



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título
de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención:
Inglés.**

THEME:

“BOOK CREATOR AND GUIDED READING”

AUTHOR: Soria Tayo Erika de los Ángeles

TUTOR: Dra.Mg. Elsa Mayorie Chimbo Cáceres

Ambato – Ecuador

2021

SUPERVISOR APPROVAL

CERTIFY:

I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458 in my capacity as supervisor of the Research dissertation on the topic: “BOOK CREATOR AND GUIDED READING” investigated by Erika de los Angeles Soria Tayo with I.D No. 1804781381, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

Lic. Mg. Elsa Mayorie Chimbo Cáceres

Supervisor

DECLARATION PAGE

I declare this undergraduate dissertation entitled “BOOK CREATOR AND GUIDED READING” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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

A handwritten signature in blue ink, appearing to be 'Erika de los Angeles Soria Tayo', written over a horizontal line.

Erika de los Ángeles Soria Tayo

I.D 18047881381

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y
DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “BOOK CREATOR AND GUIDED READING” which is held by Erika de los Angeles Soria Tayo, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021- February 2022 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

REVISION COMMISSION

Lic. Mg. Sarah Jacqueline Iza Pazmiño

REVISER

Lic. Mg. Ruth Elizabeth Infante Paredes

REVISER

COPYRIGHT REFUSE

I, Alexandra Cecilia Llerena Chasi with I.D. No. 1805117577, confer the rights of this undergraduate dissertation “BOOK CREATOR AND GUIDED READING”, and authorize its total reproduction, or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



Erika de los Ángeles Soria Tayo

I.D 18047881381

AUTHOR

DEDICATION

To God for giving me life and the strength to continue when I have been about to give up, teaching me that with sacrifice and perseverance everything can be achieved regardless of time. My parents Jorge and Tania for being my fundamental support in this long process, for motivating me to keep going every day with love and patience.

To my sister Alison for being unconditional and of having been with me in good times and bad accompanying me in every step being my support.

To my grandmothers Blanca and Leonor for each of their advice as well as their unconditional love. To my angel in heaven, my grandfather Cesar for giving me that courage and that strength to achieve my goals; the promise I made to you was fulfilled.

To all my friends, colleagues and family who have always reached out to me with advice and listened to me when I needed it, giving me opportunities to grow personally and professionally.

Erika

ACKNOWLEDGEMENTS

Finally, I want to express all my gratitude and gratitude to Mg. Mayorie Chimbo who has been a source of knowledge and motivation within the academic career, also for her guidance and support throughout the process in the development of this research work. With the valuable help of her of her the conducting this research has been accomplished. Also, thanks to the Technical University of Ambato, to the Research and Development Department (DIDE-UTA), to the research project entitled “Development of Web 3.0 tools for Education as a support for collaborative Learning” SFFCHE5. Approved under resolution UTA-CONIN-2021-0067-R, and to the research group: Research in Language and Education. To my career professors who have been part of this entire academic process with their advice and teachings.

Erika

TABLE OF CONTENTS

SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN	iv
COPYRIGHT REFUSE	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
INDEX OF TABLES	x
INDEX OF FIGURES	xi
ABSTRACT	xii
RESUMEN EJECUTIVO	xiii
CHAPTER I	14
THEORETICAL FRAMEWORK	14
1.1 Investigative background	14
1.2 Independent variable: book creator	17
1.2.1 Technological educational resources	18
1.2.2 Digital content for education	18
1.2.3 Web 3.0	18
1.2.4 Web 2.0	19
1.3 Dependent variable: Guided reading	19
1.3.1 English language learning.....	19
1.3.2 English language skills	19
1.3.3 Receptive skills.....	20
1.3.4 Reading skill.....	20
1.3.5 Reading strategies.....	20
1.3.6 Guided reading	21
1.3.7 Levels of guided reading	22
1.4. Justification	24
1.5 Objectives.....	25
1.5.1 General objective.....	25
1.5.2 Specific objectives.....	25
CHAPTER II	26
METHODOLOGY	26
2.1 Resources.....	26

2.1.1 Population	26
2.1.2 Instruments.....	27
2.1.3 Structured questionnaire (survey).....	27
2.2 Methods.....	29
2.2.1 Research approach.....	29
2.2.2 Research modality	29
2.3 Procedure.....	30
2.4 Hypothesis.....	35
CHAPTER III.....	36
3.1 Analysis and interpretation of results.....	37
3.2 Reading comprehension results.....	41
3.3 Skimming results.....	42
3.4 Experimental group results.....	43
3.5 Control group results.....	44
3.6 Hypothesis verification	45
3.7 Students survey results	47
CHAPTER IV	70
CONCLUSIONS AND RECOMMENDATIONS.....	70
4.1 Conclusions	70
4.2 Recommendations	71
BIBLIOGRAPHY	72
ANNEXES	75

INDEX OF TABLES

Table 1	Population.....	26
Table 2	Pre-test to applied to experimental group.....	37
Table 3	Post test to applied to experimental group.....	38
Table 4	Pre-test to applied to control group	39
Table 5	Post test to applied to control group	40
Table 6	Levene’s Test for Equality of Variances	45
Table 7	<i>T-Student test to Independent Samples</i>	46
Table 8	Encourage to read in English to use technology.....	47
Table 9	Online activities.....	48
Table 10	Websites and applications	50
Table 11	Practice reading skill	51
Table 12	Guided reading	52
Table 13	Reading strategies.....	54
Table 14	Herramientas tecnológicas 3.0.....	56
Table 15	Uso de herramientas tecnológicas 3.0 docentes	58
Table 16	Dispositivos tecnológicos.....	59
Table 17	Aplicación y utilización de herramientas web 3.0.....	61
Table 18	El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo.	63
Table 19	Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad.....	65
Table 20	El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)	66
Table 21	Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual.....	68

INDEX OF FIGURES

Figure 1	English language skills.....	20
Figure 2	Youtube	33
Figure 3	Quizlet.....	33
Figure 4	Liveworksheets.....	34
Figure 5	Book creator	34
Figure 6	Reading comprehension results.....	41
Figure 7	Skimming results.....	42
Figure 8	Reading average in the pre-and post-test applied to experimental group	43
Figure 9	Reading average in the pre-and post-test applied to control group	44
Figure 10	Encourage to read in English to use technology	47
Figure 11	Online activities.....	49
Figure 12	Websites and applications	50
Figure 13	Practice reading skill	52
Figure 14	Guided reading	53
Figure 15	Reading strategies	54
Figure 16	Herramientas tecnológicas 3.0	57
Figure 17	Uso de herramientas tecnológicas 3.0 docentes	58
Figure 18	Dispositivos tecnológicos.....	60
Figure 19	Aplicación y utilización de herramientas web 3.0.....	61
Figure 20	El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo	64
Figure 21	Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad.....	65
Figure 22	El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)	67
Figure 23	Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual.....	68

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: “Book creator and guided reading”

AUTHOR: Soria Tayo Erika de los Angeles

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

DATE: January, 2022

ABSTRACT

Book creator is a technological tool that involves users to produce, upload and create files and activities related to reading. Today, this innovative website has had a positive impact on the development of students' reading skills due to its ease and convenience. Therefore, the following work aimed to analyze the impact of "Book creator “and guided reading in the learning English language on students from 5th level of Unidad Educativa Bilingue “La Granja”. The study had a qualitative and quantitative approach and a quasi-experimental design. The study subjects were twenty-four students, to whom a survey and a pre-test and post-test of reading comprehension and skimming related were applied to the Cambridge English Language Assessment A2 for Movers volume 2 exam, learners were divided into a control and treatment group with twelve students in each group. To know the reading competence, control and treatment performed a post-test. Later, the treatment group had six interventions for a whole week, where the students used the bookcreator to develop reading skills activities. At the end, the two groups took the post-test to compare if there was an improvement between them. The results obtained from the reading tests were analyzed using the T test. The results concluded that the website bookcreator had a positive influence on the development of reading skills, since the different activities such as filling in spaces, joining with lines, main ideas about the readings allowed students to actively participate with the use of technology.

Key words: book creator, reading comprehension, reading skill

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: “Book creator and guided reading”

AUTHOR: Soria Tayo Erika de los Angeles

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

DATE: January, 2022

RESUMEN EJECUTIVO

Book creator es una herramienta tecnológica que involucra a los usuarios para producir, cargar y crear archivos y actividades relacionadas con la lectura. Hoy, este innovador sitio web ha tenido un impacto positivo en el desarrollo de las habilidades de lectura de los estudiantes debido a su facilidad y conveniencia. Por lo tanto, el siguiente trabajo tuvo como objetivo analizar el impacto del “book creator” y la lectura guiada en el aprendizaje del idioma inglés en estudiantes de 5to grado de la Unidad Educativa Bilingüe “La Granja”. El estudio tuvo un enfoque cualitativo, cuantitativo y cuasi-experimental. Los sujetos de estudio fueron veinticuatro estudiantes, a quienes se les aplicó una encuesta y un pre-test y post-test de comprensión lectora y lectura rápida relacionados con el examen Cambridge English Language Assessment A2 for Movers volumen 2, los estudiantes se dividieron en grupo de control y tratamiento con doce estudiantes en cada grupo, para conocer la competencia de lectura, control y tratamiento se realizó un post-test, posteriormente el grupo de tratamiento tuvo seis intervenciones durante toda una semana, donde los estudiantes utilizaron el creador de libros para desarrollar la destreza lectora. Al final, los dos grupos realizaron el post-test para comparar si había una mejora entre ellos. Los resultados obtenidos en las pruebas de lectura se analizaron mediante la prueba T. Los resultados concluyeron que el sitio web creador de libros influyó positivamente en el desarrollo de las habilidades lectoras, ya que las diferentes actividades como llenar espacios, unir con líneas, ideas principales sobre las lecturas permitieron que los estudiantes participaran activamente con el uso de la tecnología.

Palabras clave: book creator, comprensión lectora, destreza lectora

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

The main objective of this project was to analyze the use of website "book creator" for the development of guided reading in the learning English language of fifth grade students in Unidad Educativa Bilingue "La Granja". To develop this investigation some studies have been taken from different websites, books, books sections, scientific articles, online magazines and journals. These studies come from Google scholar, Scopus, and ProQuest; also these investigations have developed in different countries such as Sweden, United States, Brazil and other more. All of these studies helped to improve this research project and analyze how web 3.0 influences on the reading skill.

Churchill et al (2016) conducted a study where the main objective was to describe in detail how to "book creator App for iPads" is a correct app to enhance the function of 3–6-year-old to express their ideas, creativity and illustrate their understanding of everyone around them. This investigation was carried out by an exploratory research design using a qualitative method. The population consisted of 27 children (boys and girls). The experiment was applied for 12 weeks. The data was collected using records, daily log book entries and weekly video recordings. Findings revealed after applying the treatment the children increased their multimedia functions and their work became more meaningful.

A study conducted by Poikonen and Tahkola (2018) sought to describe the purpose of developing the plan was to keep the new working procedure permanently available to society, and the purpose of quality was to allow the equitable collaboration of all the journal's authors and readers. A long-term goal was also to raise awareness of the usefulness of mobile applications, and especially book creator, as enablers. The immediate aim was to guide the employees of the magazine team of the Center de Coaching Gremial Iin to use the book creator application. Another immediate objective has been for the magazine's teams to learn to use the application. This research project was led by qualitative method. To conduct this investigation 5 workshops were organized. The data was collected using a written feedback form. The workshops were held 5 times a week. The quality criteria were customer orientation, clarity and our understanding of the value of technology and mobile applications as part of operations was reinforced

enablers. Results showed that mobile technology improved the participation in people with special needs. Hence, these findings demonstrated that book creator application lets students develop their cognitive skills.

On the other hand, Brekke (2020) conducted an investigation about working with the application in the classroom because offers teachers and students relevant experiences with digital aids for education and digital learning resources in education. After the iPad was brought into many schools in Norway, apps like book creator, Showbie, and iThoughts have become a common section of daily student life for teachers and pupils. In this article, researcher has analyzed how the Book creator application is used in 4 different rooms in the intermediate grade, and I am especially interested in teachers' experiences with Book creator as a digital learning instrument and a digital learning resource in education. The Book creator application can be used as a learning tool and as a learning resource. In Book creator, teachers and students have the possibility to generate books using images, writing, video clip, voice, melody and links. The app is touted as a groundbreaking app and was originally released on the iPad in September 2011 and the Chromebook in 2017. Not many inquiries were made regarding how Book creator is used as a digital learning tool or digital learning resource in Norwegian classrooms; however, Book creator was investigated related to the aesthetic experience. Results showed that the apps have had a major impact on how teaching takes place in school,

In Addition, Park (2013) mentions that education involves extensive guided readings of the course. Teachers have a shortened period to cover every detail of the materials that students are implied to learn in class; therefore, they expect students to learn through the course readings. However, several university students show a low degree of collaboration in the reading tasks of the course. Existing research has reported that most college students do not complete assigned reading or only engage in superficial levels of reading, such as immediate reading and literal comprehension. Despite this negative phenomenon at the university, there has been a lack of inquiry to encourage collaboration in reading in university classrooms. The objective of this research is to provide university instructors with a practical guide on the use of Web 2.0 tools to improve student collaboration in this task. Consistent with Self-Determination Theory (SDT), Web 2.0 tools share various components that enhance engagement. Building on the potential of Web 2.0, the archive indicates practical ways to use different Web 2.0 tools. The results indicated that teacher

can increase student's participation through online discussions using different tools of web 2.0

Guided reading was a practice in the field of literacy. Small teams of children gathered near a reading table with their teacher not a new initiative and most of probably seen in a huge number of elementary school's classrooms in a day anyone. However, Ranzau and Horowitz (2017) warns that guided reading is not continuously, it is synonymous with tiny set instruction, and while it may seem easy, a lot is suspected in a guided reading lesson. In any classroom, a teacher can have students who read a wide range of levels, as well as the diverse needs in all those levels. This can often make it look like difficult to properly satisfy students' needs in classroom. This investigation details how educators have a chance to perform more effectively guided reading and small team instruction to all students identifying concrete goals in the areas of accuracy, fluency and understanding in each grade of reading instruction.

McGrail et al (2018) conducted a research whose main objective was to analyze reviews of comics throughout guided reading instruction. The participants of this investigation were teacher who enrolled in Early Literacy and Literacy Assessment and Applications courses. Participant's ages ranged under 25 years old. Three stages were applied during the treatment, pre-reading, reading and post-reading. In the first one, participants introduced text and construct background knowledge and checked vocabulary. Second one, they read independently the book and took notes. In the final stage, participants reflected on the meaning of the book and made connection with the extension activities. To gather data individual and focus group interviews were applied to participants with the objective of collected background of each session. The data was analyzed by using NVivo 10 qualitative software. Finally, common misconceptions that reading visual literacy, including comics and graphic novels, is an easy process, pre-service teachers discovered first-hand that it really is a complex process. However, the challenges they encountered in integrating comic books into the classroom did not prevent these pre-service teachers from appreciating their educational merit.

Kukulka (2019) shows that the comic strip was more effective than the use of conventional media to improve reading comprehension. This analysis involved a quasi-experimental inquiry in which 2 sets were identified, a control and an empirical one. set. The population or sample was 2 classes of the eighth-grade students from Yogyakarta.

For data collection, a previous test and a subsequent test were done employees and Anova for the data study. Based on the study data, the premise of the inquiry was admitted that the comic strip is more effective than the common half. The results of the LSD test with a mean difference of 0.265 and p 0.00 were less than 0.05. It assumes that the comics improved the students' motivation and enhanced the learning process.

Finally, Bulunuz and Koç (2019) led an investigation sought to analyze the guided reading into practice, the writing to be read should be chosen. The individual is the student and should be involved as he or she has prior knowledge involved. It is necessary to mention that knowledge is acquired at all times, it is feasible that the information obtained is popular or that the matter is completely unknown. The knowledge received within the classroom is face-to-face and formal, the lack of this systematic process is a limitation when executing correct tactics for reading. It is important to consider that the tactics allow us to understand and solve problems of various kinds, such as: lexical - semantic, sociocultural, textual and thematic.

In summary, all the research projects mentioned before have been arranged according to macro, meso and micro level of investigation. On the other hand, this topic is new. For that reason, some of the research have been taken to support the information for this investigation. In addition, all the articles mentioned previously show that the book creator significantly influenced the development of the guided reading ability of the participants who were the subject of the authors' research. Therefore, each research had a purpose to help authors to know the importance of applying technological tools like book creator to improve reading skill. Thus, with the present study it was possible determine the impact of the independent variable on the dependent variable in the investigation.

1.2 Independent variable: book creator

Book Creator is a website and iPad app that allows users to easily create e-books. In essence, the app offers users a blank canvas and a set of tools such as text, sound, and more to create an e-book. Inside Book Creator there are a variety of templates to aid the creation process, including templates for instruction manuals, research journals, interactive stories, poetry books, and even comics. These templates allow users to create sophisticated eBooks with just a few simple steps.

1.2.1 Technological educational resources

Muratova and Abraimova (2020) argue that there are 3 key points that define recent times, and obviously, the planet of teaching: learning, digital and open. Those ideas in general give support to educational innovation and lead us to propose the elementary matrix of our model, which organizes the different resources of what we consider that an open teaching model should take into account. The primary purpose of education is self-sufficient learning; and, to achieve this, it is important to provide students with content and tools that allow them to carry out their career. In the early days of technological instruments for teaching the trend has been the development of monolithic platforms. From our criteria, the key is not uniformity and closed entry, but adherence and open entry for heterogeneous information and tools: a technological ecosystem for open teaching. Following recent trends and user needs, we recommend an open, adaptable system, prepared to meet the different needs of users (teachers and students) and accessible instruments.

1.2.2 Digital content for education

Nami (2020) mentions that digital content allows manipulation by the student. Most are self-assessed, which encourages reflection and self-learning. In education, we call electronic tolerances to digital content that stores information for subsequent use in learning. They can offer information, reinforce learning, expand knowledge or develop a specific competence or capacity. Digital educational content can be used in the classroom and at home. They are materials based on the students' own subjects and represent a very interesting resource for them as well as for the teachers. The format of said digital content is quite long: images, videos, audios, texts, infographics, presentations. These contents broaden the paths of traditional education by allowing students to access interactive activities, which increases motivation and involvement in the classroom.

1.2.3 Web 3.0

According to Horban, Humenchuk, Karakoz, Koshelieva and Shtefan (2021) from a static web 2.0 page to a 3.0 web page (web3.0), originally identified by Tim Berner's Lee as a semantic web portal, a new generation of technical concepts (semantic web) has emerged. It confirms that the semantic web causes the content to be visually more attractive, to interpret it effectively. In addition, it includes AI (artificial intelligence) techniques such as capable interfaces and capable inquiry processes that integrate a large data space. Most

importantly, web 3.0 software technology enables the Internet client to find more personalized, accurate, and busy applications without browsing classic web sites.

1.2.4 Web 2.0

Web 2.0 is a concept that was coined in 2003 and refers to the social phenomenon that emerged from the development of various applications on the Internet. The term establishes a distinction between the early days of the Web where the user was basically a passive subject who received information or published it, without there being too many possibilities for interaction to take place and the revolution brought about by the rise of blogs, social networks and other related tools. (Goldenberg & a, 2012)

1.3 Dependent variable: Guided reading

1.3.1 English language learning

According to Schunk (2012) recent learning theories have their beginnings a long time ago; and it is essential to address the historical setting of the primordial theories in relation to understanding. However, the use of the senses is excluded since the understanding is produced from the mind. For empiricism, experience is a substantial component in the generation of understanding, for which the components of the external environment help to generate an important understanding. Structuralism highlighted the analysis of people process information and emphasized the study of associations in a personal way. Another theory has been functionalism that emphasized points of cognition and how processes vary according to situations (Delacruz, 2018)

1.3.2 English language skills

Language is considered a skill due to its principal is to develop communication in different aspects such as business, education, and work. On the other hand, language skills refer to the ability to speak, to write, to listen and to read properly. Moreover, all of these skills have the same opportunity to be improved for different purposes such as comprehension and communication.

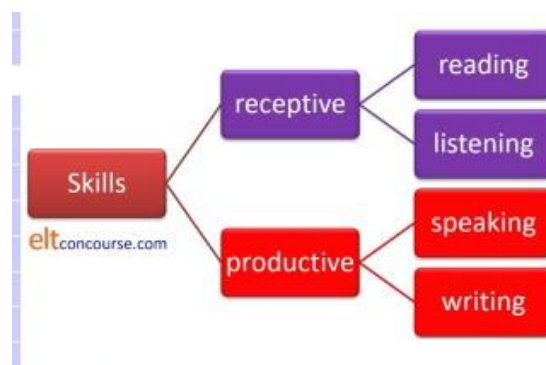


Figure 1 English language skills

Source: Language and language skills

Author: Husain (2015)

1.3.3 Receptive skills

It is common to talk about four skills in language teaching. They are listening, reading, writing and speaking. According to the previous figure 1, language skills are divided into two categories: productive skills and receptive skill. Productive skill means that someone have to produce language that it could be written or spoken, while receptive or passive skills refers to someone do not have to produce language, they receive and understand it (Spratt et al., 2011).

1.3.4 Reading skill

Spratt and Williams (2011) establish that reading is a receptive ability, it becomes a skill through practice that enables the optimal execution of an activity, and receptive by becoming a stimulus that enables the perception, study, interpretation and even response to the information presented. In addition, it is considered as a passive skill because it involves cognitive process that allow decoding symbols called letters to achieve the meaning. In other words, it is important to understand the language at different levels: word level, sentence level and whole text level. First, to understand sentence, we have to understand letter, how they are joined to make up words, the meaning and grammar of the words and the sentence

1.3.5 Reading strategies

O'Malley (2018) offers three reasons to catch students' attention in the development of reading skill. The first one allows readers to cause out, prescribe and determine textual novelty. Second one talks about the importation of interpretation tactics coincides with and overlaps with the plethora of various cognitive tactics for optimizing attention,

memory, communication and instruction for the wasteful of childhood. Finally, the third one, the tactics are controlled by the readers. Compromise tactics reflect metacognition and motivation, as readers must come up with important rudiments such as vigilance to benefit from these tactics; Teachers could point-blank to denounce tactics that encourage interpretation and reasoning; Strategic interpretation can curate instruction on each of the curricular surfaces.

1.3.6 Guided reading

Fountas and Pinnell (2012) define guided reading as a procedure that makes it possible to accommodate students in small teams and all of them read in parallel the writing chosen by the teacher according to the degree of reading, they have. The readers do not know the writing to read, each of them read aloud, then they get reinforcement from the teacher about what they read so that they can become a quality reader. Through the support of the teacher, they learn to exercise reading tactics such as: keywords, interaction between phoneme and grapheme, composition of words because it allows the understanding of the texts, it is essential to mention that it is read to learn.

In addition, this strategy seeks to train more independent readers, helping the child to solve decoding or comprehension problems directly. It is a cooperative reading model, where the educator guides intervening in small groups. It pursues to support decoding and fluency in early readers; in more advanced readers it also emphasizes fluency, vocabulary, and comprehension (Fountas & Pinnell, 2012a).

París (2019) mentions that guided reading can be implemented in English foreign language classes, to improve the students' reading skills and help them better understand the language. Guided Reading is based upon the idea of reading in small groups and is designed to provide a differentiated lesson plan, depending on the student's reading level, and ultimately will improve their reading skills. Working in small groups allows the teacher to focus more on those students' needs, therefore, accelerating the learning process. All this reading strategy is applied to create an interest in reading in a second language, desire to learn and ultimately give them the confidence to read in English and understand what they are reading.

Werth (2021) establish that dyslexic readers can improve without training by using a computer guided reading strategy sequence of letters, fix words in a certain place for a certain time, exercise eye movements of a given amplitude, and recall phonemes quickly

from memory. The results show which skills are essential for reading, that the deterioration of at least one of abilities leads to reading deficits that are diagnosed as dyslexia, and that a computer guided, the altered read strategy immediately reduces the rate of read errors.

Moreover, Among the benefits of this type of reading is that it helps to solve reading problems when they occur, allows relevant instruction, supports the development of comprehension strategies, improves fluency, allows working vocabulary words in depth.

Teachers have to consider the following aspects before applying this strategy:

- 1) Choose books carefully. To do this, teacher should consider:
 - Size, quality of print, space between words and lines.
 - Number of words that the child knows (and repetition of them).
 - Number of familiar words (that the child recognizes) versus number of unknown words.
 - Sentence structures.
 - Degree of predictability ("predictable" books, that is, in which a grammatical structure is repeated throughout the story, favor this type Reading).
 - Familiarity with vocabulary and concepts.
 - Extension of the story or poem.
- 2) Group the children in small groups (2 to 4 children), considering similar reading levels and making said grouping more flexible, that is, changing the groups as needed)
- 3) Introduce the text to the children and support the reading as needed.
- 4) Select explicit skills for direct instruction. This aspect, in this unit, we will temporarily set aside, since we will select oral language skills to work on them explicitly in the following units of this same course.
- 5) Observe the behaviors and responses of the children, to evaluate the skill that has been proposed as a learning goal.

1.3.7 Levels of guided reading

Initial reading (levels 1-2)

In this level, we can find students who have demonstrated reading skills at early age. The stories are simple and short with an emphasis on common words. Those words that a

student can encounter in everyday language. Examples of common words at this level include, but are not limited to: I, he, she, they, and those. The text may be supported by images to aid in word recognition and understanding of the text. Teachers can focus on letter-sound relationships in print or rhyming words to show how certain letter combinations or endings sound the same. The focus is on vocabulary building and the development and use of decoding skills will be important. When students can decode, it simply means that students can break down a word based on letter-sound relationships to correctly pronounce the word. The emphasis on specific reading strategies, such as decoding, will be important for students to learn to become independent readers over time.

Transitional reading (levels 3-5)

Children reading at these levels are transitioning to more proficient readers at first (level 3) and often become more independent in using specific reading strategies to help them recognize unknown words and comprehend text (Level 5). Stories and sentences become longer and multiple reading sessions may be required for students to read a complete story. The teacher may even have students read part of the story in the group session and finish the rest on their own as a means of encouraging independent reading.

Fluent reading (levels 6-20)

Readers working at level 6 and above have demonstrated a fluent or more confident ability to read more complex text. Higher levels of reading skills, including making inferences and predictions, are used to understand text. The stories can be more developed, with a plot and a greater focus on character analysis. At these advanced levels, students have a greater ability to decode or distinguish unknown words that they can find in the text. Building comprehension is important because students will need to understand what they have read in order to participate in discussions about the text. Therefore, the session tends to operate in returning to the text and responding to the text with the verification of the strategy proposed in the discussions.

1.4. Justification

Nowadays, the use of technological resources is necessary to complement the process of education and learning of the English language. This research project proposes to improve guided reading in children through the use of an application that offers digital content and interactive books.

The importance of the project contributes in the learning process of the English language using an app that focuses on reading skills, due to this skill is one of the most important to develop at the moment to learn a second language. According to English proficiency index (EF EPI) Ecuador remains one of the two countries in Latin America with the lowest level of command of the English language.

It is an innovative and original project because by replacing the use of physical and boring books with interactive and digital books that are within an app. It is possible to create interest and improve reading skills. It also generates a positive impact on education because it has improved students' reading comprehension and acquisition of knowledge in learning the English language, in addition to reducing the environmental impact produced by the printing of physical books

The feasibility of using technological tools allows students develop their confidence and responsibility. It lets learners enhance their dependence and tendency of innovation. In addition, other advantages of using technological tools in education, the chances to give educational services to people in remote areas and different situations as COVID pandemic. The use of these tools prove that teacher are able to learn and adapt to new situations quickly. Moreover, book creator is that the operating system is very simple to use, where you can create books and comics step by step to include text, images, videos and audios or also take advantage of already prepared material. It allows you to work collaboratively and the final result can be shared online or printed in PDF, it is also suitable for working at all educational levels. At the same time, it is inexpensive because it is free and works for all technological devices.

It is of great benefit for the fifth-year students of the Unidad Educativa Bilingue "La Granja" who are between 9 and 11 years old, allowing a guided reading in the class and in turn for the English teachers of said institution who will be able to learn more about Bottom line is the use of book creator, which is a technological resource that will allow them to better plan activities related to reading skills.

1.5 Objectives

1.5.1 General objective

- To analyze the impact of "Book creator "and guided reading in the learning English language on students from 5th level of Unidad Educativa Bilingue "La Granja".

1.5.2 Specific objectives

-To examine the level of competence students have in reading skill.

-To apply book creator website to improve reading skill.

- To determine the relationship between book creator and the guided reading.

CHAPTER II

METHODOLOGY

2.1 Resources

In the investigation, the resources used were technological and human. The technological resources used were internet connection, a computer, website (book creator), zoom platform and student phones and computers. Some human resources included the research tutor, the evaluators, the students and the researcher who were fundamental in the development of the research.

2.1.1 Population

The participants of this investigation were 24 students of the fifth level "L" of Unidad Educativa Bilingue "La Granja". The population was divided into two groups, a control group and an experimental group. In the control group, the students demonstrated their reading skills without using any website related to the topic and following a traditional methodology. On the other hand, the experimental group achieved constructivist learning where each student was able to generate knowledge and improve their reading skills through their experiences with the website's book creator. The ages of the students ranged between 9 and 11 years.

Table 1 Population

Description	Number of Students	Percentage
Fifth level students "L" (Experimental group)	12	50 %
Fifth level students "L" (Control group)	12	50%
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

2.1.2 Instruments

Pre-test and post test

To collect quantitative information, the researcher used volume 2 of the sample document A2 Moves (Cambridge English Language Assessment, 2013) to determine the students' proficiency in reading skill, specifically considering the sub-skills of reading comprehension and skimming. The sample paper is considered the easiest compared to the other exams as well as being a high-quality test worldwide and it is aimed at the A2 elementary level. The exam is divided into six sections which are reading and writing (30 minutes, 40 questions); however, fifteen questions (part 3 and part 5) were considered the most suitable for the study on the basis and a pre-test and post-test was applied to both the experimental and control groups. The first part consists of 5 literals focused on reading comprehension and the instruction was to select the correct answer, each with a value of 2 points; while the second focused on skimming where the instruction was to write the correct word each with a value of 1 point, all with a duration of 20 minutes. The results obtained in the post-test compared the progress of the students of the experimental group with the use of the Book creator website to improve reading and determined its effectiveness; while the control group had no significant improvement.

2.1.3 Structured questionnaire (survey)

Web 3.0

The survey was applied as a research technique. It was applied to both groups (control group and experimental group) which included four closed questions related to the use of web 3.0 tools in learning and collaborative work, the survey was carried out using Google forms. The purpose of this survey was to know if the students had used tools related with the web 3.0 in the development of English language and the collaborative work. Finally, the data collection allowed reaching possible conclusions based on the results obtained and supporting the research carried out.

Dependent and independent variable

The survey is a technique used to gather data, the second survey was applied to both groups (control and experimental) which included six close questions related to the dependent and independent variables of this study in order to know if both the students and the teacher had some prior knowledge of the use of technological tools; and in turn what type of strategy to develop reading is used inside and outside the classroom.

In addition, two expert professors of "Pedagogy of National and Foreign Languages" validated the survey before applying it to the students. The survey was conducted using Google forms that showed immediate responses. As a final product, the results were analyzed and interpreted to conclude.

TAM survey

The last survey to be applied was designed with a TAM model that seeks to determine if users reject or accept the use of certain technology in education which included fifteen close questions, it was applied only to the experimental group. In addition, the survey was carried out using Google forms that showed immediate results, which were analyzed and interpreted to obtain a conclusion.

TAM model

Due to the increase and use of smart mobile devices and technological equipment in addition to the development of applications for these devices and websites, there is currently a growing demand for mobile applications (App) for education and the purchase of services. For this reason, it was proposed to create a new Acceptance Model Technological or better known as (TAM) for its acronym in English. This model explains the process of acceptance of information technology on an individual level in the society. For many years, among professionals and researchers there remains a great concern about ensuring the successful adoption of technologies within various fields.

TAM model is based on the usefulness of knowledge, including defining what benefits they will have with the use of technology; since the denoted feasibility of use, based on the task or work that will end in a normal way in relation to the new technologies; likewise, there is an attitude in the use of people that generate interest in learning faster.

Strategy et al (2019) increased impact of technology leads numerous studies to conduct research on the effect of social media on performance. Very limited of such studies have tried to observe and record the use of social networks for collaborative learning as a way to improve collaborative authorship with the validation of the technology acceptance model (TAM) to achieve the objective of the study. obtained feasible results through a quantitative research method, we show that the use of social networks is positively and significantly related to collaborative authorship through collaborative learning among researchers in higher education. Therefore, the proposed model will help academics and

decision makers to formulate strategies that can encourage students and researchers to use social networks to improve collaborative authorship through collaborative learning.

2.2 Methods

2.2.1 Research approach

Quasi experimental research

The present research work was of a quasi-experimental type, since it was required to apply an experiment for which a control group and an experimental group were formed. The procedures of the research designs allow the author to collect, analyze and interpret the data obtained from the study and at the same time contribute to guiding the entire methodological process; so that at the end of the research, logical and favorable results can be obtained that contribute to future research.

Madrid (2013) mentions that the quasi-experimental designs are the same as the experiments except that the samples are not randomly assigned to the independent variable. It is based on designs that are used when random assignment is not executable or when for ethical or practical reasons it is taken to the use of pre-existing groups. Therefore, quasi-experimental designs are applied when the researcher cannot present the levels of the independent variable at will nor can you create the experimental groups by randomization.

The use of author resources was applied on the book creator website, for which a before and after was measured, the pre-test was carried out with the structured questionnaire implemented in the research project Book creator and Guided reading related to the project " Development of web 3.0 tools in education as support in collaborative work", then the TAM model was applied, which allowed measuring the satisfaction of the use of these tools in children's learning.

2.2.2 Research modality

Field research is a methodology based on the observation of the population and its behavior in a natural environment. Another feature about this modality is that it allows gather data directly where the event happens (Palella Stracuzzi & Martins, 2010). This research project was carried out with students from Unidad Educativa Bilingue La Granja of fifth level.

Bibliographic research

The bibliographic research is based on the analysis of information obtained from sources that are primary and secondary research such as scientific articles, journals, research, academic papers and books. Hernandez, Collado and Lucio (2014) mention that this type of research is able to collect accurate information from previous works directly related to the research topic to support current research to support and inform the evaluation.

2.3 Procedure

ADDIE methodology

Pendidikan et al (2018) mention that ADDIE remain one of the most popular ISD models and continues to be updated and used in many large organizations. “ADDIE” which stands for Analyze, Design, Develop, Implement, and Evaluation is a popular term used to describe a systematic approach to instructional development, hence, ADDIE does have a strict linear progression across its steps. Each phase of the model is made up of different procedural steps. For example, analysis typically includes needs analysis, learner analysis, context analysis, and content analysis.

ADDIE is an interactive educational methodology aimed at providing learning experiences through the design of digital teaching; In other words, it is a methodology to create educational resources and thus train and enhance skills in students; ADDIE consists of 5 phases that are:

Analysis

The analysis was applied to fifth grade students “L” from Unidad Educativa Bilingue “La Granja” through a survey carried out in Google Forms to find out the current situation regarding the use of web 3.0 tools and the website book creator in virtual education, the population of students was taken into account, to determine the sample of 24 people the survey was applied to them.

Regarding the analysis prior to the development of reading tools, the use of the book creator website was analyzed to know what the requirements are for virtual education and at what time in the class it is prudent to apply them. It is important that teachers choose the design and development of the educational instrument because it must contain graphic, interactive and participatory interfaces that allow the student to feel comfortable

in their environment. The teaching materials must be created according to the needs of the students. On the other hand, the excessive use of technological tools could cause a dependency on them.

Design

In the design, six lesson plans were developed for each class session. Each one lasted forty minutes in a virtual modality. The lesson plans had general and specific objectives focused on communicative competence since as a final result the students could communicate and make themselves understood, integrate reading, oral and written expression in different activities. In addition, the main facilitator was the Book creator website, which facilitated each lesson and allowed for a time and order established for each activity.

Lesson plan 1

In the first lesson plan, the teacher introduced vocabulary about the animals with a song and used Book creator to introduce the animals to their sounds and characteristics. In addition, he explained the preposition of place and its use. Then, the students worked on different activities. In activity 1, the students read a story on the website and had to get the main idea. In activity 2 (reading comprehension) the students filled out a form in google forms about the story. In activity 3, the students worked in pairs and made a short oral presentation about their favorite animal using prepositions and based on a reference image.

Lesson plan 2

The second lesson plan focused on clothing vocabulary where the teacher introduced the vocabulary using flashcards. The main purpose of this intervention was to teach the correct use of the -s- in the third person singular in the present simple where the teacher explained the grammar and some rules in this regard. The students then worked on the different activities. In this activity 1, the students put together the images and the vocabulary in a virtual worksheet. In activity 2, the students read a story on the website, after answering some questions in their notebook they drew their favorite outfit. Finally, in the last activity, the students work in pairs. They gave a brief description of their classmate and what he was wearing.

Lesson plan 3

The third lesson plan focused on hobbies and sports by referring to likes and dislikes using the present simple. First, the teacher explained its use and introduced vocabulary about hobbies. The teacher explained some rules about it. Next, the students worked on different activities. In Activity 1, students read a hobby story on the website and answered questions based on the story. In activity 2, the students drew their favorite hobby and described it in class. Finally, the students worked in pairs and created a conversation about hobbies were using likes and dislikes based on a conversation model.

Lesson plan 4

In the fourth lesson plan, the teacher explained countable and uncountable nouns and introduced food vocabulary. The teacher started the class with a video about birthdays around the world, and with the help of canva, he presented the classification of foods into healthy and unhealthy. Then, the students worked on different activities. In Activity 1, students ranked the different foods on an online worksheet. In Activity 2, students listened to a song and filled in the blanks about the vocabulary. Finally, the students worked in a team of three and created a role play that contained the vocabulary learned, which was graded using a rubric.

Lesson plan 5

In the fifth lesson plan, the teacher presented a video about weather and travel in addition to introducing the topic “want to” questions and answers. The teacher flashcards to present the vocabulary. The students then worked on the activities. In Activity 1, students listened to a song and drew the vocabulary about features places. In Activity 2, students read the story and changed the final also explain it in class. In activity 3, the students talked about their dream journey was during 2 minutes.

Lesson plan 6

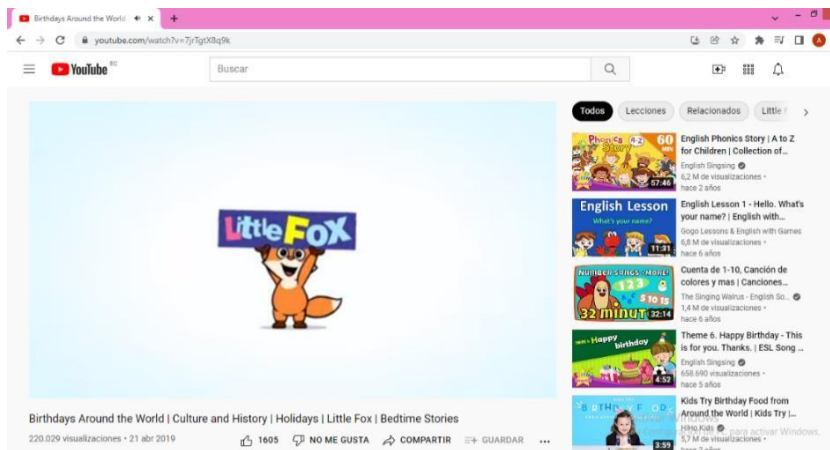
The sixth lesson plan focused on the family tree using possessive adjectives. The purpose of this intervention was to describe a family member with the use of flashcards. The teacher explained the use of possessive adjectives and some rules about it. The students then worked on the activities. In Activity 1, students made their family tree with graphs and pictures. In Activity 2, students read and choose the correct word to complete the

activity. Finally, the students described their family tree using possessive adjectives and copied the model suggested by the teacher.

Development

In the development for the different lesson plans, appropriate tools and materials were used in addition to the use of youtube for interactive videos, canva to present the information in an orderly manner, liveworksheets that are accessible, and easy virtual worksheets for students; as well as google forms for survey app and book creator website. The classes were held in virtual mode within the class schedule, in the same way, the pre-test and the post-test were carried out within the schedules established by the tutor assigned by the institution. In addition, the students were evaluated through the use of technology.

Figure 2 Youtube

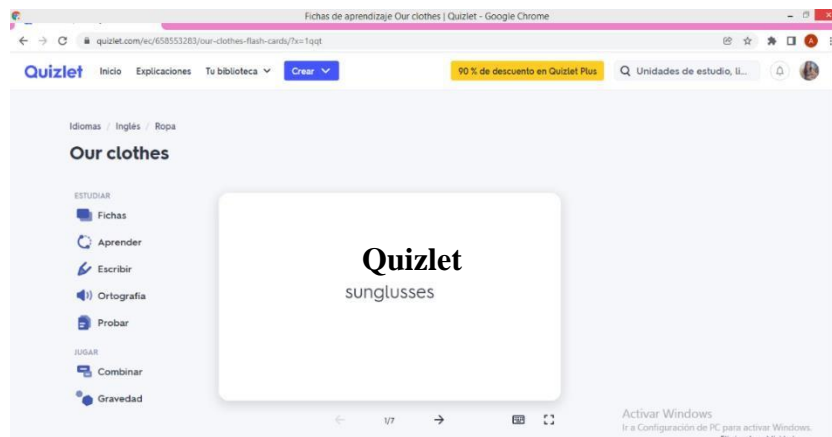


Link: <https://www.youtube.com/watch?v=7jrTgtX8q9k>

Source: Youtube

Author: Little Fox (2019)

Figure 3 Quizlet

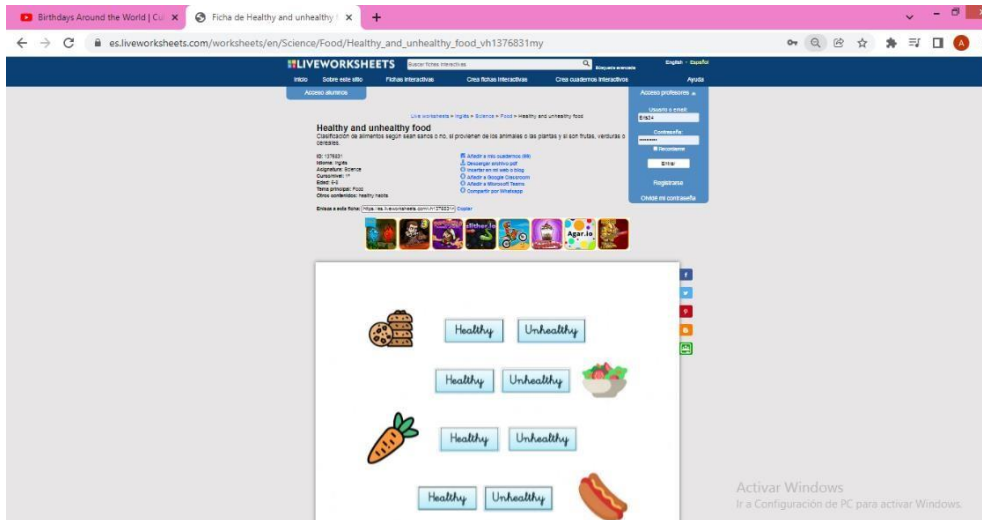


Link: <https://quizlet.com/ec/658553283/our-clothes-flash-cards/?x=1qqt>

Source: Quizlet

Author: Soria, E. (2022)

Figure 4 Liveworksheets



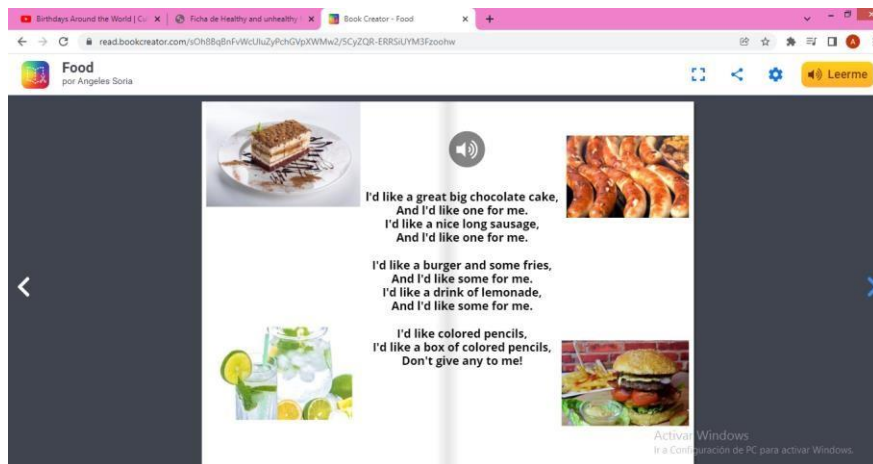
Link:

https://es.liveworksheets.com/worksheets/en/Science/Food/Healthy_and_unhealthy_food_vh1376831my

Source: Liveworksheets

Author: Soria, E. (2022)

Figure 5 Book creator



Link: <https://read.bookcreator.com/sOh8BqBnFvWcUluZyPchGVpXWMw2/5CyZQR-ERRSiUYM3FzooHW>

Source: book creator

Author: Soria, E. (2022)

Implementation

In this stage, it was applied to fifth grade students "L" Unidad Educativa Bilingue "La Granja" the different class plans with the use of the digital book creator tool. To access these tools, it was necessary for the students to have an electronic device such as a computer, tablet or smartphone and a broadband internet.

The different activities were accessed through an access link, which was shared through messages on the zoom platform, according to each moment of the class a link for students to access through their electronic device, then teacher shared her screen with the information created in Book creator, so that the children can observe and understand the readings, at the end of the class they will be provided with the tools so that they can carry out an individual feedback (asynchronous learning) at home.

Evaluation

For this stage, the TAM model was applied, which consists of a survey or posttest to know the opinion of the students about their acceptance of the tools of the web 3.0 book creator, taking into account their perception for the daily implementation of these tools in virtual education.

Subsequently, a table was showed the TAM evaluation questionnaire, this questionnaire collects the necessary information for the evaluation of the acceptance of the web 3.0 information technologies used in the students of Fifth "L" degree from the Unidad Educativa Bilingue "La Granja" for the Perceived Utility (PU) factor, questions were constructed, whereas for the Perceived Ease of Use (FUP), statements were constructed.

2.4 Hypothesis

Null hypothesis (Ho)

The application of Book creator website as an online resource does not affect positively the development of guided reading.

Alternative hypothesis (Ha)

The application of Book creator website as an online resource does affect positively the development of guided reading.

CHAPTER III

3. Analysis and interpretation of results

This chapter focuses on gathering results from pre-test, post-test and the survey during the development of this research applied to learners of the fifth level from Unidad Educativa Bilingue “La Granja”. The achieved results have properly been analyzed and interpreted using tables and figures, but also an explanation was written to make the outcomes clearer.

The experiment was applied to 13 students who were part of experimental group, whereas 12 students who were part of the control group from a private school in Ambato. They were taking the subject English. The first table shows the results obtained from control group in the pre-test and post-test. Likewise, the second table indicates demonstrates the scores obtained from the experimental group in both tests. These two tables aloud contrast the information by using the T-students test statistics which denotes the approval of either the null or alternative hypotheses.

The students’ scores on the pre-test, the post-test and the survey were analyzed prudently to demonstrate that the experiment using the website Book creator to improve reading skill caused an effect on students or not.

To evaluate if the treatment worked or not, TAM model was applied to measure reading skill, this TAM model had 15 questions about the use of different digital tools using web

3.0

3.1 Analysis and interpretation of results

Table 2 Pre-test to applied to experimental group

<i>Students</i>	<i>Reading comprehension</i>	<i>Skimming</i>	<i>Total</i>
<i>1</i>	6	2	8
<i>2</i>	6	2	8
<i>3</i>	10	1	11
<i>4</i>	3	7	10
<i>5</i>	4	5	9
<i>6</i>	4	6	10
<i>7</i>	4	3	8
<i>8</i>	7	5	12
<i>9</i>	8	8	16
<i>10</i>	6	3	9
<i>11</i>	4	5	9
<i>12</i>	2	7	9
<i>Total</i>	5.3	4.5	9.9

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

Based on the results in Table 2, the experimental group obtained 9.9 out of 20 points in the pre-test in the results of the arithmetic mean. Of a total of 12 students, where only one student had a result of 16 points out of 20 and 11 students obtained results less than 12 points out of 20 in the pre-test.

Table 3 Post test to applied to experimental group

<i>Students</i>	<i>Reading comprehension</i>	<i>Skimming</i>	<i>Total</i>
<i>1</i>	8	6	14
<i>2</i>	8	7	15
<i>3</i>	10	8	18
<i>4</i>	8	9	19
<i>5</i>	6	6	12
<i>6</i>	6	8	14
<i>7</i>	10	7	17
<i>8</i>	8	7	15
<i>9</i>	10	9	19
<i>10</i>	8	7	15
<i>11</i>	6	9	15
<i>12</i>	8	8	16
<i>Total</i>	8	7.6	15.7

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

Based on the results in Table 3, the experimental group obtained 9.9 out of 20 points in the posttest in the results of the arithmetic mean. Of a total of 12 students, where all of them obtained results greater than 12 points out of 20, denoting a progressive improvement in the development of the posttest.

Table 4 Pre-test to applied to control group

<i>Students</i>	<i>Reading comprehension</i>	<i>Skimming</i>	<i>Total</i>
<i>1</i>	8	0	8
<i>2</i>	6	1	7
<i>3</i>	2	1	3
<i>4</i>	8	6	15
<i>5</i>	6	4	10
<i>6</i>	4	6	10
<i>7</i>	4	7	11
<i>8</i>	6	5	15
<i>9</i>	4	8	12
<i>10</i>	2	8	10
<i>11</i>	6	3	9
<i>12</i>	6	2	8
<i>Total</i>	5.1	4.2	9.8

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

Based on the results in Table 4, the control group obtained 9.4 out of 20 points in the pre-test in the results of the arithmetic mean. Of a total of 12 students, where only one student had a result of 15 points out of 20 and 11 students obtained results less than 12 points out of 20 in the pre-test.

Table 5 Post test to applied to control group

<i>Students</i>	<i>Reading comprehension</i>	<i>Skimming</i>	<i>Total</i>
<i>1</i>	8	1	9
<i>2</i>	6	1	7
<i>3</i>	4	5	9
<i>4</i>	2	5	7
<i>5</i>	6	4	10
<i>6</i>	4	6	10
<i>7</i>	4	7	11
<i>8</i>	4	5	9
<i>9</i>	4	8	12
<i>10</i>	6	8	14
<i>11</i>	2	5	7
<i>12</i>	6	2	8
<i>Total</i>	4.6	4.7	9.4

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

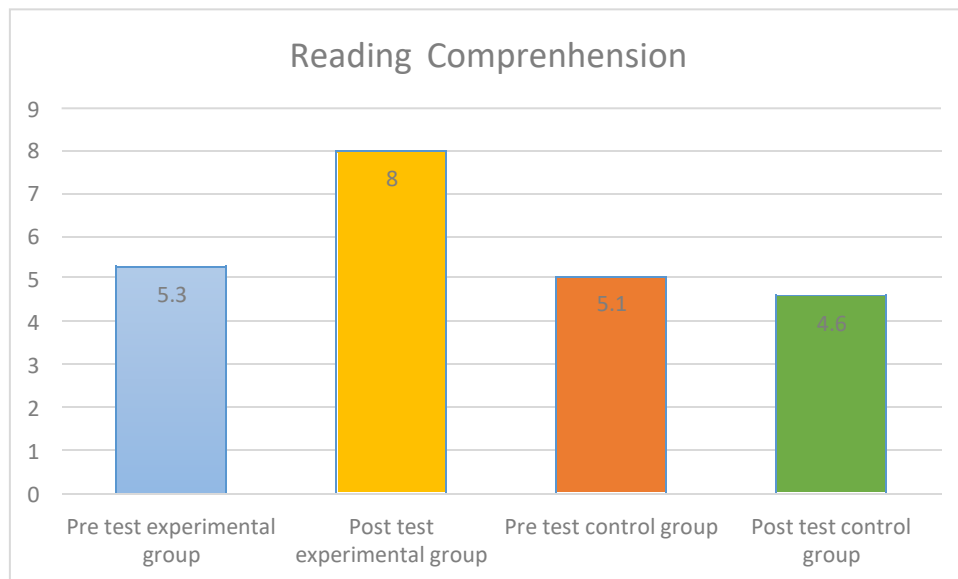
Elaborated by: Soria, E. (2022)

Analysis and interpretation

Based on the results in Table 5, the control group obtained 9.4 out of 20 points in the posttest in the results of the arithmetic mean. Of a total of 12 students, where only one student had a result of 14 points out of 20 and 11 students obtained results less than 12 points out of 20 in the posttest this means that the control group to which the methodology was not applied and using a traditional method did not have positive changes in their performance.

3.2 Reading comprehension results

Figure 6 Reading comprehension results



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

According to the results from the figure 11, it shows that an average obtained from the application of pre-test and post-test. The information is related to reading comprehension where the average gathered from the control group (CG) in the pre-test was 5.1, on the other hand the experimental group (EG) got 5.3 in the same test. After applied the treatment, students from the EG got 8 points in the post-test, on the contrary learners from CG obtained 4.6 points in the same test. It is important to mention that these results are over 20 points.

3.3 Skimming results

Figure 7 Skimming results



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

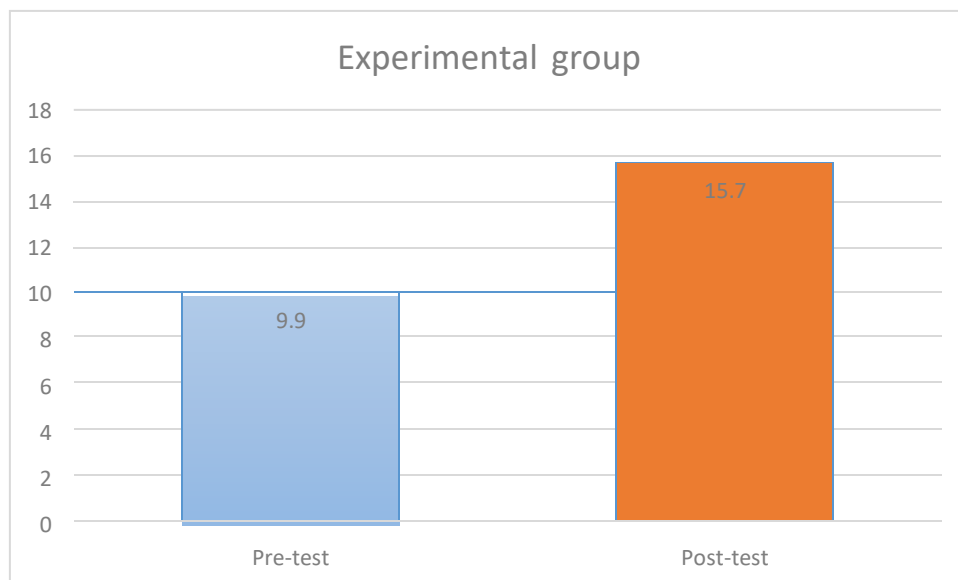
Elaborated by: Soria, E. (2022)

Analysis and interpretation

Figure number 12 shows the results obtained from the application of pre-test and post-test. This information is related to skimming that is considering as a part of reading. The average from the control group(CG) in the pre-test was 4.2, whereas in the post-test the same group achieved 4.7 in the post-test. On the other hand, the experimental group got 4.5 in the pre-test, while during the application of the post-test, they obtained 7.6. in other words, there was an incrementation of 3.1 points after the application of the treatment.

3.4 Experimental group results

Figure 8 Reading average in the pre-and post-test applied to experimental group



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

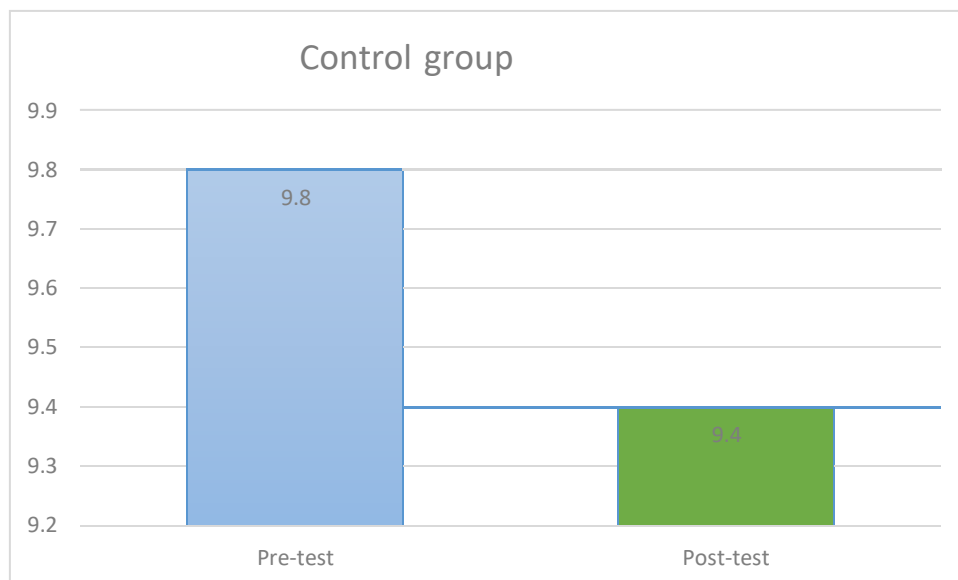
Elaborated by: Soria, E. (2022)

Analysis and Interpretation

According to the results from the figure 13, it shows that average obtained from the application of pre-test and post-test on the experimental group. the different tests were divided into two sections as it was known, it was also applied to the group which received the treatment with the use of the website book creator in different activities, during six sessions. It was obtained as a result in the pre-test 9.9 out of 20 and after applying the treatment in the post-test was obtained 15.7 out of 20, that is, there was a significant increase of 5.8 considered positive within this process.

3.5 Control group results

Figure 9 Reading average in the pre-and post-test applied to control group



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and Interpretation

According to the results from the figure 14, it shows that average obtained from the application of pre-test and post-test on the control group. It was applied to the group which did not receive the treatment with the use of the website book creator for such reasons, the result was obtained in the pre-test 9.8 out of 20 and then in the post-test it was obtained 9.4 out of 20, that is, the values they were maintained and even had a minimal decrease in the results.

3.6 Hypothesis verification

The results gathered for this research project were analyzed by using the T-student statistical test with the SPSS software.

Hypothesis statement

- **Null hypothesis (Ho)**

The application of Book creator website as an online resource does not affect positively the development of guided reading.

- **Alternative hypothesis (Ha)**

The application of Book creator website as an online resource does affect positively the development of guided reading.

Table 6 Levene's Test for Equality of Variances

	F	Sig
Pre-Test	1,007	,326

Note: Data was taken from fifth level students at UEB "La Granja" (2022)

Criteria

Sig > 0.05 → Control and Experimental Group are Homogeneous.

Sig < 0.05 → Control and Experimental Group are not Homogeneous.

In as much as **Sig = 0.326 > 0.05**, therefore the variances of the groups are equal, that is, the control and experimental groups are homogeneous. Consequently, it will apply the T-Student parametric test.

Table 7 *T-Student test to Independent Samples*

	t	df	Sig	95% Confidence Interval of the Difference	
				Lower	Upper
Post-Test	-7,234	22	,000	-8,149	-4,518

Note: Data was taken from fifth level students at UEB "La Granja" (2022)

Criteria

Sig < 0.05 → Reject the Ho and accept the Ha.

Sig > 0.05 → Reject the Ha and accept the Ho.

For as much as **Sig = 0.000 < 0.05**, hence, it rejects the Ho and accepts the Ha, that is, the means of the Control Group and the Experimental Group are different, therefore, it concludes that the application of Book creator website as an online resource does affect positively the development of guided reading.

The table represents the sample of the statistical results collected from the analysis of the data from the experimental group and the control group in the post test. As you can see the value of P which is 0.000 and is significantly less than 0.05. Therefore, this table describes a statistical relevance that mentions that the null hypothesis Ho is rejected and the alternative hypothesis Ha is accepted. In others words, the application of Book creator website as an online resource does affect positively the development of guided reading.

3.7 Students survey results

This survey had 6 questions related to the dependent variable and independent variable applied to the 24 students of fifth level "L" of Unidad Educativa Bilingue "La Granja"

Question 1: How often do you feel motivated and encouraged to read in English using technology tools (Book creator)?

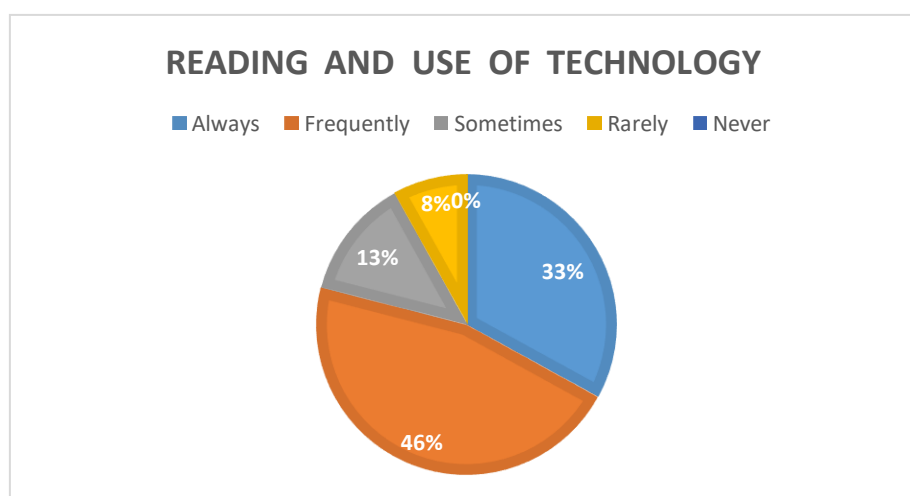
Table 8 Encourage to read in English to use technology

Frequency	Students	Percentages
Always	8	33%
Frequently	11	46%
Sometimes	3	13%
Rarely	2	8%
Never	0	0%
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 10 Encourage to read in English to use technology



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, some students use technology to develop reading in English, which represents 33%, while 46% of students use technology to develop reading in English. Students ever use technology to develop English reading. Finally, 8% of students rarely use technology to develop English reading. Therefore, the results show that students use technology to develop reading and help them to in direct contact with the English language.

Question 2: How often do you participate in online activities or websites to practice reading in English?

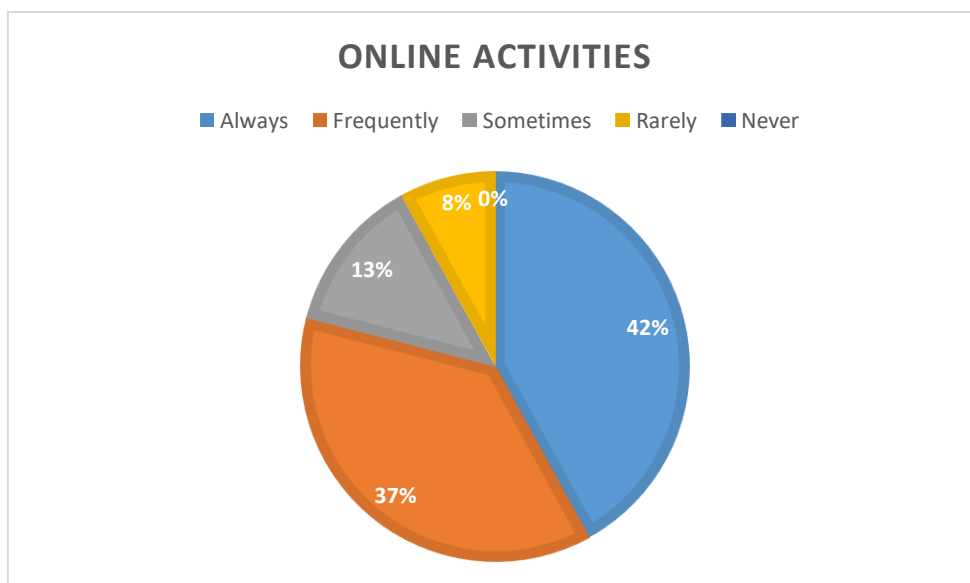
Table 9 Online activities

Frequency	Students	Percentages
Always	10	42%
Frequently	9	37%
Sometimes	3	13%
Rarely	2	8%
Never	0	0%
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 11 Online activities



Note: Data was taken from fifth level students at UEB "La Granja" (2022)

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, some students participate in online activities and use websites to practice reading in English, which represents 42%, while 37% of students participate in online activities and use websites to practice reading. Also, 13% of students participate in online activities and use websites to practice reading. Finally, 8% of students rarely participate in online activities and use websites to practice reading. Therefore, the results show that students participate in online activities and use websites to promote reading in the English language.

Question 3: Which of these websites and applications do you use to develop English reading skills?

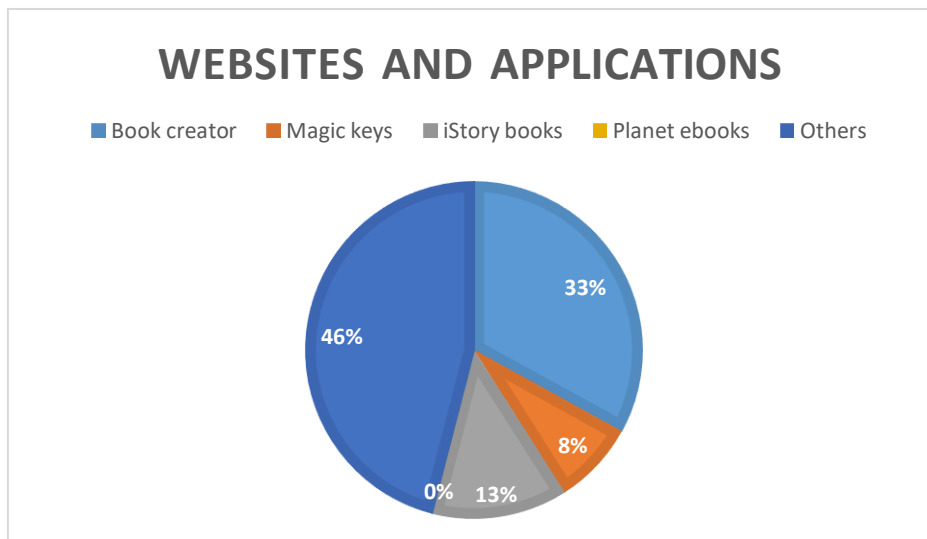
Table 10 Websites and applications

Options	Students	Percentages
Book creator	8	33%
Magic keys	2	8%
iStory books	3	13%
Planet ebooks	0	0%
Others	11	46%
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 12 Websites and applications



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, 33% of students use book creator to develop reading skill, 13% of students use iStory books to develop reading skill while 8% of students have used magic keys to develop reading skill; Finally, 46% of the students, the majority, have used other types of digital resources to develop reading skills.

Question 4: How often do you practice reading skill?

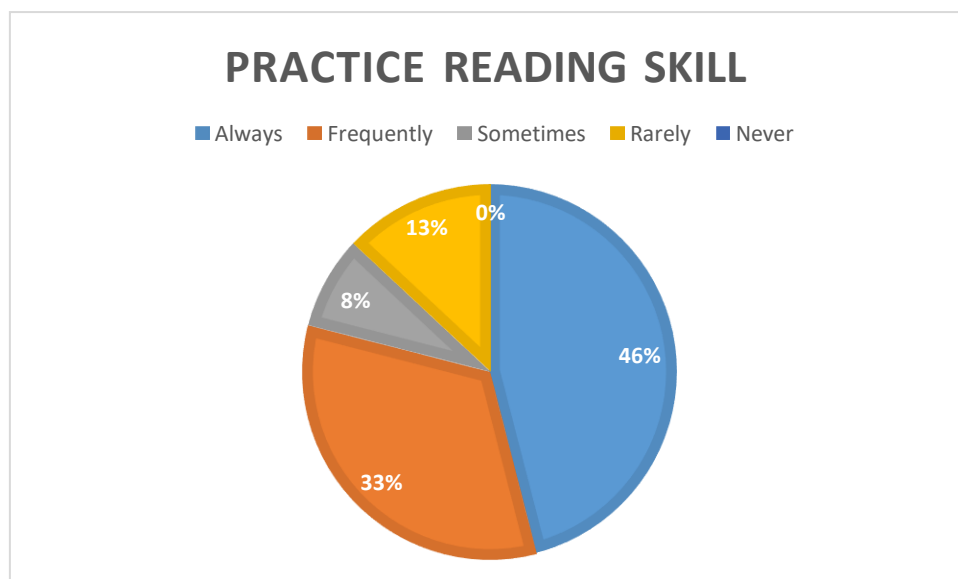
Table 11 Practice reading skill

Frequency	Students	Percentages
Always	11	46%
Frequently	8	33%
Sometimes	2	8%
Rarely	3	13%
Never	0	0 %
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 13 Practice reading skill



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, most students practice reading, which represents 46%, while 33% of students frequently practice reading. Also, 13% sometimes practice reading. Finally, 8% of students practice reading rarely. Therefore, the results show that students practice reading for the English language.

Question 5: How often does the teacher use guided reading strategies to apply them in class reading activities?

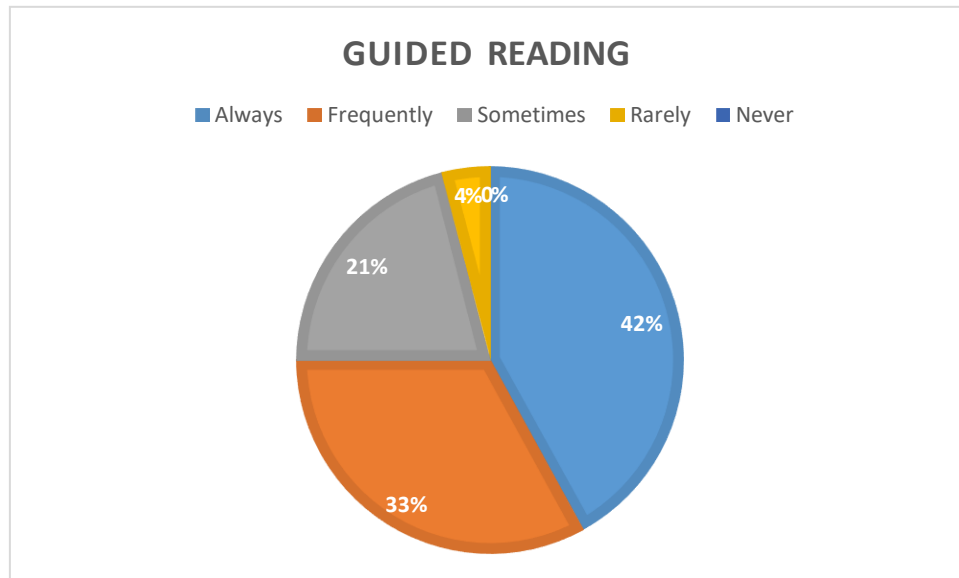
Table 12 Guided reading

Frequency	Students	Percentages
Always	10	42%
Frequently	8	33%
Sometimes	5	21%
Rarely	1	4%
Never	0	0 %
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 14 Guided reading



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, most students mention that teacher always uses guided reading in class when she applies reading activities which represents 42%, while 33% of student's mention that teacher frequently use guided reading in class. Also, 21% mention that teacher sometimes applies guided reading in class Finally, 4% of student's mention that teacher rarely use guided reading in class, therefore the results show that teacher use guided reading strategies to apply them in class reading activities

Question 6: Which of these reading strategies does your teacher apply in class?

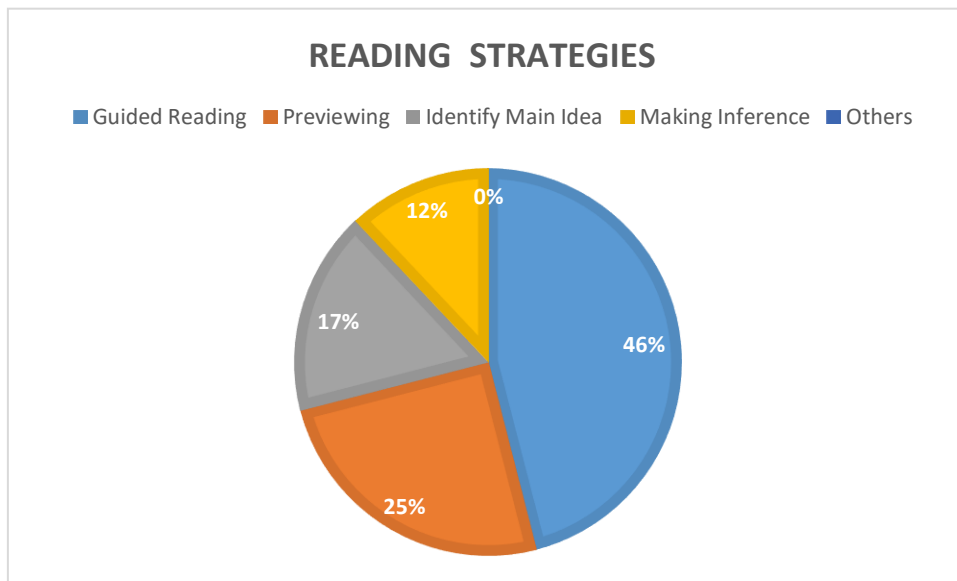
Table 13 Reading strategies

Strategies	Students	Percentages
Guided Reading	11	46%
Previewing	6	25%
Identify Main Idea	4	17%
Making Inference	3	12%
Others	0	0 %
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 15 Reading strategies



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, the majority of the students which represents 42%, mention that the teacher applies guided reading as a reading strategy in class, while 25% of the students' mention that the teacher applies to preview as a reading strategy. Likewise, 17% mention that the teacher applies to identify the main idea as a reading strategy in class Finally, 12% of the students' mention that the teacher applies to make an inference as a reading strategy in class.

3.5 Questions taken from the project titled “Development of Web 3.0 tools for Education as a support for collaborative Learning”.

The second survey was formulated to learn about the use of web 3.0 and collaborative work. It had 19 questions, of which 4 were chosen because the questions were related to the research topic "Creator of books and guided reading", in addition this survey was applied to the 24 students of fifth level “L” of Unidad Educativa Bilingue “La Granja”.

Question 7:

¿Con qué frecuencia utiliza herramientas tecnológicas 3.0 para aprender?

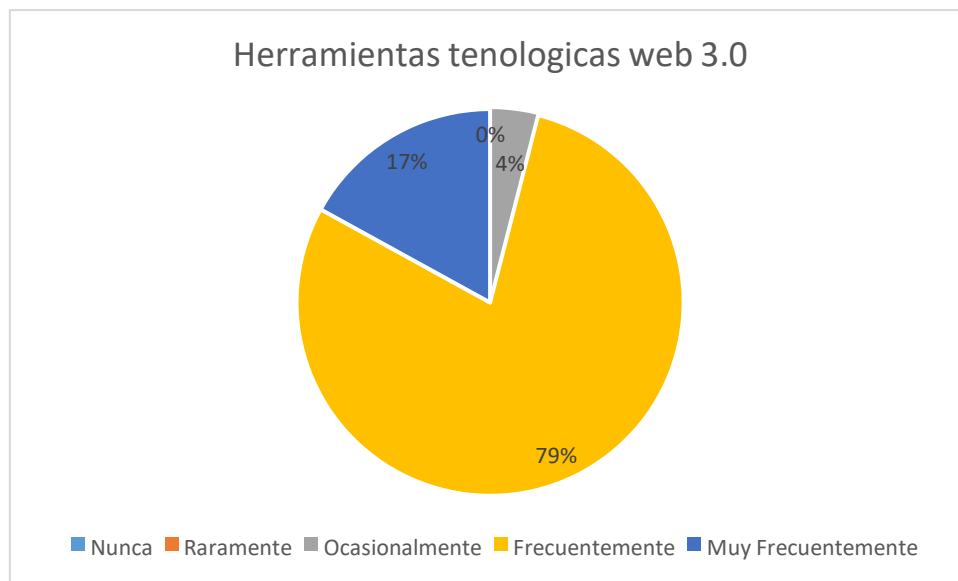
Table 14 Herramientas tecnológicas 3.0

Options	Students	Percentages
Nunca	0	0%
Raramente	0	0%
Ocasionalmente	1	4%
Frecuentemente	19	79%
Muy Frecuentemente	4	17 %
Total	24	100%

Note. Data taken from fifth “L” students at Unidad Educativa Bilingue “La Granja”

Elaborated by: Soria, E. (2022)

Figure 16 Herramientas tecnológicas 3.0



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, the majority of the students, which represents 79%, mention that they frequently use 3.0 technological tools to learn, while 17% of the students' mention that they very frequently use 3.0 technological tools to learn. Likewise, 4% mention that they occasionally use 3.0 technological tools to learn, it can be defined that in the class the use of technology is frequent in the classes and the activities to be carried out.

Question 8:

¿Con qué frecuencia utilizan los docentes las herramientas 3.0 para enseñar?

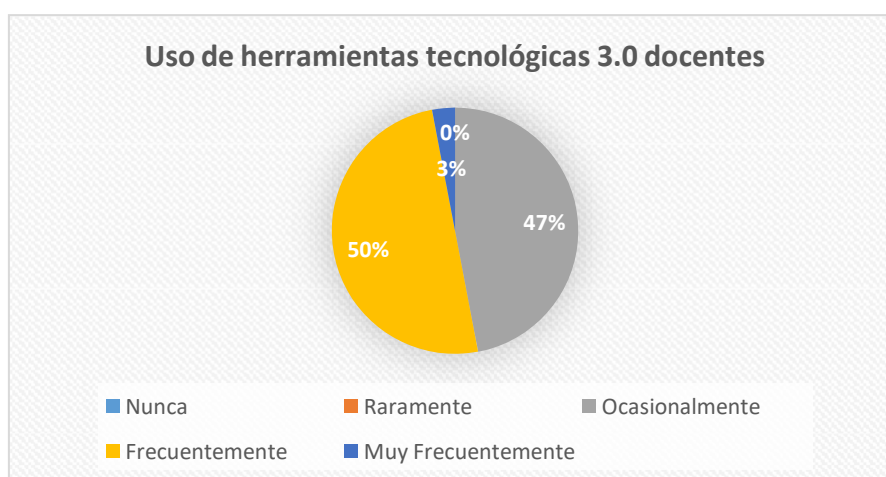
Table 15 Uso de herramientas tecnológicas 3.0 docentes

Options	Students	Percentages
Nunca	0	0%
Raramente	0	0%
Ocasionalmente	10	47%
Frecuentemente	13	50%
Muy Frecuentemente	1	3 %
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 17 Uso de herramientas tecnológicas 3.0 docentes



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, the majority of the students, which represents 50%, mention that the teacher frequently uses 3.0 technological tools to teach, while 47% of the students mention the teacher occasionally uses 3.0 technological tools to teach. Likewise, 3% mention that the teacher very frequently uses 3.0 technological tools to teach, that is to say that the teacher does use technology and the different resources within the class to teach the English language.

Question 9:

¿Qué tipo de dispositivos tecnológicos utiliza para aprender en clases virtuales?

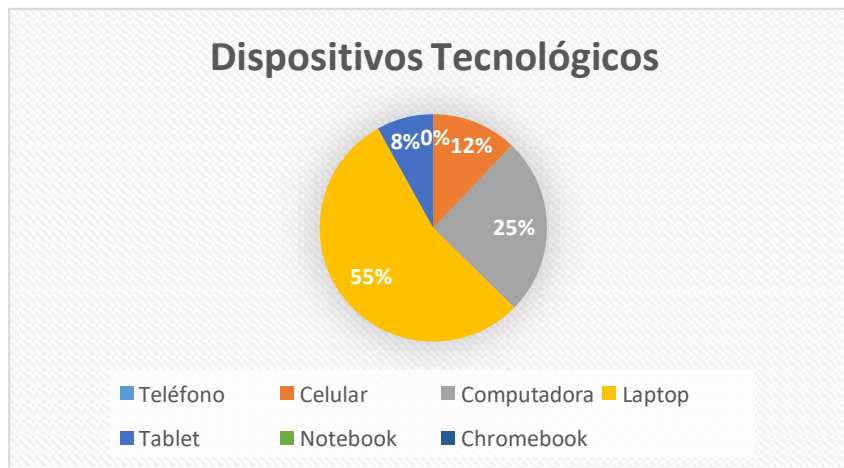
Table 16 Dispositivos tecnológicos

Options	Students	Percentages
Teléfono	0	0%
Celular	3	12%
Computadora	6	25%
Laptop	13	54%
Tablet	2	8 %
Notebook	0	0%
Chromebook	0	0%
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 18 Dispositivos tecnológicos



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, the majority of the students who represent 54 % use the laptop as a means to learn in virtual classes, while 25% of the students use the computer. Likewise, 12% use the cell phone as a means of learning. Finally, 8% of students use the tablet as a means of learning in virtual classes. This means that students have a variety of technological devices that allow them to learn and interact in the virtual environment.

Question 10:

¿Cree usted que la correcta aplicación y utilización de herramientas web 3.0 promueven el interés, la participación y la motivación de los alumnos dentro de trabajo colaborativo?

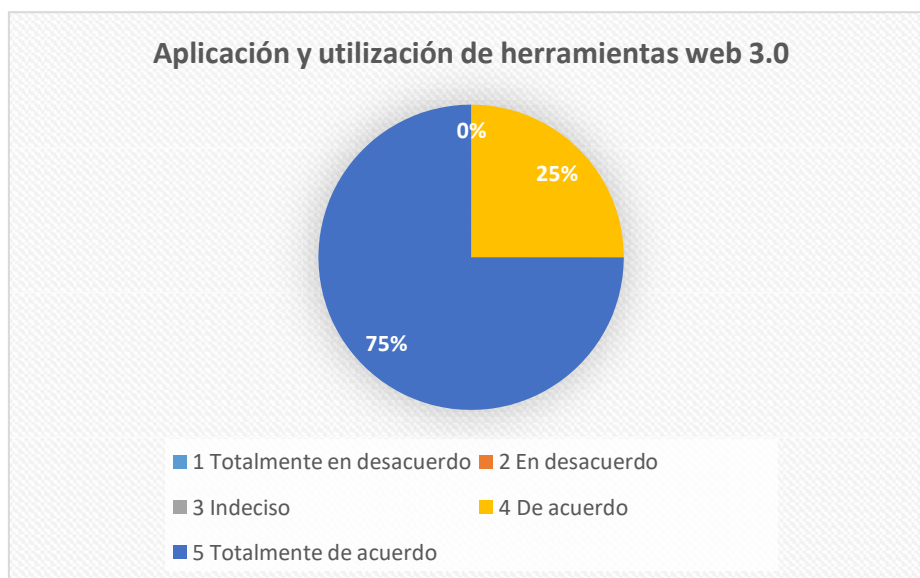
Table 17 Aplicación y utilización de herramientas web 3.0

Options	Answers	Percentage
1 Totalmente en desacuerdo	0	0 %
2 En desacuerdo	0	0%
3 Indeciso	0	0%
4 De acuerdo	6	25 %
5 Totalmente de acuerdo	18	75%
Total	24	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 19 Aplicación y utilización de herramientas web 3.0



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation:

According to the results of this question, the majority of the students, which represents 75%, totally agree that the application and use of web 3.0 tools promote interest, participation and motivation within collaborative work, while the 25% of the students agree with the application and use of web 3.0 tools, since this type of technology allows students to interact with each other and in turn promotes the achievement of communicative objectives inside and outside the class.

3.5 Analysis and discussion of the results of the TAM survey

For the development of the analysis and discussion of the results of the post-survey, it was taken into account the results of the TAM assessment, applied to fifth level "L". After having applied the website book creator of the web 3.0, the surveyed students answered the TAM evaluation questionnaire that contained an acceptance range from 1 to 5, the following points were considered.

Seleccionar 1 el más bajo y 5 el más alto

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

Next, the questions that were asked to the fifth-grade students "L" detailed to know the level of acceptance of web 3.0 book creator tools with a sample of 12 students. This survey had 15 questions where all were applied to the experimental group but 4 examples were taken to carry out their analysis and interpretation in order to reach possible conclusions.

Question 2: El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo.

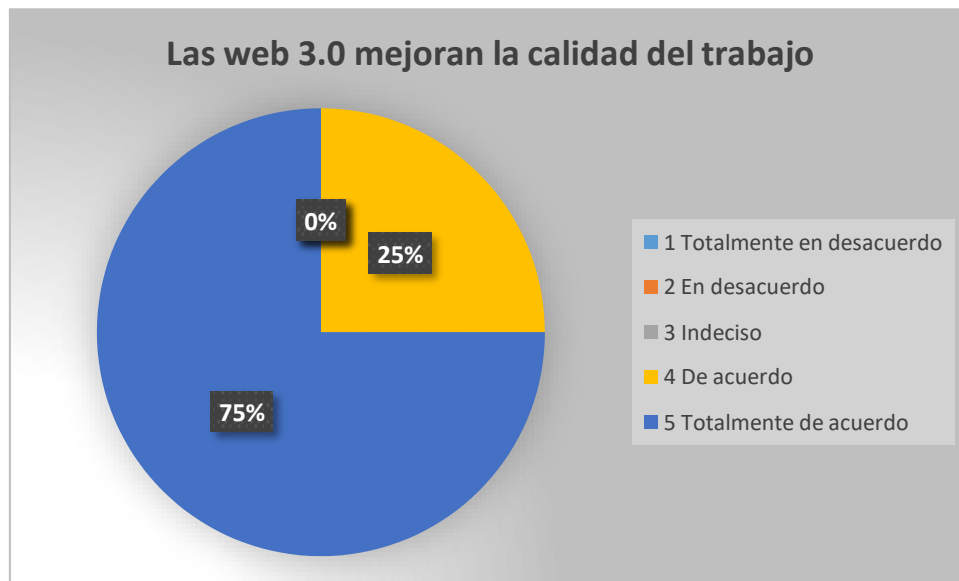
Table 18 El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo.

Options	Answers	Percentage
1 Totalmente en desacuerdo	0	0 %
2 En desacuerdo	0	0%
3 Indeciso	0	0%
4 De acuerdo	3	25 %
5 Totalmente de acuerdo	9	75 %
Total	12	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 20 El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

Of a total of 12 students surveyed, representing 100% of the population. According to the results of Figure 25, 75%, equivalent to 9 students, fully agree that the use of web 3.0 tools improves the quality of work. , while 25%, representing 3 students, agree, that is, most students agree that they strongly agree and agree that the use of web 3.0 tools improves the quality of work because there is a variety of tools and animations that allow the student to use multimedia resources and create interactive activities.

Question 4: Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad

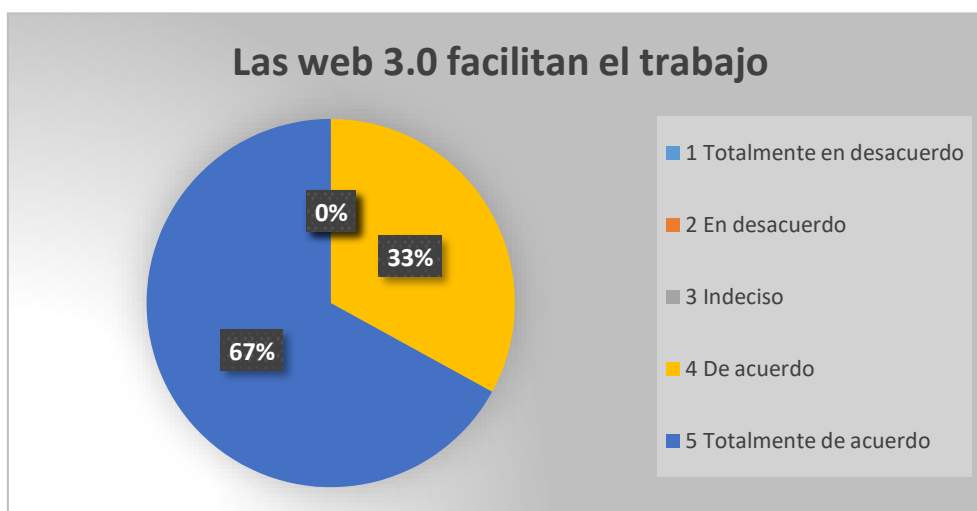
Table 19 Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad

Options	Answers	Percentage
1 Totalmente en desacuerdo	0	0 %
2 En desacuerdo	0	0%
3 Indeciso	0	0%
4 De acuerdo	4	33 %
5 Totalmente de acuerdo	8	67 %
Total	12	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 21 Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

According to the results of figure 26, it is shown that of a total of 12 students surveyed, they represent 100%. Therefore, 67%, equivalent to 8 students, totally agree that technological tools make the activities more easily, while 33%, representing 4 students, agree that technological tools make it easier to do the activities. Most students agree that they strongly agree and agree that Technological tools get the activities done more easily because students are trained to manage technology and use it in the best way in their studies, facilitating the execution of activities.

Question 12: El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)

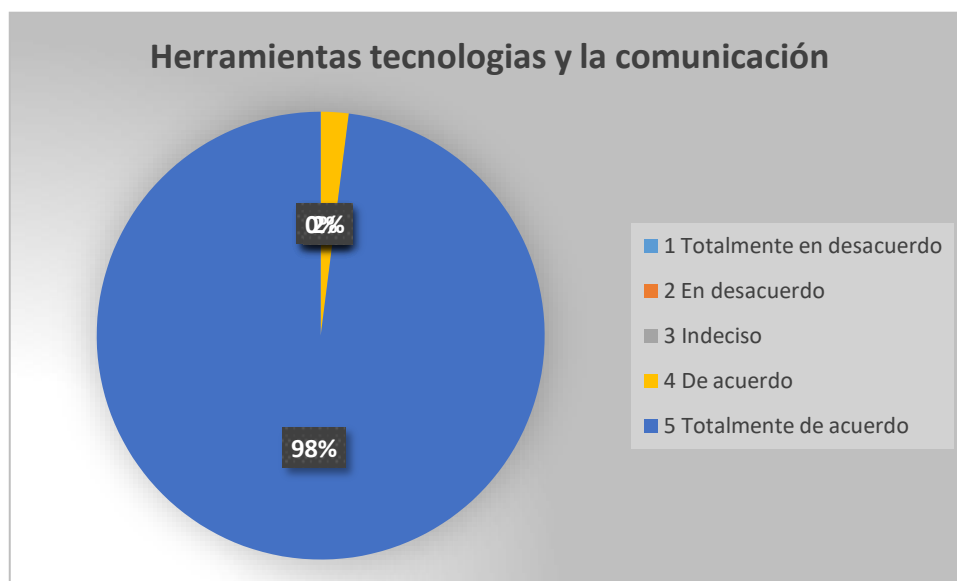
Table 20 El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)

Options	Answers	Percentage
1 Totalmente en desacuerdo	0	0 %
2 En desacuerdo	0	0%
3 Indeciso	0	0%
4 De acuerdo	1	2 %
5 Totalmente de acuerdo	11	98 %
Total	12	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 22 El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)



Elaborated by: Soria, E. (2022)

Note: Data was taken from fifth level students (experimental group) at UEB "La Granja" (2022)

Analysis and interpretation

According to the results of figure 27, it is shown that of a total of 12 students surveyed, they represent 100%. Therefore, 98%, equivalent to 11 students, consider that the use of web 3.0 and gamification tools allow for a friendlier communication with my environment between classmates and teacher, while 2%, which represents 1 student who I agree with what was mentioned. Most of the students totally agree and agree that the use of web 3.0 and gamification tools allow them to maintain a friendlier communication with my environment between classmates and teacher, since all activities require interaction in the classroom and the technology allows it despite the difficulty that occurs in the virtual environment.

Question 15: Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual

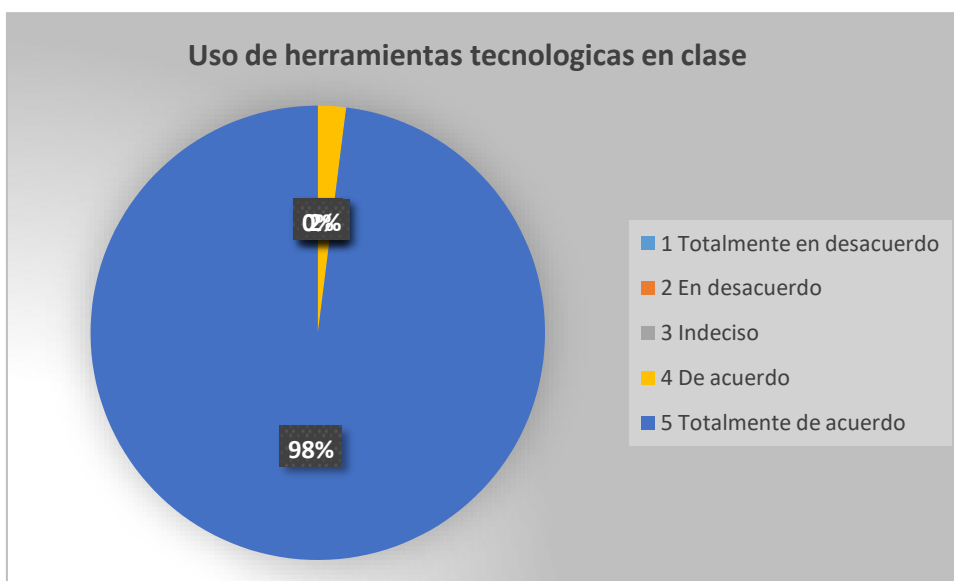
Table 21 Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual

Options	Answers	Percentage
1 Totalmente en desacuerdo	0	0 %
2 En desacuerdo	0	0%
3 Indeciso	0	0%
4 De acuerdo	1	2 %
5 Totalmente de acuerdo	11	98 %
Total	12	100%

Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Figure 23 Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual



Note. Data taken from fifth "L" students at Unidad Educativa Bilingue "La Granja"

Elaborated by: Soria, E. (2022)

Analysis and interpretation

According to the results of figure 28, it is shown that of a total of 12 students surveyed, they represent 100%. Therefore, 98%, equivalent to 11 students, fully agree that they would like to use this type of tool more frequently outside the virtual class, while 2%, representing 4 students, agree that that they would like to use this type of tool more frequently outside the virtual classroom; because it allows them to carry out their tasks and activities in a faster and more effective way thanks to the extensive bibliography that we find with the use of the internet.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After applying the treatment, the findings contributed with accurate information. Hence, it allowed that researcher to establish the following conclusions and recommendations:

- ✓ Book creator demonstrated to be beneficial for students at the moment of improving reading skill such as reading comprehension and skimming. The information that students were exposed allowed teacher caught students' attention. Based on the information learners could analyze different texts with different information according to the topics taught. Additionally, different characteristics in the book creator presentations like pictures, cartoons, audio, titles and colors let students enhance and enjoy class session. Finally, it concluded that book creator helped learners to understand the information presented.
- ✓ The effectiveness of Book creator has been demonstrated. Using this tool student had positive effects in reading skill. At the moment to teach, reading skill learners felt more confident in guided reading. It was demonstrated due to experimental group got 9.9 over 20 points in the pre-test and then in the post-test they got 15.7. It can be concluded that there was a positive influence on the experimental group. It happened because the use technological tools allowed a greater development and caught the attention of students.
- ✓ Before starting the experiment with the experimental group, the level of competency that students have in reading skill was demonstrated through the use of a pre-test. Based on the result where the two groups failed in the pre-test (control group 9.8 and experimental group 9.9 over 20). However, after applying the treatment the experimental group got 15.7 over 20 points. Eventually, learners improved their ability to understand written text.
- ✓ The application of Book creator to develop reading sub-skills such as comprehension and skimming is absolutely effective for the improvement of these. The application of this investigation was based in the three different reading stages (pre-reading – while reading and post reading). It allowed the comprehension and assimilation of different written text. Finally, it was proved

that the use of book creator favored the development of reading comprehension and skimming

4.2 Recommendations

- ✓ For identifying students' weaknesses and strengths in reading skill, for that reason it is important to select well designed test. Hence, teacher have to pay attention to level and age of students.
- ✓ For determining the effectiveness of Book creator. It is important to pay attention to student's needs after applying a pre-test. Learners play an important because they are considered as an actor of their educational development.
- ✓ For applying Book creator and students have a better development in reading skill, it is recommended to use picture that catch learners' attention.
- ✓ For using different activities using Book creator, teacher have to explain the instructions correctly. It is important that teachers organize the content according to the age and level of students, also it is recommending that learners practice English language in groups because in this way they increase their English language skills.

BIBLIOGRAPHY

- Brekke, M. (2020). 12. Book Creator og bruk av literacypraksiseri undervisningen. *Digital Samhandling*. <https://doi.org/10.18261/9788215037394-2020-12>
- Bulunuz, M., & Koç, D. (2019). The evaluation of pre-service preschool teachers' experiences and views regarding integrated guided reading practices. *European Early Childhood Education Research Journal*, 27(2), 208–220. <https://doi.org/10.1080/1350293X.2019.1579548>
- Churchill, D., King, M., & Fox, B. (2016). Framework for Designing Mobile Learning Environments Daniel. *Mobile Learning Design: Theories and Application*, 3–22. <https://doi.org/10.1007/978-981-10-0027-0>
- Delacruz, S. (2018). Using Nearpod in elementary guided reading groups. *Springer Link, July*. <https://doi.org/10.1007/s11528-014-0787-9>
- Fountas, I. C., & Pinnell, G. S. (2012a). Guided Reading. *The Reading Teacher*, 268–284. <https://doi.org/10.1002/TRTR.01123>
- Fountas, I. C., & Pinnell, G. S. (2012b). RE ADI N G. *The Reading Teacher*, 268–284. <https://doi.org/10.1002/TRTR.01123>
- Goldenberg, C., & a, L. A. (2012). Instructional conversations : Promoting comprehension through discussion Goldenberg is Assistant Research Psychologist at the University of. *Reading*, 46(4), 316–326.
- Hernandez, R., Collado, C., & Lucio, Pi. (2014). *Metodología de la Investigación* (McGRAW-HILL (ed.); Sexta edic).
- Horban, Y., Humenchuk, A., Karakoz, O., Koshelieva, O., & Shtefan, I. (2021). Application of web 3.0 technologies in distance education (by levels of higher education). *Laplage Em Revista*, 7(Extra-B), 575–586. <https://doi.org/10.24115/s2446-622020217extra-b974p.575-586>
- Husain, N. (2015). What is Language ? English Language Language as Skill. *Language and Language Skills, March*, 1–11.
- Kukulska-Hulme, A. (2019). Mobile Language Learning Innovation Inspired by Migrants. *Journal of Learning for Development - JLAD*, 6(2), 116–129.

- Madrid, U. A. De. (2002). *Clasificación y descripción de las metodologías de. 2*, 503–508.
- McGrail, E., Rieger, A., Doepker, G., & McGeorge, S. (2018). Pre-Service Teachers' Perspectives on How the Use of TOON Comic Books during Guided Reading Influenced Learning by Struggling Readers. *SANE Journal: Sequential Art Narrative in Education*, 2(3), 1.
- Muratova, G., & Abraimova, N. (2020). *THE USE OF INFORMATION-COMMUNICATION TECHNOLOGIES. 2020*(2).
- Nami, F. (2020). Educational smartphone apps for language learning in higher education: Students' choices and perceptions. *Australasian Journal of Educational Technology*, 36(4), 82–95. <https://doi.org/10.14742/ajet.5350>
- O'Malley, N. (2018). *Reciprocal Teaching: Improving Students Reading Comprehension*.
- Parella Stracuzzi, S., & Martins, F. (2010). *Metodología de la investigación cualitativa* (Segunda ed).
- París, A. : (2019). *How to improve Reading skills in children with English as a second language: Guided Reading*.
- Park, S. W. (2013). The Potential of Web 2.0 Tools to Promote Reading Engagement in a General Education Course. *TechTrends*, 57(2), 46–53. <https://doi.org/10.1007/s11528-013-0645-1>
- Pendidikan, U., Idris, S., Malim, T., Ab, W., Wan, A., Development, G., & Jeli, K. (2018). Adaptation of ADDIE instructional model in developing educational website for language learning. *Global Journal Al-Thaqafah*, 8(2), 7–16.
- Poikonen, E., & Tahkola, N. (n.d.). *Book Creator -Sovellus Toiminnan Mahdollistajana Book Creator -Sovellus Toiminnan Mahdollistajana*.
- Ranzau, S. D., & Horowitz, R. (n.d.). *T EXAS A SSOCIATION FOR Volume 4 : Supporting Effective Literacy Instruction for All Learners*.
- Schunk, D. H. (2012). Teorías del aprendizaje: Una perspectiva educativa (Capítulo 6: Constructivismo 228-277). In *Revista Virtual REDIPR* (Vol. 5, Issue 8).

Spratt, M., Pulvernes, A., & Williams, M. (2011). *Course*. Cambridge University Press, 2011.

Strategy, C. R., Werth, R., Pendidikan, U., Idris, S., Malim, T., Ab, W., Wan, A., Development, G., Jeli, K., Alenazy, W. M., Mugahed Al-Rahmi, W., & Khan, M. S. (2019). Validation of TAM Model on Social Media Use for Collaborative Learning to Enhance Collaborative Authoring. *IEEE Access*, 8(2), 71550–71562. <https://doi.org/10.1109/ACCESS.2019.2920242>

Werth, R. (2021). *Dyslexic Readers Improve without Training When Using a Computer-Guided Reading Strategy*.

ANNEXES

Annexe 1



FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 21 de octubre de 2021

Doctor

Marcelo Núñez

Presidente de la Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Andres Sebastián Illingworth Fourney en mi calidad de Gerente /Director de la Empresa Centro Educativo Bilingüe La Granja CEBLAG , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "BOOK CREATOR AND GUIDED READING" propuesto por el/la estudiante Erika de los Angeles Soria Tayo, portador/a de la Cédula de Ciudadanía 1804781381, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes

Atentamente




Andres Sebastián Illingworth Fourney
Gerente/ Director CEBLAG Cía. Ltda.
Cédula de Ciudadanía
032842852
0996114965
secretaria@lagranjaceblag.edu.ec

Annexe 2
Web 3.0 survey

Universidad Técnica de Ambato

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

 erisoria23@gmail.com (no compartidos) [Cambiar de cuenta](#)



*Obligatorio

INVESTIGATION PROJECT: BOOK CREATOR AND GUIDED READING

OBJECTIVE: Diagnose the use of web 3.0 tools in collaborative learning.

Instruction: Marca la respuesta según tu experiencia real con las herramientas de la web 3.0 en el entorno educativo.

Que son las web 3.0?

<https://www.youtube.com/watch?v=PIOZLXGCESo>

Datos Informativos

Name *

Tu respuesta

1 ¿Con qué frecuencia utiliza herramientas tecnológicas 3.0 para aprender?

- Nunca
- Raramente
- Ocasionalmente
- Frecuentemente
- Muy Frecuentemente

2. ¿Con qué frecuencia utilizan los docentes las herramientas 3.0 para enseñar?

- Nunca
- Raramente
- Ocasionalmente
- Frecuentemente
- Muy Frecuentemente

3. ¿Qué tipo de dispositivos tecnológicos utiliza para aprender en clases virtuales?

- Teléfono
- Celular
- Computadora
- Laptop
- Tablet
- Notebook
- Chromebook

4. ¿Cree usted que la correcta aplicación y utilización de herramientas web 3.0 promueven el interés, la participación y la motivación de los alumnos dentro de trabajo colaborativo?

- Totalmente en desacuerdo
- En desacuerdo
- Indeciso
- De acuerdo
- Totalmente de acuerdo

Enviar

Borrar formulario

Annexe 3


Dependent and independent variables survey

Universidad Tecnica de Ambato

BOOK CREATOR AND GUIDED READING

OBJECTIVE: Diagnose the use of web 3.0 tools in collaborative learning.

Instruction: Marca la respuesta según tu experiencia real con las herramientas de la web 3.0 en el entorno educativo.

 erisoria23@gmail.com (no compartidos) [Cambiar de cuenta](#)



1. How often do you feel motivated and encouraged to read in English using technology tools (Book creator)?

- Always
- Frequently
- Sometimes
- Rarely
- Never

2. How often do you participate in online activities or websites to practice reading in English?

- Always
- Frequently
- Sometimes
- Rarely
- Never

3. Which of these websites and applications do you use to develop English reading skills?

- Book creator
- Magic keys
- iStory books
- Planet ebooks
- others

4. How often do you practice reading skill?

- Always
- Frequently
- Sometimes
- Rarely
- Never

5. How often does the teacher use guided reading strategies to apply them in class reading activities?

- Always
- Frequently
- Sometimes
- Rarely
- Never

6. Which of these reading strategies does your teacher apply in class?

- Guided reading
- Previewing
- Identify main idea
- Making inference
- Others

Enviar

Borrar formulario

Annexe 4

Pre-test- Post-test

Pre-test and Post test - Reading Test for Movers

Research topic: Book Creator and Guided Reading

Objective: To assess students' reading skills


Time: 20mins

Test Type: Key English Test for Schools

CEFR: A1

LEVEL: 5th

AVERAGE AGE: 10-11 years.

 erisoria23@gmail.com (no compartidos) [Cambiar de cuenta](#)



*Obligatorio

Name *

Tu respuesta

Reading Part 1: Read the text and choose the best answer. (10 marks) Peter is taking to his friend Jane

Example: Jane: Hello, Peter. How are you? Peter: A I'm not very well. B I'm John's cousin. C I'm going outside.



1. Jane: What's the matter? Have you got a headache? Peter:

2 puntos

- A No, thank you. I don't want one.
- B No, I've got toothache
- C No, I haven't got it

2. Jane: Would you like to come to my house? Peter:

2 puntos

- A Yes, I went home quickly
- B No, thanks. I want to go home
- C Well, I like my house a lot.

3. Jane: Have you got a coat? Peter:

2 puntos

- A Yes, it does
- B Ok, he's here
- C No, I haven't

4. Jane: Do you want a drink of water? Peter:

2 puntos

- A Yes, please
- B Yes, it is.
- C Yes, I had.

5. Jane: Is your mum at home? Peter:

2 puntos

- A It's his new home.
- B Next to the bus station.
- C Only my dad's there today

Reading Part 2: Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1,2,3 words. (10 marks)

A Family Holiday:

A Family Holiday



Vicky lives with her parents and her two brothers, Sam and Paul, in the city. Last week, they had a holiday by the sea. Sam is ten, Vicky is eight but Paul is only five. They went to the cinema on Wednesday because it rained all day. They saw a film about sharks. The sharks had very big teeth. Paul didn't like watching them and he closed his eyes.

Activar Windows
Si se ha desactivado el PC, para activar Windows

Tu respuesta _____

Example

Examples:

Vicky's family went on holiday last**week**.....

Vicky has two.....**brothers**..... who are called Sam and Paul.

Opción 1

1 The family had a holiday by

1 punto

Tu respuesta _____

2 It all day on Wednesday and the family went to the cinema

1 punto

Tu respuesta _____

3 Paul didn't enjoy seeing in the film.

1 punto

Tu respuesta _____

Part 2



On Thursday, Paul thought about the film. He didn't want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn't want it. Then Dad said, "Come on Paul! Let's go for a swim." But Paul didn't want to.

4 Sam and Vicky in the sea.

1 punto

Tu respuesta _____

5 Paul didn't want the ice cream that his gave him

1 punto

Tu respuesta _____

6 Dad wanted to go for with Paul.

1 punto

Tu respuesta _____

Part 3



On Friday, the family ate breakfast in the garden because it was very sunny but Paul didn't want any. Then they all went to the beach again. The sea was very blue. Paul looked. There were three beautiful dolphins in the water! He ran to the sea and swam to them. Then Paul's dad threw a ball in the sea and the dolphins played with it. It was great and Paul stopped thinking about the sharks in the film. That evening, all the family went to the cinema again. This time the film was about a funny dolphin and they all enjoyed it.

Actual Windows
© Microsoft Corporation. All rights reserved.

7 The family had breakfast in on Friday.

1 punto

Tu respuesta

8 Paul saw in the water.

1 punto

Tu respuesta

9 Paul's dad into the water

1 punto

Tu respuesta

10 All enjoyed another film at the cinema on Friday evening

1 punto

Tu respuesta

Enviar

Borrar formulario

Annexe 5
TAM survey

Survey TAM MODEL (Experimental group)


Objetivo: Determinar la influencia de las nuevas tecnologías en el ámbito educativo en el idioma Ingles

Seleccionar el número 1 como el más bajo y 5 como el más alto

Indicadores

Seleccionar el numero 1 más bajo y 5 como el más alto

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

 erisoría23@gmail.com (no compartidos) [Cambiar de cuenta](#)



*Obligatorio

Name: *

Tu respuesta

1. El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente

- 1
- 2
- 3
- 4
- 5

2. El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo.

- 1
- 2
- 3
- 4
- 5

3. Las herramientas tecnológicas mejorar mi iniciativa en clase.

- 1
- 2
- 3
- 4
- 5

4. Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad

- 1
- 2
- 3
- 4
- 5

5. En general, yo encuentro que estas herramientas son útiles en mi trabajo en clases virtuales.

- 1
- 2
- 3
- 4
- 5

6. Aprender a utilizar las herramientas de gamificación y tecnológicas es fácil para mí.

- 1
- 2
- 3
- 4
- 5

7. Encuentro que es fácil hacer lo que yo quiero con el uso de la tecnología

- 1
- 2
- 3
- 4
- 5

8. Mi interacción con una computadora es clara y entendible

- 1
- 2
- 3
- 4
- 5

9. En general, encuentro que la computadora es fácil de usar.

- 1
- 2
- 3
- 4
- 5

10. En general, encuentro que las herramientas de la web 3.0 y las de gamificación son fáciles de usar.

- 1
- 2
- 3
- 4
- 5

11. Las herramientas tecnológicas me ayudan a trabajar en equipo de forma más frecuente

- 1
- 2
- 3
- 4
- 5

12. El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)

- 1
- 2
- 3
- 4
- 5

13. Me he sentido satisfecho/a al momento de realizar actividades con herramientas web 3.0 o de gamificación

- 1
- 2
- 3
- 4
- 5

14. Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual

- 1
- 2
- 3
- 4
- 5

15. Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual

- 1
- 2
- 3
- 4
- 5

Enviar

Borrar formulario


Nunca envíes contraseñas a través de Formularios de Google.

Este contenido no ha sido creado ni aprobado por Google. [Notificar uso inadecuado](#) - [Términos del Servicio](#) - [Política de Privacidad](#)

Annexe 6

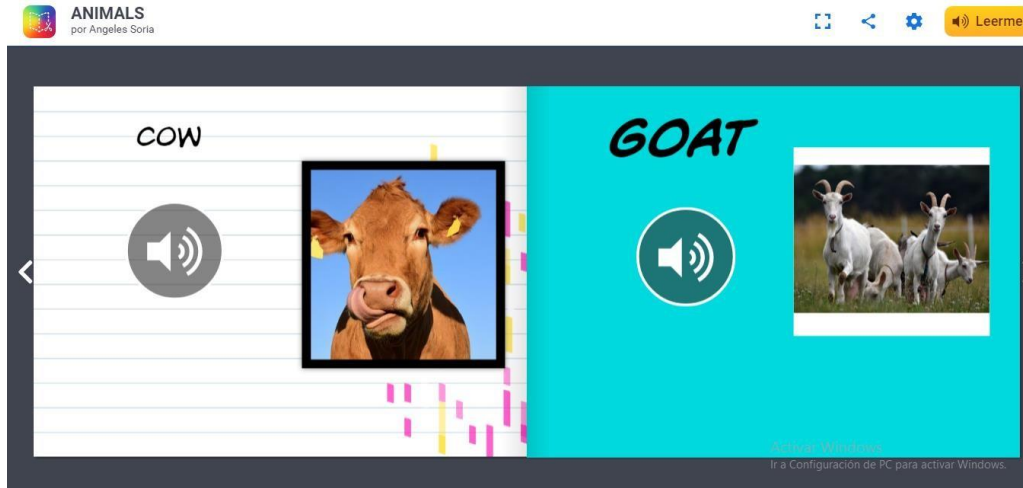
Lesson plan 1

Teacher: Erika Soria Date: 06 January 2022 Class: Fifth grade		Topic: On the farm Number of students: 12 (experimental) Duration: 40 minutes	
Lesson objectives: General objectives: <p>Students will be able to describe orally animals and their characteristics using verb to be.</p> Specific objective: <ul style="list-style-type: none"> - Students will be able to practice vocabulary related to animals by reading a story. - Students will be able to practice prepositions of place and using with the vocabulary above. 			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. puts a song as a warm up. - T. asks Ss. What animals can you listen? 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. listen the song - Ss. answer the question. 	Zoom application: https://us02web.zoom.us/j/7081996741?pwd=V2dzN00vbjRmdENiYWtjSE9yL3p2UT09 Audio: https://utaedu-my.sharepoint.com/:u/g/personal/esorial381_uta_edu_ec/EXUKjSsNVSJEuqYacA6ZHrcBvKJSyT1MQ3FV0D1fNTbQTg?e=I2s1zZ	5 minutes
<ul style="list-style-type: none"> - T. introduces the topic about prepositions of place and their use. - T. uses Book Creator websites to introduces animal pictures with their sounds. - T. presents vocabulary using Book Creator. 	<ul style="list-style-type: none"> - Ss. pay attention - Ss. pay attention and ask some questions according to the topic. - Ss. repeat the vocabulary words. 	Vocabulary: https://read.bookcreator.com/sOh8BqBnFvWcUIuZvPchGVpXWMfw2/RaeQQBIBTguuffgiWz_uPQ	10 minutes
<ul style="list-style-type: none"> - T. asks Ss. to work on activity 1. It consists of reading the story and recognize the main idea 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions and complete the activity. 	Link Act 1-Story: https://read.bookcreator.com/sOh8BqBnFvWcUIuZvPchGVpXWMfw2/4EwBjVMzQ2-WzY7ooMIDFA	10 minutes

<ul style="list-style-type: none"> - T. checks Ss. answers. - T. asks Ss. to do activity 2 in which students read again the story and answer different questions based on the lecture in google forms. - T. checks Ss. answers. - T. asks Ss. to form pairs and make a short presentation about their <u>favourite</u> animal and give three characteristics of them, using the prepositions of place. (Look at the picture 1) Example: My <u>favourite animal</u> is It lives in It eats My <u>favourite</u> animal is behind/ under/ above/ in 	<ul style="list-style-type: none"> - Ss. check their answers and correct their mistakes. - Ss. read again the story and answers the questions. - Ss. prepare their presentation and present it. 	<p>Link Act 2: https://docs.google.com/forms/d/e/1FAIpQLSeCOo73Dw83hChfBTkPTPHG29ZExEB9ICuMC5NKeXUzo9UCvg/viewform?usp=sf_link</p> <p>Picture 1:</p> 	<p>15 minutes</p>
<p>Homework/Further work: If students have not yet presented, they will have to make their presentation the next class.</p>			


Annex 1 lesson plan 1

Book creator



Sleep with sheeps

Story Time- Answers the question about the story

 erisoria23@gmail.com (no compartidos) [Cambiar de cuenta](#)



*Obligatorio

Name

Tu respuesta

What is the main idea of story sleep with sheeps?

Tu respuesta

How many animals do we talk about in history? *

2 puntos

- 5
- 2
- 3
- 1

Which of the characters could not sleep?

2 puntos

- Trevor
- Maskman
- Marie

What happened to the sheep that Maskman counted?

2 puntos

- They was sleeping
- They was eating
- They was jumping

What happened at the end of the story?

2 puntos

- Maskman could sleep
- Maskman could not sleep
- Maskman could drink milk

Enviar

Borrar formulario

Lesson Plan 2

Teacher: Erika Soria Date: 07 January 2022 Class: Fifth grade		Topic: Our Clothes Number of students: 12 (experimental) Duration: 40 minutes	
Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to describe orally type of clothes and using vocabulary about colors. Specific objective: <ul style="list-style-type: none"> - Students will be able to practice vocabulary about clothes using a reading story. - Students will be able to practice the correct use of <i>-s-</i> in third person. 			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. presents some online flashcards about clothes. - T. introduces the topic about the correct use of <i>-s-</i> in third person. - T. asks Ss. to work on activity 1. It consists of matching the clothes with the correct name. - T. checks Ss. answers. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. read the name of clothes. - Ss. pay attention - Ss. pay attention and ask some questions for the activity - Ss. check their answers and correct their mistakes. 	Zoom application: https://us02web.zoom.us/j/7081996741?pwd=V2dzN00vbjRmdENiYWtiSE9vL3p2UT09 Flashcards: https://quizlet.com/aw32yr?x=1qqt&i=1olv4z Link: https://www.canva.com/design/DAE11rqmgtU/vw4tTbvE0o2vN3CiRGVMw/view?utm_content=DAE11rqmgtU&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton Link Act1: https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Clothes/CLOTHES_en221405j	5 Minutes 15 minutes 20 minutes

<ul style="list-style-type: none"> - T. asks Ss. to do activity 2 in which students read the story and T. ask questions: - What Monty wearing? - What Trevor wearing? - What Maskman wearing? - T. asks Ss. to form pairs, and describe What my classmate is wearing? using the correct use of -s- in third person. <p>Example: She/ He is my classmate.....<u> </u>(name) She/ He wears black T-shirt and blue pants. She/ He wears black shoes and white socks.</p>	<ul style="list-style-type: none"> - Ss. read the story and answer the questions orally After that draw in their notebook what was the favourite outfit in the story. - Ss. prepare their presentation and present it. 	<p>Link Act 2: https://read.bookcreator.com/sOh8BqBnFvWcUluZyPchGVpXWMw2/QlbzTtb3S4uTqgkFU4rrKQ</p>	
<p>Homework/Further work: If students have not yet presented, they will have to make their presentation the next class.</p>			

Annexe 1 Lesson Plan 2

Quizlet

The screenshot shows the Quizlet interface. At the top, there is a navigation bar with 'Inicio', 'Explicaciones', 'Tu biblioteca', and a 'Crear' button. A yellow banner says 'Suscríbete: Prueba gratuita de 7 días'. A search bar contains 'Unidades de estudio, li...'. The main content area is titled 'Our clothes' and shows a flashcard with the word 'sunglusses'. On the left, there are two columns of study tools: 'ESTUDIAR' (Fichas, Aprender, Escribir, Ortografía, Probar) and 'JUGAR' (Combinar, Gravedad). At the bottom, there are navigation arrows and a 'v7' label. A Windows watermark is visible in the bottom right corner.

Canva

RULES FOR THE 3RD PERSON SINGULAR (HE / SHE / IT)

In general + s	Verbs ending in conson. + y y + ies	Verbs ending in -o, sh, tch, x, ss + es
work → works	study → studies	go → goes
eat → eats	cry → cries	wash → washes
play → plays	try → tries	watch → watches
swim → swims	spy → spies	mix → mixes
write → writes	fly → flies	kiss → kisses

Activar Windows
Ir a Configuración de PC para activar Wi

Liveworksheet

Clothes By: Andrea Ges @myimpleclassroom

1 Listen and match:

	T-shirt	
	Shorts	
	Shoe	
	Socks	
	Hat	
	Dress	
	Jacket	
	Trousers	
	Shirt	

[Terminado!]

Book creator

Fashion show por Angeles Soria Leeme



1 Monty! Are you wearing my long white jacket and my glasses?
Yes, I am. I'm Marie Mouse.

2 Trevor! What are you wearing?
I'm wearing blue pants, a blue shirt, a blue hat, and a black mask. Who am I?

Activar Windows. Ir a Configuración de Windows para activar Windows.

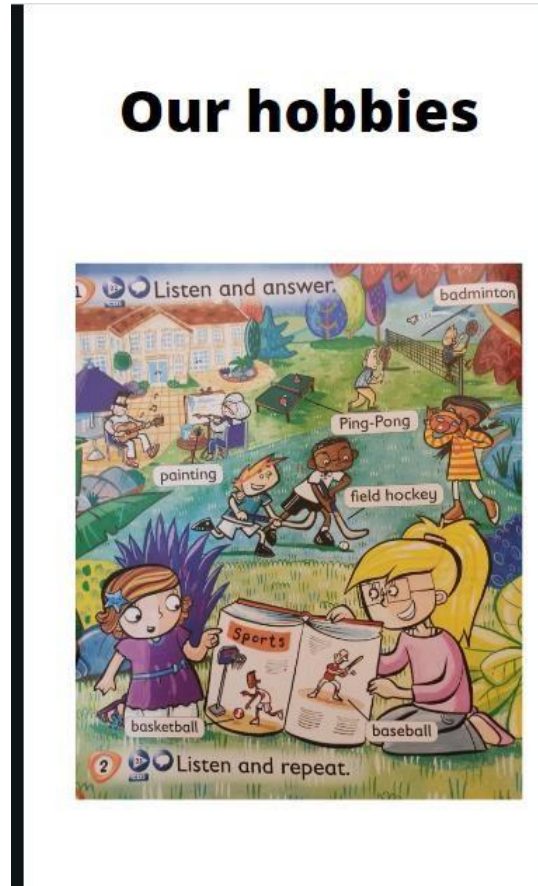
Lesson plan 3

Teacher: Erika Soria Date: 10 January 2022 Class: Fifth grade		Topic: Our hobbies Number of students: 12 (experimental) Duration: 40 minutes	
Lesson objectives: General objectives: - Students will be able to make a conversation about hobbies. Specific objective: - Students will be able to talk about likes and dislikes using the vocabulary - Students will be able to recognize and answer question correctly from the lecture.			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. presents a picture with different activities and asks Ss. What is the name of this activity? 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. say the name of the leisure activities. 	Zoom application: https://us02web.zoom.us/j/7081996741?pwd=V2dzN00vbiRmdENiYWtjSE9vL3p2UT09 Link picture: https://www.canva.com/design/DAE1QITqTvY/x_e61k_X9TM2QM2H09Yecow/view?utm_content=DAE1QITqTvY&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton	10 minutes
<ul style="list-style-type: none"> - T. introduces the lesson about likes and dislikes and using vocabulary about hobbies. 	<ul style="list-style-type: none"> - Ss. pay attention to the lesson. 	Link: https://es.slideshare.net/nocom20/likes-and-dislikes-29189248	20 minutes
<ul style="list-style-type: none"> - T. presents and read a story using Book Creator and asks students to read again. - T. asks students to complete the activity. It consists chose the correct answer based on the information from the reading passage. 	<ul style="list-style-type: none"> - Ss. read again the story - Ss. read the story and answer the questions. 	Link story: https://read.bookcreator.com/sOh8BqBnFvWcUIuZvPchGVpXWMw2/nrDLi4mkRF2TK4IHbVFQvw	10 minutes
<ul style="list-style-type: none"> - T. checks Ss. answers. 			

<p>-T. asks Ss. to do activity 2 in which students draw their favorite hobby and write the name.</p> <p>-T. asks Ss. to form pairs, and have a conversation about hobbies using likes and dislikes. Conversation model: A: Hello my friend. Do you like to play football? B: Yes, I like A: Do you like swimming? B: No, I don't like</p>	<ul style="list-style-type: none"> - Ss. draw their favorite hobby and describe in the class - Ss. prepare their presentation and present it. 		
<p>Homework/Further work: If students have not yet presented, they will have to make their presentation the next class.</p>			

Annexes Lesson Plan 3

Canva



Slideshare

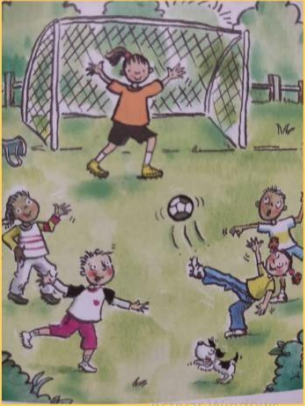
Book creator

read.bookcreator.com/sOh88qBnFvWcUluZyPchGVpXWMw2/nrDLi4mkRF2TK4IHbVFOw

hobbies
por Angeles Soria

Leerme

These children are playing soccer. This sport has two names: soccer and football .On a soccer team there are ten players who can run and kick the ball, and one player who can kick and catch the ball .This player is the goalkeeper .Can you see the goalkeeper in this picture ?She's wearing an orange T-shirt, black shoes and yellow boots.



Activar Windows
Ir a Configuración de PC para activar Windows.

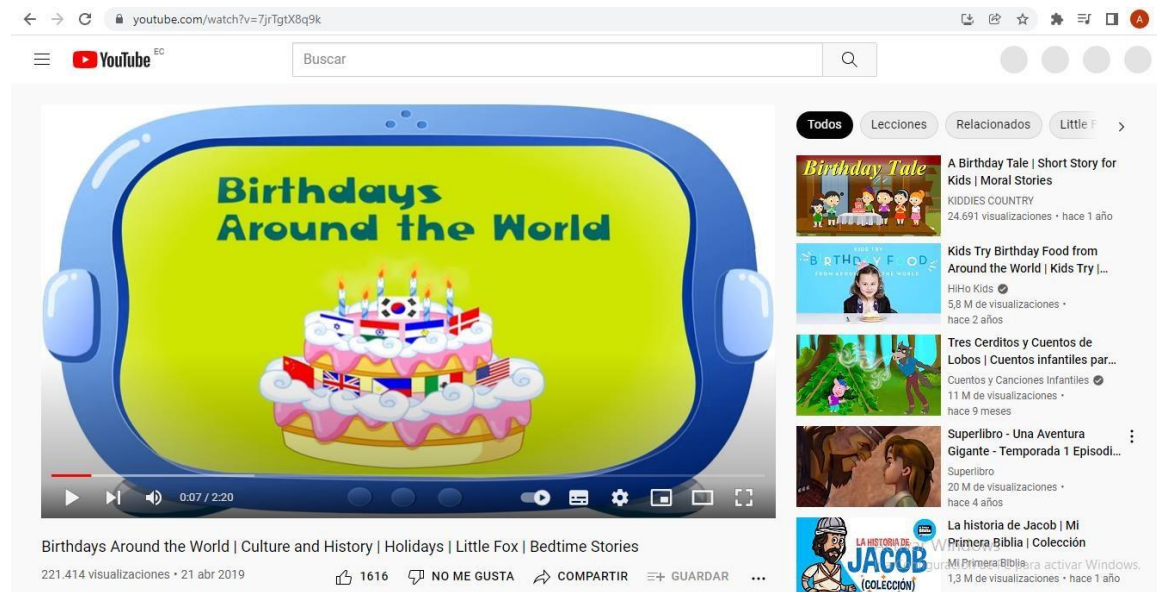
The image shows a digital book page with a yellow background. On the left, there is a paragraph of text describing soccer. On the right, there is a cartoon illustration of a soccer game in progress. A goalkeeper in an orange shirt is positioned in front of a goal. Several other players in various colored shirts are on the field, some with their arms outstretched. A soccer ball is in the air. The scene is set on a grassy field with a fence and trees in the background. The book interface includes navigation arrows on the left and right sides of the page, a speaker icon for audio, and a 'Leerme' button in the top right corner. The browser address bar and the book creator's name 'hobbies por Angeles Soria' are visible at the top. A Windows watermark is present at the bottom right of the page.

Lesson Plan 4

Teacher: Erika Soria Date: 11 January 2022 Class: Fifth grade		Topic: My birthday Number of student: 12 (experimental) Duration: 40 minutes	
Lesson objectives: General objectives: <p>Students will be able to role-play using the content learned.</p> Specific objectives: <ul style="list-style-type: none"> - Students will be able to learn vocabulary about food and recognize healthy and unhealthy food. - Students will be able to practice countable and uncountable nouns. 			
Procedure			
Teacher's activities	Student's activities	Materials	Time
<ul style="list-style-type: none"> - T. presents a video about birthdays around of the world. 	<ul style="list-style-type: none"> - Ss. pay attention to the instructions - Ss. watch a video 	Zoom application: https://us02web.zoom.us/j/7081996741?pwd=V2dzN00vbjRmdENiYWtjSE9yL3p2UT09 Link video: https://www.youtube.com/watch?v=7jrTgtX8q9k	5 Minutes
<ul style="list-style-type: none"> - T. presents vocabulary about healthy and unhealthy food using canva. 	<ul style="list-style-type: none"> - Ss. pay attention 	Canva: https://www.canva.com/design/DAE1Q6_znu8/SN7y5QjE-ahhRb1ONnqjhQ/view?utm_content=DAE1Q6_znu8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton	10 minutes
<ul style="list-style-type: none"> - T. introduces the lesson about countable and uncountable using vocabulary about food. 		Link class nouns: https://es.slideshare.net/alicia2010/countable-and-uncountable-nouns-3429528	5 minutes

Annexes Lesson plan 4

Youtube



The screenshot shows a YouTube video player with the title "Birthdays Around the World | Culture and History | Holidays | Little Fox | Bedtime Stories". The video content features a large blue television set with a yellow screen displaying the text "Birthdays Around the World" and a birthday cake decorated with various national flags. The video has 221,414 views and was uploaded on April 21, 2019. The interface includes a search bar, navigation icons, and a list of related videos on the right side.

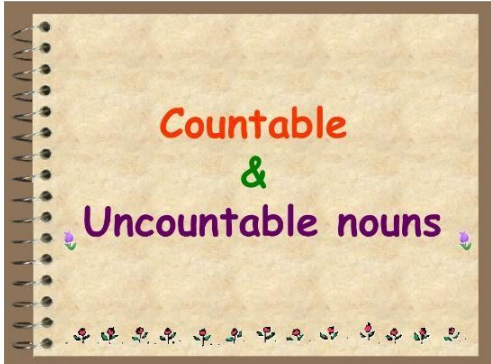
Canva



The screenshot shows a Canva design with a vibrant, colorful background. The text "Healthy and unhealthy food" is written in a large, bold, yellow font with a blue outline. The design includes a pink hand holding a green flower, a yellow sun, and a pink flower. The Canva logo is visible in the bottom right corner.

Slideshare

slideshare a Scribd company Inicio Explorar Buscar Cargar Iniciar sesión Registrarse



Countable & Uncountable nouns

1 de 21

Countable and uncountable nouns

Descargar ahora

Recomendado

- Nouns ewaszolek
- Countable And Uncountable Nouns begonya297
- Countable and uncountable nouns SrHal2011
- How many : how much 6to Yunior Lucho Martinez
- Countable uncountable Freddy Benjamin Tapia
- Countables and uncountables 1 bividamari
- Countries and nationalities

Liveworksheet

Find the right program for you



Healthy Unhealthy

Healthy Unhealthy

Healthy Unhealthy

Healthy Unhealthy

Healthy Unhealthy

Healthy Unhealthy

Healthy Unhealthy

Healthy Unhealthy

Book creator

Food
por Angeles Soria

Leerme

I'd like a great big chocolate cake,
And I'd like one for me.
I'd like a nice long sausage,
And I'd like one for me.

I'd like a burger and some fries,
And I'd like some for me.
I'd like a drink of lemonade,
And I'd like some for me.

I'd like colored pencils,
I'd like a box of colored pencils,
Don't give any to me!

Activar Windows
Ir a Configuración de PC para activar Windows.

Lesson Plan 5

Teacher: Erika Soria Date: 12 January 2022 Class: Fifth grade	Topic: On vacation Number of students: 12 (experimental) Duration: 40 minutes		
Lesson objectives: General objectives: - Students will be able to make a presentation using "want to" in questions and answers Specific objective: - Students will be able to recognize vocabulary about journeys and different types of weather. - Students will be able to practice "want to" in questions and answers using with the vocabulary above.			
Procedure			
Teacher's activities	Student's activities	Materials	Time
- T. presents a video about weather.	- Ss. pay attention to the instructions - Ss. watch a video	Zoom application: https://us02web.zoom.us/j/7081996741?pwd=V2dzN00vbjRmdENiYWtjSE9yL3p2UT09	10 minutes
- T. introduces the topic about "want" (questions and answers) and its use.	- Ss. pay attention	Video: https://www.youtube.com/watch?v=id1Ft22Ptmg Vocabulary: https://quizlet.com/_aw4i19?x=1qqt&i=1olv4z	10 minutes
- T. presents vocabulary about weather and features of places.		Audio: https://utaedu-my.sharepoint.com/:u/g/personal/esoria1381_uta_edu_ec/EaLLmF32lINBso3Of4pTIn8BIuxmcfpGa2nwlTxxT56izw?e=P6bYsL	10 minutes
- T. asks students to complete the activity 1. It consists on listen a song and draw the vocabulary about features places.	- Ss. listen a song and draw the vocabulary about features places on their notebooks.	Act 2 link: https://read.bookcreator.com/sOh8BqBnFvWcUIuZyPchGVpXWMfw2/TjTsoLI6SvS5A1hpGJ8KVQ	10 Minutes
- T. asks Ss. to do activity 2 in which students read story and change the final of the story also explain the class	- Ss. to the activity number 2 - Ss. tell an alternative final of the story - Ss. explain in the class		

<p>-T. asks Ss. that individually they should talk about their dream journey during 2 minutes</p> <p>Example questions:</p> <p>What place do you want to know?</p> <p>What activities do you want to do?</p>	<p>- Ss. prepare their presentation and present it.</p>		<p>10 minutes</p>
<p>Homework/Further work: If students have not yet presented, they will have to make their presentation the next class.</p>			

Annexes Lesson Plan 5

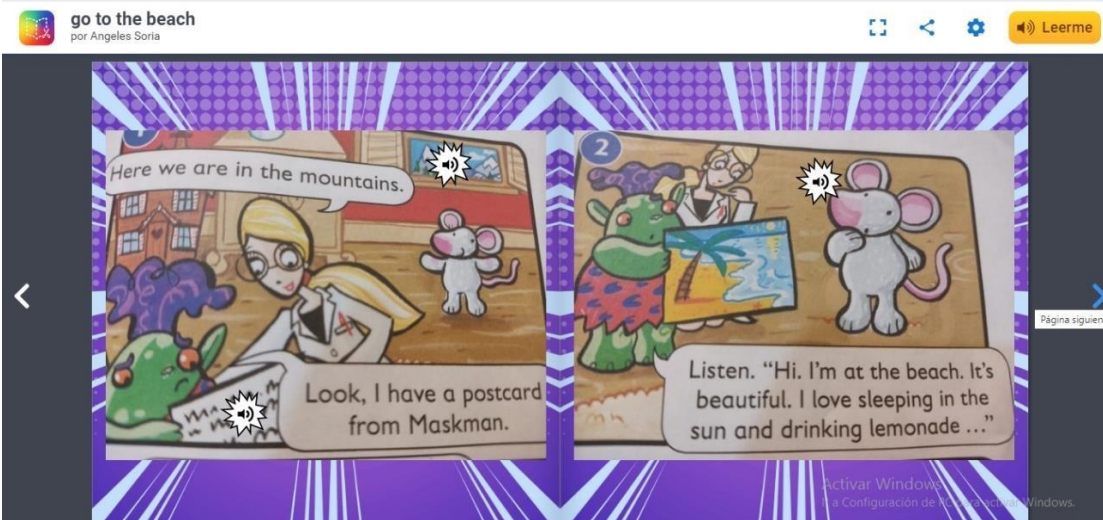
Youtube

The screenshot shows the YouTube interface. At the top, there is a search bar with the text 'Buscar' and a magnifying glass icon. Below the search bar, there are navigation tabs: 'Todos', 'Vocabulario', 'Música infantil', and 'Rel'. The main content area displays a video thumbnail for 'Seasons and Weather' by Powtoon. The thumbnail features a cartoon orange cat, a sun, a cloud, and a rain cloud, with the text 'SEASONS and WEATHER' in large, colorful letters. To the right of the main video, there is a list of related videos, including 'Sight Words 100', 'Learn English through Sight Words 100 LEVEL 2 Full | Easy...', 'Learn Seasons for Kids | Bruno Mars - Uptown Funk...', 'Mooseclumps: Kids Learning Songs', 'Seasons and Weather', 'El Pájaro Loco | El salón de belleza de Winnie | 2 Episodio...', and 'Kids vocabulary Theme "House"'. The video 'Seasons and Weather' has 410 visualizaciones and was uploaded 2 meses atrás.

Quizlet

The screenshot shows the Quizlet website interface. At the top, there is a navigation bar with the Quizlet logo, 'Inicio', 'Explicaciones', 'Tu biblioteca', and a 'Crear' button. A yellow banner reads 'Suscríbete: Prueba gratuita de 7 días'. To the right, there is a search bar with the text 'Unidades de estudio, li...' and a magnifying glass icon. The main content area displays a study set titled 'Weather and features of places'. On the left, there is a sidebar with navigation options: 'ESTUDIAR' (Fichas, Aprender, Escribir, Ortografía, Probar) and 'JUGAR' (Combinar, Gravedad). The central area shows a white card with the word 'Sunny' written on it. At the bottom, there are navigation arrows and a progress indicator '1/10'. A Windows watermark is visible in the bottom right corner: 'Activar Windows Ir a Configuración de PC para activar Wind Eliminar la publicidad'.

Book creator



<p>- T. asks Ss. to do activity 2 in which students read and choose a word from the box, write the correct word next to numbers 1-5.</p> <p>-T. asks Ss. that individually they should describe their family three using vocabulary and possessive adjectives during 3 minutes.</p> <p>Example: This is my family three. This is my grandmother; her name is..... She is 76 years old. This is my grandfather. His name is..... He is 78 years old. This is my father</p>	<p>- Ss. to the activity number 2</p> <p>- Ss. prepare their presentation and present it.</p>	<p>Link Act2: https://read.bookcreator.com/sOh8BqBnFvWcUIuZvPchGVpXWMfw2/Vm2hjI9HS5aHTZkFCXozBQ</p>	<p>10 minutes</p>
<p>Homework/Further work: If students have not yet presented, they will have to make their presentation the next class.</p>			

Annexes Lesson Plan 6

Youtube

YouTube interface showing a video player for "Finger Family Song - Children Song with Lyrics - Nursery Rhymes | Kids Academy". The video is paused at 0:01 / 1:48. The player includes standard controls like play/pause, volume, and full screen. To the right, a list of recommended videos is visible, including "Humpty Dumpty | + More Kids Songs | Super Simple Songs", "Clap Your Hands | Action Songs for Children | The Kiboomers", "Música para estudiar Niños", "Spelling . My Family", and "Molly Wright: How every child can thrive by five | TED".

Slideshare

Slideshare interface showing a presentation titled "Possessive Adjectives" by Elena Vázquez. The main slide displays the words "OUR", "YOUR", "HER", "MY", "ITS", "THEIR", and "HIS" arranged around a central sticky note that says "POSSESSIVE ADJECTIVES". The presentation is on slide 1 of 12. Below the slide, there is a "Descargar ahora" button and a "Recomendado" section with several related presentations, including "Possessive pronouns ppt", "Personal Pronouns, Possessive Pronouns a...", "Pronouns powerpoint", "Possessive adjectives with simpsons", "Possessive adjectives tresreinas", "Personal pronouns", and "Determinantes posesivos".

Quizlet

Quizlet Inicio Explicaciones Tu biblioteca Crear

Suscríbete: Prueba gratuita de 7 días Unidades de estudio, li...

Idiomas / Inglés / Relaciones sociales

Family members

4.8 ★★★★★ 21 reseñas Dejar una valoración

13 usuarios estudiaron esta unidad en el último día

ESTUDIAR

- Fichas
- Aprender
- Escribir
- Ortografía
- Probar

JUGAR

- Combinar


mother

Activar Windows
Ir a Configuración de PC para activar Windows.
Eliminar la publicidad

Liveworksheet


"MY FAMILY TREE"

MY NAME IS THOMAS
MIGUEL SERRATO




SAMUEL FLORENCIA


I'm housewife. My _____ is Samuel. We have four _____: Joaquina, Angeles, Thais, Esmeralda and one _____ niece. We have a _____ and a _____.




JOAQUINA ANGELES




THAIS



ESMERALDA




JESUS




LAIR

I'm cosmetologist. I have one _____ his name is Lair and I have a _____ his name is Melanie.



MELANIE

I'm Thais, I'm student. This is my family. My mom and _____'s name are Florencia and Samuel. I have three _____: Joaquina, Angeles and Esmeralda, and one _____ Jesus, and have one _____ Melanie and one _____ Lair.



MELANIE

My mom name is esmeralda. I have three _____ and one _____ and I have one _____ his name is Lair. My _____ name are Samuel and Florencia.

Florencia	Joaqueline	Thais	Melanie
Husband	Son	Dad	Aunts
Daughter	Niece	Sisters	Uncle
Son		Brother	Cousin
Granddaughter		Niece	Grandparents
Grandson		Nephew	

¡Terminado!


Book creator

My family
por Angeles Soria

Read this . Choose a word from the box
Write in your notebook the correct word to numbers 1-5

I 'm Laura. He is my (1).....
He is name is Bob. He is 45 years old.
She is Maria. She is Bob 's mother.
She is my (2)..... I love when she cooks (3)
..... in the afternoons.
He is my little (4)..... Jeremias. He loves go to the park
every Sunday. Finally She is my (5).....
She is beautiful and she loves me a lot.

mother father grandmother pizza bother



Activar Windows
Ir a Configuración de PC para activar Windows.

Annexe TAM Model

Seleccionar 1 el más bajo y 5 el más alto

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

Pregunta	1	2	3	4	5
Indicador					
1.El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente					
2.El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo.					
3.Las herramientas tecnológicas mejorar mi iniciativa en clase.					
4.Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad					
5.En general, yo encuentro que estas herramientas son útiles en mi trabajo en clases virtuales.					
6.Aprender a utilizar las herramientas de gamificación y tecnológicas es fácil para mí.					
7.Encuentro que es fácil hacer lo que yo quiero con el uso de la tecnología					
8.Mi interacción con una computadora es clara y entendible					
9.En general, encuentro que la computadora es fácil de usar.					

10.En general, encuentro que las herramientas de la web 3.0 y las de gamificación son fáciles de usar.					
11.Las herramientas tecnológicas me ayudan a trabajar en equipo de forma más frecuente					
12.El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)					
13.Me he sentido satisfecho/a al momento de realizar actividades con herramientas web 3.0 o de gamificación					
14.Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual					
15.Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual					

Source: TAM model

Elaborated by: Soria, E. (2022)

Annexe validation TAM Model

Validación del instrumento

La fiabilidad es un concepto que tiene varias definiciones, aunque a grandes rasgos se puede definir como la ausencia de errores de medida en un test, o como la precisión de su medición. La fiabilidad es un tópico constante en todos los instrumentos de medida. Su estudio trata de establecer la precisión con la que mide cualquier instrumento de medida en general y los tests en particular. Cuanto más fiable es un test, con mayor precisión mide y, por lo tanto, menos error de medida se comete

Se toman en consideración para la validación del instrumento solo las preguntas que generan información para obtener tendencia, por consiguiente, los items nombre de la institución, Sector, Nivel de educación, Edad y Sexo no se las considera dentro de la fiabilidad del mismo.

RESULTADOS DE LAS ENCUESTAS

Encuesta validada

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,846	19

Al tener un instrumento con preguntas en escala de Likert, se procede con la validación del instrumento y de esta forma verificar si las preguntas aplicadas en el mismo son confiables, para lo cual se aplica el estadístico Alfa de Cronbach, el cual emite como resultado 0.846; teniendo un instrumento Confiable para esta investigación.

El Alfa de Cronbach es un método de cálculo del coeficiente de fiabilidad, que identifica la fiabilidad como consistencia interna. Se denomina así porque analiza hasta qué punto medidas parciales obtenidas con los diferentes ítems son "consistentes" entre sí y por tanto representativas del universo posible de ítems que podrían medir ese constructo.

Por consiguiente para esta investigación y específicamente para el instrumento se utilizó el coeficiente Alfa de Cronbach para calcular la fiabilidad.

Hay que tener en cuenta que en los principales programas de estadística ya existen opciones para aplicar esta prueba de manera automática, de manera que no hay que conocer los detalles matemáticos de su aplicación. Sin embargo, saber cuál es su lógica resulta útil para tener en cuenta sus limitaciones a la hora de interpretar los resultados que aporta.

MARIA
CRISTINA
PAEZ QUINDE



Firmado
digitalmente por
MARIA CRISTINA
PAEZ QUINDE
Fecha: 2021.07.14
17:21:22 -05'00'

Ing. Cristina Páez Quinde, Mg.
COORDINADORA SUBROGANTE

Document Information

Analyzed document	Tesis Erika Soria urkund.docx (D127311911)
Submitted	2022-02-08T02:45:00.0000000
Submitted by	
Submitter email	esoria1381@uta.edu.ec
Similarity	9%
Analysis address	elsamchimboc.uta@analysis.orkund.com

Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / LLERENA ALEXANDRA-CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY .pdf	 11
	Document LLERENA ALEXANDRA-CHOCOLATE WEBSITE AND ENGLISH LANGUAGE VOCABULARY .pdf (D126006773) Submitted by: allerena7577@uta.edu.ec Receiver: elsamchimboc.uta@analysis.orkund.com	
SA	UNIVERSIDAD TECNICA DE AMBATO / TESIS - SHORT CARTOON CLIPS IN LISTENING SKILLS - CORDOVILLA RICARDO.docx.pdf	 25
	Document TESIS - SHORT CARTOON CLIPS IN LISTENING SKILLS - CORDOVILLA RICARDO.docx.pdf (D126889091) Submitted by: cordovillaricardo@gmail.com Receiver: elsamchimboc.uta@analysis.orkund.com	



Firmado electrónicamente por:

**ELSA
MAYORIE
CHIMBO
CACERES**

Dra. Mg. Mayorie Chimbo
Cáceres

TUTOR TRABAJO TITULACIÓN