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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Tema: "MINIQUEST AS A STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION IN EFL STUDENTS"

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APROBACIÓN DEL TRABAJO DE TITULACIÓN

A la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato

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AUTORÍA DEL TRABAJO DE TITULACIÓN

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My sincere gratitude to the staff of the
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their constant support and commitment
to the education

Adriana Ponluisa

DEDICATORY

To God who is the Light of mi life and to my
beloved parents who have guided and supported me
throughout my life.

With love,

Adriana

THEME: MINIQUEST AS A STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION IN EFL STUDENTS

AUTHOR: Licenciada Adriana Paulina Ponluisa Gómez

DIRECTED BY: Licenciado Diego Christian Cajas Quishpe, PhD.

LINE OF RESEARCH: Methods and means of teaching
DATE: July 29th, 2021

EXECUTIVE SUMMARY

As global citizens that are worldwide interrelated, and seeing that students are struggling with the English learning, it is necessary to contribute with proposals to enhance their process of education; taking special attention in the students' issues related to their low level of reading comprehension in higher studies. Even more so in this difficult time that humanity is living due to the Corona Virus pandemic; where students do not have enough teachers' support because they are studying in a completely different learning scenario. For those reasons, this research aims to analyze the influence of MiniQuest as a technological strategy on EFL students' reading comprehension. To do this, a quasi-experimental research design was employed with students. The population of this study comprised 38 students from the third semester of the Fashion design major at the Instituto Tecnológico Superior Pelileo. The population mentioned before was divided into two main research groups: experimental and control. Data was collected via the reading section of the Key Entry Test (KET) exam from Cambridge-ESOL and a questionnaire to look for the students' perception about the intervention phase. The reading section of the KET exam was administered to the 38 students, and the results were statistically homogenized to be analyzed thereafter. Based on the results found in the pre-test, a virtual classroom intervention that consisted of 6 sessions using the MiniQuest strategy was developed with the experimental group. This group of students were challenged to solve problems that were posted as questions which had reading material and the corresponding group and pair interaction. The control group, on the other hand, had regular classes using the Richmond platform. After the intervention process, both groups (experimental and control) took a posttest. The results showed that the use of MiniQuest had a positive influence on the students' reading comprehension development.

Keywords: comprehension – reading – MiniQuest – skills – strategy – interaction – communication – problem – group work – development

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MENCIÓN INGLÉS

TEMA: **MINIQUEST AS A STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION IN EFL STUDENTS**

AUTORA: Licenciada Adriana Paulina Ponluisa Gómez

DIRECTOR: Licenciado Diego Christian Cajas Quishpe, PhD.

LÍNEA DE INVESTIGACIÓN: Métodos y medios de enseñanza

FECHA: 29 de Julio de 2021.

RESÚMEN EJECUTIVO

Como ciudadanos del mundo que estamos interrelacionados a todo nivel, y viendo que los estudiantes tienen problemas con el aprendizaje del inglés, es necesario contribuir con propuestas para potenciar su proceso educativo; prestando especial atención a las cuestiones de los estudiantes que están relacionadas con su bajo nivel de comprensión lectora en estudios superiores. Más aún en este difícil momento que vive la humanidad debido a la pandemia COVID- 19; donde los estudiantes no tienen suficiente apoyo de los profesores por estar estudiando en un escenario de aprendizaje completamente diferente. Por esas razones, esta investigación tiene como objetivo analizar la influencia de MiniQuest como estrategia tecnológica en la comprensión lectora de los estudiantes de inglés como lengua extranjera. Para ello, se empleó un diseño de investigación cuasi-experimental con los estudiantes. La población de este estudio estuvo conformada por 38 estudiantes del tercer semestre de la carrera de Diseño de Modas en el Instituto Tecnológico Superior Pelileo. La población antes mencionada se dividió en dos grupos de investigación: experimental y control. Los datos se recopilaron a través de la sección de lectura del examen Key Entry Test (KET) de Cambridge-ESOL y un cuestionario para indagar sobre la percepción de los estudiantes a cerca de la fase de intervención. La sección de lectura del examen KET se administró a 38 estudiantes, y los resultados se homogeneizaron estadísticamente para ser analizados posteriormente. A partir de los resultados encontrados en el pre-test, se desarrolló con el grupo experimental una intervención de aula virtual que estaba formada por 6 sesiones utilizando la estrategia MiniQuest. Este grupo de estudiantes tuvo el reto de resolver problemas en forma de preguntas que tenían material de lectura y la correspondiente interacción de grupo y pareja. El grupo de control, por otro lado, asistió a sus clases regulares utilizando la plataforma Richmond. Después del proceso de intervención, ambos grupos (experimental y control) realizaron una prueba final. Los resultados mostraron que el uso de MiniQuest tuvo una influencia positiva en el desarrollo de la comprensión lectora de los estudiantes.

Palabras claves: comprensión - lectura - MiniQuest - habilidades - estrategia - interacción - comunicación - problema - trabajo en grupo - desarrollo

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Reading is an exercise of interaction among the text, context, and readers. It is a process that allows readers to actively construct meanings, apply effective reading strategies, and reflect on their reading process (Harmer, 2001). It is also considered a creation phase that contributes to and enriches the creation of texts (Guthrie and Taboada, 2005) to create a link between the writer and the readers. It is, therefore, important that the readers can adequately understand what the writers want to communicate.

This study aims to contribute to the development of the students' reading comprehension using Miniquests. This pedagogical strategy is part of a new system that tends to complement the school lessons. The objective of the Miniquests is to train readers with highly structured comprehension skills through exposure to diverse activities. The use of this strategy also encourages and motivates students to read and, at the same time, creates reading habits.

In the Instituto Superior Tecnológico Pelileo, the reseacher observed that students had poor reading comprehension skills. As in other cases, the students' reading comprehension limitations revolved around the following aspects: a) difficulty to find information and ideas in a text, b) limitations to express the objectives of the reading, c) difficulties in collecting information, d) difficulties to structure events in the text, e) setbacks when analyzing and arguing the content, and e) inconveniences when ranking the information to make predictions and hypothesize based on the reading text (García, Arévalo, and Hernández, 2018, p. 169). These types of difficulties limit the ability to understand what is to read (Castellano and Bernal, 2020) and what is more problematic is that it also affects students' academic performance (Shehu, 2015). Furthermore, difficulties in understanding readings properly prevent students from visualizing the whole meaning of the reading, which, in turn, makes it difficult to obtain

information, and elaborate, interpret and reflect on the content of the readings (Rodríguez, 2018).

To minimize the adverse effects that a low level of understanding has on students, this study aims to analyze to what extent using the MiniQuest strategy can help improve students' reading comprehension.

This research was carried out with 38 first-semester students from Instituto Superior Tecnológico Pelileo. Their English level ranged from A1 to A2 following the Common European Framework of Reference (2001). It is essential to mention that as the result of the pandemic caused by the Covid-19 virus, this research was carried out virtually through the Zoom platform. The current study is quasi-experimental research since students were not randomly placed on either the experimental or the control group.

1.2. Justification

Technology is a pedagogical support that contributes to providing practical learning material, personalized teaching, provides feedback on student progress and introduces motivational elements in learning (Andrade, 2019). MiniQuests are great focuses of technological development applied to language teaching (Parra, 2017); for that reason, this research is important, feasible, and contributes with the target population as beneficiaries.

The improvement of students' reading comprehension is **important** since the students' learning depends on this receptive skill. According to Harmer (2001), reading is crucial since it enables students to acquire a good level of culture, vocabulary, and thought, improve oral and written production and spelling. Unfortunately, reading may not be one of the most accessible language skills to develop for English learners as a foreign language. Studies (Guo, 2018; Hassan Taj, Ali, Sipra, and Ahmad, 2017) suggest that the students' ability to read correctly in an L2 depends on their ability to read in their mother tongue. This means that the higher their reading level in their L1, the better their reading level in the L2. However, in the case of Ecuadorian students, reading in Spanish is not precisely a habit and it worsens in English.

Different teachers- researchers have observed that the obstacles presented by students in learning how to read have a background in the way they relate to the text. Additionally, the

social pressure, which means to learn to read within a school context, the non-existent reading culture of the family, and the low development of the thinking skills prevent students from having a phonetic awareness, an efficient sound-symbol relationship and an adequate common thread of the ideas which are expressed in the text (Shehu, 2015).

Out of the different reading skills that students need to develop when learning English, reading comprehension seems to be least developed. Exam results show that students generally have difficulties in understanding what they read. In this respect, teachers have tried to develop reading by using general classroom activities which do not target a specific reading skill. Reading cannot be reduced to the development of a single skill; instead, as Chang and Lin (2019) mention, it needs to be understood as a set of different strategies that allow students to use, understand and follow the content of the text. For this reason, special attention should be given to solve specific problems that prevent the development of the students' reading comprehension (Lin, 2018).

All of these considerations provide a clear idea of what and how to do it to contribute with students' improvement.

In this context, this research is also **feasible** since all the community is involved. First, the authorities have given the permission to apply an intervention phase with the students. On the other hand, the students are eager to start with a different focus on their English classes which until now are focused on grammar rules (Castellano & Bernal, 2020). The current literature suggests different strategies to develop reading. Strategies that go from cognitive models to more collaborative practices. However, what seems to be a growing pedagogical tendency in this regard, is the use of information and communication technology (ICT). Within the integration of technology in English Language Teaching, MiniQuests seems to capture students' attention and promote their participation significantly.

Last but not least, the target population is directly benefited. MiniQuests constitute a different way of programming and structuring the dynamics that exist in the classroom. Therefore, it helps modify the teaching-learning process to improve students' reading comprehension and overcome their limitations. In sum, through this study, it is aimed to contribute to the

improvement of pedagogical practices using MiniQuests and establish a correct way to link concepts with practice so that the student acquires and improves their knowledge (García, Arévalo, and Hernández, 2018). In this regard, the **beneficiaries** had a different opportunity to enhance their reading skills in English. Therefore, they will socialize with others about the benefits of MiniQuests.

1.3. Objectives

1.3.1. General

To determine the effectiveness of the technological strategy MiniQuest on EFL students' reading comprehension.

1.3.2. Specific

a. To integrate MiniQuests in the English language teaching-learning process to motivate students to participate in class actively.

b. To characterize the components of technological strategy MiniQuest when applied in the EFL reading process.

c. To propose a set of technology-based strategies based on MiniQuest to develop reading comprehension in EFL students

CHAPTER II

RESEARCH BACKGROUND

2.1. Learning theory

Learning is an extremely important phenomenon for human beings. From the time of the ancient Greeks until today, significant efforts have been made to explain it. Since then, and to date, countless definitions have tried to explain learning in its entirety. However, it has been difficult to define it in a single concept because it involves innumerable processes. Furthermore, people have an enormous capacity to learn, and learning can be done anywhere and anytime since it is not limited to a specific period of time or space (Wong, et al., 2019).

Currently, knowledge can be accessed via different means, namely, from teachers in classrooms at different levels of education, online and peer study groups. In addition, scientists and pedagogues have made various efforts to create tools that can facilitate the creation of approaches that link disciplinary knowledge and student's context. This research is based on two learning theories, namely connectivism and constructivism; each of these is explained below.

2.1.1. Connectivism

Connectivism is a learning theory promoted by Stephen Downes and George Siemens. It is called the learning theory for the digital age, and it attempts to explain complex learning in a rapidly evolving digital social world (Marhan, 2006). In this technological and connected world, educators need to consider the work of Siemens and Downes. In theory, learning occurs through connections within networks (Downes, 2019). And these networks are facilitated by the ICTs.

In the case of this research, and in the context of the resilience that students face due to the Pandemic cause by Covid 19, this theory helped pave the way for this research. Especially at this time, when working online with synchronous and asynchronous contact with the students. The teaching-learning process was developed by using computers and internet connections.

2.1.2. Constructivism

Constructivism is a paradigm linked to cognitive development and has its roots in the theory of Jean Piaget. He was the pioneer in the study of cognitive development in the early stages. From Piaget's point of view, knowledge is linked to the subject's operations on the world around him. That is, the evolution of intelligence results from the interaction between subject and object and the reality that they conceive due to such interactions (Sgeberg, 2010).

According to constructivism, science does not discover ready-made realities, but builds, creates, and invents realities. For this reason, every learning process consists of the assimilation of new elements, and later the accommodation of these elements to an environment that is already different from the one conceived (Hein, 1991). In other words, knowledge emerges out of the interaction of learners.

This approach is adopted for this research because students learn while researching on web pages. As this work is focused on improving students' reading comprehension through the use of MiniQuest, students must analyze and think about how to answer the proposed questions to achieve their learning goals. Furthermore, the contents of the intervention proposal are founded on the social and educational reality of students who actively work and cooperate.

2.2. Inquiry-based learning.

The use of inquiry-based learning types like MiniQuest in education and especially in reading comprehension provides a broad field of study that can be approached from many perspectives. However, to consider any aspect before the design of an educational intervention, it is advisable to have the guide of the previous researchers to design and strengthen an acceptable educational practice and the proposals geared towards possible educational improvements. Thus, it is necessary to review what has been previously done as follows.

Cabrera's (2015) investigation aimed to propose teaching planning to determine the level of improvement in reading comprehension through the use of WebQuests and MiniQuest particularly. To achieve this goal, the researcher designed descriptive research with 20 students and two teachers using a quantitative method. After gathering and analyzing data, the author

concluded that English teachers support their students with a comprehensive reading focus. However, these comprehensive reading skills just cover the literal level, and the semantic and critical levels are put aside. Finally, the author concludes that being a good source in the teaching-learning process, the use of WebQuests and MiniQuests is valuable to improve reading comprehension.

That research constitutes a good source for bibliographic information. It contains several features that focus on the main variables. The Inquiry-based learning approach is present and fits very well with the independent variable in this research. Furthermore, the second variable is the same because it refers to reading comprehension. Finally, even though the population is centered on high school students, the intended population in this research is also young people.

2.3. WebQuest in reading comprehension

Since WebQuest is one of Inquiry-based learning strategies, it is important to review previous research carried out in this field.

The idea of Webquest was developed in 1995 at San Diego State University. Since then, it has become one of the main techniques for using and integrating the Internet at school. According to its developers, Bernie Dodge and Tom March, a Webquest is a research-oriented activity where most of the information to be used is on the Web. It aims to make the students' time profitable, focus on the use of information rather than its search, and reinforce intellectual processes at the levels of analysis, synthesis, and evaluation (Dodge, 1995).

There are several ways to practice cooperative learning effectively; one of them is using the Internet and WebQuest. The WebQuest uses the real world and authentic tasks to motivate students; its structure is constructivist and forces students to transform information and understand it. Their cooperative learning strategies help students to enhance their language skills and contribute with them to accomplish learning objectives (Quintana and Higueras, 2009)

WebQuests offer an ideal model for teachers looking to integrate the Internet into the classroom. Each WebQuest has a straightforward task or specific problem with many links related to a topic or the content of the study area of a particular course.

They provide teachers with the necessary tools to use information technologies from an educational perspective, developing their ideas in relation to the subject they are teaching. The WebQuest model helps the teacher plan and structure instruction creatively where tasks are precise. An essential characteristic of this model is that the work produced by the students can be transmitted and shared, generating something useful for others.

Some features of WebQuests are:

- they contain activities to promote either group work or individual work.

- they motivate students to play roles.

- they can be used in language teaching in context with other disciplines

According to Allah Ottoman (2021) WebQuests are educational resources that help students to develop skills such as:

1. Compare, identify, contrast

2. Classify

3. Induction and deduction

4. Analyze errors

5. Create argument

6. Summarize

7. Give own points of view

A good WebQuest must empower students to develop their intellectual abilities. A poorly designed WebQuest is nothing more than many questions that lead students to a simple search for information. A good WebQuest must be designed or focused to process that information obtained from the network (Dodge, 1995).

All of these considerations make that previous research related to WebQuest must be reviewed as follows:

Constructing meaning results from reading comprehension (Albarrán, Albarrán, Arenas, and Moreno, 2016). The authors aimed to design a WebQuest to contribute to students' reading comprehension. They investigated with the qualitative approach and used the analysis of content as the research technique. Furthermore, they plan a questionnaire which was taken by the three students who formed their intended population. After gathering data, the results showed that students put more attention in decoding and translating the text without considering the

cognitive strategies of reading comprehension like addressing hypotheses, making inferences, and implying. Under these circumstances, the researchers solved the students' difficulties and designed a WebQuest that contains cognitive reading strategies to be used in further research.

That research is valuable to understand the problems that higher education students face while learning English. It is dare to mention that the population object of this project has similar problems and they are widely understood now. Accordingly, those problems would be solved through the implementation of the MiniQuest, a shorter type of WebQuest (Albarrán, Albarrán, Arenas, and Moreno, 2016) to help students who attend to higher education.

Another research that works as a guide for this study is the one proposed by Pérez and Dos Santos (2016). They developed a bibliographic study that aimed to compile information about previous research focused on WebQuest in a second language teaching and learning process. They highlighted others' contributions in this field through a process of revision of existing articles. They concluded that the number of works published about WebQuest reveals the growing interest in this strategy, although its academic dissemination has not been extensive, particularly in ELT. The results of this study showed that WebQuests are an excellent source to motivate students, though, teachers need quite extensive time to plan this activity.

WebQuest and its shorter version the MiniQuest are suitable and reliable to improve reading comprehension (Cabrera, 2015; Makrogiorgou and Antoniou, 2016). Makrogiorgou and Antoniou (2016) reported using WebQuest on Saudi male EFL students on reading comprehension. They consider that this strategy provides students with suitable tools to research the educational field. They worked with two groups of students, the experimental and the control. In the experimental group, students' work was centered on WebQuests, whereas in the control group, students worked in the traditional way. After the treatment, the students took a post-test, and those results were compared. The results showed that there was a significant improvement in reading comprehension in the experimental group. Furthermore, the authors suggested that to have better results using WebQuests, teachers need to be trained.

Another study carried out by Fajardo (2014) also capitalizes on the advantages of WebQuests. To have better results with this strategy, Fajardo proposes three steps: first, do a literature review about the object of study, second, diagnose the teaching methodology process, and third, design

a WebQuest. Following this structure, teachers can develop effective WebQuests or MiniQuests. Molina (2016) adds that this type of activity also manifests the teachers' commitment to helping students develop their L2 linguistic competence, especially reading comprehension. In this regard, Molina suggests that teachers need to start reading aloud activities, then focus on main ideas, implying, inferencing, and finishing with summaries. The readings need to be centered on reading comprehension to achieve autonomy, critical thinking, and vocabulary building in both written and oral ways.

Yactayo (2018) developed another research whose main objective was to determine the influence of WebQuests as a methodological strategy on reading comprehension in the English language. This was applied research following a quasi-experimental methodology. The population for this study comprised 185 students, and the sample was formed by 56. The results showed that the use of WebQuest significatively influenced students' reading comprehension.

The use of ICT in the classroom is widely proved to be efficient, and everyday more and more teachers are inclined to use technology-based strategies. What is essential, though, is to highlight that, teachers need to cooperate to achieve students' learning outcomes. In this way, there will be a real contribution to the education.

Álvarez (2016) aimed to establish the relationship between the ICT and the development of reading comprehension. To do so, he intended to measure the inferential and critical levels of critical thinking among 130 university students in the city of Barranquilla, Colombia. It was a quantitative, correlational study, and data was collected using a reading comprehension instrument, four texts (informative, narrative, argumentative, and iconic), and a questionnaire with 35 multiple-choice questions that lasted for 60 minutes. Data was analyzed using the statistical software SPSS. The results showed that participants have an ICT development which is above the average. This means that students are pretty familiar with ICT and its advantages in helping them understand what they read. Students' reading comprehension was manifested in developing a general understanding of the texts at a literal level. Students, however, faced difficulties with levels of inferential or critical understanding, which decreased significantly. The investigation revealed the significant and positive relationship that exists between ICT and the development of reading comprehension.

It is essential to mention that ICT is a very flexible tool that can be adapted to different contexts and situations. Particularly, now that we face confinement due to the pandemic caused by the COVID 19 virus, ICT seems to be the best option to provide quality education.

Sierra, Jiménez, and Martelo (2017) pointed out that reading comprehension abilities in university students can be developed using ICT – based activities. They conducted a study with 18 teachers and 102 university students. They used a survey design, and through a statistical analysis, they concluded that the use of ICT tools helped improve students' reading comprehension. Furthermore, students showed positive attitudes and commitment to their learning. The authors recommended socializing the results to raise awareness about the use of ICT tools in ELT.

Roldán and Zabatela (2017) aimed to explore the relationship between performance and self-perception in the reading comprehension skills of university students. They addressed the problem of reading difficulties at the university level. This problem resulted in learning difficulties and poor professional performance. The authors carried out a cross-sectional-descriptive study with 50 students. To collect data, they used two instruments, a) a questionnaire that aimed to capture the students' reading self-perception, and b) a reading comprehension test. Differences were observed in the domains of reading comprehension and performance and reading self-perception. According to the students' self-perception, they were classified as good and poor understanders. Results also showed that good understanders possessed high metacognitive reading skills. The authors concluded their study by mentioning that a proper evaluation complements the development of the reading comprehension skill.

According to Gallardo and Lopez (2019), reading comprehension in higher education has paramount importance since undergraduate students need to have a high and consistent level of complex skills to understand texts, particularly scientific information related to their academic work. Their research aimed to identify students' knowledge about strategies to understand texts and their use to study and review scientific information. Using a qualitative approach, the authors examined the responses of first-semester Psychology students at FES Iztacala. A semi-structured interview was designed and applied to five students. This was complemented by an observation sheet to determine how they read and what reading comprehension strategies they

use. The results showed that despite being aware of specific reading strategies, students did not use them to understand academic texts. Thus, the authors highlighted the need to propose didactic interventions which promote the use of comprehension strategies.

2.4. MiniQuest in reading comprehension

MiniQuests follow a logical procedure and can be a starting point for teachers aiming to create online learning environments (Hernández, 2008). This type of strategy can be carried out mainly by teachers with enough experience in using the ICT tools. A MiniQuest can last from three to four hours and can be developed in classes that last 50 minutes.

The MiniQuests consist of a simplified version of the WebQuests containing three steps: Scenario, Task, and Product, as explained below.

Presentation or scenario: It is the initial step that motivates the student to do the assigned task by surfing on the net. The scenario should involve real context by selecting main contents that propel the initiation of the task. It involves students as active participants in creating the proposal and, at the same time, architects in constructing their knowledge (Parra, 2017).

Tasks or activities: A set of specific actions which can be done individually or in small groups. These tasks need to respond to clear predefined objectives. The tasks are designed to distribute activities and roles among students. To complete these activities, students need to work cooperatively. Group work constitutes a strategy that encourages students to improve performance, cognition, and social and attitudinal skills. Group work also enriches the construction of knowledge and the elaboration of final products (Parra, Morales, and Encalada, 2018)

Research product or result: This stage answers the question posed on the presentation and the objectives formulated by the teacher. Understanding the issue or problem, it facilitates students to be creative in the presentation of the final product. It also plays a fundamental role in the evaluation (Parra, Morales, and Encalada, 2018).

The purpose of MiniQuests is to help students to make their own decisions regarding the solution process and the approach for the development of the proposed task. This approach responds to a reflective teaching model that allows students to establish individual and group responsibilities

(Acuña and Cantoni, 2012). The use of MiniQuests has been widely explored, and different authors highlight the advantages of using this strategy, as explained in the following section.

Parra (2017) conducted research that focused on the effectiveness of WebQuest and Miniquests to improve the students' reading comprehension. The author implemented mixed methods research with 37 students who belonged to the third and fourth semesters. In the quantitative part of her research, she worked with a control group and the experimental group. The control group attended regular English classes, and WebQuests and MiniQuests were used in the second group. The results showed that after the intervention, there was an improvement in the reading comprehension skills. However, there was no significant difference between the two groups. Finally, it was concluded that the technological strategies of WebQuest and Miniquest have the same influence on the students' performance.

In the same line, Parra, Morales, and Encalada (2018) conducted a similar study with university students. They found out that WebQuests and MiniQuests helped learners achieve their learning outcomes as a result to an exposure to online tools. Based on a diagnostic test, the authors designed an intervention plan based on the use of WebQuests and MiniQuests. The first group worked with WebQuest, and the second used MiniQuest. The data showed a significant improvement in reading comprehension skills in both groups; the group exposed to WebQuests and the one that was exposed to MiniQuests. Based on these results, the researchers emphasized that despite the similar results in the two groups, it is better to use MiniQuests since they fit better for short periods of classes.

In a similar study, Irafahmi (2016) pointed out that using this technological strategy is innovative and enhances students' language skills. The author considers that questions are the main focus in WebQuests or MiniQuests. This inquiry approach where students need to reflect and seek information has increased the popularity of this strategy. This study provides detailed information on the steps and structure to be considered when planning these activities. Quests are based on questions; for that reason, and being aware that the population for this study are young adults (Piaget, 1972), it is necessary to support them in their high order thinking skills (Bloom, 1986) for better reading comprehension and consequently to produce science from their majors.

Additionally, Allah Othman (2021) aimed to research the effectiveness of an inquiry-based learning approach with WebQuest and MiniQuest to improve reflective writing skills in graduate students. It was quasi-experimental research with a population of 30 students equally divided into two groups (experimental and control). Those who formed the experimental group worked based on the inquiry approach, and the rest of the students attended regular classes. The students wrote their reflections based on the Daly-Miller Writing Apprehension Test. The results after the post-test showed that people from the experimental group got a statically significant difference which the author expected. Furthermore, students' apprehension was decreased. Thus, the author concluded that using an inquiry-based approach in the EFL classroom was positive and successful.

The use of language improves when used in context (Harmer, 2001); therefore, any language skill produced isolatedly (Concil of Europe, 2001) may not be practical. Therefore, during English classes, teachers should develop activities to reinforce the four skills of the language to produce meaningful learning (Richards and Rodgers, 1987). Then, teachers' responsibility is to create activities that provide students different contexts and opportunities to use the language in real situations and avoid language skills' isolation.

In a study carried out by Andrade (2019), the researcher aimed to determine the effectiveness of interactive educational websites in reading skills development. To do so, the researcher used a documentary, field, descriptive, and exploratory study with a mixed-methods approach. To gather data, the researcher used interviews and the PET test as the main tools. Besides, an observation sheet was used in each class. The population of this study was formed by students of the last year of secondary education. The treatment consisted of the use of educational websites like WebQuest and its shorter version MiniQuest. After analyzing data, it was concluded that teachers need more experience and knowledge on taxonomy and the use of educational websites. They also need to be aware of the cognitive process to improve the language skills like reading. Finally, the author concluded that the integration of classroom planning with interactive websites is needed nowadays to contribute to students' English language learning development.

To show that WebQuests and MiniQuests can be used for different contexts, Banasik (2017) aimed to investigate the notion of distance emphasized by Jean-Luc Marion and the endless journey revealed through Gregory of Nyssa's apophatic exegesis of Moses' journey. The researcher created different contexts for the students using games such as Elite, No Man's Sky, World of Warcraft, Pokémon, and Journey. The author concluded that some video games are promoting apophatic practices. It is essential to mention that the author of this study did not intend to focus on specific religious practices but to highlight the advantages and the flexibility that WebQuests and MiniQuests have in education.

In addition, Arias (2018) intended to analyze the most outstanding features in English teaching and the resources used by the educators, and their perceptions of their practices. This descriptive research had the teaching staff who works with primary, secondary, and university institutions as its population. The results obtained from the survey and the observations were gathered and statistically analyzed. Between the significant results, teachers design their WebQuests and MiniQuests in a high percentage to develop their English classes according to the number of students they have.

Tituaña and Unda (2020) aimed to identify how the use of WebQuests contributes to the students' reading comprehension in English. In doing the research, the authors designed a proposal of the intervention to motivate students to engage in the English classes with engagement and commitment. They considered that WebQuests and especially their shorter version MiniQuest (Cabrera, 2015) are supportive of English classes. Besides, MiniQuests are formed by three steps: scenario, process, and product that can be prepared quickly and can be easily developed in a short class period. This was descriptive research under the qualitative umbrella with a bibliographic modality that depicted the contribution of WebQuests to improve students' reading comprehension. They also mentioned that due to shortcomings in IT infrastructure that schools have, training teachers became a vital area.

Rincón and Gómez (2016) presented research whose main objective was to strengthen the students' communicative competencies pointed out their background knowledge through the use of the WebQuest technology tool. To do this, the researchers did a literature review about the technologies that help improve communicative competence. This study was developed with

125 students who belonged to the last year of secondary education. The methodology used for this research was virtual ethnography using textual production, reading comprehension workshop, forum; the interview and a survey were the tools to collect data. Finally, a proposal was designed to enhance students' communication competencies using WebQuest and MiniQuests.

The different studies presented in this research show the importance of using different approaches to enhance students' English competency. In these regards, ICT integration has proven to be an effective strategy to maintain students' motivation and language acquisition.

A combination of ITC with an Inquiry-based approach helps students develop different competencies beyond language acquisition, such as high-order thinking skills and reflection, among others. WebQuest and its shorter version MiniQuest are effective strategies to improve their students' English proficiency. Particularly reading comprehension skills.

CHAPTER III

METHODOLOGY

3.1 Location

This research took place at a public superior education college located in the town of Pelileo in the province of Tungurahua. The participants were students from the fashion design technical program. This program forms entrepreneurs, leaders in Fashion Design and management. In this way, students contribute to the development of the Ecuadorian productive matrix by being the protagonists in developing their abilities and skills (Instituto Superior Tecnológico Pelileo, 2021).

According to the professional profile of graduates, students who finish their technical formation in this institution can insert themselves into the fashion design field and in its subfields, namely: research, analysis, and product development departments in micro, small and medium-sized companies. In addition, their tasks include developing previously designed products (Instituto Superior Tecnológico Pelileo, 2021).

Regarding their economic background, students come from low and middle-income families. Due to money constraints, most of the students have opted for this technical program because of its shorter duration compared to a university career.

3.2 Materials and equipment

Due to the COVID-19 pandemic, the primary means for the application of different processes of this research was e-leaning. The meaning of e-learning comes from "electronic learning" in English. This mode is another possibility in education and training using the Internet as the vehicle for instruction. This type of online teaching allows the user to interact with the instructional materials using different online tools (Androutsopoulos, 2006).

Most of the students who participated in this study had access to the internet and electronic devices. This facilitated the administration of tests and surveys online. Thus, data collection was not a difficult task. The researcher, on the other hand, had access to a laptop, necessary software, internet connection. This constituted the main tools/resources during the pandemic and quarantine caused by the Covid 19 virus.

3.3 Research method

This research follows the principles of quantitative research. It focuses on obtaining quantitative data via tests and a questionnaire. Once the data was collected, an analysis was carried out using statistical methods like the t-test. Quantitative research is generally used to find a causal relationship between two or more variables within a target audience (Cohen, Manion, and Morrison, 2007).

This study used a quasi-experimental methodology (Hernández, Fernandez, and Baptista, 2010). Students were divided into two groups: a control and experimental group. MiniQuest activities were used with the experimental groups and the control group continue with their regular English classes. The population comprised students from the first and second semesters.

To test the reading comprehension level that students had, the reading section of the Key English Test (KET) was used as an instrument to assess students' reading comprehension levels before and after the experimental phase (pre and post–test). The treatment activities were designed so that students took advantage of their laptops, mobile phones, or tablets. At the same time, the participants discovered that these devices applications could have an academic use through these activities. Once the intervention was finished, a questionnaire was designed and administered to the participants to capture their perceptions regarding the proposed activities. All these steps and framework helped the researcher to observe whether there was a causal relationship between technology-based interventions, such as the MiniQuest, and the development of the students' reading comprehension in English.

3.4. Hypothesis

The research question developed for this study was: What is the impact of using the technological strategy MiniQuest on EFL students' reading comprehension?

Therefore, two hypotheses were designed:

H 0: MiniQuest does not help to improve students' reading comprehension skills.

H1: MiniQuest helps to improve students' reading comprehension skills.

Considering the information gathered in the state of the art, it is highly possible that using MiniQuests in this pandemic context would help teachers improve their students' reading comprehension skills. To accept or reject the null hypothesis, a comparison of means of the study groups through SPSS statistical software was used.

3.5. Population and sample

As the total number of students in the Instituto is not too big, all students in the first semester of the Fashion Design technical program were selected for this study. One section of 19 students and the other of 19 were invited to be part of this study. According to the Common European Framework of Reference, the level of English that the participants have is between A1 and A2. Table 1 shows the distribution of participants.

TABLE 1. POPULATION

CLASS	MEN	%	WOMEN	%	TOTAL	
A	16	84	3	16	19	Control group
B	15	79	4	21	19	Experimental group

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3.6. Data collection

For this research, the reading part of the KET exam, which is freely available online, was used for the pre and post-test. Additionally, a survey was applied to know the students' perceptions about the activities addressed in the treatment phase.

3.7. Data processing and statistical analysis

For the data processing and analysis, the SPSS statistical software was employed. First, the normal distribution of data, then the T-test were performed to compare means in the experimental and control groups. The results of the pre-test as the posttest were used to carry out this statistical treatment. In doing this, the Kolnogorov-Smirnov test was also applied.

3.8. Response variables or results

Independent variable: MiniQuest

The MiniQuests are short-duration modules whose design allows entering the Internet, according to the intentions and objectives formulated, to respond to the activities and procedures proposed by the teacher; whose structure is reduced to three steps: scenario, task, and product.

Dependent variable: English language reading comprehension skills

Reading comprehension is the exclusively human ability that consists of having the possibility of reading a text, mentally assembling the words, and being able to know what they mean, not only individually but within the whole argument. The person who understands what they read can unravel the meaning, find out or try to do so. They can also identify the writer's intention, the message that the writer wants to convey, extract the primary and secondary ideas, value them, and assume a critical attitude. Readers are also able to relate their understanding to the underlying concepts, to other texts with similar content, to establish comparisons, and to draw conclusions

CHAPTER IV

RESULTS AND DISCUSSION

Considering the English level (A1) that the students participating in this study had, the reading part of a mock KET (Key Entry Test) was used as a pre and post-test for the experimental and control group. The objective of using this test as the pre-test was to identify the initial level of English that students in both groups had and as post-test to determine the progress gained as the result of the experiment. In addition to the KET, a survey was also applied to those students in the experimental group. The objective of the survey was to capture the students' perceptions regarding the effectiveness of the intervention.

Pre-test

When students finish secondary school in the country, they generally have a low level of English which is equivalent to an A1 level. Thus, when they start their English formation in their higher education, English teachers need to start from the essential contents corresponding to this level. This means that students can "understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required" (Council of Europe, 2001, p. 69).

The actual level of English that the participants of this study had contradicts the English level that the Ministry of Education mandates for public institutions. According to this Ministry (2016), at the end of the third year of high school, students must achieve a B1 level according to the Common Framework of Reference. The existing disparity between the participants' actual level of English and the expected level of English is the main reason why the reading section of the KET test was chosen as a pre-test. This section of the test is intended to measure the capacity that students have to "understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items" (Council of Europe, 2001, p. 69). It is also important to mention that this type of test has gone under a rigorous process of validity and reliability.

The reading part of the KET contained the following sections: reading short messages with comprehension questions, text matching, long texts with comprehension questions, text with gaps, and reading and writing, which make a total score of 30. The results of the pre-test are presented in table 2 and Graphic 1.

TABLE 2. PRE-TEST RESULTS

	PRE-TEST				
KET EXAM	CONTROL GROUP	Percent	EXPERIMENTAL GROUP	Percent	Desirable score
Short text with comprehension questions	2.42	40%	2.42	40%	6
Text matching	**2.53**	**36%**	**3.16**	**45%**	7
Long text with comprehension questions	1.95	39%	1.63	33%	5
Text with gaps	2.63	44%	2.11	35%	6
Reading and writing	1.74	29%	1.63	27%	6
Total	11.27	38%	10.95	37%	30

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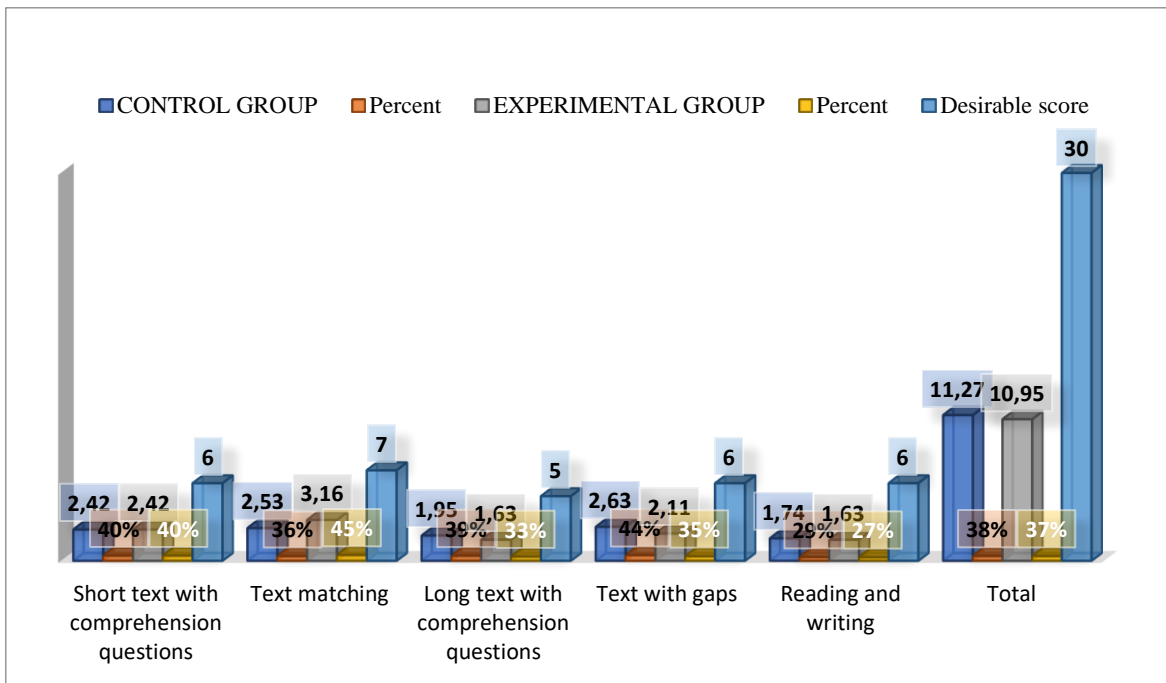
Graphic 1. Pre-test results

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Analysis and interpretation

Table 1 shows that in the five evaluated sections, namely, short messages with comprehension questions, text matching, long text with comprehension questions, text with gaps, and reading and writing, the experimental and the control group do not show significant differences. However, there is a slight difference in the text matching section; the average score of the control group is 2.53, whereas in the experimental group is 3.16.

The section that seems to be the most problematic is the reading and writing section, with an average of 29% in the control group and 29% in the experimental group. It is essential to highlight that none of the groups scored more than 38% of the total expected score in comparison to the desirable score. This is a clear manifestation of the limited level of English that the participants had at the beginning of the study before the intervention.

Post-test

The intervention proposal had six sessions in total. These sessions lasted an average of three days. Because of the pandemic COVID 19, the students belonging to the experimental group

worked online through the Zoom platform. The teacher provided the students with a power point file which contained the MiniQuests that will be used during the intervention. The MiniQuests had reading material that focused on the students' needs and preferences. Since they are attending the Fashion design technical program, the reading texts revolved around fashion design.

On the other hand, the students who belonged to the control group continued with regular classes online using their textbook to learn English.

After the intervention stage, the students took the same section of the KET test used in the pre-test to compare means. Also, the t-student test was applied to explore whether there was a statistically significant difference between the control and the experimental group. The results are shown in the next tables and Graphics.

TABLE 3. POSTTEST RESULTS

	POST-TEST				
KET EXAM	CONTROL GROUP	Percent	EXPERIMENTAL GROUP	Percent	Desirable score
Short text with comprehension questions	2.53	42%	3.79	63%	6
Text matching	2.63	38%	4.84	69%	7
Long text with comprehension questions	2.16	43%	3	60%	5
Text with gaps	2.53	42%	3.26	54%	6
Reading and writing	1.84	31%	2.84	47%	6
Total	11.69	39%	17.73	59%	30

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Table 3 shows that the experimental group increased the score in all sections of the reading part of the KET test after the intervention. However, the results obtained by the experimental group did not achieve the 100% of the desired scores. The highest score obtained by this group corresponded to the text matching section and the lowest to reading and writing.
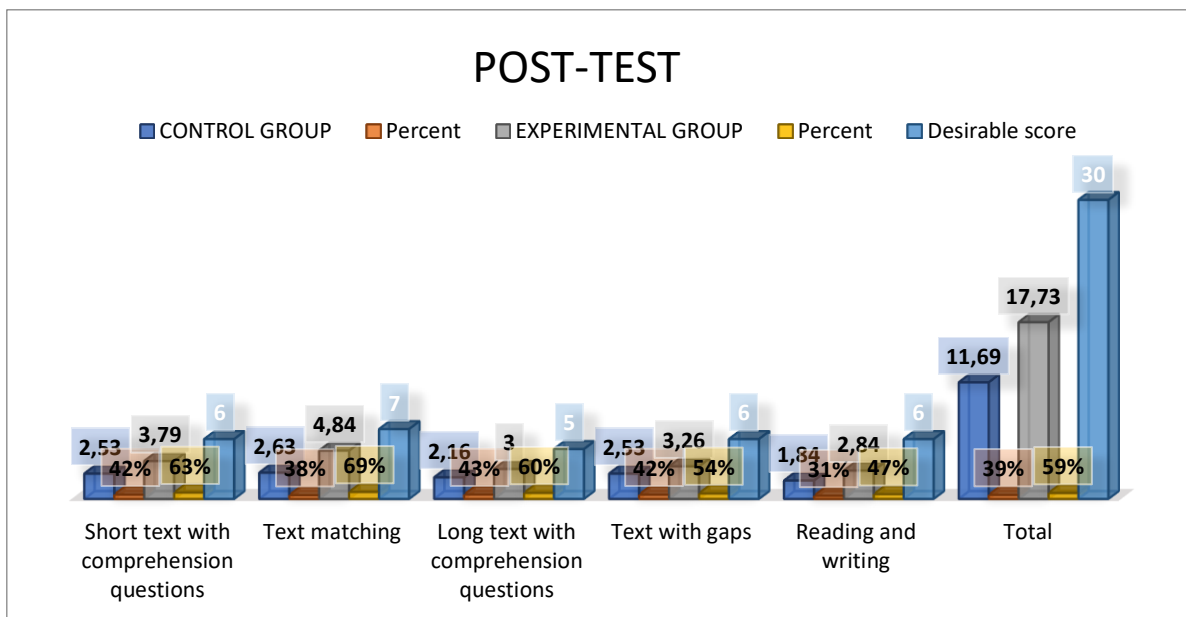
Graphic 2. Posttest results

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TABLE 4. TEST OF NORMALITY OF DATA

One-Sample Kolmogorov-Smirnov Test[a]

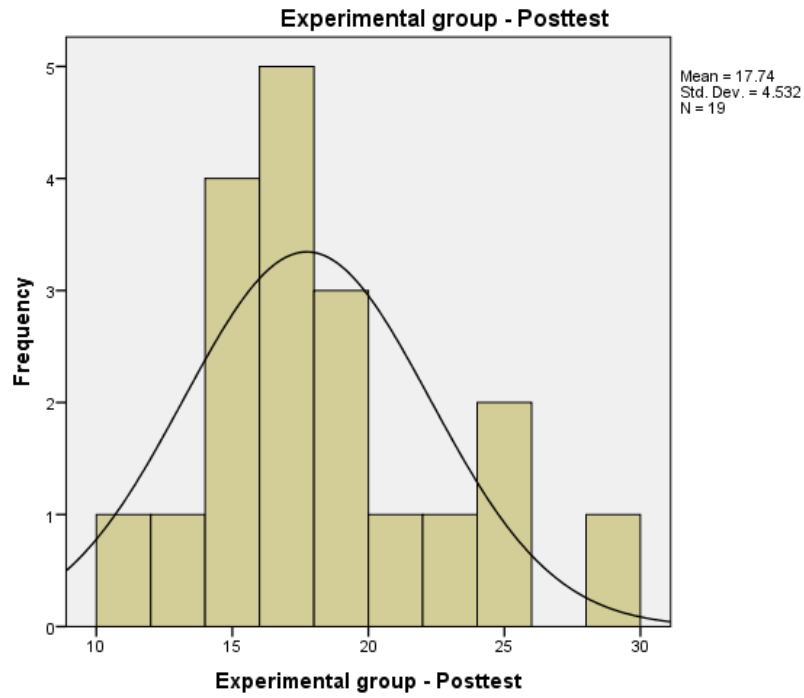|		Pre-test Experimental group	Pre-test Control group
N		19	19
Normal Parameters[,c]	Mean	10.95	11.26
	Std. Deviation	4.540	4.026
Most Extreme Differences	Absolute	.110	.134
	Positive	.110	.134
	Negative	-.078	-.060
Test Statistic		.110	.134
Asymp. Sig. (2-tailed)		.200[d,e]	.200[d,e]

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In table 4, the Kolnogorov-Smirnov test was applied to observe if the data is normally distributed. In this regard, this test shows that the two-tailed significance is .200, which is > .05; therefore, it can be assumed that data from the experimental group and the control group is

normally distributed (see Graphics 3 and 4). Furthermore, the results showed that students from the experimental group developed more reading comprehension skills than the control group because of the use of MiniQuests.

Control group - Posttest
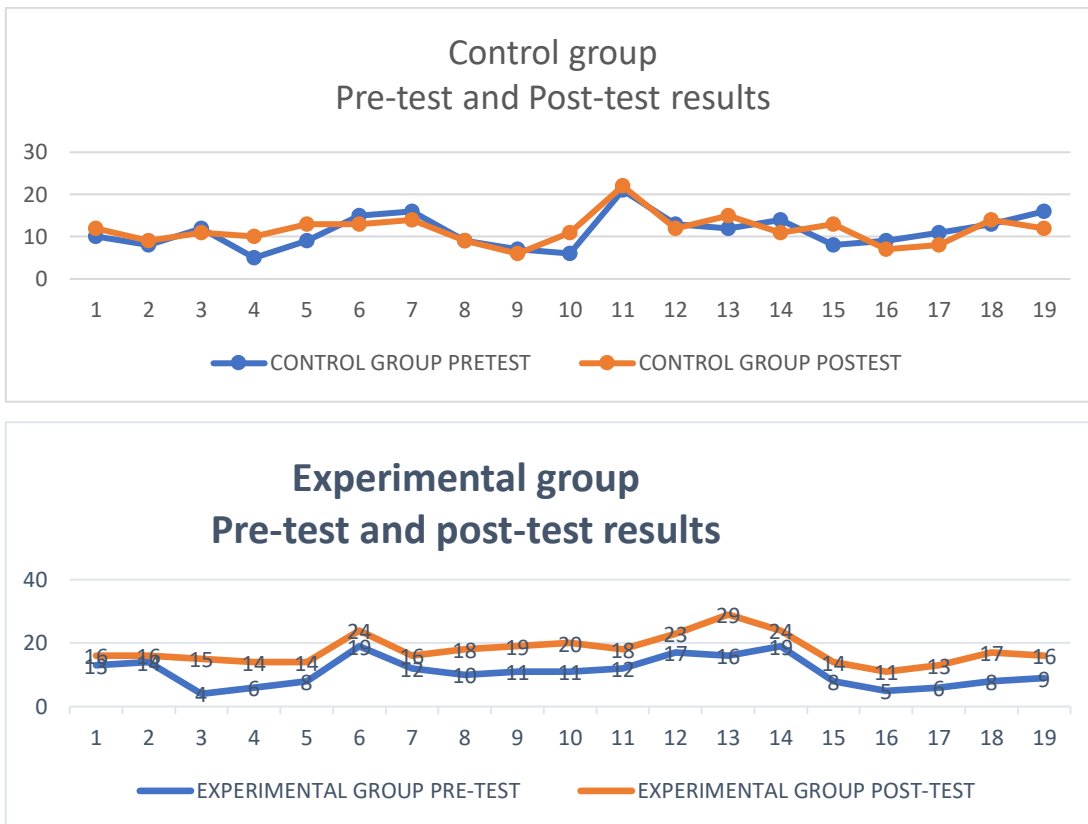
Mean = 11.68
Std. Dev. = 3.497
N = 19
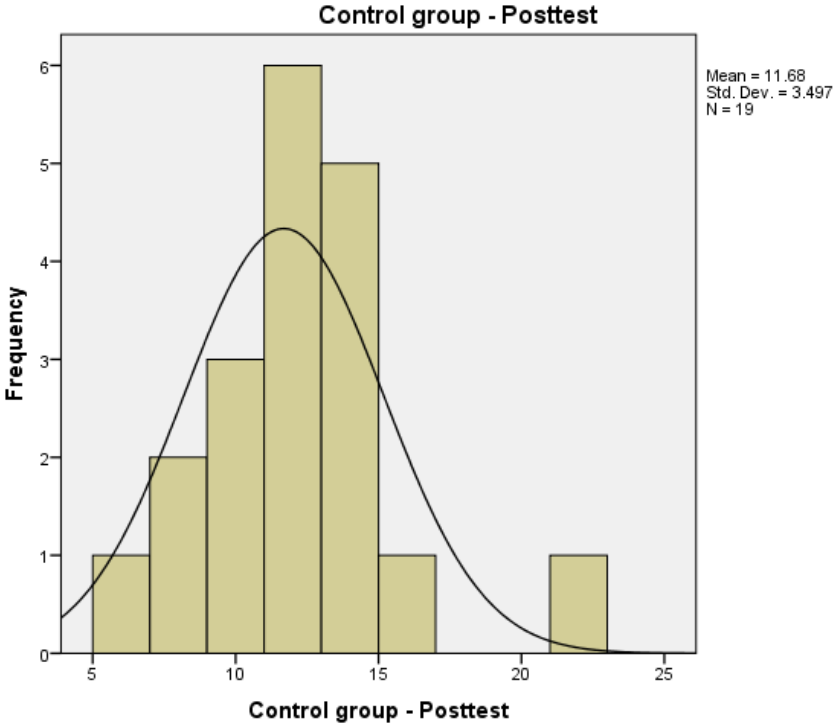
Prepared by: Ponluisa, A. (2021)

Graphic 3. Normal curve histogram. Control group

Graphic 4. Normal curve histogram. Experimental group

Prepared by: Ponluisa, A. (2021)

Graphic 5. Data comparison: Pre-test and Post-test. Control group

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Graphic 5 shows a comparison between the pre-tests and the post-tests in the control and experimental groups. The control group data indicates that there was not a significant improvement between the pre-test and the post-test among the 19 students. In fact, out of the 19 students, 9 comprising this group scored lesser than their pre-test. This means that following the existing ELT methodology, which is suggested in the textbook, may not significantly impact on students' reading comprehension development. On the other hand, data shows that all 19 students who were part of the experimental group showed an increase between their pre and post-tests. This means that these students develop their reading comprehension skills as a result of the use of MiniQuests. To determine whether this increase in the experimental group's scores is statistically significant or the result of chance, a T-tests was run as shown in Table 5.

T-test

TABLE 3. GROUP STATISTICS. POST-TEST

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Control group	19	11.68	3.497	.802
	Experimental group	19	17.74	4.532	1.040

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	1.523	.225	-4.609	36	.000	-6.053	1.313	-8.716	-3.389
	Equal variances not assumed			-4.609	33.824	.000	-6.053	1.313	-8.722	-3.383

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Analysis and interpretation

This quasi-experiment aimed to develop reading comprehension among participants. To do so, students were grouped into two groups (control and experimental). Once students were intentionally divided into groups, the same pre-test was administered to all students. Data showed that, in general, both groups had very limited reading comprehension, as indicated in Table 2. The mean score of the control group was 11.27 and the experimental group 10.95. The control group results were slightly higher than the experimental group. However, it is essential to highlight that the maximum test score was 30, and the control group scored only 37.5% of the total score. The experimental group 36.5%. On the contrary, table 5 demonstrates that the

means of the control group was 11.69 and the means of the experimental group was 17.73 in the posttest.

The results of the t-test are presented in Table 5. To strengthen the reliability of these results, the Levene was run to check whether the data had a normal distribution or not. The value obtained from this test was .225 of significance which means that the data in both groups was equally distributed. Furthermore, the result of the two-tailed significance test was .000, which is > .05. This shows a statistically significant difference between the means of the two groups. Therefore, it can be concluded that the experimental group's development of reading comprehension results from the use of MiniQuests. Thus, the alternative hypothesis for this research is accepted.
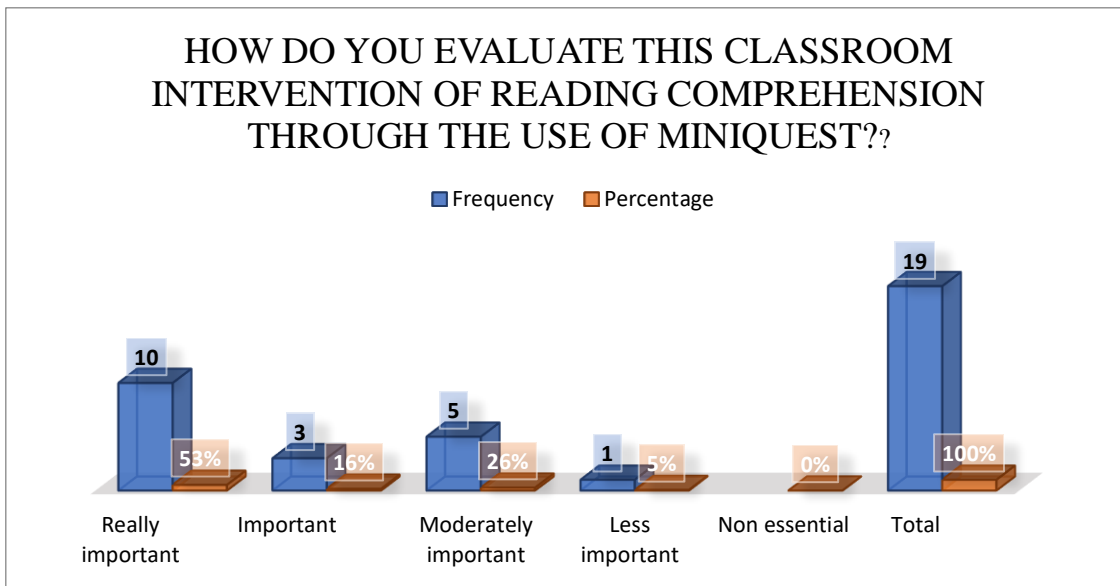
Survey

When the intervention was concluded, a survey was administered to the students who were part of the experimental group. The survey aimed to find out the students' perceptions of the use of MiniQuests to develop reading comprehension.

Once the questionnaire draft was finished, it was sent to an expert for validation. The expert has a Master's Degree in Teaching English as a Foreign Language. Once the expert's comments were received, the questionnaire was modified accordingly and administered to the students. To increase the students' understanding of the questionnaire, it was done and administered in Spanish. Finally, to show the data in this thesis, the questions were translated to English.

TABLE 4. SURVEY. QUESTION 1.

1. How do you evaluate this classroom intervention of reading comprehension through the use of MiniQuest?	**Frequency**	**Percentage**
Really important	10	53%
Important	3	16%
Moderately important	5	26%
Less important	1	5%
Non-essential		0%
Total	19	100%

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HOW DO YOU EVALUATE THIS CLASSROOM INTERVENTION OF READING COMPREHENSION THROUGH THE USE OF MINIQUEST??

Graphic 6. Survey. Question 1

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**Analysis and interpretation**

The first question aims to identify the level of satisfaction that students have with the use of MiniQuests. The results show that 95% of the students think that the planned sessions were important. Only one student said that it was a little critical.

These results give the researcher the idea that the course was significant for the students, and it could be necessary to continue researching on this field. In this case, it is implied that students prefer to be part of activities that are different than the traditional ways of teaching. For this reason, it is crucial to continue growing in this field and support students to improve their English performance.

Table 5. Survey. Question 2

2. How satisfied are you with your teacher's methodology which was applied during the course?	Frequency	Percentage
Really satisfied	8	42%
Satisfied	7	37%
Moderately satisfied	4	21%
Less satisfied		0%
Not satisfied at all		0%
Total	19	100%

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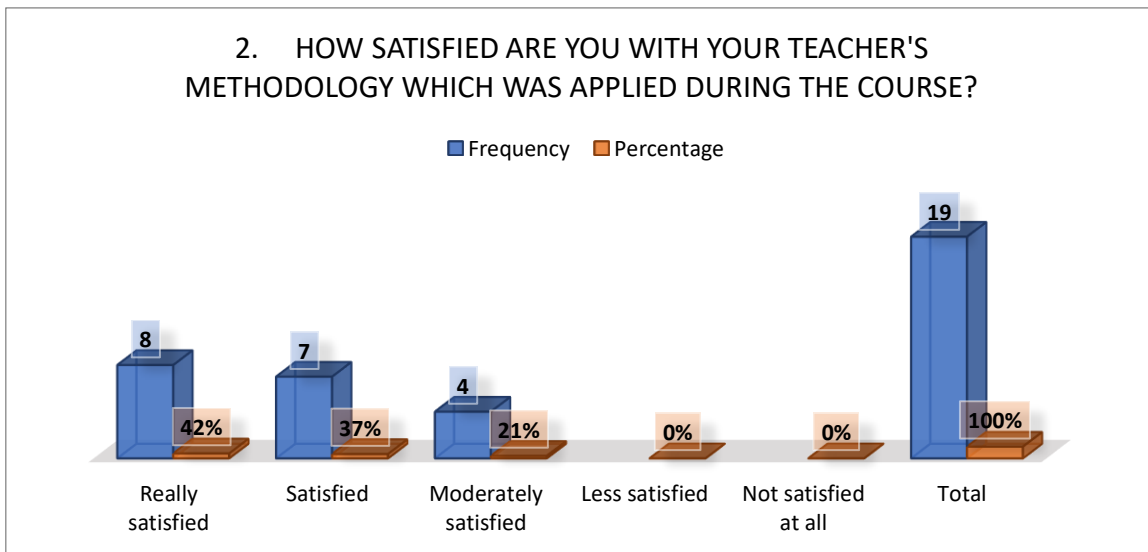
Graphic 7. Survey. Question 2

Prepared by: Ponluisa, A. (2021)

The second question refers to the methodology used by the teacher during the intervention. Results show that most of the students were satisfied; however, 21% of them said that they were moderately satisfied. The teaching methodology intended to be student-centered, and the activities were mainly attractive for the students. Communication improvement was also the main focus of the sessions. The students also worked cooperatively, as was manifested by Parra (2017) and Cabrera (2015).

Table 6. Survey. Question 3

3. Do you consider that the activities proposed by your teacher are coherent and aimed at fulfilling the objective of the course?	**Frequency**	**Percentage**
Totally agree	8	42%
Agree	5	26%
Neither agree nor disagree	6	32%
Partially disagree		0%
Disagree		0%
Total	19	100%

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Graphic 8. Survey. Question 3

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According to question number 3, 68% of the students answered that the activities were aimed to accomplish the course goals and were coherent with the learning objectives. However, 32% of the respondents were indecisive.

This means that the students were aware of the intended goals of this course. As the students are young adults, they are conscious of the importance of learning English. As the researcher developed a motivational attitude all the time, the students were engaged. They also knew about the general objective of the intervention proposal; so, they had an outstanding commitment which was respected and valued.

TABLE 7. SURVEY. QUESTION 4

4. How satisfied are you with the topics that have been provided to you during the course?	Frequency	Percentage
Really satisfied	9	47%
Satisfied	7	37%
Moderately satisfied	3	16%
Less satisfied		0%
Not satisfied at all		0%
Total	19	100%

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Graphic 9. Survey. Question 4
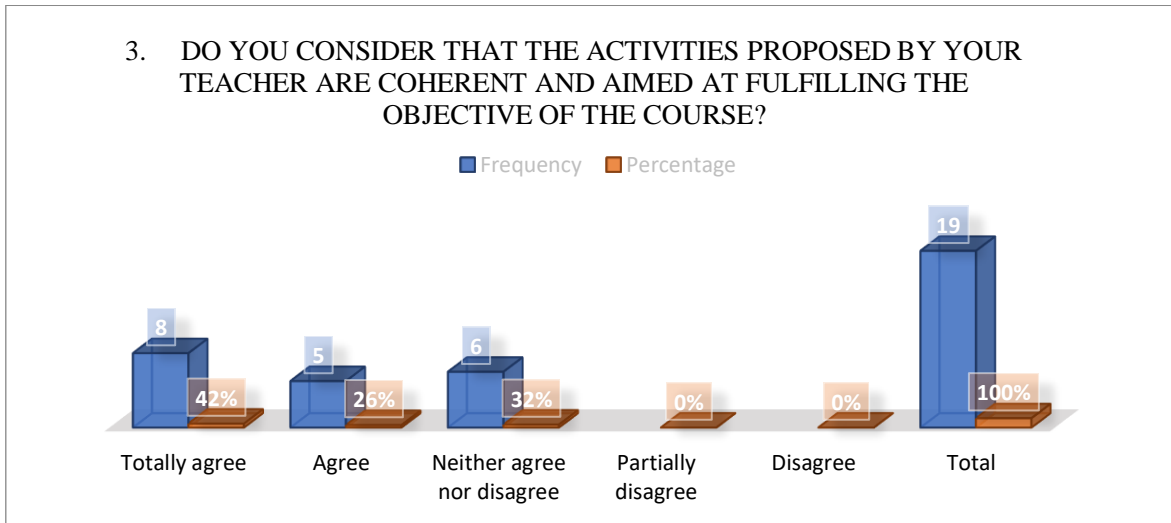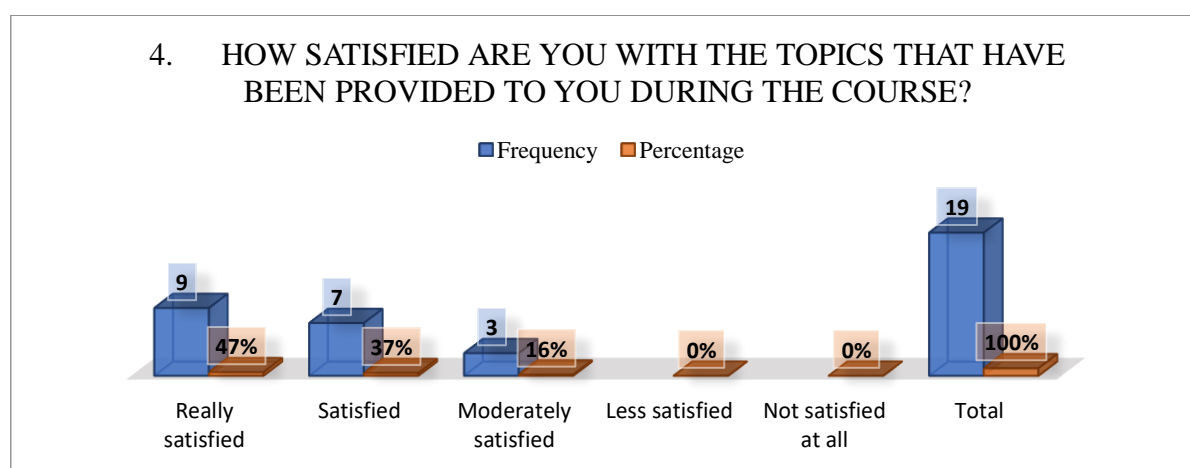
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Question number 4 aims to evaluate the level of satisfaction concerning the contents of the sessions. Therefore, 100% of them are satisfied.

These responses clearly encourage to continue doing this kind of proposal because the students enjoyed the classes and their contents. As the students attend the Fashion Design technical program, they showed their demotivation if their teacher only focuses on grammar and does not include topics that pertain to their professional formation. That is the reason why the reading texts were based on fashion design topics. All students showed their interest in the reading.

TABLE 8. SURVEY. QUESTION 5

5. Being an e-learning environment, the tools and materials proposed by the teacher were easily accessible and understandable.	Frequency	Percentage
Totally agree	8	42%
Agree	5	26%
Neither agree nor disagree	6	32%
Partially disagree		0%
Disagree		0%
Total	19	100%

Prepared by: Ponluisa, A. (2021)

Graphic 10. Survey. Question 5

Prepared by: Ponluisa, A. (2021)

In the context of the pandemic COVID 19, the students worked online through the platform Zoom. For that reason, this question intends to ask about the tools and materials provided by the teacher. In this sense, 68% of the students said that the materials and tools were easily obtained and understand to work on them. However, 32% of them said that they are indecisive.

This means that most of the population think that the tools and reading materials were accessible and easy to understand. Indeed, the contents highly motivated the students because they were focused on their profession.

TABLE 9. SURVEY. QUESTION 6

6. Do you consider that the time of the course was adequate to improve your reading comprehension skills?	Frequency	Percentage
Totally agree		
Agree		0%
Neither agree nor disagree	7	37%
Partially disagree	5	26%
Disagree	7	37%
Total	19	100%

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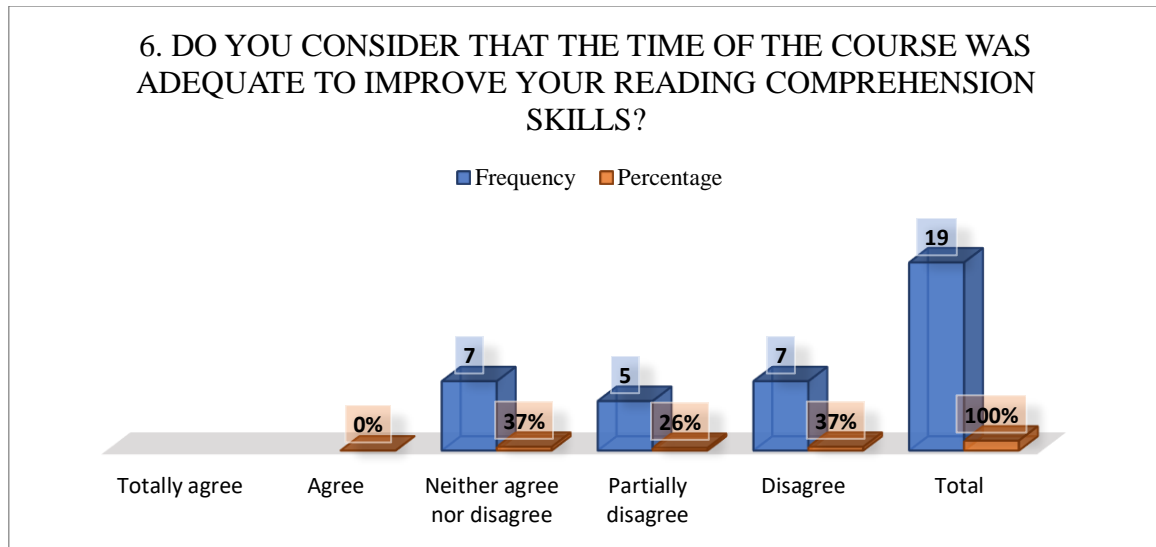
Graphic 11. Survey. Question 6

Prepared by: Ponluisa, A. (2021)

Concerning the time taken in the intervention stage, 63% of the students said that the time was not adequate. However, 37% of the students said that they are indecisive.
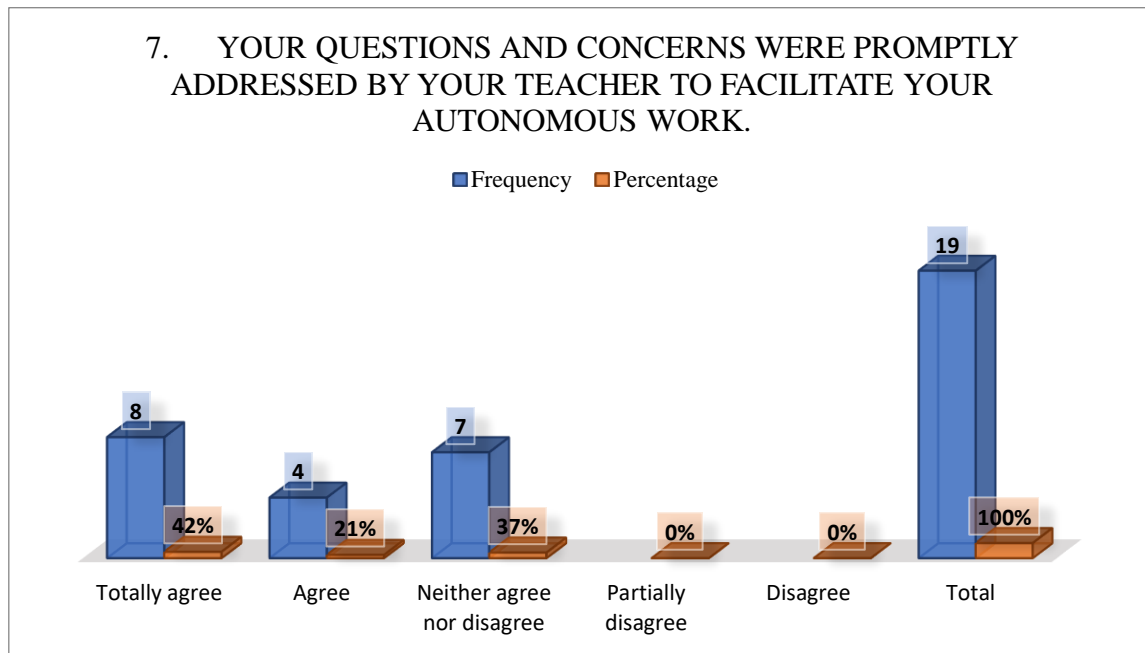
Indeed, time is one of the most critical issue in this research because of the restrictions for online work and the hours dedicated to this research. This implies that students need more time to improve, and they would participate if the same intervention is repeated.

TABLE 10. SURVEY. QUESTION 7

7. Your questions and concerns were promptly addressed by your teacher to facilitate your autonomous work.	Frequency	Percentage
Totally agree	8	42%
Agree	4	21%
Neither agree nor disagree	7	37%
Partially disagree		0%
Disagree		0%
Total	19	100%

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Graphic 12. Survey. Question 7

Prepared by: Ponluisa, A. (2021)

Due to the Covid 19 virus problems, the teacher's contact with the students was limited. Thus, students' autonomous work was paramount. However, the teachers tried to provide timely feedback and asynchronous support. In this regard, 63% of the population said that the teacher supported them and gave the necessary feedback; but 37 % are indecisive.
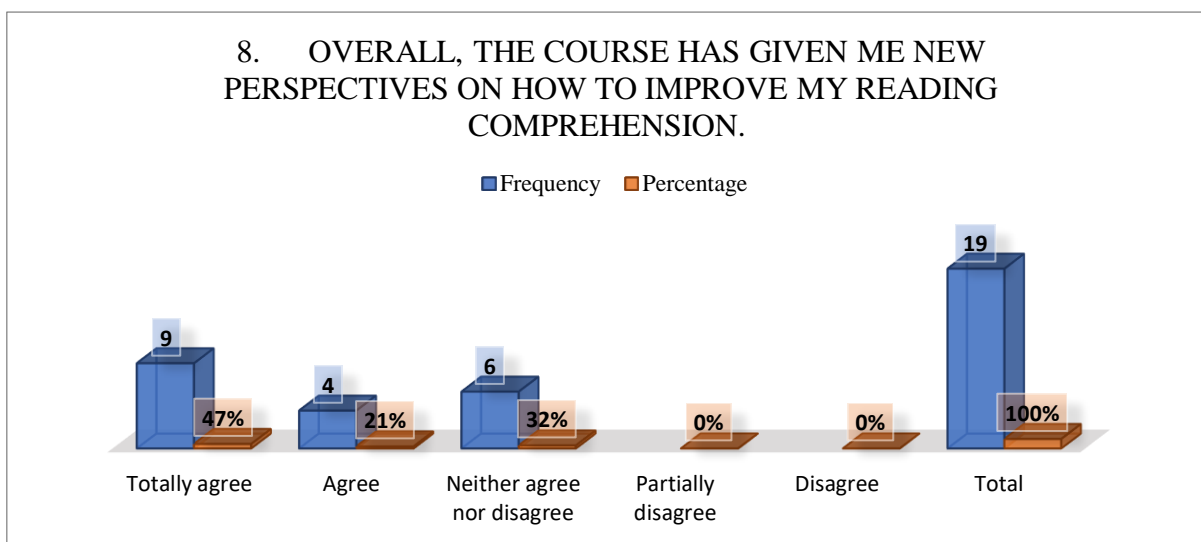
During the intervention, students were assisted during the whole process synchronously and asynchronously. Unfortunately, some students did not receive timely support due to their

problems with the internet connection. It is implied that if this intervention were in-person, the teacher's support could have been more effective.

TABLE 11. SURVEY. QUESTION 8

8. Overall, the course has given me new perspectives on how to improve my reading comprehension.	**Frequency**	**Percentage**
Totally agree	9	47%
Agree	4	21%
Neither agree nor disagree	6	32%
Partially disagree		0%
Disagree		0%
Total	19	100%

Prepared by: Ponluisa, A. (2021)

Graphic 13. Survey. Question 8

Prepared by: Ponluisa, A. (2021)

In question number 8, the students have learned other ways to comprehend reading texts like roleplays and group work. So, 68% of the population said they had obtained new perspectives about improving their reading comprehension, while 32% were indecisive.

During the intervention, the students experienced other ways of learning and understanding a text, encouraging and engaging. The students did not just read to answer the questions, and they

read to show the results of their comprehension through different means. It was very difficult at the beginning but next the students were more and more engaged and committed. Their motivation to learn and improve was very noticeable.

TABLE 12. SURVEY. QUESTION 9

9. Generally, I have improved my reading skills through the activities proposed in the MiniQuests.	**Frequency**	**Percentage**
Totally agree	7	37%
Agree	7	37%
Neither agree nor disagree	5	26%
Partially disagree		0%
Disagree		0%
Total	19	100%

Prepared by: Ponluisa, A. (2021)
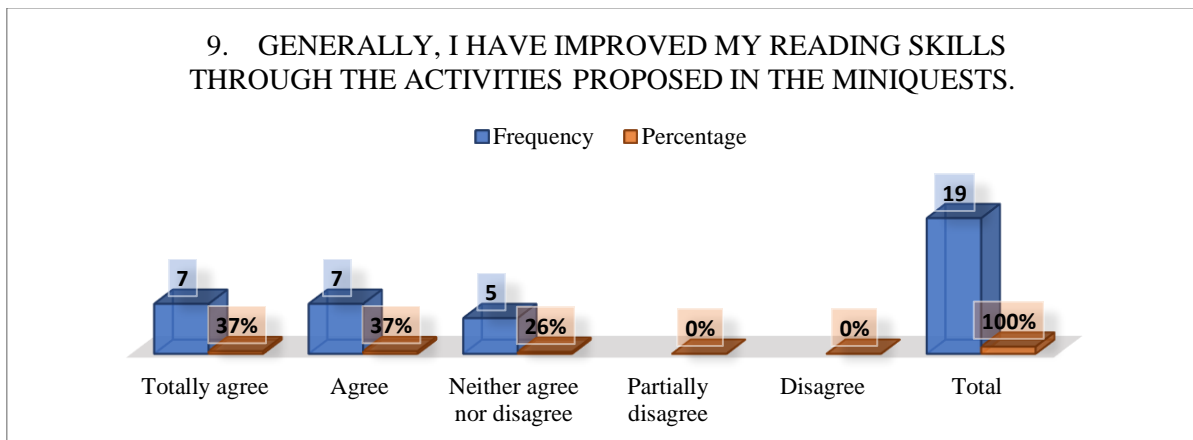
Graphic 14. Survey. Question 9

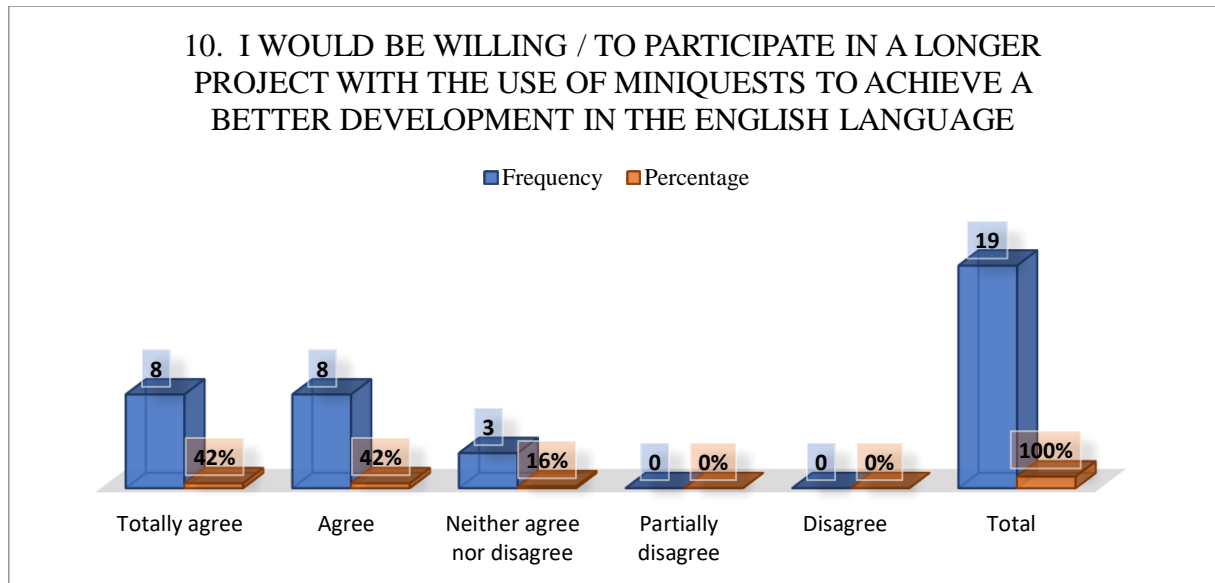Prepared by: Ponluisa, A. (2021)

In question number nine, the students were asked about their reading comprehension skills improvement. Again, 74% said they totally improved their reading comprehension, and 26% neither disagreed nor agreed.

This information is connected with the post-test results because the students highly improved their reading skills compared to their counterparts in the control group.

Table 13. Survey. Question 10

10. I would be willing / to participate in a longer project with the use of MiniQuests to achieve a better development in the English Language.	Frequency	Percentage
Totally agree	8	42%
Agree	8	42%
Neither agree nor disagree	3	16%
Partially disagree	0	0%
Disagree	0	0%
Total	19	100%

Prepared by: Ponluisa, A. (2021)

Graphic 15. Survey. Question 10

Prepared by: Ponluisa, A. (2021)

In this question, the students were asked about their desire to continue improving their reading comprehension skills. Most of the students were eager to continue studying English to improve their language skills using MiniQuests. Only 16% of the population mentioned that they would not be part of a follow-up study.

It means that teachers must propose alternative ways of teaching. The students are aware of the need to learn English, but they do not like how teachers generally teach. For this reason, we, as

teachers, need to innovate our classes to contribute to the Ecuadorian education, especially in the field of learning English as a foreign language.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

5.1. Conclusions
After finishing the whole study, some conclusions came up.

- The effectiveness of the technological strategy MiniQuest on EFL students' reading comprehension was shown through this study. In this regard, MiniQuest seems to be effective and can play an essential role in students' learning. The students who took part in the intervention process demonstrated progress and satisfaction with the use of MiniQuests to develop their reading comprehension.

- The MiniQuests that was integrated into the intervention proposal was centered on fashion design topics to motivate students to improve their reading comprehension. These MiniQuests contained some inquiries to be solved by the students individually and through cooperative work.

- As a result of this study, students familiarized themselves and worked with the different parts and roles that the MiniQuests had. Hence, teachers need to have an active role in supporting and accompany students during the implementation of the Mini Quests.

- In the intervention proposal, the technology-based strategies based on MiniQuest to develop reading comprehension in EFL students were included. First, cooperation and collaboration were addressed. After, some strategies like mind mapping were also included.

5.2. Recommendations

Having finished with this research, it is necessary to give some recommendations for further investigation.

- The use of the technological strategy MiniQuest should be promoted in higher education because it supports students and encourages them to develop independence and autonomous work. For that reason, it is advisable to use it for better reading comprehension.
- It is also suggested that teachers research this technological tool because it is suitable for any kind of education, either online or at school.
- MiniQuests are simple and easy to work with; for that reason, they can be an excellent alternative to engage and motivate students to learn English.
- It is recommended that teachers use MiniQuest in reading comprehension classes and support students in other language skills improvement.

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5.4. Annexes

Key English Test

For each question, choose the correct answer.

1

1

> **Our science comedy night is very popular**
>
> The show will now take place in room 4
> of the West Building, so that more people
> can see it.
>
> **See you there!**

○ Go somewhere else to see the show.

○ There are no more tickets left for the show.

○ The event has moved from Room 4 to the West Building.

2

> **Magazines needed for patients to read**
>
> **Up to date or out of date**
>
> Leave them with our receptionist or
> or in the black box by the front door.

○ You can take these magazines home with you.

○ Please return the magazines after reading them.

○ Your old magazines will be used and read here.

3

Hello Robert,
Thanks for inviting me to dinner. I'd love to come. I don't eat meat and I can't eat food with milk in it because it makes me sick. I hope that's not too much trouble!
Kate

○ Kate doesn't want dinner because she feels too sick.

○ Robert must buy meat and milk for dinner.

○ Robert may need to prepare special food for Kate.

4

Clothes on sale cannot be returned

Try them on before you buy them!

○ If you buy something that's too big, you can't bring it back.

○ There isn't anywhere for customers to try on clothes here.

○ The sale will end soon, so you should buy clothes soon.

5

Heating comes on between 7am and 10am and 4pm and 11pm.

Please do not try to change these times.

○ The heating may not come on every morning.

○ Don't try to turn on the heating between 10am and 4pm.

○ Someone will come here to turn on the heating.

6

Paul,

There's still a little petrol in the car, so you won't need to get any more until you reach Benton, where you can buy it cheaply.

Sally

○ There is still some of the cheap petrol that Sally bought in the car.

○ Paul should buy more petrol before he gets to Benton.

○ There is enough petrol in the car to get to a cheap petrol station.

A2 Key (KET) Reading part 2: text matching

Read the three texts about sports experiences. For each question, choose the correct answer.

Jeanne

We did lots of team sports at school, like football, volleyball and hockey. But I'm not very fast or strong, so I couldn't hit or kick a ball hard. Often, members of my team laughed at me, and so I stopped playing sports as soon as I could because it upset me. But later I learned that you can get exercise without other people around. Now I sometimes go cycling, swimming and running, but always on my own. Then no-one can get mad at me when I'm slow!

Laura

I used to do every sport I could when I was at school. I loved the exercise, and I also liked being a member of a team. We had some great times together. We travelled to matches by bus, and had parties when we won. Then I was in a terrible car accident three years ago, and I hurt my leg. It still isn't better. It's made me really unhappy. The only sport I can do is fishing, and that's so boring! But a friend of mine has suggesting going sailing. It sounds fun, so I think I'll try that.

Thea

I don't mind team sports. I'm quite good at baseball and cricket, but I prefer doing sports when there aren't lots of other people making noise, laughing and telling jokes. That's why I like surfing. It's just me and the sea and a few other people who also like quiet, beautiful places. I think I would enjoy horse-riding and skiing too, for the same reason, but those sports are expensive. I already spend a lot travelling to different beaches with my board.

Who doesn't have enough money to try sports that she's interested in?

Select
Jeanne
Laura
Thea

Who plans to try a new sport soon?

Select
Jeanne
Laura
Thea

Who is unable to do the sports that she enjoyed in the past?

```
Select
Jeanne
Laura
Thea
```

Who only enjoys sports she can do alone?

```
Select
Jeanne
Laura
Thea
```

Who made a lot of friends by doing sports?

```
Select
Jeanne
Laura
Thea
```

Who only enjoys playing sports with others if they aren't too loud?

```
Select
Jeanne
Laura
Thea
```

Who had unhappy experiences when playing team sports?

```
Select
Jeanne
Laura
Thea
```

A2 Key (KET) Reading part 3: long text with comprehension questions

Read the article about two sisters and answer the questions.

Something very strange happened to Tamara. She never knew she had a twin sister until she started university!

Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.

When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara.

This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"

The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally she asked someone for Adriana's e-mail address.

When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico.When Tamara went to live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

1
Tamara's parents ...

○ moved from Mexico to Manhattan   ○ sent Tamara and Adriana away   ○ are still alive

2
Tamara and her sister were both born ...

○ in Mexico.   ○ in Manhattan   ○ in Long Island

3
Adriana wrote to Tamara

○ after speaking to friends   ○ to reply to an e-mail   ○ to suggest a meeting

4
How did the sisters meet?

○ Adriana contacted Tamara.   ○ A friend introduced them.   ○ Tamara contacted Adriana.

5
Tamara didn't know ...

○ that she was born in Mexico   ○ what day her birthday was   ○ that she had a sister

A2 Key (KET) Reading part 4: text with gaps

Read the article about a student. Click on the gaps, then choose the best word to fill the spaces.

My name's Hannah and I'm twenty years old. I've got a daughter [____▼____] Nicole. She's

nearly three now. I live in a small flat [____▼____] the city centre. It isn't a nice place to live. It's

very noisy and dirty and there is [____▼____] for Nicole to play.

I want to move out of the city and live in the countryside. But it's very expensive to live there. I will need

to earn [____▼____] money to buy a house. There aren't [____▼____] flats for sale in the
small villages near here.

That's why I study at college. I'm studying Business. While I am at college, my mum

looks [____▼____] Nicole. My mum really likes spending time with her.

KET Reading part 5

Difficulty level: A2 / elementary

This activity helps with part 5 of the Reading and Writing paper.

Complete this letter. Write ONE word for each space.

Dear Sir / Madam,

I stayed [_____] the Grand Hotel last week [_____] Tuesday to Thursday. I think I left

a gold ring [_____] my hotel room. I was in room 309. It [_____] be in the cupboard

next to the bed. Please [_____] you look for it? [_____] you find it, can you send it to me?
Thank you very much,
Celia Hicks.

Retrieved from: https://www.examenglish.com/KET/KET_reading_and_writing.html

ANNEX 2

INTERVENTION PROPOSAL PLAN
"MINIQUEST AS A STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION IN EFL STUDENTS"

This intervention proposal has the aim of providing teachers with a valuable class planning material focused on the use of MiniQuest as a teaching strategy for the development of reading comprehension.

Therefore, the class planning contains six MiniQuests for the students' treatment. It is important to mention that the class planning is focused on Fashion Design topics which are part of the students major. As they are MiniQuests, they have only three parts namely Setting, Task, and Product.

In the setting part, the students get familiar with the context and the problem to be solved is presented. The students have an essential question to answer, write, or draw in a real context which is highly motivating for the students. It places the students in different roles such as experts in the field, challenging them to be a journalist, tour guide, enterprise owner, teacher, and so on.

In the task part, the students find the links and the independent activities directed to the reading comprehension in a constructivist way.

 In the product part, the students show their final work. In this stage, they confirm if the objectives proposed by the teacher were achieved. As it was mentioned before, the teacher has proposed a task in the scenario; therefore, the students have to play a role. In this sense, they must write, summarize, make questions, prepare a slideshow presentation, among other. The final product or products is assessed through a rubric.

Propuesta Adriana
Ponluisa.pptx

INSTITUTO SUPERIOR
TECNOLÓGICO PELILEO

MiniQuest for reading comprehesion

Lic. Adriana Ponluisa

January 2021

MiniQuest 1

○ **THE CONCEPT OF FASHION DESIGN**

Setting | Task | Product

○ What is Fashion Design?

You are an expert in Fashion Design and you are going to address a presentation telling the basic concepts of Fashion design.

Activate Windows

Setting | Task | Product

○ Follow these steps:

1. Go to https://oureverydaylife.com/basic-concepts-of-fashion-design-12586117.html and read the main concepts of Fashion design.

2. Prepare a collage to summarize the reading material.

○ Answer these additional questions in your presentation:

a. What is Fashion Design for you?

b. Why did you choose this major?

c. What design do you like the most?

3. Write 5 questions to the public.

Setting | Task | Product

As you have to develop an oral presentation, please review the following rubric to be ready.

Oral Presentation Rubric : The concept of Fashion Design
Teacher Name: Mrs. Ponluisa

Student
Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

Date Created: January, 2021 09:31 pm (CDT) with Rubristar.com (2021

Activate Windows
Go to Settings to activate

MiniQuest 2

O The History of Fashion Design

Setting |Task|product

- Let's suppose you are historians. You are very famous people that have a lot of knowledge about the history. In this case, you are professionals in the Fashion Design art. For that reason, you will address a conference about the History of Fashion Design.

Setting |Task|product

- You are going to follow these steps:
1. Go to https://www.fibre2fashion.com/industry-article/458/the-history-of-fashion-design and read the main concepts of Fashion design.
2. Elaborate a mind map with the main ideas of the reading material.
3. Prepare a power point presentation to summarize the reading material in five minutes.
- Answer these additional questions in your power point presentation:
a. What is Fashion Design for you?
b. What are your plans for the future in your career?
- What do you like the most of your career?

Setting | Task | Product

Oral Presentation Rubric : The history of Fashion Design

Teacher's Name: Mrs. Ponluisa

Student's Name: _____

| CATEGORY	4	3	2	1
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Activate Windows

MiniQuest 3

O Technology applied to Fashion Design

Setting | Task | Product

○ You work in a big Fashion enterprise in the city of Ambato, and you have the visit of a group of young students; so, you must be a tour guide today, and you will answer this question:

What kind of technology does your enterprise have in Fashion design?

Setting | Task | Product
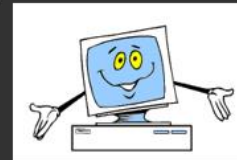
○ Go to https://vocal.media/01/7-modern-technologies-used-in-fashion-design and read the information related to technology used in fashion design.

○ After that, watch the video in https://vocal.media/01/7-modern-technologies-used-in-fashion-design and try to pick up some vocabulary.

○ Prepare a poster to explain about the technology used in your enterprise.

○ The poster and your conference will be assessed.

Setting | Task | Product

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

Oral Presentation Rubric : The concept of Fashion Design
Teacher Name: Mrs. Ponluisa

Student Name: _____

Date Created: January 04, 2021 09:21 pm (CDT)

Setting | Task | Product

- You are a radio reporter and you are going to make a brief reportage by discussing the following questions:

- Who are the top 5 fashion designers?
- Who is the most successful fashion designer?
- What are the top 10 designer brands?
- Who are the 15 haute couture designers?

Setting |Task|Product

Go to https://www.lovehappensmag.com/blog/2020/07/02/top-50-fashion-designers/ and read the information posted.

Write a top 10 most outstanding fashion designers nowadays.

Read the information in https://www.indiatoday.in/education-today/gk-current-affairs/story/famous-fashion-designer-281588-2015-07-09 and compare that information with your summary.

Write the guideline to read in the radio reportage.

Send you reportage through WhatsApp in a voice note to your teacher.

Setting |Task|Product

Oral Presentation Rubric : The concept of Fashion Design
Teacher Name: Mrs. Ponluisa

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

MiniQuest 5

- Fashion trends for Spring and Summer 2021

Setting |Task |Product

- You are a top model and you will wear some clothes that are in tendency.
- At the same time, you will be the conductor of the fashion show and will describe what others are wearing.

Setting |Task |Product

○ Work with a group of partners (maximum 5)

○ Read the information in https://www.thetrendspotter.net/fashion-trends-spring-summer-2021/

○ Summarize the information making questions in the group.

○ Prepare a fashion show with clothes and colors that are in tendency for this year.

○ Each one of the members of the group will describe what his or her partner is wearing while he or she is walking in the gangplank.

Setting |Task |Product

Oral Presentation Rubric : The concept of Fashion Design
Teacher Name: Mrs. Ponluisa

Student
Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

ANNEX 3. **STUDENTS' SURVEY**

"MINIQUEST AS A STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION IN EFL STUDENTS"

Objective: To evaluate the students' perception and satisfaction about the educational treatment focused in the use of MiniQuests as pedagogical strategy to improve their reading comprehension.

NOTE: Dear students, please read and check with an X in the correspondent box.

1. How do you evaluate this classroom intervention of reading comprehension through the use of MiniQuest?

Really important

Important

Moderately important

Less important

Non-essential

2. How satisfied are you with your teacher's methodology which was applied during the course?

Really satisfied

Satisfied

Moderately satisfied

Less satisfied

Not satisfied at all

3. Do you consider that the activities proposed by your teacher are coherent and aimed at fulfilling the objective of the course?

Totally agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	

4.   How satisfied are you with the topics that have been provided to you during the course?

Really satisfied	
Satisfied	
Moderately satisfied	
Less satisfied	
Not satisfied at all	

5.   Being an e-learning environment, the tools and materials proposed were easily accessible and understandable.

Totally agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	

6. Do you consider that the time of the course was adequate to improve your reading comprehension skills?

Totally agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	

7.   Your questions and concerns were promptly addressed by your teacher to facilitate your autonomous work.

Totally agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	

8.   Overall, the course has given me new perspectives on how to improve my reading comprehension.

Totally agree

Agree

Neither agree nor disagree

Partially disagree

Disagree

9.   Generally, I have improved my reading skills through the activities proposed in the MiniQuests.

Totally agree

Agree

Neither agree nor disagree

Partially disagree

Disagree

10. I would be willing / to participate in a longer project with the use of MiniQuests to achieve a better development in the English Language.

Totally agree

Agree

Neither agree nor disagree

Partially disagree

Disagree

ANNEX 4. EXPERTS' VALIDATION: PRE TEST – POST TEST

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO *KEY ENGLISH TEST Reading* PERTENECIENTE A LA INVESTIGACIÓN:

MiniQuest as a strategy for the development of reading comprehension in EFL students

AUTOR/A: Adriana Paulina Ponluisa Gómez – con atribución a Cambridge University Press

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 -6 **Reading part 1: messages with comprehension questions: Read and choose the correct answer.**				✓				✓				✓				✓
Pregunta 7 - 13 **Reading part 2: text matching.** **Read and choose the correct answer**				✓				✓				✓				✓

| Pregunta 14 - 18

Reading part 3: long text with comprehension questions.

Read and answer the questions				✓				✓				✓					✓
Pregunta 19 – 24

Reading part 4: text with gaps.
Read and choose the best word to fill in the spaces | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ |
| Pregunta 25- 30
Reading part 5
Read and write to complete the text | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ |

Observaciones:

_____

_____

Adriana Ponluisa	(signature)
_____	_____
Realizado por:	*Validado por:*
Lic. Adriana Ponluisa Gómez *CI: 180387135-7*	*Lic. Mg. Fanny Vega* *CI: 180261696-9*

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO *KEY ENGLISH TEST Reading*
PERTENECIENTE A LA INVESTIGACIÓN:

MiniQuest as a strategy for the development of reading comprehension in EFL students

AUTOR/A: Adriana Paulina Ponluisa Gómez – con atribución a Cambridge University Press

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1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 -6 **Reading part 1: messages with comprehension questions: Read and choose the correct answer.**				✓				✓				✓				✓
Pregunta 7 - 13 **Reading part 2: text matching.** **Read and choose the correct answer**				✓				✓				✓				✓
Pregunta 14 - 18				✓				✓				✓				✓

Reading part 3: long text with comprehension questions. Read and answer the questions																
Pregunta 19 – 24 **Reading part 4: text with gaps. Read and choose the best word to fill in the spaces**			✓				✓			✓				✓
Pregunta 25- 30 **Reading part 5 Read and write to complete the text**			✓				✓			✓				✓

Observaciones:

_____

_____

_____

_____

Realizado por:
Lic. Adriana Ponluisa Gómez
CI: 180387135-7

_____

Validado por:
Rosa Luzuriaga Guerrero
CI: 180298597-6

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO *STUDENTS' SURVEY* PERTENECIENTE A LA INVESTIGACIÓN:

MiniQuest as a strategy for the development of reading comprehension in EFL students

AUTOR/A: Adriana Paulina Ponluisa Gómez – con atribución a Cambridge University Press

Señale mediante un ✓ , según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 **How do you evaluate this classroom intervention of reading comprehension through the use of MiniQuest?**				✓				✓				✓				✓
Pregunta 2 **How satisfied are you with your teacher's**				✓				✓				✓				✓

methodology which was applied during the course?																
Pregunta 3 **Do you consider that the activities proposed by your teacher are coherent and aimed at fulfilling the objective of the course?**			✓				✓				✓				✓
Pregunta 4 **How satisfied are you with the topics that have been provided to you during the course?**			✓				✓				✓				✓
Pregunta 5 **Being an e-learning environment, the tools and materials proposed by the teacher were easily accessible and understandable.**			✓				✓				✓				✓
Pregunta 6 **Do you consider that the time of the course was adequate to improve your reading comprehension skills?**			✓				✓				✓				✓
Pregunta 7 **Your questions and concerns were promptly addressed by your teacher to facilitate your autonomous work.**			✓				✓				✓				✓
Pregunta 8 **Overall, the course has given me new perspectives on how to**			✓				✓				✓				✓

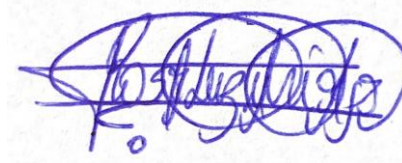|																
improve my reading comprehension.																
Pregunta 9 Generally, I have improved my reading skills through the activities proposed in the MiniQuests.			✓				✓			✓				✓		
Pregunta 10 I would like to participate in a longer project with the use of MiniQuests to achieve a better development in the English Language.			✓				✓			✓				✓		

Observaciones:

_____

Realizado por: *Validado por:*

Lic. Adriana Ponluisa Gómez   *Rosa Luzuriaga Guerrero*

CI: 180387135-7   *CI: 180298597-6*

Classroom intervention: Evidences

CARTA DE COMPROMISO

Ambato, 18 de octubre de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

CECIL EDUARDO AGUIRRE CASCO PHD. en mi calidad de Rector del Instituto Superior Tecnológico Pelileo me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"MINIQUEST AS A STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION IN EFL STUDENTS"** propuesto por la estudiante **ADRIANA PAULINA PONLUISA GOMEZ**, portadora de la Cédula de Ciudadanía **1803871357**, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Ingles **Cohorte 2019**, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
CECIL EDUARDO
AGUIRRE CASCO

....
Cecil Eduardo Aguirre Casco PhD.
CI: 1705926259
0983501597
cecileduaguirre@gmail.com