



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

TITLE

**“WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL
FOR THE ENHANCEMENT OF EXTENSIVE READING
SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO
AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SAENZ,
PROVINCE OF SANTA ELENA, 2015-2016”**

RESEARCH PAPER

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BACHELOR'S DEGREE IN ENGLISH

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

TEMA

**“WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL
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SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO
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PROVINCE OF SANTA ELENA, 2015-2016”**

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DE**

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La Libertad, December 11th, 2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SAENZ, PROVINCE OF SANTA ELENA, 2015-2016”** prepared by **AURORA DEL ROCIO RUEDA VILLA** undergraduate student of the English Career, Faculty of Science of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed this research, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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DEDICATION

This work is dedicated to my family, who encouraged me to go ahead and finish this important time of my life. To the memory of my dear mother who was my example and pride and who taught me the meaning of perseverance to become someone in the life.

Aurora

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Aurora

DECLARATORY

“The present content of this Research work is of my responsibility, the intellectual patrimony of itself belongs to the Peninsula de Santa Elena State University”

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Aurora del Rocío Rueda Villa

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE.
ENGLISH CAREER.**

“WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SAENZ, PROVINCE OF SANTA ELENA, 2015-2016”.

**Author: Aurora del Rocío Rueda Villa
Advisor: Msc. Kléber Loor Zambrano**

ABSTRACT

Information and Communication Technologies (ICT) have influenced our society and, more importantly, have caused a great impact on the education field contributing on the acquisition and consolidation of knowledge in students of all ages, as a result, educators have realized its importance becoming tutors along the teaching and learning process. Reading is one of the main skills that a student must acquire; therefore, one of the easiest ways to motivate students is through extensive reading. Extensive Reading is “the reading for pleasure”, it cannot be imposed, it was intended to engage students into the wonderful world of books and stories through the use of a free website builder (Wix), “A website to improve Extensive Reading” as a teaching tool was designed in order to improve this skill outside the classroom. Qualitative, quantitative and inductive-deductive methods were applied; interviews to specialists and survey techniques were implemented as well. The main aim of this research is to demonstrate the improvement of the Extensive Reading skills to students of First year Bachillerato at Unidad Eduactiva P.C.E.I. through the implementation of activities and resources in a friendly Website; after the implementation of the proposal it was evidenced that students developed their Extensive reading skills in 14,17%. It was concluded that ICT have become essential tools that facilitate the teaching-learning process and a free website builder as a teaching tool can contribute to improve the Extensive Reading skill.

Keywords: Education, Teaching learning process, free website builder, Websites, Wix, Extensive reading.

INTRODUCTION

Today technology has become one of the main supports of education. A facility that technology provides us is the possibility of creating websites for educational purposes, thus promoting the participation of students and teachers inside and outside the classroom. This will allow them to develop their skills in the teaching learning process of the English language.

Reading in English is one of the main skills that a student must acquire; therefore, one of the easiest ways to motivate students is through extensive reading or reading for pleasure, where students choose their text preference for reading. Extensive reading facilitates student acquisition and learning vocabulary and developing their knowledge. "A Website for Extensive Reading" has been designed to enhance reading skills through the use of this important technological tool, Wix, a free website builder.

This research has been structured in five chapters, which are divided in:

Chapter I, The Problem, describes the problem statement, significance of research, critical analysis, objectives and so on, whose purpose is to become a successful research.

Chapter II, Literature Review, gives details about research preview, philosophical, sociological and legal basis and hypothesis about this research.

Chapter III, Methodology, explains methodological strategies in order to get a success research. This chapter contains levels of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

Chapter IV, The Proposal, expresses the solution to the problem and analyzes the outcomes of this research

Chapter V, Administrative Framework, details the timetable, resources and budget of this research.

CHAPTER I

THE PROBLEM

1.1 Title

“WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SAENZ, PROVINCE OF SANTA ELENA, 2015-2016”

1.2 Statement of the Problem

1.2.1 Context

In the last few years the use of websites as teaching tools has increased notably. A website is a group of web pages (documents that are accessed through the Internet). A web page can contain any type of information including text, graphics, color, animation and sounds. According to a 2013 report by the Babson Survey Research Group, we can say that although the potential of the internet through websites use has not been fully explored yet, it is obvious that we have entered a new information age in which the links between technology and the education have already been established. The creation of the free websites has motivated a revolution in the teachers' perspective, as a teaching tool offered via net. It does not cost anything, there are not any monthly fees and everything can be uploaded to your websites. Another important aspect is that you can use websites according to your available time; you can access them at any time of day, after finishing work or after leaving school.

Nowadays, in Ecuador, these technological tools are gaining high popularity in foreign language teaching and teachers and learners are embracing it. For

example, the use of these websites has increased significantly the opportunities in teaching - learning, especially in the development of skills in English language because they are giving the ease of study in a more simple way, even when the learner is at home, they can do the homework and practice through some educational exercises, as games and other methods that increase the level of their knowledge. There are several website creation tools on the web, such as Google Sites, Jimdo, Kafafa, SchoolRack, Snappages, Webnode, Webs, Weebly, Wikispaces, Wix and others that are free, easy to use, and they do what they say they will do.

1.2.2 Critical analysis

In the province of Santa Elena, one of the main problems identified in educational institutions is the lack of interest in students to learn a new language, especially in distance education, since students do not have time to learn another language, which reduces the opportunities to obtain competitive graduates in this level of Education.

At Unidad Educativa P.C.E.I. “Manuela Sáenz” of the Province of Santa Elena, created on October 14, 2014, it has been noticed that students of first year bachillerato show have little interest in learning English; the reading skill is especially undeveloped, since learning time in the classroom is limited and they don't practice as required. Moreover, it has been observed that English teachers are using traditional methodologies in the classroom and they are not applying modern technological tools that permit students to improve their knowledge and to develop their reading skill.

For that reason, the use of a free website builder is recommended like a teaching tool that will develop and enhance the extensive reading skills to students, in the English subject, allowing a better comprehension, creating the necessary interest in the students for reading.

1.2.3 Formulation of the Problem

Could Wix, a free website builder, as a teaching tool, enhance the extensive reading skills to students of first year bachillerato at Unidad Educativa P.C.E.I. Manuela Sáenz?

1.2.4 Guideline questions

- What is a website?
- What kinds of free website exist?
- What are Extensive Reading skills?
- How will technology influence the enhancement of extensive reading skills in the students of first year at Unidad Educativa P.C.E.I. “Manuela Sáenz”?
- Is it necessary to implement a free website builder as a teaching tool for the enhancement of extensive reading skills to students of first year at Unidad Educativa P.C.E.I. “Manuela Sáenz”?

1.2.5 Delimitation of research object

FIELD: Education.

AREA: English.

ASPECT: Enhancement of Extensive Reading skills using a free website builder as a teaching tool.

TITLE: “WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS

OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SAENZ, PROVINCE OF SANTA ELENA, 2015-2016”.

PROBLEM: The low level of reading skills and deficient use of technology in the classroom to students of first year at Unidad Educativa P.C.E.I. “Manuela Sáenz”, province of Santa Elena, school year 2015-2016”.

TIME LIMITATION: The research will be held during the academic year 2015-2016.

POPULATION LIMITATION: Students of first year at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

SPACE LIMITATION: Unidad Educativa P.C.E.I. “Manuela Sáenz”.

CONTEXT LIMITATION: This research will be focused on the influence of a free website builder as a teaching tool for the enhancement of extensive reading skills to students of first year bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

1.3 Significance of the research

This research work was conducted because students of first year bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz” are not interested in reading in English; for that reason, their skills are not correctly developed, thus preventing the full language learning and their application in daily tasks. Therefore, this work intends to improve this problem.

The use of a free website builder as a teaching tool will encourage students to develop and enhance their extensive reading skills, since it will contain different activities where students will have access to videos, photos, games, vocabulary and they will be able to publish posts and participate in academic discussions reading texts of any kind of subjects, such as stories, tongue-twister, riddles,

songs, poems, opinions and others. Teachers and students will share this website at any time to perform exercises that stimulate their knowledge, increasing their independent study as well. With the different types of reading exercises that they will find on this page, students will be motivated and interested to continue practicing this skill.

Through this proposal students and teachers will benefit since students will be able to improve their Extensive Reading skills and teachers will save time teaching the language, also both are going to improve their digital competence skills through the use of internet and internet tools as well.

This proposal will benefit all the actors (teachers, students, director and parents), especially students who are going to be the direct beneficiaries of this research and implementation since they will be up to date with the use of technological resources in education.

1.4 Objectives of the research

1.4.1 General objective

To evaluate the impact of free website builder as a teaching tool through analysis of web 2.0 services applied in education for the enhancement of extensive reading skills to students of first year at Unidad Educativa P.C.E.I. “Manuela Sáenz”, province of Santa Elena, 2015-2016.

1.4.2 Specific objectives

- To identify the problems of reading skills during the teaching learning process.
- To assess the level of interest in reading English in students using a free website builder
- To design different activities in a free website builder that contributes students to develop the reading skill.

CHAPTER II

LITERATURE REVIEW

2.1 Previous research

Nowadays, technology is considered a fundamental tool that the teacher has to work in the classroom to contribute to develop and improve the skills of the students. In this way, the teacher is not limited to the blackboard and the textbook but rather uses the Internet as a tool not only for learning but as a source of motivation for learners. This tool promotes and encourages meaningful learning; it also contribute to the cognitive structure in people.

In the last decades the use of technology has been used to promote the learning of languages, like English, due to this trend it has become for excellence the global language of communication and the most used around the world.

In English teaching, technology has the role to encourage student's interest in the direct knowledge of a foreign language and customs of different English-speaking countries; has been used for teachers adding resources to increase attention and motivation of the student and thus improving performance inside and outside of the classroom. In addition to this, new technologies make it possible to adapt the pace of learning English to needs of different learners, making learning more effective and moving according to assimilation and progress.

2.1.1 Information and Communication Technology (ICT) in Education

New technologies were based on ancient technologies and created little by little, this knowledge has achieved a better education around the world. In addition to this, people need education systems that allow them to acquire new knowledge that could be used for their own good. Finally, we can say that ICTs contribute to a more autonomous learning.

Georgsen, M., & Zander, P-O. (2013) say that “Educational technology has developed quite significantly through the ages. Whereas our remote ancestor "teachers" perhaps scribbled with sticks in the dirt, later generations used clay tablets, papyrus and paper. The latter is still a very powerful means for distributing knowledge. Considering modes of teaching and learning, there are aspects handled in a better way with technology”.

Currently we are living in the technology age, computers and especially Internet, where communication plays a very important role in education; frequently, these technological advances allow us to be updated about advantages and tools that this new virtual world offered.

Georgsen, M., & Zander, P-O. (2013) consider that “Knowledge is power, or put differently, the power of knowledge improves the human condition. ICT is the most effective means to achieve knowledge. Hence ICT as educational tool is essential for empowerment, especially so for lesser developed communities”.

The use of Information and Communications Technology (ICT) at different levels and educational systems have a significant impact on the development of student learning and strengthen their competencies for the life and the work that will facilitate their insertion in the knowledge society. It has been shown that ICT in education can be helpful for both teachers and students.

2.1.2 What is WEB 2.0

According to O'Reilly (2005) The beginning of the Web 2.0 concept started in a conference between the mentioned author and the company Live International Dale Dougherty during a brainstorming exercise, he realized that the term Web had acquired a remarkable importance due to the new applications and websites showing up constantly.

Web 2.0 can be seen as a group of principles that join in a kind of solar system position that shows some of those regulations in a variable extension from that basis (O'Reilly, 2005).

It gives us the opportunity to create and share information and opinions with other Internet users and not just a communication receiver. Web 2.0 technologies can profoundly change the way we work and interact with colleagues and customers in all types of organizations. One of these collaboration tools are the websites.

Thanks to Web 2.0, exist a lot of applications accessible that allow to work in a website in a very simple way; it does not need much time, only a little creativity and to have basic computer knowledge (Cantwell, 2010).

It is an application that allows us to use multiple resources just having basic computer knowledge and creativity.

2.1.3 Website

According United Online Web Services (1995) “A website is a collection of web pages (documents that are accessed through the Internet). A web page is what you see on the screen when you type in a web address, click on a link, or put a query in a search engine”. A web page includes a lot of information type, like a text, graphics, color, sound and animations. “A website can consist of one page, or of tens of thousands of pages, depending on what the site owner is trying to accomplish”.

All websites that we find through the internet constitute the World Wide Web (WWW).

Richard, B. & Macphee, D. (2004) “With the proliferation of the Internet and intranets, there has been an increasing demand for the creation of Websites. A

Website typically includes multiple pages having a predefined structure or layout for presenting content which, unlike the structure, may be updated and changed frequently. The structure of the page may include various arrangements of menus to navigate the site, windows or “frames” including navigation and other tools, and specifically formatted content in predefined areas of the frames. Content may include various objects and object types including, for example, text, graphics, other media and multimedia material such as audio and video presentations, and links to other objects including other Web pages”.

A web site consists of two specific components that defining the web pages, such as the structure or design that is predefined and content that has the ability to be constantly updated.

The websites offer the opportunity to make the class less tedious and easier using technology in the classroom, because they have a lot of information and resources to election that benefits students and teachers in the teaching learning English. Also, you can find sites only for teachers, multimedia, with simple text and variety of language. (Dudeney G. & Hockly N., 2007).

2.1.3.1 Website Builder

A website builder is an online software where people can create a lot of webpages in easy form (Jimdo, 2007).

According to WebBuildersGuide.com (s.f.) there are some advantages that offer the websites builders, among them that you do not need to be a professional in computer systems to create a website; the key is to get a web constructor according to our needs and objectives.

The most important thing when we choose a website builder is to give us the opportunity to edit and customize the templates.

According WebBuildersGuide.com (s.f.) Website builders currently have increased their functionality due to the great opportunities that offer to users to customize their websites very easily, changing colors, frames location, structure, etc., that will help you to make web pages unique and original into the same web site.

2.1.3.2 Website Builders in Education

Murray, D. & McPherson, P., 2004 establish that “ESL websites provide a valuable online service for teachers and learners alike. Teachers can find prepared lessons and materials addressing English language development in diverse content areas, curriculum and academic disciplines. Students of all ages, interests and learning goals can independently choose online instructional materials and activities that meet their specific language learning needs, and access them in their own time and at their own pace”.

Through the internet the websites are expanded around the world offering to teachers and students new opportunities in the professional development.

2.1.3.3 Free Website Builders

WebBuildersGuide.com (s.f.) “The burgeoning demand for easily usable website building tools has led to a fairly intense degree of competition in the website development tools’ marketplace. Today, all you need in order to be on way to creating your first website is just the knowledge of the website development tool that offers the service benefits that you are looking for”.

This is a great opportunity that educators have to motivate to the students to improve their level of knowledge in teaching English. You can find some free website builders, but the most used are Google Sites, Weebly, Moonfruit, WebNode, Webstarts, Webs, Wix, Jimdo and others.

2.1.4 Wix

Few years ago, having a website was considered a luxury but nowadays with use of the technology it has become very essential in every area. If we refer to education, this tool certainly makes teaching and learning easier because it allows achieving new knowledge and developing creativity and skills of people who use it. The advantage compared to a few years ago is not accurate to be a programmer to create a site. There are several tools that will facilitate your life to start your presence in internet, one of this is wix.com.

According Wix (2006) Wix was created in 2006 by Avishai Abrahami, Nadav Abrahami & Giora Kaplan, who knowing that to create a website was difficult and expensive, decided to get the opportunity to people to build their own free website without the necessity to know about codes and to be a programmer. Wix have more of 68 million of users in approximately 190 countries around the world.

Users of Wix can generate different types of content in a website, only making a drag and drop interface and putting that content in the place that they required. This tool is very important because permits to share information with other people. There are two versions of Wix, free and premium (Cantwell, 2010).

2.1.4 English Teaching

There are many contexts and ways in which English could be learnt, experienced and taught, those differences will have an important effect on what is taught, for example People who study English as a foreign Language and those who study English as a Second Language, the first will use English mostly when they travel or go abroad and the other ones will use it in a daily community life (Harmer, How to Teach English, 2007).

2.1.4.1 English Teaching at Bachillerato

Nowadays, English is the most important language in the world, for native speakers and who speak it as a second language. This language has become the

gateway to technology, science, education, etc. and it is almost a universal language in communications between people of different nationalities.

The current education contributes to the development of skills and abilities in the students to help them in the formation of thought, scientific and citizen competences and to have a more investigative spirit.

To comply with these challenges, the National Curriculum Guidelines (2014) establish that “the Ecuadorian Ministry of Education (MinEduc) acknowledges the following three key issues: -The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries; -The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi; and -That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching. Furthermore, and in agreement with Richards and Rodgers (2001), the MinEduc recognizes that the main objective of the present English curriculum design is to help students to develop their communicative language skills through the consideration of the following principles: -Language is a system for the expression and conveyance of meaning. -The primary function of language is interaction and communication. -The structure of language reflects its functional and communicative uses”.

2.1.4.2 What is the CEFR (Common European Frame References)

According (National Curriculum Guidelines, 2014) “The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what

language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language (Council of Europe, 2003). The CEFR basically proposes a scale of six language proficiency levels that goes from A1, for those who are at a beginning stage, to C2, for those who can use language at high levels of discourse. This simplifies the challenge of understanding and interpreting levels of progress during the learning process and different language qualifications and requirements for learners, teachers, and teacher trainers. As a result, the CEFR aids employers and educational institutions to compare these qualifications easily and how they relate to both locally-tailored as well as international exams. Finally, and in order to provide a common ground for language learning, the CEFR provides assessment indicators for each language skill (i.e. listening, speaking, reading, and writing)”

2.1.4.2.1 CEFR Common Reference Levels

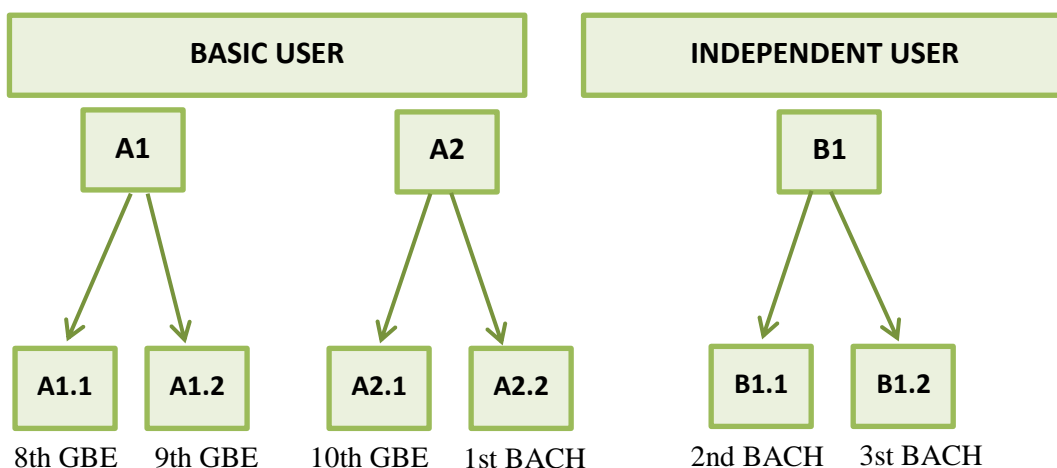
National Curriculum Guidelines (2014) establish that “The six levels proposed by the CEFR have been described as follows: A1-A2: basic users of the language; B1-B2: independent users of the language; and, C1-C2: proficient users of the language. However, since the goal of these curriculum guidelines is for students to achieve a B1 level of proficiency, allowing them to communicate effectively as independent users of English, a detailed description of only three levels will be provided to understand what the overall goals at each stage are in the following paragraphs: Level A1: This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves and introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly. Level A2: This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate

in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs”.(National curriculum guidelines EFL Min.Edu, 2014, p.6).

2.1.4.2.2 CEFR Common Reference Levels in the Ecuadorian Educational System

National Curriculum Guidelines (2014) say that "Because the CEFR establishes cut-off points between levels flexibly, allowing scaling the levels and their descriptors to “suit local needs”—yet still relating them back to a common system—the three afore mentioned language proficiency levels will be applied in the public educational system gradually through a branching approach as shown in figure 1 below”:

Figure 1. Levels of proficiency and their application per school year.



2.1.4.2.3 General Objectives

The National Curriculum Guidelines indicates that “By the end of 1st year Bachillerato, students will have reached the communicative competence for A2 proficiency level (basic user), and they will be able to: 1) understand sentences

and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment); 2) communicate in simple, routine tasks requiring a simple, direct exchange of information on familiar and routine matters; 3) describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need; 4) understand, identify, and produce longer, more detailed informational, transactional, and expository texts (e.g. traveling forms, formal letters, biographies, etc.) as well as simple procedural descriptions and narratives (e.g. ‘how to’ instructions and first-person stories); and 5) be aware of some features that make their culture and the foreign culture different as well as develop attitudes to cope with such dissimilarities”.

2.1.4.2.4 English in the First year Bachillerato

2.1.4.2.4.1 Specific Objective per school year

National Curriculum Guidelines (2014) establishes that “To show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration the four main domains of interest for the target group: personal, educational, public, and vocational. The first two (personal and educational) are addressed in level A2.1 because they constitute the learners’ immediate surroundings. The third and fourth (public and vocational), however, are addressed in level A2.2 because they constitute the learners’ extended surroundings - which come afterwards. Moreover, objectives and assessment indicators for spoken production and spoken interaction have been set up. Regarding reading and writing, the specific objectives have been established for students to face different text types they may encounter when they read English. Furthermore, learners will already be familiar with some samples of three specific text types: informational, transactional, and expository. Nonetheless, not only will more complex samples be presented within these genres, but students will also be exposed to two new text types: procedural and narrative”.

2.1.4.2.4.2 Language skills

According to (National Curriculum Guidelines, 2014), “the assessment indicators for every skill are given below”:

LANGUAGE	PROFICIENCY LEVEL
SKILLS	A.2.2: 1 st year Bachillerato
<p>LISTENING</p>	<ul style="list-style-type: none"> ▪ Identify words and expressions used in a slower, yet natural colloquial style, by native speaker and non-native speakers within the public and vocational domain-complementary to the personal and educational background with which they are already familiar. ▪ Understand phrases and expressions related to areas of most immediate priority within the personal, educational, public and vocational domains (e.g. shopping travel, services, workplaces, etc.), provided speech is clearly and slowly articulated. ▪ Within the personal, educational, public and vocational domain, deduce the meaning of unfamiliar phrases and words from a context containing familiar elements. ▪ In their own speech and in the speech and others, understand the principal meaningful contrasts in utterances carried by stress placement and intonation. ▪ Catch the main idea in short, clear, simple

	<p>announcements given publicly within the personal, educational, public and vocational domain (i.e. traffic and tourist information, publicity texts, routine commands, etc.)</p> <ul style="list-style-type: none"> ▪ Understand and identify the main discussion topic within the personal, educational, public and vocational domain provided that they are conducted slowly and clearly. ▪ Identify the main idea and sequence of event of recorded news reporting public entertainment, events, accidents, etc. ▪ Identify the main point of television news reporting public entertainment, events, accidents, etc., where the visuals support the commentary – provided technological resources are available.
<p>READING</p>	<ul style="list-style-type: none"> ▪ Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional, expository, informational, procedural, and narrative texts. ▪ Correctly interpret the meaning of international words (e.g. TV, sandwich, football, etc.) familiar from the learner’s native language and whose equivalent meaning is fully transparent in the text types used for this level.

	<ul style="list-style-type: none"> ▪ Find specific predictable information in longer transactional, expository and informational material (e.g. traveling forms, brochures, etc.) than those presented in previous years as well as in short procedural and narrative texts (e.g. recipes and adventure stories). ▪ Make use of clues such as titles, illustrations, paragraphing, etc. to identify and understand relevant information in written texts types that correspond to the level. ▪ Understand simple instructions from recipes or equipment encountered in everyday life (e.g. public telephone) as well as more complex media articles.
<p>SPEAKING</p>	<p>Production</p> <ul style="list-style-type: none"> ▪ Repeat new words and expressions which occur in conversations in the personal, educational, public and vocational domains, and make use of such terms and expressions whenever appropriate/necessary. ▪ Explain their likes and dislikes in general. ▪ Give short, basic descriptions and sequencing of everyday events and activities within the personal, educational, public and vocational domains (e.g. their environment, present or most recent job, etc.). ▪ Describe plans and arrangements, habits and routines,

past activities, and experiences within the personal, educational, public and vocational domains.

- Within the corresponding domains, deliver very short, rehearsed announcements of predictable, earned content which are intelligible to listeners who are prepared to concentrate.
- Understand clear, standard speech on familiar matters within the personal, educational, public and vocational domains provided they can ask for repetition or reformulation from time to time.

Interaction

- Deal with common aspects of everyday living within the personal, educational, public and vocational domains without undue effort:
 - Exchanging views and expressing attitudes concerning matters of common interest (e.g. social life, environment, occupational activities and interests everyday goods and services) as well as briefly giving reasons and explanations for opinions.
 - Travel, lodgings, and transport (e.g. getting all the information needed from a tourist office).
 - Eating (e.g. ordering a meal).
 - Shopping (e.g. making simple purchases by stating

	<p>what is wanted and asking the price).</p> <ul style="list-style-type: none"> - Transactions in shop, post offices, or banks. - Proposing plans/arranging a course of action and briefly giving reasons and explanations. - Extending invitations and reacting to being invited. <ul style="list-style-type: none"> ▪ Interact with reasonable ease in structured situations (e.g. and interview) and short conversations within the corresponding domains, provided they are addressed clearly, slowly, and directly. ▪ Answer straightforward follow-up questions within the personal, educational, public and vocational domains provided they can ask for clarification occasionally and are given some help to express what they want. ▪ When addressed directly in a formal meeting, say what they think about issues within the personal, educational, public and vocational domains, provided they can ask for repetition of key points if necessary. ▪ Follow changes of topic in formal discussion, within the corresponding domains. ▪ Speech is readily intelligible both to native speakers and to non-native speakers who approximate to standard norms.
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WRITING	<ul style="list-style-type: none"> ▪ Write short sentences on everyday subjects (e.g. directions: how to get somewhere). ▪ Write about everyday aspects of their environment, e.g. people, places, a job, or study experience in linked sentences. ▪ Write a series of simple phrases and sentences for product packaging, safety notices, brochures, etc. ▪ Complete traveling forms. ▪ Write short “how to” instructions and recipes. ▪ Write short narratives such as adventure or realistic fiction.
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Source: National Curriculum Guidelines - Ecuadorian Ministry of Education

2.1.5 Reading skills

Reading is a process where readers interpret the meaning of the information according to reading text. The goal of reading is comprehension (Nunan, 2003).

Making students learn to read English is the most important responsibility of the teacher. Many students aspire to get to read texts or materials in English in order to apply this ability in their careers (specific purposes) or do it for pleasure (Harmer, *How to Teach Reading*, 1998).

According to Freire, P. (2001), “The actual act of reading is seen as a part of a wider process of human development and growth based on understanding both one’s experience and the social world”.

Reading contributes to develop imagination and creativity of human beings, enriching the knowledge.

Reading offers great benefits of learning that can improve the language in vocabulary, punctuation, paragraphs, grammar, etc. Likewise, it stimulates the knowledge and allows sharing topics of interest with other people (Harmer, *How to Teach Reading*, 1998).

Konza, D. (2011) says that Reading is a combination of strategies based on the construction of oral language, the development of specific skills and understanding methods. To make this process work teachers should train students efficiently, according to the needs of each one.

Reading is an essential part in literacy. Since the reading process is very broad, good teachers have sufficient capacity to apply a lot of teaching methods that will be independent and confident students. Among the components of teaching reading are considered the application of new vocabulary, phonological processes and comprehension strategies. Motivation and pleasure are the keys to to get to understand the reading (Catherine, 2013).

Nuttall, C. (2005) say that “Whatever your reason for reading (excluding any reading for language learning), it is not very likely that you were interested in the pronunciation of what you read, and even less likely that you were interested in the grammatical structures used. You read because you wanted to get something from the writing. We will call this the message: it might have been facts, but could just as well have been enjoyment, ideas, feelings (from a family letter, for instance)”.

To have the habit of reading is a necessary condition to learn more easily because we know that people do not only learn, but they also enjoyed learning by reading books. The first step for successful reading (whether books, letters, brochures,

etc.) is the interest to know the content of what is going to read, without being complicated with the grammar rules of the text.

Nuttall, C. (2005) states that “Most people accept that we can at least identify certain strategies which readers can make conscious use of when reading difficult texts. Probably the best way to acquire these is simply to read and read. However, there is evidence that strategy training (or skills teaching - the terms are often used interchangeably) helps”.

There are different readings strategies that contribute to readers easily understand the texts, even if these are difficult.

Reading skill is the ability of the reader to organize information and give meaning to a text. Many readers use an unconscious and automatically form when they read quickly but when it is a difficult text is reversed, the reader applies the skills in consciously way to understand it (Mikulecky, 2008).

To get a better result in the development of the receptive skills, students should practice intensive and extensive reading, which will teach methods to learn and improve the act of reading. While the student can choose the material to read, usually for pleasure, the teacher can direct and design the method of reading (Harmer, *The Practice of English Language Teaching*, 2001).

2.1.5.1 Intensive Reading

Intensive Reading require a focus on the text with the guidance or supervision of a teacher, making tasks that forces to the learners to understand the meaning of the text that after will be evaluated (Nuttall Christine, 2005).

Harmer, J. (2007) indicates that “The term intensive reading, on the other hand, is pay specific attention in the form that are built the reading texts, generally into the

classrooms. Teachers may ask students to look at styles or types of text of different genres such as magazines, poems, websites, novels and others. This election can be classified according to the topic that learners are studying”.

This technique is usually worked in the classroom. The students reading specific information about topics of interest, after a period of time will be evaluated for the teacher.

www.erfoundation.org (2011) explain that “When students ‘read to learn’ (Intensive Reading) they are reading a text to learn something about the language itself – maybe a new word, some grammar and so on. We could call it ‘study reading’ (...) There are typically pre- and post-reading activities and comprehension questions as well”.

With the intensive reading students read to learn new things and demonstrate the results through activities in class.

2.1.5.2 Extensive reading

According to an article of Rustipa, K. (2010) Extensive Reading consists in encourage students to work autonomously. With extensive reading, the student can read in a comfortable way, in any moment, according to their desire and according to the interest of a particular topic.

In Extensive reading, students choose the books or texts that they are going to read, with the advice of the teacher, according to their understanding level. Although these readings will not be evaluated, the students must also work in small groups and make brief comments about that (Mikulecky, 2008).

Harmer, J. (2007) say that Extensive reading means what students normally read in their daily life, outside the classroom. If students have the opportunity to

choose books or texts that they want to read and they do it for pleasure, will increase their interest in reading and they will progress faster.

Kredátusová M. (2012) states that “Implementing Extensive Reading into our teaching is a useful experience as it is observed that if students are given the opportunity and encouragement to read they like reading”. Extensive reading is a tool to improve students’ proficiency level.

2.2 Philosophical basis

According to Cantwell, K. (2010), having a website contributes in the teaching learning process, creating an effective communication among students and teachers through the internet. In this site you can find and share a lot of information, materials, styles of learning and resources to work in the classroom and outside it, according to your educational needs. A website offers students a lot of benefits for reading comprehension and you can access them at any moment without worrying about the time.

According to WebBuildersGuide.com (s.f.) “Wix is a popular name in the free website builder market, and offers some pretty impressive and differentiated features that are particularly attuned to the interests and expectations of first time users. Despite the fact that there are many other free website building tools out there that let you create free websites without requiring any HTML expertise on your part, at least the top few of them manage to express a personality of their own, and in those terms, Wix focuses on providing a pretty fulfilling design experience to users. The availability of several configuration items in terms of the design elements of your website, coupled with the mesmerizing range of designer templates that look straight out from the most coveted design labs of the world is easily a differentiator for Wix”.

Wix is a platform through drag and drop can build a website according your necessities, with a free version. Additionally, if you don't have many ideas and

you don't know where to start, Wix gives you several templates with effective and elegant design where you can choose a model and then modify it to adapt your needs. Just as Wix, there are other Websites for teaching reading that are contributing to enhance the education system inside and outside the classroom, especially in English language development. Through this method students and teachers can work in independent form from any place with only the internet service. The effectiveness of these websites has been tested and are being used by teachers and students to enhance teaching English, especially to encourage the good reading habits.

Starfall.com is a free website created on September of 2002 for the Starfall Education Foundation, with the contribution of the Polis-Schutz family. This project has been carried out for over ten years and is focused on teaching phonics reading and audiovisual interactivity for children up to second grade school (Starfall Education Foundation, 2002).

According Heiner, H. (1998) "SurLaLune Fairy Tales features 49 annotated fairy tales, including their histories, similar tales across cultures, modern interpretations and over 1,500 illustrations. Also discover over 1,600 folktales & fairy tales from around the world in more than 40 full-text Books"

Vojtková, N. & Kredátusová, M. (2007) "Reading is one of the skills that a learner of foreign language should acquire. In the language classroom it is most often taught by careful reading (or translation) of shorter, more difficult foreign language texts. The goal of reading is usually complete and detailed understanding. But reading is also considered by many people as a very pleasurable free time activity that broadens one's knowledge and vocabulary".

Reading is considered a very important section to learn English, because it permits to broaden the knowledge and vocabulary. Through reading people can achieve a complete and detailed comprehension, from the easiest to the most difficult texts.

For this reason, it is very essential that teacher hold an enjoyable environment into the classroom and motivates the habit of reading in the students.

Motivation is very important point in the process of extensive reading, because it helps to develop of good attitudes towards the study of the foreign language (Bamford & Day, 2004).

Vojtková, N. & Kredátusová, M. (2007), establish that “Extensive reading can be introduced to any kind of EFL class whatever the content, intensity, age of students or their language level, the only condition is that students already have a basic knowledge of foreign language and are literate in it”

According to this author, extensive reading can be used without limitations in the teaching learning processes; the unique requirement is that learners have a basic knowledge of English.

Vojtková & Kredátusová (2007) states that “Extensive Reading is based on reading easy material that contains mostly one to two unknown words per page for general understanding. Students choose their own materials and can stop reading if the material is not interesting for them. There are no tests after reading; student’s personal reaction to reading is the goal. ER imitates reading in the first language in the way that its key elements are purpose and pleasure”.

This technique is based in provide to the students the reading easy material where they decide what information they want or want not to read, according to their preferences.

Jeffries, L. & Mikulecky, B. (2009) states that “If you read a lot in English, you can become a better reader, and you can improve your English in many ways”.

The art of reading contribute to improve the English language in different ways, feeding their knowledge.

According to an article at Maley, A. (2010), the benefits of extensive reading are: “Develops learner autonomy, offers Comprehensible Input, enhances general language competence, helps develop general world knowledge, extends, consolidates and sustains vocabulary growth, helps improve writing, rates and sustains motivation to read more”.

The benefits of extensive reading contribute to develop of skills and abilities in the learners allow them to be more independents and competitive.

2.3 Fundamental categories

2.3.1 Education

If we talk in general terms, education is the way of learning where knowledge, values, beliefs, skills and habits of people going from one generation to another, through the dialogue, teaching, histories and research.

2.3.2 Teaching Learning process

It is the essence of education. To achieve the objectives and goals of education is necessary to apply the teaching-learning process because it is the most important tool to get the progress in the students. On the other hand, it can be said that teaching is learning cause and the effect.

2.3.3 Technology

Technology is a series of knowledge, experiences, skills and techniques, through which people change, transform it and use our environment to create tools, machines, products and services in order to satisfy our desires and needs.

2.3.4 Information and Communication Technology (ICT)

The ICT are collections of new electronic tools that allow processing and transmitting information. This information permits the interaction between people in easier way.

2.3.5 Web 2.0

There is not a precise concept of web 2.0, but it can be said that it is a new version of the World Wide Web, where you can make big changes in the form that the websites are developed and used. A web 2.0 site can permit to users interact with other people into the virtual community.

2.3.6 Wix

It is a free website builder that allows to create some web pages in easy form with interesting designs, based in a flash technology. Wix works online and you can make different animations and personalization using default designs and choice templates. This make that student has more interest in the topic to elaborate.

2.3.7 Reading Skills

Reading is the ability to read text, process it and understand its meaning. Reading skills allows students to develop their cognitive ability and enrich their knowledge, through the discovery of new vocabulary.

2.3.8 Extensive Reading

Extensive Reading (Reading for Pleasure) permits to students select their own reading materials to develop new strategies, building fluency, increase comprehension, and expand their vocabulary.

2.4 Legal Basis

The legal base of this research paper is based in:

The Constitution of Ecuador (Article 347, Numeral 8) establishes to include the ICT (Information and Communication Technologies) in the educational process and encourage the connection between the education and productive or social activities.

The Law of Intercultural Education on its article 19 states that the Central Government is in charge of the Education in all its level (Planning, organization and implementation) as well as defining all the requirements in order to ensure a quality Education of all the institutions.

Finally, The Childhood and Adolescence Code establishes on its article 37, numeral 3, that Education must be considered as flexible in order to reach the needs of all children and adolescents considering especial attention to those with disabilities giving an equal opportunity to all.

2.4.1 Hypothesis

The free website builder Wix as a teaching tool will enhance the extensive reading skills to students of first year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

2.4.2 Variables of study

Dependent variable: The extensive reading skills

Independent variable: Wix, a free website builder

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

The aim of this paper research will be based on quantitative and qualitative methodology; these methods will allow to obtain specific results about the enhancement of Extensive Reading Skills to students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

3.1.1. Quantitative Method

This method will be used in order to collect data related to the use of a free Website builder by the First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

3.1.2. Qualitative Method

This project will use the qualitative method in order to gather information about the use of a free website builder as a teaching tool for the enhancement of Extensive Reading skills; the researcher will interview several professionals and specialists, teachers and students, and the Principal of the institution where this project will be implemented.

3.1.3. Inductive-deductive Method

This paper will use both approaches inductive and deductive. For the deductive method first all the needed information about use of a free website builder as a teaching tool for the enhancement of Extensive Reading skills was gathered, analyzed, contrasted between authors and the results respectively, and finally simplified for the project. In contrast for the inductive method the researchers started with small observations to make assumptions about the enhancement of Extensive Reading skills by the First year Bachillerato at Unidad Educativa

P.C.E.I. “Manuela Sáenz”.

3.1.4. Scientific Method

This method will allow to show the real enhancement of Extensive Reading skills by the First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”, using a free website builder.

3.1.5. Observation Method

This method will contribute to find out detailed information about causes and effects of the problem related to the use of a free website builder as a teaching tool for the enhancement of Extensive Reading skills to students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

3.2. LEVEL OR TYPE OF RESEARCH

3.2.1. Field Research

It will be important the use of the Technology in the English Teaching Process for the enhancement of Extensive Reading Skills regarding the implementation of a free Website builder during the School Year 2015-2016. It will be applied in the students of First year Bachillerato, who show the consequences and weakness involved in the problem.

3.2.2. Bibliographic Research

It will allow to search and select scientific-theoretical foundations on the subject of investigation; the key topics are related to a free website builder and ICT in the Education Field.

3.2.3. Correlational Research

This method will measure the degree of relationship between the stated problem (the enhancement of Extensive Reading skills to students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”) and the proposal

(Wix, a free website builder as a teaching tool).

3.2.4. Applied Research

This type of research will allow the use of a free website builder in order to enhance of Extensive Reading skills to students of First year Bachillerato at Colegio Particular a Distancia Manuela Sáenz.

3.3. POPULATION AND SAMPLE

3.3.1. Population

The population of this research is composed by all the 30 students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

Chart # 1: Population

N°	Description	Quantity	%
01	Principal at “Unidad Educativa P.C.E.I. Manuela Sáenz”	1	3
02	English Teacher at “Unidad Educativa P.C.E.I. “Manuela Sáenz”	1	3
03	Professionals	3	9
04	First year Bachillerato at “Unidad Educativa P.C.E.I. “Manuela Sáenz”	30	85
TOTAL		35	100%

Source: Unidad Educativa P.C.E.I. “Manuela Sáenz”.

Author: Aurora del Rocío Rueda Villa

3.4. VARIABLES OPERATIONALIZATION

3.4.1. Independent Variable: Wix, a free website builder.

Chart # 2: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Wix is a free website builder that allows created some web pages in easy form with interesting designs, based in a flash technology.	ICT'S Free Websites builders	Methodological Strategies Tools Technology Web Sites	Does your teacher use the internet in your English classes? How do you consider the use of internet within the English Learning Process? How often do you use internet to study English? Which of these gadgets do you use more to surf the net? Have you ever used websites with exercises and activities could contribute your reading skills? Do you consider that a website with exercises and activities could help to enhance your reading skills?	Survey Interview Camera Video-Camera Guides of Interview

Author: Aurora del Rocío Rueda Villa

3.4.2. Dependent Variable: The Extensive Reading Skills.

Chart # 3: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Extensive Reading (Reading for Pleasure) permits to students select their own reading materials to develop new strategies, building fluency, increase comprehension, and expand their vocabulary.	Teaching Learning Process Receptive ability development	Methodology and Strategies Didactic	Do you like English? How do you consider the English classes? Do you consider that the use of internet could help you to enhance your reading skills?	Survey Interview Camera Video-Camera Guides of Interview

Author: Aurora del Rocío Rueda Villa

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1. Techniques

The following techniques were applied during this research: Survey and Interview.

3.5.1.1. Survey

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution, it will allow to get results about the advantages to use a free Website builder, as a teaching tool for the enhancement of Extensive reading skills to students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

3.5.1.2. Interview

This technique was used to obtain direct information from the Principal of Unidad Educativa P.C.E.I. “Manuela Sáenz” and Professionals, from the first interviewed it will be possible to know about the use of Technologies and Websites in Unidad Educativa P.C.E.I. “Manuela Sáenz” and from the Professionals, it will be possible to compare the use of the Technology and Websites with other methods applied in the Education Field to teach English.

3.5.1.3 Instruments

Camera, video – camera: This instrument was used to capture images and videos in order to reproduce them later and have an evidence of the implementation of a free website builder.

3.6. DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

Chart # 4: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	For the enhancement of Extensive reading skills.
2. From which people or objects?	Students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.
3. About what aspects?	Wix, a free website builder as a teaching tool.
4. Who?	Undergraduated (English Teacher: Aurora del Rocío Rueda Villa)
5. To Whom?	Students, Teacher, Principal and Professionals
6. When?	2015 - 2016.
7. Where?	Unidad Educativa P.C.E.I. “Manuela Sáenz”
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually
10. What data collection techniques?	Interviews, and Surveys
11. With what?	Activity guide and cameras.

Author: Aurora del Rocío Rueda Villa

3.7. DATA PROCESSING PLAN

Chart # 5: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of Reading skills and deficient use of technology in the classroom was determined through surveys and interviews directed to First year Bachillerato Students and English Teacher at Unidad Educativa P.C.E.I. “Manuela Sáenz”; the use of Wix, a free website builder as a teaching tool for the enhancement of Extensive Reading Skills was justified</p>	<p>Once the problem was discovered the investigators started looking for related information at: Books, articles, internet, among others. Besides an interview with the Principal of Unidad Educativa P.C.E.I. “Manuela Sáenz”. and the Specialists.</p>	<p>Once the problem was confirmed in the Unidad Educativa P.C.E.I. “Manuela Sáenz”, surveys and interviews were made (survey for students and interview for Principal, English Teacher and Specialists), this were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved the low level of Reading skills and deficient use of technology in the classroom of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”, it was important to involve the Principal and English Teacher in the incoming process in order to enhance of Extensive Reading Skills in each student.</p>	<p>Implementing Wix, a free Website builder as a teaching tool the students of First year Bachillerato will enhance their reading Skills.</p>

Author: Aurora del Rocío Rueda Villa

3.8. ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1. INTERVIEW DIRECTED TO MSc. MARÍA DE LA CRUZ TIGRERO, PRINCIPAL FROM “UNIDAD EDUCATIVA P.C.E.I. “MANUELA SÁENZ”

Question 1: Do you consider ICT as an important factor in Education?

Interpretation

MSc. María De La Cruz said that they are important because they allow universal access in terms of education, personally and business, facilitating the work in all areas.

Question 2: What are the most important advantages of using ICT during the Teaching-Learning process??

Interpretation

The principal stated that there are several advantages, for example nowadays virtual platforms are being used to allow and facilitate the interaction between teachers and students, promoting the responsibility of students at the time to fulfill their tasks.

Question 3: Does the Mission of Unidad Educativa P.C.E.I. “Manuela Sáenz” include the use of ICT in the classrooms?

Interpretation

She expressed that the uses of ICT are not included in the mission of the school but they are a necessity for the students. At the moment this institution does not

have internet service in the classroom. She thinks that in the future students and teachers could have access to this service but it depends on the owners of the school.

Question 4: Have you ever used websites that contribute to enhance the English reading skills?

Interpretation

The principal indicated that she has never used websites as a teaching method but she thinks that it is very interesting because through reading students can learn and improve English language.

Question 5: Do you consider that a website with reading exercises could be a good resource to enhance these skills in students of First year Bachillerato of your institution?

Interpretation

MSc. María De La Cruz considers that it is correct because students need to improve the grammar and vocabulary.

Question 6: Would you support the implementation of a web site with reading exercises that support to enhance the Reading Skills in students of First year Bachillerato of your institution?

Interpretation

She expressed that it depends of the owners of the school, but she agrees with this implementation to enhance the Reading Skills in the students.

3.8.2. INTERVIEW DIRECTED TO SPECIALISTS, MSc. IVÁN CORONEL SUÁREZ, WEBMASTER OF UPSE AND ING. RODOLFO BUSTOS, SYSTEM DIRECTOR OF SUINLI, GRADUATED IN PARTICULAR OF LOJA UNIVERSITY.

Question 1: Do you consider that ICT could improve the quality of education?

Interpretation

The specialists considered that the Information and Communication Technologies (ICT) are improving the quality of education. One specialist thinks that the government should implement the intensive use of technology in the educative institutions because it will support students and teachers in the teaching-learning process.

For example, calling the attendance through a computer system, use audiovisual resources and demonstratives videos, etc.

Question 2: What are the advantages of using ICT in education?

Interpretation

The specialists indicated that there are a lot of advantages of using ICT in education. One specialist said that one of the advantages of ICT is expanding the area of investigation using tools that facilitate the use of data through online tutorials and free courses.

The other one stated that other advantage of ICT is the decrease of the economic burden for both the government, students and their parents producing a greater coverage of students and for this reason a greater inclusion.

Question 3: Do you think that the use of ICT could enhance the English skills in students?

Interpretation

One specialist considered that the ICT could enhance the learning ability of any subject in students, not only in English language.

The other specialist indicated that according to his experience ICT has improved the English skills in teachers of the university; they have worked in virtual platforms.

Question 4: What suggestions would you give to teachers that want to implement ICT in the classroom?

Interpretation

One specialist suggested to teachers the use of ICT because it is an important area and in the future. Furthermore, the other specialist said that teachers should implement ICT in the classroom starting with videos of the next class with examples and conclusions.

Question 5: What suggestions would you give to students that use ICT in the classroom?

Interpretation

The specialists suggest that students should use technology in the classroom to learn more, try to use all the tools like the Internet and other resources and always investigate more. They recommended not using the internet for games or chat.

Question 6: Do you know any free website builder used to improve reading skills?

Interpretation

The specialists expressed that there are several free websites builders where people do not need license to access and create web pages. One of them said that he has used Wikis, a website of collaboration where people can share subjects and the community can improve it. The other specialist indicated that one example about the free website builder is Wix. It could be a great technological tool to implement in education, but he does not know any website builder to use specifically to improve reading skills.

3.8.3. INTERVIEW DIRECTED TO ENGLISH TEACHER, LCDO. WILLIAM ASCENCIO QUIMÍ.

Question 1: Do you consider that the use of Information and Communication Technologies (ICT) is important in the English Teaching –Learning process?

Interpretation

Lcdo. William Ascencio considered that the use of ICT it is very important in education because with these interesting tools you can find variety of information that facilitates the English Teaching –Learning process. Teachers can apply ICT in the classroom to improve the knowledge level of their students.

Question 2: How often do you use ICT in your English classes?

Interpretation

Teacher said that he rarely uses ICT in the classroom because the school is working in new facilities and there is no internet.

Question 3: Have you ever used websites that contribute to enhance the English skills?

Interpretation

The professor indicated that he has used websites but only to catch information such as flashcards, videos, exercises, etc. and then use it in English classes.

Question 4: Why do you think that websites with exercises and activities could help to enhance the English skills?

Interpretation

Teacher stated that in fact, the use of a website with exercises and activities improve the English language skills because it helps to develop the abilities and knowledge levels of the students, particularly for him in the teaching grammar.

Question 5: What suggestions would you give to teachers that want to implement ICT in the classroom?

Interpretation

He suggested to educators the frequently use of technology resources in the classroom to prevent students from getting bored. He also said that to teaching English, the teacher should try to make more interesting and motivating the classes.

Question 6: What suggestions would you give to students that use ICT in the classroom?

Interpretation

Professor suggested to the students that used all teaching tools that offered the technology, interacting among them and sharing variety of information.

3.8.4. SURVEY DIRECTED TO STUDENTS

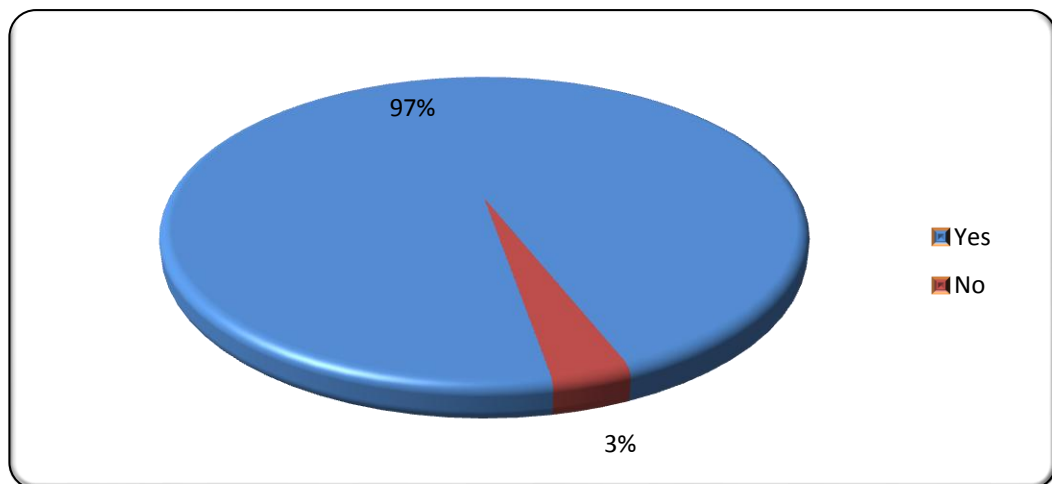
Question 1: Do you like English?

Objective: To determine the level of acceptance of English.

Chart # 6: Interest in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	29	96.67
No	1	3.33
Total	30	100%

Graph # 1: Interest in English



Source: Survey Directed to Students
Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 97% of Students said YES; 3% said NO.

Qualitative: Students like English but just one student does not.

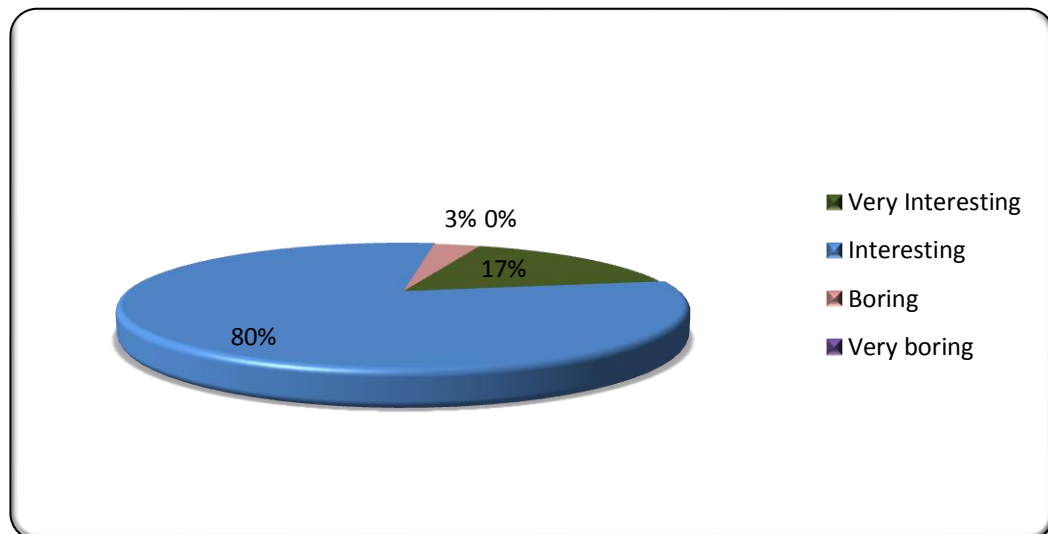
Question 2: How do you consider the English classes?

Objective: To determine the level of consideration of English classes.

Chart # 7: Importance of English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Interesting	5	16.67%
Interesting	24	80%
Boring	1	3.33%
Very Boring	0	0%
Total	30	100%

Graph # 2: Importance of English classes



Source: Survey Directed to Students
Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 80% of Students considered that English classes are Interesting; 17% considered it Very interesting; 3% considered it Boring.

Qualitative: Most of students considered that English classes are interesting.

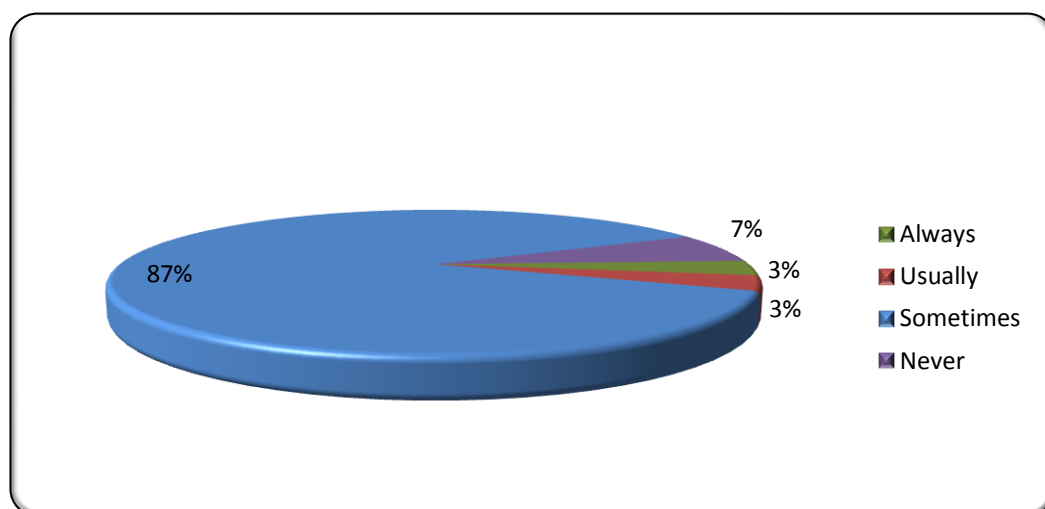
Question 3: How often do you use internet to study English?

Objective: To determine the level of internet connection.

Chart # 8: Use of internet to study English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	1	3.33
Usualy	1	3.33
Sometimes	26	86.67
Never	2	6.67
Total	30	100%

Graph # 3: Use of internet to study English



Source: Survey Directed to Students

Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 87% of Students said that they sometimes use the internet to study; 7% said that they never used it; 3% said that they usually used it and 3% said that always used it.

Qualitative: A higher percentage of students sometimes use the Internet to study.

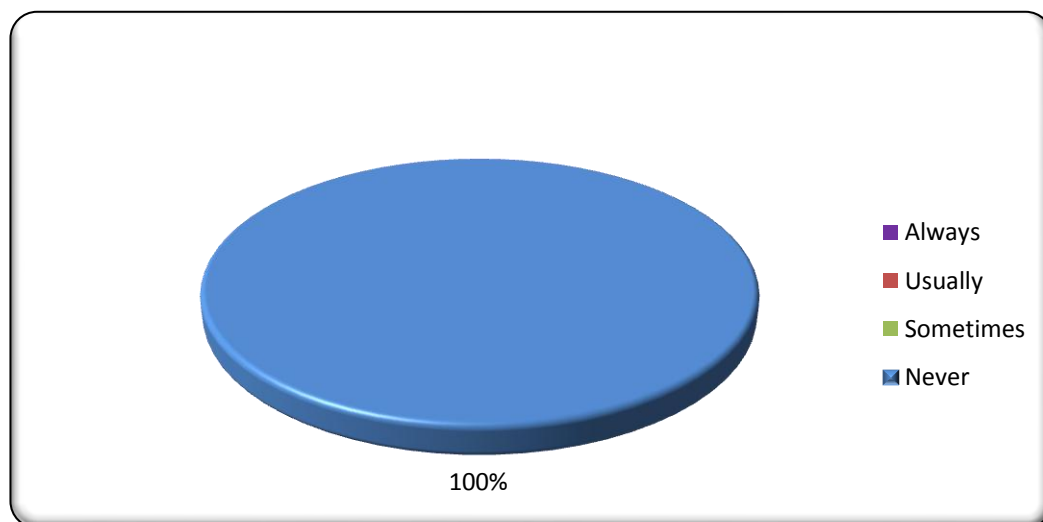
Question 4: Does your teacher use the internet in your English classes?

Objective: To determine the level of use of classes with internet as a resource

Chart #9: Use of internet by the English teacher

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0
Usualy	0	0
Sometimes	0	0
Never	30	100
Total	30	100%

Graph # 4: Use of internet by the English teacher



Source: Survey Directed to Students

Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 100% of Students said never.

Qualitative: Students said that their teachers never use internet in the English classes.

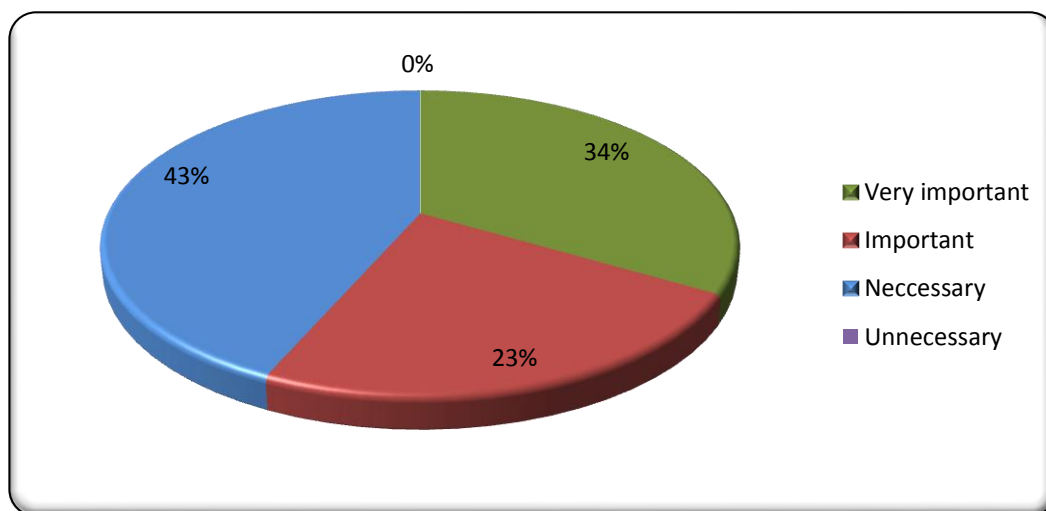
Question 5: How do you consider the use of internet within the English Learning Process?

Objective: To determine the acceptance of internet within the teaching learning process.

Chart # 10: Importance of Internet within the English Learning Process

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	10	33.33
Important	7	23.33
Necessary	13	43.33
Unnecessary	0	0
Total	30	100%

Graph # 5: Importance of Internet within the English Learning Process



Source: Survey Directed to Students
Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 43% of Students said NECESSARY, 34% said VERY IMPORTANT; 23% said IMPORTANT.

Qualitative: Most of Students considered Necessary the use of internet within the English Learning Process. In second place they expressed that it is very important.

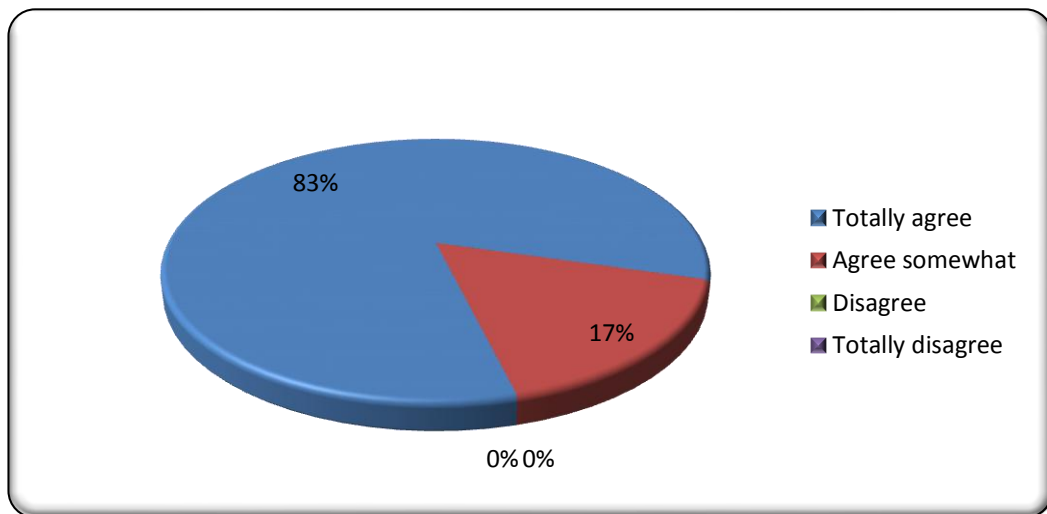
Question 6: Do you consider that the use of internet could help you to enhance your reading skills?

Objective: To establish the acceptance of internet to enhance the reading skills

Chart # 9: Use of internet to enhance reading skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally Agree	25	83.33
Agree somewhat	5	16.67
Disagree	0	0.00
Totally Disagree	0	0.00
Total	30	100%

Graph # 6: Use of internet to enhance reading skills



Source: Survey Directed to Students
 Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 83% of Students said Totally Agree; 17% Agree somewhat.

Qualitative: In a higher percentage Students are totally agree that the use of internet could help to enhance their reading skills.

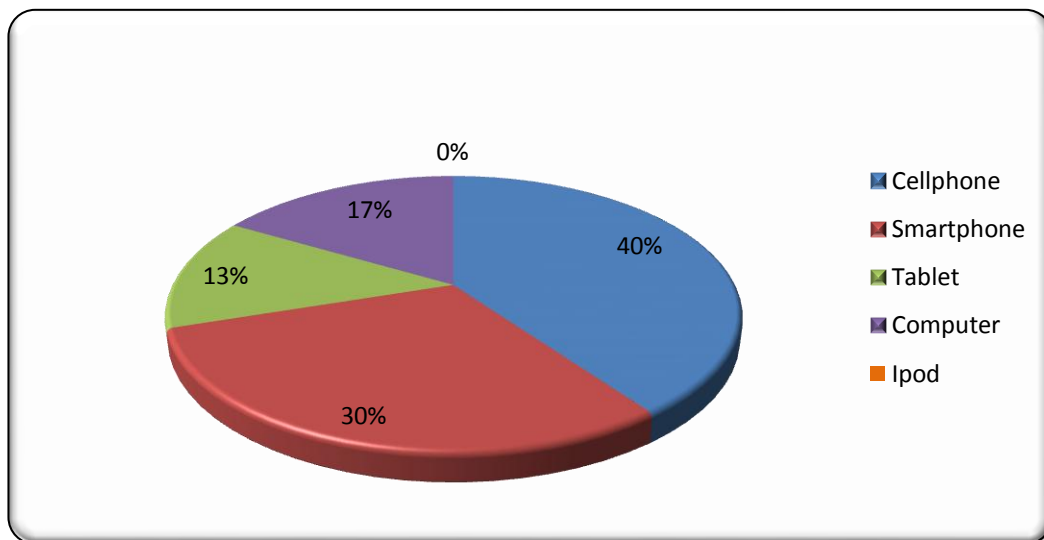
Question 7: Which of these gadgets do you use more to surf the net?

Objective: To establish the way the go online.

Chart # 102: Gadgets used to surf the net

ALTERNATIVES	FREQUENCY	PERCENTAGE
Cellphone	12	40.00
Smartphone	9	30.00
Tablet	4	13.33
Computer	5	16.67
Ipod	0	00.00
TOTAL	15	100%

Graph # 7: Gadgets used to surf the net



Source: Survey Directed to Students

Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 40% of Students use Cellphone; 30% use Smartphone; 17% use Computer and 13% use Tablet.

Qualitative: Cellphone and Smartphone are the gadgets more useful among students to surf the Net.

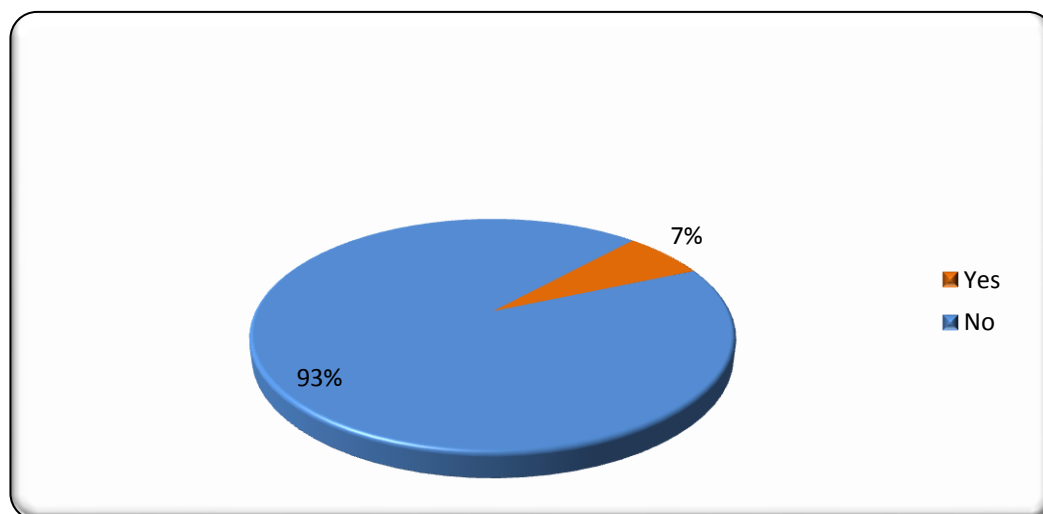
Question 8: Have you ever used websites with exercises and activities that support to enhance your reading skills?

Objective: To establish the use of websites to enhance the reading skills

Chart #13: Use of websites to enhance reading skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	6.67
No	28	93.33
Total	30	100%

Graph # 8: Use of websites to enhance reading skills



Source: Survey Directed to Students

Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 93% of Students said NO and 7% YES.

Qualitative: A high percentage of Students has not used websites with exercises and activities that support to enhance their reading skills, but 2 students.

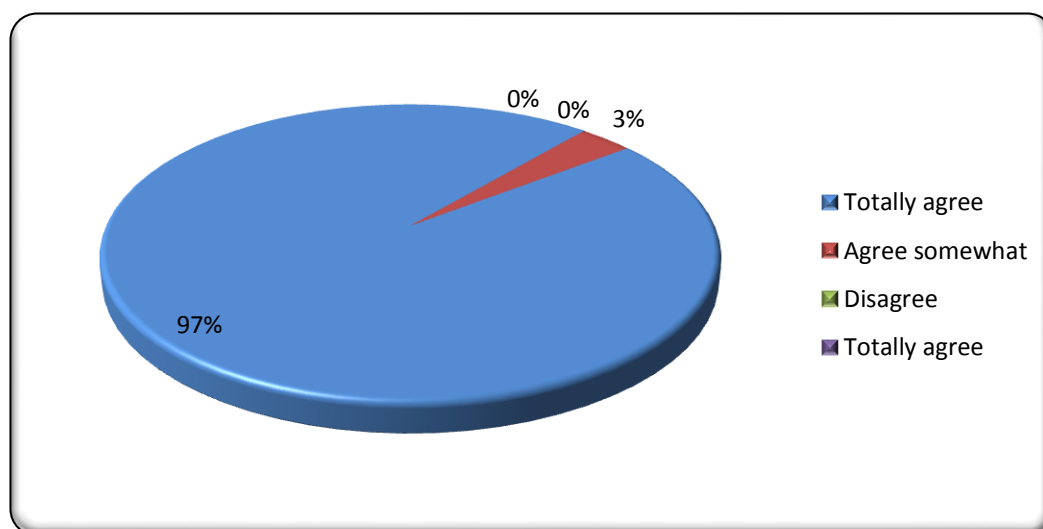
Question 9: Do you consider that a website with exercises and activities could contribute to enhance your reading skills??

Objective: To determine the acceptance of websites to enhance the reading skills

Chart # 114: Contribution of websites to enhance reading skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally Agree	29	96.67
Agree somewhat	1	3.33
Desagree	0	0.00
Totally Desagree	0	0.00
Total	30	100%

Graph # 9: Contribution of websites to enhance reading skills



Source: Survey Directed to Students
 Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 97% of Students are Totally agree; 3% Agree somewhat.

Qualitative: Most of Students are Totally agree with this but two of them are agree somewhat.

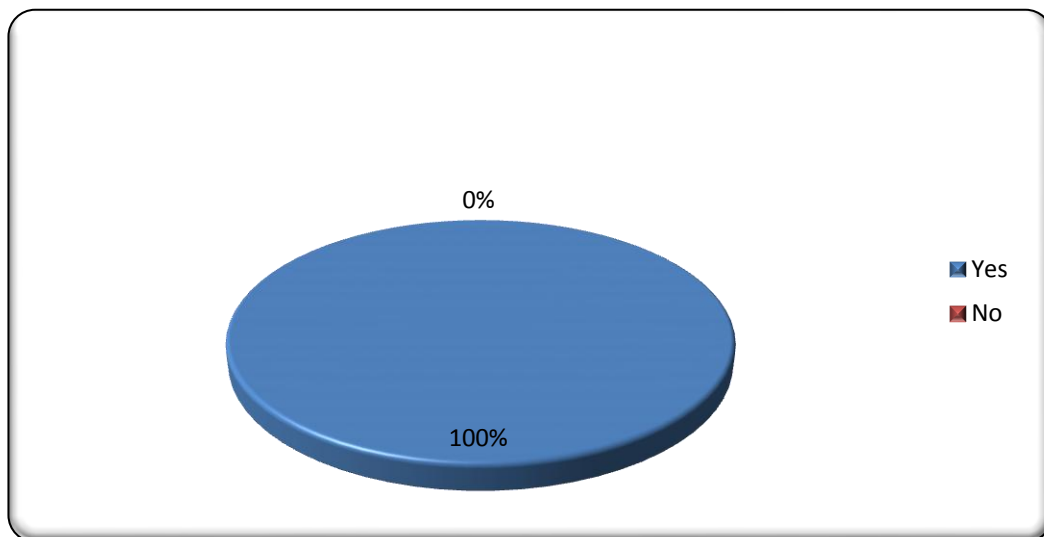
Question 10: Do you agree to use a website with exercises and activities that can support you to enhance your reading skills?

Objective: To determine the support of the proposal.

Chart # 125: Acceptance of website to enhance reading skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	30	100
NO	0	0
Total	30	100%

Graph # 10: Acceptance of website to enhance reading skills



Source: Survey Directed to Students
Author: Aurora del Rocío Rueda Villa

Interpretation

Quantitative: 100% of Students said YES.

Qualitative: All Students are agreeing to use a website with exercises and activities that can support them to enhance their reading skills.

3.8.6. ANALYSIS OF RESULTS CHART- STUDENTS

Chart # 136: Survey Directed to Students

N°	QUESTIONS	SI		NO		TOTAL	
		Q	%	Q	%	STU	%
1	Do you like English?	29	96,67%	1	3,33%	30	100
2	How do you consider the English classes?	INTERESTING				30	100
3	How often do you use internet to study English?	SOMETIMES				30	100
4	Does your teacher use the internet in your English classes?	NEVER				30	100
5	How do you consider the use of internet within the English Learning Process?	NECESSARY				30	100
6	Do you consider that the use of internet could help you to enhance your reading skills?	TOTALLY AGREE				30	100
7	Which of these gadgets do you use more to surf the net?	CELLPHONE				30	100
8	Have you ever used websites with exercises and activities that support to enhance your reading skills?	2	6,67%	28	93,33%	30	100
9	Do you consider that a website with exercises and activities could contribute to enhance your reading skills?	TOTALLY AGREE				30	100
10	Do you agree to use a website with exercises and activities that can support you to enhance your reading skills?	30	100%	0	0%	30	100

Source: Survey Directed to Students

Author: Aurora del Rocío Rueda Villa

3.8.7 Analysis of results – students

The results show that students like English and they consider that the classes are interesting. Also, they indicated that the teacher has never used the internet in the classroom, but they sometimes use it to study.

Furthermore, they consider that the use of Internet is necessary and very important in the teaching-learning process and they are totally agree that the use of this resource could help enhance their reading skills.

Although most students have never used a web site, they consider that this technological tool is very important and are totally agree to use it.

Finally, they accepted that through exercises and activities they can enhance their reading skills.

3.9. CONCLUSIONS AND RECOMMENDATIONS

3.9.1. Conclusions

1. Reading Skills in students of first year bachillerato from Unidad Educativa P.C.E.I. “Manuela Sáenz” have not been developed satisfactorily because there is not internet service in the institution. For this reason English Teacher has not implemented appropriate strategies into the classroom.
2. ICT have become essential tools that facilitate the teaching-learning process. Using technology, through a free website builder it will help to enhance the English language in students, especially reading skills.
3. The implementation of a free Website builder, as a teaching tool, will contribute to enhance the reading skills among the students of First year bachillerato of Unidad Educativa P.C.E.I. “Manuela Sáenz”.

3.9.2. RECOMMENDATIONS

1. It is recommended to implement an internet service in the educative institution or use a device to access internet into the classroom. In this way teacher can apply a variety of strategies to enhance reading skills in students of First year bachillerato from the Unidad Educativa P.C.E.I. “Manuela Sáenz”.
2. English Teacher should use the ICT in Education; the use of a free website builder is a great opportunity to involve students with the technology.
3. It is recommended to implement a free website builder with exercises and activities where students of First year bachillerato of the Unidad Educativa P.C.E.I. “Manuela Sáenz” will enhance the Reading Skills.

CHAPTER IV

THE PROPOSAL

4.1. INFORMATIVE DATA

Title of proposal

“WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I. “MANUELA SÁENZ”, PROVINCE OF SANTA ELENA, 2015-2016”.

Executing Institution

Unidad Educativa P.C.E.I. “Manuela Sáenz”.

Beneficiaries

First year Bachillerato students at Unidad Educativa P.C.E.I. “Manuela Sáenz”, English teachers and Director of the institution.

Location

Santa Elena City, Province of Santa Elena.

Estimated time for execution

45 days

Responsibles

Author: Aurora del Rocío Rueda Villa

Advisor: MSc. Kléber Loor Zambrano

Budget

\$ 1.413.70

4.2. PROPOSAL BACKGROUND

Nowadays the Education field has found a very important support in technology, the recent use of websites and applications have become a major success taking into account that they are very accessible and easy to use even without previous training; today it is not necessary to visit a library because there are several online libraries available worldwide.

Websites have become an important support for the learning of languages, especially English, since they contribute to reinforce and enhance the knowledge acquired inside the classroom, becoming a teaching tool for students of all ages. Updated teacher must include training to acquire technological competence in order to leave behind old classes that include two hours of teacher talking time (T.T.T.)

It is important to point out that countries like Germany and Switzerland have already implemented websites as the main supporting base for students, on the other hand, the Ecuadorian Government include in its Constitution from 2008 the use and implementation of technology for education through platforms, websites, software and programs toward the development of different skills.

4.3. SIGNIFICANCE

The implementation of a website to enhance the extensive reading in students is a great opportunity to use technology in education since today websites are commonly used for multiple purposes. This project is particularly focused on First year Bachillerato Students at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

This proposal contributes to the enhancement of the extensive reading skills thought the use of a website with activities, videos and resources. It is necessary to point out that students from first year Bachillerato are not used to work with

technology in class as websites, therefore the author will start a very rigorous process of induction especially to this tool.

4.4. OBJECTIVES

4.4.1. General Objective

To enhance the Extensive Reading skills by designing and implementing a free website builder for First year Bachillerato Students at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

4.4.2. Specific Objectives

- To categorize the appropriate activities involved in the website.
- To design the Extensive Reading Website using Wix.
- To implement the Extensive Reading website to the First year Bachillerato Students.
- To evaluate the learning results of the First year Bachillerato Students.

4.5. DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of websites is considered as an important support in the development of the extensive reading skills, this is the reason why the author decided to implement it in order to enhance these abilities to students of first year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”.

The website is based on particular activities resources and videos that allow students to interact and familiarized with the extensive reading word according to the content of the Current English book.

4.5.1. What is WIX?

Wix is a cloud-based web development platform that permits users to design websites. Users may implement Wix in many areas such as: education, Finance, e-commerce, social work, contact forms, marketing, and community forums.



Illustration # 1: Wix logo
Source: Internet

4.5.2. HOW WAS THE WEBSITE DESIGNED?

This free website builder is easy to use, people do not need to be an expert in computer systems to create a website, it just required to have a little time and creativity. The steps are the following:

Step 1. To go to www.wix.com/



Illustration # 2: Sign in
Source: www.wix.com

Click in **sign in** and register your username and password as a new user.

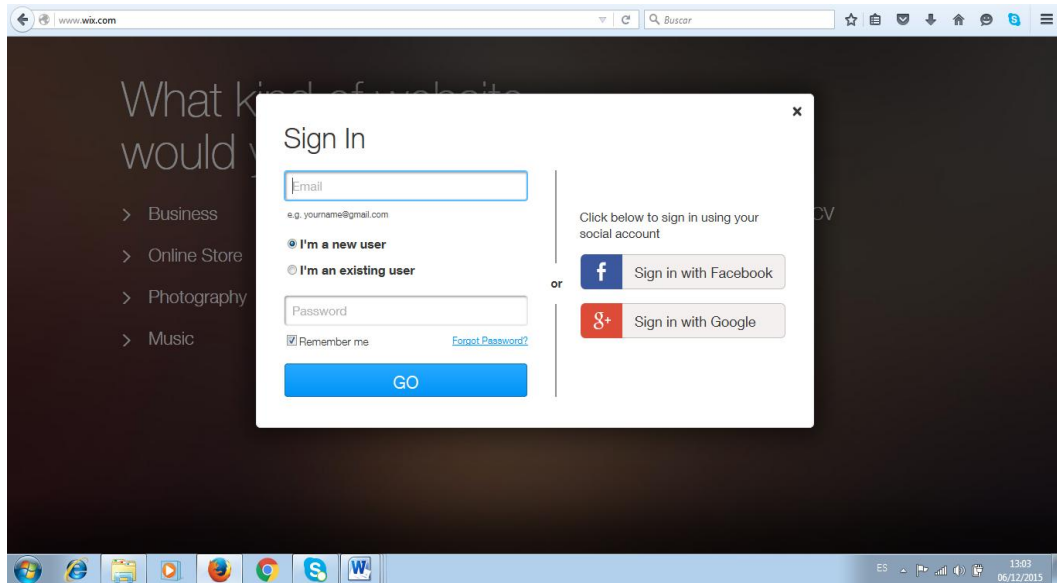


Illustration # 3: Register the username and password
Source: www.wix.com

Step 2. To enter in “create your website”

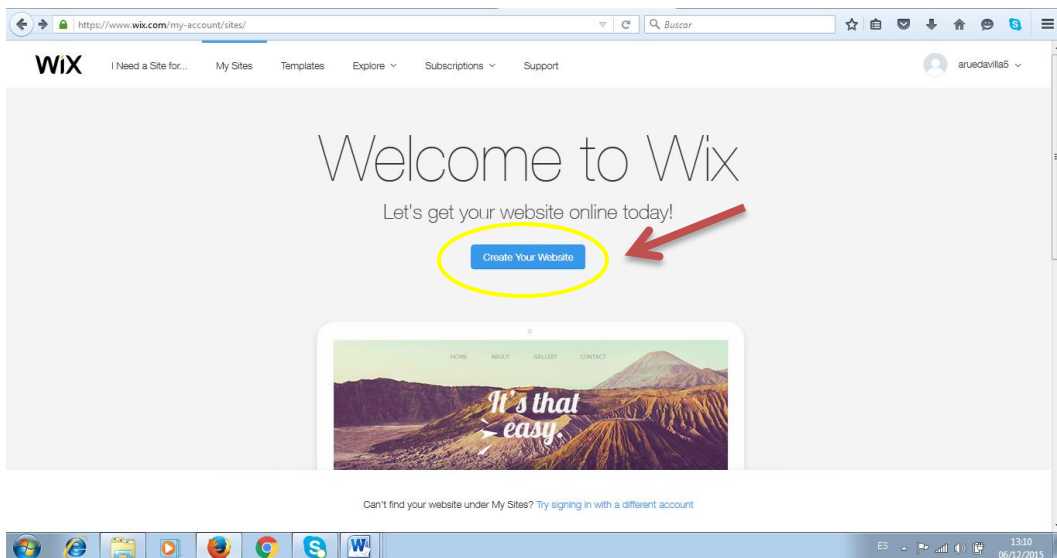


Illustration # 4: Welcome to Wix
Source: <https://www.wix.com/my-account/sites/>

Step 3. In this page you can choose your favorite template according your necessity.

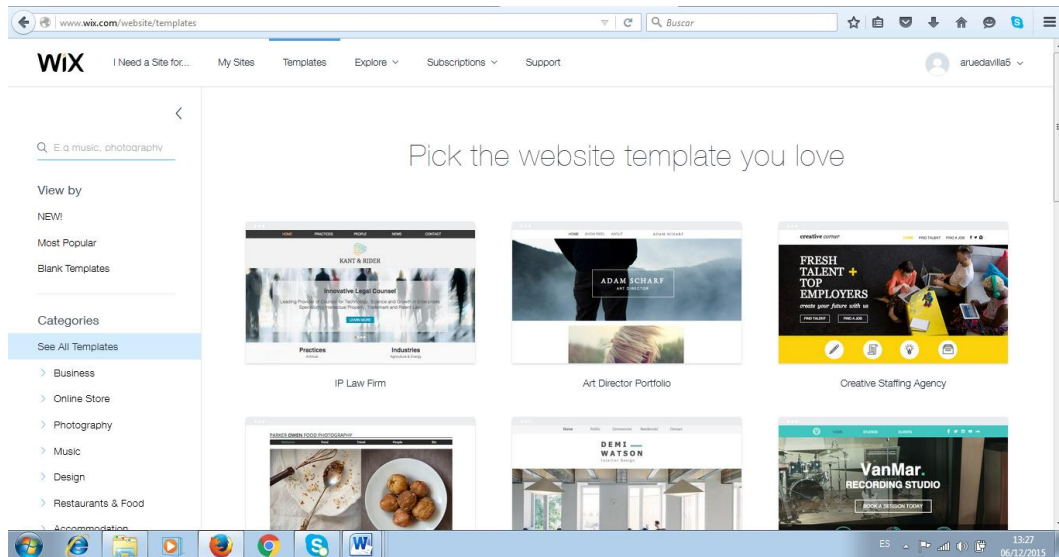


Illustration # 5: Choose the favorite Template

Source: <http://www.wix.com/website/templates>

There are a lot of kinds of categories, like a business, music, restaurants and food, events, community and education and others, where you can decide which use.

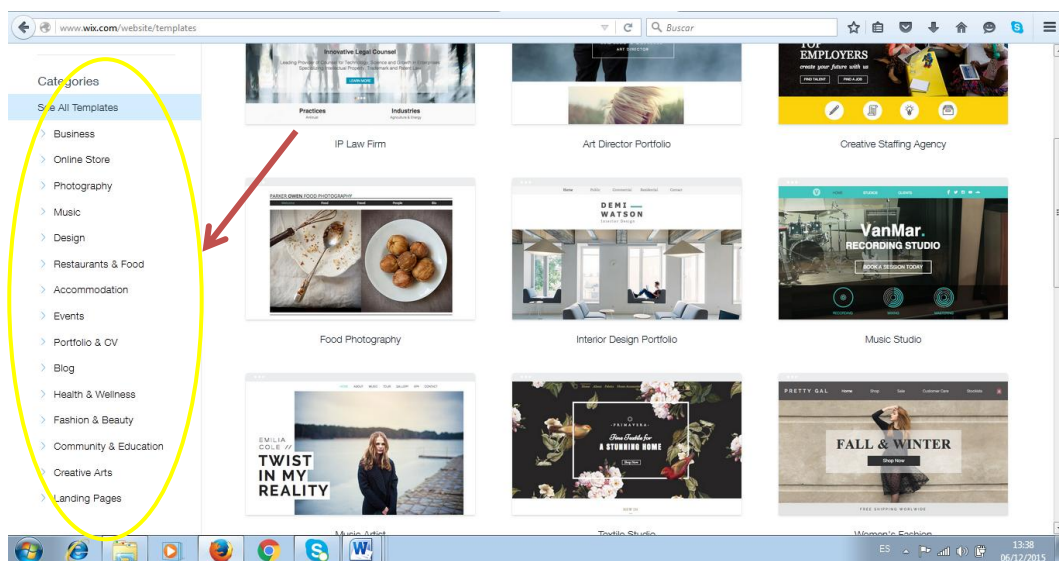


Illustration # 6: Templates categories

Source: <http://www.wix.com/website/templates>

There are some templates related to education as seen below:

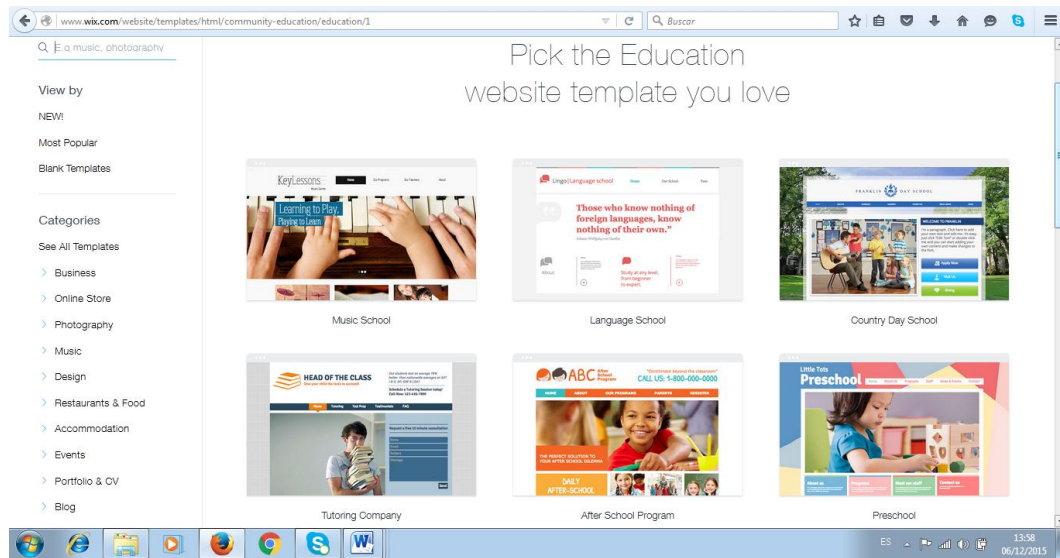


Illustration # 7: Templates related to education

Source: <http://www.wix.com/website/templates/html/community-education/education/1>

Step 4. After choosing the template of your preference you can edit and start to design your own website. Also, in this part you can find a video tutorial that contributes to build the website, following the instructions.

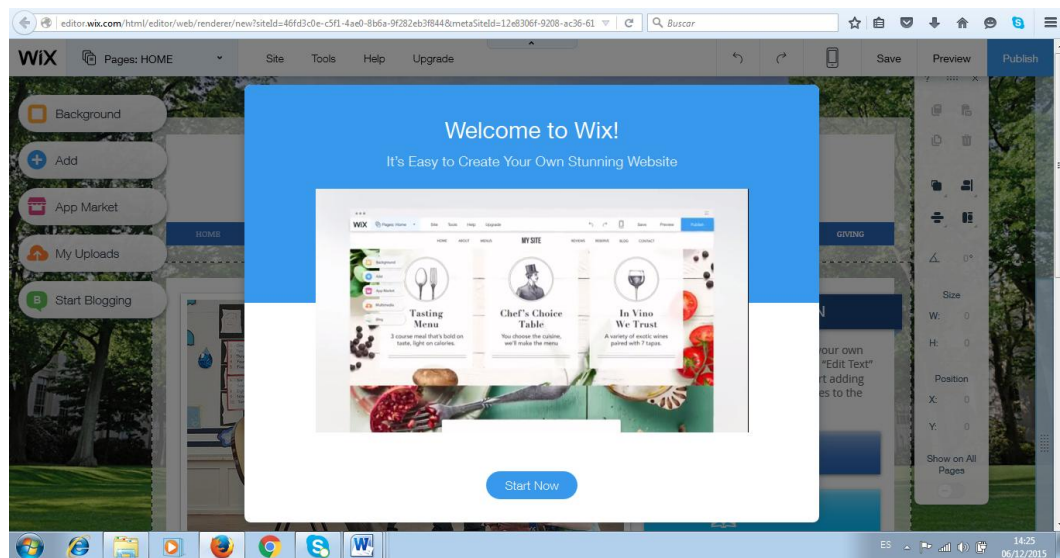


Illustration # 8: Video tutorial to design the website

Source: <http://editor.wix.com/html/editor/web/renderer/new?siteId=4>

4.5.2. “A WEBSITE FOR EXTENSIVE READING”

The website is entitled “A WEBSITE FOR EXTENSIVE READING”, it was designed by the author of this proposal. It includes some buttons that allow students to develop several online activities, use extra resources or watch videos with interesting stories.

Visit the website at: <http://aruedavilla.wix.com/colegiomanuelasaenz>

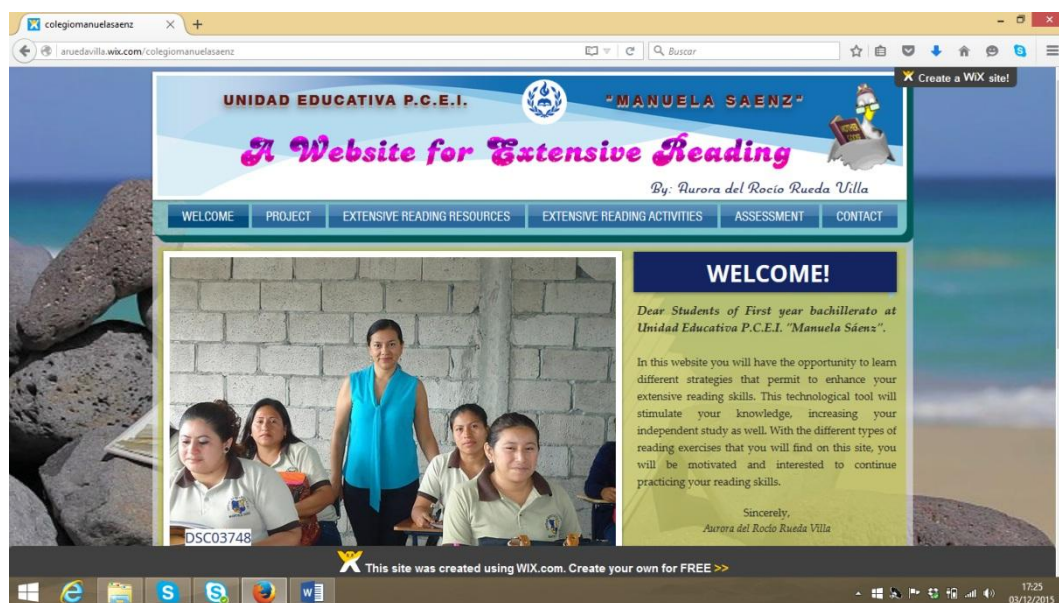


Illustration # 9: Final design of the “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: <http://aruedavilla.wix.com/colegiomanuelasaenz>

4.5.3 DESCRIPTION OF “A WEBSITE FOR EXTENSIVE READING” WEBSITE

When the final design of “A WEBSITE FOR EXTENSIVE READING” was finished, the author proceeds to place six bottoms on top:

- Welcome
- Project

- Extensive Reading resources
- Extensive Reading activities
- Assessment
- Contact

4.5.3.1. WELCOME

In this part the students will find the introduction to the website with brief information about the use of technological resources in education as well as the advantages of the use of this website.



Illustration # 10 : WELCOME of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
<http://aruedavilla.wix.com/colegiomanuelaenz>

4.5.3.2. PROJECT

In this section, the students will find a brief description of the project such as:

Statement of the problem, General objective, Specific objectives and Hypothesis.

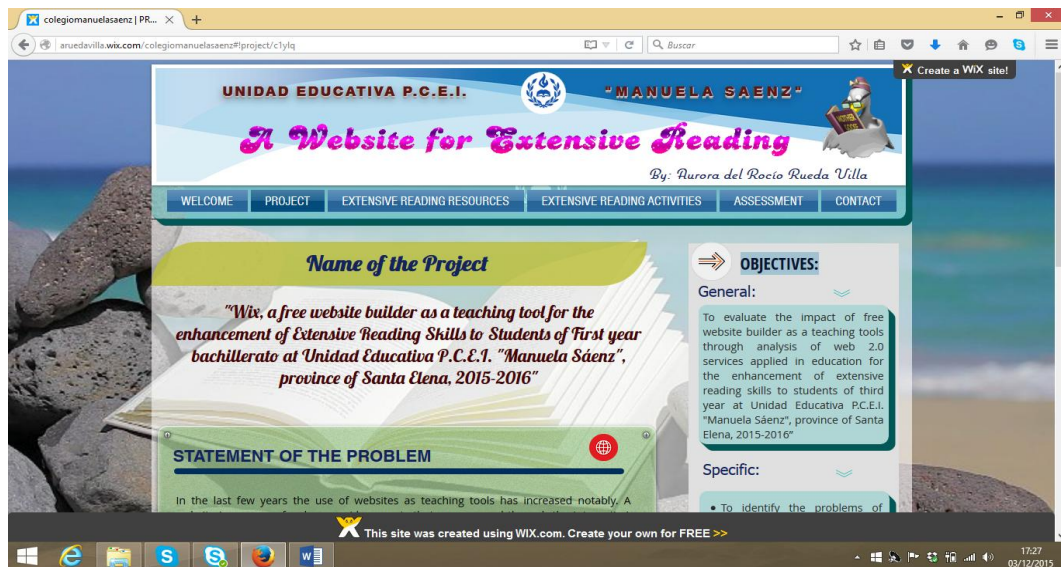


Illustration # 11: PROJECT of “A WEBSITE FOR EXTENSIVE READING” Web Site (1)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!/project/c1y1q>

Also, they will find the most importantly: the difference between reading and extensive reading.

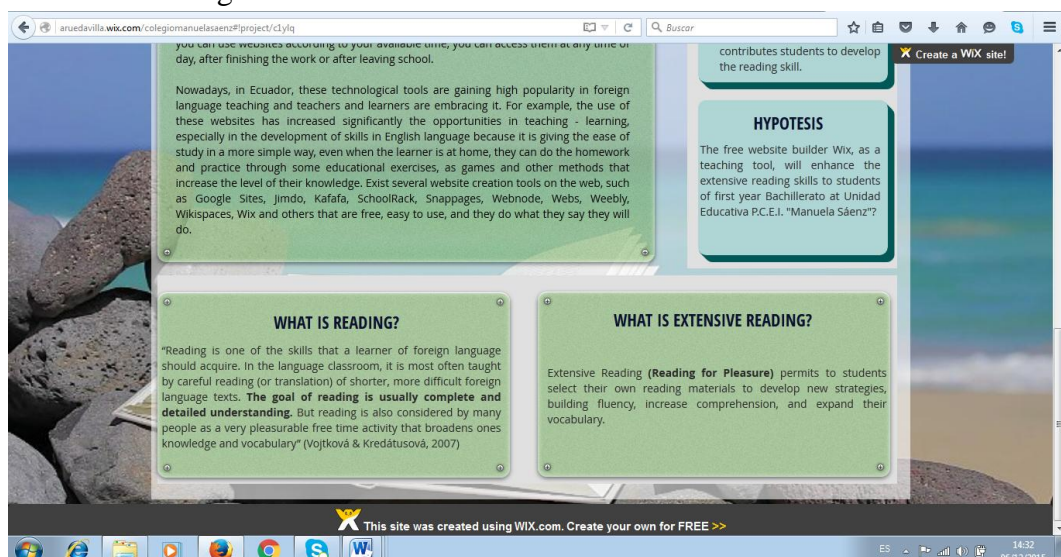


Illustration # 12: PROJECT of “A WEBSITE FOR EXTENSIVE READING” Web Site (2)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!/project/c1y1q>

4.5.3.3. EXTENSIVE READING RESOURCES

In this section students will find a variety of short stories and choose one of their preference.



Illustration # 13: EXTENSIVE READING RESOURCES of “A WEBSITE FOR EXTENSIVE READING” Web Site (1)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!extensive-reading-resources/fs52k>

Likewise, in this page the students can use videos and additional resources for enhance their extensive reading skills.

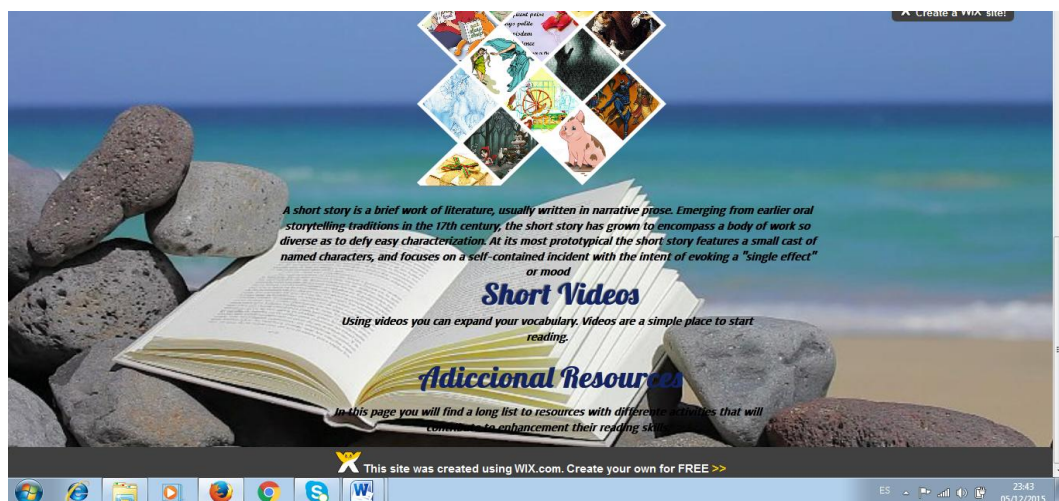


Illustration # 14: EXTENSIVE READING RESOURCES of “A WEBSITE FOR EXTENSIVE READING” Web Site (2)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!extensive-reading-resources/fs52k>

4.5.3.4. SHORT STORIES

In this part students will find different kind of stories with a little meaning of each one.

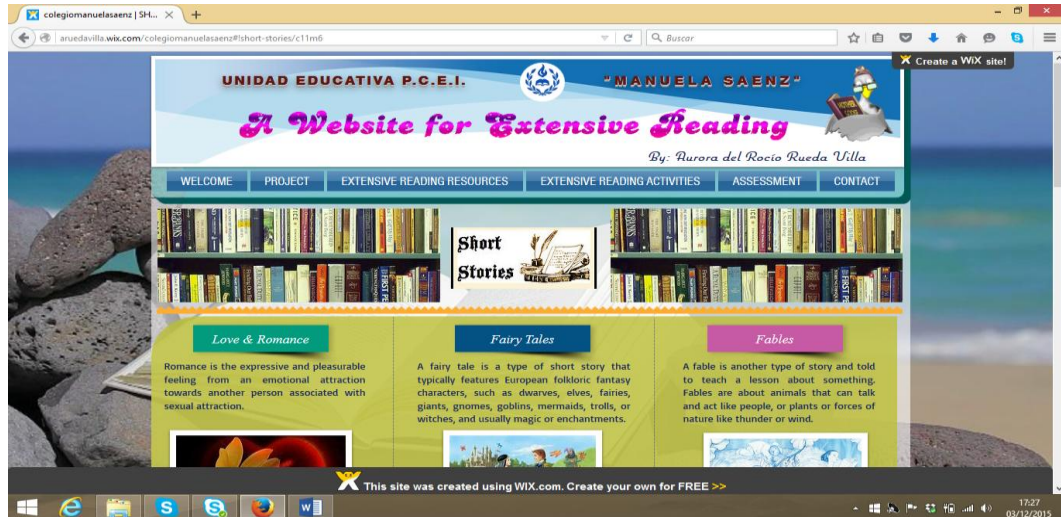


Illustration # 15: SHORT STORIES of “A WEBSITE FOR EXTENSIVE READING”
Website (1)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!short-stories/c11m6>

Students can select the short story that they prefer to read with only to make click in the kind of the story.



Illustration # 16: SHORT STORIES of “A WEBSITE FOR EXTENSIVE READING”
Website (2)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!short-stories/c11m6>

In each one of them there is a link that will connect with the desired lecture.

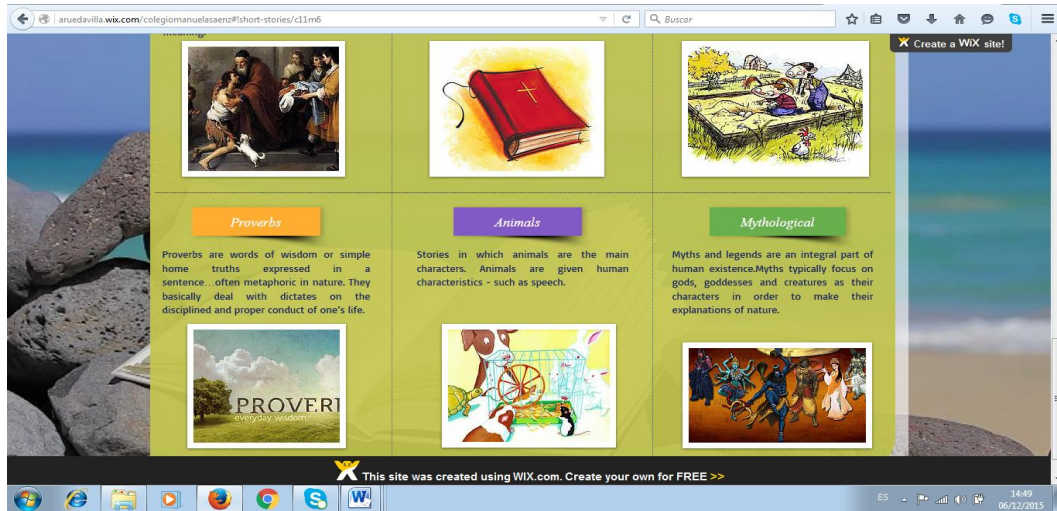


Illustration # 17: SHORT STORIES of “A WEBSITE FOR EXTENSIVE READING” Website (3)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!short-stories/c11m6>

When student selects any short story they must read it.

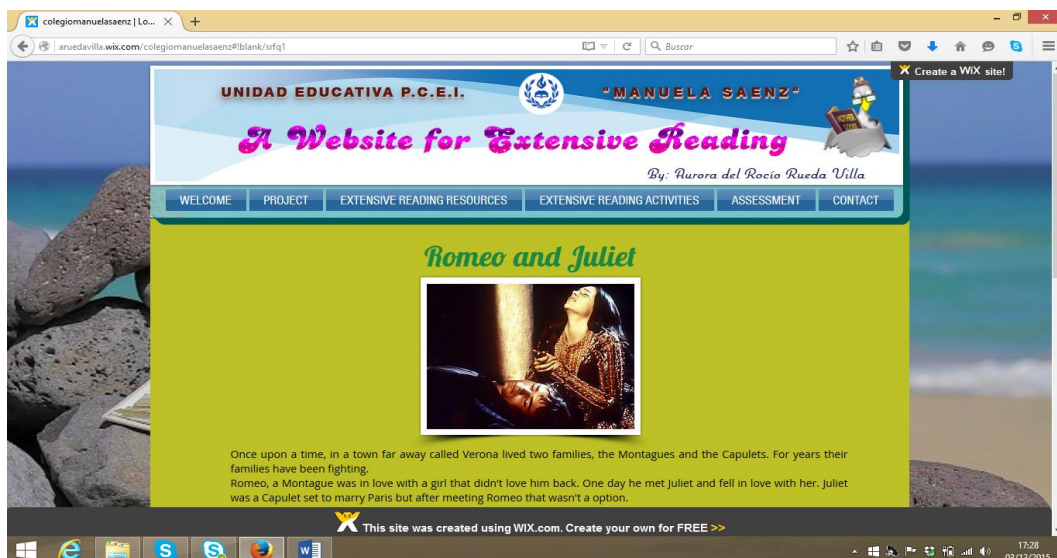


Illustration # 18: LOVE AND ROMANCE of “A WEBSITE FOR EXTENSIVE READING” Website (1)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!blank/srfq1>

After that, they will resolve the activity answering the questions bellow.



Illustration # 19: LOVE AND ROMANCE of “A WEBSITE FOR EXTENSIVE READING” Website (2)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!blank/srfq1>

Little Red Riding Hood is another story that students can choose.

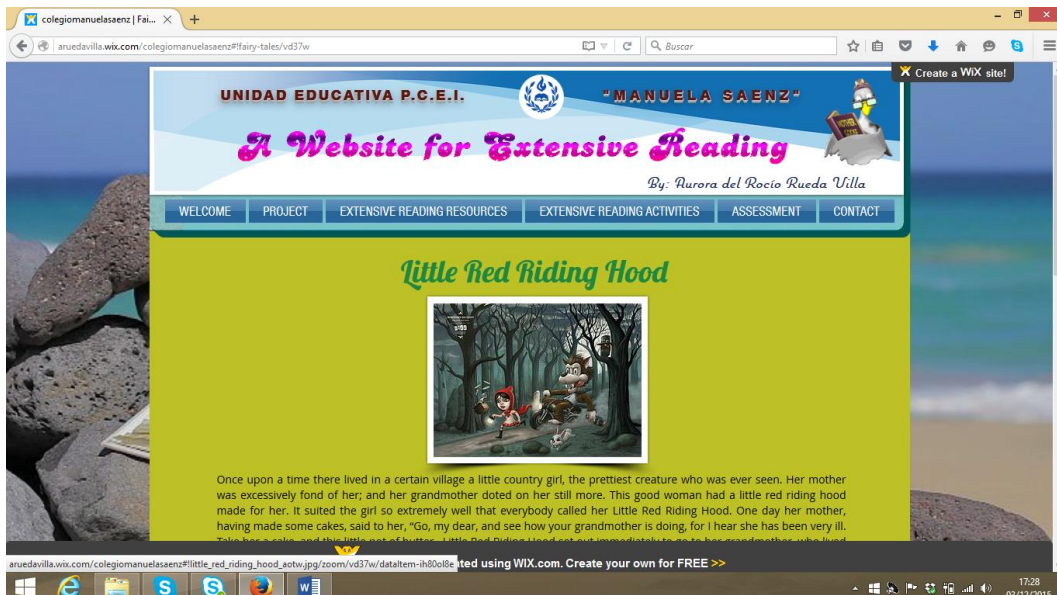


Illustration # 20: FAIRY TALES of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!fairy-tales/vd37w>

Faith in God is a fable, other kind of short story.

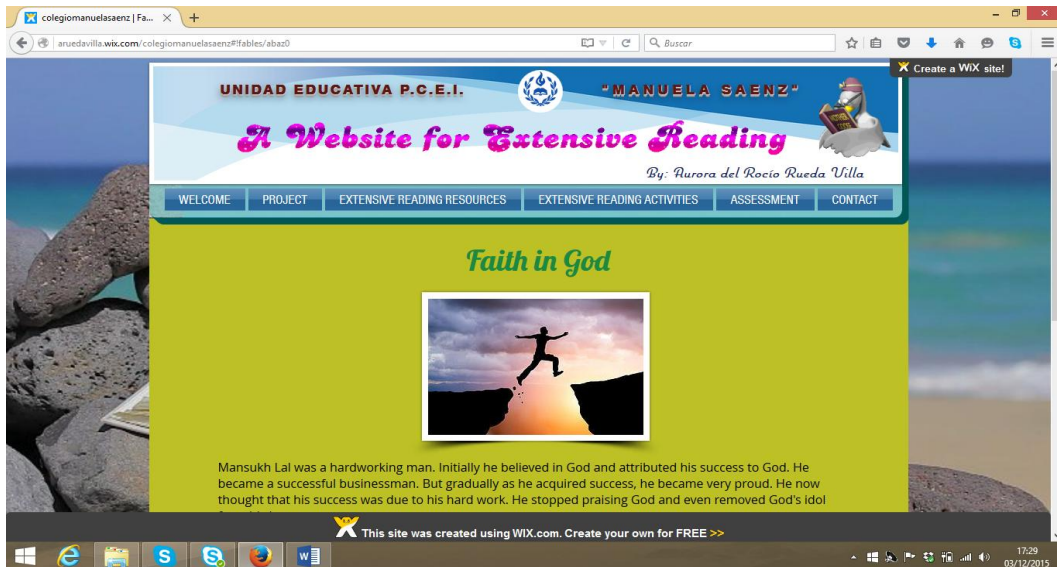


Illustration # 21: FABLES of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!fables/abaz0>

Twinkle, Twinkle, Little Star is a poem, another option for the students.

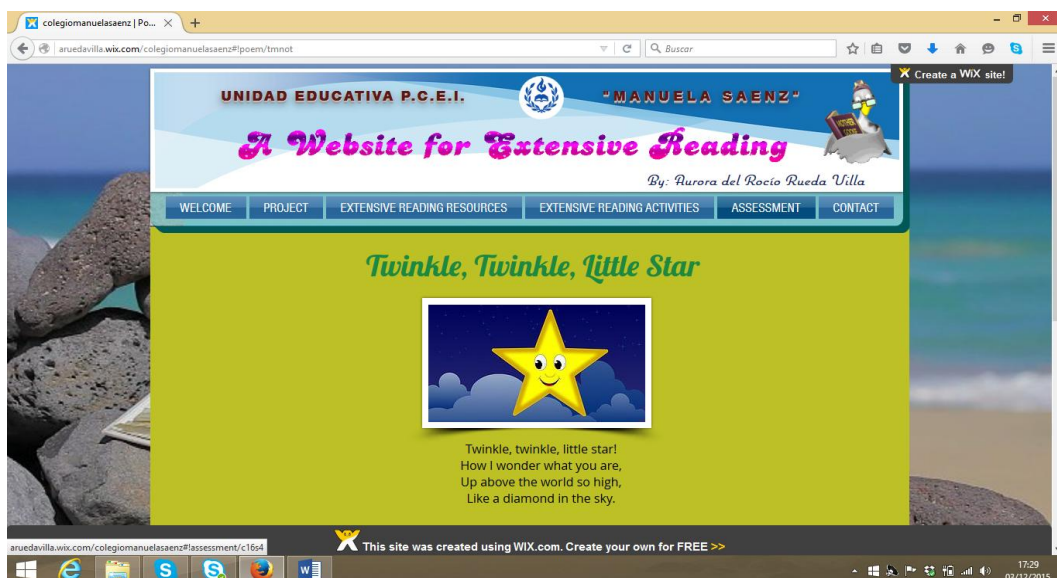


Illustration # 22: POEMS of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!poem/tmnot>

The Best Artist is classified into the humorous stories.

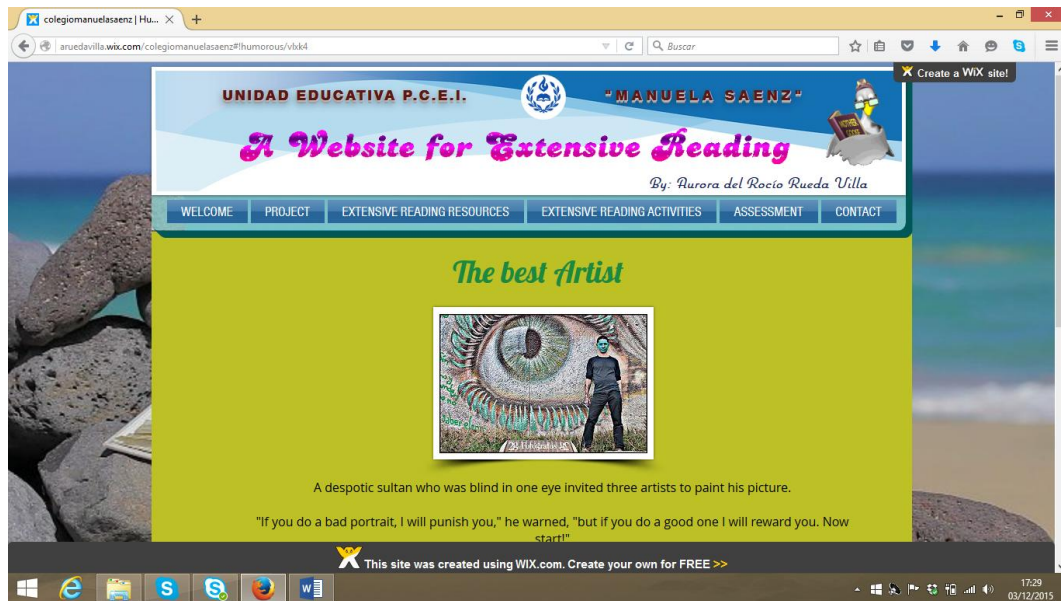


Illustration # 23: HUMOROUS of “A WEBSITE FOR EXTENSIVE READING” Web Site

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!humorous/vlxx4>

The Moment short story contributes to the students to discover new words.

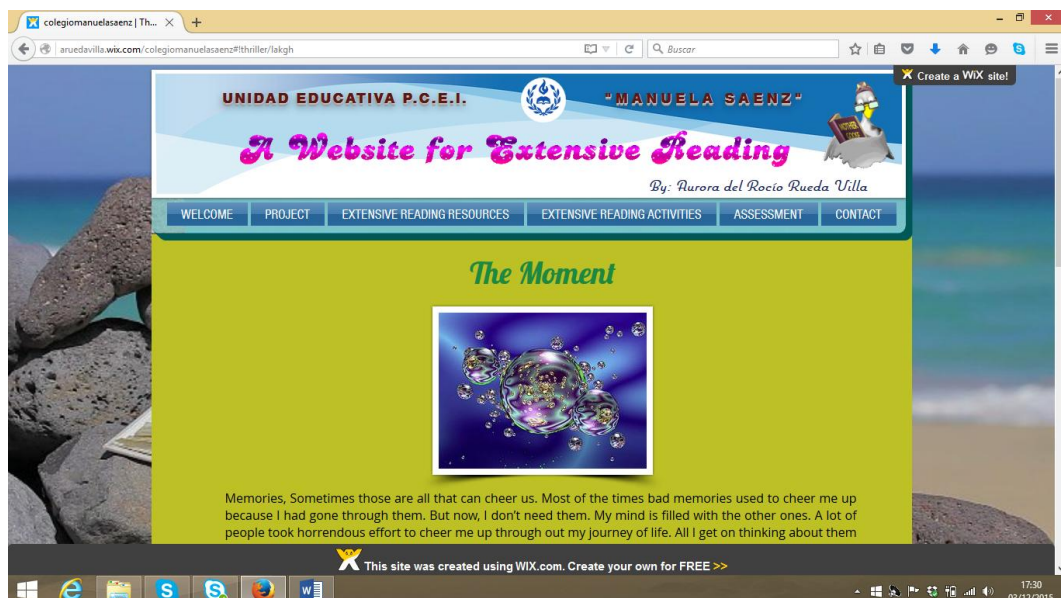


Illustration # 24: THRILLER of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!thriller/lakgh>

Beautiful Gift is classified into the Parables stories and contained positive messages and reflections to the students.

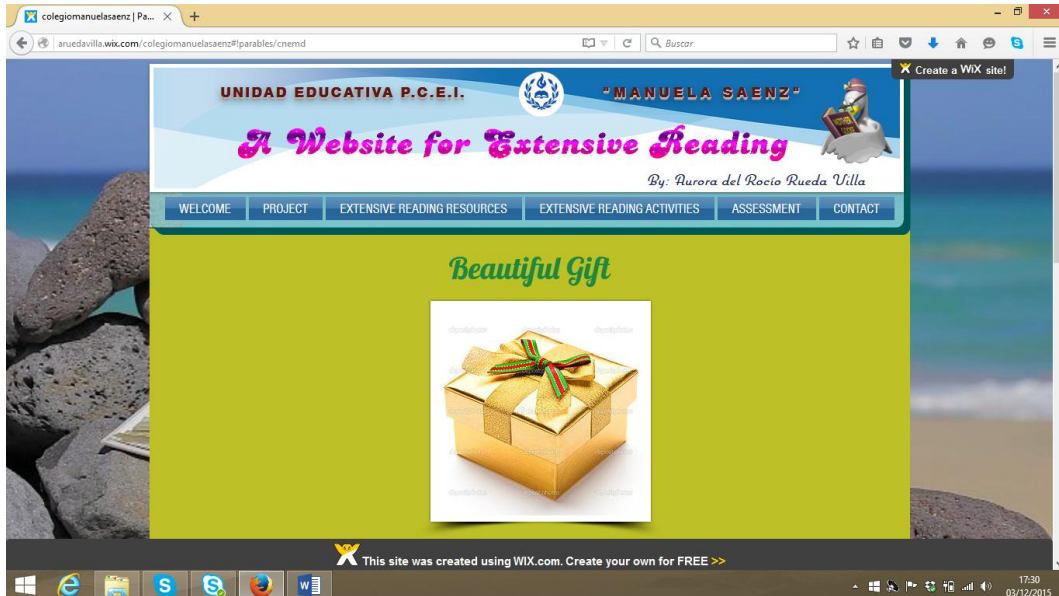


Illustration # 25: PARABLES of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!parables/cnemd>

Cain Kills Abel is a biblical story, other choice for the students.

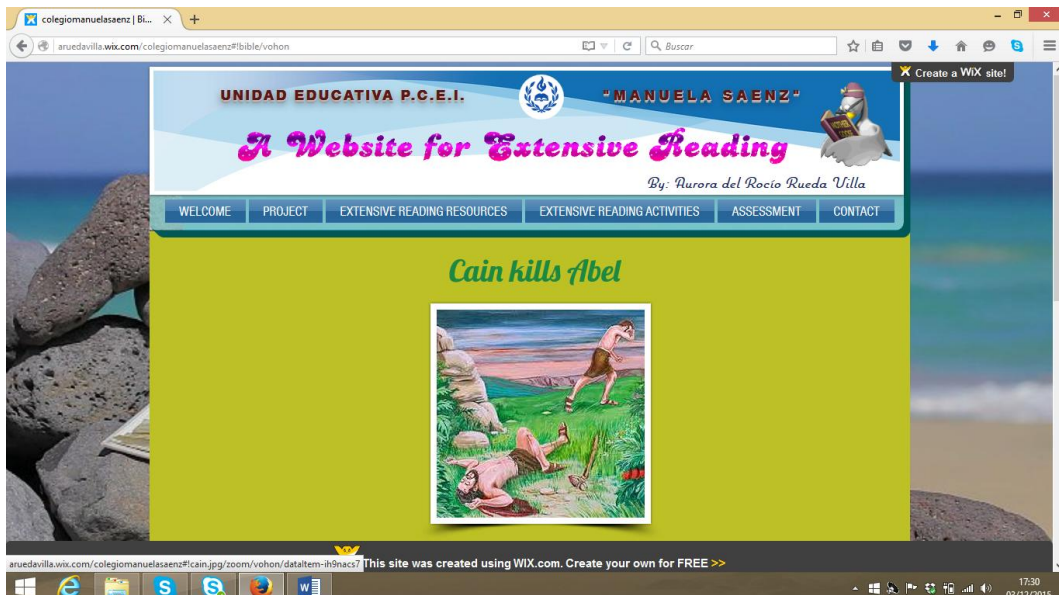


Illustration # 26: BIBLE of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!bible/vohon>

The Dirty Pig is a Funny story where students can enjoy reading.

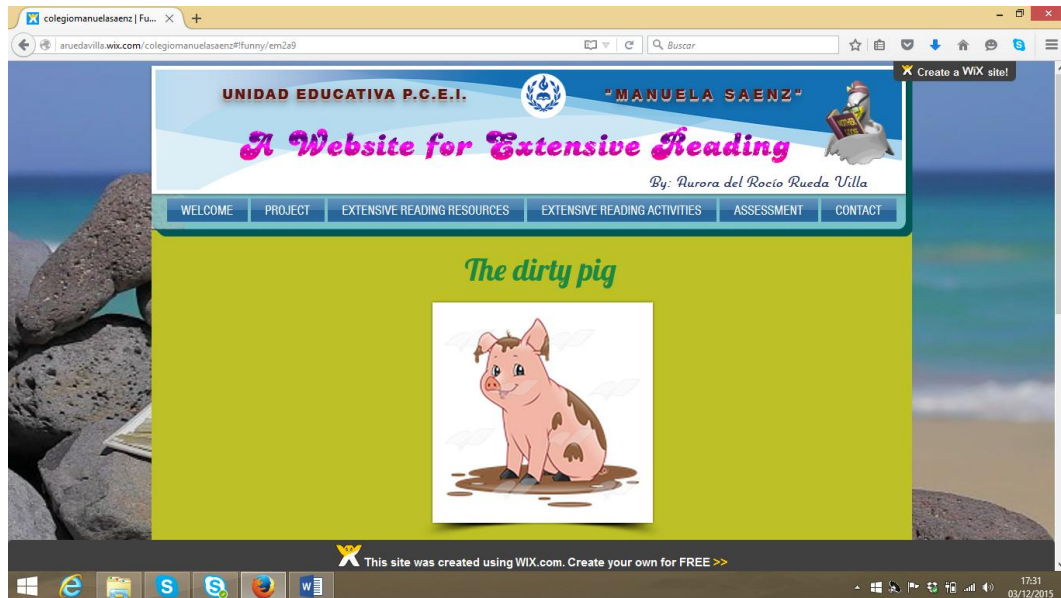


Illustration # 27: FUNNY of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!funny/em2a9>

Proverbs are expressions of few words that transmit a thought, teaching or moral advice. It allows to the students to be critical readers.

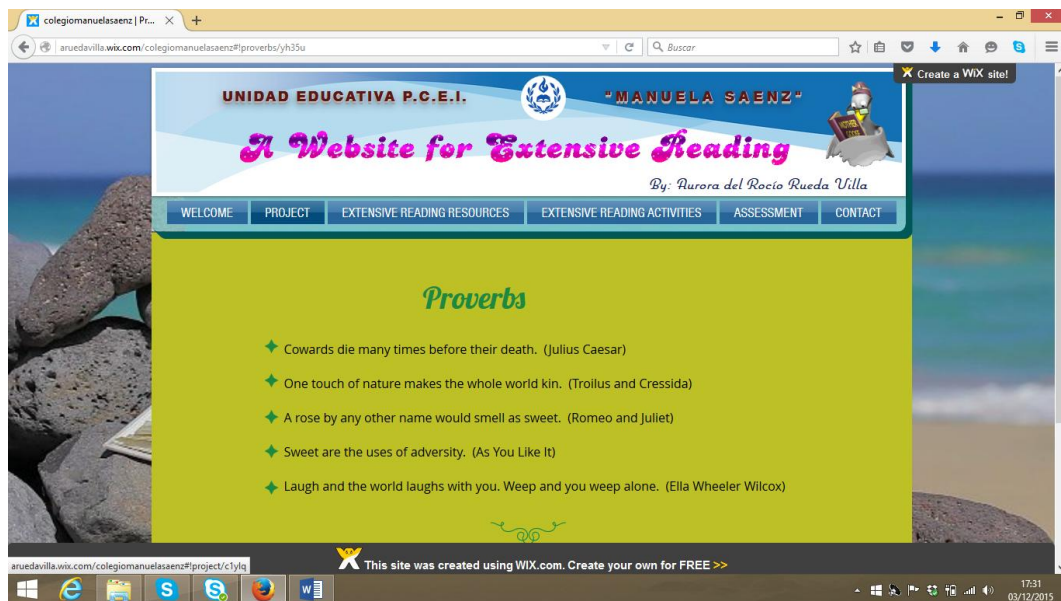


Illustration # 28: PROVERBS of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!proverbs/yh35u>

Elephant and Friends is a good choice for the students that like animal's stories.



Illustration # 29: ANIMALS of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/collegiomanuelasaenz#!animals/zf7ae>

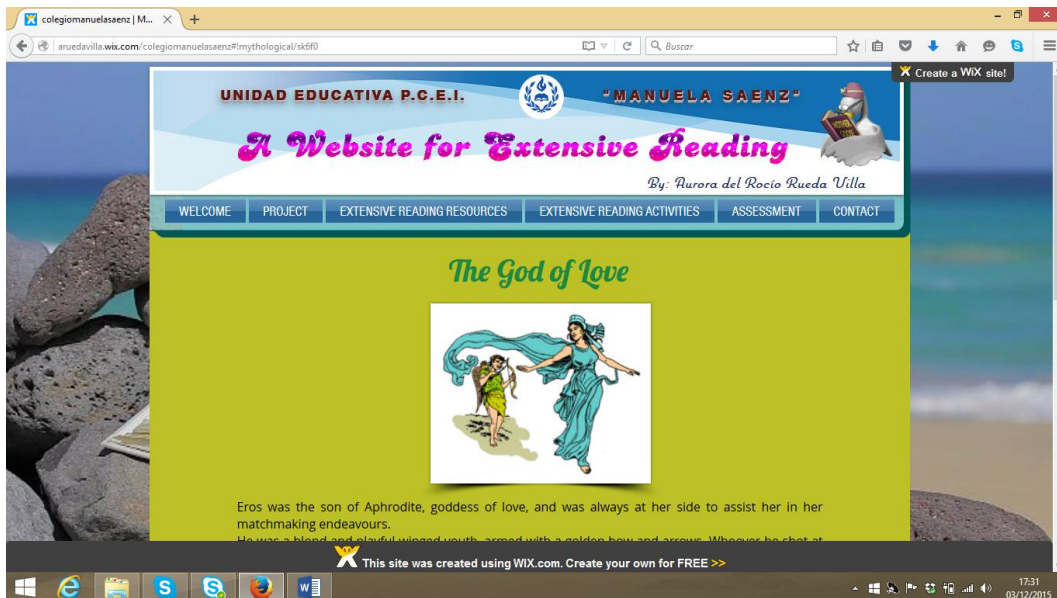


Illustration # 30: MYTHOLOGICAL of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/collegiomanuelasaenz#!mythological/sk6f0>

4.5.3.5. SHORT VIDEOS

In this section students will enjoy several short videos about stories and songs subtitled in English that will permit them to practice their reading skills.

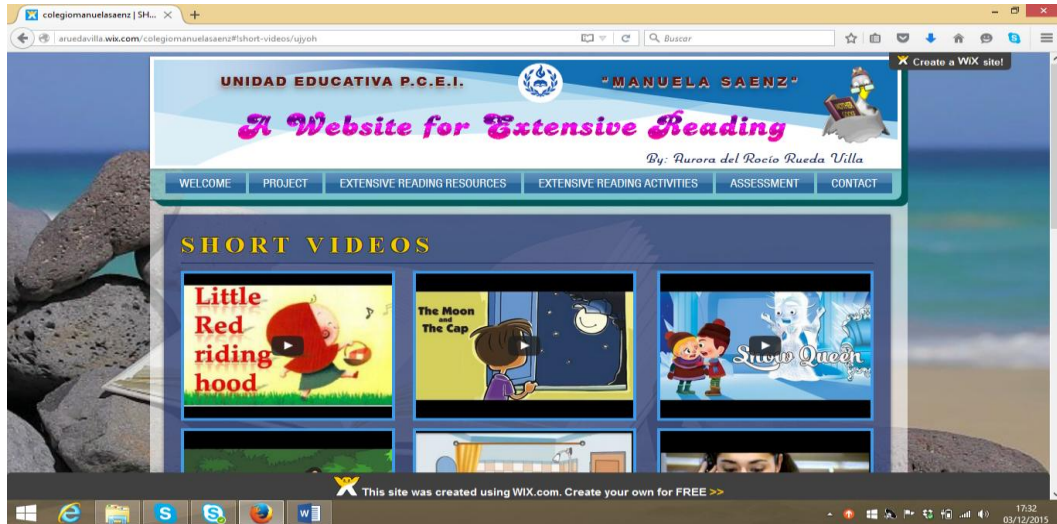


Illustration # 31: SHORT VIDEOS of “A WEBSITE FOR EXTENSIVE READING” Website (1)
Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!short-videos/ujyoh>

In class they comment about the principal idea of the video that they watched.

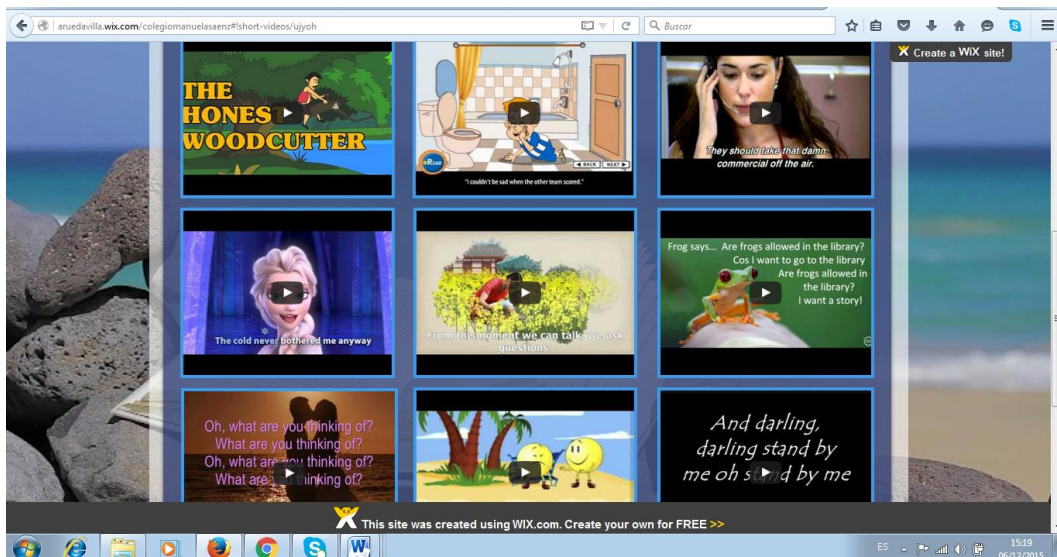


Illustration # 32: SHORT VIDEOS of “A WEBSITE FOR EXTENSIVE READING” Website (2)
Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!short-videos/ujyoh>

4.5.3.6. ADDITIONAL RESOURCES

In this part students will find other extensive reading activities through stories that will allow them to work in classes and to learn more vocabulary.



Illustration # 33: ADDITIONAL RESOURCES of “A WEBSITE FOR EXTENSIVE READING” Website (1)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!additional-resources/zlipf>

Here there are different extensive readings that students will choose.



Illustration # 34: ADDITIONAL RESOURCES of “A WEBSITE FOR EXTENSIVE READING” Website (2)

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!additional-resources/zlipf>

In the following illustrations it can be appreciated a diversity of activities that will help to the students to enhance their extensive reading skills.

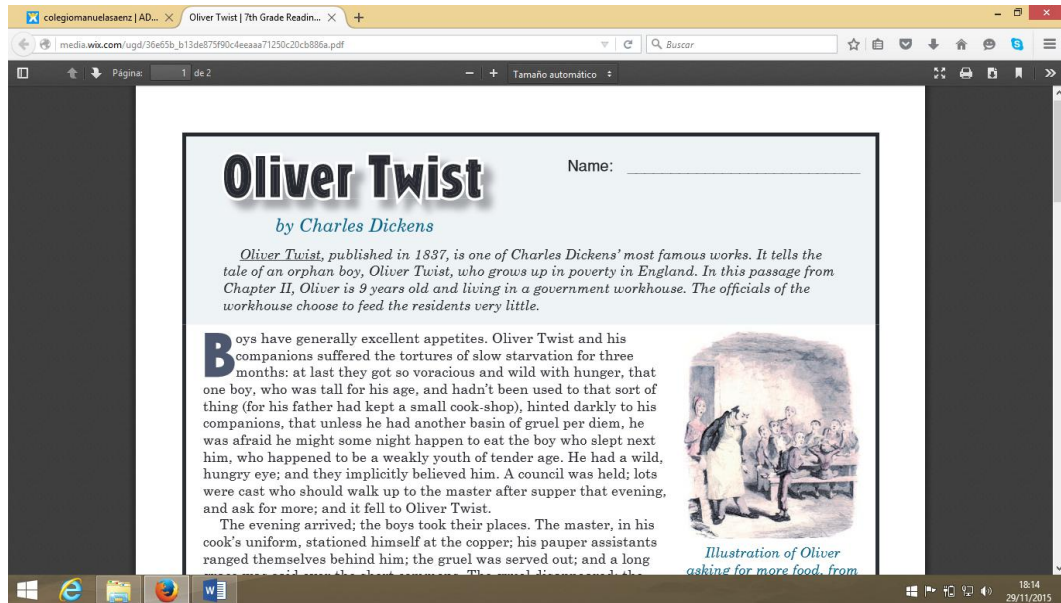


Illustration # 35: OLIVER TWIST of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_b13de875f90c4eeaaa71250c20cb886a.pdf

In this passage teacher may assess reading comprehension.

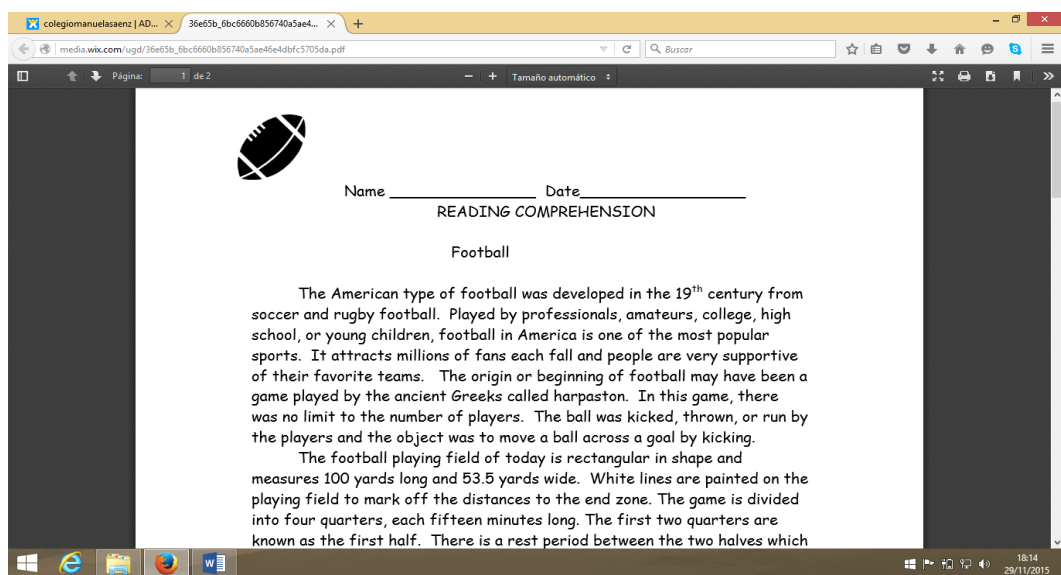


Illustration # 36: FOOTBALL of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_6bc6660b856740a5ae46e4dbfc5705da.pdf

To read texts will help to develop the knowledge and discover new vocabulary.

The screenshot shows a web browser window displaying a PDF document. The document has a title "READ THE TEXT AND ANSWER THE QUESTIONS" in blue. Below the title is an illustration of a man and a woman walking on a red carpet. To the right of the illustration is a text block about Seumas McSporrán, a busy man with thirteen jobs. Below the illustration is another text block describing his daily routine and his wife Margaret's activities. The browser's address bar shows the URL: http://media.wix.com/ugd/36e65b_0f68c4fcaa58442c93ef356f038ab608.pdf. The Windows taskbar at the bottom shows the date as 29/11/2015 and the time as 18:15.

Illustration # 37: SEUMAS AND HIS WIFE of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_0f68c4fcaa58442c93ef356f038ab608.pdf

All stories contain questions and answer about stories where students will compare their results.

The screenshot shows a web browser window displaying a PDF document. At the top, there is a yellow box with the text "Name: _____". Below this is the title "TRAVELING TO THE DISTANT WEST" in bold. The main text describes the early days of America and the expansion of transportation. To the left of the text is an illustration of a train. Below the text is another text block about Theodore Judah and the transcontinental railroad. The browser's address bar shows the URL: http://media.wix.com/ugd/36e65b_37d03b653dc5479780fff78340b92a8b.pdf. The Windows taskbar at the bottom shows the date as 29/11/2015 and the time as 18:15.

Illustration # 38: SEUMAS AND HIS WIFE of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_37d03b653dc5479780fff78340b92a8b.pdf

In this activity students will find the main idea of the story and will share their opinions among their classmates.

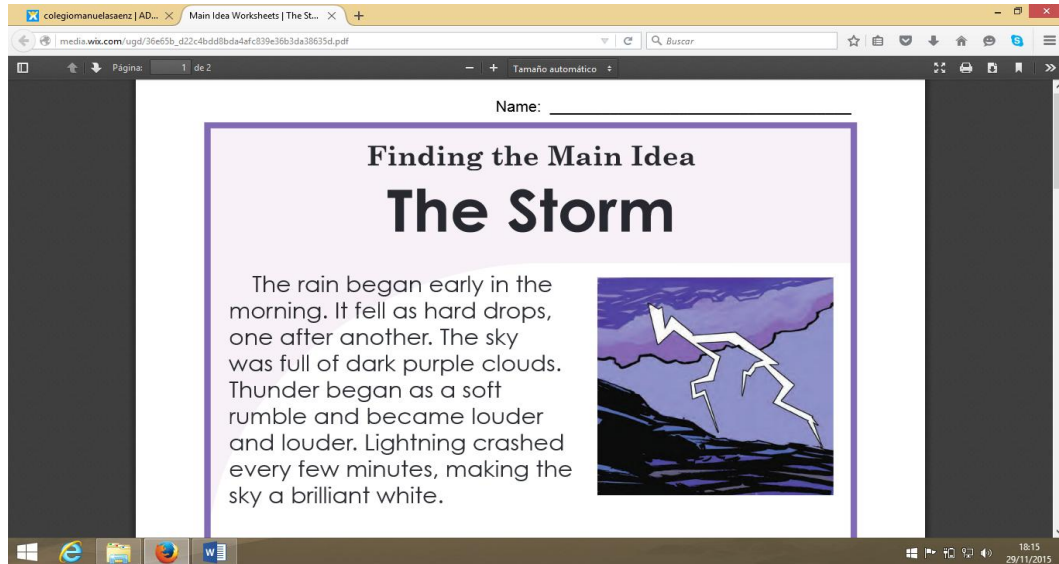


Illustration # 39: THE STORM of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: http://media.wix.com/ugd/36e65b_d22c4bdd8bda4afc839e36b3da38635d.pdf

In this case students will have another opportunity to analyze the story and to make the activity.

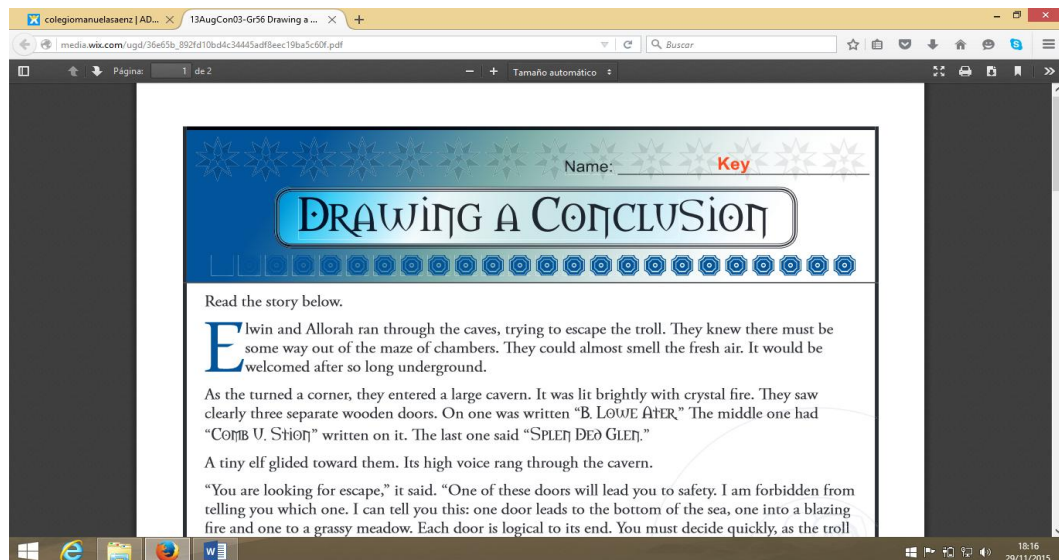
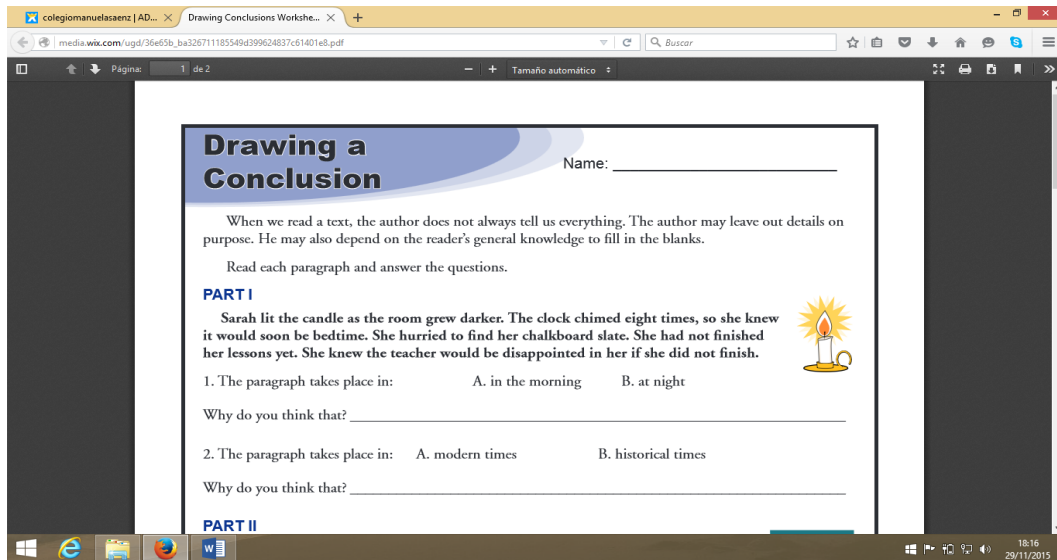


Illustration # 40: ELWIN AND ALLORAH of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: http://media.wix.com/ugd/36e65b_892fd10bd4c34445adf8eec19ba5c60f.pdf

This activity depends on the reader's general knowledge to fill in the blanks.



The screenshot shows a web browser window displaying a worksheet titled "Drawing a Conclusion". The page includes a name field, an introductory paragraph about reading comprehension, and two parts of exercises. Part I features a paragraph about Sarah lighting a candle and two multiple-choice questions with follow-up prompts. Part II is partially visible.

Drawing a Conclusion Name: _____

When we read a text, the author does not always tell us everything. The author may leave out details on purpose. He may also depend on the reader's general knowledge to fill in the blanks.

Read each paragraph and answer the questions.

PART I

Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.

1. The paragraph takes place in: A. in the morning B. at night

Why do you think that? _____

2. The paragraph takes place in: A. modern times B. historical times

Why do you think that? _____

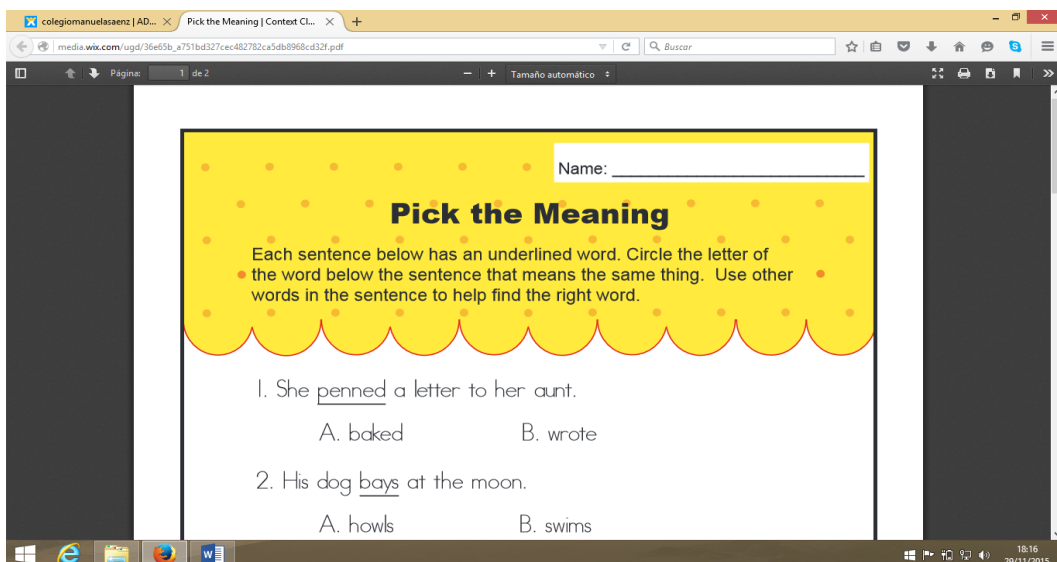
PART II

Illustration # 41: SARAH-CLAUDE-RINGO of "A WEBSITE FOR EXTENSIVE READING" Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!additional-resources/zlipf>

In this example students read the sentences and choose the correct synonym that replace the word underlined.



The screenshot shows a web browser window displaying a worksheet titled "Pick the Meaning". It includes a name field, an introductory paragraph, and two numbered sentences with underlined words and multiple-choice options.

Pick the Meaning Name: _____

Each sentence below has an underlined word. Circle the letter of the word below the sentence that means the same thing. Use other words in the sentence to help find the right word.

1. She penned a letter to her aunt.
A. baked B. wrote

2. His dog bays at the moon.
A. howls B. swims

Illustration # 42: PICK THE MEANING of "A WEBSITE FOR EXTENSIVE READING" Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_a751bd327cec482782ca5db8968cd32f.pdf

After analyzing this story students will discover some traits of the characters.

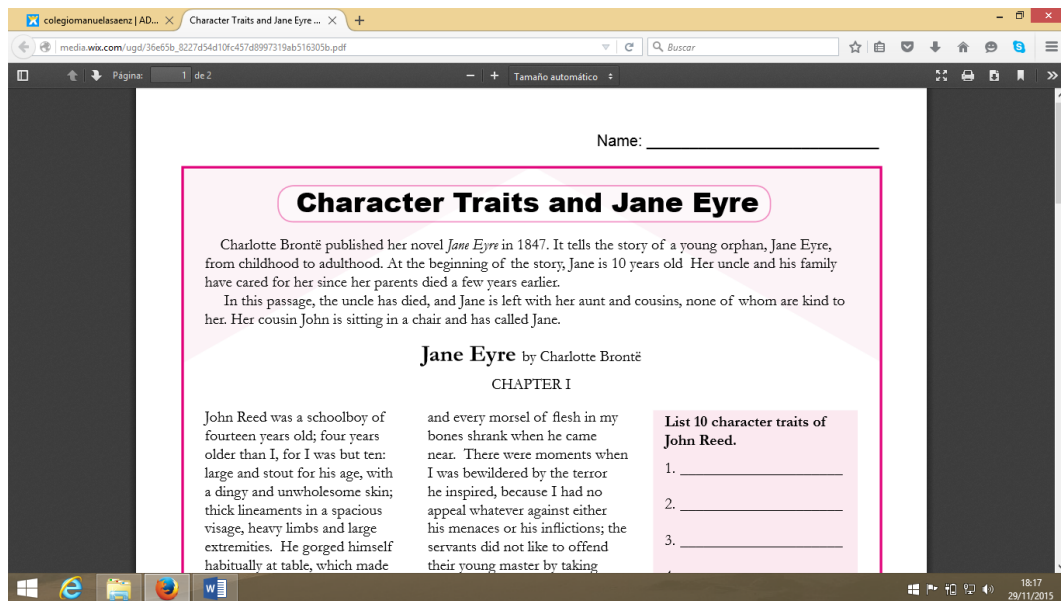


Illustration # 43: JANE EYRE of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!additional-resources/zlipf>

This activity will help to the students to develop their reading comprehension.

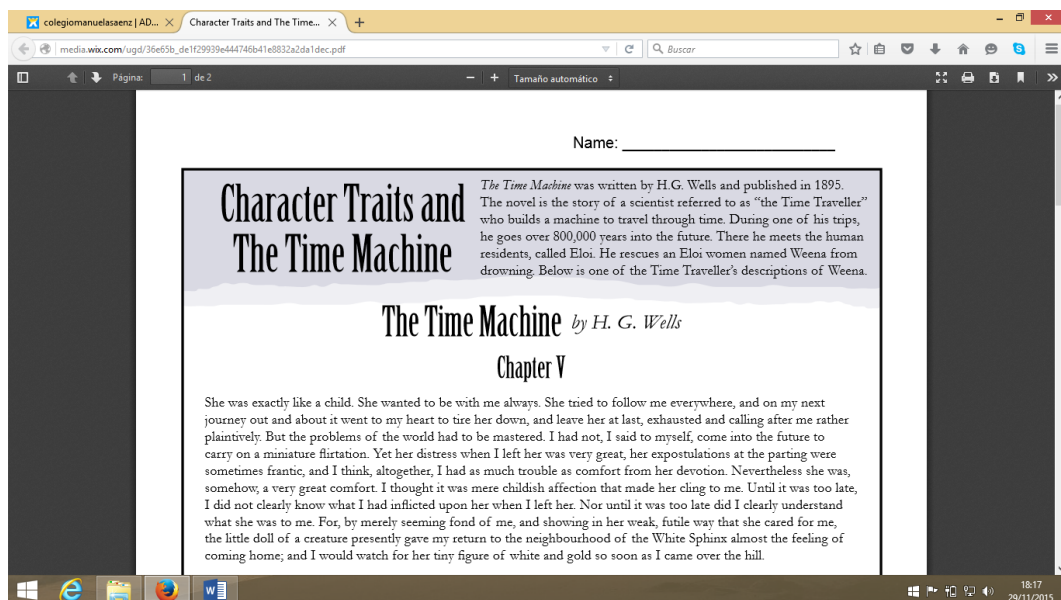


Illustration # 44: THE TIME MACHINE of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa
Source: http://media.wix.com/ugd/36e65b_de1f29939e444746b41e8832a2da1dec.pdf

Students will demonstrate that they understood the paragraph through a drawing.

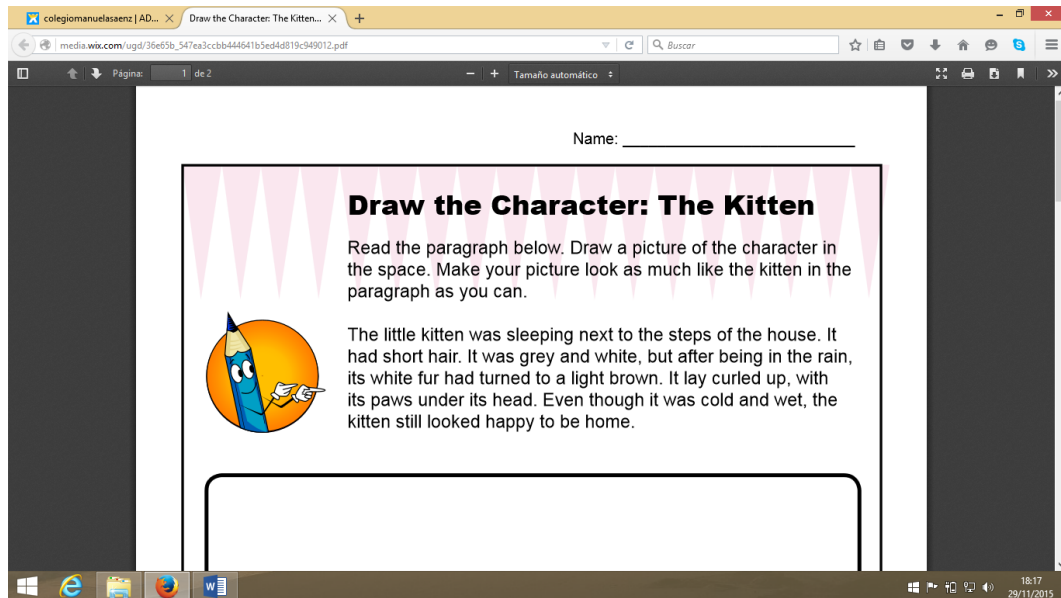


Illustration # 45: THE KITTEN of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_547ea3ccb444641b5ed4d819c949012.pdf

Students answer the questions about the story.

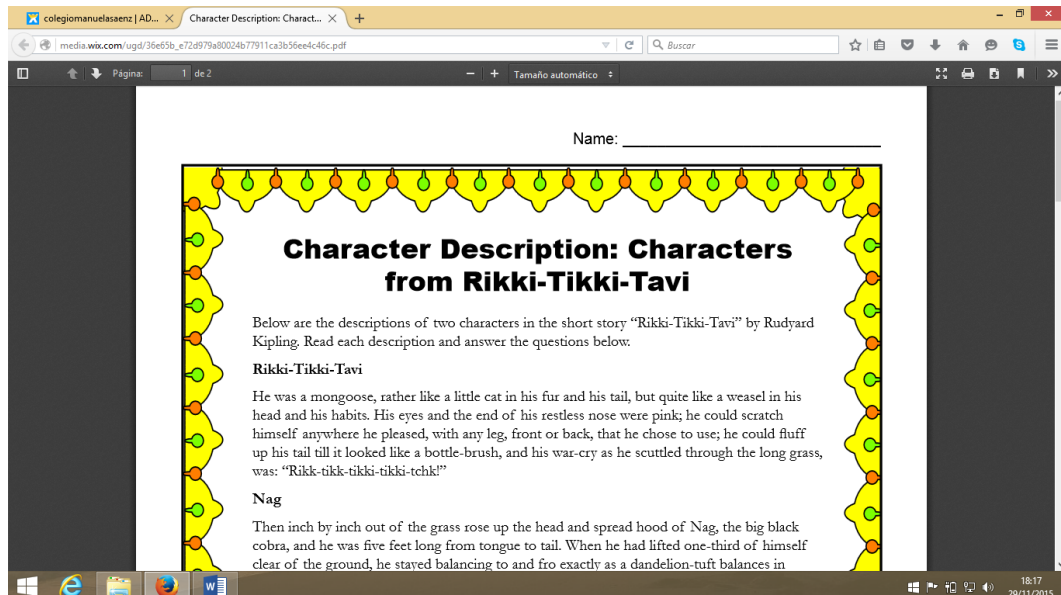


Illustration # 46: RIKKI-TIKKI-TAVI of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_e72d979a80024b77911ca3b56ee4c46c.pdf

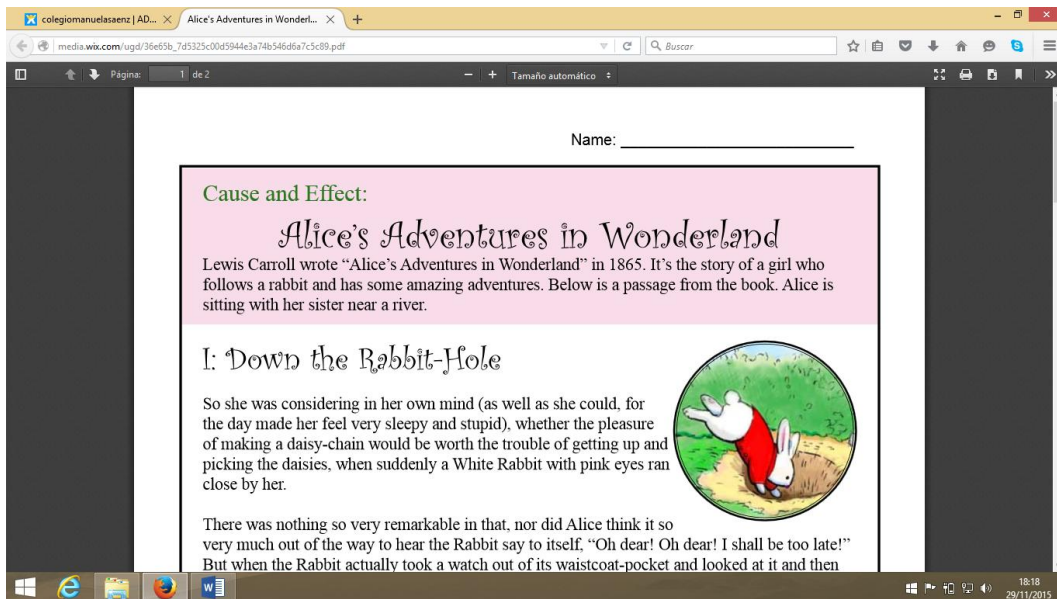


Illustration # 47: ALICE'S ADVENTURES IN WORNDERLAND of "A WEBSITE FOR EXTENSIVE READING" Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_7d5325c00d5944e3a74b546d6a7c5c89.pdf

In this case students will read the instructions and answer the questions according to the passage.

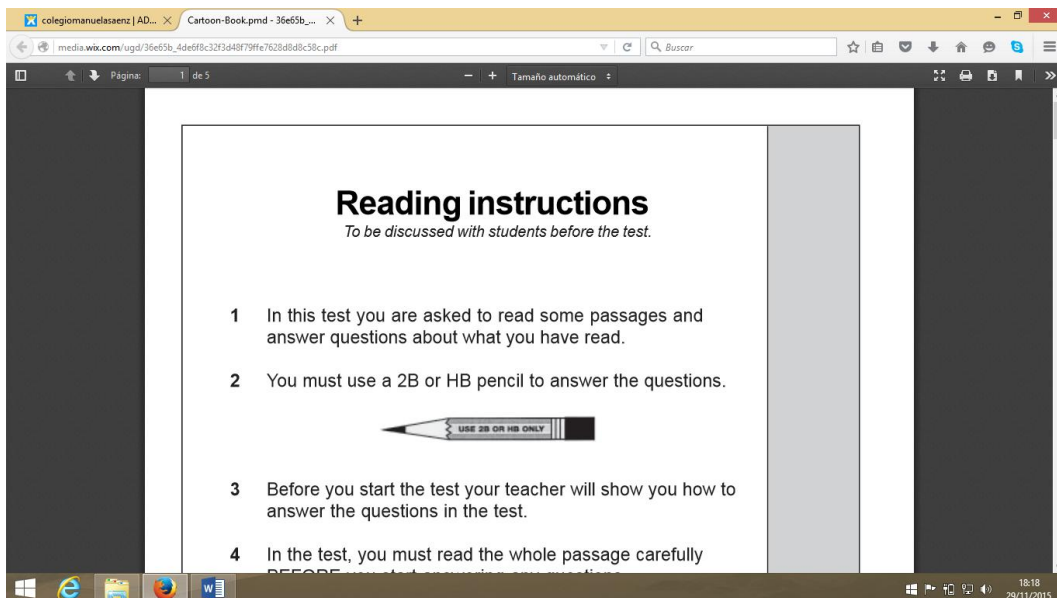


Illustration # 48: CARTOONS of "A WEBSITE FOR EXTENSIVE READING" Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_4de6f8c32f3d48f79ffe7628d8d8c58c.pdf

The author included a crossword game in this activity to evaluate vocabulary.

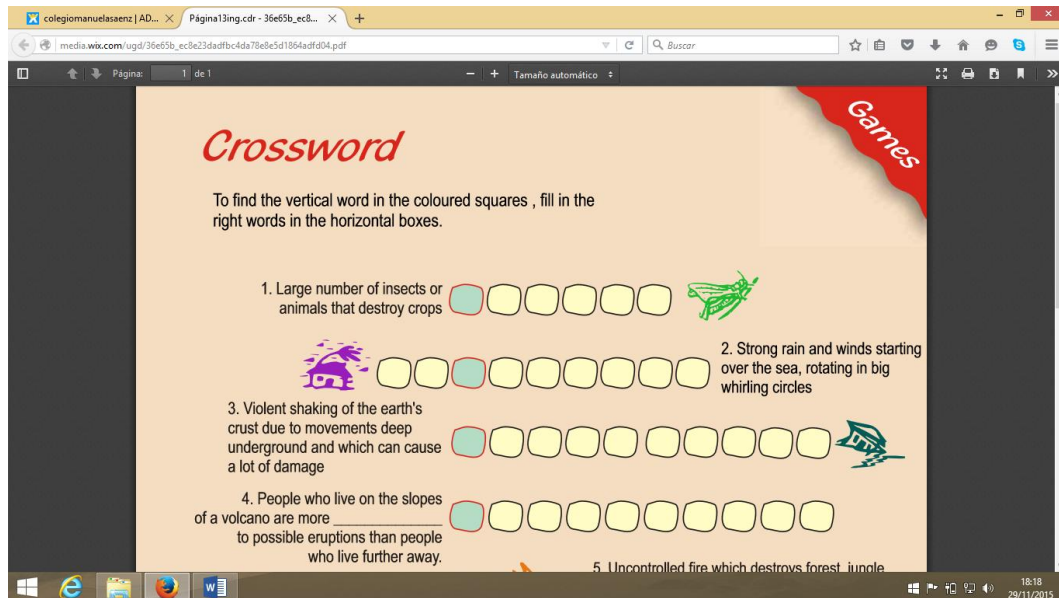


Illustration # 49: CROSSWORD of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_ec8e23dadfbc4da78e8e5d1864adfd04.pdf

Question and answer activity.

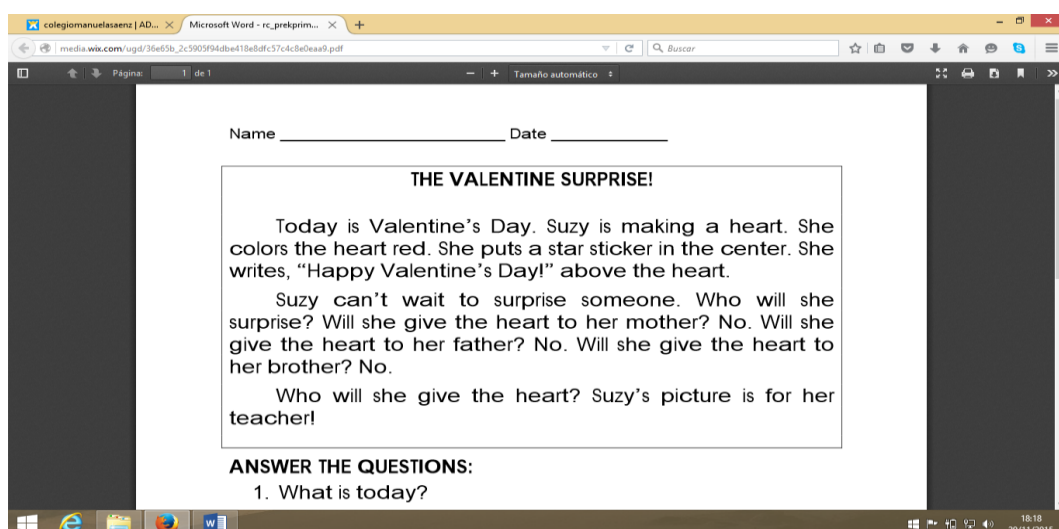


Illustration # 50: THE VALENTINE'S SURPRISE of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: http://media.wix.com/ugd/36e65b_ec8e23dadfbc4da78e8e5d1864adfd04.pdf

4.5.3.4. EXTENSIVE READING ACTIVITIES

In this part of the website a series of lectures will be displayed, students will have the opportunity to choose among love and romance, fairy tales, fables, poems, humorous, thriller, parables, bible, funny, proverbs, animals and mythological. These are the same stories that there are in the “short stories” menu.

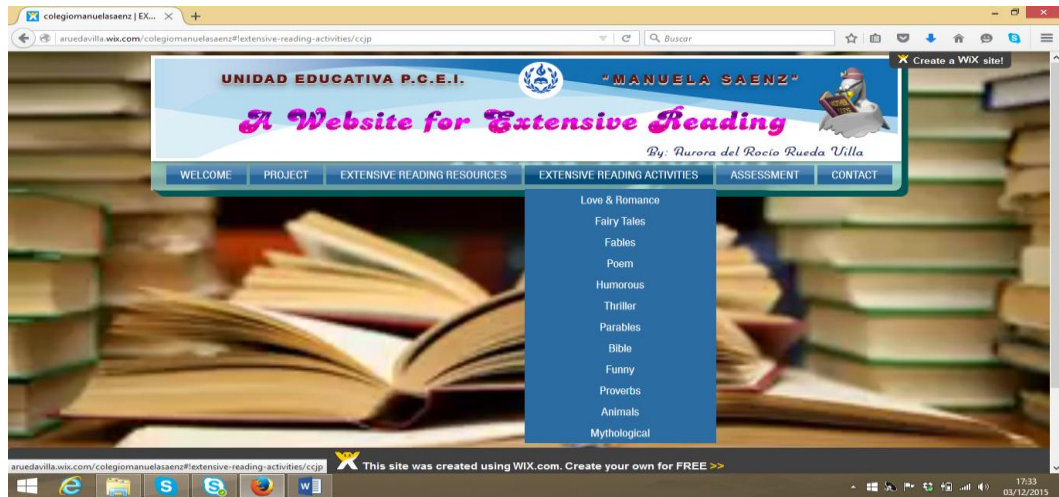


Illustration # 51: EXTENSIVE READING ACTIVITIES of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!extensive-reading-activities/ccjp>

When students select and reading short story, they will find at the end of the page the instructions about the activity that consist in to press a link that will take them to the page in facebook.

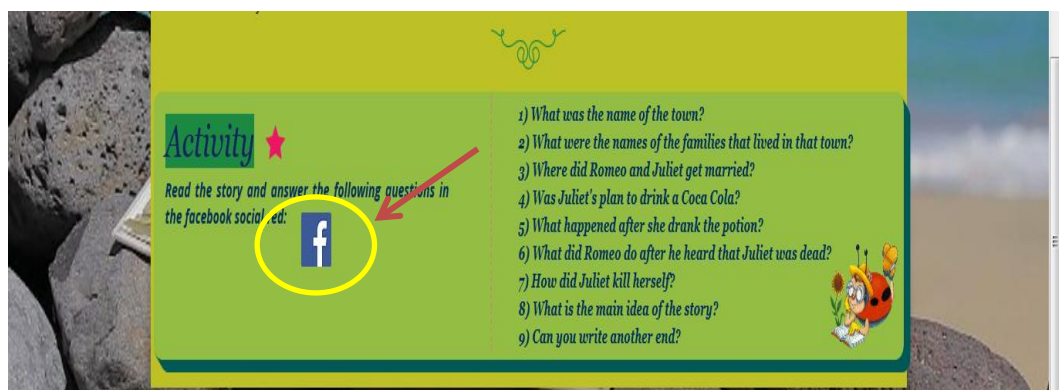


Illustration # 52: EXTENSIVE READING ACTIVITIES of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!blank/srfq1>

In this facebook page called “Extensive Reading” students will write the answer to the questions.



Illustration # 53: EXTENSIVE READING ACTIVITIES /FACEBOOK of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

4.5.3.5. ASSESSMENT

In this section, the author will evidence all the assessment implemented during this project, such as the diagnostic test, illustrations of implementation, scores, and videos of interview to specialist, English teacher and Director of the institution among others.

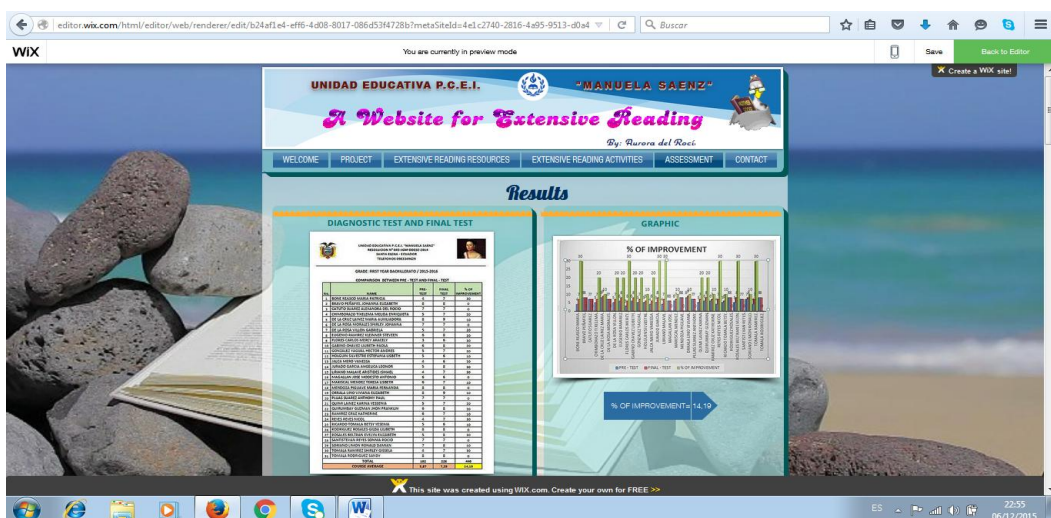


Illustration # 54: ASSESSMENT of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!assessment/c16s4>

It can find Pre-test and implementation of the project in the classroom.



Illustration # 55: ASSESSMENT of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!assessment/c16s4>

These are the evidences about activities that students wrote in the facebook page.

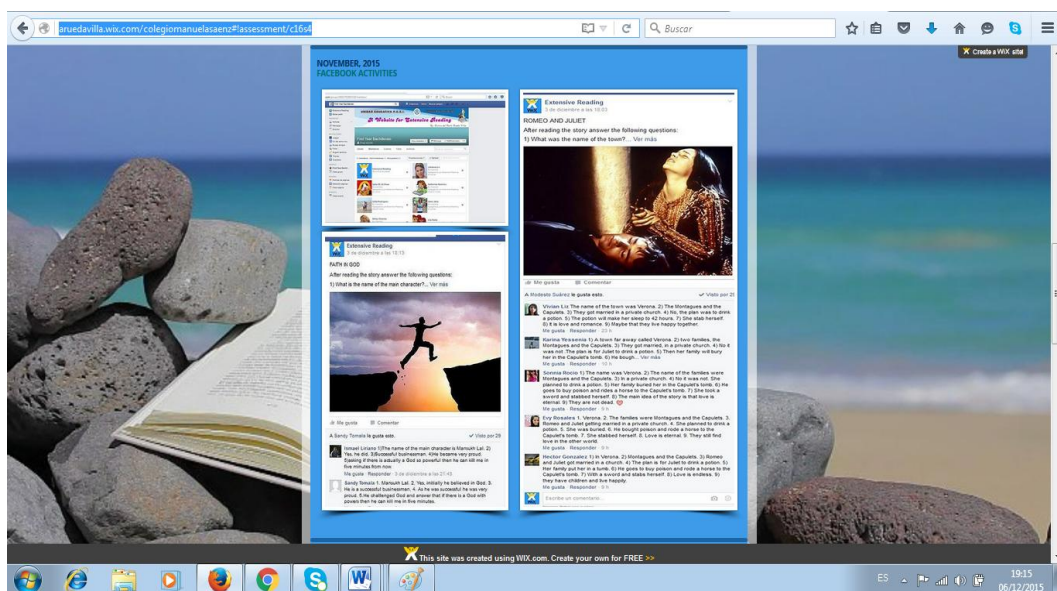


Illustration # 56: ASSESSMENT of “A WEBSITE FOR EXTENSIVE READING” Website

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!assessment/c16s4>

In this page the author showing the previous steps like a interviews to the Principal and specialist and survey to the students.

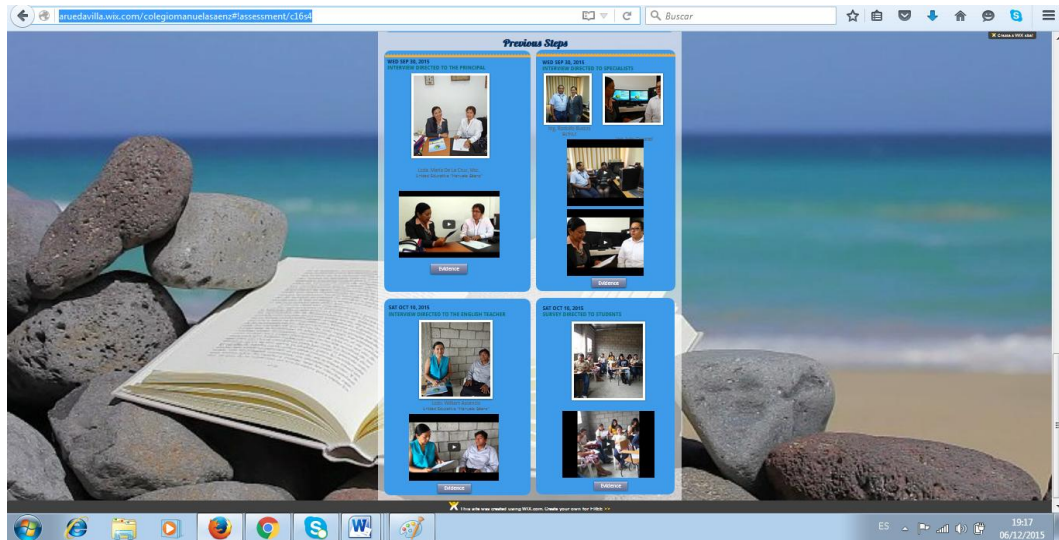


Illustration # 57: ASSESSMENT of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!assessment/c16s4>

4.5.3.6. CONTACT

Finally, in this section, students will have the opportunity to contact the author via email in order to ask questions and they can leave a message as well. Also a map of the institution is included.

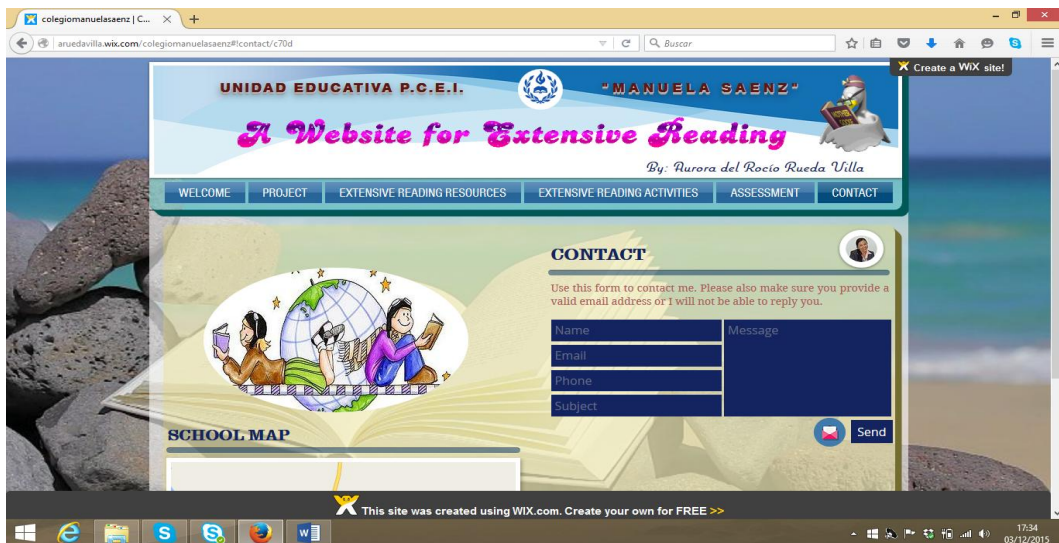


Illustration # 58: CONTACT of “A WEBSITE FOR EXTENSIVE READING” Website
Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!contact/c70d>

4.6. IMPLEMENTATION

The implementation of this project lasted 45 days and was held directly in the institution, starting with the induction to websites and explanation of its content. All the instructions were given, including how to access the website, how to complete the activities and how to contact the author in case the need any support.

It is importantly to say that, as in the educational institution there is not internet service, the author showed induction by power point presentations.

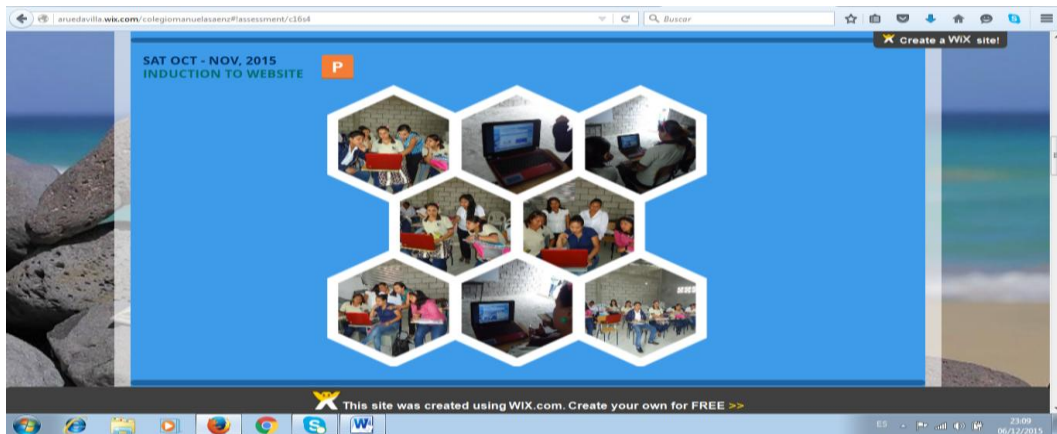


Illustration # 59: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING”

Author: Aurora del Rocío Rueda Villa

Source: <http://aruedavilla.wix.com/colegiomanuelasaenz#!assessment/c16s4>

Students wrote the answers in facebook page according to the short story that they read.



**Illustration # 60: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING”
FACEBOOK (1)**

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

Evidence to another activity performed for students.

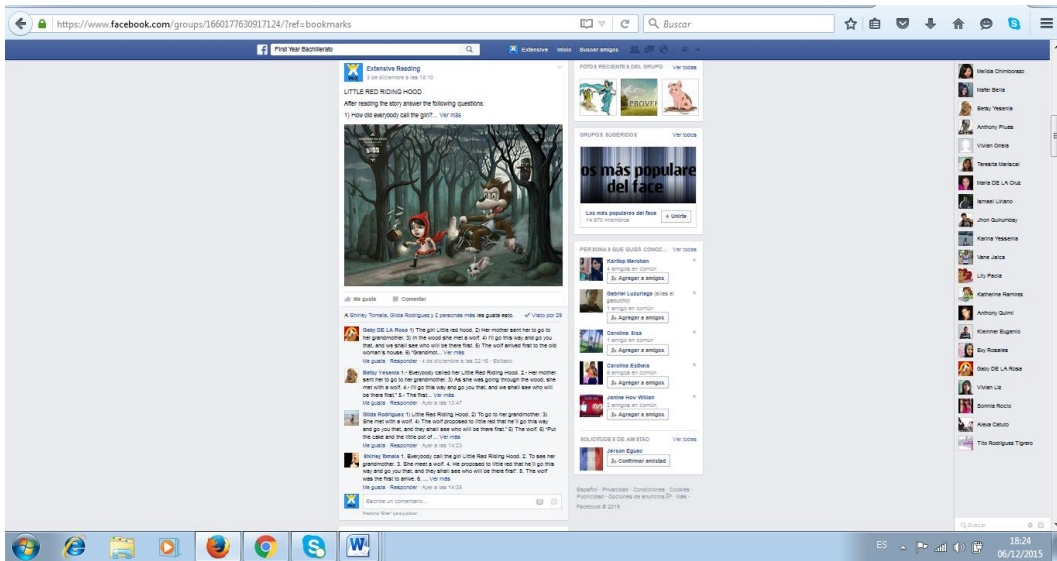


Illustration # 61: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (2)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

Cain kills Abel, facebook activity.



Illustration # 62: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (3)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

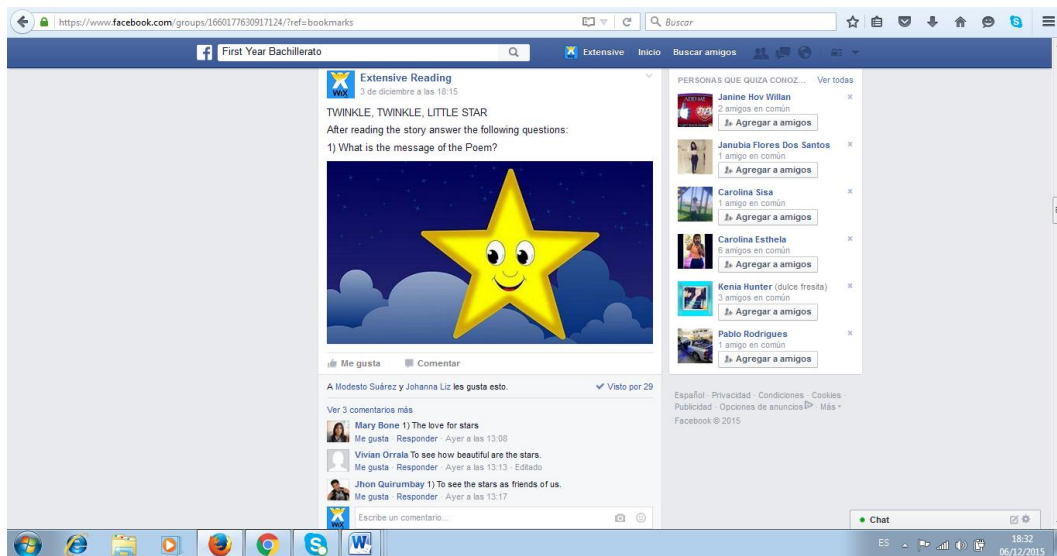


Illustration # 63: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (4)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

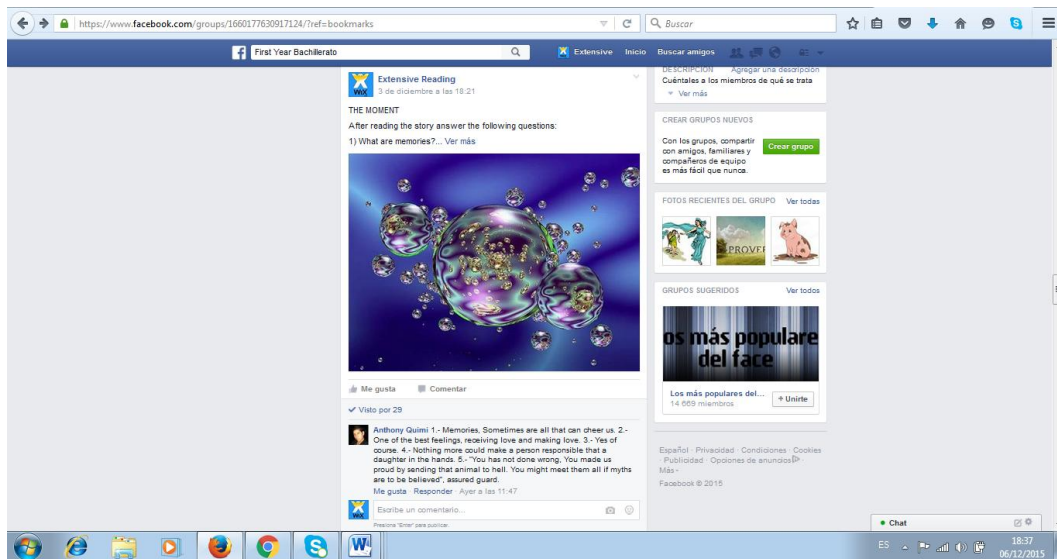
Answers to the students about Romance and love story.



Illustration # 64: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (5)

Author: Aurora del Rocío Rueda Villa

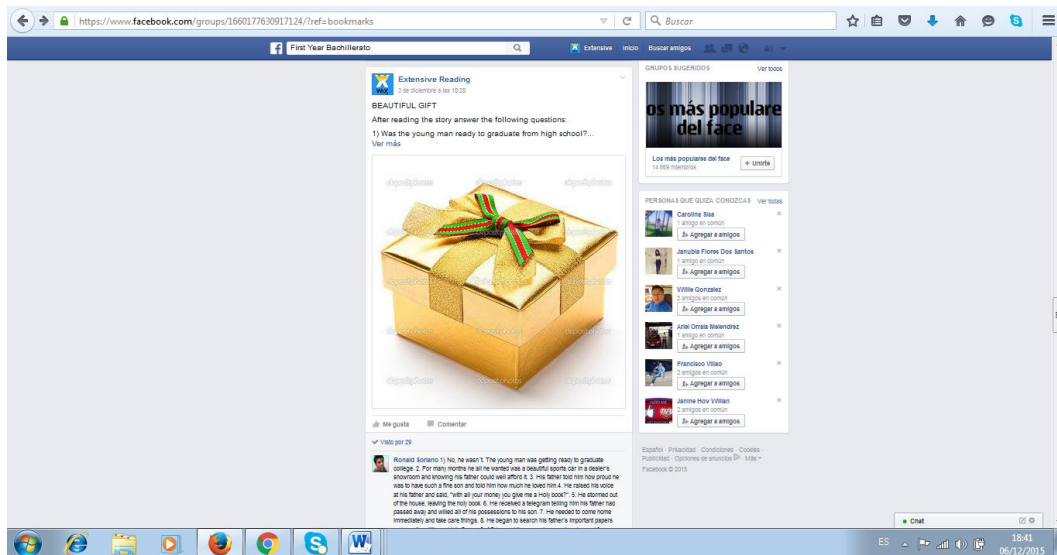
Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>



**Illustration # 65: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING”
FACEBOOK (6)**

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>



**Illustration # 66: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING”
FACEBOOK (7)**

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>



Illustration # 67: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (8)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>



Illustration # 68: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (9)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

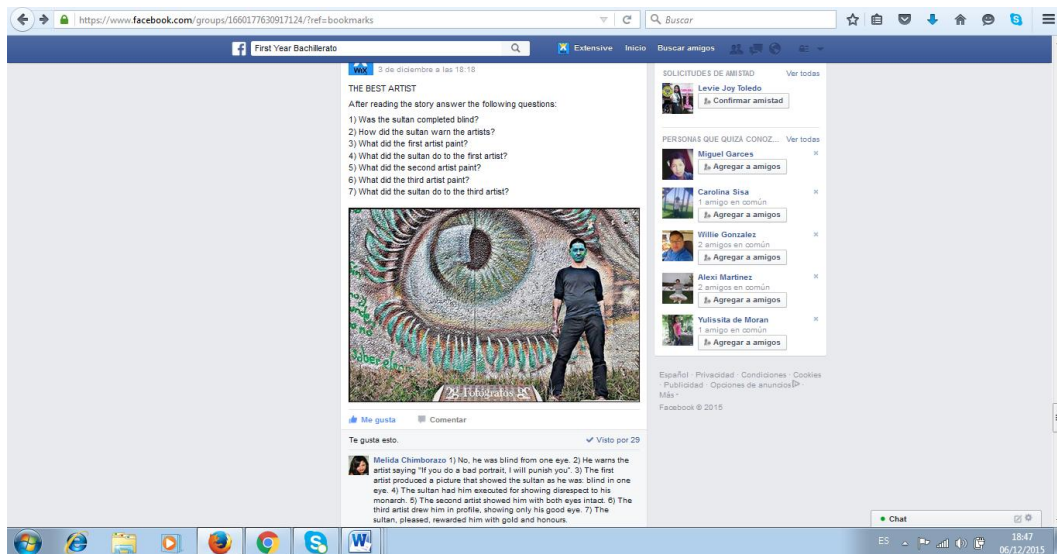


Illustration # 69: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (10)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

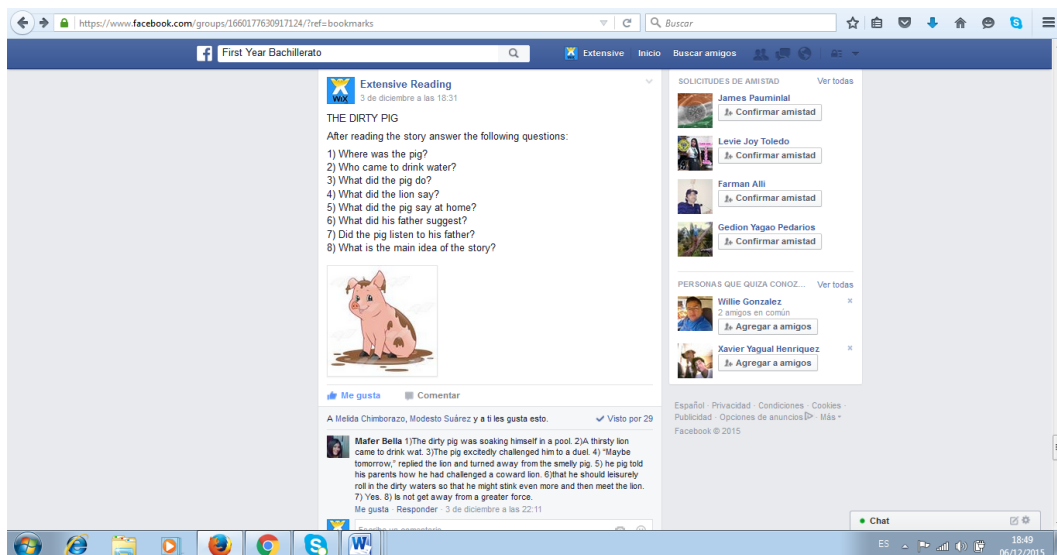


Illustration # 70: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (11)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>



Illustration # 71: IMPLEMENTATION of “A WEBSITE FOR EXTENSIVE READING” FACEBOOK (12)

Author: Aurora del Rocío Rueda Villa

Source: <https://www.facebook.com/groups/1660177630917124/?ref=bookmarks>

4.7. EVALUATION

Students started with a low level of reading skills as it was reflected in the Diagnostic Test.

Illustration # 72 : DIAGNOSTIC TEST



Author: Aurora del Rocío Rueda Villa

Source: Taken from A WEBSITE FOR EXTENSIVE READING.

4.8. RESULTS

4.8.1. DIAGNOSTIC TEST RESULTS

On October 17, 2015 students from first year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz” were instructed about the project and presented the above mentioned Diagnostic Test, it indicates the low level of reading skills.

Chart # 147: Diagnostic Test Results

N°	APELLIDOS Y NOMBRES	DIAGNOSTIC TEST
1	BONE REASCO MARIA PATRICIA	4
2	BRAVO PEÑAFIEL JOHANNA ELIZABETH	8
3	CATUTO SUAREZ ALEXANDRA DEL ROCIO	7
4	CHIMBORAZO TIXELEMA MELIDA ENRIQUETA	5,5
5	DE LA CRUZ LAINEZ MARIA AUXILIADORA	8
6	DE LA ROSA MORALES SHIRLEY JOHANNA	7
7	DELA ROSA VILLON GABRIELA	5
8	EUGENIO RAMIREZ KLEINNER STEVEEN	6
9	FLORES CARLOS MERCY ARACELY	3
10	GABINO CHAVEZ LILIBETH PAOLA	6
11	GONZALEZ YAGUAL HECTOR ANDRES	5
12	HOLGUIN SILVESTRE ESTEFANIA LISBETH	5
13	JALCA MERO VANESSA	4,5
14	JURADO GARCIA ANGELICA LEONOR	5
15	LIRIANO MALAVE ARISTIDES ISMAEL	4
16	MAGALLAN JOSE MODESTO ANTONIO	6
17	MARISCAL MENDEZ TERESA LISBETH	6
18	MENDOZA PIGUAVE MARIA FERNANDA	8
19	ORRALA LINO VIVIANA ELIZABETH	8
20	PLUAS SUAREZ ANTHONY PAUL	7
21	QUIMI LAINEZ KARINA YESSENIA	5
22	QUIRUMBAY GUZMAN JHON FRANKLIN	6
23	RAMIREZ CRUZ KATHERINE	6
24	REYES REYES NICOL	4
25	RICARDO TOMALA BETSY YESENIA	5
26	RODRIGUEZ ROSALES GILDA LILIBETH	8
27	ROSALES BELTRAN EVELYN ELIZABETH	5
28	SANTISTEVAN REYES SONNIA ROCIO	7
29	SORIANO LIMON RONALD DAMIAN	7

30	TOMALA RAMIREZ SHIRLEY GISSELA	4
31	TOMALA RODRIGUEZ SANDY	8

Author: Aurora del Rocío Rueda Villa

Source: Taken from A WEBSITE FOR EXTENSIVE READING / Diagnostic Test

4.8.2. WEB SITE ACTIVITY RESULTS

During a period of 45 days students check the website A WEBSITE FOR EXTENSIVE READING and developed the activities of their choice (according to the concept of Extensive Reading).

Chart # 158: Web Activities Results

No.	NAME	SHORT STORIES	VIDEOS	ADDITIONAL
1	BONE REASCO MARIA PATRICIA	8	7	8
2	BRAVO PEÑAFIEL JOHANNA	8	6	7
3	CATUTO SUAREZ ALEXANDRA	7	7	8
4	CHIMBORAZO TIXELEMA MELIDA E.	8	7	8
5	DE LA CRUZ LAINEZ MARIA	7	8	8
6	DE LA ROSA MORALES SHIRLEY	8	8	7
7	DE LA ROSA VILLON GABRIELA	8	9	9
8	EUGENIO RAMIREZ KLEINNER	8	8	9
9	FLORES CARLOS MERCY ARACELY	7	7	8
10	GABINO CHAVEZ LILIBETH PAOLA	6	6	7
11	GONZALEZ YAGUAL HECTOR ANDRES	9	7	6
12	HOLGUIN SILVESTRE ESTEFANIA	7	8	7
13	JALCA MERO VANESSA	7	7	8
14	JURADO GARCIA ANGELICA LEONOR	7	8	9
15	LIRIANO MALAVE ARISTIDES ISMAEL	8	7	7
16	MAGALLAN JOSE MODESTO ANTONIO	9	8	7
17	MARISCAL MENDEZ TERESA LISBETH	8	8	8
18	MENDOZA PIGUAVE MARIA F.	7	8	8
19	ORRALA LINO VIVIANA ELIZABETH	6	8	8
20	PLUAS SUAREZ ANTHONY PAUL	6	7	7
21	QUIMI LAINEZ KARINA YESSENIA	8	7	7
22	QUIRUMBAY GUZMAN JHON F.	7	8	8
23	RAMIREZ CRUZ KATHERINE	7	6	7
24	REYES REYES NICOL	8	8	8

25	RICARDO TOMALA BETSY YESENIA	9	9	8
26	RODRIGUEZ ROSALES GILDA LILIBETH	6	7	7
27	ROSALES BELTRAN EVELYN E.	7	7	8
28	SANTISTEVAN REYES SONNIA ROCIO	7	8	8
29	SORIANO LIMON RONALD DAMIAN	8	8	9
30	TOMALA RAMIREZ SHIRLEY GISSELA	8	9	7
31	TOMALA RODRIGUEZ SANDY	8	9	9

Author: Aurora del Rocío Rueda Villa

Source: Taken from A WEBSITE FOR EXTENSIVE READING Web Site

4.8.3. GLOBAL SCORES PER ACTIVITY

Chart # 169: Global Scores per Activity

ACTIVITIES	SCORE
SHORT STORIES	7,5
SHORT VIDEOS	7,6
ADDITIONAL RESOURCES	7,7
TOTAL	7,6

Author: Aurora del Rocío Rueda Villa

Source: Taken from A WEBSITE FOR EXTENSIVE READING Web Site

4.8.4. COMPARISON BETWEEN THE DIAGNOSTIC TEST AND FINAL TEST RESULTS

Chart # 20: Comparison between Diagnostic Test and Final Test Results

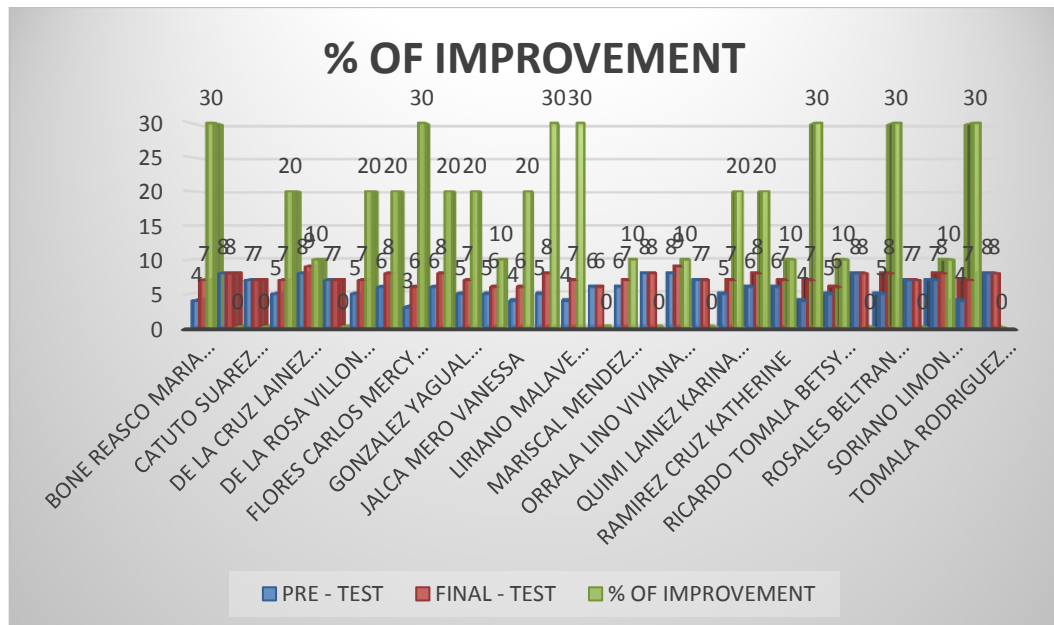
No.	NAME	PRE-TEST	FINAL TEST	% IMPROVEMENT
1	BONE REASCO MARIA PATRICIA	4	7	30
2	BRAVO PEÑAFIEL JOHANNA E.	8	8	0
3	CATUTO SUAREZ ALEXANDRA	7	7	0
4	CHIMBORAZO TIXELEMA MELIDA E.	5	7	20
5	DE LA CRUZ LAINEZ MARIA A.	8	9	10

6	DE LA ROSA MORALES SHIRLEY J.	7	7	0
7	DE LA ROSA VILLON GABRIELA	5	7	20
8	EUGENIO RAMIREZ KLEINNER S.	6	8	20
9	FLORES CARLOS MERCY ARACELY	3	6	30
10	GABINO CHAVEZ LILIBETH PAOLA	6	8	20
11	GONZALEZ YAGUAL HECTOR A.	5	7	20
12	HOLGUIN SILVESTRE ESTEFANIA L.	5	6	10
13	JALCA MERO VANESSA	4	6	20
14	JURADO GARCIA ANGELICA LEONOR	5	8	30
15	LIRIANO MALAVE ARISTIDES ISMAEL	4	7	30
16	MAGALLAN JOSE MODESTO A.	6	6	0
17	MARISCAL MENDEZ TERESA LISBETH	6	7	10
18	MENDOZA PIGUAVE MARIA F.	8	8	0
19	ORRALA LINO VIVIANA ELIZABETH	8	9	10
20	PLUAS SUAREZ ANTHONY PAUL	7	7	0
21	QUIMI LAINEZ KARINA YESSENIA	5	7	20
22	QUIRUMBAY GUZMAN JHON F.	6	8	20
23	RAMIREZ CRUZ KATHERINE	6	7	10
24	REYES REYES NICOL	4	7	30
25	RICARDO TOMALA BETSY YESENIA	5	6	10
26	RODRIGUEZ ROSALES GILDA L.	8	8	0
27	ROSALES BELTRAN EVELYN E.	5	8	30
28	SANTISTEVAN REYES SONNIA ROCIO	7	7	0
29	SORIANO LIMON RONALD DAMIAN	7	8	10
30	TOMALA RAMIREZ SHIRLEY GISSELA	4	7	30
31	TOMALA RODRIGUEZ SANDY	8	8	0
TOTAL		182	226	440
COURSE AVERAGE		5,87	7,29	14,19

Author: Aurora del Rocío Rueda Villa
Source: Taken from A WEBSITE FOR EXTENSIVE READING Web Site

4.9. ANALYSIS OF THE STUDENTS' RESULTS

Graph # 11 : Analysis the Results



Author: Aurora del Rocío Rueda Villa

4.10. STRATEGIES OF IMPROVEMENT

Chart # 171: Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> • Traditional English classes • Absence of technology in the Teaching learning process. • Low level of reading skills 	<ul style="list-style-type: none"> • Modern English classes using a website. • Presence of technology in the teaching learning process. • Increase in the level of extensive reading.

Author: Aurora del Rocío Rueda Villa

4.11. CONCLUSIONS AND RECOMMENDATIONS

4.11.1. CONCLUSIONS

1. The Unidad Educativa P.C.E.I “Manuela Sáenz” does not have internet service therefore it is difficult to develop the reading skills in the classroom. Nevertheless, it is possible to use the technology among the students because they have smartphones and tablets that allow to access to the technological tools.
2. It is essential for students of First year bachillerato to use the website "A website for extensive reading" because with this technological tool they will learn to enjoy reading, discovering new vocabulary enriching their knowledge.
3. This technological tool “A website for extensive reading" applied in students of First year Bachillerato to enhance the reading skills had a positive effect in the development of the cognitive process of them.
4. Based on the Digital Learning Matrix, students of First Year Bachillerato accomplished started from Isolated information and accomplished Connecting Thinking, that means that they enhanced not only the Extensive Reading skills but the Digital learning as well (facebook).

4.11.2. RECOMMENDATIONS

1. It is important and necessary that the institution has internet service in order to use more frequently and more effectively the website "a website for extensive reading", it will enhance the reading skills in students.
2. This website "a website for extensive reading" could be implemented in other classes, according the level of the students, with the interest and cooperation of the English teachers of the institution. With the use of this tool students will feel motivated and enjoy reading.
3. Technology is a very important factor in education and teachers should use more this infinite resource to help students in the learning process.
4. It is recommended to use the Digital Learning Matrix in order to measure the enhancement of digital competences on students, especially on secondary education.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. RESOURCES

5.1.1. Institutional

DESCRIPTION	UNIT COST \$	TOTAL COST \$
Internet	\$ 28.00	28.00
TOTAL		\$ 28.00

5.1.2. Humans

DESCRIPTION	UNIT COST \$	TOTAL COST \$
1 Teacher	0.00	0.00
TOTAL		\$ 0.00

5.1.3. Materials

DESCRIPTION	UNIT COST \$	TOTAL COST \$
Paper	3.90	11.70
Prints	0.15	60.00
Copies	0.20	4.00
Flash Drives	10.00	20.00
Tablets	0.00	0.00
TOTAL		\$ 95.70

5.1.4. Technology

DESCRIPTION	UNIT COST \$	TOTAL COST \$
Camera	200.00	200.00
Computer	900.00	900.00
TOTAL		\$ 1,100.00

5.1.5. Economic

DESCRIPTION	UNIT COST \$	TOTAL COST \$
Transportation	50.00	50.00
Lunch and snacks	5.00	60.00
Unforeseen expenses	80.00	80.00
TOTAL		\$ 190.00

TOTAL SUMATORY		\$ 1.413.70
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5.2. SOURCE MATERIALS

1.- TIMETABLE

Chart # 182: Timetable

N°	ACTIVITIES	2015-2016																																			
		JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Socialization with thesis advisor	X																																			
2.	Thesis Desinging.		X																																		
3.	Elaboration Chapter I.			X																																	
4.	Chapter I Progress.				X	X	X																														
5.	Elaboration Chapter II.						X	X	X	X	X																										
6.	Field Research at "Institution".									X	X																										
7.	Survey and Interview Implementation.										X	X	X																								
8.	Analysis and interpretation of results													X																							
9.	Elaboration Chapter III.													X																							
10.	Chapter III Progress.													X	X	X																					
11.	Elaboration Chapter IV and V.														X	X	X	X	X																		
12.	Implementation of activities.															X	X	X	X	X	X																
13.	Review of Thesis draft.																																				
14.	Delivery of final work																																				
15.	Review of the final work																																				
16.	Pre defense of thesis																																				
17.	Defense of Thesis at Academic Counsel.																																				
18.	Graduation day.																																				

Author: Aurora del Rocío Rueda Villa

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3. APPENDIX

3.1. SURVEY DIRECTED TO STUDENTS

Attachment # 1: Survey to Students (1)

Author: Aurora Rueda Villa



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

**SURVEY DIRECTED TO STUDENTS OF FIRST YEAR BACHILLERATO AT
COLEGIO PARTICULAR A DISTANCIA MANUELA SÁENZ.**

Dear students, the objective of this survey is to collect information for my research paper from the English Language teaching career at UPSE. Please be honest in all the answers and not register your name. The answers will be confidential and used exclusively for this investigation.

1. Do you like English?

- 1.1 Yes
- 1.2 No

2. How do you consider the English classes?

- 2.1 Very Interesting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Very boring

3. How often do you use internet to study English?

- 3.1 Always
- 3.2 Usually
- 3.3 Sometimes
- 3.4 Never

4. Does your teacher use the internet in your English classes?

- 4.1 Always
- 4.2 Usually
- 4.3 Sometimes
- 4.4 Never

Attachment # 2: Survey to Students (2)

Author: Aurora Rueda Villa

5. How do you consider the use of internet within the English Learning Process?

- 5.1 Very important
- 5.2 Important
- 5.3 Necessary
- 5.4 Unnecessary

6. Do you consider that the use of internet could help you to enhance your reading skills?

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

7. Which of these gadgets do you use more to surf the net?

- 7.1 Cellphone
- 7.2 Smartphone
- 7.3 Tablet
- 7.4 Computer
- 7.5 iPod

8. Have you ever used websites with exercises and activities that support to enhance your reading skills?

- 8.1 Yes
- 8.2 No

9. Do you consider that a website with exercises and activities could contribute to enhance your reading skills?

- 9.1 Totally agree
- 9.2 Agree somewhat
- 9.3 Disagree
- 9.4 Totally disagree

10. Do you agree to use a website with exercises and activities that can support you to enhance your reading skills?

- 10.1 Yes
- 10.2 No

Thank you for your help

3.2. INTERVIEW TO THE ENGLISH TEACHER

Attachment # 3: Interview to the English Teacher

Author: Aurora Rueda Villa



UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS

INTERVIEW DIRECTED TO ENGLISH TEACHER OF THE UNIDAD EDUCATIVA P.C.E.I. “ MANUELA SAENZ”

Good morning Lcdo. William Ascencio Quimí, English Teacher. The objective of this interview is to collect information for my research paper form the English Language teaching career at UPSE, entitled: **“Wix, a free website builder as a teaching tool for the enhancement of extensive reading skills to students of First year Bachillerato at Unidad Educativa P.C.E.I. “Manuela Sáenz”, province of Santa Elena, 2015-2016”**. Please be honest in all the answers, they will be confidential and used exclusively for this investigation.

Question 1: Do you consider that the use of Information and Communication Technologies (ICT) is important in the English Teaching –Learning process?

Question 2: How often do you use ICT in your English classes?

Question 3: Have you ever used websites that contribute to enhance the English skills?

Question 4: Why do you think that websites with exercises and activities could help to enhance the English skills?

Question 5: What suggestions would you give to teachers that want to implement ICT in the classroom?

Question 6: What suggestions would you give to students that use ICT in the classroom?

Thank you for your help

3.3. INTERVIEW TO THE PRINCIPAL

Attachment # 4: Interview to the Principal

Author: Aurora Rueda Villa



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

**ENTREVISTA DIRIGIDA A LA RECTORA DE LA UNIDAD EDUCATIVA
MANUELA SAENZ**

Estimada señora Rectora, reciba un cordial saludo. Esta entrevista tiene como finalidad obtener información para la elaboración de mi tesis de Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena. La presente indagación depende de la objetividad y sinceridad de sus respuestas. Las respuestas que consigne son de carácter confidencial y serán utilizadas exclusivamente para la culminación de esta investigación.

Pregunta 1: ¿Considera usted las Tecnologías de la Información y Comunicación (TIC) como un factor importante en la educación?

Pregunta 2: ¿Cuáles son las ventajas del uso de las TIC en el proceso de enseñanza-aprendizaje?

Pregunta 3: ¿La misión de la Unidad Educativa “Manuela Sáenz” incluye el uso de las TIC en las aulas?

Pregunta 4: ¿Alguna vez ha usado sitios web que contribuyan a mejorar las habilidades de lectura en inglés?

Pregunta 5: ¿Considera usted que un sitio web con ejercicios de lectura podría ser un buen recurso para mejorar estas habilidades en los estudiantes de primer año bachillerato de su institución?

Pregunta 6: ¿Apoyaría usted la implementación de un sitio web con ejercicios de lectura que ayuden a mejorar las habilidades de lectura en los estudiantes de Primer año Bachillerato de su institución?

Gracias por su valiosa colaboración

3.4. INTERVIEW TO THE SPECIALISTS

Attachment # 5: Interview to the Specialists
Author: Aurora Rueda Villa



**UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

ENTREVISTA DIRIGIDA A ESPECIALISTAS.

Buenos días estimado Especialista, Ing. Rodolfo Bustos (SUINLI)/Ing. Iván Coronel (UPSE). Esta entrevista tiene como finalidad obtener información para la elaboración de mi tesis de Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena. La presente indagación depende de la objetividad y sinceridad de sus respuestas. Las respuestas que consigne son de carácter confidencial y serán utilizadas exclusivamente para la culminación de esta investigación.

Pregunta 1: ¿Considera usted que las Tecnologías de la Información y Comunicación (TIC) podrían mejorar la calidad de educación?

Pregunta 2: ¿Cuáles son las ventajas del uso de las TIC en la educación?

Pregunta 3: ¿Cree usted que el uso de las TIC podría mejorar las habilidades de inglés en los estudiantes?

Pregunta 4: ¿Qué sugerencias le daría usted a los profesores que desean implementar las TIC en el aula?

Pregunta 5: ¿Qué sugerencias le daría usted a los estudiantes que usan las TIC en el aula?

Pregunta 6: ¿Conoce usted algún constructor de sitios web gratuito que se utilice para mejorar las habilidades de lectura?

Gracias por su ayuda

3.4. DIAGNOSTIC TEST

Attachment # 6: Diagnostic Test (1)

Author: Aurora Rueda Villa



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

DIAGNOSTIC TEST FOR STUDENTS OF FIRST YEAR BACHILLERATO

Student's name: _____

Date: October 17/2015

Teacher's name: _____

Score/10: _____



GEORGE WASHINGTON

George Washington was born on a big farm in Virginia on February 22, 1732. He did not have much formal education, but he was smart and liked Math. When he was only sixteen, he worked as a surveyor, helping to plan towns. He then became a soldier and led American troops in their fight for freedom 1775 to 1783, when America finally got its independence. On April 30, 1789, George Washington became the first president of the United States.



ABRAHAM LINCOLN

Abraham Lincoln was born in Hodgenville, Kentucky, on February 12, 1809. His parents were poor, and his mother died when he was ten. He didn't go to school very often. He helped on a farm and read books in his free time. Lincoln worked hard and in 1897 he became a lawyer and then a politician. In 1861 he became the 16th president of the United States. At that time, there was a civil war between the north and the south. People in the south wanted independence from the north. They also wanted to continue to buy and sell slaves from Africa. During Lincoln's presidency, the slaves got their freedom, and two years later, in 1865, the Civil War ended.



JOHN F. KENNEDY

John F. Kennedy was born on May 29, 1917. He went to Harvard, a famous college, and he was a hero in World War II. People liked Kennedy because he was smart, handsome, and athletic. He had a beautiful wife named Jacqueline and two children. In 1961, at age 43, he was the youngest president ever. He was the first Roman Catholic president, too. And, in 1963, he became the youngest president to die in office.

Source: <http://popurrihistorico.blogspot.com/2012/05/george-washington-abraham-lincoln-v.html>

COMPREHENSION: Read the above short story and answer the questions. (6 points)

Sample Question:

Which two presidents did not have much formal education?

George Washington and Abraham Lincoln did not have much formal education.

1) What was George Washington's first job? (1 Point)

2) When did America get its independence? (1 Point)

Attachment # 7: Diagnostic Test (2)
Author: Aurora Rueda Villa

3) From what sort of family did Abraham Lincoln come from? (1Point)

4) Which two important things happened when Lincoln was President? (1Point)

5) Was Kennedy good at sports? (1Point)

6) What three things made Kennedy different from other Presidents? (1Point)

VOCABULARY: Read the sentences and mark the correct synonym according the underlined word. (4 points)

Sample Question:

George Washington was born in a farm. (1 point)

- ball
- field
- hospital

1) Abraham Lincoln's parents were poor. (1 point)

- aunt and cousin
- brother and sister
- father and mother

2) In 1865, the Civil war ended. (1 point)

- finished
- continued
- grew

3) People liked Kennedy because he was smart. (1 point)

- lazy
- intelligent
- aggressive

4) George Washington was smart and liked Math. (1 point)

- English
- Literature
- Mathematic

3.5. FINAL TEST

Attachment # 8 Final Test (1)
Author: Aurora Rueda Villa



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

FINAL TEST FOR STUDENTS OF FIRST YEAR BACHILLERATO

Student's name: _____
Teacher's name: _____

Date: December 6th, 2015
Score/10: _____

Cartoons



Garfield is a popular comic strip.

1. Cartoons are drawings which tell a story. There are cartoons in newspapers which tell about the news. Sometimes they are funny.

Cartoon strips are called comics. They are in newspapers too. Each day the characters are drawn to tell a funny story. The words that the characters say, or think are put into 'balloons' above their heads.

2. The cartoons that we see on television are called **animated** cartoons or **animations**. Lots of pictures are drawn and then put onto film. When the film is screened through a projector the characters seem to move.



3. Cartoons have been drawn for hundreds of years. At first they were in newspapers so that more people would buy the papers. The person who draws the cartoon is called a **cartoonist**. They use lines to show how the characters move. Different lines on the face show how the characters feel.



Source: http://www.education.nt.gov.au/_data/assets/pdf_file/0009/5679/band2_cartoons.pdf

Read **CARTOONS** and answer these questions.

- 1) What are cartoons? (1Point)

- 2) Name 2 places where you might find cartoons. (1Point)

- 3) Comics are drawn to: (1Point)

- fill up space
 make you sad
 blow up balloons
 tell a funny story

Attachment # 9 Final Test (2)
Author: Aurora Rueda Villa

4) Cartoons are funny. (1Point)

- Never
- Sometimes
- Rarely
- Always

5) Which word in the text means that the characters seem to move? (1Point)

6) What are balloons used for in cartoons? (1Point)

7) What do you call a person who draws cartoons? (1Point)

8) Cartoonists show how the characters move by: (1Point)

- lines
- pencils
- people
- newspapers

9) What is the name of the comic strip in this text? (1Point)

10) What is the name of the cartoonist who draws Garfield comic strips? (1Point)

3.6. TEST RUBRIC

Attachment # 10: Test Rubric
Adapted by: Aurora Rueda Villa

TEST RUBRIC

	4 POINTS	3 POINTS	2 POINTS	1 POINT
MAIN IDEA	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
CONTENT	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
STYLE: SENTENCE STRUCTURE	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
GRAMMAR & MECHANICS	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Source: www.rubristar.com

3.7. LEGAL BASIS

Chart # 193 The Constitution of Ecuador

Article	Description
<p>347</p> <p>Será responsabilidad del Estado:</p>	<p>Numeral 8: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.</p>

Chart # 20 The Law of Intercultural Education

Article	Description
<p>19</p> <p>Objetivos</p>	<p>El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.</p>

Chart # 215 The Childhood and Adolescence Code

Article	Description
<p>37</p> <p>Derecho a la Educación</p>	<p>Numeral 3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;</p>

3.8. ANTI-PLAGIARISM CERTIFICATE

Attachment # 11 Anti-Plagiarism Certificate

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA



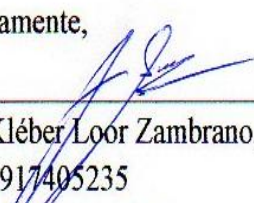
La Libertad, 9 de diciembre de 2015.

CERTIFICADO ANTIPLAGIO 002 -TUTOR KWLZ-2015

En calidad de tutor del trabajo de titulación "WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ", PROVINCE OF SANTA ELENA, 2015-2016" elaborado por la estudiante **AURORA DEL ROCIO RUEDA VILLA**, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


Lic. Kléber Loor Zambrano, MSc.
C.I.:0917405235
DOCENTE TUTOR



Reporte Urkund

Document: [CHAPTER: THE PROBLEM: TITLE: A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF THIRD YEAR, PROVINCE OF SANTA ELENA, 2015-2016](#)

Submitted: 2015-09-09 07:48:00

Submitted by: arueda_wika@hotmail.com

Receiver: Moez Zupse@analyst@urkund.com

Message: Cap 1 [Show full message](#)

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Sources not used	

CHAPTER: THE PROBLEM: TITLE: A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF THIRD YEAR, PROVINCE OF SANTA ELENA, 2015-2016

Statement of the Problem: Content evaluation in the last few years the use of websites as teaching tools has increased notably. A website is a group of web pages (documents that are accessed through the internet). A web page can contain any type of information including text, graphics, color, animation and sounds. According to a 2003 report by the Edison Survey Research Group, we can say that although the potential of the internet through of website use has not been fully explored yet, it is obvious that we have entered a new information age in which the link between technology and the education have already been established. The creation of the free websites has motivated a revolution in the teacher's perspective, as a teaching tool offered via net, it does not cost you anything, there are not any identity fees and everything you want can be uploaded to your website. Another important aspect to that you can use websites according to your available time, you can access them at any time of day, after finishing the work or after leaving school. Nowadays, in Ecuador, these technological tools are gaining high productivity in foreign language teaching and teachers and learners are embracing it. For example, the use of these websites has increased significantly the opportunities in teaching-learning, especially in the development of skills in English language because it is giving the ease of study in a more simple way, even when the learner is at home, they can do the homework and practice through some educational exercises, as games and other methods that increase the level of their knowledge. There are several website creation tools on the net, such as Google Sites, Jimdo, Xara360, SchoolBlack, Gnapages, Weebly, Wix, Weebly, Wix, and others that are free, easy to use, and they do what they say they will do. Critical analysis in the province of Santa Elena, one of the main problems identified in educational institutions is the lack of interest in students to learn a new language, especially in English as a second language. Once students do not have time to learn another language, which reduces the opportunities to obtain better jobs, becoming...

Document: [CHAPTER I LITERATURE REVIEW 1.1.2.2 Previous research](#)

Submitted: 2015-09-29 14:47:44:00

Submitted by: arueda_wika@hotmail.com

Receiver: Moez Zupse@analyst@urkund.com

Message: CAPITULO II sobre urked [Show full message](#)

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Sources not used	

CHAPTER I LITERATURE REVIEW 1.1.2.2 Previous research Nowadays, technology is considered a fundamental tool that the teacher has to work in the classroom and contribute to develop and improve the skills of the students. In this way, the teacher is not limited to the blackboard and the textbook but rather uses the internet as a tool not only for teaching but as a source of motivation for learners. This tool promotes and encourages meaningful learning, contributes to the cognitive structure in people.

In the net, because the use of Technology, has been used to promote the learning of languages, like English, due to this trend it has become for excellent the global language of communication and the most used around the world. In English teaching, technology has the role to encourage student interest in the direct knowledge of a foreign language and customs of different English-speaking countries, has been used for teachers using resources to increase attention and motivation of the student and thus improving performance inside and outside of the classroom. In addition to this, new technologies make it possible to adapt the pace of learning English to needs of different learners, making learning more effective and moving according to assimilation and progress. 1.1.1 Information and Communication Technology (ICT) in Education New technologies were based on ancient technologies and created little by little, this knowledge have achieved a better education around the world. In addition to this, people need education systems that allow acquiring new knowledge that could be used for own good. Finally, we can say that ICT contribute to a more autonomous learning. CITATION Geogigan W. & Zander, P.G. 2013 says that "Educational technology has developed quite significantly through the ages. Whether our remote ancestor "teachers" perhaps scribbled with sticks in the dirt, later generations used clay tablets, papyrus and paper. The letter is still a very powerful means for distributing knowledge. Considering modes of teaching and learning, there are aspects based on a better use of technology." Currently we are living in the technological era, computers...



URKUND

Document: CHARTER IN FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILL TO STUDENTS OF FIRST YEAR BACHELORATO AT UNIDAD EDUCATIVA P.C.E.I. "MARUJELA SAENZ", PROVINCE OF SANTA ELENA, 2015-2016. Evaluating Institution: Unidad Educativa P.C.E.I. "Marujela Saenz", Beneficiaries: First year Bachelors students at Unidad Educativa P.C.E.I. "Marujela Saenz", English teachers and Director of the institution, Responsible: Aurora del Rocío Rueda Villa Añido- MSc, Vicebr Lector Zambrano Budge (1.240.00 Monedas) the Education Field has found a very important support in technology; the recent use of weblogs and applications have become a major success taking into account that are very accessible and easy to use even without previous training; today it is not necessary to visit a library since there are several of online 24/7 and available worldwide. Weblogs have become an important support for the learning of languages, especially English, since they contribute to improve and enhance the knowledge acquired inside the classroom, becoming a teaching tool for students of all ages. 55- Unskilled teacher must include training to acquire technological competence in order to leave behind old classes that include too hours of teacher talking time (T.T.T). It is important to point out that countries like Germany and Switzerland have already implemented weblogs as the main supporting page for its users, on the other hand, the Ecuadorian Government include in its Constitution from 2008 the use and implementation of technology for education through platforms, websites, software and programs toward the development of different skills. 4.3 SIGNIFICANCE: The implementation of a website to enhance the extensive reading in students is a great opportunity to use technology in education since today, weblogs are commonly used for multiple purposes. This project is particularly focused on First year Bachelors Students at Unidad Educativa P.C.E.I. "Marujela Saenz". This proposal contributes to the enhancement of the extensive reading skills through the use of a website with activities, videos and resources. It is necessary to point out that students from first year Bachelor also are not allowed to use technology in class as weblogs, therefore the author will create a blog.

55- CHARTER IN FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILL TO STUDENTS OF FIRST YEAR BACHELORATO AT UNIDAD EDUCATIVA P.C.E.I. "MARUJELA SAENZ", PROVINCE OF SANTA ELENA, 2015-2016. Evaluating Institution: Unidad Educativa P.C.E.I. "Marujela Saenz", Beneficiaries: First year Bachelors students at Unidad Educativa P.C.E.I. "Marujela Saenz", English teachers and Director of the institution, Responsible: Aurora del Rocío Rueda Villa Añido- MSc, Vicebr Lector Zambrano Budge (1.240.00 Monedas) the Education Field has found a very important support in technology; the recent use of weblogs and applications have become a major success taking into account that are very accessible and easy to use even without previous training; today it is not necessary to visit a library since there are several of online 24/7 and available worldwide. Weblogs have become an important support for the learning of languages, especially English, since they contribute to improve and enhance the knowledge acquired inside the classroom, becoming a teaching tool for students of all ages. 55- Unskilled teacher must include training to acquire technological competence in order to leave behind old classes that include too hours of teacher talking time (T.T.T). It is important to point out that countries like Germany and Switzerland have already implemented weblogs as the main supporting page for its users, on the other hand, the Ecuadorian Government include in its Constitution from 2008 the use and implementation of technology for education through platforms, websites, software and programs toward the development of different skills. 4.3 SIGNIFICANCE: The implementation of a website to enhance the extensive reading in students is a great opportunity to use technology in education since today, weblogs are commonly used for multiple purposes. This project is particularly focused on First year Bachelors Students at Unidad Educativa P.C.E.I. "Marujela Saenz". This proposal contributes to the enhancement of the extensive reading skills through the use of a website with activities, videos and resources. It is necessary to point out that students from first year Bachelor also are not allowed to use technology in class as weblogs, therefore the author will create a blog.

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CHAPTER ADMINISTRATIVE FRAMEWORK 5.1. RESOURCES 5.1.1. Institutional DESCRIPTION UNIT COSTS TOTAL COST (estimated) 20.00 20.00 TOTAL 20.00 5.1.2. Human DESCRIPTION UNIT COSTS TOTAL COST 1 Teacher 0.00 0.00 TOTAL 0.00 5.1.3. Materials DESCRIPTION UNIT COSTS TOTAL COST Paper 8.90 11.70 Pivots 0.15 0.00 Copies 3.20 4.00 Flash Drives 10.00 20.00 Tablets 0.00 0.00 TOTAL 85.00 5.1.4. Technology DESCRIPTION UNIT COSTS TOTAL COST Camera 200.00 207.00 Computer 900.00 900.00 TOTAL 1.100.00 DESCRIPTION UNIT COSTS TOTAL COST 5.1.5. Economic Transportation 50.00 50.00 Lunch and snacks 5.00 65.00 Information expenses 80.00 80.00 TOTAL 190.00 TOTAL SUPPLY 1.145.70



3.9. CERTIFICATE OF THE PRINCIPAL AT UNIDAD EDUCATIVA “MANUELA SÁENZ”

Attachment # 12 Certificate of the Principal



UNIDAD EDUCATIVA P.C.E.I. “MANUELA SAENZ”
RESOLUCION N° 045-JGM-DDESE-2014
SANTA ELENA - ECUADOR
TELEFONOS 0983349629



LA SUSCRITA, MSc. MARÍA DE LA CRUZ TIGRERO, RECTORA DE LA UNIDAD EDUCATIVA P.C.E.I “MANUELA SÁENZ”, A PETICIÓN VERBAL DE LA INTERESADA,

CERTIFICA:

Que la señora Aurora del Rocío Rueda Villa, con cédula de ciudadanía No. 0914784244, Egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera de Licenciatura en Inglés, efectuó su investigación e implementó su proyecto titulado: “WIX, A FREE WEBSITE BUILDER AS A TEACHING TOOL FOR THE ENHANCEMENT OF EXTENSIVE READING SKILLS TO STUDENTS OF FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SAENZ, PROVINCE OF SANTA ELENA, 2015-2016”, en esta institución educativa.

La interesada puede dar a este documento el uso que estime conveniente dentro del margen legal correspondiente.

Santa Elena, 10 de diciembre del 2015.

Atentamente,

MSc. María De La Cruz Tigrero
RECTORA

3.10. DIGITAL LEARNING MATRIX

Attachment # 13 Digital Learning Matrix

Level of learning	Doing	Thinking about connections	Thinking about concepts	Critiquing and evaluating	Creating knowledge	Sharing Knowledge
Explanation of level of learning	Isolated information. Focus on completing a measurable task.	Connecting thinking. Simple connections made within a context. Compare and share.	Develop conceptual understanding of 'big ideas'	Evaluating and critiquing to explore the limitations and potential of information, sources or process.	Creativity-Applying ideas, processes and/or experiences to develop a new reality.	Sharing the new knowledge through authentic contexts and gaining feedback to measure value.
Digital technology use						
Accessing information	Accessing: Pictures Graphs Movies Data Information	Information from more than one source is connected or compared in analysis.	Information explicitly develops conceptual understanding.	Information and sources are critiqued and evaluated.	New conceptual understanding is developed. Building on or linking accessed information.	The value of the product is determined by the quality and quantity of feedback from beyond the classroom environment. Learning occurs when the feedback is considered and analysed.
Presenting	Present information using: Sound Pictures Words Video	Presented information has clear connections across formats or ideas.	Presentation (or explanation of presentation) has explicit conceptual underpinning.	The presentation, methods and results are critiqued and evaluated.	Critiqued and developed ideas or new knowledge is presented.	
Processing information	Information is processed or data/images are manipulated in isolation.	Connections are made between or within processed information/data or images and relevant concepts.	Processed data or information has clear conceptual underpinning.	Process and product are critiqued and evaluated.	Ideas and new knowledge are developed.	
Gaming	Play a game Take a quiz Enter a virtual world	Links made between the game/ quiz/ virtual world and other knowledge.	The relevant concepts within the game, quiz or virtual world are identified and explained.	The game, quiz or virtual world is critiqued and evaluated within a conceptual context.	Original ideas are used to create a knowledge product in any medium.	
Communicating	Send a communication Receive a communication Read a communication	Ideas compared and shared with other learners through a two way conversation (written or verbal)	Communication explicitly develops conceptual understanding.	Critique other peoples' work or ideas.	Through interaction and communication new knowledge is constructed.	

Source: Dr Louise Starkey: Victoria University of Wellington from "Evaluating Learning in Classroom Activities using Digital Technologies" 2008.

3.11. PICTURES



**Picture # 1: A group of first year students
Author: Aurora Rueda Villa**



**Picture # 2: A group of first year students attending classes
Author: Aurora Rueda Villa**



Picture # 3: Explaining the Diagnostic test
Author: Aurora Rueda Villa



Picture # 4: Students Making the Diagnostic test
Author: Aurora Rueda Villa



**Picture # 5: Induction to Website “A Website for Extensive Reading”
Author: Aurora Rueda Villa**



**Picture # 6: Induction to Website “A Website for Extensive Reading”
Author: Aurora Rueda Villa**



Picture # 7: Student watching “A Website for Extensive Reading”

Author: Aurora Rueda Villa



Picture # 8: Student working in “A Website for Extensive Reading”

Author: Aurora Rueda Villa



**Picture # 9: Interview to the Principal of Unidad Educativa P.C.E.I. “Manuela Sáenz”
Author: Aurora Rueda Villa**



**Picture # 10: Interview to the English Teacher of Unidad Educativa P.C.E.I. “Manuela Sáenz”
Author: Aurora Rueda Villa**



Picture # 11: Interview to the Specialist at UPSE
Author: Aurora Rueda Villa



Picture # 12: Interview to the Specialist graduated in particular of Loja University
Author: Aurora Rueda Villa