the last column titled “Sig.” which means significance shows a value of 0,000 indicating a result lower than 0,05. It means that the null hypothesis can be rejected and the alternative hypothesis is accepted.

H<sub>a</sub>: The Intensive Reading has a positive influence on Reading skill.

### 3.3 Discussion of the impact of intensive reading strategy

Intensive reading strategy is a process that helps to promote interest of reading as a habit. Learners can feel motivated and engaged about practicing reading focusing on the details that the author of the reading can add. Therefore, through the application of the treatment in this study, the researcher has noticed that intensive reading as a strategy had a positive impact on basic level students.

Further, the written texts gave to the students are chosen by the teacher and these readings selection considered some parameters such as the learners’ English language level, the vocabulary known, and the grammar structures that they need to relate with previous knowledge. In this way, the researcher allowed the students to understand the readings efficiently because the chosen topics were interesting for learners. As

consequence, the learners awake their imagination by what they read as well as acquiring interesting data.

In addition, the researcher considered it was necessary to practice reading sub-skills or techniques during the sessions such as skimming, scanning and inferring information. These sub-skills allow the student, after the first reading, to obtain the main idea of the text. Next, through a second reading learners can find the specific information or details required as well as awake the desire to obtain their conclusions about the text read. The disadvantage of applying these sub-skills in a row is that the student takes it as a monotonous activity and loses concentration as enthusiasm to continue reading. Consequently, it is important to take a break during the lessons and select interesting readings.

The activities that the researcher used to make reading more attractive during the three stages of the lesson plan were helpful. Students could be able to remember the vocabulary already learned in previous lessons and expand their vocabulary. In the same way, the comprehension questions, yes/no questions, are developed individually so that the learners do not lose concentration on what they are reading and obtains the correct answers satisfactorily.

Moreover, the use of an English language dictionary or a synonyms dictionary allows students to expand their written texts comprehension. These tools give the opportunity to learning concepts, synonyms, antonyms, and structures to use specific words such as adjectives, nouns, verbs, and other. This means that learners can enhance their vocabulary interactively avoiding that the student only has to read short texts without inferring information or looking for specific information.

Finally, intensive reading strategy has more advantages than disadvantages when applied together with long reading texts, reading subskills practice, and reading techniques. The teacher is the one who must search, select and apply the best activities and to practice reading skill so that the learners get up their interest about acquiring more knowledge through reading and being exposed to interesting content.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

Once the results of the data gathered in this research entitled “Intensive Reading and Reading Skill” were analyzed, the following conclusions and recommendations are established.

#### 4.1 Conclusions

- After intensive reading strategy was successfully applied to promote reading skill of tenth level students at Escuela de Educación Básica Teniente Hugo Ortiz, learners were benefited increasing their comprehension of written texts. Hedgcock and Ferris (2009) mention that learners were able to learn and develop skimming and scanning when reading for specific information, details, getting the general idea, and make inferences based on information in written texts. In addition, students expanded vocabulary and they understood the structure of sentences. It is important to mention that students tend to use the dictionary more.
- By being exposed to four sessions of intensive reading strategy practice, the used of benefits of this strategy in students from tenth basic level was positive. Learners acquired vocabulary in an interactive way through the use of an English dictionary that was provided by the researcher, the readings were chosen by the teacher according to their level and the activities applied for the development of the short readings. The selected activities were interactive and it was considered the reading sub-skills practice so that students can practice reading skill as much as they can.
- The results of the pretest to evaluate students’ knowledge of reading skill taken from KET for students indicated that learners had a 4.48 through the statistical analysis with the SPSS software. It means that students are not able to properly read a text and comprehend basic aspects such as specific information and understand the general idea of the text. Moreover, there were wide range of

vocabulary, which is unfamiliar to students making difficult to get ideas. Contrary, the results of the posttest showed positive effects with an average of 8.11, which represents 44 %. In conclusion, learners were able to use techniques to look for specific information and intensive reading were helpful to identify text types, text purpose and catch the general idea of the text. In addition, students were able to relate unknown words with the context of the text because their vocabulary was expanded. Generally, considering the posttest results, students' reading skill increased.

- Considering the pretest and posttest applied to students from tenth basic level at Escuela de Educación Básica Teniente Hugo Ortiz and the intensive reading strategy sessions, it is clearly demonstrated that intensive reading strategy has a positive impact to facilitate the development of English language reading skill. The positive influence of this strategy includes students' vocabulary acquisition, proper intensive reading practice, and use of techniques to improve written texts comprehension such as skimming and scanning, use of extra tools such as dictionaries, learning to infer information, and understand sentence's structure (Brown, 2004).



## 4.2 Recommendations

- It is recommended to include intensive reading strategy in the lesson plans especially when there are large texts to promote students' practice of reading skill in a better way using techniques and tools during the reading process. Further, it could be helpful to use different text types to vary the content and topics of the readings. It improves students' engagement and improves the reading practice experience in the lessons. Finally, it promotes skimming and scanning practice is recommendable for the reason that those techniques are helpful when using intensive reading strategy.
- It is recommended to consider students limitations when applying intensive reading strategy. It includes students' lack of English language practice and exposition and reduced learning resources. It is important that the teacher provides all the tools or materials that students need and include interactive activities to catch the students attention.
- It is highly suggested to use ice breaker activities before applying the pretest and posttest to create a relaxed learning atmosphere in the classroom. By doing it students feel confident to take the test. It is essential to select adequate questions of a standardized international test to use in the pretest and posttest, considering the national curriculum standards and requirements to avoid making the test unnecessarily difficult.
- It is suggested to introduce to students how intensive reading strategy works and the better way to practice it correctly to facilitate reading practice. Explaining to learners the materials and the lesson procedure is also helpful to aware students about the learning process and what they do after, during and after the lesson. Finally, take in mind some extra time students need during the lesson to read the whole text at last two times is important to avoid problems organizing the class activities.

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## Annexes

### Annex 1: Authorization Document

ANEXO 3  
FORMATO DE LA CARTA DE COMPROMISO.

## CARTA DE COMPROMISO

Ambato, 19 de Octubre de 2021

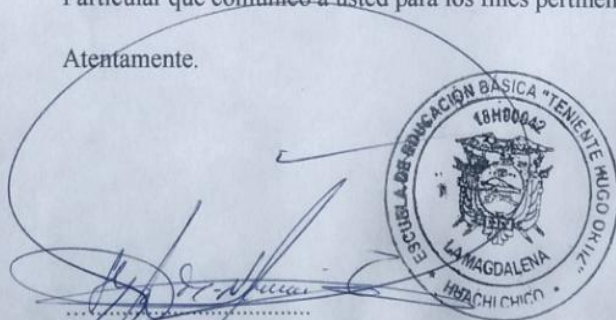
Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Lic. Hugo M. Ninacuri en mi calidad de Rector de la Escuela de Educación Básica Teniente Hugo Ortiz, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Intensive Reading and Reading Skill**" propuesto por la estudiante Jessica Pamela Morales Naranjo, portadora de la Cédula de Ciudadanía 180456888-7, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 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. Hugo M. Ninacuri  
Rector de la Escuela de Educación Básica Teniente Hugo Ortiz  
180222871-6  
0998531827  
hugo.ninacuri@educacion.gob.ec

## Annex 2: Pre and Post Tests

KET Exam for school – Reading section

<https://forms.gle/nqRpkacS98GaXDJ9>

**UNIVERSIDAD TECNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**PRE-TEST: READING SECTION (KET FOR SCHOOL EXAM)**

**Topic:** Intensive Reading and Reading skill

**Objective:** To determine the influence of intensive reading as strategy to facilitate the development reading skill of the English Language.

**Instructions:**

- Read the instructions for each part of the paper carefully.
- Answer all the questions.

**Student's name:** .....

**Age:** .....

**Grade:** .....

**Part 2 - Questions 7– 13. Read the text carefully and for each question, choose the correct answer.**

**School gardens competition**

 <b>Amy</b>	Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she's learning about gardening at college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!
 <b>Flora</b>	Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing.
 <b>Louisa</b>	The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

**7. Whose class learnt about the garden competition from a TV programme?**

- a. Amy
- b. Flora
- c. Louisa

**8. Whose class grew some vegetables?**

- a. Amy
- b. Flora
- c. Louisa



**9. Whose class won a trip in the school garden competition?**

- a. Amy
- b. Flora
- c. Louisa

**10. Whose class painted flowers on their garden wall?**

- a. Amy
- b. Flora
- c. Louisa

**11. Whose class learnt about the insects in their garden?**

- a. Amy
- b. Flora
- c. Louisa

**12. Whose class got help from someone in a pupil's family?**

- a. Amy
- b. Flora
- c. Louisa

**13. Whose class chose flowers that were the same colour?**

- a. Amy
- b. Flora
- c. Louisa

**Part 3- Questions 14 – 18. For each question, choose the correct answer.**

### **Starting at a new school**

*By Anna Gray, age 11*

I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

**14. How did Anna feel about moving to a new school?**

- a. worried about being with lots of older children.
- b. happy about the idea of doing something different.
- c. pleased because she was bored at her primary school.

**15. Who has become Anna's best friend at her new school?**

- a. someone from her primary school.
- b. someone she knew from her home area.

c. someone she met in her new class.

**16. What does Anna say about the timetable at her new school?**

a. It includes subjects she didn't do at primary school.

b. She has shorter lessons than she had at her old school.

c. It is quite difficult to understand.

**17. Why couldn't Anna find her classrooms?**

a. She couldn't read a map.

b. There was little time between lessons.

c. The school building was very large.

**18. What does Anna say about the homework she has now?**

a. She gets more help from some teachers than others.

b. She thinks it is the hardest part of school life.

c. She remembers everything she's told to do.

**Source:** Cambridge University Press & Assessment

**Elaborated by:** Cambridge Assessment English. (2018)

Post- test

<https://forms.gle/H8Zwswd22Qns2XHq5>

**UNIVERSIDAD TECNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**POST-TEST: READING SECTION (KET FOR SCHOOL EXAM)**

**Topic:** Intensive Reading and Reading skill

**Objective:** To determine the influence of intensive reading as strategy to facilitate the development reading skill of the English Language.

**Instructions:**

- Read the instructions for each part of the paper carefully.
- Answer all the questions.

**Student's name:** .....

**Age:** .....

**Grade:** .....

**Part 2 – Question 7-13. Read the text carefully and for each question, choose the correct answer.**

***Something strange falls from the sky***

Mikayla Shears was riding her horse across the fields at the farm where she and her parents live in Australia last November, when she saw something very strange on the ground. 'At first I was afraid to touch it!' she said. 'I thought something may jump out of it!' It was a 22 kilo ball made of lots of different metal parts.

Mikayla called her dad and he came in a truck and drove it back to the farmhouse. People don't drive hundreds of miles across the desert area to leave a metal ball in the middle of a

field. 'It dropped from above!' he said. 'I was sure of that!'

Mikayla's father emailed a photo of the ball to the Planet Museum. He was told that the ball was possibly part of a rocket. Two days earlier a rocket was used to fly an American satellite into space to study the sun.

Most of it fell into the sea after the satellite was safely in space, but maybe this part didn't.

'I know a lot about cows and sheep,' Mikayla said, 'but I don't know anything about rockets. I want to find out more about them now. Perhaps I'll be an astronaut one day!'



**7. Mikayla saw something that looked very unusual in the field.**

- a. Right
- b. Wrong
- c. Doesn't say

**8. When Mikayla touched the ball, another piece of it dropped off.**

- a. Right
- b. Wrong
- c. Doesn't say

**9. Mikayla drove back to collect the metal ball in her father's truck.**

- a. Right
- b. Wrong
- c. Doesn't say

**10. Mikayla's dad was certain that the ball fell from the sky.**

- a. Right

b. Wrong

c. Doesn't say

**11. An American from the Planet Museum emailed Mikayla.**

a. Right

b. Wrong

c. Doesn't say

**12. We know that the metal ball came from another planet in space.**

a. Right

b. Wrong

c. Doesn't say

**13. Mikayla is thinking about being an astronaut in the future!**

a. Right

b. Wrong

c. Doesn't say

**Part 3- Questions 14 – 18. For each question, choose the correct answer.**

### Ashley Trent

Ashley Trent, one of our most popular young actors, is now filming *College Rap*. He began having acting lessons six years ago and was in his first play at ten years old.

At fourteen, he immediately became well known, not for acting in the theatre, but on TV. 'That was fun!' he says.

I was in a fast-food advert with a cartoon clown, but filming *College Rap* is much harder work. I have to play baseball and sing in the film, which is fine, but I need to have dancing lessons too. When we finish filming each day, I don't go out with friends. I usually sit in the bath for an hour because my legs and arms hurt! But I'm enjoying myself because the three adult actors who are the teachers in *College Rap* are really good. They've filmed all over the world. They've taught me to remember my lines more quickly too. I needed half a day to learn five pages before, but now I only need a quarter of an hour.'

Being well known is great but Ashley isn't interested in buying lots of expensive things or going out. 'But I'm asked to do really interesting work now and that's wonderful,' he says. 'I don't get excited when I watch myself in films. I know I'm getting better, but I still need to improve!'

Well, Ashley, we think you're brilliant!



**14. When Ashley was 14, he acted in a**

a. Tv advertisement.

b. Theatre play.

c. Cartoon film.

**15. Ashley's having fun at the moment because he**

a. is not at school.

b. is travelling a lot.

c. is working with great actors.

**16. To remember five pages of lines, Ashley now needs**

a. 15 minutes

b. one hour

c. half a day

**17. What does Ashley like about being famous?**

a. Spending money

b. Getting interesting work

c. Being invited to wonderful parties

**18. What does Ashley think when he sees himself in a film?**

- a. He's not good enough yet.
- b. This is exciting!
- c. He looks ill.

**Source:** Cambridge University Press & Assessment

**Elaborated by:** Cambridge Assessment English. (2018)

### Annex 3: Lesson Plans

<b>Lesson Plan</b>		
<b>Teacher:</b> Jessica Morales	<b>Date:</b> Tuesday, December 7 <sup>th</sup> , 2021	<b>Class:</b> Tenth grade
<b>Lesson Topic:</b> Pre-test		<b>Lesson N° 1</b>
<b>Objective:</b> To analyze student's English level through the use of reading skill applying the pre-test.		
<b>Materials:</b> Computer, Google forms platform, Zoom platform and Internet connection.		
<b>Procedure</b>		<b>Time</b>
1	<ul style="list-style-type: none"> <li>- The teacher greets.</li> <li>- The teacher introduces herself to the class.</li> <li>- The teacher take attendance.</li> <li>- The teacher gives instructions about the test.</li> <li>- The teacher starts with only activity and sends the link to access to Google forms.</li> <li>- Students complete the pre-test about reading part and send the answers.</li> </ul> <p style="text-align: center;"><a href="https://forms.gle/37wyiRkN5ZYtt7Pk7">https://forms.gle/37wyiRkN5ZYtt7Pk7</a></p>	30 mins

**Source:** Field research

**Elaborated by** Morales, J. (2021)

<b>Lesson Plan</b>		
<b>Teacher:</b> Jessica Morales	<b>Date:</b> Tuesday, December 14 <sup>th</sup> , 2021	<b>Class:</b> Tenth grade
<b>Lesson Topic:</b> Hobbies		<b>Lesson N° 2</b>
<b>Objective:</b> By the end of the lesson, students will be able to orally express the hobbies they like and do not like.		
<b>Materials:</b> Computer, Miro platform, Live worksheet platform, Zoom, Internet connection and Google forms platform		
<b>Method:</b> Communicative Language Teaching		
<b>Procedure</b>		<b>Time</b>
1	<p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to make predictions about the content of the text based on the title “Hobbies”. (What they expect the text will be about)</li> <li>- The teacher brainstorms on the Miro platform with students’ favorite hobbies and ideas about the topic.</li> </ul> <p><a href="https://miro.com/app/board/uXjVOc2WI6w=/">https://miro.com/app/board/uXjVOc2WI6w=/</a></p>	5 mins
2	<p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to Google forms platform with a worksheet about hobbies to each student in which students are going to read the short text quickly and silently.</li> </ul> <p><a href="https://forms.gle/jAmKjehg719kEW78">https://forms.gle/jAmKjehg719kEW78</a>  <a href="https://es.liveworksheets.com/bv28701mt">https://es.liveworksheets.com/bv28701mt</a></p> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students will read the text again carefully and write unknown words in a piece of paper.</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the screen and write the unknown words on Microsoft word platform.</li> </ul>	30 mins

	<ul style="list-style-type: none"> <li>- The teacher gives a translation of each word for better understanding.</li> </ul> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to complete the first activity on the Google forms platform about yes/no statement and the second activity about answering comprehension questions.</li> <li>- The teacher will discuss the answers with the class.</li> </ul>	
3	<p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher will ask students to participate mentioning the hobbies they remember from the reading.</li> <li>- The teacher will ask students to talk about their favorites hobbies and mention a hobby they do not like.</li> </ul>	5 mins

**Source:** Field research

**Elaborated by** Morales, J. (2021)



<b>Lesson Plan</b>		
<b>Teacher:</b> Jessica Morales	<b>Date:</b> Tuesday, December 21 <sup>th</sup> , 2021	<b>Class:</b> Tenth grade
<b>Lesson Topic:</b> Social media		<b>Lesson N° 3</b>
<b>Objective:</b> By the end of the lesson, students will be able to talk about positive and negative facts of social media.		
<b>Materials:</b> Social media picture, Live worksheet platform, Zoom platform, Google forms platform, Cambridge virtual dictionary and Online word document.		
<b>Method:</b> Communicative Language Teaching		
<b>Procedure</b>		<b>Time</b>
1	<p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher shows a picture to the whole class to make students to guess the topic of the lesson and give ideas about the content of today's class.</li> </ul> <p><a href="https://pinckneymarketing.com/influencer-marketing/">https://pinckneymarketing.com/influencer-marketing/</a></p> <ul style="list-style-type: none"> <li>- The teacher asks some questions related to the picture to help the students to guess the topic of the lesson. (What is the girl doing? What social media do you know? What does hands up mean?)</li> </ul>	5 mins
2	<p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher gives a link to Google forms platform with a worksheet about social media to students in which students will read the text quickly to get the general idea of the text.</li> </ul> <p><a href="https://forms.gle/43nCxpL5o8CZFK868">https://forms.gle/43nCxpL5o8CZFK868</a></p> <ul style="list-style-type: none"> <li>- Next, the teacher asks for volunteers to give the class what the text is about.</li> </ul> <p><b>Scanning</b></p>	

	<ul style="list-style-type: none"> <li>- Students will carefully read the text a second time and underline the unknown words.</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher creates a table on the online Word document platform in which there are two columns, the first is for the unknown word and the other is to give a definition.</li> </ul> <p><a href="https://docs.google.com/document/d/1cEhMh3RAJExKM5IIehq2ii7-YGMGQ0LyG4ndMEhtNkg/edit?usp=sharing">https://docs.google.com/document/d/1cEhMh3RAJExKM5IIehq2ii7-YGMGQ0LyG4ndMEhtNkg/edit?usp=sharing</a></p> <ul style="list-style-type: none"> <li>- The teacher chooses some students to write the unknown words on the online Word document</li> <li>- The chosen students are going to search the definition of the unknown word using an online English dictionary provided by the teacher and read the meaning to the class.</li> </ul> <p><a href="https://dictionary.cambridge.org/es/diccionario/ingles/wear">https://dictionary.cambridge.org/es/diccionario/ingles/wear</a></p> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to do a six multiple-choice questions worksheet activity.</li> <li>- The teacher will discuss the answers with the whole class.</li> </ul>	30 mins
3	<p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to give their opinion about the tips that people should follow to be an influencer.</li> </ul>	5 mins

**Source:** Field research  
**Elaborated by** Morales, J. (2021)

<b>Lesson Plan</b>		
<b>Teacher:</b> Jessica Morales	<b>Date:</b> Tuesday, December 04 <sup>th</sup> ,2022	<b>Class:</b> Tenth grade
<b>Lesson Topic:</b> Free Time		Lesson N° 4
<b>Objective:</b> By the end of the lesson, students will be able to talk about rules, express advice and emphatic opinions.		
<b>Materials:</b> Zoom platform, Jamboard platform, Google Forms platform, Live worksheet platform, Microsoft word platform and Online word document.		
<b>Method:</b> Communicative Language Teaching		
<b>Procedure</b>		<b>Time</b>
1	<p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher will select four students and silently asks to the students WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?</li> <li>- The chosen students will draw their favorite hobby on Jamboard Platform so that their classmates have to guess it.</li> </ul> <p><a href="https://jamboard.google.com/d/1Y9qklhQ6bBcU7NdbPmuQCgi_FZxiCyL2QnkYS8J0jM4/edit?usp=sharing">https://jamboard.google.com/d/1Y9qklhQ6bBcU7NdbPmuQCgi_FZxiCyL2QnkYS8J0jM4/edit?usp=sharing</a></p>	5 mins
2	<p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to Google forms platform with a worksheet to the students about three teenagers describing their hobbies in which students will read a short text in silence.</li> </ul> <p><a href="https://forms.gle/V8hJ96FghfUUC5rM9">https://forms.gle/V8hJ96FghfUUC5rM9</a>  <a href="https://www.liveworksheets.com/mc1732111fj">https://www.liveworksheets.com/mc1732111fj</a></p> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students will read the text again cautiously and underline unknown words.</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher writes unknown words on Microsoft word platform and elicit translation.</li> </ul>	30 mins

	<p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- The teacher creates groups of three students to carry out the activity, which is multiple-choice questions about the text provided.</li> <li>- The teacher checks the answer with the class.</li> </ul>	
3	<p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks to students that in an online word document write some security rules people have to consider to practice the hobbies of the text and give an advice about practicing the hobby.</li> </ul> <p><a href="https://docs.google.com/document/d/1whZLic26PsGjtHsO6x0pkIxKfcY_qlDiCbOhRZ9WC24/edit?usp=sharing">https://docs.google.com/document/d/1whZLic26PsGjtHsO6x0pkIxKfcY_qlDiCbOhRZ9WC24/edit?usp=sharing</a></p>	5 mins

**Source:** Field research

**Elaborated by** Morales, J. (2021)

<b>Lesson Plan</b>		
<b>Teacher:</b> Jessica Morales	<b>Date:</b> Tuesday, December 11 <sup>th</sup> , 2022	<b>Class:</b> Tenth grade
<b>Lesson Topic:</b> Leisure time		Lesson N° 5
<b>Objective:</b> By the end of the lesson, students will be able to give their personal opinion about leisure activities.		
<b>Materials:</b> Zoom platform, Flashcards, Live worksheet platform, Google forms platform, Computer, Internet connection and Miro platform.		
<b>Method:</b> Communicative Language Teaching		
<b>Procedure</b>		<b>Time</b>
1	<p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher chooses randomly five students.</li> <li>- The teacher shares the screen with five flashcards about the topic leisure time and to ask. WHAT ACTIVITY IS THE GIRL OR BOY DOING?</li> <li>- The chosen student is going to try to guess the word that the teacher shows.</li> </ul> <p><a href="https://learnenglishkids.britishcouncil.org/flashcards/free-time-activities-flashcards">https://learnenglishkids.britishcouncil.org/flashcards/free-time-activities-flashcards</a></p>	5 mins
2	<p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to Google forms platform with a worksheet to the students about leisure time in which students will read a short reading quickly.</li> <li>- <a href="https://forms.gle/K72jUyc4V3EfnNH6">https://forms.gle/K72jUyc4V3EfnNH6</a> <a href="https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/leisure-time/23726">https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/leisure-time/23726</a></li> </ul> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students read the short reading again rigorously.</li> </ul> <p>Teaching Vocabulary</p> <ul style="list-style-type: none"> <li>- Students underline the unknown words and write on Miro platform to put a synonym for each word.</li> </ul>	30 mins

	<p><a href="https://miro.com/app/board/uXjVOc7vblc=/">https://miro.com/app/board/uXjVOc7vblc=/</a></p> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- The teacher assigns to the students complete the activities of true/ false statement and comprehension questions.</li> <li>- The teacher debates the answers with the whole classroom</li> </ul>	
3	<p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to give their opinion about what were the leisure activities that Johnny liked to do.</li> </ul>	5 mins

**Source:** Field research

**Elaborated by** Morales, J. (2021)

<b>Lesson Plan</b>		
<b>Teacher:</b> Jessica Morales	<b>Date:</b> Tuesday, December 18 <sup>th</sup> , 2022	<b>Class:</b> Tenth grade
<b>Lesson Topic:</b> Post test		<b>Lesson N° 6</b>
<b>Objective:</b> To examine Reading skill applying the post-test.		
<b>Materials:</b> Computer, Google forms platform, Zoom platform and Internet connection.		
<b>Procedure</b>		<b>Time</b>
1	<p><b>Post test</b></p> <ul style="list-style-type: none"> <li>- The teacher greets</li> <li>- The teacher take attendance.</li> <li>- The teacher gives instructions.</li> <li>- The teacher starts with only activity and sends the link to access to Google forms.</li> <li>- Students complete the post-test about reading part and send the answers.</li> </ul> <p style="text-align: center;"><a href="https://forms.gle/rEZFF61MXZJvdXB7A">https://forms.gle/rEZFF61MXZJvdXB7A</a></p>	30 mins

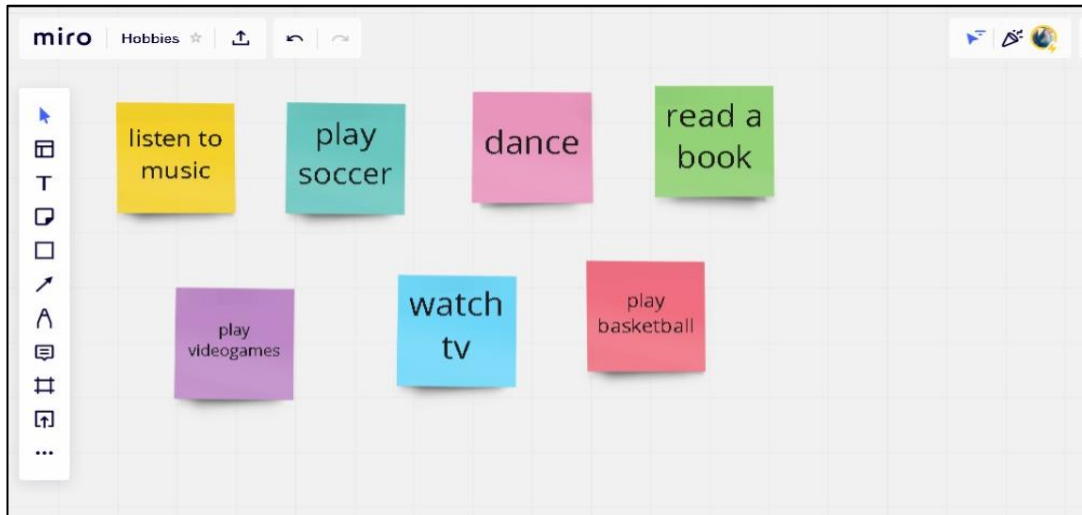
**Source:** Field research

**Elaborated by** Morales, J. (2021)

#### Annex 4: Tools used for intensive reading

Miro platform “Hobbies”

<https://miro.com/app/board/uXjVOc2WI6w=/>

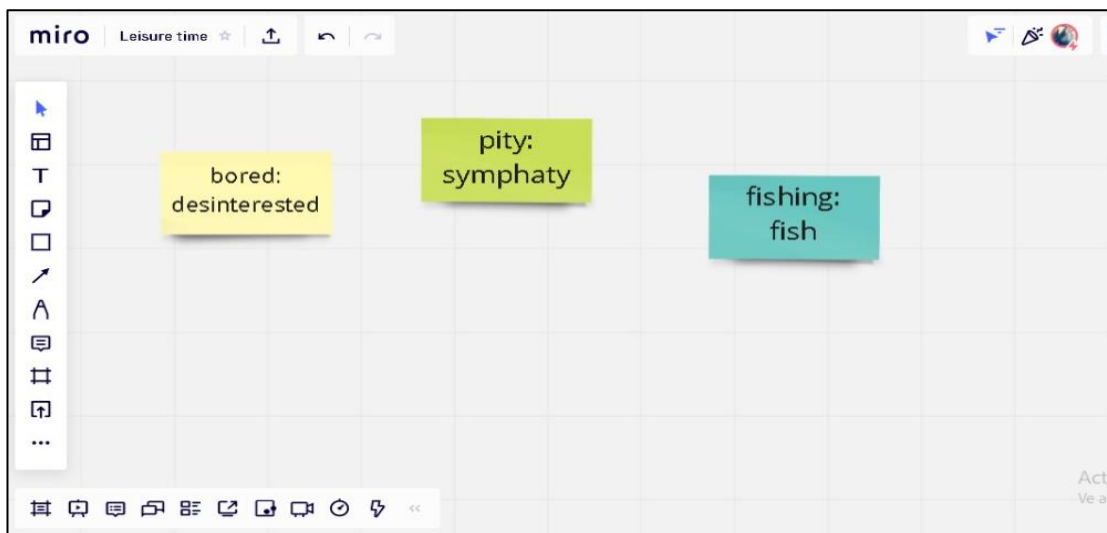


Source: Miro platform

Elaborated by Morales, J. (2021)

Miro platform “Leisure Time”

<https://miro.com/app/board/uXjVOc7vb1c=/>



Source: Miro platform

Elaborated by Morales, J. (2021)



Jamboard platform “Free Time”

[https://jamboard.google.com/d/1Y9qklhQ6bBcU7NdbPmuQCgi\\_FZxiCyL2QnkYS8J0jM4/edit?usp=sharing](https://jamboard.google.com/d/1Y9qklhQ6bBcU7NdbPmuQCgi_FZxiCyL2QnkYS8J0jM4/edit?usp=sharing)

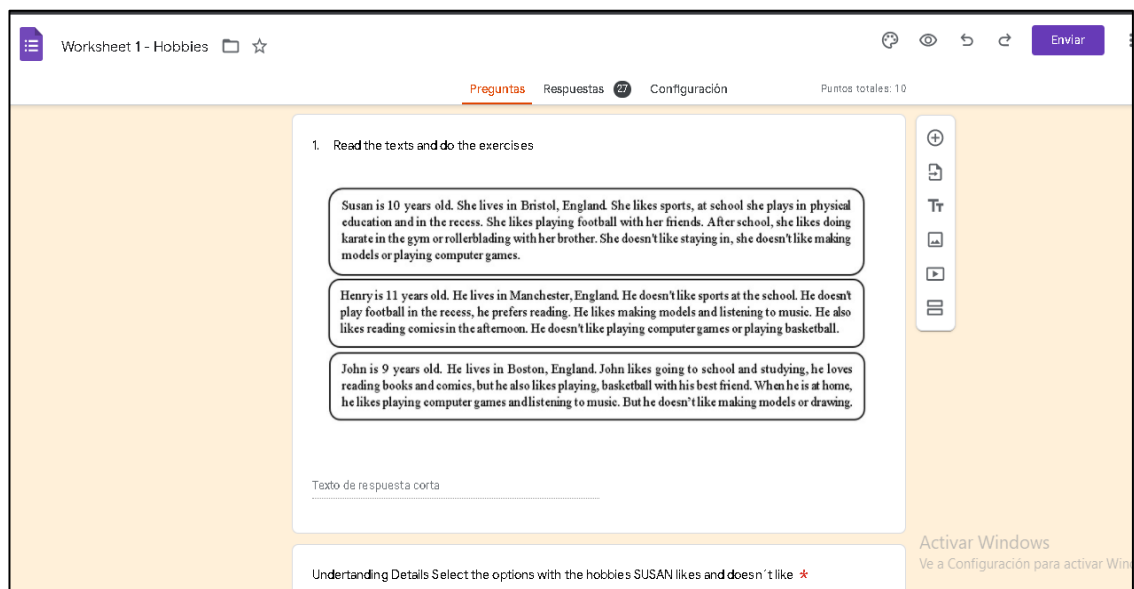


**Source:** Jamboard platform

**Elaborated by** Morales, J. (2021)

Google forms platform “Hobbies”

<https://forms.gle/37wyiRkN5ZYtt7Pk7>



**Source:** Google forms platform

**Elaborated by** Morales, J. (2021)

## Google forms platform “Social media”

<https://forms.gle/ATiDMi5jsFpJTpcL6>

The screenshot shows a Google Form titled "Worksheet 2 - Social media". The form is in Spanish and contains the following text:

Social Media influencers. Instruction read the following text.

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

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

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology. Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$15,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on

Below the text is a small image of a woman with a large following, and a "Texto de respuesta corta" (Short answer text) input field.

At the bottom right, there is a "Continue to read" button and a "Activar Windows" (Activate Windows) watermark.

**Source:** Google forms platform  
**Elaborated by** Morales, J. (2021)

## Google forms platform “Free time”

<https://forms.gle/V8hJ96FghfUUC5rM9>

The screenshot shows a Google Form titled "Worksheet 3 - Free time". The form is in Spanish and contains the following text:

**Melissa, runner**  
I started running about a year ago. At first, I just ran 1 or 2 kilometers, but I now do about 10. My speed is improving too. I've joined a running club in the town center. I didn't know any of the members before, but now most of them are my mates. My dad was a keen runner when he was younger - he was really fit, but he stopped when he hurt his leg. Actually, I need to order some new running shoes - just a simple pair. I don't think the expensive ones make you run faster!

**Sharon, skateboarder**  
I go skateboarding most evenings in the park. I suppose that's quite a lot, but the park is only a minute or two from our apartment, and I only stay there half an hour or so. Although I stay longer when my friends are there. Sometimes my cousin's there too. He's a beginner, and I'm teaching him a few moves. He's starting to get really good!

**Latifa, rock climber**  
Two of my best friends suggested I should start rock climbing, so now the three of us do it together. The mother of one of them takes us once or twice a month, but I'd like to do it every week. When I started, I didn't know you need to get so much stuff, and it isn't exactly cheap! I really love it. I don't think I'll ever get bored of climbing!

Below the text is a "Texto de respuesta corta" (Short answer text) input field.

At the bottom, there is a question: "Which person has made new friends because of her hobby? \*

Melissa

At the bottom right, there is a "Activar Windows" (Activate Windows) watermark.

**Source:** Google forms platform  
**Elaborated by** Morales, J. (2021)


## Google forms platform “Leisure time”

<https://forms.gle/K72jUyc4V3EfnNHa6>

Worksheet 4-Leisure time

Preguntas Respuestas Configuración

### LEISURE TIME


 Hello! My name's Johnny. I'm thirteen years old and I live in England.  
 I just want to talk about how my friends and I spend our free time. My best friends are Tom and David. They are in the same class as me.  
 Teenagers often complain they're bored and have nothing to do. I can't understand them. I'm never bored.  
 If the weather is nice we go for a walk or we ride our bikes. All of us love rollerblading. We often play football, basketball or frisbee in the park and when it is rainy we go to the sports centre. Here we usually play table tennis or go swimming.  
 If you play a musical instrument it's a good fun! I play the guitar and practise a lot.  
 At home I usually listen to music or read magazines and books. Of course as other teenagers I often go on the Internet or play computer games - but not always! It's a pity that a lot of teenagers live their lives on several public sites like Facebook or Twitter! They had better make real friends! In the evenings I sometimes watch TV. I often invite my friends over for dinner or a cup of tea and we play chess or

Activar Windows  
Ve a Configuración para activar Windows.

**Source:** Google forms platform  
**Elaborated by** Morales, J. (2021)

## Live worksheets platform “Hobbies”

<https://es.liveworksheets.com/bv28701mt>

### Hobbies

1. Read the texts and do the exercises.

Susan is 10 years old, she lives in Bristol, England. She likes sports, at school she plays in physical education and in the recess. She likes playing football with her friends. After school she likes doing karate in the gym or rollerblading with her brother. She doesn't like staying in, she doesn't like making models or playing computer games.

Henry is 11 years old, he lives in Manchester, England. He doesn't like sports, at school he doesn't play football in the recess, he prefers reading. He likes making models and listening to music. He also likes reading comics in the afternoon. He doesn't like playing computer games or playing basketball.

John is 9 years old he lives in Boston, USA. John likes going to school and studying, he loves reading books and comics, but he also likes playing basketball with his best friend. When he is at home, he likes playing computer games and listening to music. But he doesn't like making models or drawing.

**UNDERSTANDING DETAILS**

a) Write **Yes** to the hobbies they like, or **No** to the ones they don't like.

	Playing basketball	Doing karate	Listening to music	Watching	Reading comics	Making models	Playing computer games	drawing
Susan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Henry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Answer the questions.

Where does Susan do Karate?   
 What does Susan like doing in the recess?   
 How old is Henry?   
 When does Henry like reading?   
 Where does John live?   
 Who does John play basketball with?

LIVEWORKSHEETS

Activar Windows  
Ve a Configuración para activar Windows.

**Source:** Live worksheets platform  
**Elaborated by** Morales, J. (2021)

Live worksheets platform “Social media”

<https://es.liveworksheets.com/ou1516704ba>

Reading text: Social media influencers

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

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

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology. Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$15,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.



1. Choose your niche  
What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.
2. Choose your medium and write an interesting bio  
Most influencers these days are bloggers and social bloggers. Decide which medium - such as your own online blog, Instagram or Snapchat - is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.
3. Post regularly and consistently  
Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.
4. Tell an interesting story  
Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.



Source: Live worksheets platform

Elaborated by Morales, J. (2021)

Live worksheets platform “Free time”

<https://www.liveworksheets.com/mc1732111fj>

### Three Teenagers Describe their Hobbies


**Melissa, runner**  
I started running about a year ago. At first, I just ran 1 or 2 kilometers, but I now do about 10. My speed is improving too. I've joined a running club in the town center. I didn't know any of the members before, but now most of them are my mates. My dad used to be a runner when he was younger - he was really fit, but he stopped when he hurt his leg. Actually, I need to order some new running shoes - just a single pair. I don't think the expensive ones make you run faster!

**Sharon, skateboarder**  
I go skateboarding most evenings in the park. I suppose that's quite a lot, but the park is only a minute or two from our apartment, and I only stay there half an hour or so. Although I stay longer when my friends are there. Sometimes my cousin's there too. He's a beginner, and I'm teaching him a few moves. He's starting to get really good!

**Letitia, rock climber**  
Two of my best friends suggested I should start rock climbing, so now the three of us do it together. The mother of one of them takes us once or twice a month, but I'd like to do it every week. When I started, I didn't know you need to get so much stuff, and it isn't exactly cheap! I really love it. I don't think I'll ever get bored of climbing!

Read and check A, B or C.

	Melissa	Sharon	Letitia
1 Which person has made new friends because of her hobby?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
2 Which person does her hobby near her home?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
3 Which person says she is getting better at her hobby?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4 Which person does her hobby with a family member?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
5 Which person wants to do her hobby more often?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
6 Which person needs to buy something for her hobby?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
7 Which person says her hobby was more expensive than she thought?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C



LIVEWORKSHEETS

Source: Live worksheets platform

Elaborated by Morales, J. (2021)

Live worksheets platform “Leisure time”

<https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/leisure-time/23726>

**Are the statements true (✓), false (✗) or doesn't it say (○)?**

- 1 Johnny has a lot of friends.
- 2 He is often bored.
- 3 He and his friends like doing sports.
- 4 At home he helps a lot.
- 5 He plays a musical instrument.
- 6 He likes listening rock music.
- 7 He is addicted to the Internet.
- 8 He has a Facebook profile.
- 9 In the evenings he's usually at home.
- 10 He never goes out at the weekends.

**Answer the questions.**

- 1 What do Johnny and his friends do outside?
- 2 When do they go to the sports centre?
- 3 What's his opinion about teens who are addicted to the Internet?
- 4 Who does he invite in the evenings?
- 5 What kind of films does he like?

**Match the pictures to the words.**

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

go on the Internet / hike / play football / play table tennis / play computer games / play frisbee / meet friends / go swimming / ride a bike / go fishing / read a book / play chess / listen to music / go to the cinema / play a musical instrument

**LEISURE TIME**

Hello! My name's Johnny. I'm thirteen years old and I live in England. I just want to talk about how my friends and I spend our free time. My best friends are Tom and David. They are in the same class as me. Teenagers often complain they're bored and have nothing to do. I can't understand them. I'm never bored. If the weather is nice we go for a walk or we ride our bikes. All of us love rollerblading. We often play football, basketball or frisbee in the park and when it is rainy we go to the sports centre. Here we usually play table tennis or go swimming. If you play a musical instrument it's a good fun! I play the guitar and practise a lot. At home I usually listen to music or read magazines and books. Of course as other teenagers I often go on the Internet or play computer games - but not always! It's a pity that a lot of teenagers live their lives on several public sites like Facebook or Twitter! They had better make real friends! In the evenings I sometimes watch TV. I often invite my friends over for dinner or a cup of tea and we play chess or cards. At the weekend we go hiking, fishing or sometimes we go to the cinema. We like comedies.

**Complete the sentences.**

- 1 Teenagers often \_\_\_\_\_ they're bored.
- 2 Lots of them live their lives on \_\_\_\_\_ sites.
- 3 It is \_\_\_\_\_ to make real friends.
- 4 You can \_\_\_\_\_ your free time interestingly if you want.
- 5 You can \_\_\_\_\_ a lot of things in your free time.

**What about you?**

What do you usually do in your free time?

Who do you spend your free time with?

Do you have a lot of friends?

Source: Live worksheets platform  
Elaborated by Morales, J. (2021)

Online word document platform “Social media”

<https://docs.google.com/document/d/1cEhMh3RAJExKM5IIehq2ii7YGMGQ0LyG4ndMEhtNkg/edit?usp=sharing>

**SOCIAL MEDIA**

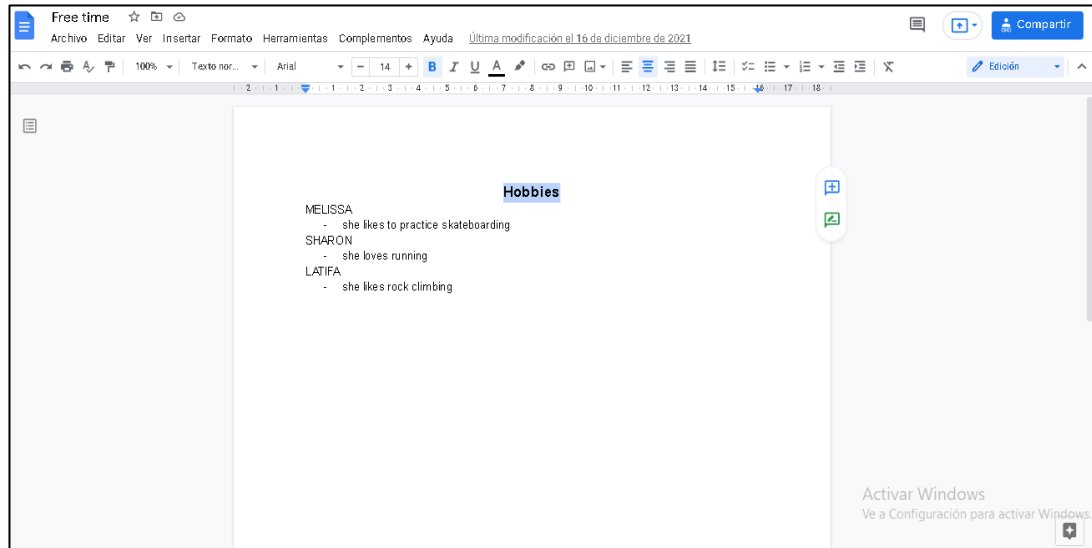
WORD	DEFINITION
Niche	It is a job or position that is very suitable for someone.
knowledge	

Activar Windows  
Ve a Configuración para activar Windows.

Source: Online word document platform  
Elaborated by Morales, J. (2021)

Online word document platform “Free time”

[https://docs.google.com/document/d/1whZLic26PsGjtHsO6x0pkIxKfcY\\_qlDiCbOhRZ9WC24/edit?usp=sharing](https://docs.google.com/document/d/1whZLic26PsGjtHsO6x0pkIxKfcY_qlDiCbOhRZ9WC24/edit?usp=sharing)

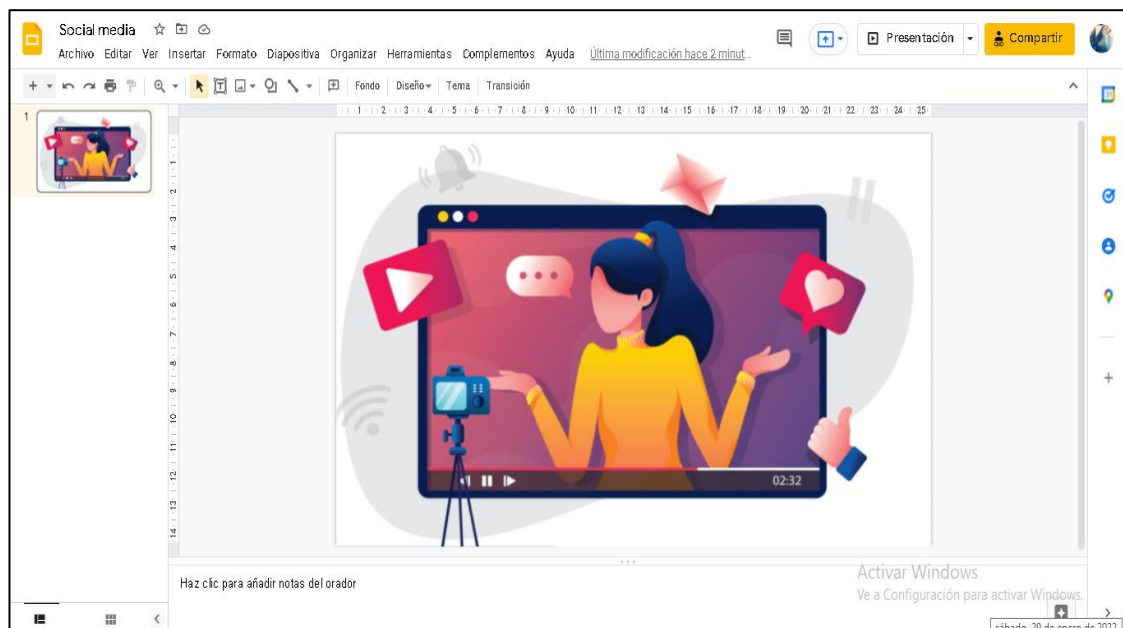


**Source:** Online word document platform

**Elaborated by** Morales, J. (2021)

Online power point presentation platform “Social media”

[https://docs.google.com/presentation/d/1nR7BpdgGQdihSfS\\_n924CXxCK0q2uP0pC51KOpVnnS8/edit?usp=sharing](https://docs.google.com/presentation/d/1nR7BpdgGQdihSfS_n924CXxCK0q2uP0pC51KOpVnnS8/edit?usp=sharing)



**Source:** Online power point presentation platform

**Elaborated by** Morales, J. (2021)

Power point presentation platform “Social media”

<https://learnenglishkids.britishcouncil.org/flashcards/free-time-activities-flashcards>

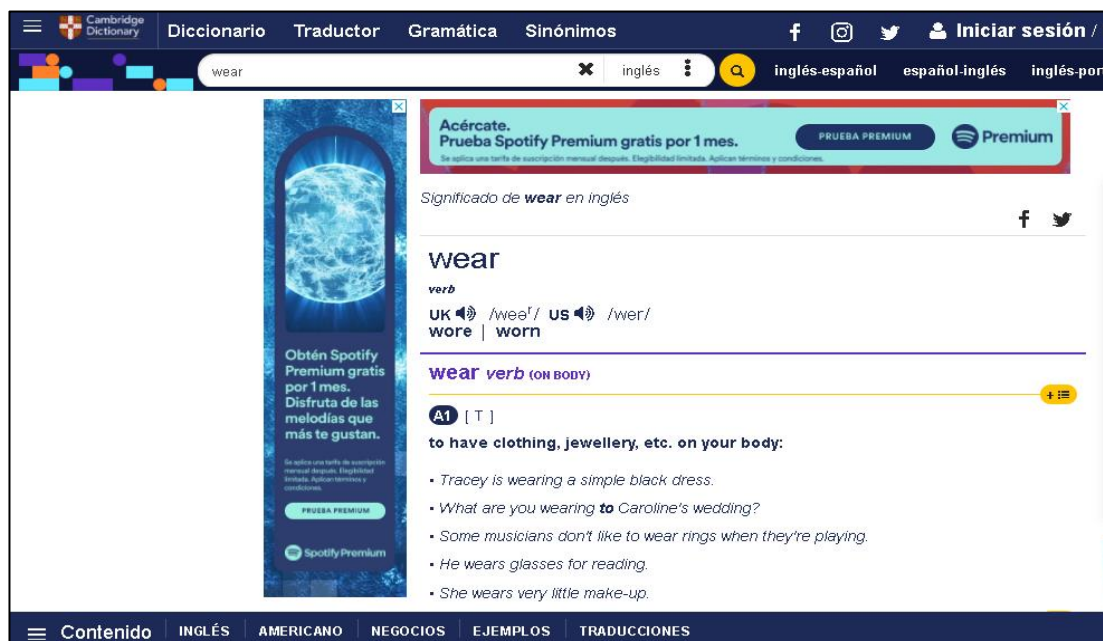


Source: Power point presentation platform

Elaborated by Morales, J. (2021)

Online English dictionary “Social media”

<https://dictionary.cambridge.org/es/diccionario/ingles/wear>



Source: Online English dictionary

Elaborated by Morales, J. (2021)

## Annex 5: Ouriginal Report



### Document Information

Analyzed document	THESIS_MORALES JESSICA_URKUND.pdf (D127133258)
Submitted	2022-02-05T18:33:00.0000000
Submitted by	Calero Ximena
Submitter email	xcalero@uta.edu.ec
Similarity	4%
Analysis address	xcalero.uta@analysis.orkund.com



Finalizado electrónicamente por:  
**XIMENA ALEXANDRA  
CALERO SANCHEZ**

### Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / submission.pdf</b> Document submission.pdf (D59517453) Submitted by: jmorales8887@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	12
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / THESIS JIJÓN_URKUND.pdf</b> Document THESIS JIJÓN_URKUND.pdf (D111354779) Submitted by: xcalero@uta.edu.ec Receiver: xcalero.uta@analysis.orkund.com	4
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / TESIS_JAIRO_LUISA.docx</b> Document TESIS_JAIRO_LUISA.docx (D33843002) Submitted by: xcalero@uta.edu.ec Receiver: xcalero.uta@analysis.orkund.com	2
<b>SA</b>	<b>691-Research Results-3220-2-2-20210929.docx</b> Document 691-Research Results-3220-2-2-20210929.docx (D120046864)	1