



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS

THESIS TITTLE.

THE EXPLORATION OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE DEVELOPMENT OF READING COMPREHENSION SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS AT PRIMER AÑO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA COMBATIENTES DE TAPI, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY-JULY 2016

Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés”

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THESIS TITLE: THE EXPLORATION OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE DEVELOPMENT OF READING COMPREHENSION SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS AT PRIMER AÑO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA COMBATIENTES DE TAPI, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY-JULY 2016.

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INFORMO O CERTIFICO:

Que el presente trabajo: **“THE EXPLORATION OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE DEVELOPMENT OF READING COMPREHENSION SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS AT PRIMER AÑO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA COMBATIENTES DE TAPI, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY-JULY 2016”** de autoría de las señoritas Marjory Estefanía Lechon De La Cruz y Maria Lisbeth Palacios López, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo para su calificación correspondiente.

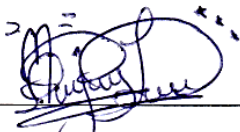


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AUTORSHIP

We, Marjory Estefanía Lechon De La Cruz and María Lisbeth Palacios López, students of language career, declare we are the only authors of the research named “THE EXPLORATION OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE DEVELOPMENT OF READING COMPREHENSION SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS AT PRIMER AÑO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA COMBATIENTES DE TAPI, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY-JULY 2016” , ideas and commentaries specified in this document are responsibility of its authors.

Riobamba, 7 de Diciembre del 2016



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DEDICATORY

To God who is our creator and who leads our steps, to my parents: Martha and Martin, whose words of encouragement and push for tenacity in my ears and for being right there every moment with me not only with economic help but also with their time and emotional backing in order to get my achievement;, to my brothers, Dubyni, Danny, and Paul and all of my family for being an unconditional support during those four years of study at the prestigious UNIVERSIDAD NACIONAL DE CHIMBORAZO.

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Marjory

The present work is also dedicated to our teachers, classmates, and friends for being an important part in our professional and humanistic formation.

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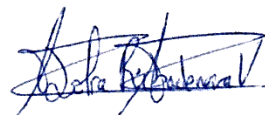
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RESUMEN

Mediante un estudio previo se determinó como problema que los estudiantes del primer año de BGU “A” en la unidad educativa “Combatientes de Tapi” carecen de la habilidad para entender textos escritos en inglés debido a que no tienen motivación para desarrollar la destreza de lectura. Este estudio describe cómo el docente de inglés utiliza las Tics cuando enseña la destreza de la lectura. Se lo ejecutó en el primer año de BGU “A” en la unidad educativa “Combatientes de Tapi” durante el primer quimestre del periodo lectivo 2016 - 2017. El propósito de este trabajo es describir el uso de las Tics en el desarrollo de la destreza de comprensión lectora en inglés. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se realizó con una población de treinta alumnos de los cuales veinte y uno son hombres y nueve son mujeres y una docente. El método cualitativo empleado es etnográfico. Como técnica empleada es la observación no participativa ya que los investigadores protagonizan un rol pasivo; el instrumento de recolección de datos es una hoja de cotejo diseñada por los ejecutores de la investigación. Luego de análisis de los datos se obtuvo que en el presente año educativo los recursos están en buen estado y se cuenta con una correcta preparación docente pero lo que no existe es motivación del docente al dar la clase y de los estudiantes al recibirla ya que al momento de hacer una comparación los estudiantes asocian la lectura como una afición aburrida.

SUMMARY

A previous study identified as a problem that the first year students of Bachillerato General Unificado (BGU) “A” at Unidad Educativa “Combatientes de Tapi” lack the ability to understand texts written in English because they have no motivation to develop reading skills. This study describes how the English teacher uses ICT’s when teaching reading skills. It was executed with the first year of BGU "A" at Unidad Educativa “Combatientes de Tapi” during the first quarter of the academic period 2016. The purpose of this work is to describe the use of ICT’s in the development of the dexterity of reading comprehension in English. The type of study is qualitative of exploratory level. The research was carried out with a population of thirty students of which twenty-one are men and nine are women and one teacher. The qualitative method employed is ethnographic. As a technique used is non-participatory observation since researchers play a passive role. The data collection instrument is a collating sheet designed by the research implementers. After analyzing of the data it was obtained that in the present educational year the resources are in good condition and there is a correct preparation teacher but what does not exist is motivation of the teacher when giving the class and of the students when receiving it since at the moment of making a comparison students associate reading as a boring hobby.



Reviewed by: Ribadeneira, Andrea Sofia
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INTRODUCTION

Nowadays technology has been transforming every field of our lives giving new opportunities to people for getting advanced information especially in the educational field in which teachers and students could obtain meaningful learnings and with the advantage to break the traditional paradigms of the educational system. Some public and private institutions used to work by using didactic materials like books, boards and markers to impart classes. Today all is changing in this digital era in which our globalized world offers to people the facility to be communicated with the use of computers, internet, electronic boards and many more to improve our life through technology that is everywhere. With technological resources applied in the process of teaching-learning there are advantages to get meaningful learnings and dynamic process to involve students to participate actively into the different reading – comprehension tasks with the objective to analyse and understand texts.

Our country lives in an era of changes. Ecuador ran a traditional education system but since 2011 year according to the agreement legislation 224-11 Art.1; It has been incorporated ICT's to promote digital citizenship in the educational community through computers and the use of technologies and also the Internet in public establishments in the country.

The institution researched Unidad Educativa “Combatientes de Tapi” from its inception has been innovated in the use of technological tools. It was implemented with sophisticated computer systems and two exclusive laboratories that were donated by students. Some investigations in the institution showed that students at Bachillerato have being lost the interest in reading, for that reason a lector program was applied for providing students books according to their likes and needs.

Students at Primer Año de Bachillerato Class “A” of Unidad Educativa Combatientes de Tapi cannot comprehend and understand a text written in English. They cannot identify main ideas, details, and vocabulary to performance activities of reading. There were some technological resources that could be used to engage students to participate actively in reading comprehension activities but there was not the predisposition to use the technological sources for the lack of motivation that both teachers and students had.

The research was executed in order to describe the use of Information and Communication Technologies used by the teacher to develop a correct reading comprehension with the students of the “Unidad Educativa Combatientes de Tapi”.

The investigators determined in their practices that students of this institution could not feel motivated to improve their reading comprehension skill, although there are the necessary resources to make possible the development of this skill. The present project was done because researchers had the accessibility to the field in which their pre professional training had realized. The data was obtained from the English teacher and the thirty students at Primer Año de Bachillerato, class “A”.

The purpose of this research is to recommend some strategies to use technology in the classroom in order to improve reading comprehension skill. The importance of the research is that technological resources can be used as a source to break the traditional educational system improving students’ skills like reading comprehension as this work presented.

The present research has been organized in five chapters, of which:

Chapter I.-It presents the referential framework, problem statement. Also it includes the general and specific objectives and justification and importance of the problem.

Chapter II.-It presents the theoretical aspects of the use of communication and information technologies in order to develop reading comprehension skill, which is the scientific support of this research.

Chapter III.-It presents the methodological framework which includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

Chapter IV.-It presents the analysis and interpretation of results.

Chapter V.-It presents conclusions and recommendations of this research.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1. Research problem.

Although in the Unidad Educativa “Combatientes de Tapi” was implemented technological resources, students could not feel motivated to develop a comprehensive reading skill.

1.2. Problem Definition

Nowadays the Information and Communication Technologies are used deeply in many aspects of human life, one of them is Education. The application in a proper way to teach in this new digital era, in which students are completely immerse because they are using social network profiles and electronic devices, which are a daily part of their lives for instance the work of teachers is to harness these resources to reach significant knowledge. (Vasquez, 2013).

Technological resources can offer a wide range of multimedia resources and opportunities to develop a correct reading comprehension. It does not only mean hardware resources, it includes software which permit develop activities in websites and apps available to mobile devices. Some of these resources applied in the process of teaching-learning give the advantages to get meaningful learnings and dynamic process to involve students to participate actively into the different reading – comprehension tasks with the objective to analyse and understand texts.

Ecuador has been innovated for adding technology resources to reinforce the educational system and including human talent who has a correct preparation. A low level is maintained in reading habits in Ecuador according to a study developed for the Centro Regional para el Fomento del Libro en America Latina y el Caribe (Cerlalc) of the Unesco in 2012, recorded a reading quantity of 0.5 books along the year and this quantity represents a half of book read per person each year. At the same time as a tracing for it the Instituto Nacional de Estadísticas y Censos (INEC) realized a survey in 2013, in which was registered that 27% of Ecuadorians do not have reading habits and of this percent the 56% of people do not be interested on reading and the 31, 7% of Ecuadorians do not read because they do not have time. Contrasting those studies

in the public institutions there is a low level of reading and the reason is the deficit of libraries in the country.

The institution researched Unidad Educativa “Combatientes de Tapi” from its inception has been innovated in the use of technological tools. It was implemented with sophisticated computer systems and two exclusive laboratories with twenty computers of both EGB and BGU that were donated by students. Some investigations in the institution showed that students at Bachillerato have being lost the interest in reading and for that reason a lector program was applied for providing students books according to their likes and needs. Teachers has been training by Richmond group which uses Pearson books to work with technology at the moment to develop tasks in websites. As the mission at Unidad Educativa Combatientes de Tapi “It will impart an integral education for children and young people to form graduates in Sciences and/or Technicians, through a pedagogical alternative method in a loyal framework to the institution, consistence discipline and permanent practice of values. On the other hand the vision is to be an institution of excellence with provincial leadership and deeply national recognizing committed with the educative social change, national feeling, honor, discipline, loyalty and a firm conviction of service, prioritizing teamwork and keeping the educational curriculum management.

This research describes the use of ICTs in the development of reading comprehension of English language at Primer Año de Bachillerato at Unidad Educativa Combatientes de Tapi during the academic term 2016.

At Primer Año de Bachillerato “A” there are thirty students of which 21 are male and 9 women, the problem identified that students cannot performance reading comprehension activities well. The present course maintain a low academic level in the foreign language subject especially for their bad reading habits. The present project observed the strategies that the teacher used to engage her students in the development of reading skills through the use of technology. A check list was used for the investigation with the technique of observation, with this observation researchers could know how the teacher used technology in the classroom and if students feel motivated at the moment to develop reading-comprehension tasks using technological resources. With this exploration, researches could have an idea about how technological tools can help to improve the development of skills being focus on

reading comprehension skill, which is essential in the process of teaching-learning and in that way help to teachers to be involved in the new digital era in order to achieve their goal as the sufficient educators that they must be.

1.3. Formulation problem

How does the teacher use Information and Communication Technologies when Students at Primer Año de Bachillerato “A” at Unidad Educativa Combatientes de Tapi, City of Riobamba, Chimborazo Province, during the Academic Term February-July 2016 Develop Reading Comprehension Skills?

1.4. Guideline questions.

- Which is the implementation the classroom has for using ICT’s in?
- What is the knowledge the teacher has about teaching with ICT’s?
- Which are the strategies used by the teacher into the development of reading comprehension skill with her students?

1.5. Objectives

1.5.1. General objective:

- To describe the use of Information and Communication Technologies in the development of reading comprehension skill of English language

1.5.2. Specific objectives:

- To observe if the classroom equipment has the conditions to teach with ICTs.
- To identify if the teacher can use ICTs in the classroom.
- To determine some strategies in order to recommend the use of technology in reading-comprehension activities.

1.6. Justification

The present research work is important because enriches the field of English Methodology so that it helps to know the techniques, methods and factors that could permit to students at Primer Año de Bachillerato “A” develop a reading comprehension skill in a better way.

For the analysis, a participatory observation tool (checklist) has been developed to determine the three fundamental axes of the present research: the detection of which are the technological resources used, the teacher's ability to work with technology and to know if technological sources help in the development of reading –comprehension skill.

The present project follow three feasibility principles .First the academic feasibility at Universidad Nacional de Chimborazo, the researchers were trained with the subject of -English Methodology in which they received the correct academic preparation. Second the human feasibility because Unidad Educativa Combatientes de Tapi allowed the access to the necessary resources and information about the research and also is important to mention that researchers realized their pre-professional training in this institution. Third the economic feasibility of the present research is self-financed by the researches.

The direct beneficiaries of the research were the teacher and the students of Primer Año de Bachillerato and the indirect beneficiaries were the whole institution, the university, and the readers to increase their knowledge about educative topics and technological resources.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Background investigation regarding to the problem to be investigated.

In UNACH there are four thesis related with the topic of the present research which are :

1. The Identification of how Inside Information and Communication Technologies (Ict's) to the English language class of Tercer Año de Bachillerato of the Combatientes de Tapi High School, Period 2011 that describe the motivation of the students at the moment to present new topics and how they behave when they use it to help to support it and share their ideas (Melena, 2012) .
2. The Role of the Information and Communicational Technologies in the Teaching Process of a Foreign Language with the Students of Octavo Año de Educación General Básica of the Juan de Velasco High School, period 2012-2013 that mention the crucial role of ICT's in the process of learning a new language and establish the positive and negative aspects of the use of Ict's (Caravajal, 2013).
3. The Application of the Didactic Resources in the Foreign Language Learning of English Language with the Children of Octavo Año de Educación General Básica “Yaruquies” in Riobamba province during the period 2012-2013 which establish that students of 12 years old still enjoy didactic games at the moment to introduce a topic and learn better with flashcards charts videos and music (Sinaluisa, 2014).
4. The Use of Reading Strategies to Develop the Reading Comprehension Skill for the Students at 9th Basic Education “A” of “Alfredo Perez Guerrero” High School, Located in Guano Canton, Province of Chimborazo, During the School Year 2013-2014 at that study determine the main steps to have a correct reading comprehension which are the prediction, visualization, time to develop questions, time to connect the ideas, the identification and finally the infer (Apo, 2014).

2.2. Theoretical Foundation

The information and communication technology in the development of reading comprehension skill.

Nowadays people are able to learn a target language with more facility than some years ago, because today technology offers a lot of advantages to be involved in new spaces to get knowledge around the world. Information and Communication Technologies in the educational field have varied roles with the benefit of manipulate update information creating new environments into the classroom and with all of that changing the traditional education into a better teaching-learning process with the advantage of increase the development of skills. Teachers acquire a variety of competences that facilitates the use of technologies in their classes. Through this tool students will be able to acquire vocabulary in a visual and practical way, learn about the actual use of idiomatic expressions; and understand cultural aspects of the English language. Into the development of the student's skills the digital tools can facilitate the acquisition of cognitive strategies such as a good level writing correctly, reading with the adequate comprehension, a fluent speaking and obviously a carefully listening. The present research is focus in the development of the reading comprehension skill to realize the progress in the students with their ability to read and understand in a correct way the content of a text.

2.2.1. Importance.

Through technology, students are able to build their overall knowledge base and to develop literacy skills. ICTs provide powerful tools to support student-centered learning and the new roles of teachers and students. For example, guided practice that familiarizes students with criteria for evaluating web sites and that takes them through a hypertext document which facilitates the acquisition of cognitive strategies necessary for searching nonlinear texts. Teachers must be careful at the moment to integrate technological tools to the curriculum of this subject in order to manipulate those tools in an efficient manner. An important part of this process is that students are going to be motivated at the moment to be involved in the use of Information and Communication Technologies. They are going to enjoy the activities and also it assures the reading instruction with a great level of comprehension and with a spread acquisition of vocabulary.

2.2.2. The Information and Communication Technologies and its achievements in the educational field into the development of reading comprehension skill.

The reading process in the human beings is as important as the fact to know how to write in order to get the best acquisition of knowledge. There are some problems that difficult the process of reading in the educational system limiting students' ability to develop a reading comprehension activity in a correct way. Teachers must always be alert to new resources and procedures that can contribute to the motivation and enrichment of this process. ICT's have an indispensable role in the educational field instead those tools can gather that students get a good level in the progress of their skills with the facility to create, process and transmit any kind of information that can help breaking barriers of communication. Those new technologies such as computers, internet, projectors, virtual spaces, blogs and some others channels of communication support the teaching-learning process taken like didactic materials, working out creativity, innovation, collaborative work and fostering the meaningful learning. The development of reading comprehension skill with the advantage of the use of new information and communication technologies, students can achieve firstly an important multimedia knowledge in the way they are going to get a good level in reading comprehension having a good management of those digital tools gathering a reading fluency at the moment to understand new vocabulary and transmit an understandable content.

2.2.3. Strategies and the Application.

Motivation is the first factor that students accepted with the use of technology; it is one of the advantages of technology tools taking into consideration the benefit of students that are immersed in the globalization world in the way they are getting new information and creating new environments in which could establish their communication with a good level of reading comprehension exchanging information with other people trough social networks. The use of technology could show some advantages but it also has disadvantages and one of these is the fact that teachers could not use in a correct way technological sources giving to their students not clear instructions when they are working with technology, another disadvantage is the lack of technological resources into the institution and the access to those spaces. Teachers

have to act as a monitor, guide and another important thing the established goals must be gotten at the moment to finish with any activity in class.

2.2.4 Digital tools in the reading comprehension

Internet technologies enable teachers to enhance and expand this curriculum within and beyond the physical classroom. Students' use of text-based computer mediated communication, and intensive reading and research using Internet hypertext documents that can improve the educative field. In addition, the use of technology enables students to improve skills that are necessary to increase knowledge through the time in the classroom. When teachers integrated into the curriculum technology, it can provide students high motivation to develop literacy skills that they will need in the age of information with the objective to maintain a correct level they required for transmitting ideas and to comprehend text that is indispensable to overcome issues in any problem they have with their study inasmuch as reading is the knowledge base.

ICT is affecting how reading is being taught at Comil High School. Teachers are integrating commercially available programs into the reading curriculum. Some programs include The Learning Company's Paper dreams and some book versions of popular "Marvellous Ecuadorian legends" and the classic Time Machine book.

In the development of information technology, Internet manages the history of educational technology in the new groove. Online services in the education of undergraduate and grade are not basically to provide educational services to users with Internet as a medium. Online services can be composed of different stages of educational programs such as registration, test data, payment, learning, case assignments, case discussions, exams, assessments, discussions and announcements (Davi, 2013).

2.3 Definitions of the basic terms

- *Digital learning objects(DLOs)*

Digital learning objects (DLOs) have been conceptualized as self-contained units of learning created for online, face-to-face, and blended learning.

- *Information and communication technologies (Ict's)*

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching,

teachers' professional development and more efficient education management, governance and administration.

- *Reading comprehension:*

Reading comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

- *Digital Content:*

Digital content is the high quality academic material which is delivered through technology. It is what students learn. It ranges from new engaging, interactive and adaptive software to classic literature to video lectures to games. It isn't simply a PDF of text or a PowerPoint presentation

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Type research

The present research is a qualitative approach because it is a preponderance of the particular and subjective with emphasis on interpretation results and it also was based in the inductive method, because it started of the specific parts of the study to the general of that. The theory was deduced to the essential parts of the investigation about the use of ICT's as a teaching resource for the teaching-learning process of English. First researchers started with the analysis, explanation of the observation and abstraction, before collecting data using different strategies, with the technique of observation in order to establish which are some effective ICTs that teachers could use to motivate their students in the development of reading comprehension skill.

3.2 Level of research

This research had an exploratory level, It was consisted in analyze the information and data about ICT as a teaching resource to students learn in a better way and also developed good techniques in reading comprehension skill, after it was necessary to understand if the teacher used meaningful technologies with which students can improve the knowledge integrating all the digital resources within their reach , it was essential to know which was the reality, weaknesses, strengths, capacities, abilities, creativity and relationships join students at Primer Año de Bachillerato "A" at Unidad Educativa "Combatientes de Tapi".

In addition, all of this information was interpreted to define problems and potentials solutions to get a good use of Information and Communication Technologies in the development of reading comprehension skill of English Language.

The ethnographic method was used because it is feasible with the analyzed problem in a directly form with the observable material items, individual behaviors and performances as well as ideas and arrangements that exist only in people's heads which are included in social contexts and obviously in the education field.

The investigators researched at Unidad Educativa "Combatientes de Tapi" because at this high school exists a phenomenon at the moment that the teacher proposes activities

of reading to their students, students could not be motivated to participate. The present research was developed into the academic term February-July 2016 by the time that investigators developed their pre-professional practices in the institution, they collected useful information through an observation of students' behaviors at the moment that they should have been enhanced on reading.

For the present study, researchers had been working during five months which were distributed for the following faces: the field work phase, the analytical phase and finally, the informative phase.

3.3. Population and sample

The investigators choose this population because at Unidad Educativa "Combatientes de Tapi" there is a program to enrich reading comprehension in students of primer Año de Bachillerato. The program consists in the implementation of certain kinds of interactive books with interesting topics to motivate students to practice reading activities. The class "A" was choose for the level with more bad scores of all the grades of Primeros Años de Bachillerato at the signature of Foreign Language to develop the reading comprehend skill.

The investigators noticed that the most of the student's books were about fantasy and amazing adventures that were not attractive, so they felt more attractive to real stories and love stories.

Instead the quantity of the population for this research did not have a great number. The exploration of Information and Communication Technologies in the development of reading comprehension worked with the 30 students at Primer Año de Bachillerato "A" and with the teacher of this course

3.4. Procedure

The Unidad Educativa "Combatientes de Tapi" is an institution with vision and social commitment always implements projects to seek improvement in the performance of its students. Therefore, a reading plan is developed that searched to motivate students to develop their comprehensive reading through interactive books and the use of ICT's. To this, the area of study that the investigators chose Methodology as the area of study

which refers to technical methods and studies about the learning environment in which students are involved.

3.5 Work field

The activities of this research project has been divided into: preparatory, field work, analytical and informative.

To begin with it, into the preparatory part of the project, the investigators determined in their practices that the students of this institution did not feel motivation to develop a correct reading comprehension instead if they have all the resources to make possible the development of these skill. For instance they developed the respective documents to requested to and the rector of the institution Mr. Darwin Cerón and the vice Rector Mr. Marcelo Santillan to inform about the problem and how it was detected, the D.O.B.E department facilitated the results of a lot of surveys which have been applied in students about the reading habits and the result was that they did not feel motivation at the moment to read for this reason the investigators delimited this as their field of Study also re-designed the research to have the most ordered information so that it had a corresponding logical sequence. For the collection of information within the area of the field work the researchers had access to all the required documentation because they developed their practices in the educational center therefore had access to academic records of students the document of the reading plan and studies Previous to the viability of the application of the reading plan the information was collected from the facts that they observed and documented in a checklist that was developed for three reasons; the first the valuation of technological resources and to see if they were or not in good condition the Second, to know if both students and teachers had the correct training to use these resources and the third determine the strategies that the teacher used at the time of being exposed to these technologies. Participants for this investigation had been the authorities since they have provided the opening for development, concluded with the collection of data the second week of October. A participatory observation had developed in which information had collected through a checklist which concluded despite technological resources, it has been determined that the student did not feel motivated by the type of texts they use, they prefer books that deal with. Within the analytical phase it was detailed that the data were taken through

the participatory observation and was applied from the instrument of the checklist the data were registered through descriptive records by the researchers.

Finally the researchers with all the information collected in the analytical phase redacted the final report the third week of October and with this they concluded the research.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and interpretation of results

The process of observation was developed with the English teacher and the students at Primer Año de Bachillerato “A” at Unidad Educativa Combatientes de Tapi. As the background of the present research into the classroom the teacher and students did not take the total advantage of technological sources although the institution has the necessary equipment to work with technology in each classroom. Teachers could not manipulate technological resources deeply in the teaching learning process. Students did not pay attention in classes, so they could not being focused at reading-comprehension activities. Students felt their classes were bored although the way to perform activities of reading comprehension into class was nothing interactive, summarizing that it was like the traditional process that educational field should change.

In order to get the results of this research, the technique of observation was applied using a check list as the instrument. There are ten statements in the check list. The criteria was established in order to get the objectives proposed.

- **Specific objective N.1: To observe if the classroom equipment has the conditions to teach with ICTs, items number:**

1. The classroom has the necessary technological resources such as: computers (at least one), an electronic board, outlets, internet, projector, speakers. With these item researchers observed that the teacher sometimes used a computer being exactly two days for week and in the same situation was with the projector because it did not work well, Internet was not used for students, just teachers had the access but this tool was not used to deliver classes more interactive or to consult something else for students in the classroom. The same case happened with speakers because when they needed to use these luckily the English teacher carried them but these also were sometimes used. On the other hand, the classroom had an electronic board which was not frequently used. Classroom was equipped with the necessary outlets to use different technological resources but these were not taken advantaged totally.

2. Technological resources into the classroom have good conditions. It was observed that specifically the technological resources had good conditions except the projector which was damaged for some students and it was not checked for someone that could repair it, the projector was not damaged at all just at the moment to project on the electronic board, the images were not clear with the problem to look at the content not clear. The conditions of the rest of technological resources like the computer and the speakers whose owner is the English teacher work well; the electronic board also were ok. Internet was another problem inasmuch as just teachers had access to it.

3. The use of technological resources in the classroom. With that it was observed that the teacher did not use to work with technological resources during the whole classes just two times per week or at least one but just for extra activities like to present slides about extra information of the topic she had to present in the class. Contrasting these results researchers mention Vásquez, C. (2013, July 11) whose words express that nowadays technological resources like internet could help in the educative field with different web sites that permit teachers and students to have a nearer experience to the real world practicing with activities like interactive activities to reflect on readings or to interact with classmates. Another point that he solves in his research work is that in regular's schools, ICTs improve the attention that students put in classes but it depends on the way and the time organized in which teachers use these technological implements.

- **Specific Objective N.2: • To identify if the teacher can use ICTs in the classroom, items number:**

4. The teacher manipulates different programs (word, power point, blogs, etc.) to establish activities for reading comprehension. It was evidenced that the English teacher did not work with the variety of programs to engage students in reading-comprehension activities which could improve the development of the skill named. In this case the teacher used power point to present readings but not in a way in which students could feel motivated to participate. Not take the total advantage because there are a lot of programs to interact with students at the moment to develop reading-comprehension activities like virtual questions or using others programs like Prezi or different animated blogs with activities. So the teacher notably just acted like the traditional system with no dynamic presentations for students.

5. The teacher controls the whole class when students are working with ICT's. In this almost always the time did not have problem with the control of the class because she looked so stricter but it was more the bore of the students and the facility they had to finish the activities and also she established a time to finish the activities and if the students did not finish in the predetermined time they got less points in the activity.

6. The teacher demonstrates to have an excellent management with ICT's. It was notable to observe that teacher could not manage in a good way the technological resources like the programs and she did not use internet like a guide to be helped. Jager, Ak (1999), in his lecture "Impacts of ICTs in education. The role of the teacher and teacher training in the Conference European about Educational Investigation states that ICTs and multimedia materials adequately used could improve the initial formation of teachers, giving them the solvent bases of formation, making easy the simulations, the capture and the analysis of docent practice. In that way students are going to be familiarized with these support resources. Technological resources give the opportunity to form teacher potentially to be experts with the management of classes and contents studied into the classrooms.

- **Specific objective N° 3, To determine some strategies in order to recommend the use of technology in reading-comprehension activities, items number:**

7. The teacher present interactive topics for readings in order to students participate actives on activities for reading-comprehension. The researchers observed that the teacher almost always the time presented interesting topics because there were a notable variety in the topics in fields like medicine, science, music and others but students did not work as well as the work required. They did that for the reason that the way to present that interesting topics were bored for them. They insisted that the activities could be better with other tactic or technique to motivate them for being ready at the moment to develop those activities.

8. The teacher introduces her students first the complex vocabulary before to engage them in a reading-comprehension activity. The research demonstrated that one of the facilities that students had when they were working with readings was that the teacher almost always introduced them the complex vocabulary so in that way students could have felt lost on readings. The difficulty was when they were flying away so they could

answer different questions about the text for the principal reason they did not feel their capacity was so easy like the task to develop.

9. The teacher monitors students' comprehension of texts through questioning them or using summaries. It was observed that the teacher tried to put all of her to promote the activities into the classroom so she almost always the time were questioning students about what they had understood or making other students answer question about the reading and others to make a summary about the text.

10. The use of ICTs improves the development of Reading comprehension skill in the students. It item demonstrated to the researchers that one of the most advantage that the globalized world has is technology and with that in the class observation students could demonstrate their necessity of being motivated or more enthusiastic when they knew they will have be working with technological sources but when the class started being bored they insisted to the teacher that she could have tried new things having the opportunity to count with the tool of internet and the different technology like the electronic board and the projector into the classroom. Finally, researchers conclude that if students could work with activities with a level according to them they could felt comfortable at the moment to solve those activities but at the same time they needed to prove more innovated tactics of work and the work conclude that because the proper students' advice their teacher about different blogs they had been checked on internet in order to not feel a class so monotonous or bored. To contrast that Elmo G. (2012), in their research ICTs in the educational provides three fundamental advantages the first is that through ICT, images can easily be used in teaching and improving the retentive memory of students. Second, through ICT, teachers can easily explain complex instructions and ensure students' comprehension. And also through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Nowadays teach in this globalized world is necessary to offer the necessary tools to students acquire meaningful learnings and not only that; the educational field must change the traditional way to impart classes. But it is the relevant importance that governments implement technological resources with excellent conditions and with all the implementation that a classroom must have.
- Teachers have to have the completely and actualized information with innovated techniques to teach nowadays. With different courses that education field offers to teachers and people immersed in the hard work of education it is supposed that teacher should be ready to teach with technological tools but that is not true at all because there is a deficit in the way teachers uses technology and more for applying it into a classroom.
- Technological resources improve the way to learn in any case today. Technology has the facility to teach us different things but using it in a correct way. Into the educational part technology improve classes making the docent labor more easy and causing that students can develop their skills in a more real context avoiding bore classes.

5.2 Recommendations

- Teachers must be sure that they could work with the technologies they have into the classes but they first take into a count the conditions in which these technological resources are.
- Teachers and students must be prepared to use technologies in order to take advantage of them for relevant academic achieves and for that they should suggest to have courses for the use of these resources into the class.
- One of the most important role of teachers is being an investigator to satisfy students 'needs so teacher have to try to make a class enjoyable and productive. In this case teacher must apply different techniques with the help of Internet to

apply activities that engaged students to realize a correct reading-comprehension with the necessary interest they should have.

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ATTACHMENTS

Instrument N° 1

Check List I.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS



INSTRUMENTO DE RECOLECCION DE DATOS

OBSERVATION DURING CLASSES AT PRIMER AÑO DE BACHILLERATO "A"

Researches must observe the classes in which the teacher of Primer Año de Bachillerato "A" uses ICTs in order to develop reading comprehension skill with her students.

Instructions: Tick what you have observed during the whole class according to the levels of frequency.

1. NEVER	2. SOMETIMES	3. ALMOST ALWAYS
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No.	Statements	1	2	3
1	How often does the classroom has the necessary technological resources such as:		✓	
	• Computers(at least one)			
	• An electronic board			✓
	• Outlets			✓
	• Internet.		✓	
	• Projector		✓	
	• Speakers		✓	
2	Technological resources into the classroom have good conditions.			✓
3	How often does the teacher use technological resources into class.?		✓	
4	The teacher manipulates different programs (word, power point, blogs, etc.) to establish activities for reading comprehension.		✓	
5	The teacher controls the whole class when students are working with ICT's			✓
6	The teacher demonstrates to have an excellent management with ICT's.		✓	

7	The teacher present interactive topics for readings in order to students participate actives on activities for reading-comprehension.			✓	
8	The teacher introduces her students first the complex vocabulary before to engage them in a reading-comprehension activity?				✓
9	The teacher monitors students' comprehension of texts through questioning them or using summaries		✓		
10	The use of ICTs improves the development of Reading comprehension skill in the students.			✓	

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María Palacios

Marjory Lechón