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DIRECCIÓN DE POSGRADO

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Título:

BLENDED-LEARNING MODEL (B LEARNING) IN THE READING SKILL

Trabajo de titulación previo a la obtención del título de magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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En mi calidad de Tutor del Trabajo de Titulación "BLENDED-LEARNING MODEL (B LEARNING) IN THE READING SKILL" presentado por Sandoval Cuevas Verónica Viviana, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

CERTIFICO

Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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DEDICATORIA

Dedico este trabajo a mi
querida familia que me apoyó y me guio
para lograr mis objetivos.

Con amor

Verónica Viviana Sandoval Cuevas

AGRADECIMIENTO

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AVAL DEL PRESIDENTE

Quien suscribe, declara que el presente Trabajo de Titulación: BLENDED-LEARNING MODEL (B LEARNING) IN THE READING SKILL contiene las correcciones a las observaciones realizadas por los miembros del tribunal en la predefensa.

Latacunga, febrero 10, 2023

Mg. Emma Jackeline Herrera Lasluisa

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RESUMEN

Este trabajo de investigación tuvo como objetivo determinar el efecto del modelo aprendizaje híbrido (B aprendizaje) en la habilidad lectora. Esta investigación utilizó el método cuantitativo a través de la recopilación de datos numéricos que se analizaron y calcularon la información también cuasiexperimental porque al usar una prueba previa, se aplicó una prueba posterior para obtener datos. Los resultados obtenidos mostraron que en el pretest las notas fueron similares entre los grupos control y experimental en el control fue 30,53% en el grupo experimental fue 30,70%. Cuando se aplicó el post-test, las calificaciones fueron significativamente más altas en los estudiantes que formaron parte del grupo experimental con un 70,31%. El nivel de investigación fue la estadística descriptiva: media, desviación estándar, valores mínimos y máximos de los resultados del pretest y post-test obtenidos por los estudiantes. La población estuvo constituida por los 62 participantes seleccionados de esta investigación, estudiantes de la Unidad Educativa Comunitaria Intercultural Bilingüe "Muyu kawsay" de los novenos niveles. Los instrumentos utilizados para esta investigación fueron un cuestionario estandarizado de Cambridge relacionado con la habilidad lectora dirigido a los estudiantes para verificar el uso de estos enfoques. Además, se aplicó un pre-test y post-test a dos grupos de estudiantes, el grupo experimental y el grupo de control, los cuales se aplicaron para evaluar la relación entre el modelo aprendizaje híbrido (B aprendizaje) y su impacto en la habilidad lectora. Finalmente, se propuso un folleto con ocho tareas que en combinación con el modelo aprendizaje híbrido (B aprendizaje) con la propuesta de aprendizaje basado en tareas fue efectivo mejorando la comprensión lectora y la destreza lectora del idioma inglés.

PALABRAS CLAVE: Aprendizaje combinado, Aprendizaje basado en tareas, habilidad de lectura.

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ABSTRACT

This research work aimed to determine the effect of the Blended-learning model (B learning) in the reading skill. This research used quantitative method through collection of numerical data that was analyzed and calculated the information also quasi-experimental because by using a pre-test, a post-test had been applied to obtain data. The results got showed that in the pre-test the grades were similar between the control and experimental groups in the control was 30,53% in the experimental group was 30.70%. When was applied post-test, the grades were significantly higher in the students who were part of the experimental group was 70,31%. The research level was descriptive statistics: mean, standard deviation, minimum and maximum values of the pre-test and post-test results obtained by the students. The population consisted in which selected 62 participants of this research were students from "Muyu kawsay" Bilingual Intercultural Community Educative Unit at ninth level. The instruments used for this research were a standardized Cambridge questionary related to reading skill addressed to students to verify the use of these approaches. In addition, a pre-test and post-test were applied to two groups of students, the experimental group and the control group, which were applied to evaluate the relationship between Blended-Learning Model and its impact on the Reading skill in the students the effectiveness of the implementation in combination Blended learning with the task-based learning to develop reading skill. Finally, it proposed a booklet with eight tasks in combination Blended-Learning model with the task-based learning proposal was effective improving the reading comprehension and reading skill of English language.

KEYWORDS: Blending learning   Task-based learning   Reading skill

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INTRODUCTION

The main objective of this research was to develop the reading skill through of use the Blended learning model (B learning) in combination with task-based learning approach. According to Willis (1996) commented that task-based learning (TBL) described a task as "a goal-oriented activity in which learners used language to achieve a real outcome" (p. 53). Also, tasks had a strong relationship with real-world circumstances of language use and language need. "Task-based Learning tasks can be categorized by the type of mental processes used in the activity, such as listing or brainstorming, comparing, problem-solving, creative thinking, and sharing personal experiences" (Willis & Willis, 2006,p.1)

According to the author mentioned that Task-based learning was a right method to employed to improve reading skill because for teachers and learners to revenue advantage of the Teaching Learning Process when learn a new language so, they acquired new knowledges. Learners had the opportunity to practice the English Language with all activities were a potential to develop significant tasks for the learners.

The blended learning referred online education, cooperative learning and flexible education such as virtual learning where integrate technology in combination with face-to-face training have been found to encourage L2 learning efficiently as they can give learners the flexibility to work independently Kırkgöz (2011).

According to the authors commented that Blended learning approach had a lot benefits where can combined with traditional the learning by face to face and virtual learning and components technological resources and internet also it had various studies such as a systematic review the principal aim of identifying the main the trials in the online with students and teachers and educations establishments were using technology was the central challenges that learners face so professors' challenges were principally on the use technology, and effective training in the Teaching Learning Process in the different institutions Abubakar et al., (2020)

Justification

Likewise, research showed that Latin America. According to Sánchez (2015), numerous cases suggest the benefits of the Blended learning model (B learning) modality and the possibilities it offered to improvement the development of skills in different disciplines such as sociology, psychology and philosophy. According to Thorne (2003), blended learning was the most logical and natural evolution the learning schema. It suggested an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represented an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning" (p. 2). He added that, "blended learning represented a very real step towards doing it differently and providing schools, colleges and corporate organizations with a real opportunity to make progress either in ways of working, the environment, or in giving individuals freedom to be themselves" (p. 20). Osguthorpe & Graham (2003), defined that blended learning in three main themes, i.e., combining instructional modalities, combining instructional methods and combining online and face to face instructions. According to Gomez (2014), "blended learning methodology would be an integrated combination of technology-based materials and face-to-face sessions to present content to students. The teachers taught an introductory seminar, and then proceed with follow-up materials online, making use of blogs, virtual learning environments, or social networking services". Also, in combination task-based learning created more opportunities focused to improve reading skill. It began with booklet-based interactive activities, tasks where the students practice reading skill. Learners were doing tasks so they can recall to say the things that they really wanted to express or rewrite in teaching learning process of completing the task goal.

According to Rodriguez (2010) considered a task as "a piece of classroom work which involved learners in comprehending, manipulating, producing or interacting in the target language while their attention was primarily focused on meaning rather than form" (p. 10). This author commented that a task as an activity in where learners involve in order to achieve a goal, and which required the practice of language and successful communication with real situations so, learners can be

reinforming some activities that they received in the class. Task based learning as an approach needs the teachers must have plan lessons, not merely class activities for real-life communications. The students facilitated students' participation in meaningful activities. So, they fulfilled their purposes on the learners and teachers' need. They had as collaborative work in learning and teaching.

Reading was an important skill in the first and second language. Failing to learn to read and write in the early years results in more special education placement, retention, and poor self-esteem for the learner than any other cause (Casey, 2001), to improve reading skill in English Learners through the Blended learning model (B learning) various principles, characteristics, models, and strategies had been widely studied to improve B-learning performance. However, crucial differences in student-group interactions had not been explored between online and face-to-face session thus avoid traditional methods. English teachers need to improve reading skills in learners during the classes and extra activities outside the class, thus, they can do it, using this innovative approach which allowed improving reading skill with the learners' interaction and active activities through the findings of this study, course designers and instructors of B learning can gain better understanding of these interactions and further enhance student engagement and learning.

Additionally, the methodology used in the research was practical, due to, it described to explains how to use the Blended learning model (B learning) in combination task-based learning approach to improve the reading skill how training students to use diverse learning strategies in a blended learning context and combined the elements of virtual learning. Besides, they had gotten results after the application was qualitative and quantitative to measure ability to use the blended learning in combination task-based learning for improving reading skill and structure correctly in reading activities, tasks at a beginning, intermediate level according to the Common European Framework of Reference.

As a final point, the greatest beneficiaries of this research were learners. Using blended learning in combination with task-based learning related to real-life situations in an interesting Teaching-Learning Process so, students improved oral communication and they can develop their skills without difficulties. As a

consequence, teachers and students had more opportunities when they were working any place also the teachers adopted new technological tools. Blended learning online and face to face delivery for better reflection in learning "Blended learning educators and learners when technology-focus was in place" Chew et al., (2008). Also, it was a big challenge in education worldwide the majority of Educational Institutions had worked for the Covid 19 pandemic online learning platforms the new hybrid model had several benefits in the educative community. It had to be done virtually in any places in different time according to the schedule that student can work. Teachers and learners learned in digital learning by using technological tools with interesting activities depend ranger their age Prahmana et al., (2021)

Using Blended Learning model in teaching the second-grade students reading comprehension of exposition text at Sma Yapip Makassar

Alnuari (2018) conducted a quasi-experimental design that was applied in this research with two group pre-test and post-test designs. This research was conducted at SMA YAPIP Makassar Regency and Teaching Science Faculty of Alauddin State Islamic University of Makassar. To find out whether using Blended Learning Model was effective for developing the second-grade students reading comprehension. Also, to describe the influence of blended learning model in teaching students' reading comprehension of exposition text. The result of the data analysis indicated that there was a significant improvement in the students' reading comprehension after being taught using the Blended Learning Model. The population was 40 students in the second grade. There were 20 students in Class XI IPA 1 as controlled class and 20 students in XI IPA 2 as experimental class. It concluded that study permitted to gather information that once analyzed contributed with new insights into the knowledge society, regarding the perceptions of the factors that influence the teachers' attitudes towards actual usage and continuance intentions to use ICTs in EFL within the blended learning modality.

The Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students

Yudhana (2021) conducted experimental and control groups in projects from the Department of English, Faculty of Humanities, Faculty of Humanities, Naresuan University, Phitsanulok, Thailand. To explore the efficacy of blended learning to enhance reading skills. Also, studies suggest that the implementation of blended learning could considerably improve the English language reading skills of undergraduate students studying English as a foreign language. Post-tests of each group were used as the main method. All post-tests were compared to evaluate the effect of blended learning on reading ability. Post-test scores were examined using mean, standard deviation, and pair t-tests, to evaluate the effectiveness of the program the participants were 60 Thai students. Results revealed a significant effect size (Cohen'd = 3.937). The implications of this study suggest that the implementation of blended learning could considerably improve the English language reading skills of undergraduate students studying English as a foreign language. Blended learning appeared to be more effective in comparison to traditional methods due to its flexibility, which allowed the incorporation of an array of technology. Furthermore, the technology used in blended learning settings can be facilitated and moderated by teachers in the classroom to prevent the technology being misused or being used in an ineffective manner. The present study investigated the effectiveness of the blended learning approach for the development of reading skills, and has demonstrated that utilizing blended learning programs could significantly better the reading skills of undergraduate students. Combined with previous studies, it can be concluded that a blended learning is appropriate in the current EFL educational context.

Blended Learning in English Language Teaching: Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University

Shaykina (2015) conducted a variety of innovative approaches and methods such as survey in project from National Research Tomsk Polytechnic University, Russian Federation and Tomsk Polytechnic University was a Virtual Learning Environment Moodle. To describe blended learning as an innovative teaching method which combined different learning approaches supported by flexible interactive platforms and resources that offered new environments to improve skills and upgrade competences. Additionally, to improve skills and upgrade competences. The teacher and students the survey of certain available open educational resources to support education that may be freely accessed, downloaded, reused, modified and shared by anyone is given. The result of the study results come from a blended learning method that can be very timesaving and provides convenience and flexibility of learning with the complementarity of best innovative approaches and practical resources. The present study investigated how to prepare English language teachers to create a productive blended learning environment for students. Providing blended learning courses with technical and pedagogical support was very important in English language teaching. It had been also defined that the content support was meaningful and it offered an opportunity to integrate innovative and technological advances of various educational online resources.

Using a Task-Based Approach for Supporting a Blended Learning Model for English as a Foreign Language

Ferreira (2016) conducted the two latest approaches in use: task-based language teaching (TBLT) and cooperative language learning (CLL) in an English Teaching program of a private University in Concepción, Chile. The students were enrolled in the subject called Developing Communicational English I. To present an investigation which sought to explore empirical evidence regarding the effectiveness of a blended learning model, and also the use of language learning strategies in this kind of learning environment in order to increase its methodological potency with language learners. The experimental studies conducted for

this investigation sought to obtain empirical evidence of the effectiveness of (1) blended learning (BL) vs face-to-face instruction for English as a FL and (2) BL instruction "with training" in language learning strategies vs. BL "without training" in language learning strategies for English as a FL. The experiments were carried out within a quasi-experimental approach consisting of an experimental and a control-group with pre and post-test administration. The data collection in both studies comprised an experimental design which included pre-post-tests and control groups. The results from both studies suggest that the experimental group improved their language proficiency when compared to the control group.

Showed the findings of 2 experimental studies which aimed to provide data on (1) the efficiency of a blended learning (BL) model for language teaching and learning which combined task-based instruction, cooperative learning and optimal methodological principles for online learning (Doughty and Long, 2003), and (2) the use of learner training strategies for CALL in order to support and enhance the language learning process in this blended learning environment. It concluded that the blended learning design that included online tasks and cooperative instruction was beneficial for the development of language skills and the use of learner training strategies for the blended learning model was highly beneficial for the students' language learning experience.

The Effect of Blended Learning (B-learning) on Developing Vocabulary and Reading

Palacios (2016) conducted the design of this study as quasi-experimental, and its type is quantitative – qualitative and predictive. The methods used are the Scientific and the Deductive. The techniques for the data collection are pre-test, post-test, observation, journal and survey. There were about 28 students in the experimental group and 28 students in the control group. In the Universidad Nacional de

Chimborazo Vicerrectorado de posgrado e investigación. To determine the effect of blended learning on the development of vocabulary and reading in the students of the first level of the Credits Course. The techniques that were used are the test, and the survey, and observation. Once the information was collected, the researcher was organized and tabulated it. The research study was worked with all the students of one class of first level of the Medical Sciences School of the University of Cuenca and because its population was small it was not necessary to take a sample. There were about 28 students in the experimental group and 28 students in the control group. Data analysis procedure was done using Descriptive and Inferential Statistics, Microsoft Excel program and other statistical packages. Data analysis procedure was done using Descriptive and Inferential Statistics, Microsoft Excel program and other statistical packages. It concluded that the study found that blended learning influenced in a positive way on the development of vocabulary and reading. It provided more possibilities to increase vocabulary and reading than a traditional method and it caused great satisfaction in young, adults of the first level.

Problem statement

In Latin America, Middle East, and North Africa countries have a low or very low level of English. Around some regions have improved over the past few years, while others have underperformed result. For example, the fourth edition of the EPI (English Proficiency Index) EF (Education First), which classifies 63 countries and territories the role of region on English proficiency and confirms that many regions and Demographic trended of its citizens were studied in an earlier version same, an analysis developed by (Pariona, 2017) the research showed that English proficiency found Global range from very high, high, medium, low and very low as expected, Latin American countries had lower proficiency compared to English proficiency European countries had. On the other hand, Asian countries have a wide variety of the different levels they dominate, from very high to very low, were spectacular progress while continuing to stagnate.

Ecuador, as well as most Latin American countries, face challenges in teaching and learning English due to lack of resources and inadequate strategies applied in most schools at all levels. This fact had been confirmed after research work carried out over the past few years. In fact, failure in the learning process did not allow students to master English as a foreign language Fiszbein et al. (2016). "Ecuadorian English teachers in public educational institutions did not have sufficient knowledge about the CLIL approach since 90% have not received a formal training. As a result, educators applied activities and strategies based on their own understanding from the information gathered" (Palma, 2020, p.17). This author commented that teachers applied activities and strategies based on their own understanding and own experiences only 10% of English teachers had a B2 language level for that reason all teachers need to receive a formal training for improving knowledge for obtained a good result in the learning. "[…] students in basic education program had problems when writing, because in public educational institutions the English teaching-learning process was poor. Despite having five hours of English in class, this did not fulfill the needs for learning a foreign language" (Ávila, 2017). This author mentioned that in a public education only the students have a few hours the classes in the institutions they need more hours for practicing the second language.

Some of the reasons were that there was not enough support from Ecuadorian governments policies and the deficiency provision of materials to the students, as well as the lack of constant training for English teachers. In addition, there was not meaningful learning to improve of the English language some teachers used the traditionalism and memorization are still part of every education. As a consequence, learners did not have significative learning of the four skills that they need to developed stage by stage.

Shea & Ceprano (2017), mentioned about the reading was characterized by understanding; although understanding was considered in different ways (e.g., comprehension, meaning making), success with this language process required that one completely comprehended the message expressed, interpreted between and beyond the lines of text, and constructs personal meaning with the text (e.g., elaborating and extending). This investigative work looked for effective, excellent alternatives that helped both the professors and the learners in the teaching learning

process to improve the reading skill. These authors said that developing deep reading skills in students is one of the key goals of every early education program. It was through reading that students expanded their vocabulary and learn about the world. Reading was also the key to success in spelling and writing. Also, there was no empirical evidence about the benefits of using a blended learning model (B-learning) in combination with task-based learning approach and   improve the reading skill of Ninth Level students at the "Muyu kawsay" High School. The students did not participate actively in the classroom and outside class. when teachers applied different activities in the reading skill who did not use these approaches, they developed a very artificial reading with many problems and little understanding in the activities.

Teachers and students from Ninth level developed opportunities to practice the reading skill by implementing a blended learning model (B-learning) in combination with the task-based learning approach to improve and practice reading skill at "Muyu kawsay" High School. Technology was one important element in a class and outside the classroom, many teachers are using traditional models because of the students and teachers ignore the advantages of blended learning. Thus, Blended learning was implemented in the English language classes in order to facilitate the learning process especially that of the reading skill and how to develop students' reading skills by blending face-to-face learning with online learning. Those approaches permitted learners to select for training model that ensembles their necessities in any place at any time. Traditional methodology was based largely on a reduction of the integrated process of using a foreign language into subsets of discrete skills and areas of knowledge. It was largely a functional procedure which focuses on skills and areas of knowledge in isolation. Following on from this, traditional methodologies were strongly associated with the teaching of language which was used in a certain field related to the students' life or work (Viera, 2008). This author mentioned that traditional methods that explored the EFL teachers' beliefs, perceived practice and actual classroom practice in relation to traditional (teacher-centered) and Constructivist (learner-centered) teaching.

Some teachers presented some variations in their stated beliefs. The interview data indicated that although the teachers uttered their beliefs in Constructivist learning

and teaching, and both Constructivist and Traditional, their perceived practice was traditional the method in which emphasis the character formation of students and form through the will, the power and rigor of the discipline at some students receptors ,the ideal of humanity and morality for example the students learn language, hearing, seeing, observing and repeating many times, here represented the teacher as authority. There was a little empirical research about the combination of blended learning (B-learning) and task-based learning so the teachers and students did not use blended learning outside the classroom besides the students were unmotivated. Main role of English teachers helped students discover active approaches to learning, pass on knowledge and skills to their learners, and adapt teaching approaches to match their students' needs.

The students and teachers needed to use technology in their activities in the class and outside the classroom then unknown methods to use a blended learning model (B-learning) in combination with task-based learning the students had few opportunities to use interactive activities for practicing the reading skill. This was why Technology had transformed education because it impacted learning so the students and teacher can interact for that reason using Blended learning combined teacher-led instruction with digital technology. It was combining face-to-face instruction with online learning. Students had flexibility in accessing digital tools at various locations and times, and teachers can utilize online activities in like worksheet to adapt their instruction to meet individual students' needs, including those at-risk for academic failure. In fact, teachers can make use of real-time performance data offered in the digital component to provide individualized instruction. As pointed out by Shanahan & Lonigan (2010), individualized instruction that targets skill gaps can offer promising results. The used of digital technology as part of blended learning supports reading development in high school students compared to traditional instruction Macaruso et al., (2020).

Research question

What is the important of using blended learning in combination with tasks-based learning outside the classroom practicing reading skill?

Research objectives

General objective

To develop the reading skill through of the use the Blended Learning model in combination with task-based learning.

Specific objectives

- To determine the principal characteristics and stages of Blended Learning in combination with task-based learning to improve reading skill.

- To compare the reading level of English through pre-test and post-test.

- To propose a booklet in combination Blended learning model and task-based learning to develop reading skills.

CHAPTER I THEORETICAL FRAMEWORK

1.1 Connectivism and leadership: harnessing a learning theory for the digital age to redefine leadership in the twenty-first century

Picciano (2017), remarked that Cognitivism was the creative mental process of the mind such as motivation and imagination depend the topic or activity. The education theorists, including Lev Vygotsky, John Dewey, and Jean Piaget argued social construction refers to people who can resolve several problems with practical and social experiences. They were critical and reflective people in real life who can give good solutions.

According to Corbett & Spinello (2020), "Connectivism was positioned as an alternative learning theory more consistent with the changing environment and the natural and logical response to significant technological shifts affecting learning. It produces an examination of technology trends, the evolution of learning" (p.2).

The authors mentioned that connectivism was a new learning theory and practice for the digital age in the education had the contributions of digital learning and development in any field. Students applied to learn, theories of learning to improve effective learning. Connectivism approach recommended that competence comes from making contacts within a network also it can share information and data through using in the web-based. From other perspective of learning looking for the connectivism lens. In last decades with the new generations of students that participate actively. They had innate skills as digital natives producing new methods of guidance how humans learn language, how they communicate, and the types of aspects that influence language learning.

1.2 Activity Theory as a theoretical framework for the study of blended learning: a case study

The students' meetings were content examined in an attempt to determine tensions both between and within the components of the activity system as a result of the integration of the learning organization structure as a program application or web-based technology used to research, implement and assess a specific learning process and the blended learning approach. In the third section a case study relating preschool education students who attended a blended learning course was presented (Karasavvidis, 1999).

According to Karasavvidis (1999) mentioned that the activity theory referred technology used to plan and implement in teaching learning process and the blended learning approach creative practices and tasks between students and teachers in the platform with innovations outside the classroom so, the investigator with an instrument to study the reconfiguration of practice as a result of the introduction of the innovation. Students using an understanding-based strategy reported viewing more resources compared to students who were prepared to invest only the minimal

effort to meet the course requirements. Additionally, the blended approach to learning involved information and communication tools. When the students were asked about the contribution of the learning management system, most expressed positive views.

1.3 Theories and Frameworks for Online Education: Seeking an Integrated Model Learning Theory

Learning theory was meant to explain and help us know how people learn new knowledge. It was a variation of cognitivism that views the human mind as a system that processes information according to a set of logical rules. It involved multiple disciplines, including psychology, sociology, neuroscience, and of course, education. Learning theory that emphasized collaborative learning, the work of understanding, and the use of the Internet as a means of restructuring formal, non-formal and informal teaching for the age of understanding (Harasim,2017).

Learning Theories for Online Education. - It had developed for training in general, the same is true for online education.

Behaviorism. -It educated how students perform while learning. Also, it was immersed in the development of taxonomies of learning because it accentuated the learning and evaluation of multiple stages in the learning process.

Cognitivism. - It had restrained a response to the "rigid" cognitive processes of the awareness, such as motivation and imagination, as serious elements of learning that connect environmental stimuli and student responses.

Social construction. - The results of the problems were the origin of the learning process. The instructor provided a social environment in which the learner can fold or construct with others the knowledge necessary to solve the problem. The use of profound practice by both learner and professor is a didactic foundation for interactive discussions that changes traditional lecturing, whether in a face-to-face or online class (Picciano, 2017).

According to the researcher's, learning theory was very important because people were analyzing different theoretical frameworks and models that emphasize the pedagogical features of online education. Ivan Pavlov and Skinner commented Behaviorism was involved cause and effect that everything can be considered in terms of stimulus and response or the reaction to an incentive for that reason these researchers encouraged repetitive behavior that leads to habit formation.

1.4 Using a task -based Approach for supporting a Blended Learning Model for English as a Foreign Language

This article emphasized that blended learning model in combination with task-based learning. It was an English learning resource developed through an online learning website. This training analyzed the efficiency of website-based online learning Students' reading ability in the process of learning English

A virtual class was an online teaching and learning environment where professors and learners can present course interesting resources, engage and interact with one another, and work in groups together or individual form. The key distinction of a virtual class was that it took place in a live, synchronous setting. Online homework can involve the inspecting of pre-recorded, asynchronous material.

The use of a Blending learning model (B learning) in combination with task-based learning in order to improve reading skill. It was a teaching strategy that combined both traditional face-to-face and online teaching in one setting. It was a growing tendency in the age of technological development. It was a promising idea that has linked together many significant fields such as teaching methodology, educational technology, online teaching, and learning. The used of blended learning in the English as a second language, English as a foreign language context had received much attention as a way to teach and learn English development the reading skill. Learners were critical and reflexive students. Research had shown that using blended learning instead of traditional teaching or online teaching approaches alone results in many benefits not only on students' learning but also on the learning environment.

Some of these benefits contain enhancing the English learning process, developing language skills, and encouraging the English learning environment. Despite these profits, the use of blended learning can be associated with some challenges. Can be used in English courses to facilitate the learning process, especially the learning process of reading skills (Albiladi & Khlood, 2019).

Blending Learning (B Learning) in English teaching and learning:

Banados (2006), mentioned that blended learning can enhance the usefulness of the educational process and was one of the most modern methods of learning, helping in solving the knowledge explosion problem, the growing demand for education, and the problem of overloaded speeches if used in distance learning, expanding the acceptance opportunities in education. However, teachers were guides and collaborators who helped students and provide assessments. Learners were independent students who participated actively in the teaching-learning process. It was a design suitable for busy students who can still attend the class. The blended learning method can help older or working students to keep the balance between school, family, and work activities without harming any of them (Lungu, 2013).

Blended learning had been extensively studied in its different aspects Ghazizadeh & Hamidreza (2017), They reported that the advantage of combining web-based learning with traditional learning is that training is usually highly interactive, self-paced, and the rate of results continues to increase.

Blended learning was a mixture of traditional face-to-face learning and different forms of online learning facilities. It delivered synchronous and asynchronous learning experiences, combined with the convenience of online courses, while maintaining face-to-face contact. It met the needs of students who cannot completely attend classes but still need personal contact opportunities. Appropriate teaching content design had become one of the key components to support the success of blended learning activities Didik et al. (2020).

According to the authors', blended learning was a very important strategy for synchronous and asynchronous learning, for the students had opportunities for personal interaction with activities based on interactive content in the classroom platform any time they did the activities. As students may already know, hybrid

learning represented a learning model that combined both official traditional classroom and non-formal online passages methodologies.

Strengths of blended learning have been identified:

Shaykina (2015) said that had been recognized three strengths of blended learning.

1. Providing an individual and productive learning activity. It developed an adapted constructive thinking and ability to take responsibility for students' own learning. It should be born in mind that in early steps of implementing e-courses or online educational resources some students need guidance as to understand that this flexibility did not mean freedom from classroom routine.

2. Increase students' learning obligations. It changed the ability to find solutions and expand information processing skills, which were essential for effective independent students. The real point was not an "obligation" in the direct sense, so that learners were restricted in the promotion of cognitive activities, but because of the use of data technology, the necessity of learning without pressure at work.

3. Motivate cooperative learning between students and teachers. Provide group writing, self-test and peer error correction, dialogue forums based on different didactic platforms, or open educational materials. It can also help students identify their strengths and weaknesses when performing tasks in pairs or groups, and offer appropriate online activities for each other's work. Depending on the technology used, blended learning can facilitate online influences, such as motivating students to start new debates related to their areas of interest (Shaykina, 2015).

1.5   Models of blended learning

The flipped classroom or tossed curriculum approach is a common example of this model, with students viewing podcasts or other resources autonomously, flowed by classroom-based meetings or seminars for group learning based upon these materials.

The second was a mixed block for example, courses for geographically dispersed learners or working professionals had limited classroom learning opportunities, so

start with intensive face-to-face courses, followed by online learning and collaboration through online tutorials (Cleveland & Wilton, 2018).

The third model was completely online but it was considered blended if it included both synchronous learning, for example, online tutorials, and asynchronous activities, for instance, discussion forums.

Cleveland & Wilton (2018) commented that the models of the blending learning first model blended presentation and interaction the activity-focused face-to-face sessions blended with online resources. For example, the flipped curriculum model combined short lesson podcasts, virtual materials with face-to-face tutorials, seminars for interaction, and presentation of group work. Second model Blended block Combination of intensive face-to-face sessions as one day or half days, weekly online tutorial, seminars, forums for activities, and interactive online content and resources. Third model fully online combination of short lecture podcasts with online resources and learning activities online tutorials synchronous interaction via online collaboration, discussion forums, and group work.

1.6 Blended Learning in developing EFL reading process

Blended learning was implemented in the English language classes in order to facilitate the learning process especially that of the reading skill of a second or foreign language in and outside the classroom. Learning suggestions, a platform to enable greater interactivity between students and tutors.

EFL learners can improve their reading proficiency through blended learning as depicted in the present research and learners can also benefit from English language instruction at the place and time of their convenience without being deprived of the help of their teacher and while they were studying in a classroom setting at the same time. Blended learning, in this sense, can maximize the learning opportunities by happening at the place and time of the learner's choice. Learners can enjoy using technology and learn English and therefore associate the two as a positive, more desirable process (Ghazizadeh T. H., 2017).

1.7 Academic Reading Tasks in Blended Teaching and Learning

Ulker (2019) argued upon the success at higher education institutions very much depended on the students' involvement in the reading of the course materials. It was essential to develop not only students' ability to read and comprehend the reading texts in the classroom but also to become autonomous readers outside the classroom. Based on the level of the learner's language talent and the desired learning outcomes, the tutors can distribute the blend between face-to-face and offset instruction for reading an explicit text. For that reason, incorporation of several technologically-assisted task's goal was to engage learners into reading efficiently and to share the attained knowledge with their peer.

1.8 The effect of blended learning on EFL learners' reading proficiency

Unfortunately, ancient methods of teaching reading were applied in our educational system and many teachers are not completely aware of this fairly new tendency in language teaching (Ghazizadeh & Hamidreza, 2017).

Blended learning platforms helped EFL learners to increase their language skills, encourage them to were more independent learners, and influence their language ability. It enhanced language skills development, improved the English language learning contexts, and motivates learners to learn the language authentically. It provided a flexible learning platform, approves EFL learners' motivation toward authentic language learning practices, and leads to better academic achievement (Rahim, 2019).

According to this author, blended learning incorporated as an appropriate approach to replace the traditional methods with technological-integrated approaches of language teaching and learning. Using blended learning, learners had enough time and space to practice the language inside and outside the classrooms. This learning flexibility provided the learners with dynamic language input and promote their language proficiency.

1.9 How do blended learning environments facilitate interaction?

A notable finding was that, in six studies, an introductory face-to-face meeting was organized in order to meet the other learners and the instructors and to create a sense of community. Afterward, the online environment was often used to foster

additional social interaction, through both synchronous and asynchronous communication. For example, asynchronous communication was promoted by asking students to post personal background information (Cleveland & Wilton,2018).

These activities were implemented in both face-to-face and online modes. First, in the online environment, instructors provided automated feedback immediately after completing online tests.

Second, instructors provided face-to-face feedback on learners' individual and group work (Kim et al., 2014), for instance when learners gave classroom presentations (Derntl & Motschnig-Pitrik, 2005), or in relation to previous online discussions (Karoğlu et al., 2014; McKenzie et al., 2013)

Third, with respect to clarifications in the online environment, instructors provided email support (Carman, 2005), or learners could ask questions to clarify aspects of a task by using video conferencing, chat, or a forum. Furthermore, in the face-to-face environment, instructors provided opportunities for learners to ask questions about exercises, raise concerns and seek explanations according to the reinforcement activity (Cleveland & Wilton,2018).

1.10 Blended Learning Under Current Conditions

This was completed by providing ample support in multiple ways, including documentation; forums; organized meetings, virtual and face-to-face; sufficient preparation for distance activities; etc. Nunan (1997 p.195).

This was a special type of learning that combined distant kinds of learning. Face-to-face classes and self-study. Blended Learning reflected diverse approaches to organization of learning activity, namely application of distant forms advantages in combination with academic study, superposition of synchronous and asynchronous learning unframed into on-line courses as well as application of several technical support instruments. It also stranded not only connection of e-learning and academic learning. The professor can commence the History course with well-structured introduction lessons in the classroom and then continue publishing new materials, tasks for student's audio tasks (Lvova, 2013).

According to researchers, Blended learning was an essential academic component and was more effective since the members of this community can connect in different places at any time. This model was considered by creation of a step-by-step agenda that unites. Also, nucleus and discussion the teacher gave the instructions the principal way of learning. Teacher often organized the learning in the classroom throughout the e-courses with important materials, simulating another's interactive resources. This model can use activities such as reading tasks into a step-by-step model. Confirming that distance activities relate in some way to contact activities were also inspire learners to sample them. Basically, ensuring that learners understand the enthusiasm behind an activity and how to do it was another way to encourage learners.

1.11 Critical Review of the Blended Learning Models based on Maslow's and Vygotsky's Educational Theory

Blended learning holed the combination of two fields of concern: education and educational technology. To advance the learned recognition from educationists, it was necessary to revisit its models and educational theory supported. This paper responded to this subject by reviewing models related to blended learning based on two projecting educational theorists, Maslow's and Vygotsky's view of interactions between parents, teachers, students and the community and social interactions. The study expected a critical evaluation of blended learning and focused principally of the design aspect of such models. Additional findings of this paper, most widely used subsystems of a blended learning programmer are given examples: learner, teacher, content, technology, learner support and school Chew et al., (2008).

According to the authors, blended learning by two prominent educational theorists Vygotsky referred to socio-cultural factors in cognitive learning and education. He believed that a learner's knowledge is developmentally constructed in a social or cultural interaction. Abraham Maslow was a famous contemporary theorist. His model was implied in educational context particularly to understand the motivation of learning and teaching for learners. This model included technology and face-to-face teaching and on-line learning experiences. It said defined face to face contact

time and online learning time also contributes to better understanding of blended learning by summarizing several model subsystems.

The learners used learning material. It was very necessary that the teacher always started to motivate students because blended learning has advantages, with the existence of traditional approaches of teaching and learning. These connections included those with teachers, parents, classmates, family members and friends. They involved relationships with important objects, such as books or toys, and culturally specific practices that learners are involved in at school, at home, and in the community.

Traditional learning model. - In the traditional model the teacher stranded between the students and the knowledge. Students had not or little knowledge about the subject when they come to class. In class, People got taught all the knowledge, and it was often the basic knowledge about a subject. Traditional learning or education took place in a classroom setting.

E-learning model. -Models of e-learning described where technology played a specific role in supporting learning. These were described both at the level of pedagogical principles and at the level of detailed practice in implementing those principles.

Educational technologies. -It was a field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment and learning materials in order to improve teaching and learning. It focused on the theory and practice of utilizing new technology to develop and implement innovative educational approaches to learning and student achievement.

Innovative activities use technology. - It was important to keep in mind that the purpose of educational technology, also referred to as instructional technology, was to improve education. People defined the goals and needs of education first and then we used all our knowledge, including technology, to design the most effective learning environment for students.

Reading process. -According to Smith (1999) mentioned that it was Steps that most students go through as they read are pre-reading, first reading (of fiction), re-reading, and extended reading. Process of constructing meaning from written texts.

Complex skill requires critical and creative thinking processes to pull together a number of interrelated sources of information. (p.1)

Reading ability. -It was an ability that pertained to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills were highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages.

Reading Strategies. - The specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. It was as the mental operations involved when readers approach a text effectively to make sense of what they read.

Synchronous learning. -mentioned that the instructor and the students in the course engage with the course content and each other at the same time, but from different locations. The instructor interacted with students in real time by means of tools such as audio, video, and presentations, virtual classrooms to hold live classes or meetings.

Asynchronous learning. -declared that the instructor and the students in the course all engage with the course content at different times and from different locations. The instructor provided students with a sequence of units which the students move through as their schedules permit.

Blended learning in combination with a task-based learning approach. -As technology became a key new world of education. The internet provided a new medium of communication that enables us to gain access to vast amounts of information on a broad range of topics.

Task-based language teaching shared several principles of communicative language teaching, the tasks had given were those that involved more on language communication.

 Blended Learning is Teaching Reading. -It was one particular technique of computer applications, namely Text Reconstruction, which suggested some ways in which this technique was used inside the classroom to help students to develop

their reading skills, and consider the strategies students employ during text reconstruction tasks.

A visual input is a string of letters-perceptual process. - It was a memory system that stores visual information for a few seconds so that it was used in the service of ongoing cognitive tasks. It established whether expertise in letter processing influences capacity limitations in visual short-term memory. Performance in a change detection task was examined using item arrays that varied in terms of character type letters or symbols.

The reader's mental representation. -To understand a text, a reader used more than the individual words on a page. Readers integrated general knowledge in long-term memory with the written message to form a unified, coherent representation of text. In these sense readers drew inferences about the relation between events or the spatial relations between objects.

Improving the reading skill Vocabulary Grammar and interactive activities. Learning English was not just learning vocabulary and grammar. It also involved mastering such skills as listening, speaking, writing and reading.

Reading motivation. -Referred to an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading the motivation towards reading, the possible ways to get students interested in reading as well as the difficulties or strategies to foster English language learning.

Scanning. -It was to focus on specific information.

Skimming. -It was getting the general idea of a text.

Intensive reading. - It was the act of reading short texts pointing out specific information**.**

Extensive reading. -It was to read, for your own pleasure, without understanding every word.

1.12 The impact of Blended Learning on Reading Performance

Stefan (2016) emphasized the flexibility and collaboration as the advantages of blending learning students can access the learning materials from any place, while the teacher also enjoyed more freedom to adjust the learning materials.

The blended learning for an English as a Second Language some students who lacked motivation would not actively engage in pair work, group work, and anything related to the course. Nevertheless, some students who had difficulties fitting into group or pair work favored and benefited from doing individual reinforcement activities in the laboratory (Djiwandono, 2018)

According to the investigators, the importance of using all possible tools on the Internet can help learners overcome these difficulties. This research was of great significance to the work, because both were beginning to look for potential and difficulties in use. Apply what you had learned, and face-to-face teaching had an impact on teachers' introduction of new concepts. Reading comprehension was a complex cognitive activity involving many intertwined processes. Understanding printed text required word recognition, sentence processing, strategic processes, activation of relevant background knowledge, meaning interpretation, and continuous monitoring of ongoing understanding.

1.13 The Impact of integrating Blended Learning with Task-Based Language Learning on Reading Comprehension.

This study explored the effect of blended integrated task-based language learning strategy on men and women learners' reading comprehension ability. This application was found to be beneficial in enhancing students' reading comprehension abilities by offering an innovative learning experience to students who were able to engage in online and offline learning by accomplishing interactive and graded reading comprehension tasks. The participants of this study adopted more positive attitudes towards reading when they were asked to study the lessons and fulfil the task provided. Moreover, by engaging in offline and online evaluative and analytical reading comprehension tasks, learners have developed their critical thinking skills. Instead, using focused and unfocused reading-based tasks made learners more active learners and the reading process became more entertaining and exciting as well Elahi & Heidar (2020).

Elahi & Heidar (2020) teaching and blended learning was an effective leaning for teaching English as a foreign language, so the students had required good learning when they studied and reinforce some activities the teacher can design, and materials developers can incorporate the innovative in their classes. Through focused reading-based tasks, learners also develop their writing skill as well as grammatical knowledge and by using unfocused reading-based tasks, students were required to participate in online and offline collaborative learning stations and were thus encouraged to communicate with peers and develop their communicative skills. Furthermore, teachers developed learners' critical thinking by designing and creating online.

1.14 Blended learning approach to reading circles for English learners

Habitually, most announcements among the members of a reading circle usually took place during face-to-face meetings in class, but a blended approach to reading circles allowed for extra communication in a virtual setting outside of class and permitted a multi-modal means of communication over the Internet. Furthermore, modern Web 2.0 technologies allotted the members of a reading circle to co-annotate the text of a single digital document, synchronously or asynchronously, and easily share information collected from the enormous resources of the Internet.

In reading circles, small groups of students were formed to read and discuss a work of stories, a newspaper article, or other reading. Students took turns as leaders for these groups, and other understanding circle members may have other parts or hold other responsibilities in the group (Schoonmaker, 2014).

Schoonmaker (2014) mentioned the analysis circles for second language students offered many potential benefits because the learners promoted the development of reading skills, and to foster an interest in reading it may form around a shared interest in the topic of the reading. The tutors gave links to relevant materials from the Internet, and carry out any other reading circle activities, so the students completed one reading circle session outside of class.

Although reading was a very important skill, many students had difficulties in reading out loud. The reader enjoyed reading in front of a group. Also, it was

considered as a means for improving discussion skills in groups, letters and word pronunciation, diagnosing oral reading weaknesses, and fluency in oral reading, and precision in silent reading.

1.15 Blended Learning is Teaching Reading

Blended learning can positively affect the comprehension of a language as the students enjoy the rewards of technology and online texts along with their reading commands in the class. As the reading materials on an e-tool like wiki had links and were editable, they motivate the learners to do more reading on the same topic by just clicking on the underlined term or phrase and entering a new webpage. In other words, they had access to more reading resources. That was because it can be claimed that online reading motivates learners' independence to read more materials independent of what was presented in the laboratory. Materials designers can also incorporate some online materials in reading courses by introducing the website reports at the end of each reading lesson, and teachers can encourage their students to use such websites to develop their reading skills (Yamini, 2012).

Yamini (2012) remarked reading was a skill that empowered everyone who learned it. They were able to benefit from the store of knowledge in printed or virtual materials ultimately, to contribute to that knowledge. Good teaching enables students to learned to read and read to learn. Near reading demonstrations, assign scholars the digital versions of the rest of the web activities for at-home repetition. However, the teachers needed to send some important resources needed for effective instruction and engaging practice.

1.16 Schema Theory and Reading Comprehension

Research on the theory of schema had great influence on understanding reading comprehension in initial and another language. It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material. Content schema mentioned the familiarity of the subject material of the text. It included an understanding of the theme of the text and the cultural-specific elements needed to interpret it (Al-Issa, 2006).

Al-Issa (2006) commented on the theory of how knowledge was learned, processed, and saved. Also, schema was the practical term used by cognitive scientists to define how people process, organize, and store information in their heads. The reader carried information, knowledge, emotion, and culture depending on the topic. It included an understanding of the theme of the text and the cultural-specific elements required to interpret it. In addition, it was important for the reader to have the background knowledge to read more competently, but that knowledge also needed to be activated. For that reason, reading, as a vital part of English teaching, was the most significant one of the four skills in English teaching.

1.17 Schema Theory and College English Reading Teaching

"Schema is a term used in psychology and cognitive science, which defines a systematic design of thought and comportment. Schemes affect attention and the concentration of new information. People use plans to organize previous knowledge and provide a context for future understanding" (Zhao & Zhu, 2012, p.112).

According to the researchers, schema aided to solve the problems in reading and so confirm to make the right decision. Teaching techniques based on schema theory was applied practically and effectively in college English reading class, its activation and construction on college English reading class by designing various activities before, during and after the reading. The application was positive to encourage students' reading interest, accelerate their reading rapidity and make correct findings. That manner the students were essential to solve in the process of reading, and educators were to help learners explain this problem. Finally, it was a very efficient program in developing students' reading skills and improving their reading abilities for a good understanding between input and output.

1.18 Extensive Reading: Theory, Research and Implementation

Study on extensive reading that has been conducted in English as a Second Language and English as a Foreign Language contexts. By highlighting the enormous benefits of extensive reading on improving various aspects of L2 learners' language proficiency, People hope to encourage superior implementation of extensive reading in educational institutions worldwide. Professors motived also

develop more familiar with future instructions in the practice of implementing extensive reading programs such as how to capitalize on the potential of the Internet to monitor and assess learners' growth in reading extensively ER on reading rate is more effective than old-style reading methods in encouraging language ability (Renandya et al.,2019).

According to some authors remarked extensive reading was very significant in English a Second Language and English as a Foreign Language contexts because the main theory fundamental extensive reading was the students acquire a new language when they comprehend some messages and hear the information so they received comprehensible input such as new vocabulary and grammar. In order for implicit learning to have an influence on reading development, long-term and large volumes of input are necessary all the time the students need to read a lot and do the activities according to the reading age on the effectiveness of students and adult people. ER was a fruitful method of learning English and it helped to develop a reading skill in the students and teachers in beginner, intermediate or advanced. It had been a positive aspect in the teaching learning process.

1.19 Reading

"Reading is not an invariant skill, there are different types of reading skills that correspond to the many different purposes we have for reading" (Jeya, 2018, p.33).

According to the author, students had several resolutions to read, between others were to graduate from high school and to deliver themselves with the information to continue their studies, to achieve the objective, the comprehension ability in reading. Reading helps to develop the process and acquire knowledge, ideas and to get the goals, so the people used diverse reading skills in order to approach the target language. Reading helped individuals to improve their understanding of the language and build their vocabulary.

I agree with the author that different kinds of reading skills helped the students understand the texts, including e-mails, invitations, personal messages, tips, notices. Also, learners also identified vocabulary, main and secondary ideas. Therefore, reading was a highly valuable skill and activity, and it was recommended that

learners try to read as much as possible in order to speak fluently in the target language. Adequate teaching allowed students to learn to read and read to learn. Learners were critical, reflective people.

1.20 Reading Motivation

Motivation was an activation to action. Level of inspiration was reflected in choice of courses of action, and in the intensity and persistence of effort. It based on objects or personal values is governed by three types of self-influences. They contained self-satisfying and self-dissatisfying reactions to one's performance, perceived self-efficacy for goal accomplishment, and modification of personal goals based on one's improvement. Its beliefs contribute to motivation in numerous ways Bandura et la. (1994).

While reading, the readers bring to the turn of reading their mental abilities attention, memory, critical analytical aptitude, inferencing, visualization; motivation a purpose for reading, interest in the content, self-efficacy as a reader; knowledge vocabulary and topic knowledge, language and discourse knowledge, knowledge of comprehension strategies; and experiences (Harmer, 2010).

According to the researchers reading was development or an activity to understand a communication that written by someone and interpret the evidence into the reader's understanding correctly the different topics so, the students developed cognitive capabilities such as attention, retention, critical analytic ability, inferencing, visualization; motivation was an aim for reading, interest in the content, self-efficacy as a reader expresses some ideas according to the areas. It means reading was one of the important objects to get the language acquisition. The importance of motivation in understanding the development and practices of reading, persist in how motivation related constructs were defined and investigated.

In deduction, the use of Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. The application of blended learning in this skill was of great help for students with task-based learning to improve reading skill. It incorporated both synchronous learning

for instance, online tutorials and asynchronous activities for example, discussion forums outside the class.

EFL English Foreign Language learners were encouraged their reading proficiency through blended learning as represented in the present research and learners can also benefit from English language instruction at the place and time of their convenience without being disadvantaged from the help of their teacher and while they were studying in a classroom setting at the same time. Teachers inspired their students to use such websites to develop their reading skill by informing them how today's e-tools are effective in their learning.

CHAPTER II. METHODOLOGY

2.1 Research approach

This investigate was Quantitative research "regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques" (Babatunde, 2020.p1).

It collected quantitative data, analyzed and calculated the information by using a reading pre-test and post-test to the students of the two groups in order to determine the difference in the development of this sub-skill and skill at the beginning of the research. At the end of the study, a post-test was taken by the participants in order to determine the effect of the Blended Learning model in combination with task-based learning in improving reading skill. The researcher explored the influence when applied blended learning model in combination with task-based learning in order to progress reading skill. Qualitative data was used by means of observation to students' attitudes, participation and interaction, and also performance of activities during the face-to-face meetings while the application of activities techniques and reading strategies in the classroom platform. This research developed a quasi-experimental because a pre-test, a post-test had been applied to obtain data.

2.2 Type of research

Quasi-experimental research was used because quasi-experimental methods pose more threats to internal validity than real experiments. Individuals assigned to the two groups may have selection factors that controlled in the experiment. When people compare two groups, treatment threats may also exist. In addition, when used a pre-test and post-test design, additional remarked such as history, testing, instrumentation, and regression may also appear. Although quasi-experimental design had the advantage of using existing groups in an educational environment, it introduced many threats that needed to be addressed in experimental design Creswell (2012).

It compared a group of students that got intervention with the Blended Learning model with another group that taught using the traditional method. It compared data between the pre-test and post-test applied to each group and also compared the two groups. The research allowed the collection of information on the effectiveness of hybrid learning models for the development of reading skills. Therefore, it proved that applying blended learning significantly improves learners' reading skills included in the lesson planning. It was suitable for teaching and learning. This was also an opportunity to integrate innovative activities and technological advancements in a variety of educational online resources.

2.3 Research context

The present research was applied at the "Muyu kawsay" Bilingual Intercultural Community Educative Unit is a public institution, located in Quito city of Pichincha Province in an urban area. This institution has 1323 students and 54 teachers.

2.4 Participants /Population

In the institution, there was a population of 1323 students in which selected 62 participants of this research were students from "Muyu kawsay" Bilingual Intercultural Community Educative Unit. The population was constituted by using a non-probability sampling for convenience because I worked with them during the year 2021-2022. They were chosen through the following selection criteria: to be part of this research they need to be registered in a public educational institution.

They were divided in two groups the English students of ninth level "A" and ninth level "B" there were made about 31 students in the experimental group and 31 students in the controlled group. Students ranged in age 13 to 14 years old.

Table 1. Population

Groups of students	Number of students	%
Control	31	50%
Experimental	31	50%

Author: Sandoval, V. (2022)

2.5 Data collection

The focus groups were approved by 62 participants of two classes from the ninth A and B at "Muyu Kawsay" High School. Additionally, the instruments in this study were pre-test and post-test that have been directed to both control and experimental groups of students.

The test instrument was divided into sections pre-test and post-test instrument used multiple-choice questions and activities reading comprehension which were adapted from Cambridge University Press related to reading and other resources. Before managing the test to the students.

Pre-test: It was applied at the beginning of this research in order to know the students' vocabulary and reading comprehension knowledge at the starting stage. It consisted on 10 questions with in reading a small picture which contains choice multiple for the students that had to answer individual form.

Post-test: It was applied at the end of this study with the purpose to verify whether there was improvement on activities and reading or not after applying the Blended Learning model (B learning). The test contained exactly the Cambridge test the same questions as the pre-test and post-test only the content was different and the observation. Post-test was with similar characteristics to the pre-test.

2.6 Intervention

Firstly, the Pre-test was applied with the learners were given pre-test to identify the student's understanding about the reading comprehension. For that reason, it goals to perceive the learner's prior knowledge on comprehension of the two groups controlled and experimental. The results showed that in the pre-test the grades were similar.

This research was applied with 8 lessons plans on the teaching learning process and improve reading skill with vocabulary and strategies that keep learners active with new words, show pictures, association with other words, answering questions. Also, it was applied with a reflective file during 14 weeks with students of ninth level it permitted to improve and design the lesson plans.

The lesson plans were done with interesting activities for the face-to-face sections and online activities with use blended learning model in combination the task-based learning. Each task was done taught with activities improve the reading skill in autonomous learning form in the class or outside the class in diverse places anytime.

After was applied the Post-test have been given into both classes, the main of this post-test is to find out was any development in reading skills among experimental class which had been given achievement of the planned when started the investigation. while in the post-test the grades were significantly higher in the experimental group.

2.7 Data analysis plan

The data was collected in an efficient way in Excel program also, the student's t-test was calculated in IBM SPSS statistical software, for which a significance level of 0.05 and degrees of freedom equal to the amount of data minus 1 unit was also established. That is to say, $\alpha = 0.05$ (5%) and df = 30. Then, they were organized, and tabulated. After that, these data were analyzed statistically and interpreted. The results served to confirm in different studies.

Initially with Pre-test, the learners were given pre-test to identify the student's comprehension. For that reason, it aimed to see the learner's prior knowledge on comprehension.

After that was applied the post-test into both classes. It noticed an improvement in reading comprehension skill in the learners who were part of the experimental group which had been fulfill the achievement.

The experimental class had treatment blended learning model (B learning) in combination with the task-based learning approach to improve reading skill in the classes using planning lesson and activities in live worksheets, or interactives activities on line together classroom platform while the controlled class had face to face instruction. It used pre-test and post-test, reading comprehension as the instruments of 31,31 its study. The result proved that blended learning model (B learning) was more effective that face-to-face instruction on learners' reading comprehension.

CHAPTER III. FINDINGS AND DISCUSSION

3.1 Result

The data of this was gathered from 62 students of the "Muyu kawsay" Bilingual Intercultural Community Educative Unit. The objective of this research was to develop the reading skill through of the use the Blended Learning model in combination the with task-based learning. The data was collected by two different means, which were pre-test and post-test. Finally, descriptive statistics: mean, standard deviation, minimum and maximum values of the pre-test and post-test results obtained by the students of the control and experimental groups in the reading comprehension assessment test. These methods were used for examining and presenting the results.

Results of the Pre-test and Post-test: Reading

Reading based upon the information present before, two groups of students took part of this study. The first group had 31 students before pre-test and post-test, the second group was formed by 31 students. The teachers' treatment in the classroom setting to both the control and the experimental groups.

Table 2. Blended learning model (B learning) in the reading skill.

	CONTROL		EXPERIMENTAL	
BLENDED -LEARNING MODEL (B LEARNING) IN THE READING SKILL				
GROUPS				
STUDENTS	**PRE-TEST**	**POST-TEST**	**PRE-TEST**	**POST-TEST**
Student 1	0,40	6,67	5,53	8,97
Student 2	5,70	4,90	5,03	4,27
Student 3	5,43	6,87	3,50	7,77
Student 4	6,10	7,00	6,93	7,67
Student 5	5,20	8,20	6,77	8,10
Student 6	5,30	2,60	5,00	8,50
Student 7	4,50	4,50	5,57	7,10
Student 8	6,50	4,97	6,97	8,13
Student 9	5,00	4,80	4,30	8,07
Student 10	0,20	0,80	6,27	8,23
Student 11	2,60	6,70	0,00	6,63
Student 12	5,00	6,23	1,47	8,60
Student 13	1,60	1,60	5,37	7,57
Student 14	6,50	8,60	1,50	6,27
Student 15	4,87	4,87	6,77	7,17
Student 16	5,10	5,10	3,90	8,47
Student 17	4,50	8,47	5,13	8,47
Student 18	2,40	8,13	1,77	5,17
Student 19	4,53	7,97	1,43	8,17
Student 20	2,53	7,50	3,00	6,57
Student 21	3,90	8,10	2,33	7,67
Student 22	3,60	7,37	3,67	8,47
Student 23	2,80	3,70	5,53	5,53
Student 24	3,80	3,20	0,57	5,40
Student 25	2,00	7,77	1,17	5,97
Student 26	2,60	8,40	1,13	8,27
Student 27	3,00	5,20	5,07	7,47
Student 28	0,73	7,90	4,57	4,57
Student 29	1,93	4,30	6,53	7,53
Student 30	0,17	4,60	0,00	8,27
Student 31	0,90	7,00	0,00	7,57
TOTAL	**109,40**	**184,00**	**116,77**	**226,57**
AVERAGE	**3,53**	**5,94**	**3,77**	**7,31**

Author: Sandoval, V. (2022)

The purpose of this research was to determine the relationship between Blended-Learning Model and its impact on the Reading skill in the students of ninth level at "Muyu kawsay" Bilingual Intercultural Community Educative Unit. For this purpose, a Cambridge test was administered before and after the use of a booklet based in combination Blended learning with the task-based learning to develop reading skill. In the present case, only the section corresponding to the reading was applied. The test is composed of 10 questions and is measured out of 10 points. The Reading and Comprehension Assessment Rubrics was used for grading (appendix II).

The following are the descriptive statistics: mean, standard deviation, minimum and maximum values of the pre-test and post-test results obtained by the students of the control and experimental groups in the reading comprehension assessment test:

Table 3. Descriptive statistics of pre-test and post-test results by question. n = 31.

Group	Question	Pre-Test				Post-Test			
		Min	Mean	SD	Max	Min	Mean	SD	Max
Control	Q1	0.00	0.3355	0.22143	0.80	0.00	0.6774	0.26672	1.00
	Q2	0.00	0.5161	0.50800	1.00	0.00	0.6452	0.48637	1.00
	Q3	0.00	0.6129	0.49514	1.00	0.00	0.8387	0.37388	1.00
	Q4	0.00	0.3226	0.47519	1.00	0.00	0.6774	0.47519	1.00
	Q5	0.00	0.4194	0.50161	1.00	0.00	0.6452	0.48637	1.00
	Q6	0.00	0.4839	0.50800	1.00	0.00	0.7097	0.46141	1.00
	Q7	0.00	0.0323	0.12487	0.50	0.00	0.2903	0.25081	0.50
	Q8	0.00	0.1129	0.21251	0.50	0.00	0.3871	0.21251	0.50
	Q9	0.00	0.3387	0.36384	1.00	0.00	0.4516	0.36310	1.00
	Q10	0.00	0.3548	0.26688	0.80	0.00	0.6129	0.27778	1.00
	Reading skill	0.17	**3.5287**	1.9196	6.50	0.80	**5.9361**	2.1245	8.60
Experimental	Q1	0.00	0.2452	0.22337	0.80	0.20	0.7226	0.26167	10.00
	Q2	0.00	0.5806	0.50161	10.00	0.00	0.8387	0.37388	1.00
	Q3	0.00	0.5484	0.50588	1.00	0.00	0.9355	0.24973	1.00
	Q4	0.00	0.3548	0.48637	1.00	0.00	0.8065	0.40161	1.00
	Q5	0.00	0.3548	0.48637	1.00	0.00	0.9032	0.30054	1.00

Group	Question	Pre-Test				Post-Test			
		Min	Mean	SD	Max	Min	Mean	SD	Max
	Q6	0.00	0.4839	0.50800	1.00	0.00	0.9355	0.24973	1.00
	Q7	0.00	0.4194	0.36735	1.00	0.50	0.7742	0.28398	1.50
	Q8	0.00	0.2419	0.28493	1.00	0.00	0.8548	0.29421	1.00
	Q9	0.00	0.3280	0.29022	1.00	0.17	0.6183	0.24417	1.00
	Q10	0.00	0.4516	0.24748	0.80	0.00	0.7742	0.25162	1.00
	Reading skill	0.00	**3.7671**	2.31619	6.97	4.27	**7.3103**	1.2643	8.97

Q = Question, SD = Standard deviation, Min = minimum, Max = maximum.

Author: Sandoval, V. (2022)

According to the information shown in the table above, the student's grades on the post-tests were higher than the pre-test both at the level of each question asked and at the level of the whole reading in general. The boxplot shown below allows us to appreciate the behavior of the student's scores at the general level for the reading skill in the pre-tests and the post-tests:

Reading skill
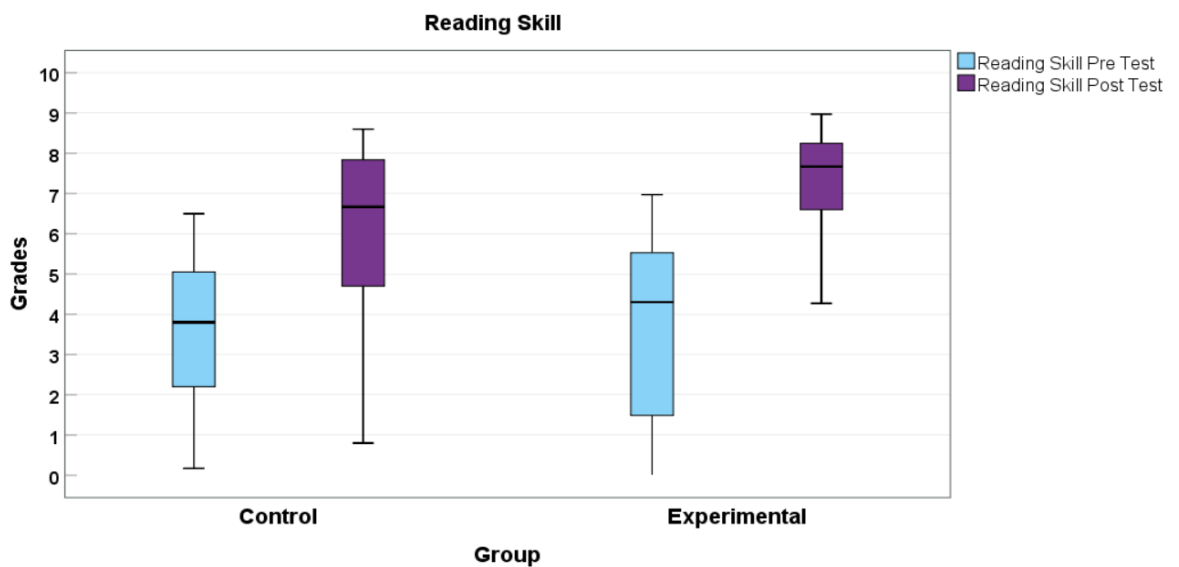
Graph1. Boxplot of the scores of students in both groups on the pre-test and post-test for reading skill.

Author: Sandoval, V. (2022)

According to the information in the boxplot above, the pre-test grades between both groups are similar, with means of 3.53 ± 1.92 and 3.77 ± 2.32 out of 10 points, for the control and experimental groups, respectively. On the other hand, the post-test grades are higher in the experimental group, with a mean of 7.31 ± 1.26 out of 10, while in the control group the mean reached the value of 5.94 ± 2.12. A question-by-question interpretation of the results is shown below:

Question 1

Read the article about getting to sleep and answer the questions

The questions asked were about recognizing: What is more important doing? What do babies spend more time doing? Who needs less sleep? What may stop you from sleeping? and What is the worst thing to do before going to bed? Most students in the control group scored 0.4 out of 1 on the pre-test and 0.8 out of 1 on the post-test. On the other hand, the majority of students in the experimental group obtained a grade of 0 out of 1 on the pre-test and 1 out of 1 on the post-test.

Table 4. Number of students according to the grade obtained for question 1.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0.0	6	19.4	1	3.2
	0.2	6	19.4	2	6.5
	0.4	12	38.7	5	16.1
	0.6	6	19.4	5	16.1
	0.8	1	3.2	12	38.7
	1.0	0	0	6	19.4
	Total	31	100.0	31	100.0
Experimental	0.0	10	32.3	0	0
	0.2	9	29.0	2	6.5
	0.4	8	25.8	6	19.4
	0.6	3	9.7	4	12.9
	0.8	1	3.2	9	29.0
	1.0	0	0	10	32.3
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 2

What weather is today?

The question asked was about recognizing: What weather is today? According the results most students in the control group scored 1 out of 1 on the pre-test and on the post-test. On the other hand, the majority of students in the experimental group obtained a grade of 1 out of 1 on the pre-test and the same grade on the post-test.

Table 5. Number of students according to the grade obtained for question 2.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	15	48.4	11	35.5
	1	16	51.6	20	64.5
	Total	31	100.0	31	100.0
Experimental	0	13	41.9	5	16.1
	1	18	58.1	26	83.9
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 3

Look at the pictures and read. Choose the correct answer.

The question asked was about recognizing: What weather is today?

Most students in the control group scored 1 out of 1 on the pre-test and also 1 out of 1 on the post-test. Whereas the majority of students in the experimental group obtained a grade of 1 out of 1 on the pre-test and also 1 on the post-test.

Table 6. Number of students according to the grade obtained for question 3.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	12	38.7	5	16.1
	1	19	61.3	26	83.9
	Total	31	100.0	31	100.0
Experimental	0	14	45.2	2	6.5

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
	1	17	54.8	29	93.5
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 4

Choose the correct definition below the picture.

The students had to look at the image and recognize. What animals are those? Most students in the control group scored 0 out of 1 on the pre-test and 1 out of 1 on the post-test. On the other hand, the majority of students in the experimental group obtained a grade of 0 out of 1 on the pre-test and 1 out of 1 on the post-test.

Table 7. Number of students according to the grade obtained for question 4.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	21	67.7	10	32.3
	1	10	32.3	21	67.7
	Total	31	100.0	31	100.0
Experimental	0	20	64.5	6	19.4
	1	11	35.5	25	80.6
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 5

Choose the correct definition below the picture.

The students had to choose the correct definition below the picture. Most students in the control group scored 0 out of 1 on the pre-test and 1 out of 1 on the post-test. Whereas, the majority of students in the experimental group obtained a grade of 0 out of 1 on the pre-test and 1 out of 1 on the post-test.

Table 8. Number of students according to the grade obtained for question 5.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	18	58.1	11	35.5
	1	13	41.9	20	64.5
	Total	31	100.0	31	100.0
Experimental	0	20	64.5	3	9.7
	1	11	35.5	28	90.3
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 6

Choose the correct definition below the picture.

The students had to choose the correct definition below the picture. Most students in the control group scored 0 out of 1 on the pre-test and 1 out of 1 on the post-test. On the other hand, the majority of students in the experimental group obtained a grade of 0 out of 1 on the pre-test and a grade of 1 on the post-test.

Table 9. Number of students according to the grade obtained for question 6.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	16	51.6	9	29.0
	1	15	48.4	22	71.0
	Total	31	100.0	31	100.0
Experimental	0	16	51.6	2	6.5
	1	15	48.4	29	93.5
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 7

Read the text and choose the best answer.

The students had to read the text and choose the best answer. Most students in the control group scored 0 out of 1 on the pre-test and 0.5 out of 1 on the post-test. On the other hand, the majority of students in the experimental group obtained a grade of 0.5 out of 1 on the pre-test and 1 out of 1 on the post-test.

Table 10. Number of students according to the grade obtained for question 7.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	29	93.5	13	41.9
	0.5	2	6.5	18	58.1
	1	0	0	0	0
	Total	31	100.0	31	100.0
Experimental	0	11	35.5	0	0
	0.5	14	45.2	15	48.4
	1	6	19.4	16	51.6
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 8

Read the text and choose the best answer.

The students had to read the text and choose the best answer. Most students in the control group scored 0 out of 1 on the pre-test and 0.5 out of 1 on the post-test. Whereas, the majority of students in the experimental group obtained a grade of 0 out of 1 on the pre-test and a grade of 1 on the post-test.

Table 11. Number of students according to the grade obtained for question 8.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0	24	77.4	7	22.6
	0.5	7	22.6	24	77.4

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
	1	0	0	0	0
	Total	31	100.0	31	100.0
Experimental	0	17	54.8	2	6.5
	0.5	13	41.9	5	16.1
	1	1	3.2	24	77.4
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 9

Choose a word from the words below the text. Put word next to numbers 1-6. Drag the words into the correct boxes.

The students had to choose words among the list (math, pages, pointed, happy, talked, ticks) and place them in the blanks as appropriate so that the wording is coherent. Most students in the control group scored 0 out of 1 on the pre-test and also 0 out of 1 on the post-test. On the other hand, the majority of students in the experimental group obtained a grade of 0.33 out of 1 on the pre-test and 0.5 out of 1 on the post-test.

Table 12. Number of students according to the grade obtained for question 9.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0.00	13	41.9	8	25.8
	0.17	2	6.5	3	9.7
	0.33	3	9.7	2	6.5
	0.50	7	22.6	7	22.6
	0.83	2	6.5	5	16.1
	1.00	4	12.9	6	19.4
	Total	31	100.0	31	100.0
Experimental	0.00	8	25.8	4	12.9
	0.17	6	19.4	3	9.7

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
	0.33	8	25.8	1	3.2
	0.50	7	22.6	17	54.8
	0.83	1	3.2	2	6.5
	1.00	1	3.2	4	12.9
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

Question 10

Read the text and then choose the right words.

The students had to read the text and then choose the right words choosing in each case among the three response alternatives provided. Most students in the control group scored 0.6 out of 1 on the pre-test and also 0.6 out of 1 on the post-test. Whereas, the majority of students in the experimental group obtained a grade of 0.2 out of 1 on the pre-test and a grade of 1 out of 1 on the post-test.

Table 13. Number of students according to the grade obtained for question 10.

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Control	0.0	8	25.8	1	3.2
	0.2	5	16.1	3	9.7
	0.4	6	19.4	7	22.6
	0.6	10	32.3	8	25.8
	0.8	2	6.5	6	19.4
	1.0	4	12.9	6	19.4
	Total	31	100.0	31	100.0
Experimental	0.0	2	6.5	1	3.2
	0.2	13	41.9	1	3.2
	0.4	6	19.4	1	3.2
	0.6	6	19.4	7	22.6
	0.8	8	25.8	9	29.0
	1.0	5	16.1	12	38.7

Group	Grade	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
	Total	31	100.0	31	100.0

Author: Sandoval, V. (2022)

In general terms, at the beginning of the study, students in both groups presented difficulties in reading comprehension, particularly they were unable to understand some sentences that enunciate everyday activities in the present simple and infinitive. They did not know the contractions for auxiliary verbs. They did not understand some questions and had problems in familiarizing themselves with if clauses and the conjunction but. Then they made mistakes in the answers they gave to the multiple-choice questions of the applied test. However, after the application of the proposal, an improvement in reading comprehension skills was observed, especially in the students who were part of the experimental group, who used the booklet based on the combination of the Blended learning model (B learning) in combination with the task-based learning.

Variables

Independent variable: Blended-Learning model.

Dependent variable: Reading skill.

The student's t-test for paired samples was used to verify the theories since the intention is to assess whether there is a significant difference between the grades obtained by the students evaluated between the post-test and pre-test in both the experimental group and the control group. In this case, the research goal is focused on determining whether the post-test grades are higher than those of the pre-test, which implies applying a one-tailed test. The mathematical model of the paired Student's t-test is as follows:

$$\textbf{H}_0\text{: } \mu_2 \leq \mu_1$$

$$\textbf{H}_1\text{: } \mu_2 > \mu_1$$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

The student's t-test was calculated in IBM SPSS statistical software, for which a significance level of 0.05 and degrees of freedom equal to the amount of data minus 1 unit was also established. That is to say, $\alpha = 0.05$ (5%) and df = 30. From the significance level and the degrees of freedom, the tabulated Student's t is obtained and compared with the calculated Student's t value. If the calculated Student's t is higher than the tabulated t implies that the null theory should be rejected and consequently, the alternative theory should be accepted.
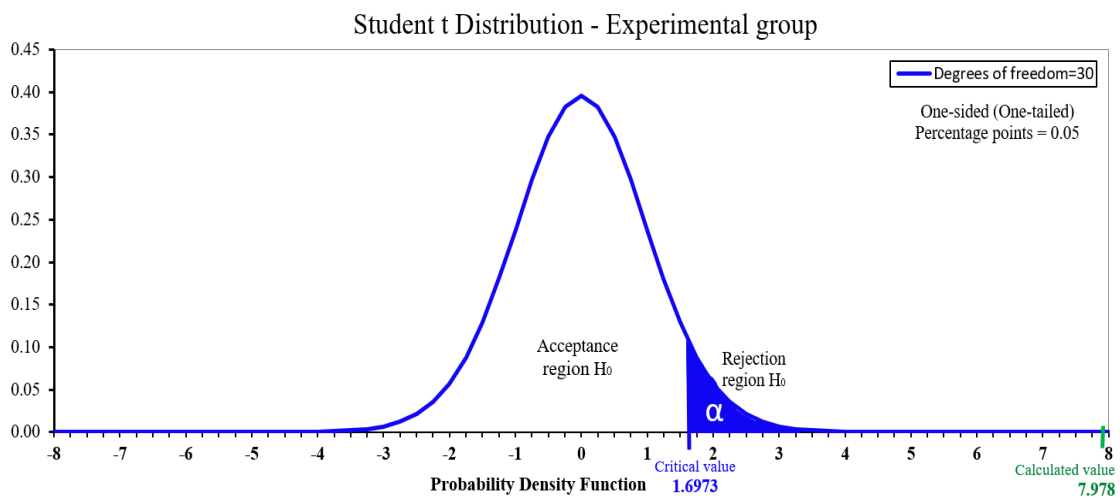
Graph 2. Student t-distribution.
Author: Sandoval, V. (2022).

The results obtained are shown below:

Table 14. Summary of paired sample statistics.

| Group | Paired differences | | | | | t | gl | Significance (unilateral) 0.05 |
| | Mean | Desviation | Deviation mean error | 95% confidence Interval of the difference | | | | |
				Low	High			
Control	2.4074	2.63767	0.47374	1.4399	3.3749	5.082	30	0.0000093***
Experimental	3.5432	2.47282	0.44413	2.6362	4.4503	7.978	30	3.32×10^{-9}***

*Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.*
Author: Sandoval, V. (2022).

The unilateral significance level for the experimental group $p = 3.30$ $x10^{-9}$ was lower than $\alpha = 0.05$ with 30 degrees of freedom. The calculated Student t-value is 7.978 which was upper than the critical t-value of 1.6973. Then, Student t-value is located in the null rejection region. Therefore, the null theory was rejected and the alternative one was accepted: "Blended-Learning model (B learning) improved the reading skill at the ninth level Muyu kawsay High School".

A similar result was obtained in the control group, whose student's t-value was 5.082, which is also higher than the t-table of 1.6973 which means (p-value = 3.32 $x10^{-9}$). Therefore, in the control group, there were also significant differences in the post-test versus pre-test (p-value = 0.00000928). However, to know if the application of the Blended-Learning model proposal was effective improving the reading comprehension, a t-test for independent samples was performed to directly compare the results of the control and experimental groups and to identify if there are differences between them.

Table 15. Summary of independent sample statistics.

Group	Test	t-value	Significance
Experimental vs Control group	Pre-Test	0.4412	0.3308
Experimental vs Control group	Post-Test	3.0948	0.0016**

*Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.*
Author: Sandoval, V. (2022)

The results showed that in the pre-test the grades were similar (p-value = 0.3308) between the control and experimental groups, while in the post-test the grades were significantly higher in the experimental group (p-value = 0.0016).

3.2 Discussion

The findings found through this study were in accordance with conclusions drawn from similar previous studies. (Alnoori & Obaid, 2017) determined that blended learning can be combined in digital broadcasting with traditional classroom methods. It was an important face-to-face between the students and teacher controller over time, place where can incorporated technological tools like as audio and visual aids as well as traditional face-to-face teaching. The technology was used in an effective form in the classroom in outside class so, improved the reading skill

of English Foreign Language in the students. The blended learning was used in a several of different places anytime.

According to Yudhana (2021) established that was very important the implementation of blended learning it improved the English language reading skill when the students learned a foreign language. It permitted use technology with utilizing blended learning programs helped meaningfully better the reading skills.

In my investigation also it was applied the blended learning model in the classroom platform with different interesting activities used live worksheet to improve reading skill.

Accoding to Picciano et al.(2014) asserted that blended learning implied a grouping or combination a presentation is formed that was more informative to the observer or reader. In other manner of blended online the classroom plataform and face-to-face teaching which combined the strength and technology developed learning for education. It permitted both student and teacher entrance to fundamentally increded opportunities for understanding how students and teachers communicated and collected evidence how learners interacted with others and built knowledge and how calculated what learners taught or learned. They can developed their reading comprehension and improved their reading skills.

According to Ferreira (2016) affirmed that was the great importance the combination the blended learning (BL) model with task-based learning so, showed the findings of 2 experimental studies which designed to provide data. It achieved included online tasks and cooperative teaching was positive for the development language skill.

According to (Thayyib, 2014) said that Task-based approach the principal goal delivered students a natural situation for language in practice. As students worked to complete a task so, they had several opportunities to interact was understood to facilitated target language as students had worked to comprehend each other and to fast their own meaning. (Edwards & Willis, 2005) mentioned that to motivate readers to usage more tasks in their lessons to discover several aspects of task-based learning and teaching. It gave understandings into customs that tasks were designed, modified and employed in a range of teaching in the class and outside the class.

According to the investigation, the results got showed that in the pre-test the grades were similar between the control and experimental groups in the control was 30,53% in the experimental group was 30.70%. When was applied post-test, the grades were significantly higher in the students who were part of the experimental group was 70,31%. Blended-Learning model in combination the task-based learning proposal was effective improving the reading comprehension and reading skill. Its impact was positive in the students because they understand the reading comprehension and complete the activities, they learn much more effectively, manipulating producing or interacting in the target language. Students develop their critical thinking.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The results got during the entire development of the present investigate some conclusions had been determined.

- The best results come from a blended learning model in combination with task-based learning that can be very efficient and provides convenience and flexibility of learning with the complementarity of the best innovative approaches and practical resources. Its result was positive in the students so, they improved in their reading skills. It had been also defined that the content support is meaningful and it offered an opportunity to integrate innovative, technological tools and advances of various educational.

- The effectiveness of blended learning in combination with Task-based approaches for the development of the reading skill in the English language was compared. Since the treatment was carried out in order to obtain data that was analyzed and interpreted. The results got showed that in the pre-test the grades were similar between the control and experimental groups in the control was 30,53% in the experimental group was 30.70%. When was applied post-test, the grades were significantly higher in the students who were part of the experimental group was 70,31%. The blended-Learning model in combination with the task-based learning proposal was effective in improving reading comprehension and reading skills.

- After a process of application of the proposal, it is concluded that was helpful for the learners so, they achieved their aims with pre-task activities, during-task activities and post-task activities that were applied proposal and designed the lesson plans in the students of ninth level. The proposal was good because the student's pay attention where they participated in an active way, they used online activities so; they had an improvement in reading comprehension skill for that reason it is propose to use a booklet with blended learning model (B learning) in combination with task-based learning for improving English language.

RECOMMENDATIONS

After the classroom treatment based on Blended-Learning model (B learning) in combination with task-based learning to improve the reading skills and data analysis some recommendations must be shared:

- It is suggested that English teachers promote the use Blended-Learning Model (B learning) in combination and task-based learning to develop reading skills in English ninth level in order to enhance reading skills because it had valuable features that promote engaging interaction among students. It was beneficial for increasing students' reading skills. It helped to accomplish objectives in an easy and meaningful way.

- It is recommended encourage to the teachers explored useful tasks which increase the reading skill through the use of blended learning in combination with the task-based approach such as classroom activities and online activities among others in order to inspire students' reading skills. It was advised that teachers should assess the effectiveness of this approach for the development of the reading skill in the English language because it was always important to measure the advancement or the failures in order to plan again or continue with this process for the student's sake. Tasks were challenging and engaging in online environments; therefore, teachers had better promote the accomplishment of tasks for learning and improving English reading skills. It needed more intervention time approximately 20 weeks.

- It is recommended that when I applied the blended learning model (B learning) in combination with task-based learning all students needed to have an internet broadband service for that reason all students do the online activities for the purpose of practicing, reinforcing when they learn a new language. Students are conscious of the responsibility of working in this way, that is to say, working alone in an autonomous form.

APPENDICES

THEME

Blended-learning model (B learning) in the reading skill.

GENERAL OBJECTIVE

- To develop the reading skill through of a booklet in combination the Blended Learning model and task-based learning to develop reading skill for the students of the ninth level "Muyu kawsay" High School.

JUSTIFICATION

Based on the result of the Pre-test, it is understandable that the Teaching Learning Process has various mistakes because students do not develop the read skill and reading comprehension activities, the use of vocabulary are poor. Some teachers use traditional strategies they do not use technological tools for that reason the students always need be motivated to take English classes they did not feel unmotivated when they practice reading skill and avoid the traditional methodology for that reason the aim of this proposal is to contribute with the enhancement of reading skill of the students at "Muyu Kawsay" High School with a booklet in combination the blended learning model (B learning) and task-based learning approach to improve reading skill.

These principles motivate students to interact among them. This proposal is helpful because it contributes with great value to the teaching and 62 learning processes with thoughts that can be applied in the classroom training and online learning activities for improving reading skill with classes a synchronous training and asynchronous training

With the fulfillment the activities in any place any time where can be create a truly integrated classroom where the needs of all kinds of students can be met.

PROPOSAL DEVELOPMENT

Developing read skill in English students is a challenge that teachers are conflicting nowadays. That is why is established a proposal that applies with the use of the

blended learning model (B learning) in combination with the task-based learning approaches a chance to discover the language.

Proposal components

The proposal is integrated of theorical fundament with a booklet with eight tasks, each task has different interactives activities and live worksheets to improve the reading skill. These activities are composed with a theme, objective, strategy explanation. cycle task instructions.

THEORETICAL FUNDAMENTATION

Blended Learning model approach: That combines monitor-led brick-and-mortar classroom training and online learning activities (Kolinski, 2021).

According to Kolinski (2021) that blended learning characterizes an innovative way to promote student success. The teacher explains face to face after the use classroom platform different tasks the student can resolve these activities in autonomy form in any place. The teaching and learning that happen in actual time and include both site and online students.

Task-based learning approach: It is one of several recent ESL teaching methods and emphases on setting an aim for students. Learners solve tasks that are appropriate and interesting to them which learners have to use the target language (Kawasawi, 2021)

According to Kawasawi (2021) mentions that TBL activities are procedures that students replicate with real life experiences, so the learners can understand that the lessons or tasks are relevant to their own life. They solve tasks, so they always need to practice the target language. Thus, they can concentrate in the task they are working on. They usage faithful language in its place of responding grammar or vocabulary questions about the language.

Task

The principal step of task-based learning, where learners begin working on the task, generally in pairs, groups or individual form. This step is finished in the target language in this manner learners need to use language the paramount is that the students solve the task with activities to improve reading skill.

Task-Cycle: it is the steps of the Task-Based Learning Approach:

Pre-test

Kawasawi (2021) argues that during this step, the teachers are monitors they introduce the task to the learners and give an example and the objective. The students feel comfortable and motivated so they can solve the activities, thus the monitors should explain what is expected for the task or what is the rubric about the task. In this manner the students can fulfilment the work and clarify their doubts.

Task

Nahavandi (2011, as cited in Kawasawi, 2021) argue that during this step the learners do a task in pairs, groups individually using the ideas the language resources that they have as the teacher instructors help for motivated the students do the activities about reading comprehension.

Post-test

Nahavandi (2011, as cited in Kawasawi, 2021) mention that when learners have finished the task the teachers evaluate students' work only offer a teacher review of regularly made errors during the task. The correction could be in pairs. It could be carried out in the form free do of comments, worksheet and debates. In this step offers learners have the chance to reflect on their task and investigate to improve their skills.

CONCLUSIONS

- The purpose of the theoretical foundations associated to the usage of the blended learning (B learning) in combination the task-based learning to develop the reading skill was of great help and its positive impact in the students for the development this skill through the application of the proposal in the teaching learning process.

- The diagnostic examen starts in the school year which was very supportive for the establishment of the problem of investigate; and, with the pre-test results before the researcher's intervention allowed the corroborative of the problem and research solutions based on the design of the proposal.

- The development of a booklet the use blended learning (B learning) in combination with the task-based learning to develop the reading skill during Teaching Learning process was viable based on the criteria and users and results which demonstrated that the proposal was effective for the improvement of learners' reading skill in the problem solving.

RECOMMENDATIONS

- The booklet is recommended to use the blended learning (B learning) in combination with the task-based learning to develop the reading skill at Muyu kawsay high school because that encourage engaging interaction between students it was beneficial for increasing students' abilities.

- To continue with the application of the use the blended learning (B learning) in combination the task-based learning to develop the reading skill in this high school year the students to extend the results in later years.

- It is also motivated that professors explore useful tasks in the live worksheet and another technological tools which enhance the reading skill through the use the blended learning (B learning) in combination with the task-based learning so, allowed representing other alternatives to improve the Teaching-Learning Process in English Foreign Language.

2022

A booklet in combination with Blended learning and task-based learning to develop reading skill
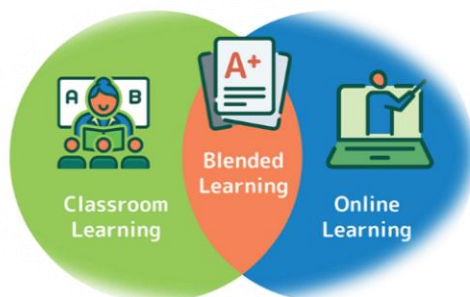
By: Verónica Sandoval

CONTENTS

NUMBERS	THEMES	VOCABULARY	STRUCTURE	READING	LISTENING	SPEAKING /PRONUNCIATION	WRITING	FUNCTIONS
1	Comparatives and superlatives	Adjectives related to physical description. Irregular adjectives (good/bad)	Comparatives forms. Superlatives forms.	Usain Bolt https://www.olivehackney.com/wp-content/uploads/2020/05/Year-3-Reading-Usain-Bolt-Comprehension-with-Answers.pdf Asian or African? https://es.liveworksheets.com/tk992192oj		Sounds /n/ Pairwork	Write T(true) F(false) at the end of each sentence. Answer the following questions:	Discussing about different questions about reading. Making suggestions and responding.
2	Countable and uncountable nouns some and any for undetermined quantities.	Food Drink Containers Units of measurements	a /an some any Countable - uncountable nouns How much? /How many? Much/many/a lot of /lots of	What is healthy eating? https://es.liveworksheets.com/dk1822608mu Food and drink https://es.liveworksheets.com/zz1326641hz	Dictator spell words	Sounds /U/ Pairwork	Questions for a test	Discussing food Asking and answering about quantity
3	How much /how many.	Containers Units of measurements Imperatives	**Containers** Box(es) of milk	Types of food https://www.pinterest.com/pin/562246334728806129/visual-search/?x=16&y=16&w=530&h=670&cropSource=6&imageSig	Dictator spell words	Pair work	Exercises	Discussing food and eating habits.

	Imperatives		Carton(s) of water Cup(s) of yogurt Glass(es) of juice Jar(s) **Units of measurements** Pinch(es) of salt Loaf(ves) of bread Slice(s) of cheese Serving(s) of fruit Tablespoon(s) of sugar. **How much+uncountable nouns?** A lot Some A little 2 cups /**How many+countable nouns?** A lot	nature=e39b540b67e48f96905047e4b74a279d					Identifying units of measurement.

			Some A few 2 Ways of cooking					
4	Words related to personality and values. Simple past tense with the verb to be.	Past tense with the verb to be.	Past tense with the verb to be. I was You, We, they were. He, she it was. Was not /were not Wasn't /weren't Affirmative Sentences He was Spanish. Negative sentences They were not leaders.	Reading about famous characters in the past Read and write the verb to be in the past was or were https://es.liveworksheets.com/dl 86968ai	Spell some words	Work in pairs The strong and weak form of was/were.	Questions for a quiz	Asks and answers simple question about people 's lives and achievements.
5	Questions in the Simple Past tense yes, No and wh- questions.	Questions in the Simple Past tense yes, No and wh- questions	Interrogative sentences Was he born in Colombia? Yes, he was No, he was not. Wh - questions: Who, Where, how old, What	Reading about New York in 1900! https://es.liveworksheets.com/w orksheets/en/English_as_a_Seco nd_Language_(ESL)/Reading_c omprehension/4%C2%B0_165_ zo1268185yu			Write the summary about famous in the past	Describing about past situations.

			Wh-questions +was/were+subject+complement?					
6	Time related expressions	Time related expressions	Expressions at the time, Two years later, in 1989 during 1949 between 1989 and 1990.	Reading about Mohandas "Mahatma" Gandhi https://es.liveworksheets.com/dq2720920uq Education in Victorian Times https://es.liveworksheets.com/hb1066563bq	Two descriptive reading	Pronunciation the time related expressions	A short paragraph with the information you admired in the past with relevant achievements	Asking and answering about dates Telling the time related expressions
7	The simple past tense, Regular, irregular verbs.	Unforgettable moments. Halloween, Christmas, trips, vacations. Adjectives happy, sad, excited,	The simple past tense of regular and irregular verbs. Affirmative, negative and questions short answers. Wh-questions Where did you go? I ate great Colombian food. I did not /didn't eat great	Reading comprehension Past Tense https://es.liveworksheets.com/nj1102304th Last weekend https://es.liveworksheets.com/it300036mp	Two descriptive reading	Pronunciation of the regular and irregular verbs. Silent letters.	Make a short paragraph with the information of unforgettable moments in your life.	Asking and answering about activities and events in the past. Talking about vacation activities.

			Colombian food. Did you eat great Colombian food? Yes, I did/I didn't					
8	Questions in the Simple past tense.	Questions in the Simple past tense.	**Interrogative form** Did you travel another country? Wh-questions Who did you meet? **Time expressions** Two months ago, Last year, Yesterday, When I was	Reading comprehension Simple Past Martin's vacation. https://es.liveworksheets.com/co1982510ys Listen and read https://es.liveworksheets.com/dd2402474ug	Listen to the Audio and select the correct verb	Pronunciation the final sound /t/, /d/, or /id/ of the verbs.	A few sentences about road trip.	Asking and answering questions about past events.

Topic

Comparatives and superlatives

Objective
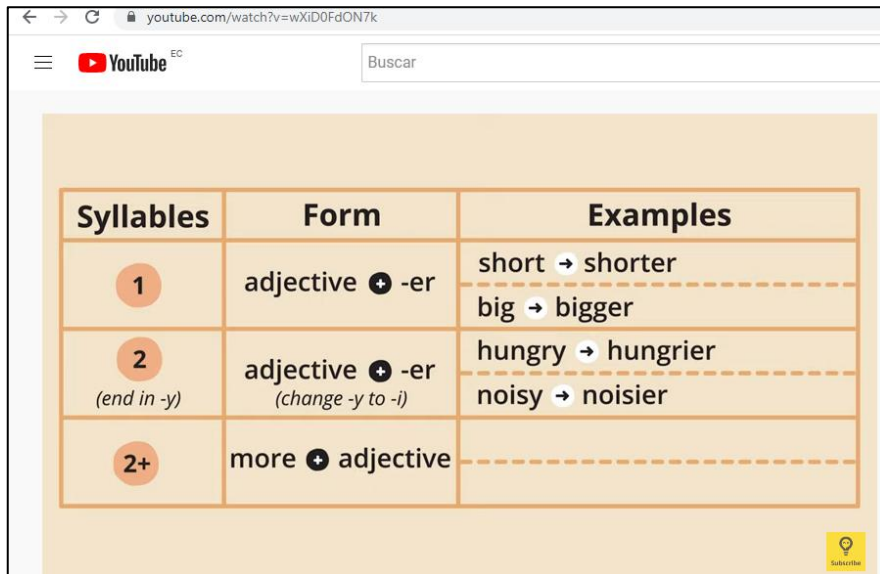
Learners will be able to make comparisons.

Type of task

Individual work.

Pre-task:

Explore visual aids such a video.

https://www.youtube.com/watch?v=wXiD0FdON7k

Task:

Complete the profiles with the numbers you hear.

Match the antonyms.

Listen and circles the word you hear.

Based on exercise, complete the comparisons with the correct form of the adjectives.

COMPARATIVE AND SUPERLATIVE

ADJECTIVE	COMPARATIVE	SUPERLATIVE
TALL	*TALLER*	*THE TALLEST*
INTERESTING		
BIG		
HAPPY		
SMALL		
EXPENSIVE		

https://es.liveworksheets.com/tv1325tf
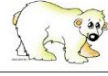
Blended learning activity:

The teacher promotes students to do the activity at home.

Comparison of short adjectives – Comparative form

1. Match. Drag and drop the words below the correct pictures.

https://es.liveworksheets.com/pg1720fb

https://es.liveworksheets.com/sb1730786chf

Post-task:

Decide on the criteria to evaluate the competitors. For example, Art is more interesting painting. Reading the text.

https://es.liveworksheets.com/bi1903703nh

Assessment

Complete the online worksheet.

https://es.liveworksheets.com/id2229887dl

Topic

Countable and uncountable nouns some and any for undetermined quantities.

Objective

Students will be able to talk about food preferences and express agreement.

Type of task

Individual work

Pre-task:

The teacher presents of videos in the class

https://www.youtube.com/watch?v=kdzxcYq8jdU.

https://www.youtube.com/watch?v=1SbJ1B1MTQg
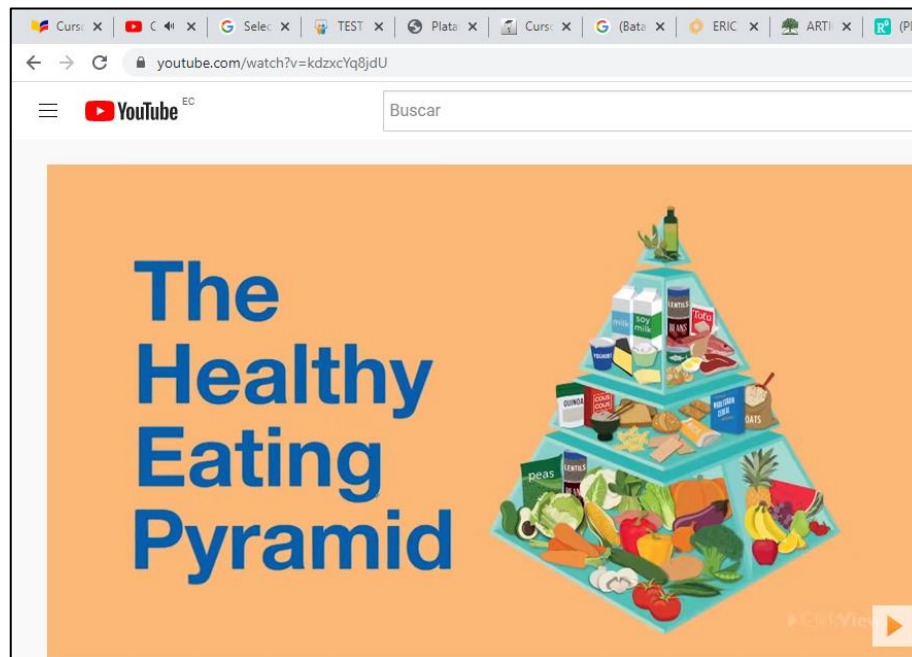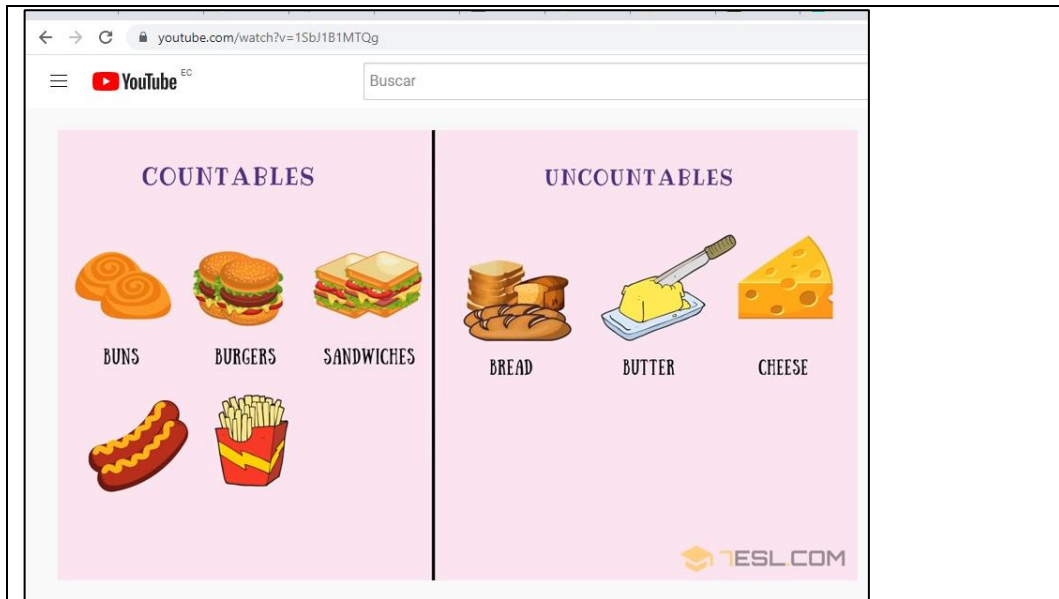
Task:

Label the food then listen to the presentation and confirm

Look at the pictures. Circle in green all the HEALTHY food and in red all the UNHEALTHY food. Then find the words in the text and write the food.

B _____   P _____   P _____   E _____   H _____

S _____   D _____   B _____   M _____   P _____

https://es.liveworksheets.com/dk1822608mu
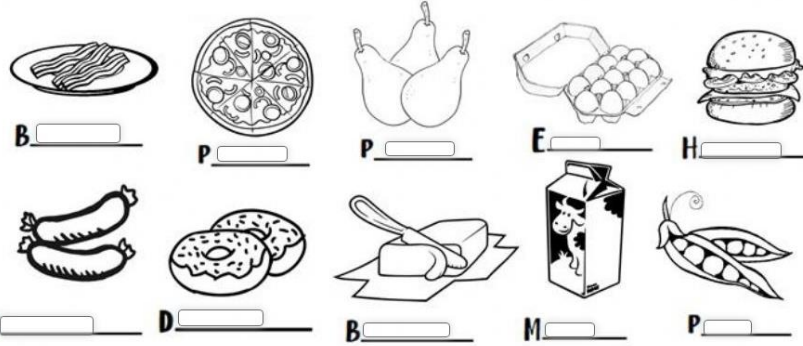
Ask some questions about Why do we need to eat fruits? Why are vegetables good for our health? Why is meat good for you?

Blended learning activity:

The teacher promotes students to do the activity at home.

COUNTABLE/UNCOUNTABLE

1 Fill the gaps with A/AN/SOME/ ANY and match the sentences to the pictures

1-There is _____ apple.
3-There aren't _____ eggs.
5-There isn't _____ sandwich.
7-There is _____ pineapple juice.
9-There aren't _____ cakes.
11-There isn't _____ rice.
13-There is _____ jam.

2-There aren't _____ oranges.
4-There is _____ butter.
6-There isn't _____ milk.
8-There are _____ bananas.
10-There is _____ bread.
12-There are _____ tomatoes.
14-There isn't _____ cheese.

2 Fill the gaps with HOW MUCH or HOW MANY

1-How many potatoes are there?
3-_____ butter is there?
5-_____ pizza is there?

2-_____ meat is there?
4-_____ peaches are there?
6-_____ ham is there?

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Countable_and_uncountable_nouns/Countable_-_Uncountable_nouns_kx176rx

70

EXERCISE 1: CHOOSE THE CORRECT ANSWERS.

My breakfast , lunch and dinner

BY JESSICA PERRY

I always get up early and have breakfast at 7.30. I usually have some cold milk, and 1)_____egg with 2)_____ brown bread, and a bowl of yoghurt.

At school, I have lunch with my friend at 12.30. I usually have 3)____ juice, 4)_____ enormous sandwich, 5)_____ crisps and 6)_____ healthy snack like 7)_____ apple, 8)_____pear or 9)____ grapes. I never have 10)_____

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Countable_and_uncountable_nouns/Unit_5_Food%E2%80%98%C2%B7_Health_(countable_and_countable_nouns)_oh2206333xj

Post-task:

Plan to go to a restaurant with your family and use countable and uncountable nouns.

Reading the text.

Assessment

Listen to the words about the food, try to spell each

https://www.lextutor.ca/cgi-bin/spell/dict/build.pl?mask=0000-0000-0000-0000-
0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-
0000-0000-
00000000000&unit=words&inputs=pear%0D%0Acheese%0D%0Abeans%0D%0
Arice%0D%0Aapple%0D%0Achicken%0D%0Acarrot%0D%0Abread%0D%0Af
ish%0D%0Amilk%0D%0Abanana%0D%0Atomato%0D%0Apasta%0D%0Ayog
urt%0D%0Alettuce%0D%0Aoatmeal%0D%0Abutter%0D%0Aoil%0D%0Apotat
o%0D%0Abeef%0D%0Aorange%0D%0Aspinach%0D%0Aegg&example=&rem
Len=60&titular=Instructions&speed=0&mode=train&random=yes&language=En
glish_US&gender=female

Topic

How much /How many. Imperatives

Objective

Students will able be   organize the main ideas and identify details of a text by scanning to improve reading comprehension.

Type of task

Group work

Pre-task:

Teacher presents the video about use   **How much /How many.**

junk food vs healthy food

https://www.youtube.com/watch?v=pFwBVUQv4iQ
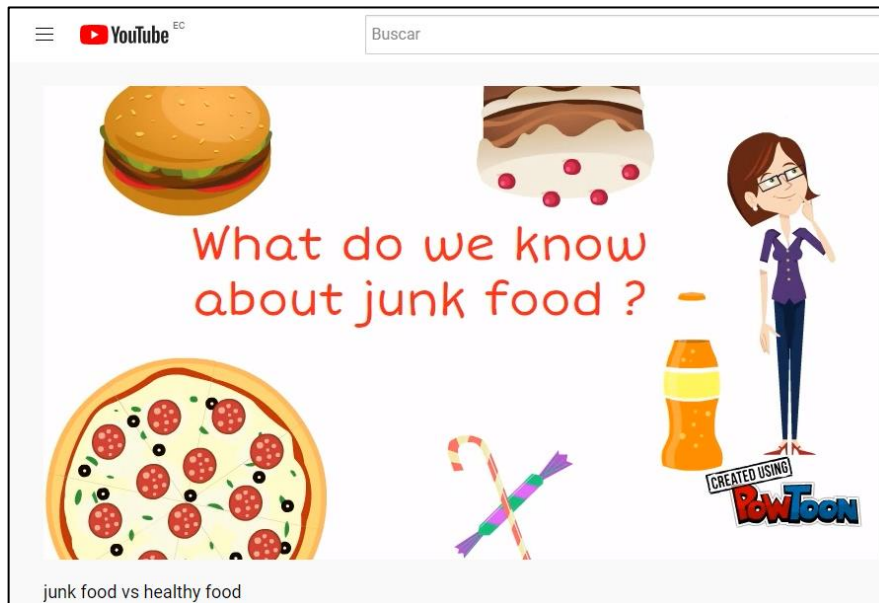
Teacher asks some questions to build on the conclusion. Promote interaction by asking: **What sort of food should we eat?**

What are the groups of food we should eat to be healthy?

What happens if we eat junk food?

Task:

Reading comprehension

https://www.pinterest.com/pin/562246334728806129/visual-search/?x=16&y=16&w=530&h=670&cropSource=6&imageSignature=e39b540b67e48f96905047e4b74a279d

Practice the vocabulary.

https://es.liveworksheets.com/ld2342240co

Blended learning activity:

Complete the activities in the classroom.

Fill in the boxes with the suitable sequence words given.

Hello, today I will teach you how to make delicious pizza. [   ], take one ball of dough and flatten it with your hands on a lightly floured work surface. [   ], brush the top of the dough with olive oil to prevent the pizza from getting soggy. [   ], spread tomato sauce on the pizza. Put a few clumps of mozzarella cheese and sprinkle parmesan cheese on top of the pizza. [   ], place thinly sliced mushrooms and bell peppers. [   ], lay a great amount of ham and sausages as toppings. [   ], sprinkle

https://es.liveworksheets.com/zf1563663sa

.com/worksheets/en/English_as_a_Second_Language_(ESL)/Sequence_words/Sequence_words_zo1412146bf

FIRST		Cut out shapes for the ears. Glue them to your bottle.
SECOND		Cut a strip of paper long enough to wrap around the bottle.
THEN		Draw the eyes with a permanent marker. Now you have a piggy bank.
AFTER		Cut a slot in your bottle approximately 2cm wide.

https://es.liveworksheets.com/zo1412146bf

Post-task:

Write the preparation of your recipe including the ingredients and the instructions. Use connectors of sequence.

Assessment

Complete the online worksheet.

Writing skills practice

Preparation
Write the correct word in the boxes below the picture.

cut	peel	add	mix	slice	wash

https://es.liveworksheets.com/zj2867941ae

Topic

Words related to personality and values. Simple past tense with the verb to be.

Objective

Students will be able describe famous figures of the past.

Type of task

work in pairs

Pre-task:

Explore visual aids such a video use simple past tense with the verb to be.

https://www.youtube.com/watch?v=O3FdGPehN-E
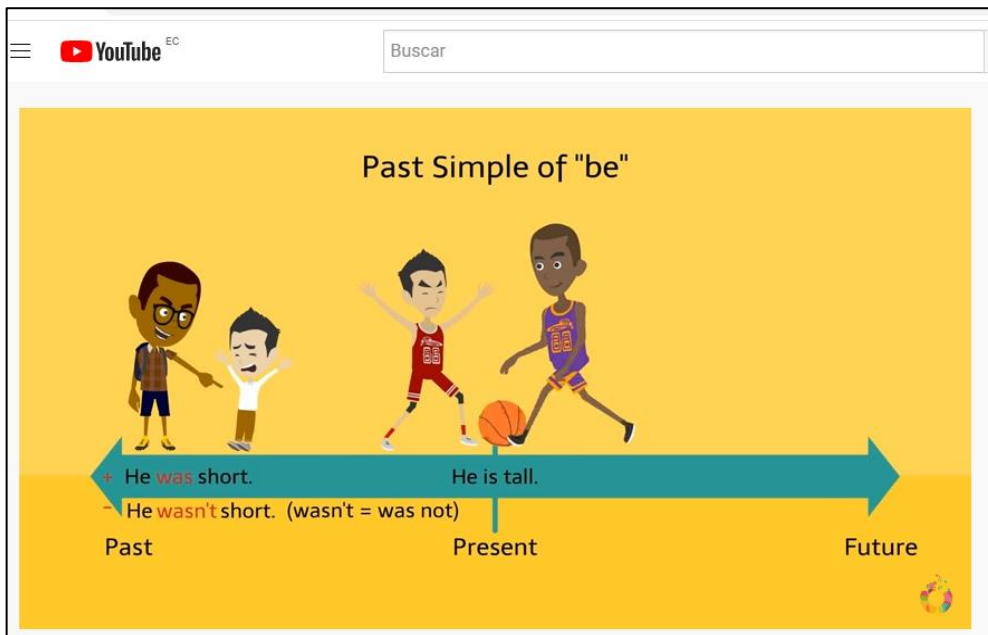
Teacher draws a time line on the board. Write days of the week write three different numbers 100,200,300. Ask where is the word: compassionate, passionate, brave, successful, hardworking. After describe a famous person. For example, she was generous, poor and sick people.

Task:

Reading comprehension.

It was a Tuesday morning in April. Ana got up early. She was going to wear her lucky blue skirt to school. She really liked that skirt. She had a new shirt to match it, and new shoes, too. After Ana got dressed, she went into the kitchen, where she could smell bacon. Ana's father was making bacon and toast. Ana loved bacon in the morning. Ana's mother was getting ready for work. Ana's mother is a teacher at Ana's school. Ana is in the second grade, and her mother teaches fourth grade. Ana was excited about going to school. Her class was going to take a test to see how much they had learned so far that year. Ana couldn't wait to get to school. Ana sharpened her new pencils for the test. She was going to do her very best on that test. Ana loved school, and she liked to make good grades. Ana ate her breakfast, and then she and her mother went to the school. Ana went straight to her classroom. Her teacher, Ms. Browner, was already there. It was fun to be in Ms. Browner's class. She was a great teacher. Ana's classmates arrived. Ms. Browner called roll, and then they started the test. Ana tried to remember all the things her teacher had taught her that year, and tried very hard to do everything right on the test. The test took over an hour. After the test was over, the class played outside for a long time. Then they ate lunch. After lunch, they watched a funny movie, and then drew pictures until it was time to go home. It was a great day!

1. What grade was Ana in?
a. first b. second c. third d. fourth

2. What did Ana like to eat in the morning?
a. eggs b. bacon c. oatmeal d. cereal

3. Why was Ana excited about going to school?
a. They were going on a trip.
b. They were having a party.
c. They were taking a test.
d. They were going to paint.

4. What did Ms. Browner do before they took the test?
a. She went to the office.
b. She called roll.
c. She went home.
d. She wrote a note to Ana's parents.

5. What did the children do outside after the test?
a. rode bikes   b. drew pictures
c. played   d. watched a movie

Practice the vocabulary.

INSTRUCTIONS: Match the famous people from the past with what they did.

…**was** a very popular Mexican artist. Her blue house is now a museum.

…**was** a scientist specialized in radioactivity.
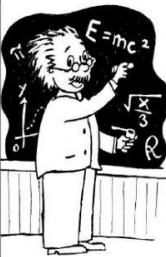
…**was** the first person to walk the moon in 1969.

https://es.liveworksheets.com/ju1608699ol

Read and write the verb to be in the past was or were

1. Write the verb to be in the past: was or were.

Charles Darwin _____ born on February 12, 1809. He _____ a British naturalist who became famous for his theories of evolution and natural selection. In South America, Darwin found that fossils of extinct animals _____ similar to modern species. Many people _____ strongly opposed to the idea of evolution because it conflicted with their religious beliefs. Throughout his life, Darwin _____ a reserved, thorough, hardworking scholar.

When Albert Einstein _____ young, his parents worried about him. Einstein's parents _____ concerned that Albert was "slow." Albert _____ a terrible student who didn't want to attend classes regularly and take exams. Einstein's best-known work, the theory of relativity, _____ published in 1905. Unfortunately, the theory of relativity _____ used to create the atomic bomb.

2. Complete the letter with the Present Simple or the Past Simple of the verb to be:
am, is, are, was or were.

https://es.liveworksheets.com/dl86968ai

Blended learning activity:

Complete the activities at home.

Post-task:

Choose a character you admire of the past.

Do research on your character 's life. Write sentences describing your character's place and date of birth, occupation and personality characteristics.

Assessment

Complete the online worksheet.

AM - ARE - IS / WAS - WERE

TODAY
AFFIRMATIVE

1. I [___] tired.
2. I [___] hungry.
3. You [___] nice.
4. He [___] funny.
5. She [___] 8 years old.
6. We [___] late.
7. They [___] at school.

YESTERDAY
AFFIRMATIVE

1. I [___] tired.
2. I [___] hungry.
3. You [___] nice.
4. He [___] funny.
5. She [___] 8 years old.
6. We [___] late.
7. They [___] at school.

https://es.liveworksheets.com/ea118701ic

Topic

Questions in the Simple Past tense yes, No and Wh-questions.

Objective
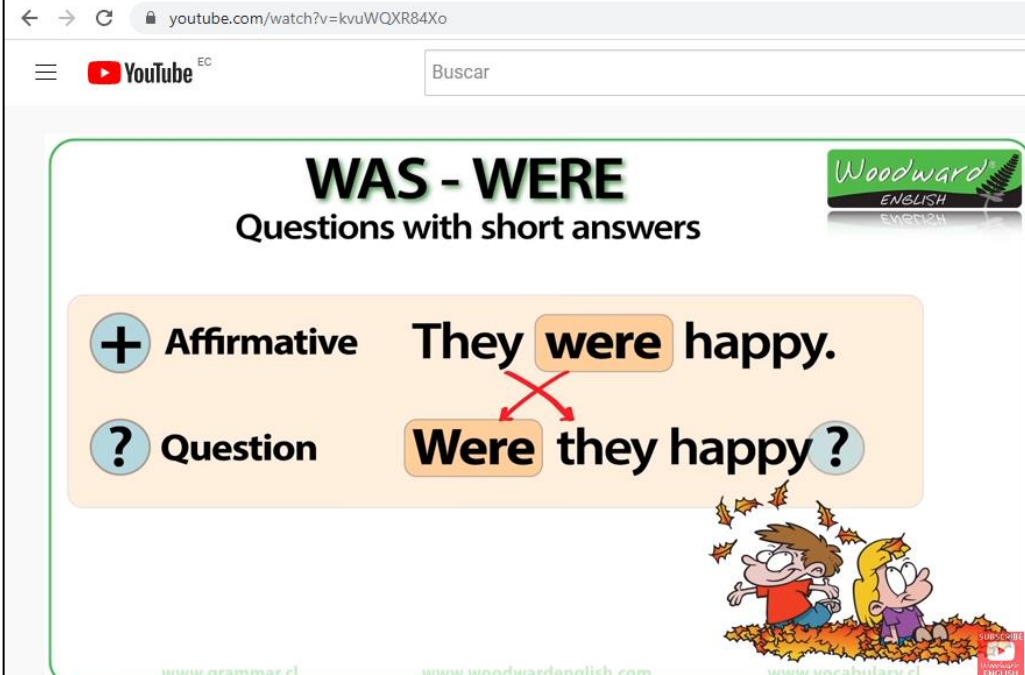
Students will be able talk about people's lives in the past.

Type of task

Group work

Pre-task:

Teacher promotes the task do in the homework use Questions in the Simple past tense yes, No.

https://www.youtube.com/watch?v=kvuWQXR84Xo

Wh-question

Teacher asks some questions to Who was the man in the picture? What was his /her name? What was he like? Where was he from? Why was he famous? After teacher can write it down on the board.

Task:

Reading comprehension

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_ (ESL)/Reading_comprehension/4%C2%B0_165_zo1268185yu

READING

(165)

Read this text about what life was like in New York in 1900

New York in 1900!

What was New York like in 1900? It was very different to New York today. Let's see!

In 1900 New York was a very big city. There were more than three million people. It was the biggest city in the USA. In New York today there are lots of very tall buildings, called skyscrapers. In 1900, there weren't any very tall skyscrapers, but there

Practice the vocabulary.

1. Read and choose:

1) I _____ at the cinema yesterday.

   was
   were

2) T... ...nna _____ at their grandmother's house last Saturday.

3) Mark _____ a cute baby.

4) Where _____ you yesterday?

5) She _____ at home last weekend.

6) What _____ you like when you _____ a baby?

7) We _____ in the park yesterday.

8) It _____ rainy yesterday.

9) _____ you at home yesterday?

10) This book _____ for you, it _____ for Tom.

Activar Windows
Ve a Configuración para activ

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Was_or_were/Was-were_nc1735860ml

Practice wh-questions:

84

Click on the words, drag them and drop them in the correct order to form questions:

1. [ ] [ ] [ ] [ ] [?]

were   Who   paleontologists   the first

Fossils were first studied in ancient Greece and China very long ago, but Georges Cuvier and William Smith were the pioneers of paleontology as a formal study in 1800s.

2. [ ] [ ] [ ] [ ] [?]

dinosaur exhibition   was   the first   Where

At the Academy of Natural Sciences, in Philadelphia, USA. The skeleton of Hadosaurus Foulkii was put on public display.

https://es.liveworksheets.com/jb581133gq
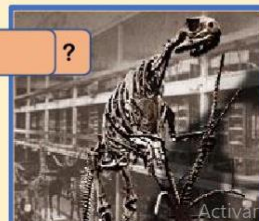
Blended learning activity:

Complete the activities in the classroom. The promote do the activity in the house.

Reading Comprehension

Complete with was or were:

My name is Ann. Last summer I [was/were] in Gran Canaria. The weather [was/were] sunny, the palm trees [was/were] very beautiful. I [was/were] with my two brothers: Mark and Harry. We [was/were] camping at the beach. I [was/were] twelve years, my brother Mark [was/were] ten and Harry [was/were] ten too because they are twins. It [was/were] fantastic to swim in the beach and make sandcastles in the sand. My friends [was/were] very sad because the holidays [was/were] ending.
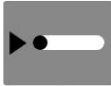
One day we went to the city, there [was/were] many places to visit. The supermarket [was/were] very big and there [was/were] a school opposite the park. The children [was/were] there. They [was/were] in the park playing. The teacher [was/were] looking at them and we [was/were] happy because we weren't at school.

We [was/were] in the museum, there [was/were] some pictures and sculptures from Gran Canaria. They [was/were] very nice. At eight o'clock we [was/were] in the camp again and the next day we [was/were] at home, I [was/were] very sad and my brothers [was/were] too. My mother [was/were] in the airport and my father [was/were] in the car waiting for us. They [was/were] very happy because we [was/were] at home again.

https://es.liveworksheets.com/gx6733hn

Listening:

85

LISTENING

▶●▬▬ 1. LISTEN AND COMPLETE THE TEXT

Dear Quest team,

Last week I was at [   ] but on Friday we visited London on a school trip. It was great! [   ] was really good, too. On Saturday, I was with my mum and dad. We were at the [   ] In the afternoon, I was at the [   ]. I played basketball! On Sunday morning, I visited the market with my mum. In the afternoon, I was at the [   ] with my dad and my brother. We love football!

Yesterday was Monday and I was at school again. [   ] I was at home with my family.

https://es.liveworksheets.com/ve338820hc

Post-task:

Write the questionnaire to discover your partner's characters.

Assessment

Complete the online worksheet.

WAS / WERE WH. QUESTIONS

Complete the sentence with the corresponding form of the verb to be.

1. Alex [˅] nervous.

2. They [˅] excited.

3. Lisa [˅] sick. She [˅] sleepy.

https://es.liveworksheets.com/um1460041qa

TASK 6

Topic

Time related expressions

Objective

Students will be able identify detailed information by reading carefully to improve reading comprehension.
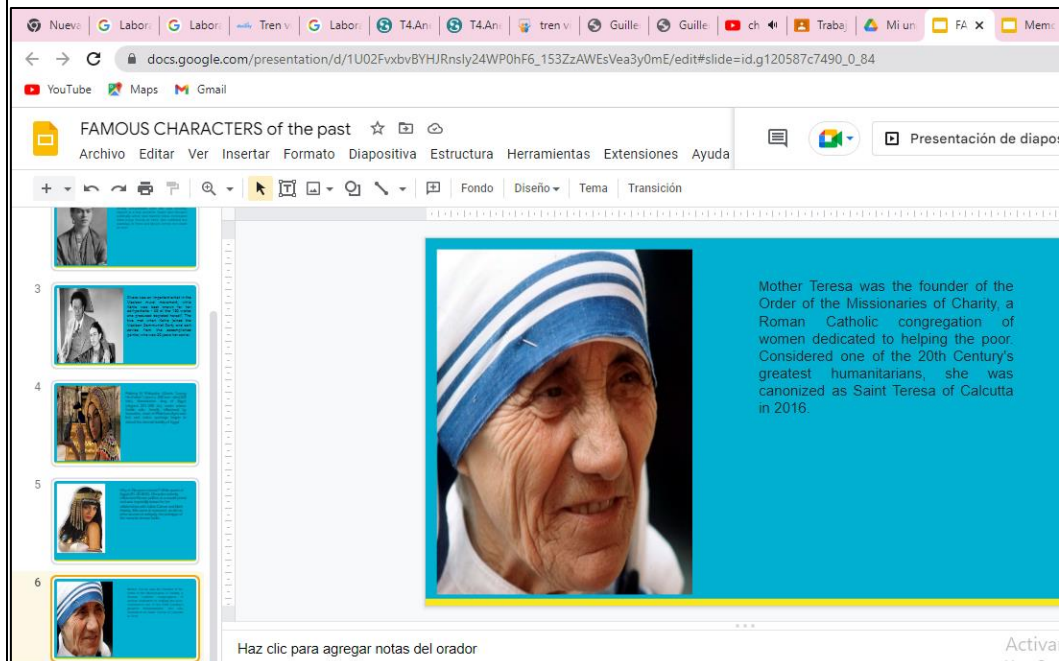
Type of task

Individual work

Pre-task:

Teacher explains the expressions based on the text:

At that time, two years later, after 22 years, In the many years to come, A year later. Compassionate, passionate, brave, successful, hardworking. After.

After describe a famous person.

Teacher presents the pictures and some ask questions.

Who was this man/woman? What was his/her name? Where was he /she born? What was his /her occupation or Profession? Was he/she religious leader politician? What was he /she famous for? What was his main achievement? Write their predictions on the board.

Task:

Reading comprehension Reading about Mohandas "Mahatma" Gandhi

MOHANDAS "MAHATMA" GANDHI – put the text back together

PUT THE TEXT BACK TOGETHER
Number these lines in the correct order.

( ) protests against British taxes and landlords, and walked across India encouraging

( ) to India to practice as a lawyer but was hampered by British officials, so he accepted a job in South Africa.

( ) 2nd October, is commemorated worldwide as the International Day of Non-Violence.

( ) of passive resistance he developed in South Africa.

( ) and tolerance for all people. He got married at the age of 13. When he was 19, he went to London to study law. He returned

( ) non-cooperation with the British. He was arrested and imprisoned for creating unrest. Gandhi's fame spread all

https://es.liveworksheets.com/dq2720920uq

Education in Victorian Times

EDUCATION IN VICTORIAN TIMES

Read this portion of a article about education in Victorian England and do the true/false questions.
https://sites.udel.edu/britlitwiki/education-in-victorian-england/

Gender in Education

In Victorian England, women were believed to only need to be educated in "accomplishments" such as artistic talents (singing and dancing), and the languages, essentially anything that would allow them to earn a husband and become the "Angels of the House" (Hughes).

There were many doctors who believed that if women studied too much education, it would stunt their ability to reproduce. Therefore, when universities opened to females, a lot of families did not want to send their daughters for fear no one would want to marry them afterward. However, as time went on and more and more women's colleges opened, more intelligent women attended to be educated in things other than "fashionable" subjects. In this way, knowledge is power and sparked the want for the right to vote and the creation of the National Union of Women's Suffrage in 1897, wish the Queen could not understand (Picard).

It was not until more than forty years after the Victorian Era began that the Education Act was passed in England in 1870, making it required that both females and males get an elementary education, while secondary education in even upper-class families was not a consideration for females until the 1890s (Demir).

Female teachers were permitted, however they had a much lower wage than male teachers and were required to choose either having a profession or marriage and therefore all female teachers were required to remain unmarried while male teachers were not (Demir).

1. In Victorian England girls would likely be encouraged to study French. TRUE FALSE

2. Some believed that studying could have harmful physical effects on girls. TRUE FALSE

https://es.liveworksheets.com/hb1066563bq

Practice the vocabulary.

https://www.lextutor.ca/cgi-bin/spell/dict/build.pl?mask=0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000-0000&unit=words&inputs=Compassionate%2C+passionate+%2C+brave%2C+

successful%2C+hardworking.&example=&remLen=60&titular=Instructions&speed=0&mode=train&random=yes&language=English_US&gender=female

Blended learning activity:

Teacher promotes to do these activities at home.

https://www.youtube.com/watch?v=dq7bckEC5GY
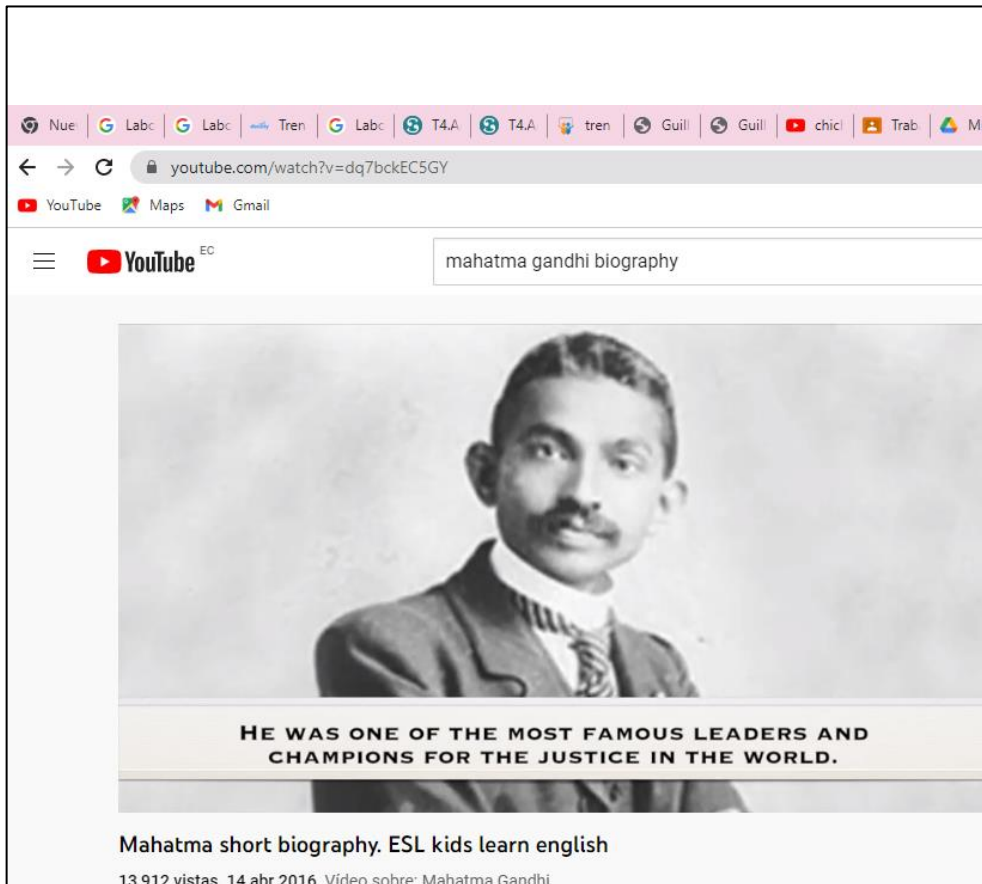
CHOOSE THE CORRECT WORD:

Mohandas "Mahatma" Gandhi was India's most important _____ and spiritual leader. He is _____ in India as Father of the Nation. His non-violent protests led to independence for India from the British. His beliefs and actions have _____ rights movements across the globe. He is an icon of world peace. His birthday, 2nd October, is commemorated worldwide _____ the International Day of Non-Violence.

Gandhi was born in Gujarat, Western India, in 1869. He _____ up surrounded _____ religious traditions of compassion, vegetarianism, and tolerance for all people. He got married at the age of 13. When he was 19, he went to London to study _____. He returned to India to practice as a lawyer _____ was

https://es.liveworksheets.com/tq2716686dv

Post-task:

Make a timeline with the most important events in your character's life. Choose a character you admire of the past your country.

Assessment

Complete the online worksheet.

Mother Teresa devoted her life to serve three types of people; helpless people, unwanted children and lepers. She created a global network of home for the poor. Her organisation, 'Missionaries of Charity' provided home to those persons who used to lie on the street.

Mother Teresa was awarded 'Padmashree' and 'Bharat Ratna' by Government of India. She also got 'Nobel Prize for Peace' in 1979. Her noble work got worldwide recognition. She died on 5th September, 1997 at the age of eighty seven.

Her life inspired the people all around the world.

Read the passage on Mother Teresa and choose the correct option:-

1.Which organization was founded by Mother Teresa ?

https://es.liveworksheets.com/uq2232242xg

91

Topic

The simple past tense, Regular, irregular verbs.

Objective

Students will be able talk about events in the past.

Type of task

Group work or in pairs

Pre-task:

List the verbs regular and irregular verbs.

No.	REGULAR VERBS			IRREGULAR VERBS		
	PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	Accept	Accepted	Accepted	Arise	Arose	Arisen
2	Achieve	Achieved	Achieved	Awake	Awoke	Awoken
3	Add	Added	Added	Be	Was	Been
4	Admire	Admired	Admirer	Bear	Bore	Borne
5	Admit	Admitted	Admitted	Beat	Beat	Beaten/Beat
6	Adopt	Adopted	Adopted	Become	Became	Become
7	Advise	Advised	Advised	Begin	Began	Begun
8	Agree	Agreed	Agreed	Bend	Bent	Bent
9	Allow	Allowed	Allowed	Bet	Bet	Bet
10	Announce	Announced	Announced	Bite	Bit	Bitten
11	Appreciate	Appreciated	Appreciated	Bleed	Bled	Bled
12	Approve	Approved	Approved	Blow	Blew	Blown
13	Argue	Argued	Argued	Break	Broke	Broken
14	Arrive	Arrived	Arrived	Bring	Brought	Brought
15	Ask	Asked	Asked	Build	Built	Built

https://www.eslbuzz.com/english-verb-forms-regular-and-irregular-verbs/

Teacher explains rules past simple regular verbs.

Teacher explains affirmative, negative and interrogative form.

Task:

Reading comprehension

- Read the texts and answer the questions in complete sentences.

1

When Pat worked at a school she was the cook. She made all the food in the morning and the children ate it at lunchtime. They loved her pancakes!

2

Tod lived in the countryside. He loved sport and he climbed and sailed every weekend. When it rained he called his friend, Fred, and they played badminton inside.

3

Yesterday David invited his friend Sid to go ice skating. It was very cold so they needed hats and scarves. It started to snow, but Sid ice skated on the lake. David pointed and shouted because Sid wasn't careful.

1 Where did Pat work?	1.	
2 When did Pat cook?	2.	
3 Who loved Pat's pancakes?	3.	
4 Where did Tod live?	4.	
5 What did Tod love?	5.	
6 What did Tod and Fred play?	6.	
7 Who did David invite?	7.	
8 Why did David point and shout?	8.	

https://es.liveworksheets.com/nj1102304th

Listen and read

https://es.liveworksheets.com/worksheets/en/English_language/Reading_compr ehension/Reading_comprehension_it300036mp

Practice the vocabulary.

https://es.liveworksheets.com/ye993813le

Blended learning activity:

Teacher promotes to do the activities in the house.

PAST SIMPLE TENSE

REGULAR VERBS (AFFIRMATIVE FORM)

Complete the sentences with the past simple form of the verbs in brackets.

1. I _____ (HELP) my mother in the garden yesterday.

2. Peter and Kikki _____ (VISIT) Aunt Paola last week.

3. Roy _____ (TIDY) his room on Friday.

4. Barbara _____ (PRINT) the test five minutes ago.

5. My teacher _____ (PREPARE) a test for us yesterday.

6. The film was boring! We _____. (HATE) it very much!

https://es.liveworksheets.com/zl1256748pt

Base form:
Add +ed

Write the past tense for each verb.

REGULAR VERBS
By: Teacher Engku Farahah

listen	listened
cook	
look	
call	
walk	
play	
help	
open	
watch	

Verbs that end in -e
Add +d

close	closed
like	
live	
share	
use	
save	

https://es.liveworksheets.com/fv1415177et

Post-task:

Write and explain 3 unforgettable moments in your life.

Assessment

Complete the online worksheet.

were in colour.

was popular.

1900   2000

In 1926, a Scottish engineer called John Logie Baird demonstrated the first working television in the UK. The images on the screen were in black and white, and they weren't very clear, but it was an important moment in the development of television technology.

Today, in the 21st century, televisions are bigger and better than in the past. They've got flat screens and the image is very clear. There are many different channels and many different types of programme to watch. We can also watch television programmes on our computers, tablets and smartphones. Some people think we now watch too much television. What do you think?

Read and put the events in chronological order.

- [ ] SOME PROGRAMMES WERE IN COLOR FOR THE FIRST TIME.
- [ ] PEOPLE WATCHED THE CORONATION OF QUEEN ELIZABETH II.
- [ ] 96% OF HOUSES HAD A TELEVISION.
- [ ] TELEVISIONS DIDN'T EXIST.

https://es.liveworksheets.com/hm360583nb

TASK 8

Topic

Questions in the Simple past tense.

Objective

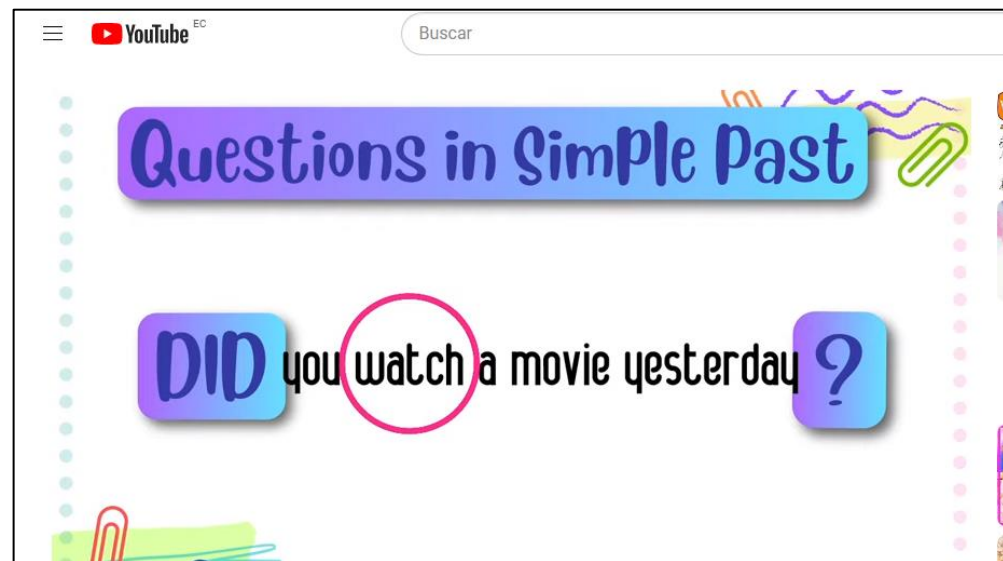Students will be able ask and answer questions about the past.

Type of task

Group work or in pairs

Pre-task:

Teacher writes 6 scramble words on the board.

Write words on the board: entertaining, terrifying, fantastic and memorable

Teacher explains rules past simple regular verbs.

Task:

Reading comprehension

READING COMPREHENSION SIMPLE PAST

MARTIN'S VACATION

Martin had a terrible day yesterday. It was the day of his vacation to Spain but it was a nightmare. He left the house at 10 o'clock in the morning and caught a taxi to the airport. Martin went to the check-in with his luggage. When the man who worked for the airline asked for his passport, Martin became very upset. Where was his passport? Martin realized he didn't have his passport with him. What a disaster!

He jumped back into the taxi and told the driver to take him home. The driver drove quickly and Martin arrived back at his house in twenty minutes.

He ran into the house and went into his bedroom. He found his passport on the bedside table and left the house again. But the taxi wasn't there! Where was the taxi!

Martin jumped up and down angrily. "I don't believe it. The taxi left!" he shouted. He ran down the street and looked for another taxi.

After a few minutes, Martin found another taxi and told the driver to take him to the airport as quickly as possible. The traffic on the roads was very bad and, unfortunately,

1. Read the text and answer the questions.

1. Where was Martin going on vacation?

2. What time did he leave the house?

3. How did he get to the airport?

4. When did he realize that he didn't have his passport?

5. How long did it take to go back to his house in the taxi?

6. Where was the passport?

7. What did Martin discover when he went back outside?

8. How did Martin get to the airport the second time?

9. Why did he arrive late at the airport?

10. Why did Martin go home?

https://es.liveworksheets.com/co1982510ys

Listen and read

https://es.liveworksheets.com/dd2402474ug

1. Listen to the Audio and select the correct verb.

hunted	hunt
believe	believed
lived	live
prepare	prepared
celebrated	celebrate

2. Listen to the Audio write the verb you hear.

Blended learning activity:

Teacher promotes complete the activities at home.

100

| WHERE | / | WHEN | / | WHAT | / | WHO |

1. _____ **did she see the movie?** *She saw the movie last Monday.*

2. _____ **did they eat last night?** *They ate an ice-cream.*

3. _____ **did she buy on her last vacation?** *She bought a necklace.*

4. _____ **did you go yesterday?** *I went to the shopping center.*

5. _____ **did he swim with last week?** *He swam with my brother.*

II. Complete the questions with the correct verb form:

| go (2) | / | buy | / | see | / | eat |

1. **Where** _____ **on vacation?** *I went to Cusco.*

https://es.liveworksheets.com/ot3659fh
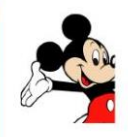
worksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Reading_Past_Simple_aj296748tk

LAST SUMMER

I'm Helen, last Summer holidays, I went with my family to Paris. We went by car. There was me, my parents, my brother Tom and my little sister Susan. We live in Brighton and we are English. We saw the most interesting places in Paris, as the Eiffel Tower, the Louvre Museum and we made the city tour. I loved it, because Paris is a very beautiful city.

On the fifth day we went to Euro Disney. That was fantastic. We all enjoyed ourselves a lot. We stayed in Euro Disney four days. They were the

is only 4 years old and she loved it. I met all the Disney characters and they were very funny. We stayed at a hotel inside Euro Disney.

ANSWER THE QUESTIONS.

1- Where did Helen go last Summer? _____

2- How did she go? _____

3- Who did Helen go with? _____

4- What did they see in Paris? _____

5- Did Helen like Paris? _____

6- Where did they go on the fifth day? _____

7- Did they enjoy it? _____

8- How long did they stay in Euro Disney? _____

9- Were they tired? _____

https://es.liveworksheets.com/aj296748tk

Post-task:

Choose your favorite trip describe the pictures and add extra information.

Assessment

Complete the online worksheet.

Past simple

paint   see

go   listen   watch   send   clean

write   play   be   study

break

do   visit   eat   have   like

smile

A. Put the verbs in the correct column.

Regular verbs	Irregular verbs

https://es.liveworksheets.com/gy255238fy

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APPENDICES

APPENDIX I. PRE-TEST AND POST-TEST.

TECHNICAL UNIVERSITY OF COTOPAXI

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

PRE-TEST

Cambridge Assessment English

Objective

To identify the students level English to standardize test by Cambridge.

Reading and Comprehension Assessment Rubric

Name: --------------------------------------- Date: ---------------------- Course: --------

Performance Indicators	Poor 1-2	Fair 3-4	Good 5-6	Very Good 7-8	Excellent 9-10
General understanding	The student does not understand enough vocabulary or information to answer the questions.	The student does not understand a lot of the vocabulary and information he /she is able to complete some of the questions.	The student shows a good general understanding of the vocabulary and information with all the questions completed	The student shows a very good understanding of the vocabulary and information, with all the questions completed	The student shows an excellent general understanding of the vocabulary and information, with all the questions completed
Accuracy Grammar, verb tenses and general structures.	Uncontrolled grammar and syntax, lacks knowledge of general structure	Very frequent errors; difficulty in making meaning clear	Very frequent errors; difficulty in making meaning clear	Quite accurate; some errors, but meaning is clear	Grammatical and lexical accuracy is high.
Comprehension Learners can recognize main ideas and secondary ideas in articles on familiar subjects. To understand the meaning	Show great difficulty to understand newspaper articles and reports about contemporary issues.	Show difficulty to understand straightforward newspaper articles and reports about contemporary issues.	The items are Understood straightforward newspaper articles and reports about contemporary issues. But gets confused at times, affecting comprehension.	Easily understands straightforward newspapers articles and reports about contemporary issues.	Successfully identifies articles and reports about contemporary issues.

Fluency Vocabulary, speed, naturalness, lack of hesitation	Unnatural and labored speech, extremely hesitant on even high frequency vocabulary, words, phrases, and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.

Source: Taken and adapted from English Language Curriculum (MinEduc, 2016) and Classroom Assessment Suggestions (MinEduc, 2012-2014)

Researcher: *Sandoval V, (2022)*

Reading Comprehension

Getting to sleep

1.- *Read the article about getting to sleep and answer the questions.*

Sleep is very important. It's just as important for your body as eating and exercising. If you don't get enough sleep, then you won't be able to enjoy yourself. Going out with friends, playing sports or even watching movies will not be much fun if you're tired.

People of all ages need sleep, but different people need different amounts. Babies sleep about twice as much as they stay awake. Teenagers need about eight to ten hours a night, and older people need less. But one person may need more than another even if they are both the same age.

Six out of ten children say they are tired during the day, which means they are not getting enough sleep. So how can you get to sleep? A good idea is to write down what you are thinking about before you go to bed. Then, make sure your bedroom is as dark as possible, and it isn't too hot or too cold. You can also try reading a book. Don't drink soft drinks or use your phone before going to bed. However, playing games on your computer is the main one to avoid!

1.1. What is more important doing?

a) Sleeping and eating are more important.

b) Sleeping and exercising are more important.

c)Sleeping, eating and exercising are all important.

1.2. What do babies spend more time doing?

a) Sleeping.

b) Staying awake.

c) Eating.

1.3. Who needs less sleep?

a) Babies.

b) Teenagers.

c) Older people.

1.4. What may stop you from sleeping?

a) The bedroom is too dark.

b) Feeling too hot.

c)Reading a book.

1.5. What is the worst thing to do before going to bed?

a) Using your phone.

b) Playing online.

c) Drinking soft drinks.

2.- What weather is today?

a) It is a sunny day

b) It is a rainy day

c) It is a windy day

3.-Look at the pictures and read. Choose the correct answer. What are these?

a) These are bees

b) These are bears

c) These are birds

4.-Choose the correct definition below the picture.

a gorilla

a) This place has a lot of trees, snakes and monkeys.

b) This is a young animal which is often a pet.

c) People enjoy watching this sea animal swim and play and jump out of the water.

d) This animal lives in mountains or forests, and can stand up on two legs.

e) This is green and cows and sheep eat it.

5.- Choose the correct definition below the picture.

Lego Bricks

a) This can sail on a small pond or lake.

b) These are used to build things with.

c) You need batteries to make it work.

d) You sit on this and ride it.

e) You can fly this in the sky with some string.

6.- Choose the correct definition below the picture.

puppy

a) This is a young animal which is sometimes a pet.

b) People laugh at this person with a red mouth and white face.

c) This is like a jacket but longer and you wear it when it's cold.

d) This animal lives in hot countries. It has a long tail and big teeth.

e) You can wear this round your neck.

f) This person helps people who have to be in hospital.

7.- Read the text and choose the best answer.

Mother: Are you doing your homework, now, Maria?

Maria

a) Yes, I do.

b) Yes, I am

c)Yes, I know

Mother: What do you have to do?

Maria:

a) I like Writing stories.

b) We wrote a story yesterday.

c) I have to write a story.

8.- Read the text and choose the best answer.

Mash: Hello, Anda. Did you have a good weekend?

a) Yes, thank you

b) Yes, I have

c)Yes, she did.

Masha: Did you ride your horse?

a) Anda: Yes, he did.

b) Anda: Yes, I did.

c) Anda: Yes, it did.

9.-Choose a word from the words below the text. Put word next to numbers 1-6 Drag the words into the correct boxes.

> **maths   pages   pointed happy   talked   ticks**

On Monday morning, the (**1**) ------------- teacher, Mr. Griffin, came into Maria's class and said, 'Hello! I've got a message for you from Miss Clarke. She'd like you to answer the questions on (**2**) ----------------- 65 and 66 for your homework. They're about the areas of shape. Miss Clarke isn't in school today. She's talking on the radio about playing word and picture games in school lessons. It's very exciting!' Mr. Griffin (**3**) --------------- to some blue books. 'The examples in those can help you, or you can find your answers on the internet,' he said.

Maria was (**4**) -------------because she loved working on computers. That evening she found all the answers to Miss Clarke's questions on one of her favourite websites.

When Miss Clarke came back to school, she (**5**) ---------------- about her exciting day, then looked at everyone's homework. 'What great answers!' she said. 'You've got lots of (**6**) ------------------ and no crosses! Well done!

10.-Read the text and then choose the right words.

We don't see many animals in the coldest parts of the world, but polar bears, which are white, live in really cold places.

Brown bears (**1**) -------------- when the weather is very cold.

a) sleep

b) sleeps

c) sleeping

(**2**) -------------- don't wake up or eat any food.

a) It

b) We

c)They

When the weather starts getting cold, some birds fly (**3**) ------------ hotter countries, but penguins are very happy in the snow!

a) by

b) at

c) to

Snowshoe rabbits are really clever! (**4**) -------------- the weather's very cold and there's

a) why

b) when

c) which

snow on the ground, (**5**) -------------- animal's fur changes from brown to white!

a) those

b) all

c) this

<div align="center">

Thank you for your collaboration

</div>

APPENDIX II. READING AND COMPREHENSION ASSESSMENT RUBRIC INTERVIEW PERFORMANCE

NAME:

Performance Indicators	Poor 1-2	Fair 3-4	Good 5-6	Very Good 7-8	Excellent 9-10
General understanding	The student does not understand enough vocabulary or information to answer the questions.	The student does not understand a lot of the vocabulary and information he /she is able to complete some of the questions.	The student shows a good general understanding of the vocabulary and information with all the questions completed	The student shows a very good understanding of the vocabulary and information, with all the questions completed	The student shows an excellent general understanding of the vocabulary and information, with all the questions completed
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Source: Taken and adapted from English Language Curriculum (MinEduc, 2016) and Classroom Assessment Suggestions (MinEduc, 2012-2014)

Researcher*: Sandoval V, (2022)*

APPENDIX III. REFLECTIVE FILE

UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE

"MUYU KAWSAY"

DIPEIB-P ACUERDO Nº 05 DEL 9 DE FEBRERO DE 1994

Students coments about the lesson	
Date :	
Do you understand the lesson ? Entendiste la lección	
The lesson help to develop speaking La lecion te ayuda a hablar en inglés	
Write 2 positive aspects Escribe 2 aspectos positivos	
Write 2 negative aspects Escribe dos spectos negativos	
Write 2 sugestions for the next lesson Escribe 2 sugerencias	

Researcher: *Sandoval V, (2022)*

APPENDIX III. URKUND REPORT

Ouriginal
by Turnitin

Document Information

Analyzed document	Tesis Verónica Sandoval (2) - copia - copia.pdf (D154609291)
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Submitter email	veronica.sandoval5251@utc.edu.ec
Similarity	5%
Analysis address	nelson.guagchinga5.utc@analysis.urkund.com

Sources included in the report

W	URL: https://www.researchgate.net/publication/295255210_Using_a_Task-Based_Approach_for_Supporting_... Fetched: 2019-12-09 21:11:22	12
SA	**WEBQUEST IN THE DEVELOPMENT OF READING COMPREHENSION Pinango Jessica CPINE 2022.pdf** Document WEBQUEST IN THE DEVELOPMENT OF READING COMPREHENSION Pinango Jessica CPINE 2022.pdf (D145558139)	3
SA	**article_blended_learning_copy.docx** Document article_blended_learning_copy.docx (D64156137)	4
SA	**6500-2.pdf** Document 6500-2.pdf (D51823186)	1
SA	**UNIVERSIDAD TÉCNICA DE COTOPAXI / Verónica Sandoval.docx** Document Verónica Sandoval.docx (D118814565) Submitted by: fabiola.cando@utc.edu.ec Receiver: cando.fabiola.utc@analysis.urkund.com	2
SA	**MCJEManuscript.Posadas_MarivicFinal.docx** Document MCJEManuscript.Posadas_MarivicFinal.docx (D132780519)	1
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