



ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH PROGRAM

TITLE:

THE INCIDENCE OF THE APPLICATION OF DYNAMIC HYPERMEDIA RESOURCES ON THE LEVEL OF DEVELOPMENT OF READING AND WRITING SKILLS FOR STUDENTS ATTENDING THE SIXTH GRADE OF BASIC EDUCATION AT "LEOPOLDO LUCERO" SCHOOL IN NUEVA LOJA, SUCUMBIOS DURING THE THIRD TRIMESTER, 2007-2008 SCHOOL YEAR.

AUTHOR: Jimmy Enrique López Quimi

ADVISORS:

Director: MSc. Miguel Vinicio Ponce Medina

Codirector: Lic. Rina Granda

QUITO - ECUADOR

2009

CERTIFICATION

We, MSc. Miguel Ponce, Director, and Lic. Rina Granda, Co-director, duly certify that the thesis entitled: *The incidence of the application of dynamic hypermedia resource on the level of development of reading and writing skills for students attending the sixth grade of basic education at “Leopoldo Lucero” school in Nueva Loja Sucumbíos during the third trimester, 2007-2008 school year*, has been reviewed and found it apt for oral sustain.

Sincerely,

.....
MSc. Miguel V. Ponce

Director

.....
Lic. Rina Granda

Co-director

ACKNOWLEDGEMENT

Firstly, I want to thank God for giving me health and strength, for being able to carry out this work.

I want to thank to all and every authority of the Army Polytechnic School, who have given me the opportunity to continue my studies at superior academic level.

I would like to thank Msc. Patricio Serrano, Chairman of the Applied Linguistics in English, Career, for his collaboration and appropriate information.

I would like to express my sincere gratitude to the members of my thesis committee (MSc. Miguel Ponce, and Lic. Rina Granda) especially to the MSc. Miguel Ponce, I must recognize his professional support in the most important moments that facilitated the culmination of my goals for my intellectual growth and put it into consideration in our society.

I would also like to thank my mother for her unconditional support and encouragement, and for her wisdom that is why I could do it. Finally, I must also thank all my family, friends and co-workers, who always provide me with words of encouragement.

DEDICATION

I dedicate this work to my dear mother Rosa C Quimi; my wife Carlina del Rosario Mera and my children Jimmy Jefferson López M. and Gabriela Elizabeth López M. who have allowed me to get my yearned dream of being a good professional for the community with their moral support.

JIMMY ENRIQUE LOPEZ QUIMI

TABLE OF CONTENTS

Title page.....	I
Certificate	II
Acknowledgement.....	III
Dedication.....	IV
Table of contents.....	V
Abstract.....	XI
Introduction.....	XII

PART I

RESEARCH PROBLEM

1.1 Research Theme	2
1.2 Problem Identification.....	2
1.2.1 Problem Formulation	5
1.2.2 Secondary Problems	5
1.3 Variables matrix	6
1.4 Objectives.....	9
1.4.1 General.....	9
1.4.2 Specific	9
1.5 Justification.....	10

PART II

THEORETICAL FRAMEWORK

CHAPTER I.....	13
The dynamic hypermedia resources	13
1.1 Introduction	13
1.2 Theoretical Background of Dynamic Hypermedia Resources.....	15
1.3 Importance of the Hypermedia resources in the teaching process	17

1.4	Hypermedia resources applied in the learning process.....	18
1.4.1	Advantages and disadvantages of hypermedia	20
1.4.2	Assessment of hypermedia resources in the level of development reading and writing.....	23
1.4.3.	Validity of hypermedia resources.....	24
CHAPTER II.....		25
2.1	The reading skill.....	25
2.1.1	Reading Conceptual definition.....	25
2.2	Phases of the Reading	25
2.3	Types of Reading.....	26
2.4.	Hypermedia resources used in teaching reading to children of sixth grade of elementary education.....	29
CHAPTER III.....		35
3.1	The writing skill.....	35
3.1.1	Writing conceptual definition.....	35
3.2	Phases of the writing.....	35
3.2.1	Internet in teaching writing.....	37
3.2.2	Computer in teaching writing.....	38
3.2.3	Teaching writing on television.....	38
3.2.4	Tape recorder in teaching writing.....	38
3.2.5	Videos in teaching writing.....	39
CHAPTER IV		
4.1	Hypermedia resources and reading and writing skills.....	40
4.1.1	The Audio lingual methods.....	41
4.1.2	The Silent way method.....	41

4.1.2.1 The Suggestopedia method.....	41
4.1.2.2 The communicative language learning.....	42
4.1.2.3 The total physical response.....	42
4.1.2.4 The communicative approach.....	42
2. Hypothesis system.....	43
2.1 Null hypothesis.....	43
2.2 Working hypothesis.....	43

PART III

METHODOLOGICAL DESIGN

3.1 Research Type and Design.....	45
3.1.1 Type of the research	45
3.1.2 Research Design.....	45
3.1.3 Methods of research.....	45
3.2 Population and sample.....	48
3.3 Field work.....	48
3.4. Statistical procedures for Data analysis.....	49

PART IV

TESTING THE HYPOTHESIS

4.1 Graphical exposition of results.....	52
4.2 Analysis of results before and after applying the hypermedia resources.....	162
4.3 Conclusions.....	168
4.4 Recommendations.....	169

PART V

PROPOSAL

5.1 Proposal.....	171
5.2 Description.....	171
5.3 Objectives.....	172
5.4 Feasibility.....	172
5.5 Impact.....	172
5.6 Evaluation.....	173
5.7 Proposal development.....	174
5.7.1 The Proposal.....	174

BIBLIOGRAPHY.....	198
--------------------------	------------

ANNEXES.....	202
---------------------	------------

ABSTRACT

Through this research work it was determined the impact of the application of hypermedia resources on the students` achievement in the sixth grade of the institution, which determine the reading and writing skills of these students, and that is specifically evident in the overall average achievement. According to this study it was determined the need to put into practice the application of the dynamic hypermedia resources as a learning tool on the level of development of the reading and writing skills in the educational process.

Thus, by applying these pedagogical tools like hypermedia resources in the classroom, the teaching / learning process of reading and writing of English as a foreign language is improved and enhanced because the students are more motivated to learn when they are using the new technology, which is very important in the development of the students` talents, aptitudes and abilities, mainly in reading and writing skills; furthermore when the students of Leopoldo Lucero School use these resources they can develop not only reading and writing, but also all the other language learning skills, providing the students an integral education.

In this study, the field, social and participatory research was applied and as a result, a proposal is made using an integrated tool with strategies that involve the students, the parents and the institution, by the means of teamwork and group support to get the effective application of the hypermedia dynamic resources as a learning tool in the Classroom.

INTRODUCTION

Educational technology changes rapidly. Educators who fail to keep abreast of the changes are at risk of losing a viable advantage in teaching their students. Hypermedia, an acronym that combines the words “hypertext” and “multimedia”, has tremendous potential as an educational technology tool. Features of hypermedia allow learners to read, hear, see, and interact with information. It can be used by teachers to support instruction and by students as a knowledge construction tool. (Caughlin, 2002) The attributes of hypermedia offer clear advantages over many traditional teaching and learning tools. The known benefits of hypermedia have created an increased demand for hypermedia skills and products within educational institutions. (McBride, & DeBoer, 2001). To meet this demand, educators must understand the pedagogical basis for the integration of hypermedia into instruction. Furthermore, they must receive technical training to develop skill in using hypermedia tool software.

These characteristics should be taken into consideration when we are teaching. Thus, teachers’ task is to find and apply the best resources and strategies that make them reach their goals. Understanding the application of dynamic hypermedia resources on the level of development of reading and writing skills as a foreign language has been a theme of study. Foreign language as reading and writing skills has been studied from many different perspectives such as the importance of first language transfer in learning to read and to write in a Foreign Language.

The purpose of this study is to investigate the incidence of the application of dynamic hypermedia resources on the level of development of reading and writing skills within the field of cognitive science. The role of attention in the application of the hypermedia resources on the level of development of the reading and writing skills with regard to the notion of detection is a crucial aspect of Foreign Language aural and written comprehension. As a function of attention, detection selects specific elements found in the input to be registered in working memory where they are subject to further processing by the foreign language learner. Consequently, in these early stages, the demand of comprehending a message deplete the attention system making it more difficult for Foreign language learner to process for linguistic form and content or meaning at the same time. The overall purpose of this thesis is to determine the incidence of the application of dynamic hypermedia resources on the level of development of reading and writing skills as a foreign language acquisition. It includes conclusions and recommendations and the proposal, to be applied at Leopoldo Lucero School in Nueva Loja.

This research is designed for students to improve their reading and writing skills so they will be able to communicate confidently and be understood with relative ease. Finally, I consider that student's attitude is an important element improving his reading and writing -comprehension.

The most important aspects found in each chapter are summarized in the following resume:

Part One presents the "Research Problem", including the problem identification of the research with its dimensions: main problem, secondary problems, variables, general and specific objectives, and the justification of the research.

Part Two offers the “Theoretical Frame” with relation to the researched subject, also the main concepts involved in this research, where the structure of the Incidence of the Application of Dynamic Hypermedia Resources, its elements, reading and writing skills, and so on, which are part of dependent-independent variables and relation between both. Besides, hypothesis systems that will establish real outcomes of this investigation.

Part Three is described, the “Methodological Design” that was applied to develop the proposed investigation, with its research type and design, how data were obtained of the population and sample, and how they were processed and analyzed.

Part Four begins “Testing the Hypothesis” where tests results are exposed. Each question and answer, one by one, counting in the tests has its own graphic result, through a descriptive statistics, by means of the respective percentages. This chapter also contains the Analysis of Results with the statistical calculation, conclusions and recommendations.

At the end of the research paper, Part Five includes the Proposal of the Research in order to assist the students of sixth grade of the Basic Education at Leopoldo Lucero School in the application “the dynamic hypermedia resources”. It consists of a research about application of webquest, it is just a simple compile of the procedures as a guide required to carry out the daily work.

PART I

RESEARCH

PROBLEM

1.1. RESEARCH THEME

The incidence of the application of dynamic hypermedia resources on the level of development of reading and writing skills for students attending the sixth grade of basic education at "Leopoldo Lucero" school in Nueva Loja, Sucumbíos during the third term of the 2007-2008 school year.

1.2 PROBLEM IDENTIFICATION

The school that participates in this study is called "**Leopoldo Lucero**" elementary school. It is located in Lago Agrio, to the North East of the Amazon Region. This city (Nueva Loja) is the capital city of Sucumbíos Province. Nueva Loja is surrounded by several Oil Companies.

This School is ruled by the Department of Education of the Province that is legally established and recognized by the law, being as part of the National System of Elementary Education and it focuses its efforts for the improvement of the life conditions of the country and to impel its development. It has teachers for different study levels: beginners, intermediate and advance and they perform different roles.

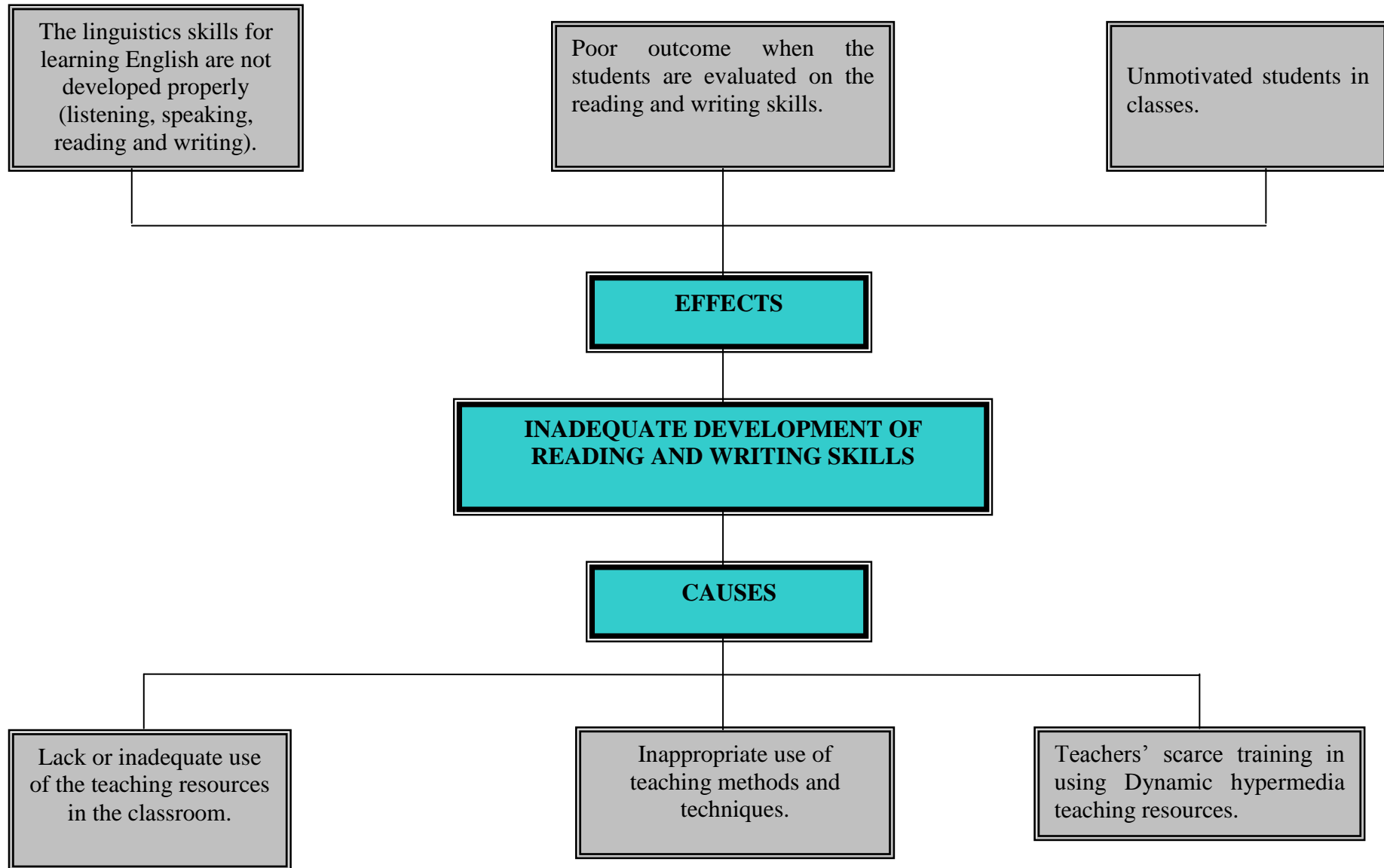
As part of this investigation project, many classroom observations were carried out to know if teachers had been using the hypermedia resources and what techniques they were using when they applied them. It showed an inadequate development of the English language skills, mainly in reading and writing.

Moreover, it was also found that when the teachers did apply the resources, they chose nor the didactic methods neither the appropriate techniques to take advantage of the strengths

of these technological teaching tools, and through tests it reflected that the student's reading and writing abilities were really poor.

Along with the inappropriate use of the hypermedia resources, we found that teachers are not well-trained to use the appropriate didactic material, techniques and exercises when they plan their lesson using hyper media resources, in other words, students get a little or any outcomes when using these valuable technological tools.

Another mentioned aspect, is the fact that teachers are still using traditional approaches, passive methods and techniques and this way of teaching is affecting motivation and the interest of the Students, not only in reading and writing classes, but also they cause negative feelings toward the English language skills, such as boredom, lack of motivation, low grades and therefore they fail.



1.2.1 PROBLEM-FORMULATION

- What is the incidence of the application of dynamic hypermedia resources on the level of development of reading and writing skills in students of sixth grade, at the "Leopoldo Lucero" school in Nueva Loja, Sucumbíos during the third term of the school year 2007-2008?

1.2.2 SECONDARY PROBLEM

- How does the inappropriate use of teaching methods and techniques affect the learning process of reading and writing skills on the students of sixth grade at Leopoldo Lucero School during the third term of the school year 2007-2008?
- How does the lack of training of English teachers when applying hypermedia resources contribute to the inappropriate development of writing and reading skills on the students of sixth grade at Leopoldo Lucero School during the third term of the school year 2007-2008?
- How does the lack of teaching material resources specially hypermedia ones affect the teaching-learning processes in these courses.

1.3. VARIABLES MATRIX

Here we distinguish two variables:

1.3.1 INDEPENDENT VARIABLE

The application of dynamic hypermedia resources.

1.3.2 DEPENDENT VARIABLE

The level of development of reading and writing skills.

VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	SUB-DIMENSIONS
HYPERMEDIA RESOURCES	<p>Electronic means of artificial communication (tangible technology) that can be used to educate.¹</p> <p>It can also be defined as a visual, interactive and non-linear medium for communication, which is based on a human-computer interaction paradigm where the user can browse through a database using point and click interactive techniques.</p>	<ul style="list-style-type: none"> ➤ non – linear models ➤ integration of text ➤ sound ➤ voice- overs ➤ image ➤ animation ➤ video ➤ interaction and links 	<ul style="list-style-type: none"> ➤ Colours ➤ Sounds ➤ images <p>Representation and so on.</p>
READING SKILL	<p>Reading is one of the four skills, which is a receptive skill; it means responding to a text, rather than producing a text.</p> <p>It can be used to solve problem when reading or writing, enabling readers to turn writing into meaning and achieve the goals of reading independence, comprehension, and fluency. ²</p>	<ul style="list-style-type: none"> ➤ . Pre- reading ➤ . Reading ➤ . Post- reading ➤ . Skimming (Main Idea) ➤ . Scanning (Specific information) ➤ . Vocabulary ➤ . Fluency ➤ . 	<ul style="list-style-type: none"> ➤ Decoding ➤ Comprehension ➤ Orthography ➤ Phonology ➤ word recognition ➤ Single word reading ➤ Linguistic Comprehension ➤ Reading

¹ ITESM, 2000,pag 15

		<p>Comprehension</p> <ul style="list-style-type: none"> ➤ . Phonics ➤ . Phonics Awareness. 	<p>Comprehension</p> <ul style="list-style-type: none"> ➤ Word Identification.
<p>WRITING SKILL</p>	<p>Writing skills³ are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.</p>	<ul style="list-style-type: none"> ➤ . Pre-writing ➤ . Writing ➤ . Post- writing ➤ . Free writing ➤ . Drafting ➤ . Revising ➤ . Editing ➤ . Final phase ➤ . Publishing 	<ul style="list-style-type: none"> ➤ Greeting or opening ➤ body of the communication ➤ The conclusion and summarize. ➤ Use the Orthography correctly. ➤ Use the correct forms of words. ➤ Put words together in correct word order ➤ Use vocabulary correctly.

² Reading Skills

http://www.google.com.ec/search?hl=es&defl=en&q=define:reading+skills&ei=5QaxSurWA8GM8QaykLHCDg&sa=X&oi=glossary_definition&ct=title

³ Writing Skills

<http://www.sil.org/lingualinks/Literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatAreWritingSkills.htm>

1.4 OBJECTIVES

1.4.1 General Objective

- To analyze the incidence of the application of the Dynamic Hypermedia Teaching Resources on the development of the reading and writing skills in the students of sixth grade at “Leopoldo Lucero” School, during the third term of the 2007-2008 school year.

1.4.2 Specific Objectives

- Design a theoretical frame about Dynamic Hypermedia Teaching Resources and the language skills which allow carrying away an investigation with firm basis of the object being investigated.
- Determine the teaching methods and techniques that teachers are using in classes and its effectiveness in the development of the language skills specially reading and writing.
- Analyse what Dynamic Hypermedia Teaching Resources are being used by teachers in class and its effect in the development of the reading and writing skills.
- Analyze the teachers’ performance when applying the Dynamic Hypermedia Teaching Resources and its effectiveness in the development of the language skills specially reading and writing.
- To evaluate the students’ knowledge in performing the language skills specially reading and writing.
- Develop a proposal that help to solve part of the problems affecting the teaching-learning process in this Educational Centre.

1.5 JUSTIFICATION

Army Polytechnic School's mission is to produce professional and investigators of excellence, creative, humanists, with capacity of leadership, critical thinking and high civic conscience, generate, apply and share knowledge, bring and implement alternatives of solution to problems of the collectivity to promote the integral development of Ecuador. For these reasons, as student of Applied linguistic at the Army Polytechnic School, this research is focused in the accomplishment of the academic activity of research and entail to the community to find solutions to the necessities of our country. Considering that the educational problems at "“ Leopoldo Lucero ” School " are affecting the teaching- learning process in this educative center, and indeed the collective society, I believed it was important to carry out this investigation and contribute with alternative of solutions for them.

Thinking in this purpose solicitude was presented to the Deputy-headmaster in this educative centre in order to get his approval to carry out this investigation. He considered the proposal valid and beneficial for the improvement of the English teaching-learning process, in consequence this institution provided all the necessary facilities for developing it.

Then, it becomes really important to write down that nobody has carried away an investigation related with the application of Dynamic Hypermedia Teaching Resources before. Specially, one related with the development of the students communicative skills; this encourages me for taking a new challenge in my studies to become a more competent teacher within the years. Besides, the results obtained will help to motivate authorities and teachers to do classroom researches and self evaluations of their teaching practices in order to overcome the problems affecting the teaching-learning process in this institution.

This investigation is an indispensable step to fulfill the requirements to gain my bachelor degree in Applied Linguistics.

PART II

THEORETICAL FRAMEWORK

CHAPTER ONE

1.1 THE DYNAMIC HYPERMEDIA RESOURCES

1.1.1 Introduction

Hypermedia resources offers a powerful means to integrate curriculum content with instructional supports and address varied student needs. Digital texts can be enriched with a range of instructional supports such as vocabulary definitions, glossaries, translations, explanatory notes, background information, and instructional prompts. Each of these supports can take the form of varied media. For example, vocabulary definitions might be presented as text, pictures, and/or animated graphics. Background information might be presented as a map, video, annotated bibliography with text and audio or illustrated timeline.

Nowadays diverse authors refer to the audio-visual literacy, and hold that the new generations need to acquire skills to use the multimedia in the written communication. Are observed likewise that the reading of a hyper medial text demands the aptitude to estimate audio-visual components (graphs, videos, animations, sounds), and to understand (include) his relation with the alphabetical text. ⁴

Skills like the aptitude to compose and send an electronic message, to read and to write documents in hypermedia format, to seek and to select information in Internet, integrate (replay) the new concept of literacy (Henaó Álvarez, 2001).

This didactic offer that incorporates hyper medial resources and seeks to promote the textual production in pupils and pupils of basic primary education, seeks to explore the

⁴ Gabriela García C, Hypermedia Resources. 2005- March 22 the 2007.

possibilities that offer the hyper means to design new strategies, procedures and didactic materials that help to stimulate and improve the level of competition of our children and young men (women) for the written communication. Using hypermedia, teachers can help a variety of learners, including English language learners, second language learners, and students with comprehension problems, to overcome important barriers posed by printed texts. Moreover, because the various supports are present as hyperlinks, students can access them individually, as needed, and on-demand.

a.- Hypermedia itself

Hypermedia refers to hyperlinked multimedia—the linkage of text, audio, graphics, animation, and/or video through hyperlinks. For example, a hypermedia study guide might offer illustrated textbook content hyperlinked to web-based video and other content, glossary entries, and comprehension questions. Other hypermedia applications for the classroom include supported digital reading environments and lessons.

Hypermedia offers a powerful means to integrate curriculum content with instructional supports and address varied student needs. Digital texts can be enriched with a range of instructional supports such as vocabulary definitions, glossaries, translations, explanatory notes, background information, and instructional prompts. Each of these supports can take the form of varied media. For example, vocabulary definitions might be presented as text, pictures, and/or animated graphics. Background information might be presented as a map, video, annotated bibliography with text and audio or illustrated timeline.

Hypermedia can support differences in students' ability to access specific media forms and differences in their literacy and media literacy skills; they also provide alternative means to engage learners. Using hypermedia, teachers can help a variety of learners, including

English language learners, second language learners, and students with comprehension problems, to overcome important barriers posed by printed texts. Moreover, because the various supports are present as hyperlinks, students can access them individually, as needed, and on-demand.

In addition to offering new means to present curriculum content, hypermedia offers new means for students to demonstrate knowledge and skill. Using hypermedia design software, students can construct multimedia compositions that afford them a much greater range of possibilities than text. This is particularly important for students whose difficulty with writing might obscure their mastery of curriculum content.

1.2 THEORETICAL BACKGROUND OF DYNAMIC HYPERMEDIA RESOURCES

Hypermedia is a media with great potential for communicating in a fun and stimulating way. However, hypermedia can be more difficult for us to grasp than traditional media, like books and films, which can result in disorientation. This is partly caused by the abstract nature of computer based media. We can not yet physically perceive computer stored information in the same direct way as we perceive a printed book. The structure of a hypermedia system can also be much more complex than that of a book. Visual communication and good graphical design is one approach for reducing disorientation problems. By learning from the accumulated experience of professional communicators, we might improve orientation in hypermedia systems.

The use of hypermedia-based navigation as the basis of a rich, distributed information environment is now widely accepted, as illustrated by the success of the World Wide Web

(WWW). However, the hypermedia model used by the WWW and other contemporary systems are very simple, offering only limited linking functionality and oriented towards the delivery of information authored specifically for use with in these systems, rather than providing a range of services to people working with distributed information.

The system described in this paper aims to provide a flexible and extensible system for the provision of distributed hypermedia functionality, which will allow users to exercise control over the way in which they choose to share information.

Hypermedia can be thought of as a visual, interactive and non-linear medium for communication, which is based on a human-computer interaction paradigm where the user can browse through a database using point and click interaction techniques. Thus, a graphical user interface and direct manipulation (Shneiderman 1983) is essential to hypermedia.⁵

Imagine having access to a large database which contains information on a wide range of topics, like an encyclopedia. The database can contain text, pictures, animations, sound, and even video recordings. The distinctive feature of hyper-media is the ability to browse through the material in a variety of ways. This is accomplished by inserting connections between different parts of the material, linking them together. These links can be followed by the user in a very rapid fashion, using point and click interaction techniques.

Typical applications for hypermedia systems include: information dissemination, interactive encyclopedias, learning, education, reference databases, interactive presentations, simulations, idea processing, writing tools, personal information management, collaboration tools, games and entertainment, like interactive fiction and adventure games.

⁵ Shneiderman, 1983 Hypermedia Resources <http://www.ida.liu.se/~mikki/comics/lic/chap2.htm>

1.3 IMPORTANCE OF THE HYPERMEDIA RESOURCES IN THE TEACHING PROCESS.

The act of educating involves a high degree of social responsibility, even more so the teacher who has to teach reading and writing, so you have to select the best methods, strategies and resources so that all children achieve quality standards; the use of hypermedia resources, correspond to reality. At the moment where we live they are available to all households to a greater or lesser degree.

This research work, tries in general to evaluate the incidence of the hypermedia resources in the process of teaching reading and writing skills to children from sixth grade of basic education, which is considered relevant in this chapter with the study of the importance of communication in education to achieve learning in school quality, because there is a close relationship between communication and teaching school, which must demonstrate linkage with the implementation of all didactic education centre; describing the main theories of communication which provide sustenance for a fruitful written communication to the reading and understanding of the text is read.

The modern means of electronic communication to be used by the school facilitate the learning of reading and writing, so that the hypermedia resources employed in the teaching process, like the computer, projector of images, among others, are powerful allies teachers. If this sum in its methodological part, the learning processes used for teaching reading and writing skills, such as analysis, synthesis, compared learning literacy, it will be successful.

Consequently with the expressed, the challenge as educators will always create communication strategies that will ensure the success of the teaching and learning process,

which is much more complex than a simple interchange of information between students and teachers, as in the classroom materialize, or in open form or concealed, the contradictions in the social system in which is inserted school.

Therefore it is necessary to emphasize that the use of the hypermedia resources become excellent allies for the teacher to do use of processes and right strategies teaches to read and write. And if he does that best supported the use of hypermedia resources, which arouse their motivation in students, making them interested and build their own learning, because learning to read and write is a complex process that involves learning visual discrimination, cognitive and tactile, and the implementation of a range of appropriate strategies to acquire the general and specific skills that the Curriculum base our homeland. Being this chapter of theoretical foundation, the methodology consisted of the use of the research literature, the Internet, and we proceed to the selection of documents, the reading and analysis.

1.4 HYPERMEDIA RESOURCES APPLIED IN THE LEARNING PROCESS

The hypermedia or computer revolution had begun for fifty years and intensified in the last decade by means of the incessant progress of the new technologies hypermedia and the data networking in the different atmospheres in those that the human activities are unwrapped, together with the growing globalization of the economy and the knowledge, they drive to deep structural changes in all the nations. The analysis on the computers and the school, reserved topic initially to the specialists in education and computer science, it has become a public debate on the computer science in the school and their social consequences.

The Computer science impacts through multiple facets in the process of people's formation and of the development of the society; it can be observed from diverse angles, among those that it is necessary to highlight:

- a. - The computer science as topic characteristic of teaching in all the levels of the educational system, due to their importance in the current culture; it also denominates it to him "Computer Education".
- b. - The computer science as tool to solve problems in the practical teaching of many matters; it is a new means to impart teaching and it operates as factor that modifies in more or smaller grade the content of any educational curriculum, knows it to us as Educational "Computer science.
- c - The computer science as half of administrative support in the educational environment, for what denominates it to him "Computer science of Administration."

The function of the school is the one of educating to the new generations by means of the transmission of the cultural baggage of the society, facilitating the social and labor insert of the students; a half facilitator of new learning and discoveries, allowing the recreation of the knowledge. As mirror that reflects the society, the schools don't create the future, but they can project the culture as it changes and to prepare the students so that they participate more efficiently in an effort continued to achieve better ways of life.

The computer favors the flexibility of the thought of the students, because it stimulates the search of different solutions for oneself problem, allowing a bigger unfolding of the cognitive resources of the students. To manage a computer allows the students to improve their self-esteem, feeling able to "achieve things", to carry out projects, to grow, among others. The constructive importance of the error that allows to revise the own mistakes to

be able to learn of them also appears. The student is this way an active fellow and participant of his own learning that it can develop uses and applications of the technique through the insert of the new technologies. In such a way that the educational one, it should dominate a form of working methodical that teaches to think and that it allows the learning for discovery, the intelligent development and the solid acquisition of the patterns of the knowledge. The student will be prepared then to distinguish clearly which is the problem and which is the most appropriate method in resolution. The computer is also, for the educational one, an instrument able to reveal, I pass to step, the student's intellectual advance.

1.4.1 Advantages and disadvantages of hypermedia

One of the major advantages of hypermedia is the ability to quickly follow associations and look up related material. References can be traced both back-wards and forward in a way which can be difficult and time consuming with printed media. In addition, the user can annotate the material and create new references. Information can also be structured in a variety of ways. Multiple organizations of the same material allow for specialized structures for different user categories. (Conklin 1986, 1987).⁶

Hypermedia has a strong potential for learning applications since learning by exploration (Papert 1980) might be facilitated in a natural way. The student can browse the material and find new information as she explores a subject area. Concepts encountered can trigger new ideas, and chains of associations can be followed in a convenient manner (McAleese 1989). However, this is dependent of how the designer has chosen to structure the system.

⁶ Conklin 1986, 1987. Advantages and disadvantage of hypermedia. Chapter 2: Hypermedia-a summary of concepts. <http://www.ida.liu.se/~mikki/comics/lic/chap2.htm>

One approach is to have the students create their own hypermedia systems. Another possible advantage of hypermedia for learning applications is that hypermedia a system is usually considered as fun to use. Even though this might be a result of the novelty of the medium, the potential for visual richness and high degree of feedback could be regarded as positive by the users.

However, ease of browsing might increase the risk that the learner skips through the material much too hasty, and thus get a shallow and fragmented conception of the subject. Also, as discussed earlier, the risk of getting disoriented can result in confusion rather than understanding, especially if the user jumps around between different nodes in a more or less random manner.

An additional problem is that using a hypermedia system involves a certain cognitive overhead (Conklin 1986, 1987). The problem is that the user has to interact with the system in order to accomplish anything, which can be more or less complex. The author of a research paper, for example, might suddenly want to make a note on a new idea which she comes to think of. If this is complicated and requires many steps it is possible to lose track of the idea and partly forget it. There is also a risk the one loses track of what one was writing in the first place.

A Teaching innovative and imaginative uses virtual teaching to achieve better learning processes in their students, especially on young children ensures success. The use of technology improves the emotional aspect - motivational for the students. This is a task for support to create the appropriate measures to ensure that the student learns through these means will capture the interest of the learner, arouses curiosity and arouses the desire and passion to learn. According Segovia and Beltran, use of technology (1999), "the virtual learning can put at the service of learning a number of ways to dispose of high quality

students to make a real learning innovator who can help not only to learn knowledge, but, above all, to learn to learn and learn throughout life ".

Hypermedia resources in the classroom allow students to be able to drive and control their own learning. Since the identification of targets to monitoring one's own learning process, student role is to exercise their abilities to govern themselves while accomplishing their goals and, in doing so, they develop their intelligence. Given the special conditions of virtual learning, this is the process that better and more quickly must develop the student. Therefore, programming must take particular care in guiding the ability of the student to achieve gradually learns while their autonomy, in relation to the planning of tasks, such as controlling the learning can be developed, almost ideally, in the context of the virtual learning, given the abundance of media occasions and opportunities that this new educational system can offer students. Furthermore, the use of hypermedia resources facilitates construction personnel knowledge, the role of teacher and the programming is to help students start their ability to select, organize and develop the content presented to them to discover and understand its meaning Staff deeper, and this is where the resources go to the aid hypermedia. Thus the student developing a new dimension, personal, innovative, this highlights the imagination of the student. In turn, were powerful recovery processes, transfer and evaluation of the knowledge acquired?

1.4.2 Assessment of Hypermedia resources in the level of development reading and writing.

The educational programs can treat the different matters (languages, mathematics, geography, drawing), in very diverse ways (starting from questionnaires, facilitating an information structured the students, by means of the simulation of phenomena) and to offer a working environment more or less sensitive to the circumstances of the students and more or less rich in interaction possibilities; but all share five essential characteristics:

They are material elaborated with a didactic purpose, like it comes off of the definition.

They use the computer like support in which the students carry out the activities that they propose.

They are interactive, they answer the stocks of the students immediately and they allow a dialogue and an exchange of information between the computer and the students.

They individualize the work of the students, since they adapt to the working rhythm each one and they can adapt their activities according to the performances of the students.

They are easy to use. The necessary computer knowledge to use most of these programs are similar to the knowledge of electronic necessary to use a videotape, that is to say, they are minimum, although each program has some operation rules that it is necessary to know.

The assessments must give to respect some aspects.

To respond this query possible action courses they will be determined that allow to reach the prospective results.

This question takes to determine which they are the activities that they will carry out educational and students, which they are the teaching techniques that the educational one will select to organize its activities and that of the students.

The didactic-pedagogic resources are the elements used by the educational one to facilitate and to drive the learning of the educating (pictures, sheets, videos, software, etc).

The assessments should be selected appropriately, so that they contribute to achieve a better learning and they should be kept in mind some approaches, for example:

They should be pertinent regarding the objectives that are sought to achieve.

They should be available in the moment in that it needs them to him. They should be adapted to the characteristics of the students, the resources should be selected that they allow obtaining the best results at the lowest cost that you/they imply the minimum loss of time and they can be used in different opportunities.

1.4.3 Validity of Hypermedia Resources

Within the overall framework of social development, education as a human activity involves ever more challenges and opportunities for professional teaching, so as to contribute to raising educational fees. Improving the quality of education - learning, requires the teacher to be a thinking person and very committed to education (evolution theory and practice), with advances in science and technology and the evolution of social processes (changes in culture and society); becoming necessary for analysis, reflection and research will constitute the pillars of the educational task. According to Gonzalez, O. and Flores, M. (2000, p. 14) requires "A teacher to reflect on the implications of educational work, which has its own philosophical framework - ethical, since it validates the institution; analysis the socio - cultural, consider teaching and learning and disciplines or subjects to teach - learn, so you can make informed decisions regarding the design.

CHAPTER TWO

2.1 THE READING SKILL

2.1.1 Reading Conceptual definition

Reading is one of the four skills, which is a receptive skill; it means responding to a text, rather than producing a text. It can be used to solve problem when reading or writing, enabling readers to turn writing into meaning and achieve the goals of reading independence, comprehension, and fluency.

2.2 Phases of the reading

With respect, the Curriculum Reform proposes the following steps in the process of reading: **Pre-reading, reading and post-reading**. The pre-reading (MEC. 1996. P. 8)⁷

Pre-reading, this is the stage to generate interest in the child by the text being read." At this stage was activated prior knowledge of the child to motivate to make a prediction of reading. One of the main goals of pre-reading is to prepare students for the reading material you have assigned.

Reading the second stage is the act of reading itself. This is the stage at which the child learns to read. It refers to the speech, understanding and analysis of the text. **The post-reading** it is the reconstruction phase of the text read, interpret and create looking for further reading comprehension and the construction of new meanings. "At this stage the child is trying to extract the message and apply what they have learned, it also checks if the predictions made at the pre-reading are met. In each of these phases can be used hypermedia resources, ensuring success of the process. Reading is important because it is

⁷ MEC. Phases of reading 1996. p. 8

through it that children conduct their own learning, will relate to the world of science and culture and understand the past to projecting the future.

Reading is the ideal tool for learning, so when they are taught to read should bring into play all teaching strategies necessary to ensure that children learn from the beginning with satisfaction this activity and it is important to perform many activities understand what they read.

When you read with the intention of learning, mental strategies are made to process information and passing it on to our long-term memory, which allows train our mental or cognitive structures for further knowledge. Through the senses and with the help of hypermedia resources, the student is provided to capture and process information from reading. Thus, process is to convert information into learning. A good textual reading prepares the child for later reading comprehension.

2.3 Types of reading

Learning to read is a complex process that involves learning visual discrimination, and the implementation of a number of strategies.

In consideration of this Reform Curriculum for Basic Education, said the coexistence of different types of reading: phonological, denotative, connotative, extrapolation, study and recreation. These types of reading are integrated into the process of reading.

a. - Phonological reading

Allows the child perform a reading oral fluid, clear, rhythmic and expressive. For their learning is advisable to choose short texts and appropriate. It is recommended that the master model reading to their students, with special emphasis on intonation and expressiveness. Read poems, twisters, rhymes, stories. In this type of readings the teacher is the role model for their students, so it must make a textual reading, then read the students with rhythm and harmony.

b. - Reading Denotative

It corresponds to the level literal reading comprehension. It allows us to identify explicit or fundamental elements of the text, such as: people, nature, scenery, weather, etc... In the process, which applies, the teacher should read first, then the students who sought in the dictionary the words difficult to understand, the easier draw is the meaning by context.

c. - Reading Connotative

It corresponds to a deeper level of understanding, in this kind of reading the student will find the elements involved in the content, and will be able to reorganize information. At this level of reading ordering information and discusses the content of the same, or whether it reaches reflection. Reading Extrapolation prepares students in critical thinking skills, as it allows judging information of a text, based on knowledge and opinions and to relate new knowledge with those of other areas.

d. - Reading recreation

It has a specific purpose: it is distractive and enjoyable, and serves to ensure that those who read, learn to develop an understanding of what we heard, in addition to that interests you

any kind of reading. Read and tell stories contributes to the child wants to learn to read and is happily in the future with the texts. In addition, the constant contact with the literature develops the ability to understand what you hear.

e. - Encourage reading

It is a strategy with which to win adherents reading, occurs in the child to a "generic estimate to the books," that is forming the habit reader, which is so important for the child to have the predisposition to read, which means increasing the pleasure of reading, the use of written text, in the classroom and beyond. And it is the acquisition to the knowledge.

As the animation are used to reading different techniques of reading stories, texts are used in the interest of children - where the characters and actions acquire a meaning which make it impossible to link directly with children readers - they / as not only read but "live" also the facts that are presented, then dramatize the graphical, representing various forms, which give validity and relevance to the so-called "encourage reading."

Using technology in the classroom, the plot of "story" becomes more real, the characters come alive - they move, speak, "feel" happy face, have wrath. The reading - writing provided the impact of the fabric of shapes and colours succeed: The child is not just reader or reader discovers the book, he develops into the pleasure of reading, helps you move from passive reading to active reading, helps discover the diversity of books and strengthen the love of reading.⁸

⁸ Garcia, M. [Http://ares.unimet.edu.ve/encuentroted/trabajos/trabajos](http://ares.unimet.edu.ve/encuentroted/trabajos/trabajos). 2007-04-05.

2.4 HYPERMEDIA RESOURCES USED IN TEACHING READING TO CHILDREN OF SIXTH GRADE OF ELEMENTARY EDUCATION

In the Curriculum Base of the Basic Ecuadorian Education, a curriculum is contemplated by areas of study, in which its corresponding principal elements are specified; being the intention of this chapter: hypermedia resources used in the program of study that is in use at present for learning of reading -writing in the sixth grade of Basic Education, that it is analyzed of way detailed in the light of different conceptions, criteria of organisms, of authors of transcendence and of the experience in the managing inside the classroom.

It provides a basic introduction of the hypermedia resources and describes how it can be used to support student learning.

a. - Talking books as reading tools

Digital texts can be read aloud using recorded human voice or synthetic text-to-speech programs. Read-aloud is an intrinsic feature of so-called talking books, but with text-to-speech software, virtually any digital content—including web-based texts—can be read aloud, with or without synchronous highlighting of the printed text. Speech synthesis can be segmented at a variety of levels, providing feedback at the level of the passage, sentence, word, onset rime, syllable, or sub syllable. Read-aloud offers potential benefits to many students, including students with visual deficits, students with decoding problems, and reluctant readers. In addition to providing access to curriculum content for those who cannot see or decode printed text, read-aloud can support the development of key literacy skills such as fluency and reading comprehension, and increase engagement and motivation.

Text-to-speech is also a beneficial writing tool. It may be easier for students to recognize errors when listening versus reading a composition. By using text-to-speech to read back the text they have written, students may be able to revise more successfully.

b.- CD-ROM storybooks

CD-ROM storybooks offer digital text in combination with features such as animations, illustrations, speech, and sound. For example, a CD-ROM storybook might offer the story text together with animations, vocabulary definitions, and sound effects. Some storybooks incorporate an audio version of the text. CD-ROM storybooks offer great potential for engaging students, and some incorporate valuable literacy supports. Thus, they can benefit reluctant readers and students with deficits in basic literacy skills. However, their multimedia features are not always instructionally germane. Some storybooks feature entertaining animations and sound effects that, while entertaining, do not directly support access or learning. In fact, they may be distracting for some students. Thus, teachers are wise to select CD-ROM storybooks carefully and with consideration of individual student characteristics.

c. Video/videodiscs

Video/videodiscs offer a means to contextualize curriculum content and instruction across the curriculum. For example, video can be used to anchor mathematics instruction to an authentic context. That is, video can be used to present to students a real-world context within which mathematical problem-solving can then be situated. Video/videodisc-based anchored instruction can similarly be applied to contextualize instruction in other content areas. These approaches are valuable in helping to engage and motivate students, in

providing students with alternatives to text, and in supporting differences in background knowledge.

d. Computer simulations

Computer simulations are computer-generated versions of real-world objects (for example, a brain) or processes (for example, an election). They may be fully automated or interactive, eliciting user input. Computer simulations are a means to "open up the walls of the classroom," providing students with an opportunity to observe, manipulate, and investigate phenomena that are normally inaccessible—an orbiting satellite or foreign culture—using tools and materials that are not available in the classroom. In this respect, they provide an advantageous alternative to learning that might otherwise rely on lecture and printed text. Not only do simulations reduce barriers for students who struggle with these conventional media, they provide multiple models for skill learning, and can increase the immediacy and authenticity of learning content, which is advantageous to many learners.

Computer simulations can be used to increase content knowledge. For example, a simulated marine ecosystem can be used to teach ecology concepts. Simulations are particularly well suited to confronting students with their misconceptions about essential learning concepts and helping them to develop more accurate conceptual models. Simulations can also be used to develop skills. For example, simulated science experiments can be used to facilitate mastery of science process skills. Computer simulations are available on the web, as well as in software form.

e. - Internet in Teaching Reading

Internet resources (textual and other) that relate to science concepts vary tremendously in quality and style. They include academic papers; textbooks; magazines; weblogs (personal records of interesting web experiences); directories (organized collections of links); community discussions; news stories; personal home pages; and marketing. Such texts can range anywhere from informal comments to formal peer-reviewed scientific texts, and can represent individual opinions or those of large communities.⁹

f. - Computer in teaching reading

As the use of computer technology in teaching and learning has expanded and as the importance of critical reading and thinking skills has become emphasized, many commercial software products are advertised as promoting critical reading and/or thinking. However, when viewed from a constructivist perspective, much of this software falls short of promoting critical reading. For example, rather than prompting students to formulate their own questions about what they have read, many programs ask their questions in a multiple-choice format and designate the correct answer.

g. - Teaching reading on television

Teaching reading skills is a wonderful gift that you can bestow to your child. In today's fast paced technological age, reading as a hobby and for pleasure has taken a backseat.

⁹ Martin Dougiamas, June 1999

Children are so involved with television programs, extracurricular activities, friends and computer games that they hardly have any time for exercising their reading skills. Now, even if there is no harm in watching television or being engrossed with computer games, they don't come anywhere near reading in terms of the benefits that it imparts to your child. Reading has the potential to open up a whole new world for your child and by indulging in this activity, your child will have an active imagination, great vocabulary, identification and empathy with other cultures and a broader vision of life.

h. - Tape recorder in teaching reading

The tape recorder has served as a mechanical aid in helping foreign language students whose goals are speaking and aural understanding. Reports have given us a good idea of what is done in language laboratories and what results have been obtained, but very little has been written about the use of the tape recorder as an aid to students whose aim is to learn to read a foreign language.

i. – Cd - Rom in teaching reading

The CD Rom is a huge resource and presents some technical issues when using it on diverse computers. The CD Rom and the video disk require the computers on which they operate to meet certain specifications. It is important when loading the CD Rom or video disk to check that your computer meets these minimum requirements.

j. - Videos in teaching reading

Most educators today realize that teaching students how to read is not the sole responsibility of the language arts teacher, yet many teachers still struggle to come up with effective ways to actually improve reading comprehension in the classroom.

After all, the primary purpose of reading is comprehension. Unless you comprehend what you read you might as well be reading a different language.

Video clips can be used in classes to built upon prior knowledge, motivate them to want learn more about the theme selected.

CHAPTER THREE

3.1 THE WRITING SKILL

3.1.1 Writing Conceptual definition

Writing is specific ability which helps writers put their thoughts into words in a meaningful form and to mentally interact with the message.

3.2 Phases of the writing

Writing is a process that develops gradually; with exploration and experimentation, children will acquire the diverse skills. Children may exhibit more than one stage in a single piece of writing because it is a process and stages are connected and will overlap. As they gain more experience with reading, too, the writing growth will accelerate. Reading and writing development go hand-in-hand.

Writing is individual and recursive, we can look at the three phases; prewriting, writing, rewriting and some strategies you may use to write. This process is often treated as a linear one that, if followed step by step, will lead to a successfully written product.

The purpose of prewriting is to generate an abundance of raw material and notes that will give you some strategies for writing your first draft. For most students, starting a draft too soon, without the results of the prewriting phase, leads to poorly constructed writing, often with weak generalities. Papers tend to reflect superficial treatment of the assignment. Prewriting is not an isolated event, but the way to look ahead to drafting and revising, enabling a piece of writing to grow.

The whole writing process can be divided into the prewriting, writing, and rewriting or revising phases. In the prewriting phase, you might try to clarify ¹⁰

¹⁰The writing process, <http://www.umuc.edu/ewc/onlineguide/chapter2/chapter2-01.shtml>

- what you want to write about
- how you think and feel about your topic
- how you want to approach your topic
- what other materials and notes you might need
- how to organize these materials
- what kind of audience you are writing for

Pre- writing: the discovery and composing tasks writers perform before they actually start writing.

Writing is an essential element in education, closely connected with critical thinking and an important means for learning. And also is an active thinking process, a way to develop new knowledge. Academic disciplines, in fact, are defined in part by the specific research methods that they use. Your teachers will deliberately create various occasions for learning new subject matter through writing. As you write about your subject—describing it from as many angles as you can think of, comparing it to other knowledge you have, tracing its history, and discovering its relationships to other subject matter—you are helping your mind to work. As you write, you are recording how your mind works and stimulating your thoughts and ideas. The written record of your thinking becomes part of your new knowledge.

In addition to creating new knowledge, writing can help you explore and discover problem-solving strategies.

The writing exercises present models of different kinds of writing, but it is important to use these models simply as a springboard for students' writing rather than as a basis for

copying. Most of the writing task can be completed by a sequence of activities that focus on the writing process.

a. - Pre-writing phase

Through discussion of the topic, reading of the model composition or the example of the beginning of one, brainstorming on the topic, or interviews, students generate ideas and collect information related to the topic and then make notes.

b. - Free writing

Students use pictures, videos internet to get ideas and write words as a plan to write their composition. They have the chance on organizing their ideas not worry about the grammar and spelling.

c. - Drafting

Students now write a first complete draft in sentence and paragraph form, but again with worrying about spelling, grammar, or punctuation.

d. - Revising

In pair or small group feedback sections, children read their short compositions, they can ask question for clarification or they can give suggestions for what additional information may be included.

3.2.1 Internet in teaching writing

The reading and writing of text can be taken for granted as an educational tool on the Internet. It is ubiquitous as a means of communication, but there are different ways it can be applied to promote learning, and it can be difficult for a teacher to focus on what sort of thinking they are trying to stimulate in their students. This paper concentrates on the practical application of educational theories of reading and writing, particularly in science education, in order to help the practitioner using the Internet for education. We begin by taking a look at a number of theories about reading and writing, in the context of using

them in an Internet environment. Then we'll examine an experimental technology, Moodle, which was constructed to implement many of these theories and supports online 'classrooms' that use text in a number of ways.

3.2.2 Computers in teaching writing

Interactive programs have been developed to teach grammar and editing skills but these programs are not an integral part of a relevant writing task which is discipline based (Darling, 1997). The computer can be used as a powerful tool to develop the students skills through programs that can be created adapted according to the teacher and students' needs, these programs not only seek to facilitate the language but also help students to develop their abilities in an integral way.

3.2.3 Teaching writing on television

Television as a product of technology plays an increasingly important role in education. It is an audio visual device that has been used as a powerful teaching aid in many parts of the world for many years. Studies have shown that in certain cases television is better than classroom instruction.¹¹

3.2.4 Tape recorder in teaching writing

A teaching aid is any piece of equipment that can be used to help the students learn. Examples of teaching aids include: a tape recorder, computers or a language laboratory. The tape recorder is another easily available teaching aid. It is useful because it gives children a chance to listen to English spoken by different people in different situations.

¹¹ **Novy Amarien**, State University of Malang <http://www.malang.ac.id/jurnal/fs/ele/1997a.htm>

Make sure you place the tape recorder in a place where all the children can hear. Be familiar with how to use the machine and make sure the tape is cued to the correct place. You should also have an alternative activity ready just in case the tape player breaks.

3.2.5 Videos in teaching writing

Using a video studio as a writing classroom is a powerful way to get students to develop and refine their abilities to communicate. Videotapes and academic-written papers are two different media, but both contain the same structure. This technique forces students to clearly write what they will say. The included photographs show a video studio in use and a teacher reviewing a student's writing.

CHAPTER FOUR

4.1 THE HYPERMEDIA RESOURCES AND READING AND WRITING SKILLS

In this chapter there is a briefly resume of the Teaching methods in which teachers can adapt the hypermedia resources to develop the students: reading and writing skills.

The Hypermedia Resources Methodology helps to define student understanding and to identify strategies that teachers can use to help students on the level of development on the language skills especially reading and writing. The use of hypermedia must be carefully guided by teachers and other educational professionals to ensure that students are learning and focusing on valuable curricular concepts. Hypermedia can be a great tool to help facilitate differentiation of instruction in the classroom.

Charp (1993) defines hypermedia, as used in the educational setting, as the use of two or more media for instructional purposes, e.g. the simultaneous use of photos, graphs, sound animation, and video. According to Peck and Dorricott (1994) there are some crucial reasons why hypermedia should be used in the education system. These reasons are:

- Hypermedia such as videodisc technologies and computers can used to individualize instruction thereby compensating for the fact that students learn and develop at different rates and increasing levels of student learning.
- Society is increasingly in need of those who are proficient at accessing, evaluating, and communicating information through technology. By using technological media in the

classroom, students are assisted in learning the skills they will need to live successfully in the twenty-first century.

- Hypermedia fosters improvement in students' reading and writing skills.

The Audio-lingual Method. Is an appropriate to adapt hypermedia resources because the teacher needs to use picture, realia and hand material to give meaning when students require it, structured patterns in language are tough using repetitive drills, especially in reading and writing skill.¹²

The Silent Way Method. In this method the teacher works with gesture and sometimes instruction in the student's native language to help students to produce the target language sounds as accurately as possible. The teacher speaks very little when using this method. The role of the teacher is to draw the learners' attention to the way that they are going about the act of learning. The teacher facilitates the students' discoveries and helps the students to gain insight into the functioning of the language. Instead of teacher being a model he/she can use a computer, the internet, or a recorder to develop the students' skills, especially reading and writing.

The Suggestopedia. In this method the classroom is set in a way that learning comes naturally. Learning is facilitated in a relaxed, comfortable environment and students can learn from what is presented in the environment. There is always music playing while teacher is working the tasks activities, also the teacher can adapt a video to make classes more interesting in reading and writing skills.

The student's use their mental powers that they have in order perform better in classes, the learning is facilitated in a relaxed, comfortable environment. They can learn from what is

¹² Dallan Larsin, Techniques and Principles Language Teaching, The Audio Lingual Method p 31

presented in the environment (picture, color, music, etc) by the use of Hypermedia Resources.

Community language learning. In this methods the teacher can use internet or can activate learner' imagination by using technological material as internet, computers, television, and radio etc, also the teacher can develop their confidence by using realia, activities prepared in advanced and kept in a computer. They will learn best when they have a choice in what the practice. Students develop an inner wisdom about where and what they need to work. They can learn to take more responsibility for their own learning.

The total physical response. In this method meaning in the target language can often be conveyed through actions. The teacher can use hypermedia resources to activate the students' memory. It means that they can learn through observations. For instance movie, video, and CD ROM, etc. The students can also perform those actions in the language skill, especially in reading and writing.

The communicative approach. In this method one function can have many different forms since the focus of the course is on real language use, a variety of linguistics forms are presented together which means that a teacher can use topics suggested in the internet to set a discussion among the group in the classroom or bring a short video for students to watch a discuss in class about it.

2. HYPOTHESIS

2.1 Null hypothesis H₀

The application of hypermedia resources in the learning process does not affect the level of development of the students reading and writing skills.

2.2 Working hypothesis H_i

The application of hypermedia resources in the learning process affects positively the level of development of the students reading and writing skills

PART III

METHODOLOGICAL DESIGN

3.1. RESEARCH TYPE AND DESIGN

3.1.1 TYPE OF THE RESEARCH

It is applied, descriptive and of field.

This is a **field research**, because the investigators try to detect the causes and effects of the phenomenon at the same time to collect information through surveys, the information will obtain through writing material.

And it also is **descriptive** because it has the capacity to select the fundamental characteristics of the object being studied.

3.1.2. RESEARCH DESIGN

The research design is **quasi-experimental**, because the investigator practices a little in the variables, the groups work are not assigned random. The groups are measured before and after by means of tests.

It is a **quantitative** research because the general hypothesis is having a statistical character that requires information related to samples or continuous variables that admit division. This research will permit to organize, analyze and interpret information; it will be subjected to inferential studies allowing setting down the population's conclusions based on the study of samples.

3.1.3 METHODS OF RESEARCH

Here are specified the methods, techniques, the primary and secondary sources which made possible the development of the proposed investigation and which were gotten in direct way. This implied to use techniques and procedures that provided adequate

information to develop the entire investigation and especially for the hypothesis analysis and interpretation.

The research method used to set the situational frame of this investigation such as: problem setting, problem formulation, justification, feasibility, general and specific objectives and hypotheses was **scientific method** provided that a research must have a scientific character it means, to obtain new knowledge, from those already acquired about the distinct aspects of our reality.

The purpose of my investigation is to elaborate new knowledge using an explicative theory and structured sample of data about the object being investigated. The application of these elements was possible through theoretical, methodological, and technical procedures.

The scientific method is a planned and ordered process that a research must follow for the acquisition, organization, systematization, expression and exposition of new knowledge of the reality being studied. This method constitutes the sample of process that man must undertake in the investigation to show the true.

The **inductive** and **deductive methods** were used, in the first case the method allowed to carry out a logical, coherent and ordered analysis of the problem being investigated, taking as reference true premises. It had the objective to get conclusions which were in relation with its premises, starting from particular truths, it was concluded general truths. In the second method (deductive) allowed analyzing aspects starting from general situations, it could identify particular explanations contained explicitly in the general situation

The first research method used in the hypothesis analysis and interpretation was basically a **descriptive method** because it was framed in an investigation that pointed out the characteristics that identify the methods and others teaching- learning aspects in which dynamic hypermedia resources are use to develop the communicative competences in the students and specially reading and writing.

It also describes situations and events that were produced in the classroom as consequence of the teacher's inadequate use of the teaching resources in developing their students' skills and abilities.

In this way the descriptive study looked for specific important characteristics of the approaches, methods and techniques in which Dynamic Hypermedia Resources are based and its concerning with the activities which take place in class for the development of Ss productive and receptive skills.

This method facilitated the description of the characteristics that identify the different elements and components in my investigation as; establish the demographic characteristics of the units being investigated (delimitate the universe), identify forms of behavior of people in the universe being investigated (teachers, students, some authorities), establish concrete behaviors, discover and verify the association between the research variables.

This study type required specific data collection techniques as; interviews, inquires and observations.

The last method was **quasi- experimental** which allow to compare the two groups the experimental and the control group, it also allow to measure the before and the after of the experimental group. This method provide the investigation with enough clues to analyze

the effectiveness of the dynamic hypermedia resources in the development of writing and reading skills and in this way to verify the working hypothesis established for this research.

3.2 POPULATION AND SAMPLE

The population was conformed for 65 children and two teachers in total 67.

3.3 FIELD WORK.

The field work will be carried out during the current school year, with the students from sixth grade (control group 30). (Experimental group 35) of Leopoldo Lucero School, in Nueva Loja, Sucumbíos, by applying them pre and post tests in this period of time.

Fieldwork will be classified in three stages and they are:

- a. - the diagnostic (pre-test)
- b. - the application of the hypermedia resources
- c. - the final results (post-test)

3.4 STATISTICAL PROCEDURES FOR DATA ANALYSIS.

In the data processing and analysis, it was used the most adequate techniques to do the task better.

The edition

It consisted in the data review to detect errors or omissions, process and organize in a clearest possible way, order them in a uniform way, eliminate contradictory or wrongs answers in order to facilitate the tabulation. It was carry in manual way.

Codification

It involved assigning a number, symbol, or letter to the different alternatives in each answer with the purpose of facilitating the tabulation. (The edition and codification were carried out at the same time)

Tabulation

It was to determine groups, subgroups, classes or categories in which the answers were classified, and the tabulation consisted in summarize the data in statistical tables or charts depending in the information volume, the tabulation was made in manual form and using excel.

Classification

It consisted in classifying the data by means of tables; charts built in particular way for each questions and variable, or by groups which were the object of the investigation.

The information processing

It implied the used of statistical techniques that facilitate the management of the obtained information and it was carried out using the software to identify the aspects which were object of analysis and knowledge.

PART IV

TESTING THE HYPOTHESIS

4.1 Graphical exposition of results

**PRE – TEST
CONTROL GROUP
READING**

Question 1. - This is a fly.		
OPTION	FREQUENCY	PORCENTAGE
YES	14	70%
NO	6	30 %
TOTAL	20	100%

TABLE. 1. STUDENT’S RESULTS TO QUESTION 1

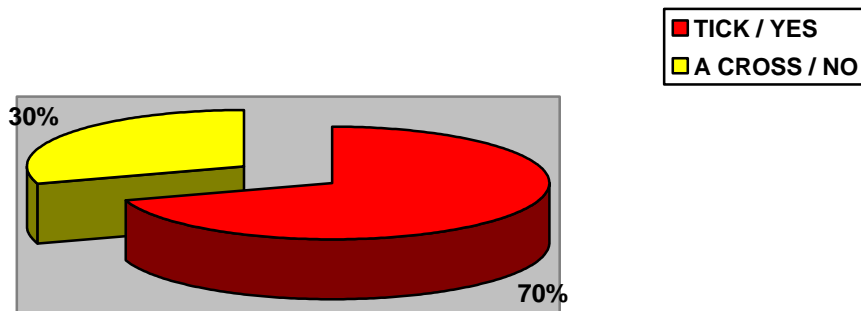


FIGURE. 1. Results to the first question of the pre - test.

Analysis

In this question we can see that 14 students answered **yes** which represent the 70 % in the red color. Which show us a good knowledge of reading skill, and 6 students answered **no** who have a poor knowledge about this skill, which represent 30 % in the yellow color.

Question 2 .- This is a bike		
OPTION	FREQUENCY	PORCENTAGE
YES	13	65%
NO	7	35%
TOTAL	20	100%

TABLE. 2. STUDENT’S DATA RESULTS TO QUESTION 2

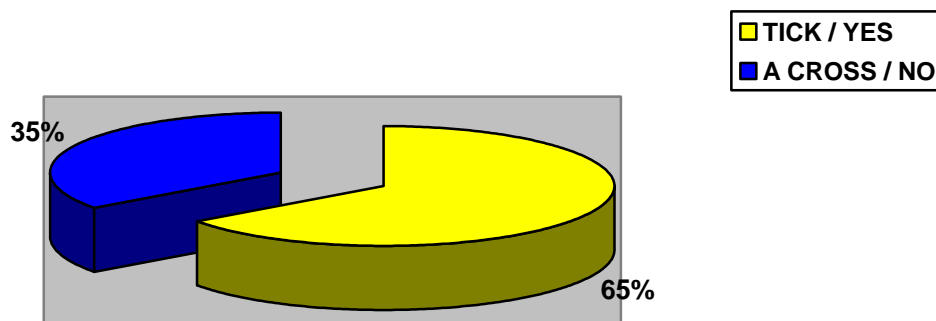
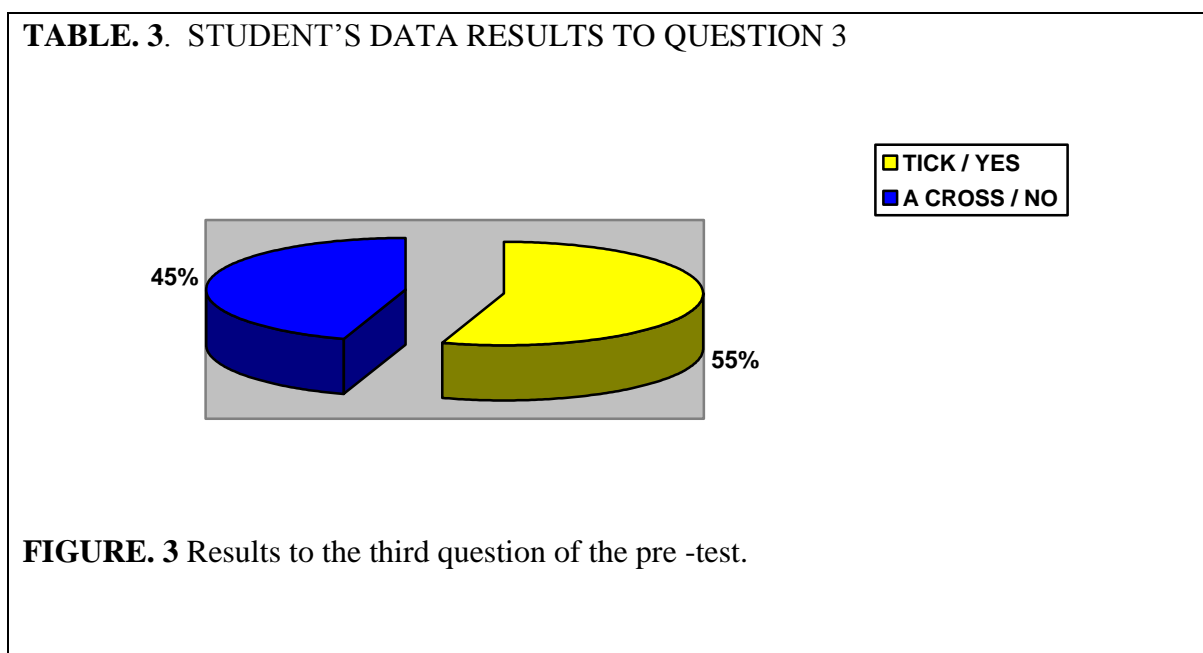


FIGURE. 2 Results to the second question of the pre -test.

Analysis

In this question we can see a percentage of 13 students answered **yes** which represent 65 % in the yellow color. They apply their knowledge about reading skill and 7 students answered **no** which represent 35 % in blue color.

Question. 3.- This is a pineapple		
OPTION	FREQUENCY	PORCENTAGE
YES	11	55 %
NO	9	45 %
TOTAL	20	100%



Analysis

According to the analysis in this question we can see 11 students answered **yes** which represent a percentage of 55 % in yellow color, with a knowledge of reading skill and 9 students answered **no** which represent 45 % of the students who don't apply their knowledge in the development of English classes with blue color.

Question 4. - This is a television.		
OPTION	FREQUENCY	PORCENTAGE
YES	7	35%
NO	13	65 %
TOTAL	20	100%

TABLE. 4. STUDENT’S DATA RESULTS TO QUESTION 4

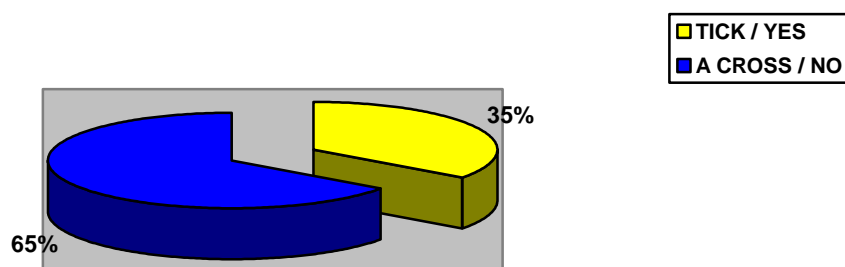


FIGURE. 4 Results to the fourth question of the pre - test.

Analysis

In this question we can see that 7 students answered **yes** which represent a percentage of 35 % in yellow color. And 13 students answered **no** which represent a percentage of 65% in blue color. They applied their knowledge about this skill in the development of English classes.

Question 5. - This is a guitar.		
OPTION	FREQUENCY	PORCENTAGE
YES	10	50 %
NO	10	50 %
TOTAL	20	100%

TABLE. 5. STUDENT'S DATA RESULTS TO QUESTION 5

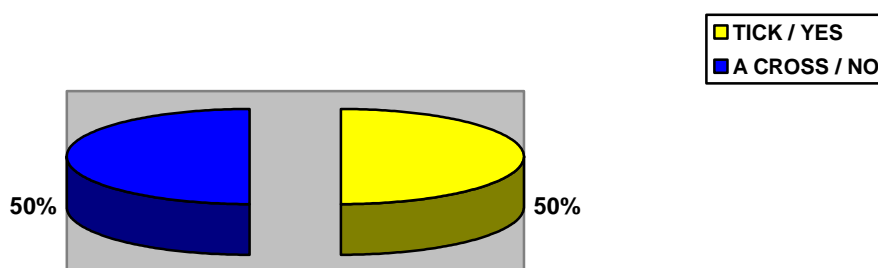


FIGURE. 5 Results to the fifth question of the pre - test.

Analysis

In this question we can see a percentage of 10 students answered **yes** which represent a 50 % in yellow color. And 10 students answered **no** which represent 50% in blue color. Which show us teachers apply all communicative competences with them in the development of English classes.

WRITING

Question 6. - There are two children in the sea.		
OPTION	FREQUENCY	PORCENTAGE
YES	9	45 %
NO	11	55 %
TOTAL	20	100%

TABLE. 6. STUDENT'S DATA RESULTS TO QUESTION 6

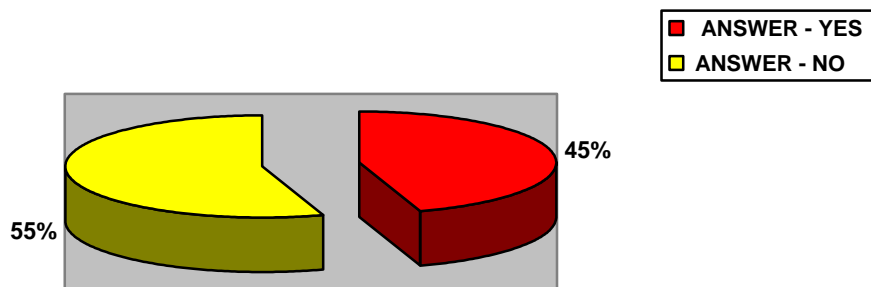


FIGURE. 6 Results to the sixth question of the pre - test.

Analysis

According to the analysis in this question we can see that 9 students answered **yes** which represent a 45 % in red color. They applied their knowledge about reading skill in the development of English classes, and 11 students answered **no** which represent a 55% in yellow color.

Question 7. - The duck is walking behind the two elephants.		
OPTION	FREQUENCY	PORCENTAGE
YES	15	75 %
NO	5	25 %
TOTAL	20	100%

TABLE. 7. STUDENT’S DATA RESULTS TO QUESTION 7

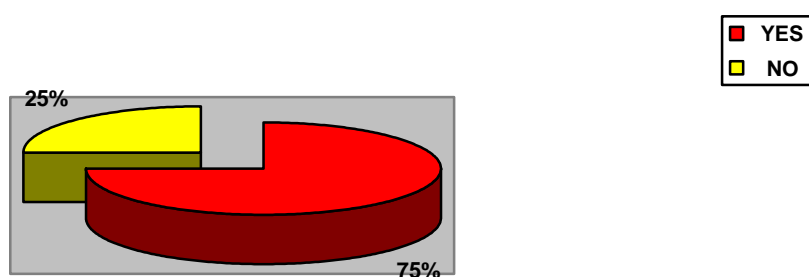
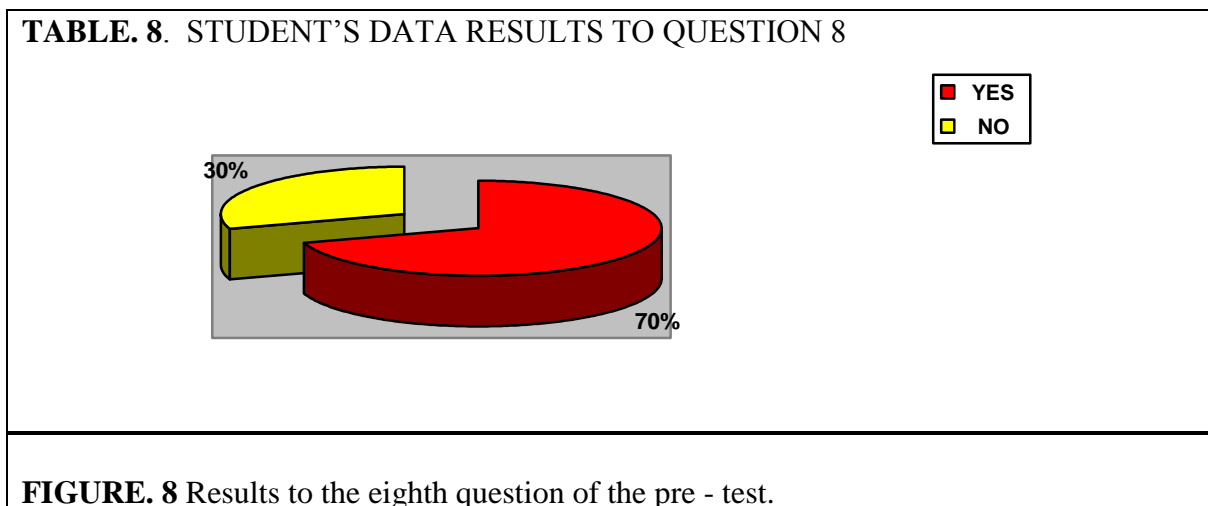


FIGURE. 7 Results to the seventh question of the pre - test.

Analysis

In this question we can see that 15 students answered **yes** which represent a 75 % in red color. They applied their knowledge about this skill in the development of English classes. And 5 students answered **no** with a percentage of 25 % in yellow color.

Question 8. - The girls are playing with a ball.		
OPTION	FREQUENCY	PORCENTAGE
YES	14	70 %
NO	6	30 %
TOTAL	20	100%



Analysis

According to this question a percentage of 6 students answered **no** which represent a 30 % in yellow color. They don't use technological devices in the development of English classes, and 14 students answered **yes** which represent a 70% in red color.

Question 9. - The woman in the boat has got a camera.		
OPTION	FREQUENCY	PORCENTAGE
YES	9	45 %
NO	11	55 %
TOTAL	20	100%

TABLE. 9. STUDENT’S DATA RESULTS TO QUESTION 9

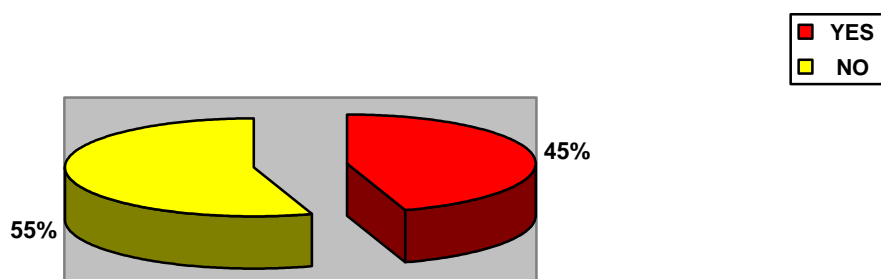
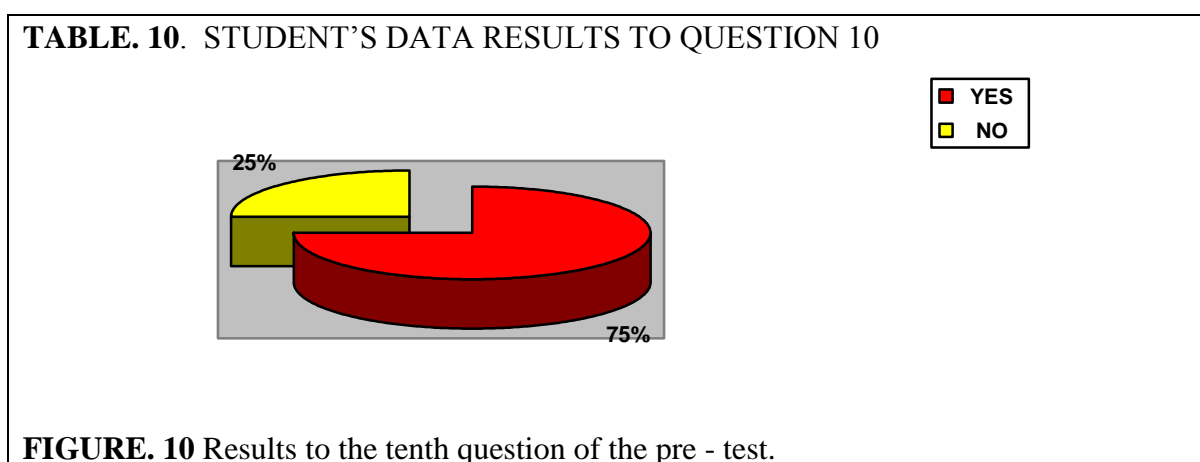


FIGURE. 9 Results to the ninth question of the pre - test.

Analysis

According to this question a percentage of 9 students answered **yes** which represent a 45% in red color. And the 11 students answer **no** which represent a 55% in yellow color. If teachers don't use new technology in the teaching learning process, learners won't reach their goals in this case like writing skill.

Question 10. - The crocodile is eating a coconut.		
OPTION	FREQUENCY	PORCENTAGE
YES	15	75 %
NO	5	25 %
TOTAL	20	100%



Analysis

According to this question a percentage of 15 students answered **yes** which represent a 75% in red color and 5 students answered **no** which represent a 25 % in yellow color. It is due to they have only been using their textbook because their institution doesn't have an adequate teaching.

WRITING

Question 11

n	a	J	s	e
---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	9	45 %
wrong word	11	55 %
TOTAL	20	100%

TABLE. 11. STUDENT'S DATA RESULTS TO QUESTION 11

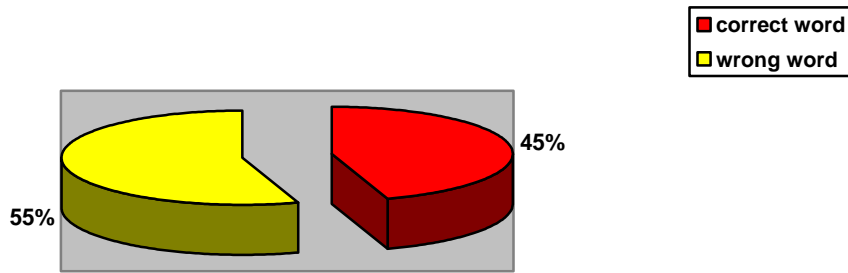


FIGURE. 11 Results to the eleventh question of the pre -test.

Analysis

According to this question a percentage of 9 students answered with the **correct word** which represent a 45 % in red color, and 11 students answered **wrong words** which represent a 55 % in yellow color. It is due to they do not have previous experience. For this reason they present a poor knowledge in writing skill.

Question 12

e	s	o	h	s
---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	13	65 %
wrong word	7	35 %
TOTAL	20	100%

TABLE. 12. STUDENT'S DATA RESULTS TO QUESTION 12

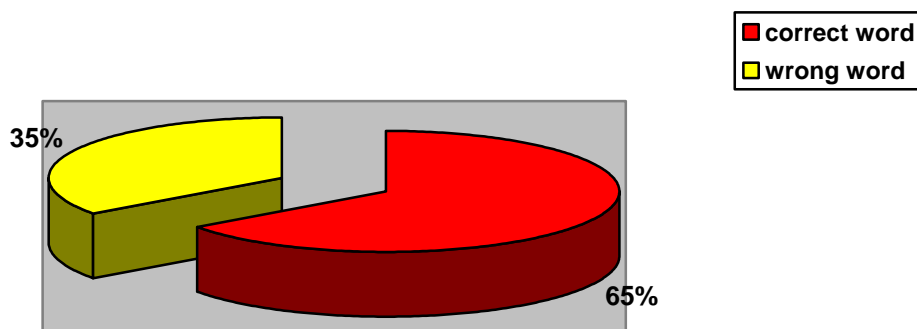


FIGURE. 12 Results to the twelfth question of the pre - test.

Analysis

According to the analysis of this question a percentage of 13 students answered **correct words** which represent a 65% in red color and 7 students answered **wrong words** which represent a 35 % in yellow color.

Question 13

c	j	t	k	e	a
---	---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	7	35 %
wrong word	13	65 %
TOTAL	20	100%

TABLE. 13. STUDENT’S DATA RESULTS TO QUESTION 13

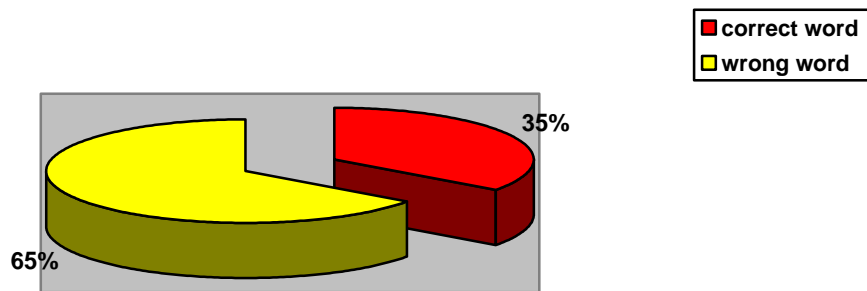


FIGURE. 13 Results to the thirteenth question of the pre - test.

Analysis

According to this question and the analysis of score 13 students have answered the **wrong word** which represents a 65 % in yellow color, and 7 students have answered with the **correct word** which represent a 35 % in red color.

Question 14

n	g	a	a	b	d	h
---	---	---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
Wrong word	20	100 %
Correct word	0	0 %
TOTAL	20	100%

TABLE. 14. STUDENT’S DATA RESULTS TO QUESTION 14

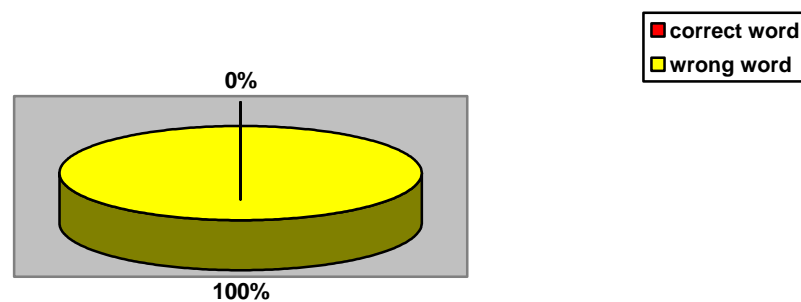


FIGURE. 14 Results to the fourteenth question of the pre - test.

Analysis

In this question we can see a percentage of 20 students answered with the **wrong word** which represent the 100% in yellow color. Which show us teachers don't apply all communicative competences with them in the development of English classes.

Question 15

r	o	T	s	r	e	u	s
---	---	---	---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	4	20 %
wrong word	16	80 %
TOTAL	20	100%

TABLE. 15. STUDENT'S DATA RESULTS TO QUESTION 15

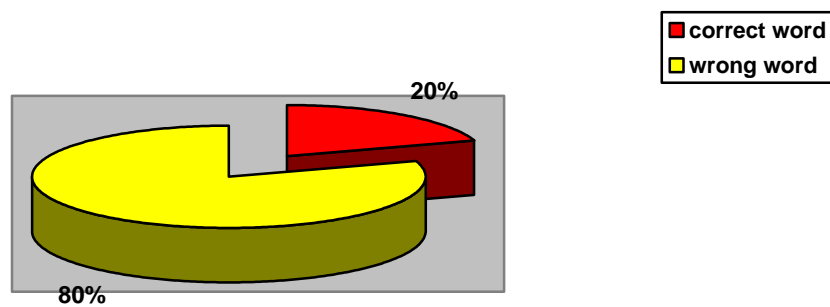


FIGURE. 15 Results to the fifteenth question of the pre - test.

Analysis

According to this question a percentage of 16 students answered **wrong words** which represent the 80 % in yellow color, and the 4 students answered **correct words** which represent 20 % in red color. If teachers don't use new technology in the teaching learning process, learners won't reach their goals in this case writing skill.

Question 16

Two ears, two eyes and long on my head		
OPTION	FREQUENCY	PORCENTAGE
correct word	10	50 %
wrong word	10	50 %
TOTAL	20	100%

TABLE. 16. STUDENT’S DATA RESULTS TO QUESTION 16

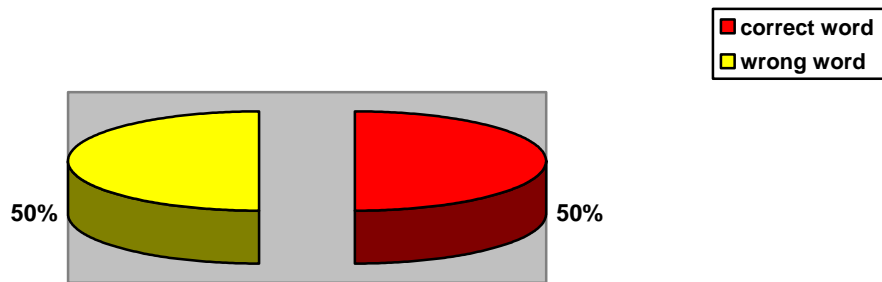


FIGURE. 16 Results to the sixteenth question of the pre -test.

Analysis

According to the question a percentage of 10 students have answered **correct** the question, which represent the 50 % in red color and 10 have answered **wrong**, which represent the 50 % in yellow color.

Question 17

I don't live in aor a garden		
OPTION	FREQUENCY	PORCENTAGE
correct word	10	50 %
wrong word	10	50 %
TOTAL	20	100%

TABLE. 17. STUDENT'S DATA RESULTS TO QUESTION 17

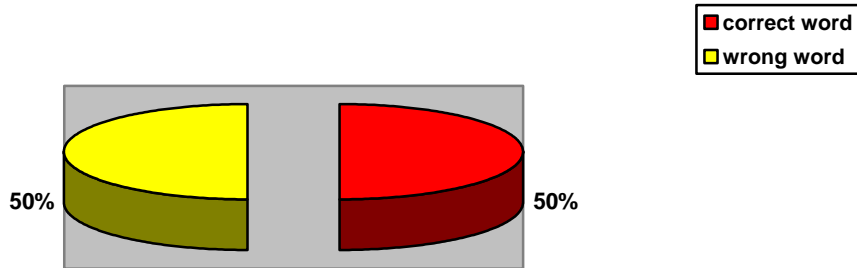


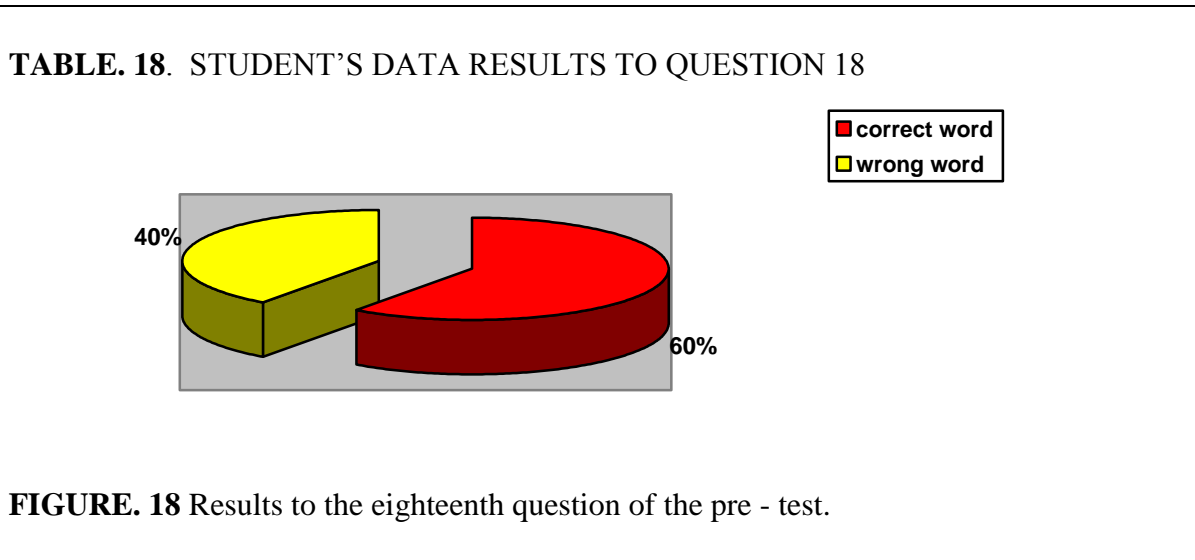
FIGURE. 17 Results to the seventeenth question of the pre - test.

Analysis

According to this question a percentage of 10 students answered **correct** the question which represent a 50% in red color, and 10 students answered **wrong**, which represent the 50% in yellow color.

Question 18

I like eatingand apples.		
OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

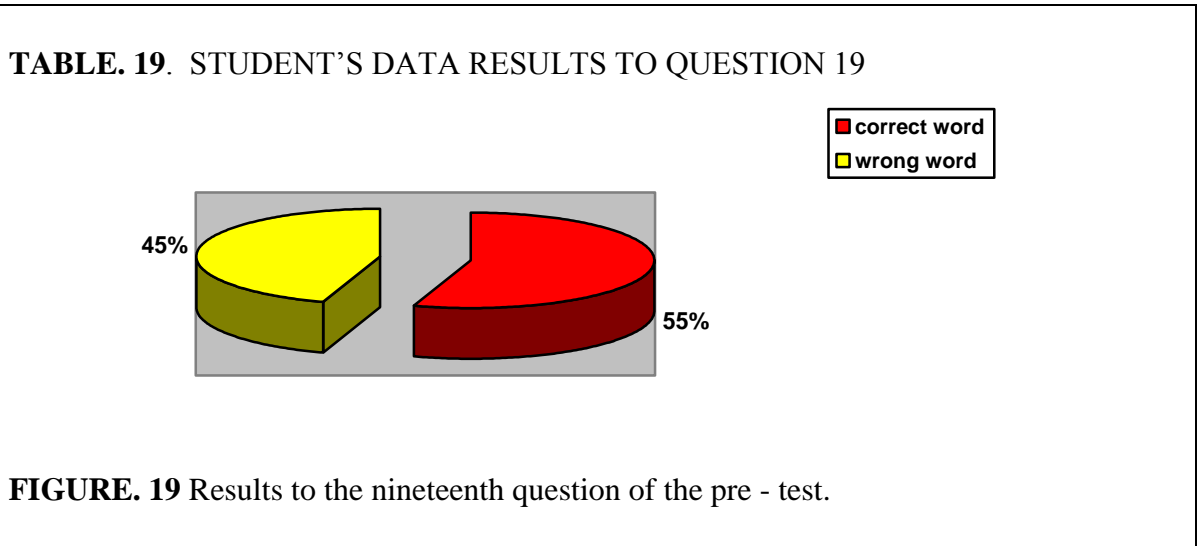


Analysis

According to this question a percentage of 12 students answered **correct** the question which represent a 60 % in red color and the 8 students answered **wrong** which represent a 40% in yellow color.

Question 19

I drink		
OPTION	FREQUENCY	PORCENTAGE
correct word	11	55 %
wrong word	9	45 %
TOTAL	20	100%



Analysis

According to this question a percentage of 11 students have answered **correct** the questions which represent the 55 % in red color and 9 students answered **wrong** which represent a 45 % in yellow color.

Question 20

A woman, aor a child can ride me		
OPTION	FREQUENCY	PORCENTAGE
correct word	8	40 %
wrong word	12	60 %
TOTAL	20	100%

TABLE. 20. STUDENT’S DATA RESULTS TO QUESTION 20

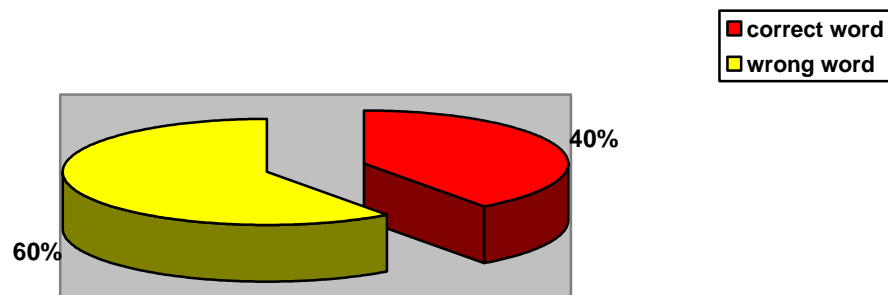


FIGURE. 20 Results to the twentieth question of the pre - test.

Analysis

According to this question a percentage of 8 students answered **correct** the question which represent the 40 % in red color and 12 students answered **wrong** which represent a 60 % in yellow color.

Question 21

What is the teacher drawing		
OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

TABLE. 21. STUDENT'S DATA RESULTS TO QUESTION 21

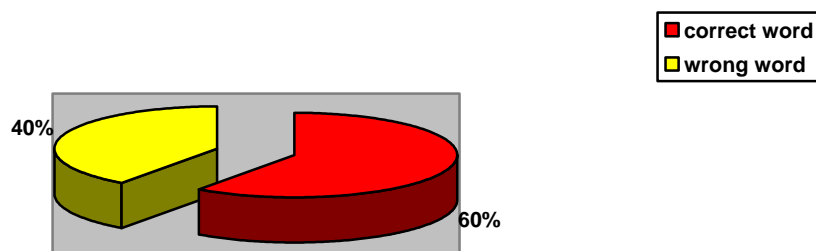


FIGURE.21 Results to the twenty – first question of the pre - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represents the 60 % in red color, and the 8 students answered **wrong** which represent 40 % in yellow color.

Question 22

Who is holding the cat?		
OPTION	FREQUENCY	PORCENTAGE
correct word	10	50 %
wrong word	10	50 %
TOTAL	20	100%

TABLE. 22. STUDENT’S DATA RESULTS TO QUESTION 22

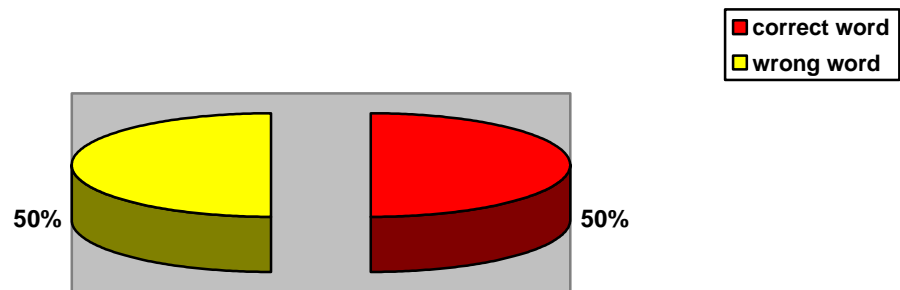


FIGURE. 22 Results to the twenty – second question of the pre - test.

Analysis

According to this question a percentage of 10 students answered **correct** the question which represent 50 % in red color and the 10 students answered **wrong** which represent 50 % in yellow color.

Question 23

What is the teacher doing now?		
OPTION	FREQUENCY	PORCENTAGE
correct word	10	50 %
wrong word	10	50 %
TOTAL	20	100%

TABLE. 23. STUDENT’S DATA RESULTS TO QUESTION 23

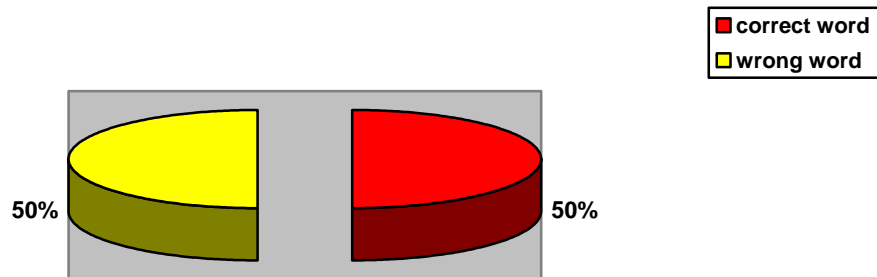


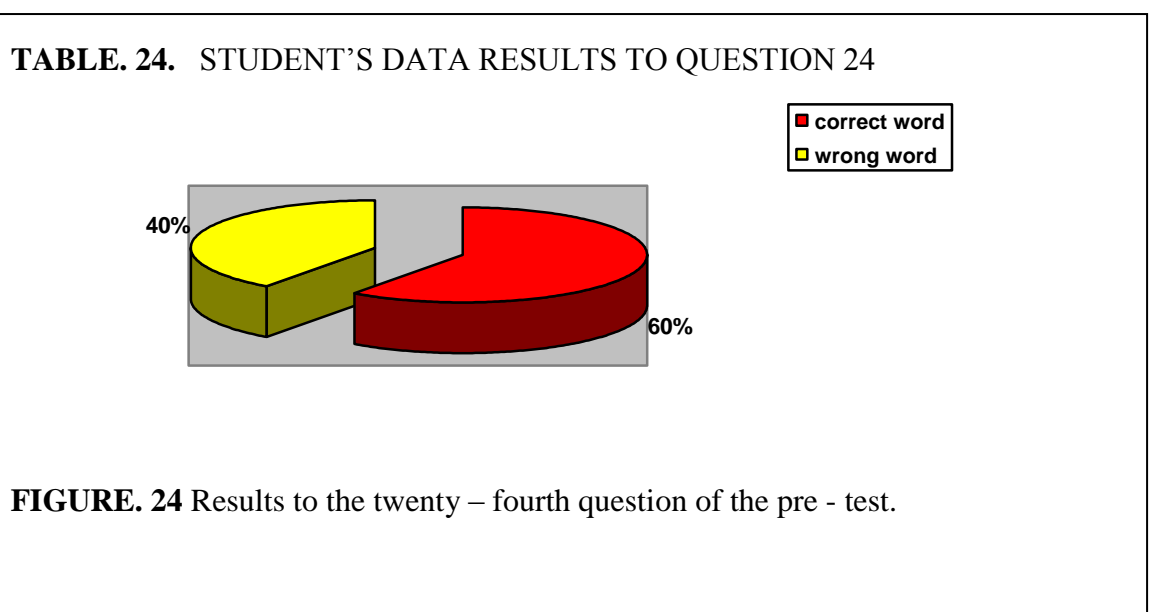
FIGURE. 23 Results to the twenty- third question of the pre - test.

Analysis

According to this question a percentage of 10 students answered **correct** the question which represent 50 % in red color and the 10 students answered **wrong** which represent 50 % in yellow color.

Question 24

Where is the cat now?		
OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%



Analysis

According to this question a percentage of 12 students answered **correct** the question which represent the 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 25

How many children are looking at the cat?		
OPTION	FREQUENCY	PORCENTAGE
correct word	7	35 %
wrong word	13	65 %
TOTAL	20	100%

TABLE. 25. STUDENT'S DATA RESULTS TO QUESTION 25

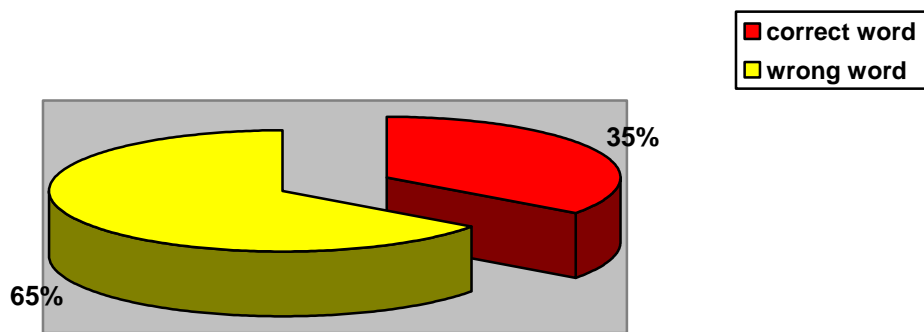


FIGURE. 25 Results to the twenty – fifth question of the pre - test.

Analysis

According to this question a percentage of 7 students answered **correct** the question which represent 35% in red color and the 13 students answered **wrong** which represent the 65 % in yellow color.

PRE – TEST

EXPERIMENTAL GROUP

READING

Question 1

This is a fly.

OPTION	FREQUENCY	PORCENTAGE
YES	17	85 %
NO	3	15 %
TOTAL	20	100%

TABLE. 1. STUDENT’S DATA RESULTS TO QUESTION 1

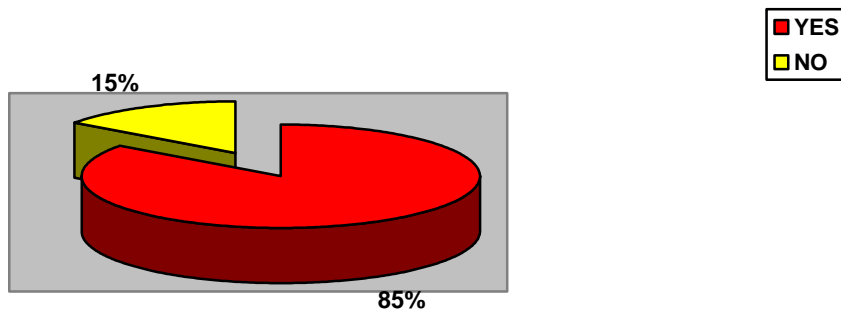


FIGURE. 1 Results to the first question of the pre - test.

Analysis

According to this question a percentage of 17 students answered **yes** the question which represents 85% in red color and only 3 students answered **no** which represent the 15 % in yellow color.

Question 2

This is a bike.

OPTION	FREQUENCY	PORCENTAGE
YES	17	85 %
NO	3	15 %
TOTAL	20	100%

TABLE. 2. STUDENT'S DATA RESULTS TO QUESTION 2

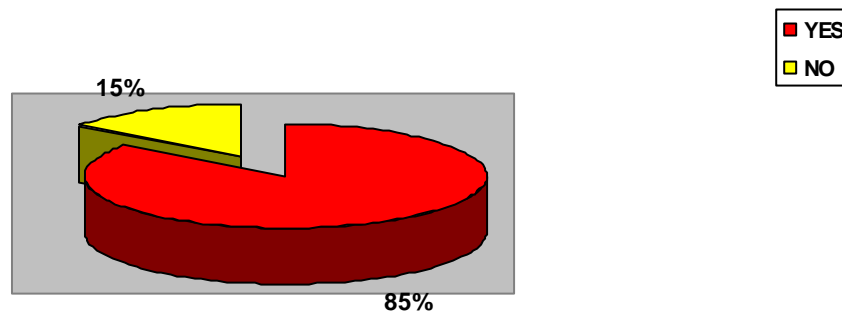


FIGURE. 2 Results to the second question of the pre - test.

Analysis

According to this question a percentage of 17 students answered **yes** which represent 85 % in red color, and the 3 students answered **no** which represent the 15 % in yellow color.

Question 3

This is a pineapple.

OPTION	FREQUENCY	PORCENTAGE
YES	14	70 %
NO	6	30 %
TOTAL	20	100%

TABLE. 3. STUDENT'S DATA RESULTS TO QUESTION 3

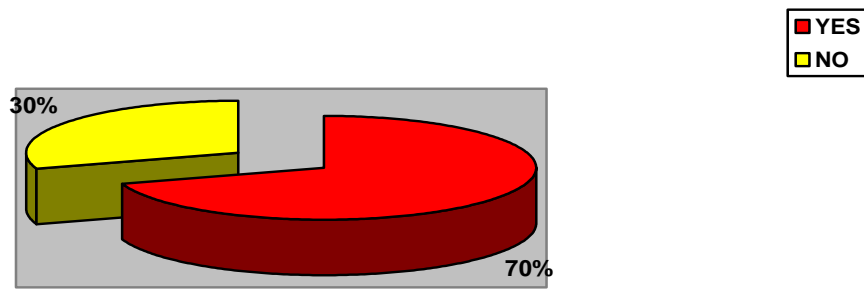


FIGURE. 3 Results to the third question of the pre - test.

Analysis

According to this question a percentage of 14 students have answered **yes** which represent the 70% in red color, and the 6 students answered **no** which represent the 30 % in yellow color.

Question 4

This is a television.

OPTION	FREQUENCY	PORCENTAGE
YES	3	15 %
NO	17	85 %
TOTAL	20	100%

TABLE. 4. STUDENT'S DATA RESULTS TO QUESTION 4

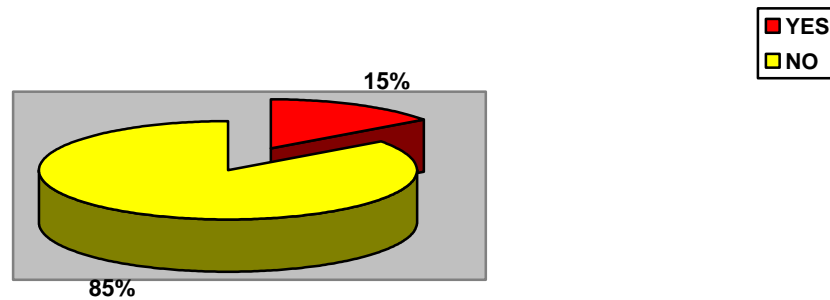


FIGURE. 4 Results to the fourth question of the pre - test.

Analysis

According to this question a percentage of 17 students have answered **no** the questions which represent 85% in yellow color and 3 students answered **yes** which represent the 15 % in red color.

Question 5

This is a guitar.

OPTION	FREQUENCY	PORCENTAGE
YES	14	70 %
NO	6	30 %
TOTAL	20	100%

TABLE. 5. STUDENT'S DATA RESULTS TO QUESTION 5

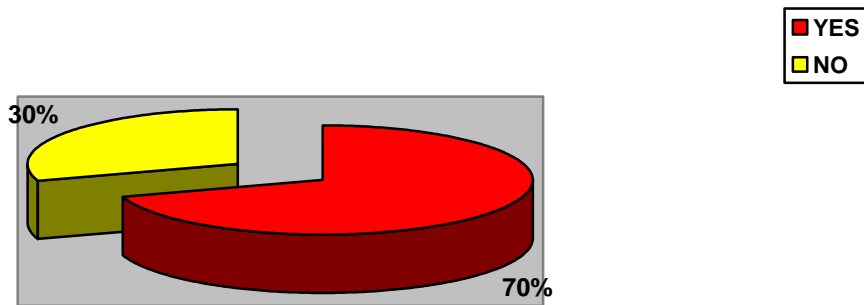


FIGURE. 5 Results to the fifth question of the pre - test.

Analysis

According to this question a percentage of 14 students answered **yes** the questions which represent 70% in red color and 6 students answered **no** which represent the 30% in yellow color.

WRITING

Question 6

There are two children in the sea.

OPTION	FREQUENCY	PORCENTAGE
YES	17	85 %
NO	3	15 %
TOTAL	20	100%

TABLE. 6. STUDENT'S DATA RESULTS TO QUESTION 6

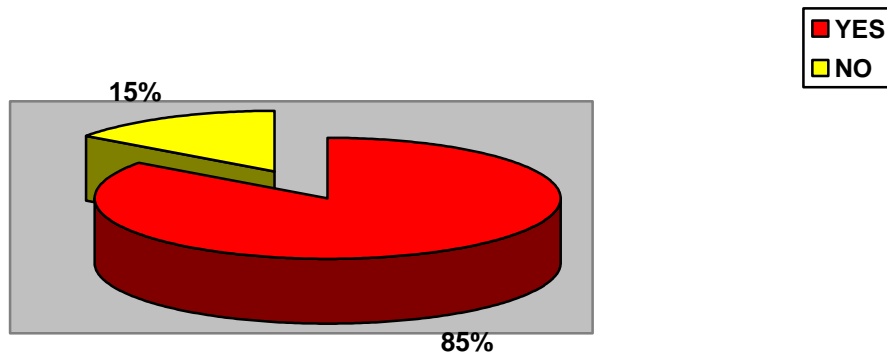


FIGURE. 6 Results to the sixth question of the pre - test.

Analysis

According to this question a percentage of 17 students answered **yes** the questions which represent 85% in red color and the 3 students answered **no** which represent the 15 % in yellow color.

Question 7

The duck is walking behind the two elephants.

OPTION	FREQUENCY	PORCENTAGE
YES	9	45 %
NO	11	55 %
TOTAL	20	100%

TABLE. 7. STUDENT'S DATA RESULTS TO QUESTION 7

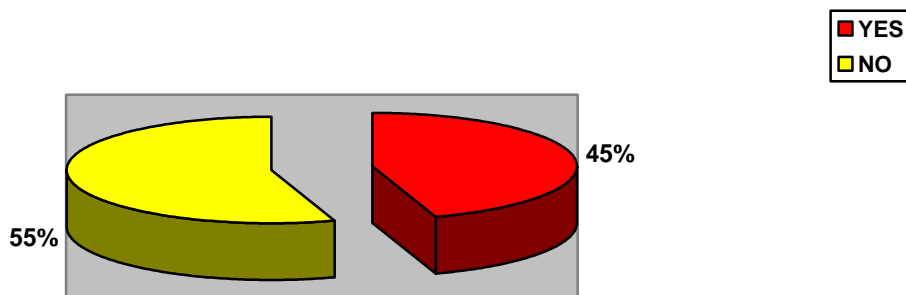


FIGURE. 7 Results to the seventh question of the pre - test.

Analysis

According to this question a percentage of 9 students answered **yes** which represent the 45% in red color, and the 11 students answered **no** which represent the 55 % in yellow color.

Question 8

The girls are playing with a ball.

OPTION	FREQUENCY	PORCENTAGE
YES	3	15 %
NO	17	85 %
TOTAL	20	100%

TABLE. 8. STUDENT'S DATA RESULTS TO QUESTION 8

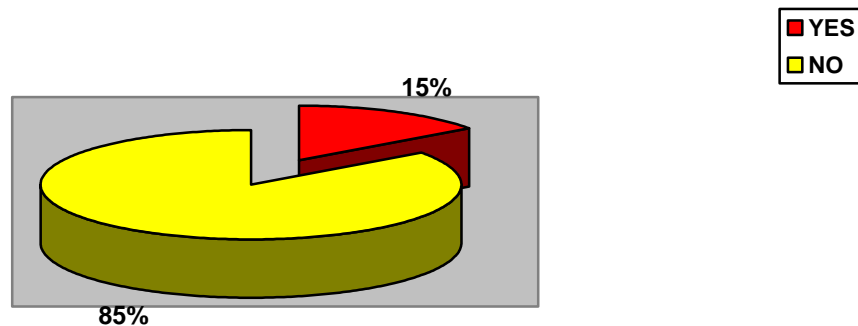


FIGURE. 8 Results to the eighth question of the pre - test.

Analysis

According to this question a percentage of 3 students have answered **yes** the questions which represent 15% in red color and the 17 students answered **no** which represent the 85 % in yellow color.

Question 9

The woman in the boat has got a camera.

OPTION	FREQUENCY	PORCENTAGE
YES	15	75 %
NO	5	25 %
TOTAL	20	100%

TABLE. 9. STUDENT'S DATA RESULTS TO QUESTION 9

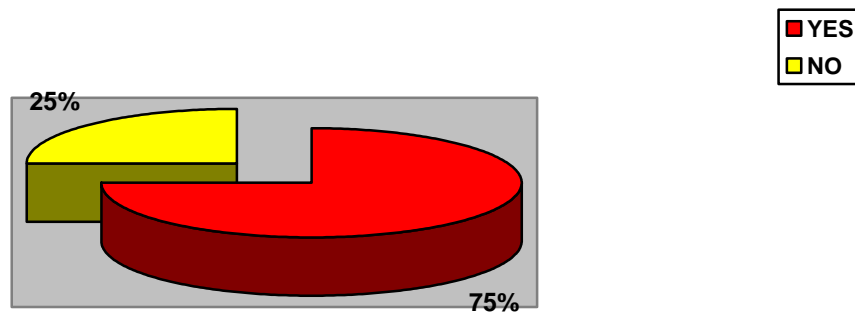


FIGURE. 9 Results to the ninth question of the pre - test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent the 75% in red color and 5 students answered **wrong** which represent 25% in yellow color.

Question 10

The crocodile is eating a coconut.

OPTION	FREQUENCY	PORCENTAGE
YES	8	40 %
NO	12	60 %
TOTAL	20	100%

TABLE. 10. STUDENT'S DATA RESULTS TO QUESTION 10

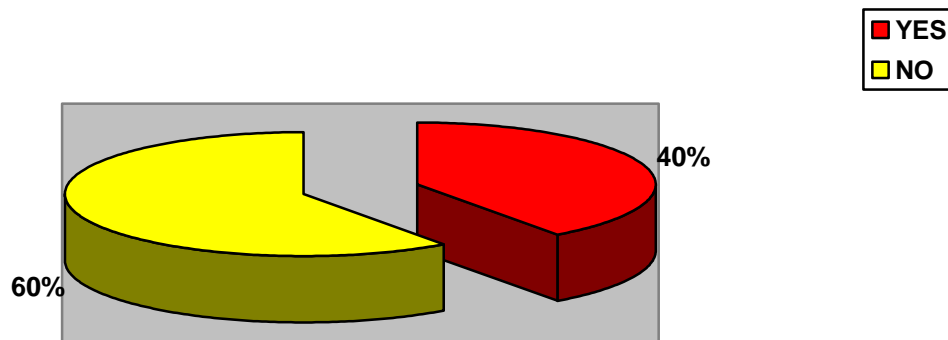


FIGURE. 10 Results to the tenth question of the pre - test.

Analysis

According to this question a percentage of 8 students answered **yes** the questions which represent a 40% in red color and only 12 students answered **no** which represent the 60 % in yellow color.

WRITING

Question 11

n	a	j	s	e
---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	17	85%
wrong word	3	15 %
TOTAL	20	100%

TABLE. 11. STUDENT’S DATA RESULTS TO QUESTION 11

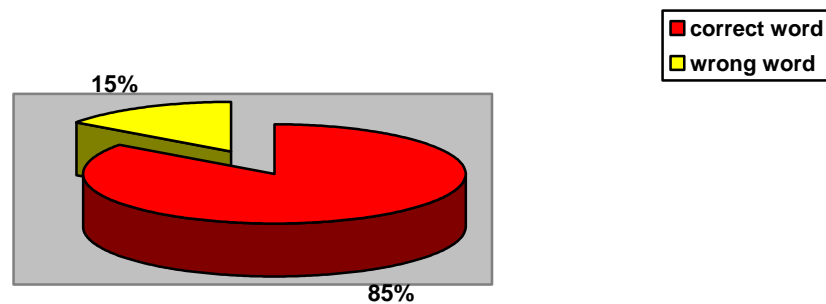


FIGURE. 11 Results to the eleventh question of the pre -test.

Analysis

According to this question a percentage of 17 students answered **correct** the question which represent an 85% in red color and the 3 students answered **wrong** which represent the 15 % in yellow color.

Question 12

e	s	o	h	s
---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	16	80 %
wrong word	4	20 %
TOTAL	20	100%

TABLE. 12. STUDENT'S DATA RESULTS TO QUESTION 12

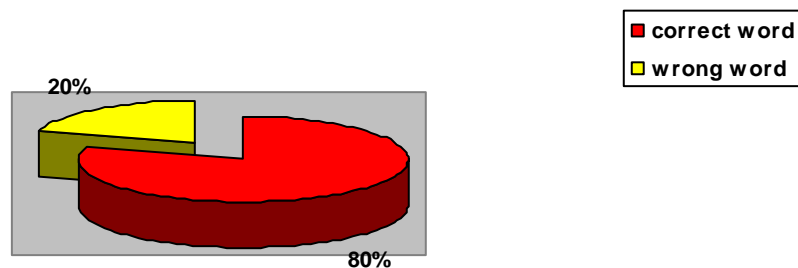


FIGURE. 12 Results to the twelfth question of the pre - test.

Analysis

According to this question a percentage of 16 students answered **correct** the question which represent 80% in red color and 4 students answered **wrong** which represent 20% in yellow color.

Question 13

c	j	t	k	e	a
---	---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	14	70 %
wrong word	6	30 %
TOTAL	20	100%

TABLE. 13. STUDENT'S DATA RESULTS TO QUESTION 13

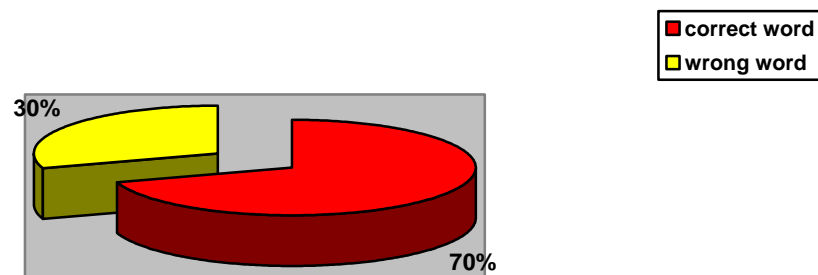


FIGURE. 13 Results to the thirteenth question of the pre - test.

Analysis

According to this question a percentage of 14 students answered **correct** the question which represent 70% in red color and the 6 students answered **wrong** which represent the 30 % in yellow color.

Question 14

n	g	a	A	b	d	h
---	---	---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	4	20 %
wrong word	16	80 %
TOTAL	20	100%

TABLE. 14. STUDENT’S DATA RESULTS TO QUESTION 14

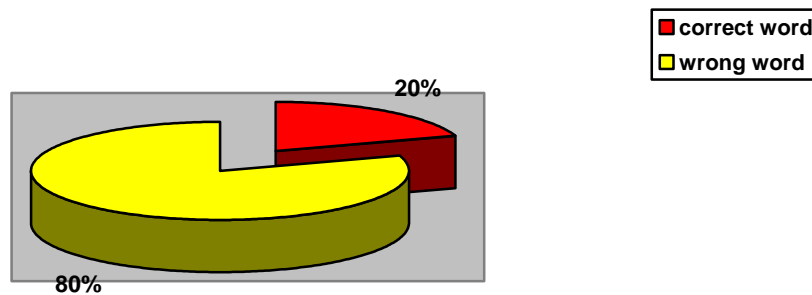


FIGURE. 14 Results to the fourteenth question of the pre - test.

Analysis

According to this question a percentage of 4 students answered **correct** the question which represent the 20% in red color and the 16 students answered **wrong** which represent the 80 % in yellow color.

Question 15

r	o	t	s	r	e	u	s
---	---	---	---	---	---	---	---

OPTION	FREQUENCY	PORCENTAGE
correct word	6	30 %
wrong word	14	70 %
TOTAL	20	100%

TABLE. 15. STUDENT’S DATA RESULTS TO QUESTION 15

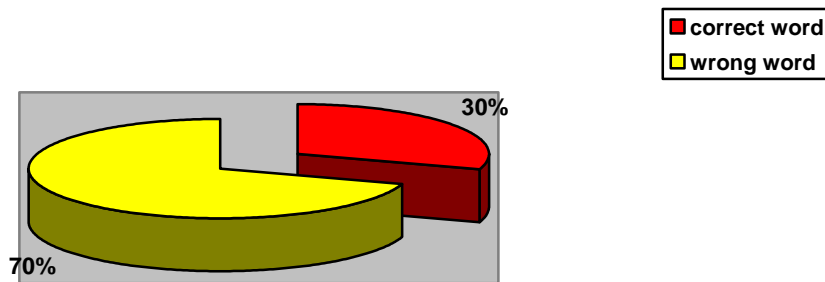


FIGURE. 15 Results to the fifteenth question of the pre - test.

Analysis

According to this question a percentage of 6 students answered **correct** the question which represent 30% in red color and the 14 students answered **wrong** which represent the 70 % in yellow color.

Question 16

Two ears, two eyes and long on my head.

OPTION	FREQUENCY	PORCENTAGE
correct word	13	65 %
wrong word	7	35 %
TOTAL	20	100%

TABLE. 16. STUDENT’S DATA RESULTS TO QUESTION 16

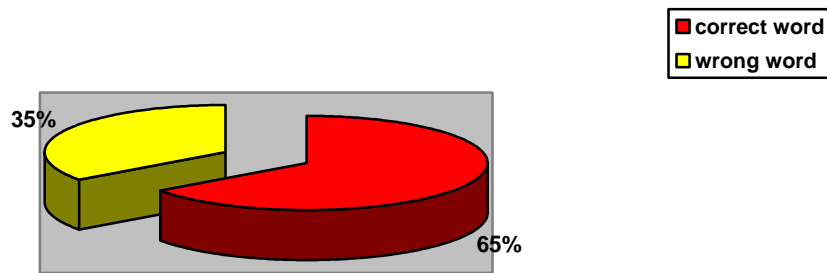


FIGURE. 16 Results to the sixteenth question of the pre - test.

Analysis

According to this question a percentage of 13 students have answered **correct** the questions which represent 65% in red color and the 7 students answered **wrong** which represent the 35 % in yellow color.

Question 17

I don't live in aor a garden.

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

TABLE. 17. STUDENT'S DATA RESULTS TO QUESTION 17

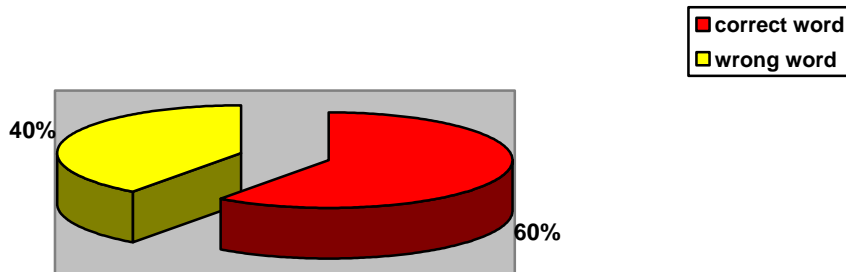


FIGURE. 17 Results to the seventeen question of the pre - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 18

I like eatingand apples.

OPTION	FREQUENCY	PORCENTAGE
correct word	17	85 %
wrong word	3	15 %
TOTAL	20	100%

TABLE. 18. STUDENT'S DATA RESULTS TO QUESTION 18

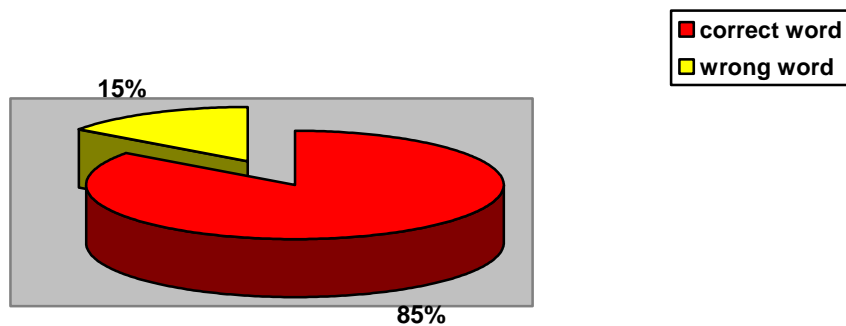


FIGURE. 18 Results to the eighteenth question of the pre - test.

Analysis

According to this question a percentage of 17 students answered **correct** the question which represent 85% in red color and the 3 students answered **wrong** which represent the 15 % in yellow color.

Question 19

I drink

OPTION	FREQUENCY	PORCENTAGE
correct word	16	80 %
wrong word	4	20 %
TOTAL	20	100%

TABLE. 19. STUDENT'S DATA RESULTS TO QUESTION 19

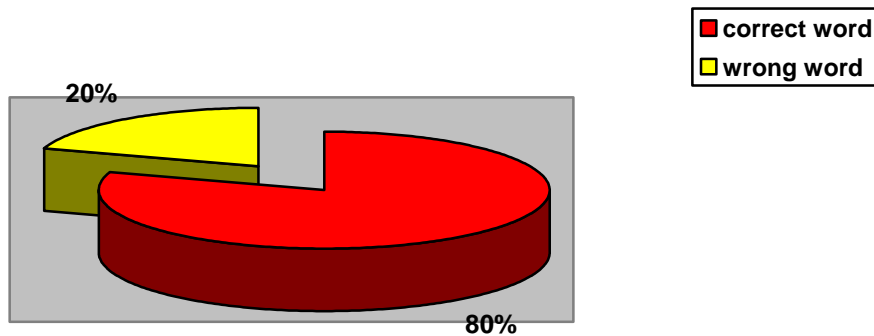


FIGURE. 19 Results to the nineteenth question of the pre - test.

Analysis

According to this question a percentage of 16 students answered **correct** the question which represent 80% in red color and the 4 students answered **wrong** which represent the 20 % in yellow color.

Question 20

A woman, aor a child can ride me.

OPTION	FREQUENCY	PORCENTAGE
correct word	14	70 %
wrong word	6	30 %
TOTAL	20	100%

TABLE. 20. STUDENT'S DATA RESULTS TO QUESTION 20

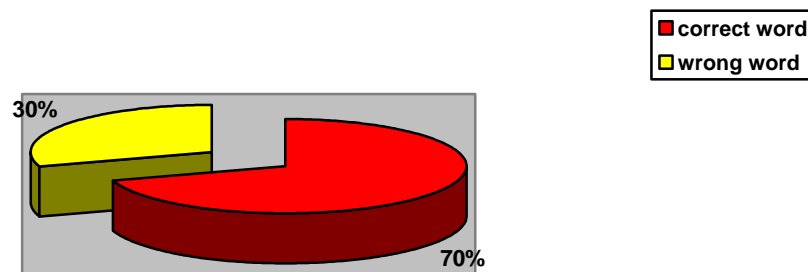


FIGURE. 20 Results to the twentieth question of the pre - test.

Analysis

According to this question a percentage of 14 students answered **correct** the question which represent 70% in red color and the 6 students answered **wrong** which represent the 30 % in yellow color.

Question 21

What is the teacher drawing?

OPTION	FREQUENCY	PORCENTAGE
correct word	16	80 %
wrong word	4	20 %
TOTAL	20	100%

TABLE. 21. STUDENT'S DATA RESULTS TO QUESTION 21

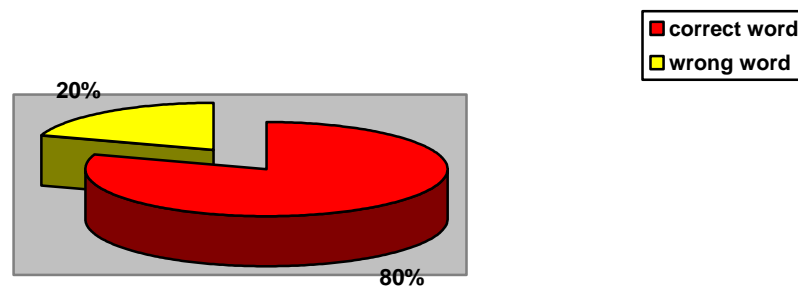


FIGURE. 21 Results to the twenty- first question of the pre - test.

Analysis

According to this question a percentage of 16 students answered **correct** the question which represent the 80% in red color and 4 students answered **wrong** which represent 20 % in yellow color.

Question 22

Who is holding the cat?

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40%
TOTAL	20	100%

TABLE. 22. STUDENT'S DATA RESULTS TO QUESTION 22

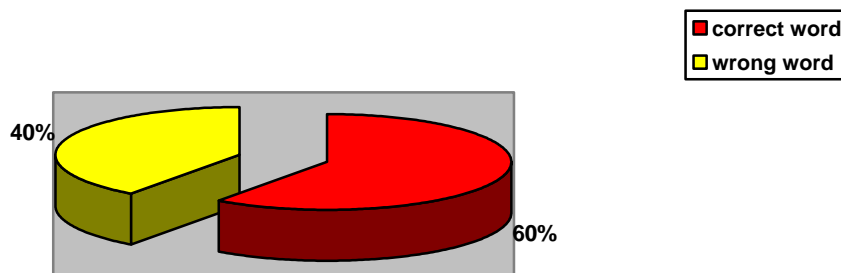


FIGURE. 22 Results to the twenty –second question of the pre - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent a 60% in red color and the 8 students answered **wrong** which represent the 40% in yellow color.

Question 23

What is the teacher doing now?

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

TABLE. 23. STUDENT'S DATA RESULTS TO QUESTION 23

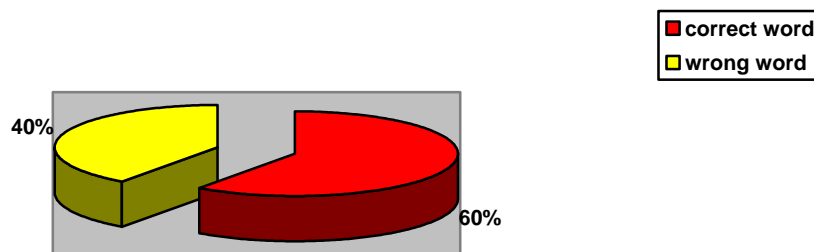


FIGURE. 23 Results to the twenty- third question of the pre - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent a 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 24

Where is the cat now?

OPTION	FREQUENCY	PORCENTAGE
correct word	15	75 %
wrong word	5	25 %
TOTAL	20	100%

TABLE. 24. STUDENT'S DATA RESULTS TO QUESTION 24

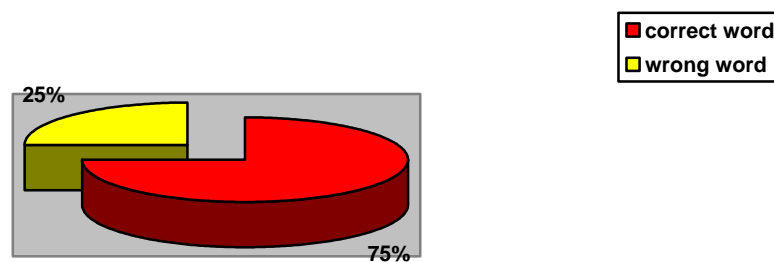


FIGURE. 24 Results to the twenty - fourth question of the pre - test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent 75% in red color and the 5 students answered **wrong** which represent the 25% in yellow color.

Question 25

How many children are looking at the cat?

OPTION	FREQUENCY	PORCENTAGE
correct word	10	50 %
wrong word	10	50 %
TOTAL	20	100%

TABLE. 25. STUDENT'S DATA RESULTS TO QUESTION 25

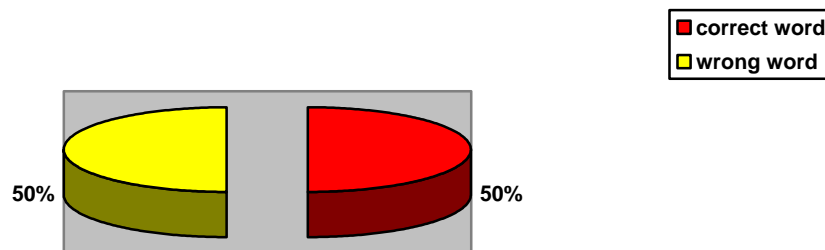


FIGURE. 25 Results to the twenty-fifth question of the pre - test.

Analysis

According to this question a percentage of 10 students answered **correct** the question which represent 50% in red color and the 10 students answered **wrong** which represent the 50 % in yellow color.

POST - TEST
CONTROL GROUP
WRITING

Question 1

You can eat this from a bowl. Sometimes there are vegetables in it.

OPTION	FREQUENCY	PORCENTAGE
correct word	15	75 %
wrong word	5	25 %
TOTAL	20	100%

TABLE. 1. STUDENT'S DATA RESULTS TO QUESTION 1

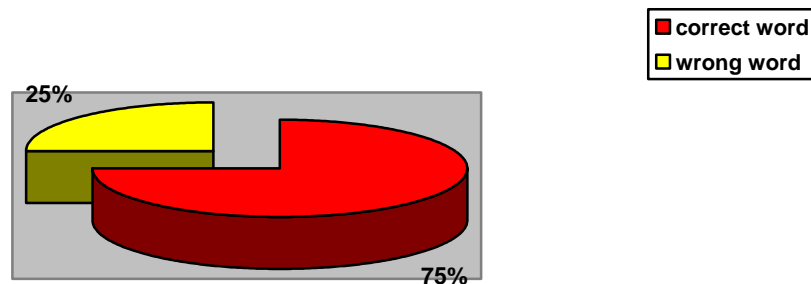


FIGURE. 1 Results to the first question of the post - test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent 75% in red color and the 5 student answered **wrong** which represent the 25% in yellow color.

Question 2

This is the biggest animal in the world. It lives in the sea

OPTION	FREQUENCY	PORCENTAGE
correct word	16	80 %
wrong word	4	20 %
TOTAL	20	100%

TABLE. 2. STUDENT'S DATA RESULTS TO QUESTION 2

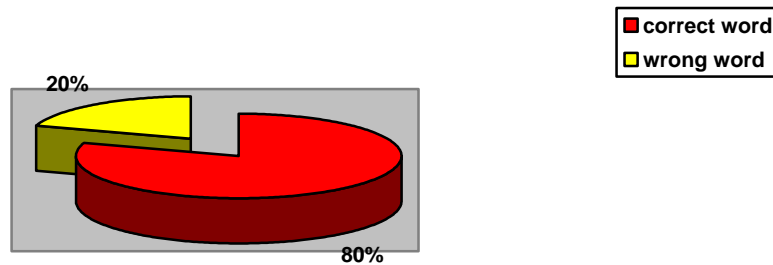


FIGURE. 2 Results to the second question of the post - test.

Analysis

According to this question a percentage of 16 students answered **correct** the question which represent 80% in red color and the 4 students answered **wrong** which represent the 20% in yellow color.

Question 3

This is part of your body. All your food and drink goes here first.

OPTION	FREQUENCY	PORCENTAGE
correct word	13	65 %
wrong word	7	35 %
TOTAL	20	100%

TABLE. 3. STUDENT'S DATA RESULTS TO QUESTION 3

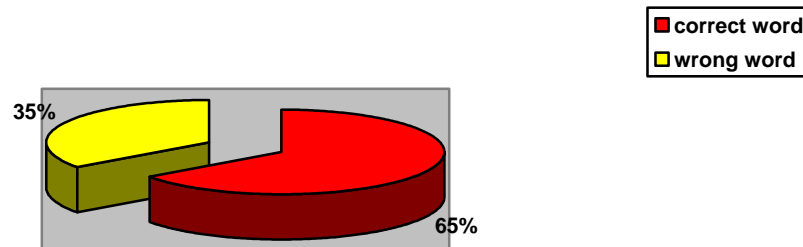


FIGURE. 3 Results to the third question of the post - test.

Analysis

According to this question a percentage of 13 students answered **correct** the question which represent 65% in red color and the 7 students answered **wrong** which represent the 35 % in yellow color.

Question 4

This big animal lives in hot countries and eats leaves and grass

OPTION	FREQUENCY	PORCENTAGE
correct word	15	75 %
wrong word	5	25 %
TOTAL	20	100%

TABLE. 4. STUDENT'S DATA RESULTS TO QUESTION 4

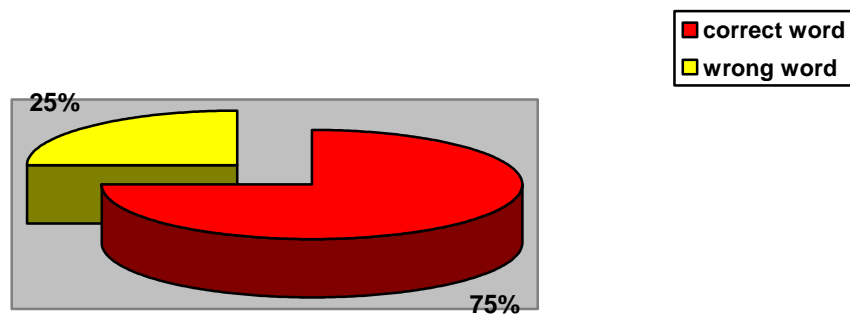


FIGURE. 4 Results to the fourth question of the post - test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent 75% in red color and the 5 students answered **wrong** which represent the 25 % in yellow color.

Question 5

This is between your neck and your arm..

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

TABLE. 5. STUDENT’S DATA RESULTS TO QUESTION 5

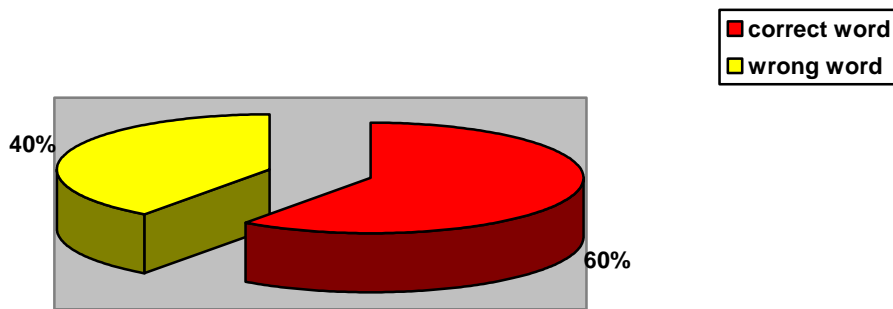


FIGURE. 5 Results to the fifth question of the post - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 6

Mothers give this white drink to their babies

OPTION	FREQUENCY	PORCENTAGE
correct word	15	75 %
wrong word	5	25 %
TOTAL	20	100%

TABLE. 6. STUDENT’S DATA RESULTS TO QUESTION 6

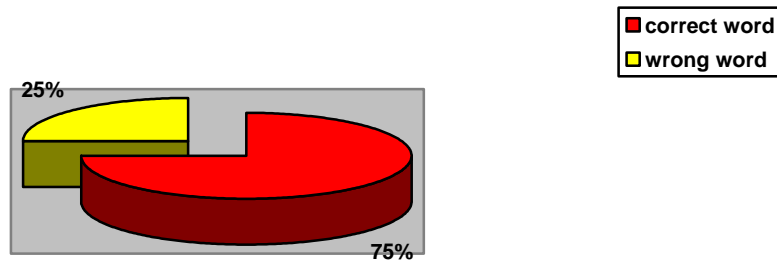


FIGURE. 6 Results to the sixth question of the post -test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent 75% in red color and the 5 students answered **wrong** which represent the 25 % in yellow color.

Question 7

A big brown bear is having a shower.

OPTION	FREQUENCY	PORCENTAGE
YES	18	90 %
NO	2	10 %
TOTAL	20	100%

TABLE. 7. STUDENT’S DATA RESULTS TO QUESTION 7

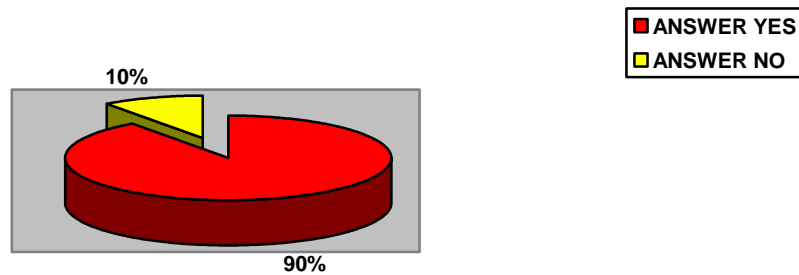


FIGURE. 7 Results to the seventh question of the post - test.

Analysis

According to this question a percentage of 18 students answered **correct** the question which represent 90% in red color and the 2 students answered **wrong** which represent the 10 % in yellow color.

Question 8

There are some glasses below the mirror

OPTION	FREQUENCY	PORCENTAGE
YES	12	60 %
NO	8	40 %
TOTAL	20	100%

TABLE. 8. STUDENT'S DATA RESULTS TO QUESTION 8

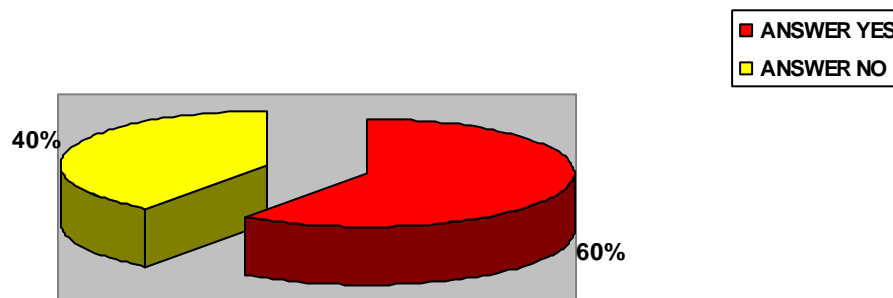


FIGURE. 8 Results to the eighth question of the post - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 9

The yellow bear is fatter than the blue bear.

OPTION	FREQUENCY	PORCENTAGE
YES	12	60 %
NO	8	40 %
TOTAL	20	100%

TABLE. 9. STUDENT’S DATA RESULTS TO QUESTION 9

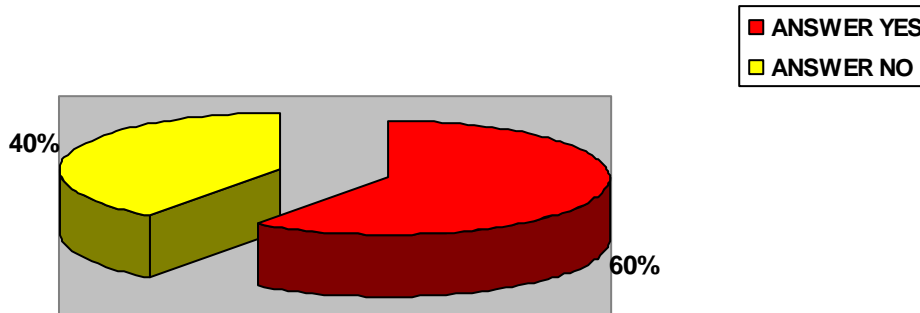


FIGURE. 9 Results to the ninth question of the post - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 10

There are four toys in the bath.....

OPTION	FREQUENCY	PORCENTAGE
YES	17	85 %
NO	3	15 %
TOTAL	20	100%

TABLE. 10. STUDENT’S DATA RESULTS TO QUESTION 10

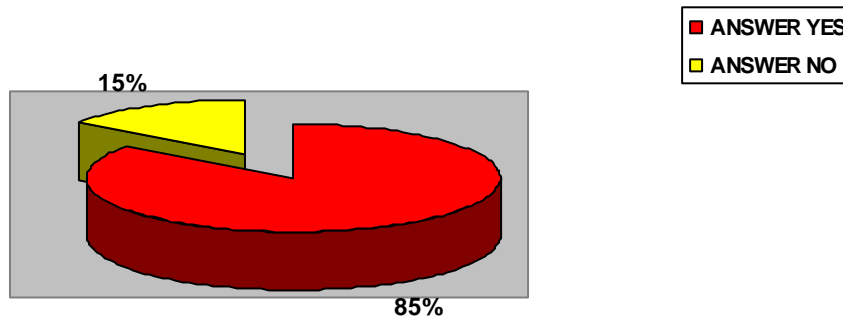


FIGURE. 10 Results to the tenth question of the post -test.

Analysis

According to this question a percentage of 17 students answered **correct** the question which represent 85% in red color and the 3 students answered **wrong** which represent the 15 % in yellow color.

Question 11

There are lots of boxes in the cupboard.

OPTION	FREQUENCY	PORCENTAGE
YES	12	60 %
NO	8	40 %
TOTAL	20	100%

TABLE. 11 STUDENT’S DATA RESULTS TO QUESTION 11

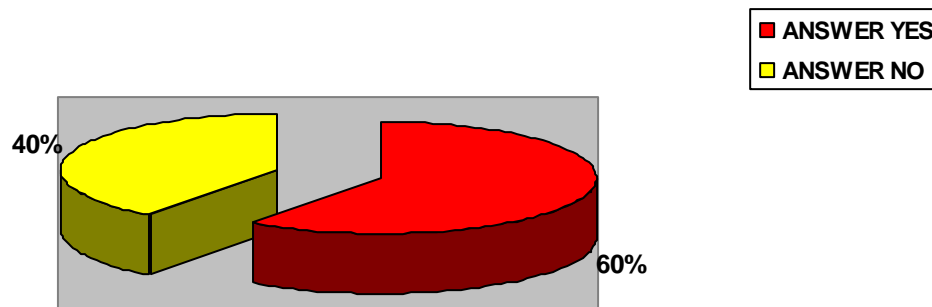


FIGURE. 11 Results to the eleventh question of the post - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 12

The floor is wet and there is a toothbrush on it.....

OPTION	FREQUENCY	PORCENTAGE
YES	15	75 %
NO	5	25 %
TOTAL	20	100%

TABLE. 12. STUDENT’S DATA RESULTS TO QUESTION 12

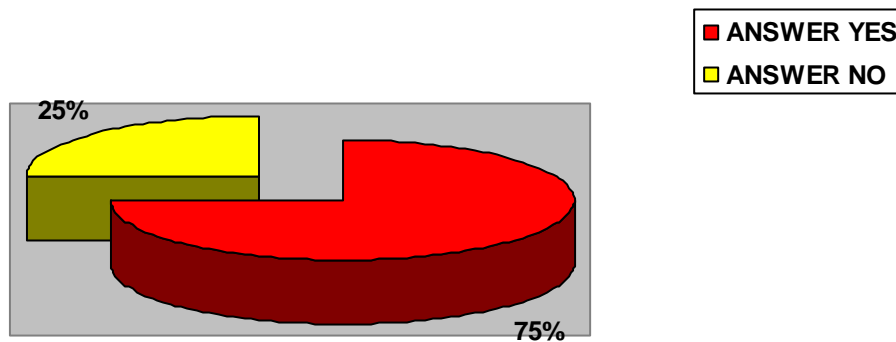


FIGURE. 12 Results to the twelfth question of the post - test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent 75% in red color and the 5 students answered **wrong** which represent the 25 % in yellow color.

READING

Question 13

What's the matter? Have you got a headache?

OPTIONS	FREQUENCY	PORCENTAGE
A	3	15 %
B	13	65 %
C	4	20 %
TOTAL	20	100%

TABLE. 13 STUDENT'S ANSWERS TO QUESTION 13

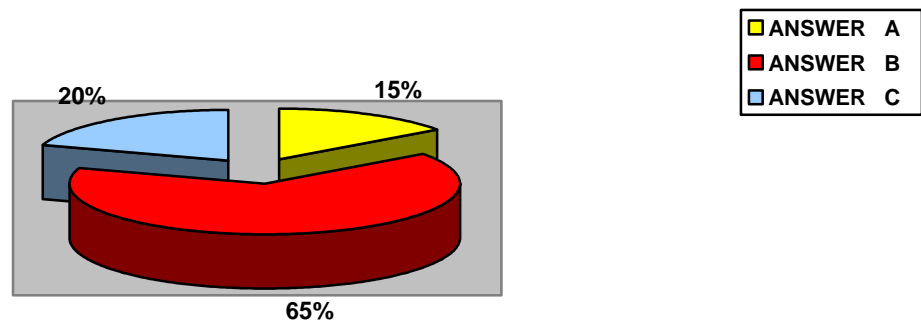


FIGURE. 13 Results to the thirteenth question of the post - test.

Analysis

According to this question a percentage of 13 students answered **correct** the question which represent 65% in red color and the 4 students answered **wrong** which represent the 20 % in light blue color and 3 students answered **wrong too** which represent 15% in yellow color.

Question 14

Would you like to come to my house?

OPTIONS	FREQUENCY	PORCENTAGE
A	5	25 %
B	13	65 %
C	2	10 %
TOTAL	20	100%

TABLE. 14 STUDENT'S ANSWERS TO QUESTION 14

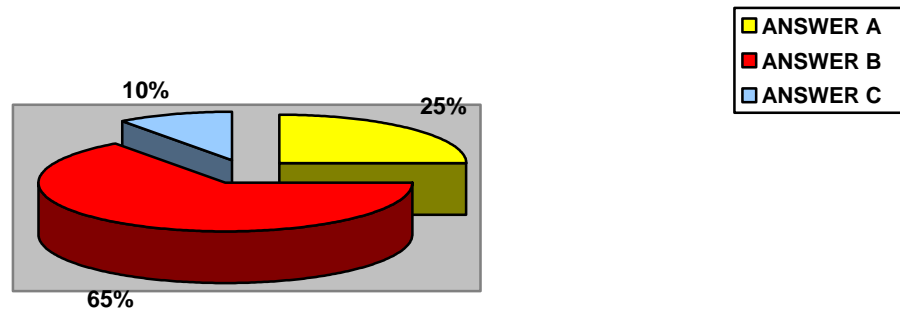


FIGURE. 14 Results to the fourteenth question of the post - test.

Analysis

According to this question a percentage of 13 students answered **correct** the question which represent 65% in red color and the 5 students answered **wrong** which represent the 25 % in yellow color and 2 students answered wrong too which represent 10% in light blue.

Question 15

Have you got a coat?

OPTIONS	FREQUENCY	PORCENTAGE
A	3	15 %
B	3	15 %
C	14	70 %
TOTAL	20	100%

TABLE. 15 STUDENT'S ANSWERS TO QUESTION 15

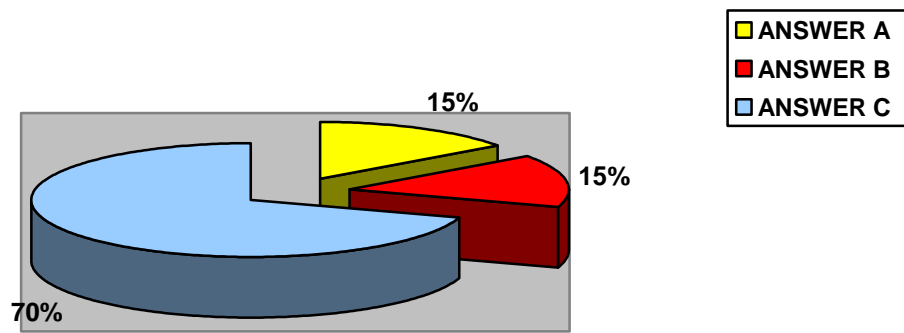


FIGURE. 15 Results to the fifteenth question of the post - test.

Analysis

According to this question a percentage of 14 students answered **correct** the question which represent 70% in light blue color and 3 students answered **wrong** which represent the 15 % in yellow color and also 3 students answered **wrong** which represent 15% in red color.

Question 16

Do you want a drink of water?

OPTIONS	FREQUENCY	PORCENTAGE
A	17	85 %
B	2	10 %
C	1	5 %
TOTAL	20	100%

TABLE. 16 STUDENT'S ANSWERS TO QUESTION 16

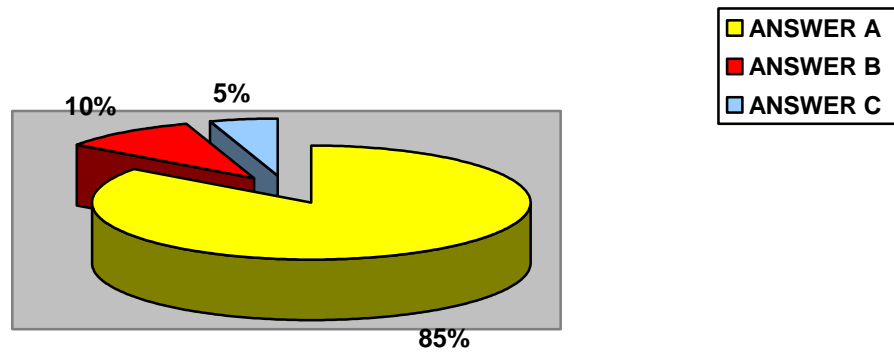


FIGURE.16 Results to the sixteenth question of the post - test.

Analysis

According to this question a percentage of 17 students answered **correct** the questions which represent 85% in yellow color and 2 students answered **wrong** which represent 10% in red color and also 1 student answered **wrong** which represent 5% in light blue color.

Question 17

Shall I walk home with you?

OPTIONS	FREQUENCY	PORCENTAGE
A	3	15 %
B	14	70 %
C	3	15 %
TOTAL	20	100 %

TABLE. 17 STUDENT'S ANSWERS TO QUESTION 17

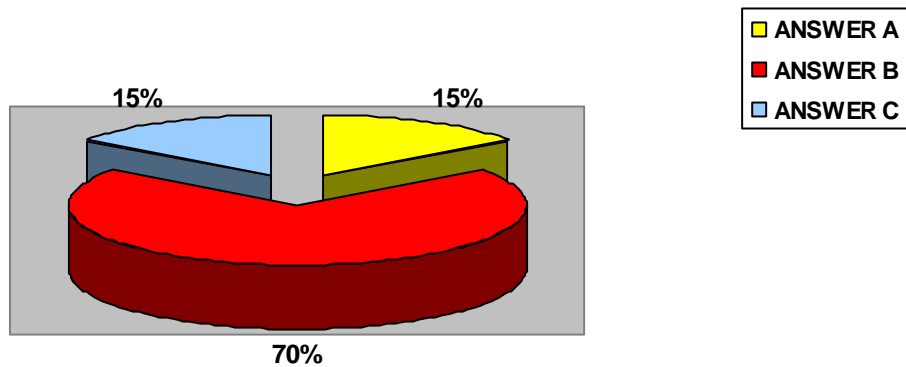


FIGURE. 17 Results to the seventeenth question of the post - test.

Analysis

According to this question a percentage of 14 students answered **correct** the question which represent 70% in red color and 3 students answered **wrong** which represent the 15 % in yellow color and also 3 students answered **wrong** which represent 15% in light blue color.

Question 18

Is your mum at home?

OPTIONS	FREQUENCY	PORCENTAGE
A	2	10 %
B	2	10 %
C	16	80 %
TOTAL	20	100%

TABLE. 18 STUDENT'S ANSWERS TO QUESTION 18

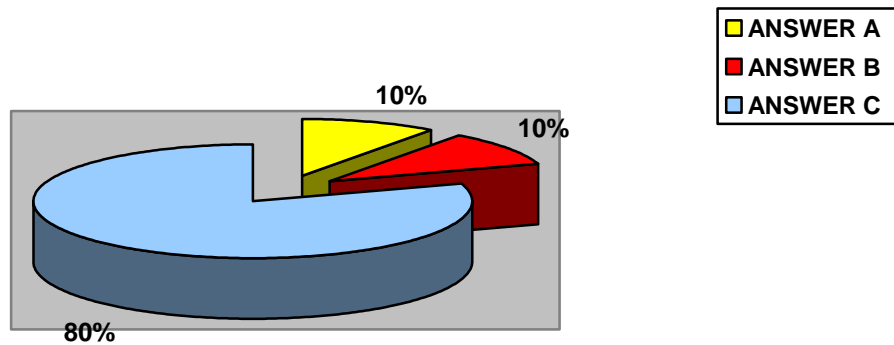


FIGURE. 18 Results to the eighteenth question of the post - test.

Analysis

According to this question a percentage of 16 students answered correct the question which represent 80% in light blue color and 2 students answered wrong which represent the 10 % in yellow color and also 2 students answered wrong which represent 10% in red color.

Question 19

..... who live in different countries?

OPTION	FREQUENCY	PORCENTAGE
correct word	15	75 %
wrong word	5	25 %
TOTAL	20	100%

TABLE. 19. STUDENT'S DATA RESULTS TO QUESTION 19

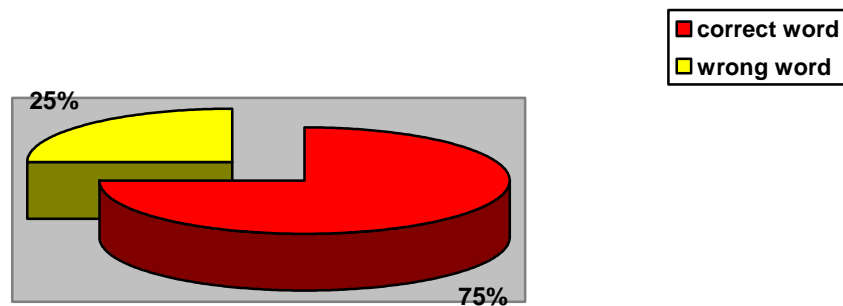


FIGURE. 19 Results to the nineteenth question of the post - test.

Analysis

According to this question a percentage of 15 students answered **correct** the question which represent 75% in red color and the 5 students answered **wrong** which represent the 25 % in yellow color.

Question 2 0

a At the top, there was a lot of snow.

OPTION	FREQUENCY	PORCENTAGE
correct word	14	70 %
wrong word	6	30 %
TOTAL	20	100%

TABLE. 20. STUDENT’S DATA RESULTS TO QUESTION 20

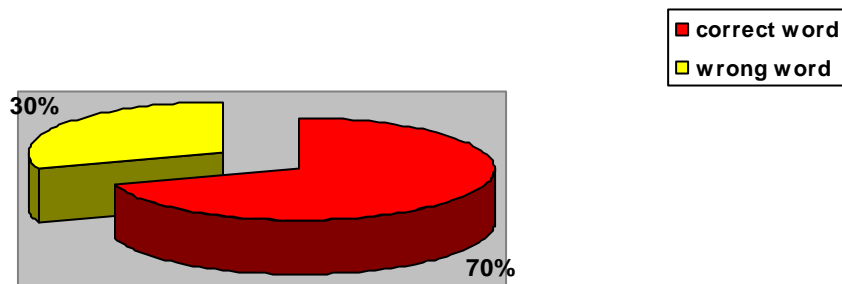


FIGURE. 20 Results to the twentieth question of the post - test.

Analysis

According to this question a percentage of 14 students answered **correct** the question which represent 70% in red color and the 6 students answered **wrong** which represent the 30 % in yellow color.

Question 21

He down on a rock

OPTION	FREQUENCY	PORCENTAGE
correct word	7	35 %
wrong word	13	65 %
TOTAL	20	100%

TABLE. 21. STUDENT’S DATA RESULTS TO QUESTION 21

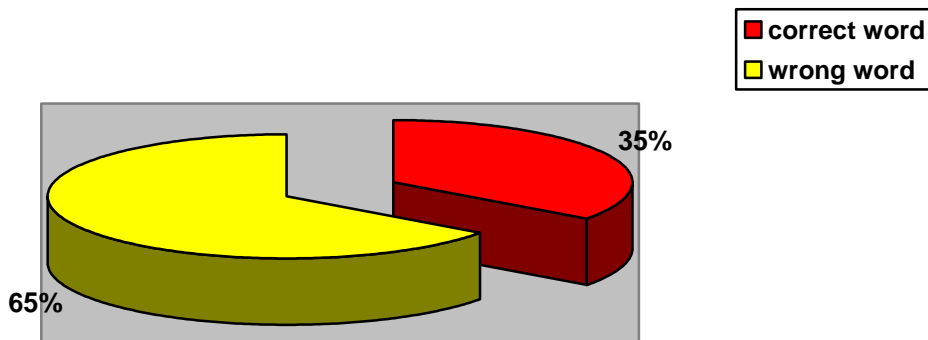


FIGURE. 21 Results to the twenty – first question of the post - test.

Analysis

According to this question a percentage of 7 students answered correct the question which represent 35% in red color and the 13 students answered wrong which represent the 65 % in yellow color.

Question 22

To have a drink and to look up at all the

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

TABLE. 22. STUDENT’S DATA RESULTS TO QUESTION 22

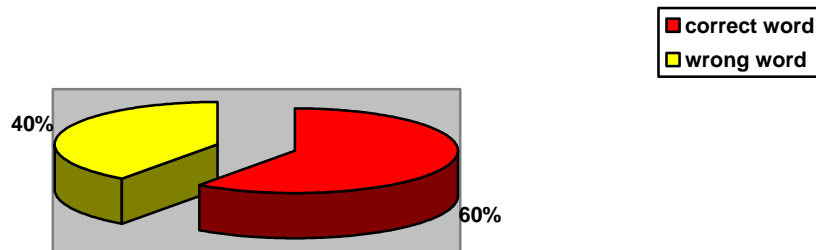


FIGURE. 22 Results to the twenty –second question of the post - test.

Analysis

According to this question a percentage of 12 students answered correct the question which represent 60% in red color and the 8 students answered wrong which represent the 40 % in yellow color.

Question 23

But them he.something that he didn't understand.

OPTION	FREQUENCY	PORCENTAGE
correct word	10	50 %
wrong word	10	50 %
TOTAL	20	100%

TABLE. 23. STUDENT'S DATA RESULTS TO QUESTION 23

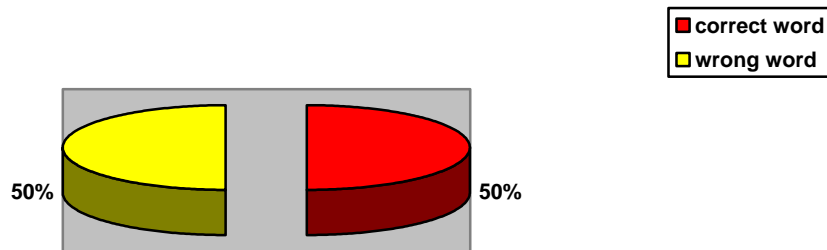


FIGURE. 23 Results to the twenty – third question of the post - test.

Analysis

According to this question a percentage of 10 students answered correct the question which represent 50% in red color and the 10 students answered wrong which represent the 50 % in yellow color.

Question 24

Hehome to his village because he was very afraid.

OPTION	FREQUENCY	PORCENTAGE
correct word	18	90 %
wrong word	2	10 %
TOTAL	20	100%

TABLE. 24. STUDENT'S DATA RESULTS TO QUESTION 24

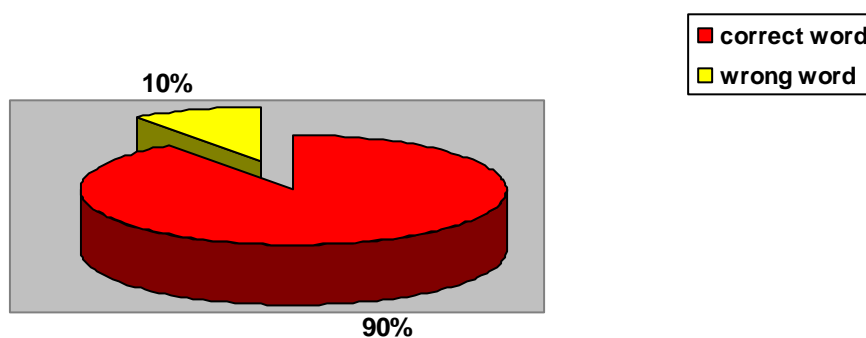


FIGURE. 24 Results to the twenty -fourth question of the post - test.

Analysis

According to this question a percentage of 18 students answered correct the question which represent 90% in red color and the 2 students answered wrong which represent the 10 % in yellow color.

Question 25

The best name for the story

OPTIONS	FREQUENCY	PORCENTAGE
A	1	5 %
B	7	35 %
C	12	60 %
TOTAL	20	100 %

TABLE. 25 STUDENT’S ANSWERS TO QUESTION 25

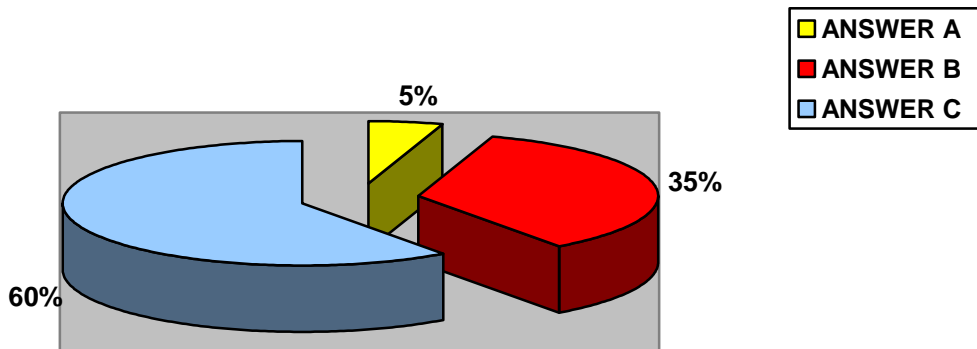


FIGURE. 25. Results to the twenty- fifth question of the post test.

Analysis

According to this question a percentage of 12 students answered correct the question which represent 60% in light blue color and 7 students answered wrong which represent the 35 % in red color and also 1 student answered wrong which represent 5% in yellow color.

WRITING

Question 26

.....cats climb trees and eat meat.

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100%

TABLE. 26. STUDENT'S DATA RESULTS TO QUESTION 26

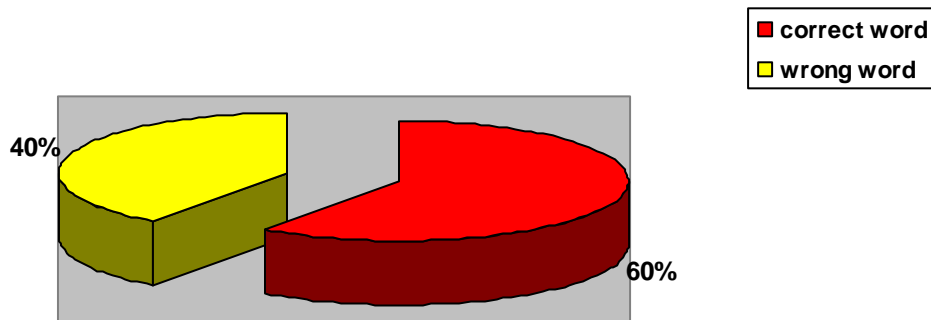


FIGURE.26 Results to the twenty – sixth question of the post - test.

Analysis

According to this question a percentage of 12 students answered **correct** the question which represent 60% in red color and the 8 students answered **wrong** which represent the 40 % in yellow color.

Question 27

There small cats and big cats like lions and tigers.

OPTION	FREQUENCY	PORCENTAGE
correct word	17	85 %
wrong word	3	15 %
TOTAL	20	100 %

TABLE. 27. STUDENT'S DATA RESULTS TO QUESTION 27

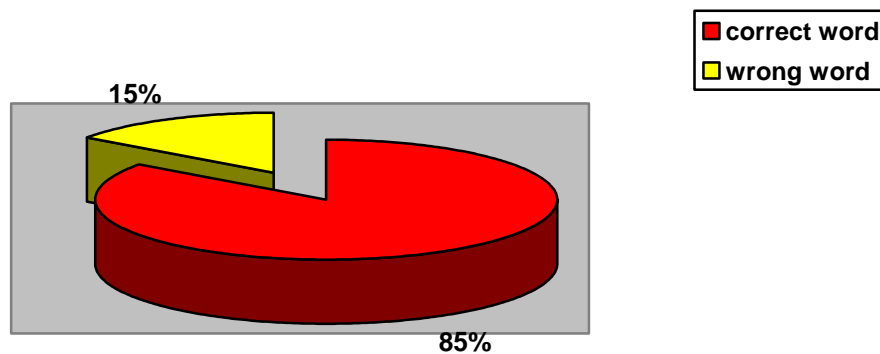


FIGURE. 27 Results to the twenty - seventh question of the post - test.

Analysis

According to this question a percentage of 17 students answered **correct** the question which represent 85% in red color and only 3 students answered **wrong** which represent the 15 % in yellow color.

Question 28

Only tigers livethe jungle.

OPTION	FREQUENCY	PORCENTAGE
correct word	16	80 %
wrong word	4	20 %
TOTAL	20	100%

TABLE. 28. STUDENT’S DATA RESULTS TO QUESTION 28

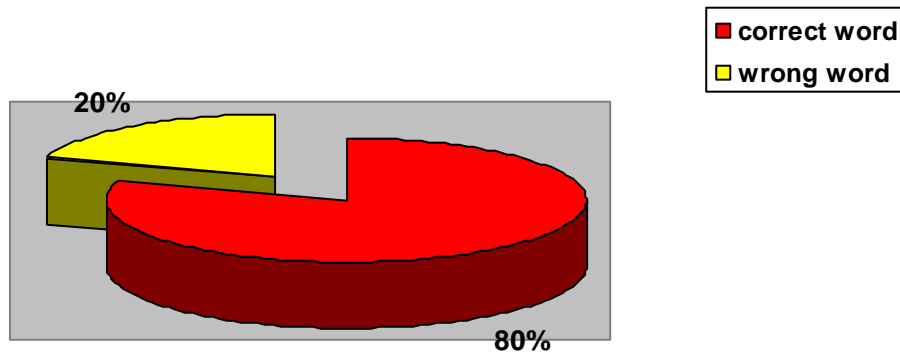


FIGURE. 28 Results to the twenty - eighth question of the post - test.

Analysis

According to this question a percentage of 16 students answered correct the question which represent 80% in red color and 4 students answered wrong which represent the 20 % in yellow color.

Question 29

A lot of people have small cats inhomes.

OPTION	FREQUENCY	PORCENTAGE
correct word	11	55 %
wrong word	9	45 %
TOTAL	20	100%

TABLE. 29. STUDENT’S DATA RESULTS TO QUESTION 29

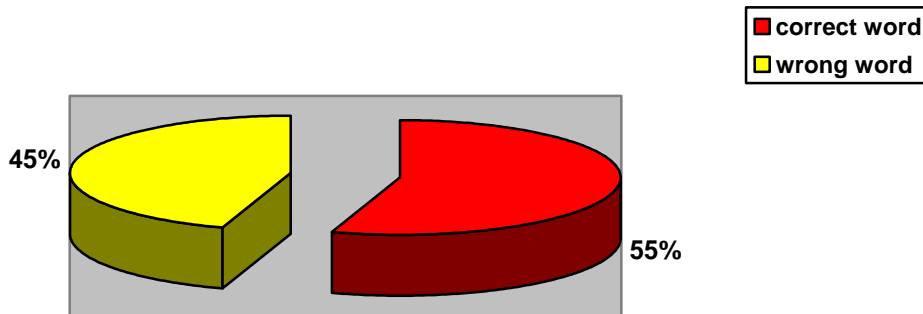


FIGURE. 29 Results to the twenty- ninth question of the post - test.

Analysis

According to this question a percentage of 11 students answered correct the question which represent 55% in red color and the 9 students answered wrong which represent the 45 % in yellow color.

Question 30

People them because they are beautiful.

OPTION	FREQUENCY	PORCENTAGE
correct word	9	45 %
wrong word	11	55 %
TOTAL	20	100%

TABLE. 30. STUDENT’S DATA RESULTS TO QUESTION 30

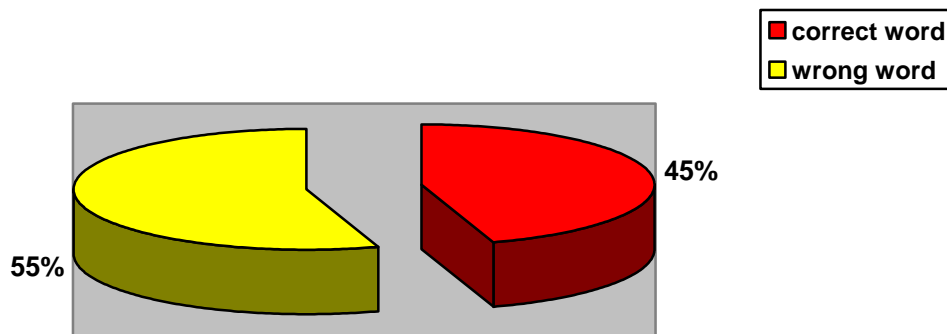


FIGURE. 30 Results to the thirtieth question of the post - test.

Analysis

According to this question a percentage of 9 students have answered **correct** the questions which represent 45% in red color and 11 students answered **wrong** which represent the 55 % in yellow color.

POST - TEST
EXPERIMENTAL GROUP
WRITING

Question 1

You can eat this from a bowl. Sometimes there are vegetables in it.

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE. 1. STUDENT'S DATA RESULTS TO QUESTION 1

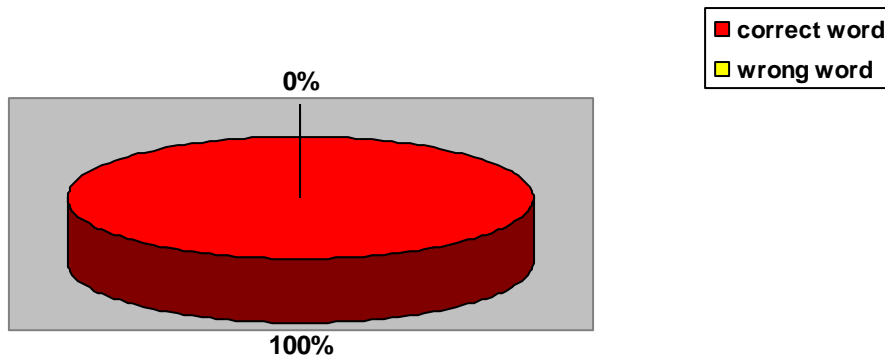


FIGURE. 1 Results to the first question of the post - test.

Analysis

According to this question a percentage of 20 students have answered **correct** the questions which represent 100% in red color.

Question 2

This is the biggest animal in the world. It lives in the sea

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE. 2. STUDENT'S DATA RESULTS TO QUESTION 2

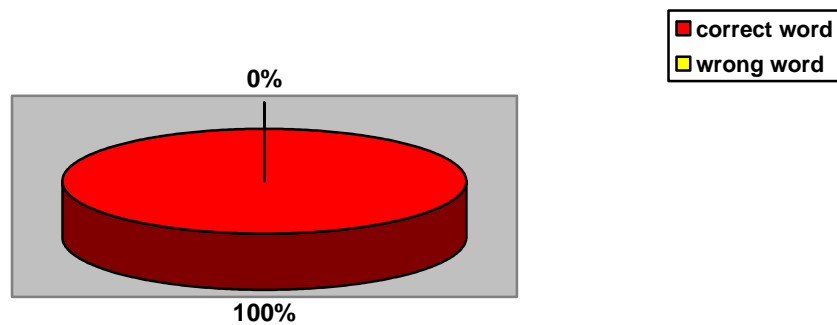


FIGURE. 2 Results to the second question of the post - test.

Analysis

According to this question a percentage of 20 students have answered **correct** the questions which represent 100% in red color.

Question 3

This is part of your body. All your food and drink goes here first.

OPTION	FREQUENCY	PORCENTAGE
Correct word	19	95 %
Wrong word	1	5 %
TOTAL	20	100%

TABLE. 3. STUDENT'S DATA RESULTS TO QUESTION 3

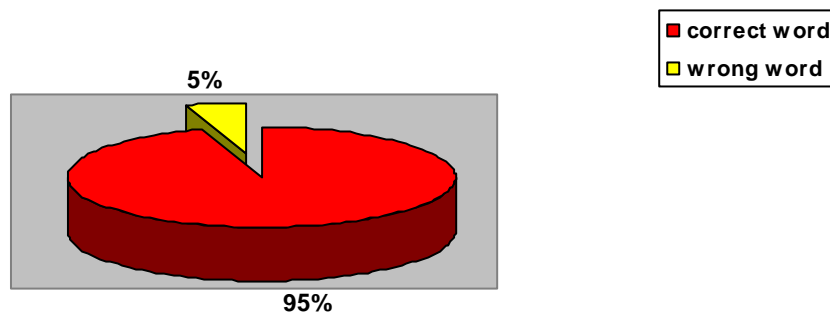


FIGURE. 3 Results to the third question of the post - test.

Analysis

According to this question a percentage of 19 students have answered **correct** the questions which represent 95% in red color and 1 student answered **wrong** which represent the 5 % in yellow color.

Question 4

This big animal lives in hot countries and eats leaves and grass.....

OPTION	FREQUENCY	PORCENTAGE
Correct word	19	95 %
Wrong word	1	5 %
TOTAL	20	100 %

TABLE. 4. STUDENT’S DATA RESULTS TO QUESTION 4

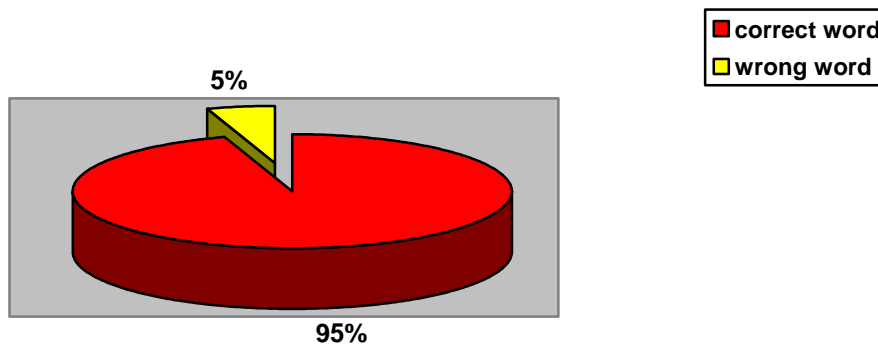


FIGURE. 4 Results to the fourth question of the post - test.

Analysis

According to this question a percentage of 19 students have answered **correct** the questions which represent 95% in red color and 1 student answered **wrong** which represent the 5% in yellow color.

Question 5

This is between your neck and your arm..

OPTION	FREQUENCY	PORCENTAGE
correct word	15	75 %
wrong word	5	25 %
TOTAL	20	100%

TABLE. 5. STUDENT’S DATA RESULTS TO QUESTION 5

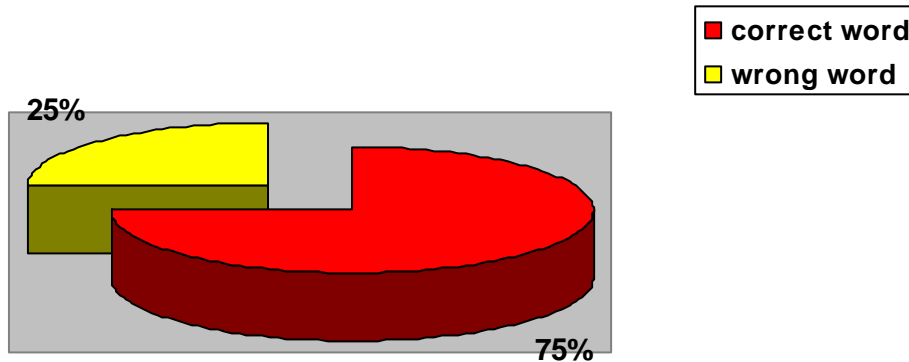


FIGURE. 5 Results to the fifth question of the post - test.

Analysis

According to this question a percentage of 15 students have answered **correct** the questions which represent 75% in red color and 5 students answered **wrong** which represent the 25% in yellow color.

Question 6

Mothers give this white drink to their babies

OPTION	FREQUENCY	PORCENTAGE
correct word	19	95 %
wrong word	1	5 %
TOTAL	20	100 %

TABLE. 6. STUDENT'S DATA RESULTS TO QUESTION 6

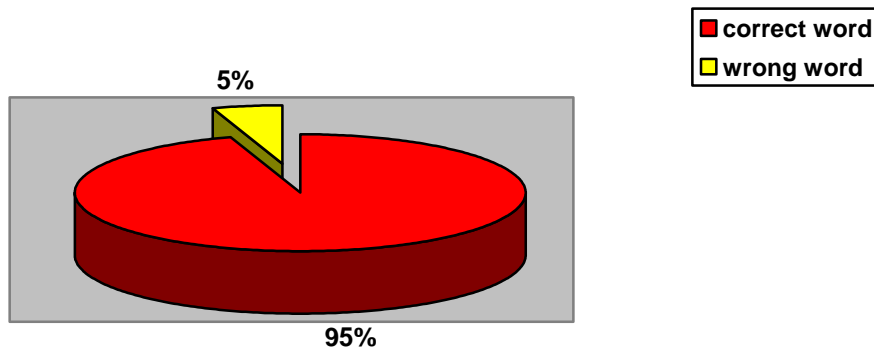


FIGURE. 6 Results to the sixth question of the post - test.

Analysis

According to this question a percentage of 19 students have answered **correct** the questions which represent 95% in red color and 1 student answered **wrong** which represent the 5 % in yellow color.

Question 7

A big brown bear is having a shower.

OPTION	FREQUENCY	PORCENTAGE
YES	17	85 %
NO	3	15 %
TOTAL	20	100%

TABLE. 7 STUDENT’S DATA RESULTS TO QUESTION 7

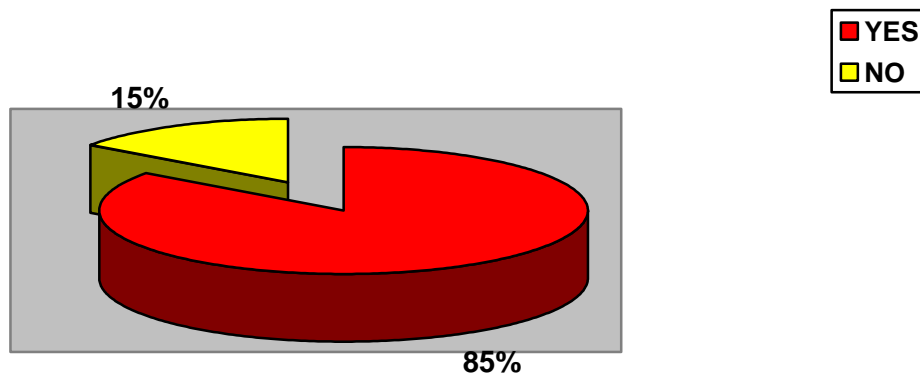


FIGURE. 7. Results to the seventh question of the post - test.

Analysis

According to this question a percentage of 17 students have answered **correct** the questions which represent 85% in red color and 3 students answered **wrong** which represent the 15 % in yellow color.

Question 8

There are some glasses below the mirror

OPTION	FREQUENCY	PORCENTAGE
YES	11	55 %
NO	9	45 %
TOTAL	20	100%

TABLE. 8 STUDENT’S DATA RESULTS TO QUESTION 8

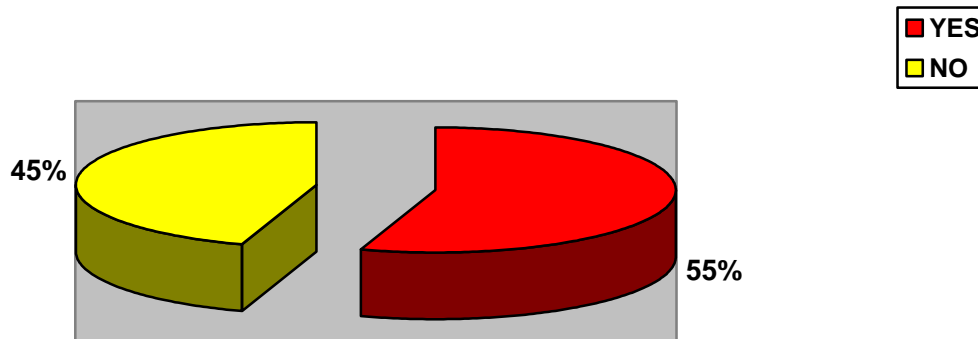


FIGURE. 8 Results to the eighth question of the post - test.

Analysis

According to this question a percentage of 11 students have answered **correct** the questions which represent 55% in red color and 9 students answered **wrong** which represent the 45 % in yellow color.

Question 9

The yellow bear is fatter than the blue bear.

OPTION	FREQUENCY	PORCENTAGE
YES	17	85 %
NO	3	15 %
TOTAL	20	100 %

TABLE. 9. STUDENT'S DATA RESULTS TO QUESTION 9

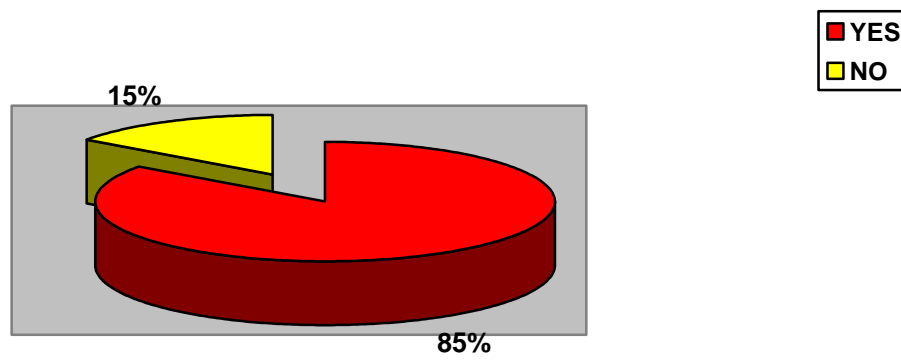


FIGURE. 9 Results to the ninth question of the post - test.

Analysis

According to this question a percentage of 17 students have answered **correct** the questions which represent 85% in red color and 3 students answered **wrong** which represent the 15 % in yellow color.

Question 10

There are four toys in the bath.....

OPTION	FREQUENCY	PORCENTAGE
YES	20	100 %
NO	0	0 %
TOTAL	20	100%

TABLE. 10 STUDENT’S DATA RESULTS TO QUESTION 10

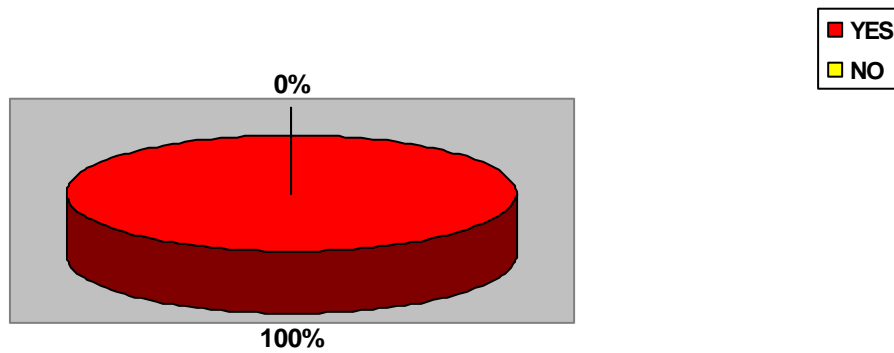


FIGURE. 10 Results to the tenth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered **correct** the questions which represent 100% in red color.

Question 11

There are lots of boxes in the cupboard.

OPTION	FREQUENCY	PORCENTAGE
YES	19	95 %
NO	1	5 %
TOTAL	20	100%

TABLE. 11 STUDENT'S DATA RESULTS TO QUESTION 11

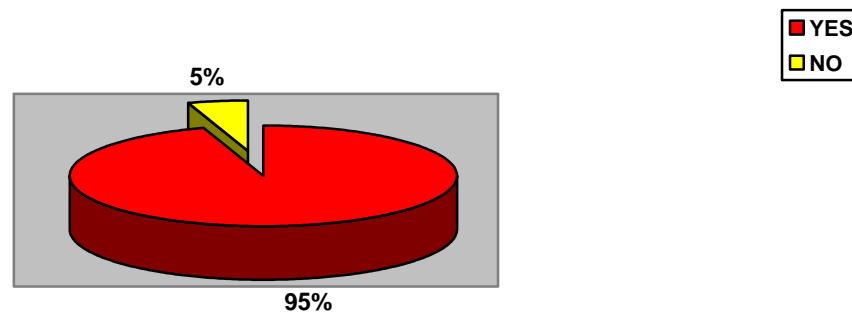


FIGURE. 11 Results to the eleventh question of the post - test.

Analysis

According to this question a percentage of 19 students have answered **yes** the questions which represent 95% in red color and 1 student answered **no** which represent the 5 % in yellow color.

Question 12

The floor is wet and there is a toothbrush on it.....

OPTION	FREQUENCY	PORCENTAGE
YES	20	100 %
NO	0	0 %
TOTAL	20	100%

TABLE. 12. STUDENT'S DATA RESULTS TO QUESTION 12

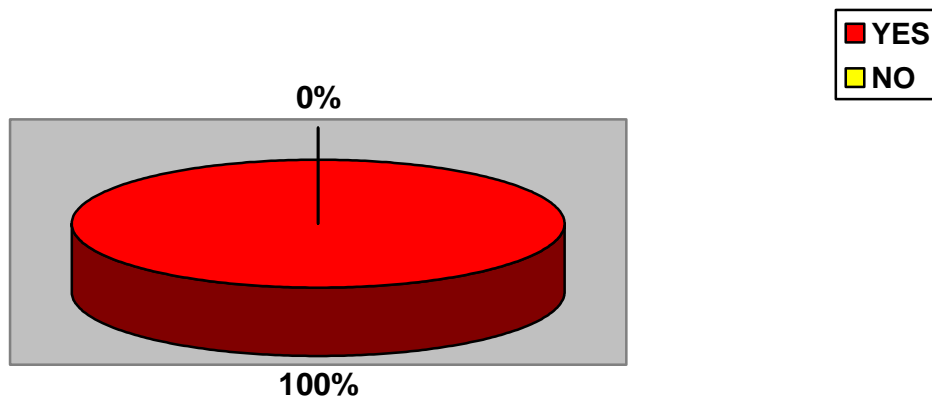


FIGURE. 12 Results to the twelfth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered **yes** the questions which represent 100% in red color.

READING

Question 13

What's the matter? Have you got a headache?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0 %
B	17	85 %
C	3	15 %
TOTAL	20	100 %

TABLE. 13. STUDENT'S ANSWERS TO QUESTION 13

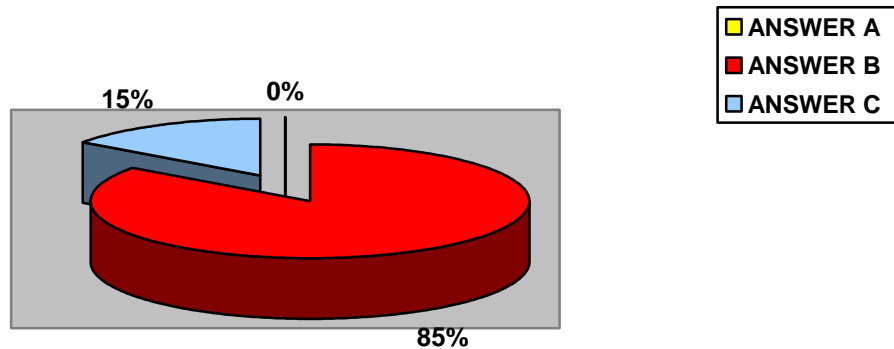


FIGURE. 13 Results to the thirteenth question of the post - test.

Analysis

According to this question a percentage of 17 students have answered **correct** the questions which represent 85% in red color and 3 students answered **wrong** which represent the 15 % in light blue color.

Question 14

Would you like to come to my house?

OPTIONS	FREQUENCY	PORCENTAGE
A	1	5 %
B	18	90 %
C	1	5 %
TOTAL	20	100%

TABLE. 14 STUDENT'S ANSWERS TO QUESTION 14

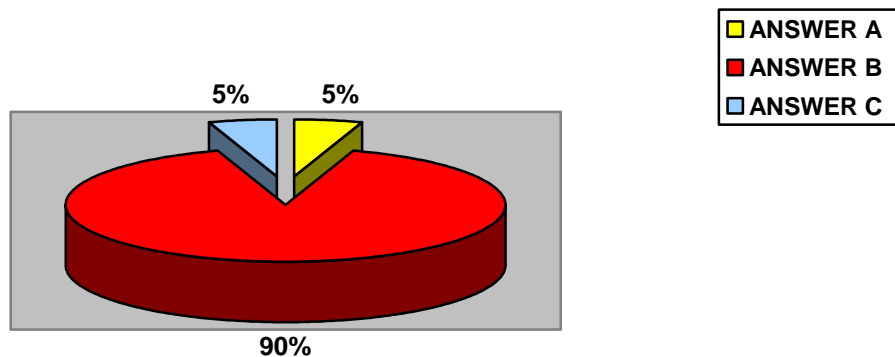


FIGURE. 14 Results to the fourteenth question of the post - test.

Analysis

According to this question a percentage of 18 students have answered correct the questions which represent 90% in red color and 1 student answered wrong which represent the 5 % in yellow color and 1 student answered wrong too which represent 5% in light blue color.

Question 15

Have you got a coat?

OPTIONS	FREQUENCY	PORCENTAGE
A	2	10 %
B	0	0 %
C	18	90 %
TOTAL	20	100 %

TABLE. 15 STUDENT'S ANSWERS TO QUESTION 15

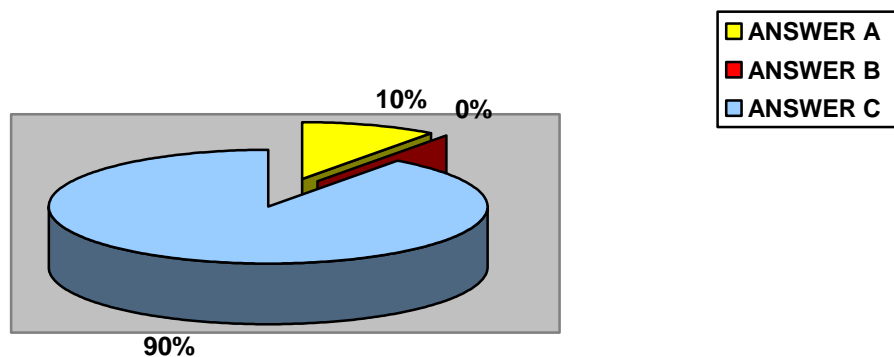


FIGURE. 15 Results to the fifteenth question of the post - test.

Analysis

According to this question a percentage of 18 students have answered correct the questions which represent 90% in light blue color and 2 students answered wrong which represent the 10 % in yellow color.

Question 16

Do you want a drink of water?

OPTIONS	FREQUENCY	PORCENTAGE
A	20	100 %
B	0	0 %
C	0	0 %
TOTAL	20	100%

TABLE. 16 STUDENT'S ANSWERS TO QUESTION 16

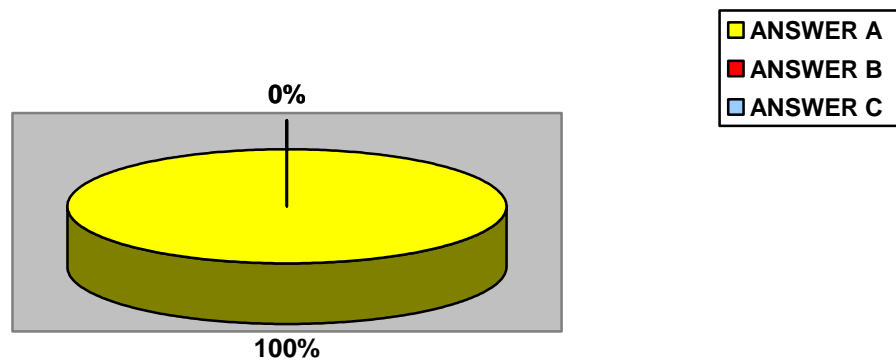


FIGURE. 16 Results to the sixteenth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered correct the questions A which represent 100% in yellow color.

Question 17

Shall I walk home with you?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0 %
B	19	95 %
C	1	5 %
TOTAL	20	100%

TABLE. 17. STUDENT'S ANSWERS TO QUESTION 17

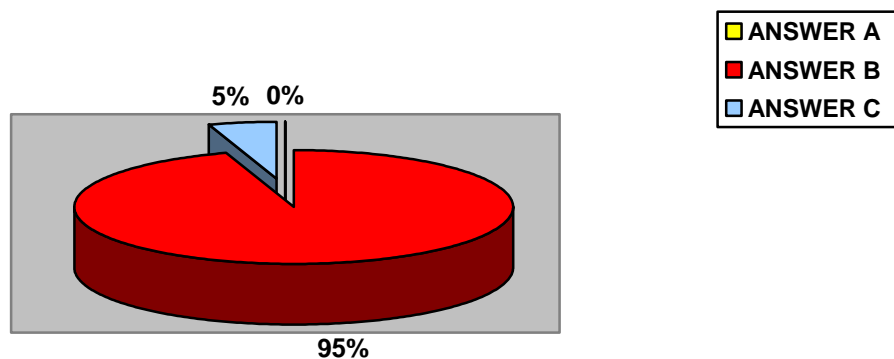


FIGURE. 17 Results to the seventeenth question of the post - test.

Analysis

According to this question a percentage of 19 students have answered **correct** the questions which represent 95% in red color and 1 student answered **wrong** which represent the 5 % in light blue color.

Question 18

Is your mum at home?

OPTIONS	FREQUENCY	PORCENTAGE
A	1	5 %
B	1	5 %
C	18	90 %
TOTAL	20	100 %

TABLE. 18 STUDENT'S ANSWERS TO QUESTION 18

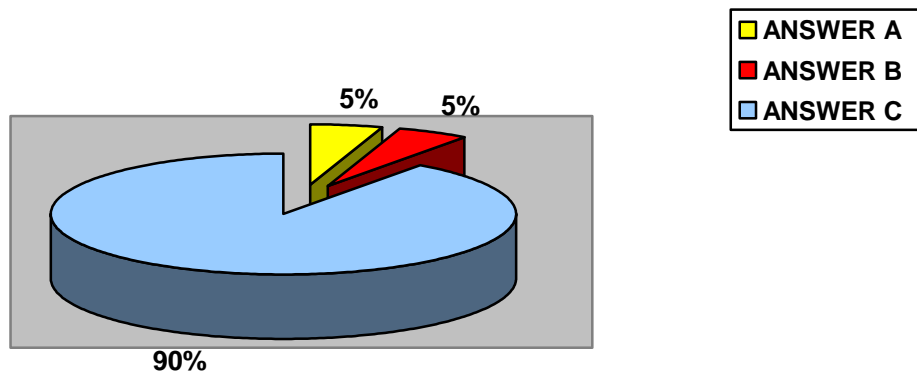


FIGURE. 18 Results to the eighteenth question of the post - test.

Analysis

According to this question a percentage of 18 students have answered correct the questions which represent 90% in light blue color and 1 student answered wrong which represent the 5 % in yellow color and 1 student answered wrong too which represent 5% in red color.

Question 19

..... who live in different countries.

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE. 19. STUDENT'S DATA RESULTS TO QUESTION 19

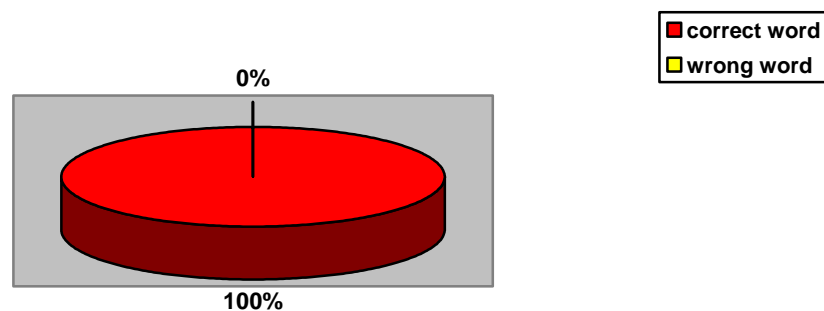


FIGURE.19. Results to the nineteenth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered correct the questions which represent 100% in red color.

Question 20

a At the top, there was a lot of snow.

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE. 20. STUDENT'S DATA RESULTS TO QUESTION 20

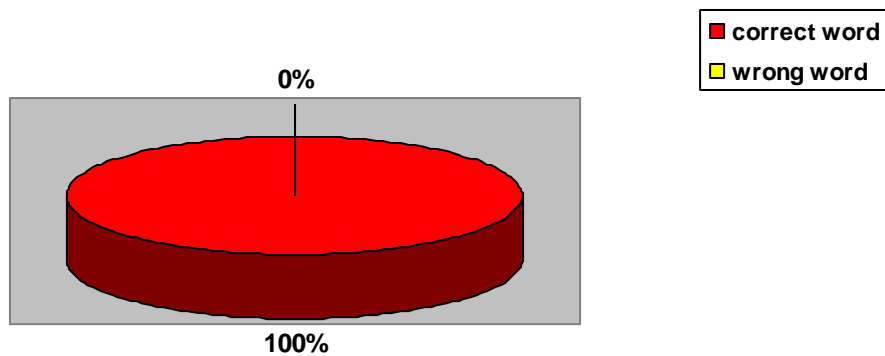


FIGURE. 20. Results to the twentieth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered **correct** the questions which represent 100% in red color.

Question 21

He down on a rock

OPTION	FREQUENCY	PORCENTAGE
correct word	18	90 %
wrong word	2	10 %
TOTAL	20	100 %

TABLE.21. STUDENT’S DATA RESULTS TO QUESTION 21

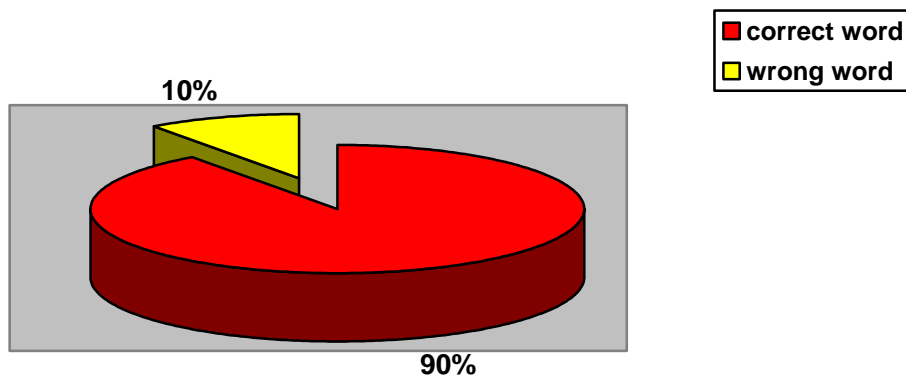


FIGURE. 21 Results to the twenty-first question of the post - test.

Analysis

According to this question a percentage of 18 students have answered **correct** the questions which represent 90% in red color and 2 students answered **wrong** which represent the 10 % in yellow color.

Question 22

To have a drink and to look up at all the

OPTION	FREQUENCY	PORCENTAGE
correct word	17	85 %
wrong word	3	15 %
TOTAL	20	100 %

TABLE. 22. STUDENT’S DATA RESULTS TO QUESTION 22

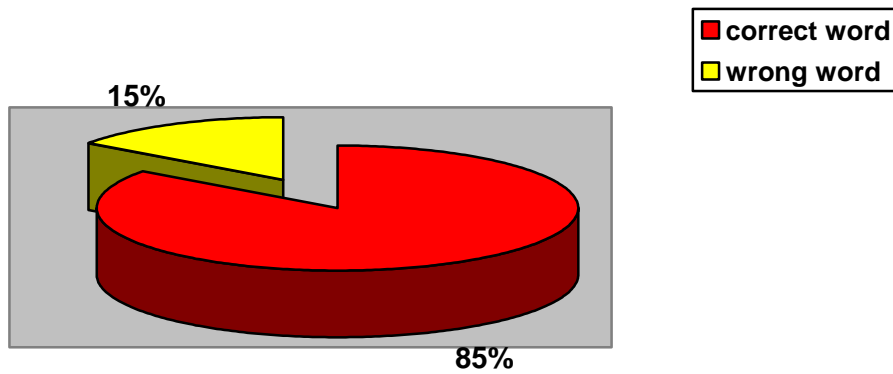


FIGURE. 22. Results to the twenty- second question of the post - test.

Analysis

According to this question a percentage of 17 students have answered correct the questions which represent 85% in red color and 3 students answered wrong which represent the 15 % in yellow color.

Question 23

But them he.....something that he didn't understand.

OPTION	FREQUENCY	PORCENTAGE
correct word	18	90 %
wrong word	2	10 %
TOTAL	20	100 %

TABLE. 23. STUDENT'S DATA RESULTS TO QUESTION 23

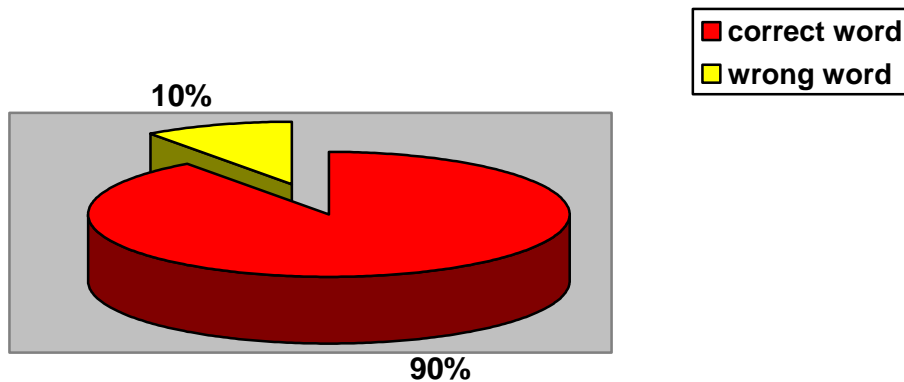


FIGURE. 23 Results to the sixth question of the post - test.

Analysis

According to this question a percentage of 18 students have answered correct the questions which represent 90% in red color and 2 students answered wrong which represent the 10 % in yellow color.

Question 24

Hehome to his village because he was very afraid.

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE.24. STUDENT’S DATA RESULTS TO QUESTION 24

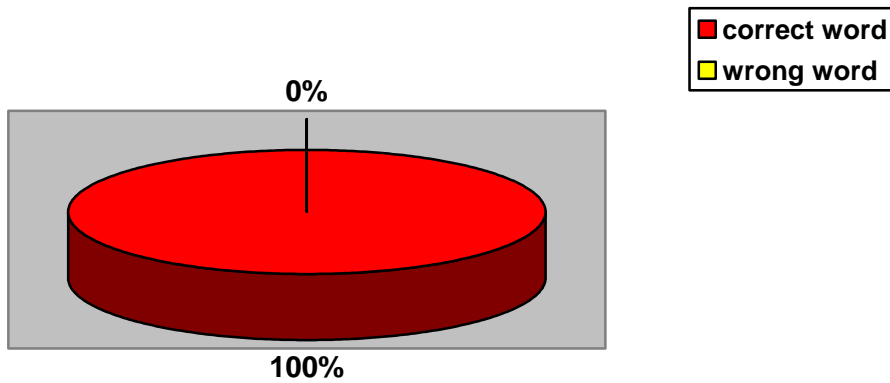


FIGURE.24. Results to the twenty- fourth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered **correct** the questions which represent 100% in red color.

Question 25

The best name for the story

OPTIONS	FREQUENCY	PORCENTAGE
A	1	5 %
B	1	5 %
C	18	90 %
TOTAL	20	100 %

TABLE. 25 STUDENT’S ANSWERS TO QUESTION 25

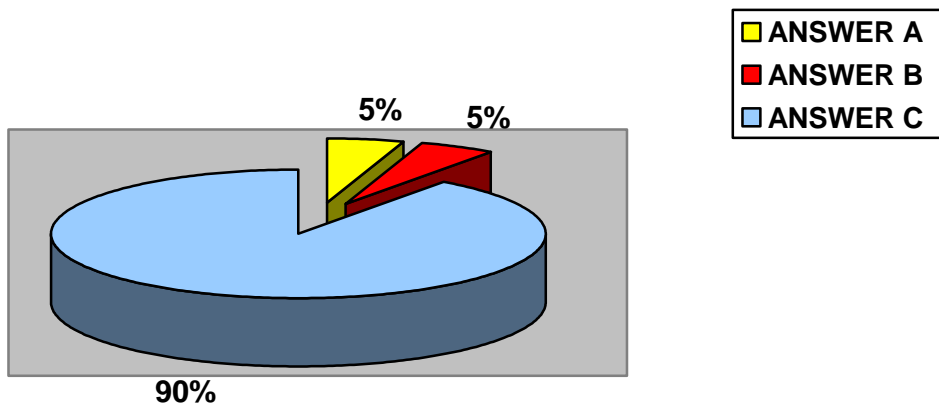


FIGURE. 25. Results to the twenty-fifth question of the post - test.

Analysis

According to this question a percentage of 18 students have answered correct the questions which represent 90% in light blue color and 1 student answered wrong which represent the 5 % in yellow color and 1 student answered wrong too which represent the 5% in red color.

WRITING

Question 26

.....cats climb trees and eat meat.

OPTION	FREQUENCY	PORCENTAGE
correct word	14	70 %
wrong word	6	30 %
TOTAL	20	100 %

TABLE. 26. STUDENT'S DATA RESULTS TO QUESTION 26

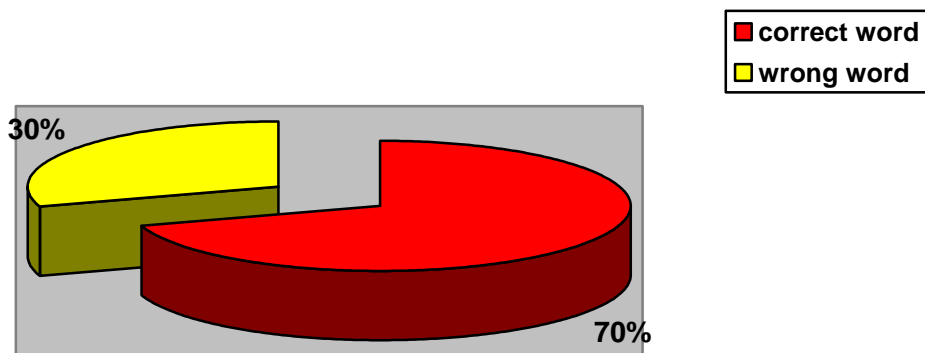


FIGURE. 26 Results to the twenty-sixth question of the post - test.

Analysis

According to this question a percentage of 14 students have answered **correct** the questions which represent 70% in red color and 6 students answered **wrong** which represent the 30 % in yellow color.

Question 27

There small cats and big cats like lions and tigers.

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE. 27. STUDENT’S DATA RESULTS TO QUESTION 27

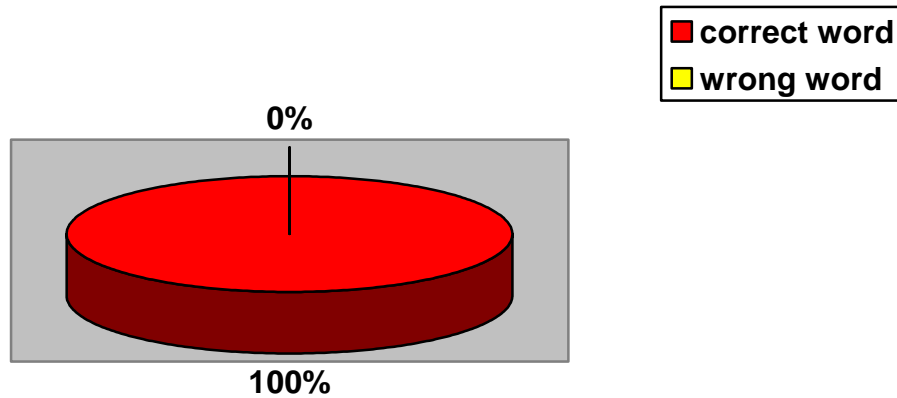


FIGURE. 27 Results to the twenty-seventh question of the post - test.

Analysis

According to this question a percentage of 20 students have answered correct the questions which represent 100% in red color.

Question 28

Only tigers livethe jungle.

OPTION	FREQUENCY	PORCENTAGE
correct word	20	100 %
wrong word	0	0 %
TOTAL	20	100 %

TABLE. 28. STUDENT'S DATA RESULTS TO QUESTION 28

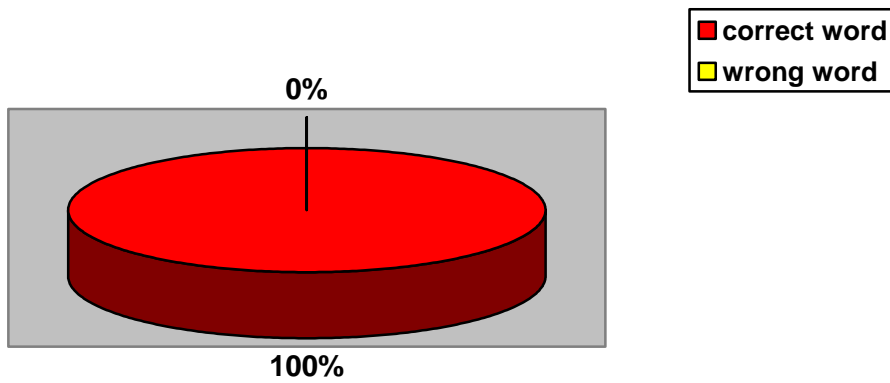


FIGURE. 28 Results to the twenty-eighth question of the post - test.

Analysis

According to this question a percentage of 20 students have answered correct the questions which represent 100% in red color.

Question 29

A lot of people have small cats inhomes.

OPTION	FREQUENCY	PORCENTAGE
correct word	18	90 %
wrong word	2	10 %
TOTAL	20	100 %

TABLE. 29. STUDENT’S DATA RESULTS TO QUESTION 29

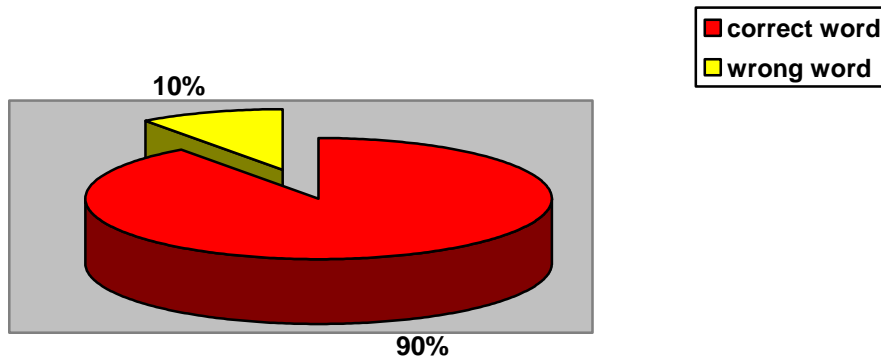


FIGURE. 29 Results to the twenty-ninth question of the post - test.

Analysis

According to this question a percentage of 18 students have answered **correct** the questions which represent 90% in red color and 2 students answered **wrong** which represent the 10 % in yellow color.

Question 30

People them because they are beautiful.

OPTION	FREQUENCY	PORCENTAGE
correct word	12	60 %
wrong word	8	40 %
TOTAL	20	100 %

TABLE. 30. STUDENT’S DATA RESULTS TO QUESTION 30

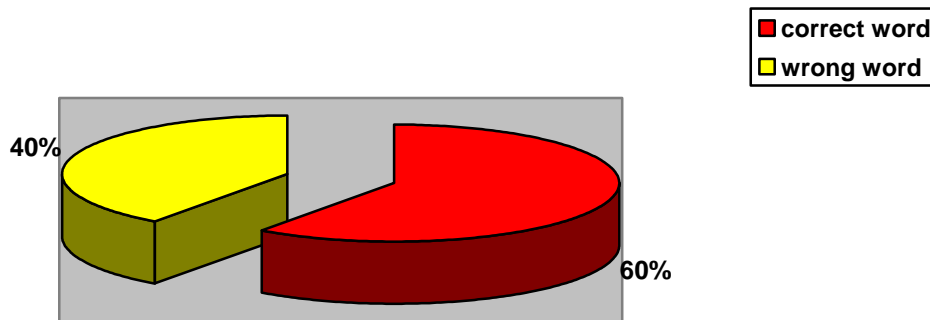


FIGURE. 30. Results to the thirtieth question of the post - test.

Analysis

According to this question a percentage of 12 students have answered correct the questions which represent 60% in red color and 8 students answered wrong which represent the 40 % in yellow color.

4.2 ANALYSIS OF RESULTS

EXPERIMENTAL GROUP ANALYSIS OF THE RESULTS BEFORE AND AFTER APPLYING THE HYPERMEDIA RESOURCES METHODOLOGY.

EXPERIMENTAL GROUP

PRE – TEST			POST – TEST		
ORD	STUDENTS	SCORE	ORD	STUDENTS	SCORE
1	AGUALONGO CH. WILSON	15.20	1	AGUALONGO CH. WILSON	16.66
2	BECERRA BECERRA JUAN	13.60	2	BECERRA BECERRA JUAN	18.00
3	BECERRA ELIZALDE LUIS	16.80	3	BECERRA ELIZALDE LUIS	18.66
4	CAICEDO ACOSTA ERICK	12.80	4	CAICEDO ACOSTA ERICK	16.66
5	GARCIA GONZALES PAUL	18.40	5	GARCIA GONZALES PAUL	20.00
6	HARO CUSME EDWIN	19.20	6	HARO CUSME EDWIN	20.00
7	JIMENEZ P. JEFFERSON	16.80	7	JIMENEZ P. JEFFERSON	18.00
8	JUMBO GUSMAN ANTHONY	15.20	8	JUMBO GUSMAN ANTHONY	18.66
9	LLERENA CASANOVA JUAN	12.00	9	LLERENA CASANOVA JUAN	16.66
10	LOOR RODRIGUEZ BRYAN	14.40	10	LOOR RODRIGUEZ BRYAN	18.00
11	MERCADO Q. AHIRINTON	14.40	11	MERCADO Q. AHIRINTON	16.66
12	MINAYA G. FRANCISCO	16.80	12	MINAYA G. FRANCISCO	18.66
13	MUÑOZ VALLEJO JOIMAR	16.00	13	MUÑOZ VALLEJO JOIMAR	18.00
14	PATIÑO E. JONATHAN	10.40	14	PATIÑO E. JONATHAN	14.00
15	ROMERO SANCHEZ MARIO	16.00	15	ROMERO SANCHEZ MARIO	18.00
16	RUILOVA GUAMAN EDWIN	14.40	16	RUILOVA GUAMAN EDWIN	18.00
17	VERGARA U. ANTHONY	16.00	17	VERGARA U. ANTHONY	18.66
18	AGILA BARBA ANNY	16.80	18	AGILA BARBA ANNY	20.00
19	BELTRAN GRANDA GISELLE	16.80	19	BELTRAN GRANDA GISELLE	20.00
20	CAIZA CALAPUCHA JESSICA	15.20	20	CAIZA CALAPUCHA JESSICA	18.00
MEAN		15.36	MEAN		18.06

PRE- TEST

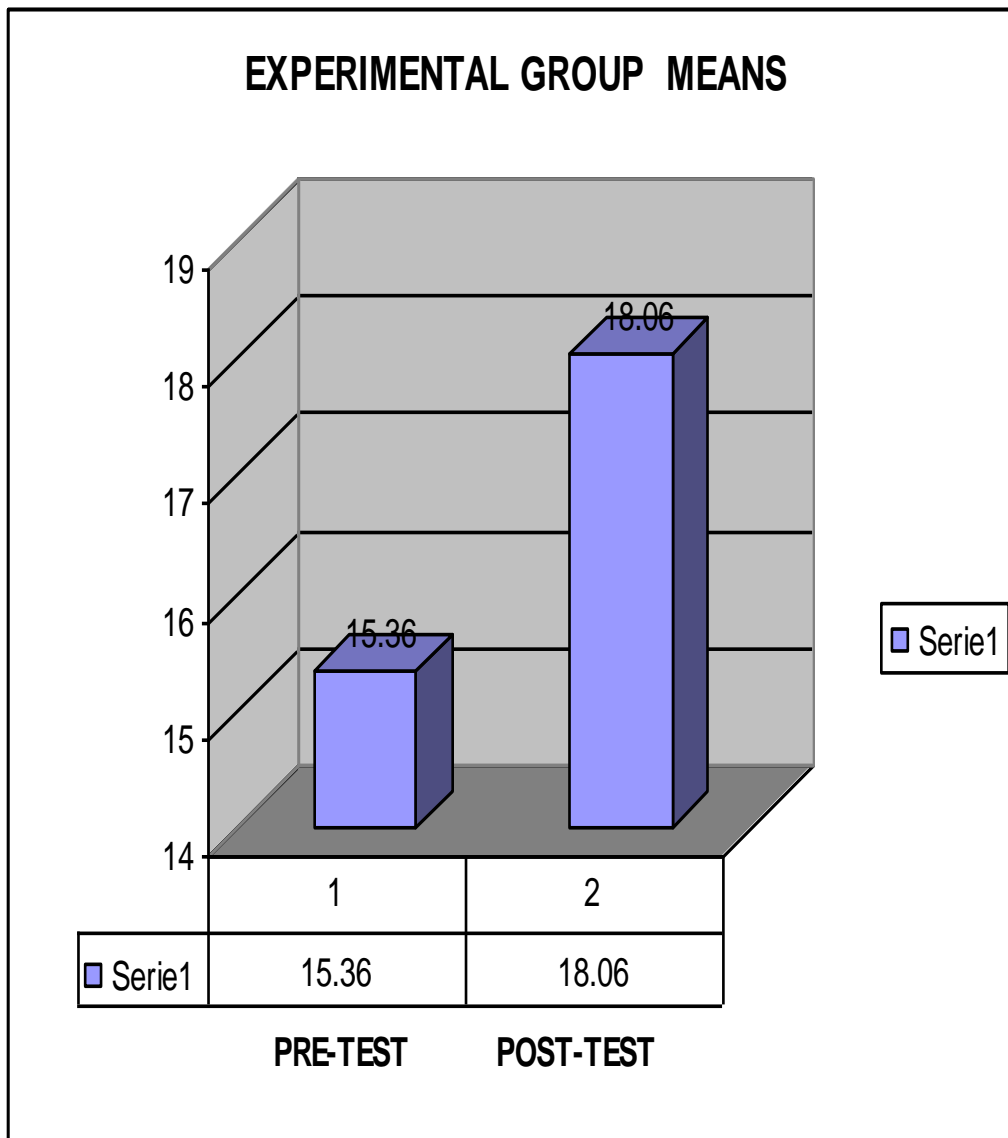
$$\frac{\sum X}{n} = 307.20 / 20$$

$$\bar{X} = 15.36$$

POST – TEST

$$\frac{\sum X}{n} = 361.28 / 20$$

$$\bar{X} = 18.06$$



**EXPERIMENTAL GROUP
PRE – TEST**

Ord.	Score	Mean	(s-m) ²	S. D.
1	15.20	15.36	-0.16	0.03
2	13.60	15.36	-1.76	3.10
3	16.80	15.36	1.44	2.07
4	12.80	15.36	-2.56	6.55
5	18.40	15.36	3.04	9.24
6	19.20	15.36	3.84	14.75
7	16.80	15.36	1.44	2.07
8	15.20	15.36	-0.16	0.03
9	12.00	15.36	-3.36	11.29
10	14.40	15.36	-0.96	0.92
11	14.40	15.36	-0.96	0.92
12	16.80	15.36	1.44	2.07
13	16.00	15.36	0.64	0.41
14	10.40	15.36	-4.96	24.60
15	16.00	15.36	0.64	0.41
16	14.40	15.36	-0.96	0.92
17	16.00	15.36	0.64	0.41
18	16.80	15.36	1.44	2.07
19	16.80	15.36	1.44	2.07
20	15.20	15.36	-0.16	0.03
Total				83,97

**EXPERIMENTAL GROUP
POST – TEST**

Ord.	Score	Mean	(s-m) ²	S. D.
1	16.66	18.06	- 1.40	1.97
2	18.00	18.06	- 0.06	0.00
3	18.66	18.06	0.60	0.36
4	16.66	18.06	- 1.40	1.97
5	20.00	18.06	1.94	3.75
6	20.00	18.06	1.94	3.75
7	18.00	18.06	- 0.06	0.00
8	18.66	18.06	0.60	0.36
9	16.66	18.06	- 1.40	1.97
10	18.00	18.06	- 0.06	0.00
11	16.66	18.06	- 1.40	1.97
12	18.66	18.06	0.60	0.36
13	18.00	18.06	- 0.06	0.00
14	14.00	18.06	- 4.06	16.52
15	18.00	18.06	- 0.06	0.00
16	18.00	18.06	- 0.06	0.00
17	18.66	18.06	0.60	0.36
18	20.00	18.06	1.94	3.75
19	20.00	18.06	1.94	3.75
20	18.00	18.06	- 0.06	0.00
Total				40,84

$$S^2 = \frac{83,97}{20} = 4,20$$

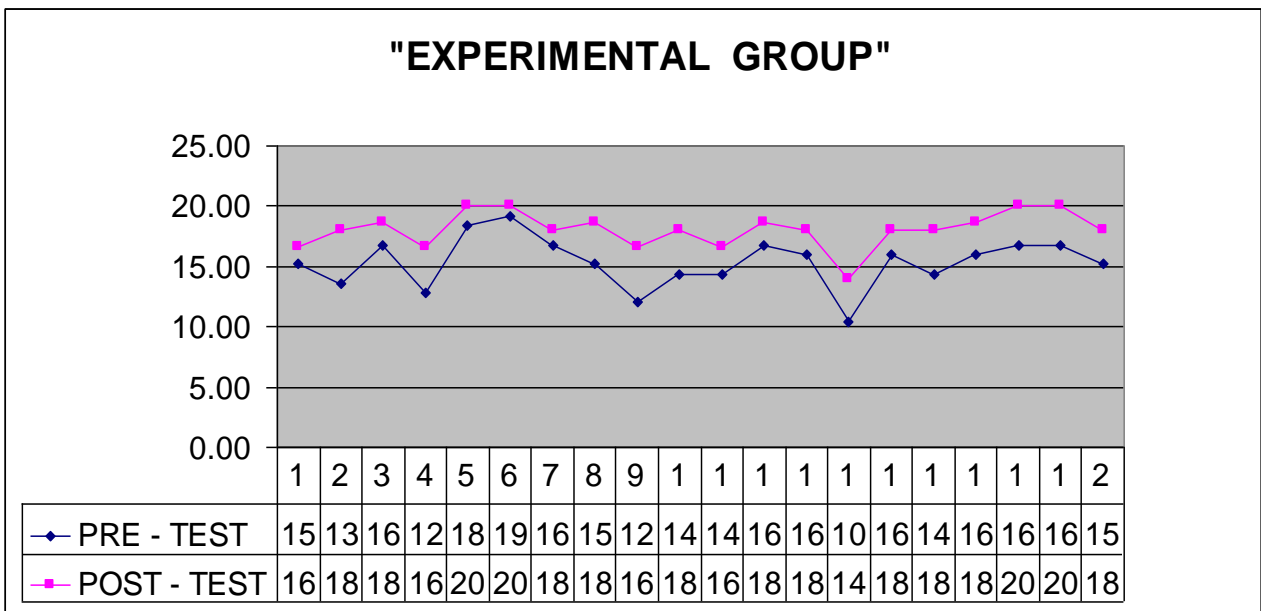
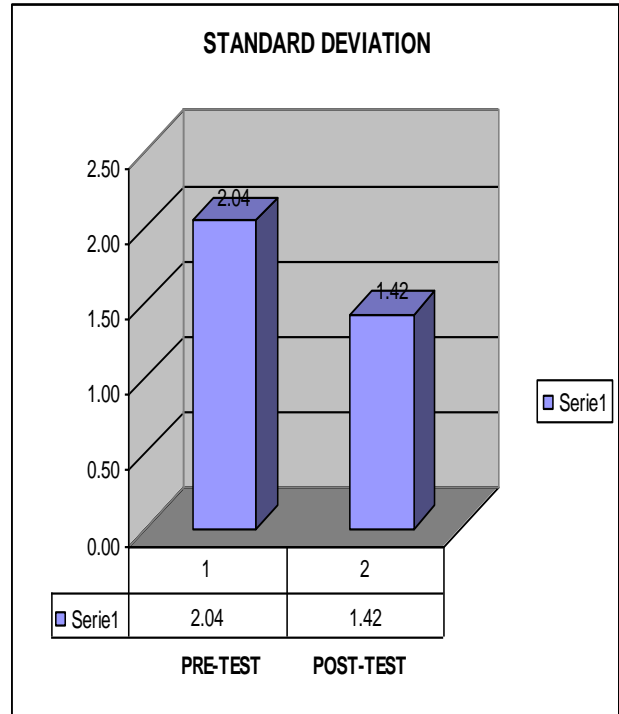
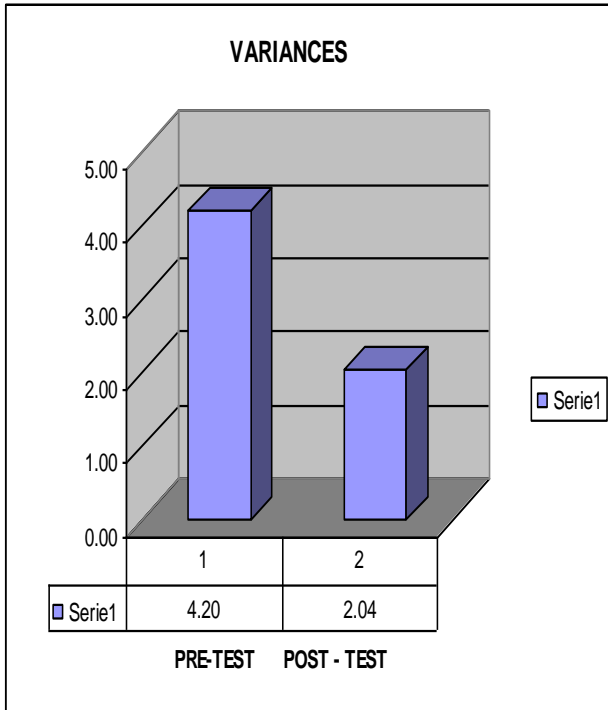
$$S^2 = \frac{40,84}{20} = 2,04$$

$$SD = \sqrt{4,20} = 2,04$$

$$SD = \sqrt{2,04} = 1,42$$

Variance Pre – Test **4,20**
Stand. Deviat. Pre-Test **2,04**

Variance Post - Test **2,04**
Stand. Deviat. Post-Test **1,42**



So, we can observe that the mean of the experimental group (pre-test) is 15.36 and the mean of the experimental group (post-test) is 18.06. There are differences between both means. We want to prove the significance of the difference between both results, supported by the hypothesis set in our project.

The Hypothesis says:

$$H_0 : \mu_1 = \mu_2$$

$$H_A : \mu_1 \neq \mu_2$$

As sub- next step we proceed to calculate the **Standard error** of the difference between means.

Its formula to calculate the **Standard error** was:

$$S_{X_1-X_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n} + \frac{1}{n} \right)}$$

We proceed to replace the data in the formula:

$$S_{X_1-X_2} = \sqrt{\frac{83.97 + 40.84}{20 + 20 - 2} \left(\frac{1}{20} + \frac{1}{20} \right)}$$

$$S_{X_1-X_2} = \sqrt{\frac{124.81}{38} \left(\frac{2}{20} \right)}$$

$$S_{X_1-X_2} = \sqrt{\frac{249.62}{760}}$$

$$S_{X_1-X_2} = \sqrt{0.33}$$

$$S_{X_1-X_2} = 0.57.$$

The **Standard error** of the difference into two means = 0.57

Initially, we observe a difference of 2.7 between the two means. The result above represents the difference we can expect just by the possibility that the null hypothesis was true. Then, is that difference sufficiently high enough so we can reject the null hypothesis? To answer that question, we proceed to obtain the reason of both numbers and it denominates like: **T reason** and its formula is:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 - X_2}}$$

$$T = \frac{15.36 - 18.06}{0.57}$$

$$T = - 4.73$$

Is this difference high enough to reject the null hypothesis to the level of 0.05? In order to answer this question we need to calculate the degrees of freedom and consult with the **t table**.

The degrees of freedom are the number of grades in the control group plus the number of grades in the experimental group minus 2.

$$df = n_1 + n_2 - 2$$

$$df = 20 + 20 - 2$$

$$df = 38.$$

In the level of **0.05** and with **38** degrees of liberty, we found a **t reason** of **1.6973**. This result is higher than the calculated T reason - **4.73**. So, we can conclude that the difference between the two means is significant, and then we **reject the null hypothesis and accept the working hypothesis**.

In other words, we accept that the use of the incidence of Application of the Hypermedia resources Methodology has a positive effect in teaching reading and writing skills.

4.3. Conclusions

1. The application of hypermedia resources in teaching – learning of the English language is a better methodology than the traditional method.
2. We conclude that the application of the hypermedia resources affected positively the improvement of reading and writing skill of the students at Leopoldo Lucero School.
3. A curricular base hypermedia resources by learning modules, offers a basic and important tool in the application of teaching learning process.
4. The evaluation criteria based with the hypermedia resources help to students and the time in which the logic of the teaching process, imply its learning in the reading and writing skills.

4.4. Recommendations

1. We recommend the application of hypermedia resources in the teaching learning process especially in the reading and writing skills.
2. Teachers must develop the classes with a new methodology applying hypermedia resources.
3. The tools of the hypermedia resources are very important in the educational English curricular. It is a good relationship between teachers and students.
4. We suggest a constant research on new methodological proposals. This is due to the lack of motivation to their teachers and pupils in the application of new methodology in teaching – learning processes.

PART V

PROPOSAL

5.1 PROPOSAL

A FIVE HOURS COURSE FOR TEACHERS TO WORK WITH THE WEBQUEST TECHNIQUE AND THE HYPERMEDIA RESOURCES FOR DEVELOPING THE READING AND WRITING SKILLS DURING THE SCHOOL YEAR 2010-2011.

5.2 DESCRIPTION

Once the investigation ended, and based on the gotten result, it becomes necessary to make a plan to contribute with some alternatives of solution which help in any way to solve part of the problematical situation in this school.

The proposal is based in the fact that teachers are developing their students' language skills an adequate manner and it looks to give teachers some tools or ideas for using the hypermedia resources in developing their students' micro skills effectively.

This proposal also looks for helping teachers to improve their abilities to apply better the different tools that the technology being us today.

This course will be hold using the communicative language teaching and audio – lingual Method and the activities will be focus to teach teachers how to use the hypermedia resources and webquest techniques in developing the productive and receptive skills (listening, speaking, reading and writing).

5.3 OBJECTIVES

- Encourage teachers to review the theories, definitions, concepts and principles of hypermedia resources in the English Language teaching – learning process.
- Helps teachers to be aware of the importance of using teaching resources to facilitate the language acquisition.
- Provide teachers with a source of definition concepts theories, tips to use the hypermedia resources in developing the students’ skills.
- Provide teachers some strategies and principles in using the teaching resources in classes in a better way.

5.4 FEASIBILITY

This course is feasible to carry out because, authorities in this school are conscious of the need to improve their teachers teaching skills and they offer all the facilities to carry out any course which is necessary to improve the quality of education in this school.

5.5. IMPACT

This course will have great impact in the teaching – learning at “Leopoldo Lucero” School. This course will help student to improve their teaching strategies and they will have more scientific basis of how to use the hypermedia resources and the webquest in developing the student skills.

The students will learn more and faster they will be immersed in the world of development and technology.

Also the society will receive students with better basis to go high school and university.

5.6 EVALUATION

The teachers performance will be evaluated when teacher return to class after the course, they will have the chance to demonstrate the acquired knowledge and strategies to handle the teaching activities, especially those related with hypermedia resources in developing the reading and writing techniques.

BUDGET

HAND MATERIAL	\$ 50
REFRESHMENTS	\$ 25
OTHERS	\$ 25
TOTAL	\$ 100

PARCIPANTS AND BENEFICIARIES

The participant and beneficiaries of this course are The English teachers, students, authorities in this school and the society in general.

5.7 PROPOSAL DEVELOPMENT

PROPOSAL OUTLINE

HOUR 1- 2

- THE HYPERMEDIA RESOURCES
- THE WEBQUEST TECHNIQUE

HOUR 3 - 4

- THE HYPERMEDIA RESOURCES IN TEACHING READING AND WRITING.
- THE WEBQUEST TECHNIQUE IN TEACHING READING AND WRITING.

HOUR -5

- LESSON PLANNING IN TEACHING WITH HYPERMEDIA RESOURCES AND WEBQUEST TECHNIQUE.
- EVALUATION TO TEACHERS.

HOUR 1- 2

5.7.1 HYPERMEDIA RESOURCES

Definition

Hypermedia refers to hyperlinked multimedia—the linkage of text, audio, graphics, animation, and/or video through hyperlinks. For example, a hypermedia study guide might offer illustrated textbook content hyperlinked to web-based video and other content, glossary entries, and comprehension questions. Other hypermedia applications for the classroom include supported digital reading environments and lessons.

Hypermedia can support differences in students' ability to access specific media forms and differences in their literacy and media literacy skills; they also provide alternative means to engage learners. Using hypermedia, teachers can help a variety of learners, including English language learners, second language learners, and students with comprehension problems, to overcome important barriers posed by printed texts. Moreover, because the various supports are present as hyperlinks, students can access them individually, as needed, and on-demand.

Importance

The act of educating involves a high degree of social responsibility, even more so the teacher who has to teach reading and writing, so you have to select the best methods, strategies and resources so that all children achieve quality standards; the use of hypermedia resources, correspond to reality. At the moment where we live they are available to all households to a greater or lesser degree.

The modern means of electronic communication to be used by the school facilitate the learning of reading and writing, so that the hypermedia resources employed in the teaching process, like the computer, projector of images, among others, are powerful allies teachers. If this sum in its methodological part, the learning processes used for teaching reading and writing skills, such as analysis, synthesis, compared learning literacy, it will be successful.

Theories

Hypermedia is a media with great potential for communicating in a fun and stimulating way. However, hypermedia can be more difficult for us to grasp than traditional media, like books and films, which can result in disorientation. This is partly caused by the abstract nature of computer based media. We can not yet physically perceive computer stored information in the same direct way as we perceive a printed book. The structure of a hypermedia system can also be much more complex than that of a book. Visual communication and good graphical design is one approach for reducing disorientation problems. By learning from the accumulated experience of professional communicators, we might improve orientation in hypermedia systems.

Hypermedia can be thought of as a visual, interactive and non-linear medium for communication, which is based on a human-computer interaction paradigm where the user can browse through a database using point and click interaction techniques. Thus, a graphical user interface and direct manipulation (Shneiderman 1983) is essential to hypermedia.

5.7.2 WEBQUEST TECHNIQUE

Definition

Students are always asking how their class activities relate to the "real world". WebQuests are inquiry based activities that are usually completed by a group or class. Each student has a role that is assigned to them. There are online resources that the students use to complete their task. Learners address this issue by focusing on the relationship between learning and a particular situation. Students are placed in a situation and work together to become part of the social structure and with motivation. When possible, real contexts, roles, and activities are used. Examples include conducting science and social experiments in the local community. When students create products such as letters, reports, or presentation, they share these with a greater audience such as parents or peers.

Internet and the New Technologies of the Information and the Communication are already the present of our pupils. Internet is the most powerful tool to our scope, as place of virtual meeting, as way of communication and as source of diverse information, but, also, as place where to publish new contents.

Nevertheless Internet like pedagogic resource has some disadvantages derived from the difficulty to find the wished information. The heap of information is such to our disposition, which to find that one in that really we are interested can be, in many cases, a task full of displeasures, disagreeable surprises and a steeplechase. After an order of search realized today we can find an enormous quantity of information; but it can be that tomorrow the same order of search (in same or different seeker) us of a result total or partially different, owed among

other things, from the tremendous volatility of the information that circulates along the Network(Net).

Another disadvantage if it is necessary more seriously still that the previous one is the difficulty to distinguish the "good one" of the "bad (wrong)" information, that is to say, how to distinguish or to discriminate between the information of quality and the "scientific" or undignified.

Along the Network an enormous quantity of information circulates (of authorship often suspicious or slightly trustworthy), but, quantity, we know since all, it is not synonymous of quality. And our pupils will be all that without a few clear criteria that serve them to leak (filter) the relevancy of the information found along his stormy ocean of the Network (Net).

As response to this situation they find the WebQuest, activities of education - learning based on Internet. One of the most current activities affected by the pupils in Internet is the search of information, often with help of the engines of search as Google, Alta Vista or Yahoo. Nevertheless, these investigations are difficult activities that take a lot of time and that can turn out to be frustrating if the aims are not reflected clearly and explained to principio.²

Since those beginning days of the internet, thousands of teachers have embraced WebQuests as a way to make good use of this tool, while engaging their students in the kinds of thinking that the 21st century requires. The model has spread around the world; with special enthusiasm in Brazil, Spain, China, Australia and Holland.

Nowadays most schools are teaching with hypermedia resources, one of these is the web quest, an inquiry-oriented lesson format, in which most or all the information that learners work comes from the web.

Characteristic

The model of learning WebQuest provides tools to the teachers to use the technologies of the information from an educational perspective, simultaneously that develop his own ideas in relation with the topic that they are teaching. This model helps the teacher to glide and to construct the education of a creative way in which the tasks remain clearly delimited. Likewise, it tries to reinforce the intellectual processes in the levels of analysis, synthesis and evaluation.

An essential characteristic of this model is that the work elaborated by the pupils can be transmitted and shared, generating something useful for others.

Other characteristics of a WebQuest are:

1. WebQuests is activities created fundamentally in order that the pupils are employed at group, though they can be designed for individual work.
2. WebQuests can be realized adding elements of motivation to its basic structure assigning to the pupils a paper (for example: scientist, detective, reporter...), simulated prominent figures who can communicate to him route E-mail, and a scene to work.

3. WebQuests can be designed for the only matter or can be interdisciplinary.

WebQuest contributes to the pupils the development of many capacities:¹

1. To compare, to identify, and to establish differences and similarities between if: identifying, this one and similarities and differences of situations, facts...
2. To classify: To group things in definable categories in base of his attributes.
3. To induce: Deduction of generalizations or of unknown beginning of observations or of the analysis.
4. Deduction: Deduction of consequences and of conditions without specifying of beginning and of generalizations given...
5. To analyze mistakes: Mistakes that they identify and of joints in his own thought or in of other one.
6. To construct the help: To construct a system of the help or of the test for an assertion.
7. Abstraction: Identifying and articulating the underlying topic or the general model of the information.
8. To analyze perspectives: personal Perspectives that they identify and of joints on editions.

¹ Bernie Dodge, Some Thoughts About WebQuests, San Diego State University
http://webquest.sdsu.edu/about_webquests.html.

A good WebQuest must promote in the pupils the development of his intellectual capacities. A WebQuest badly designed is not any more than a bunch than the questions that lead the pupils to a simple search of information. A good WebQuest must be designed or focused that try this information obtained of the network.

Objectives or working with webquest techniques

General

- To use the World Wide Web as a tool to teach Reading and Writing
- To teach the students the value of research
- To make learning interesting for the students and the teachers.
- To let students discover the information themselves, not just tell them.
- To let the students learn at their own pace either individually or in teams
- To apply the new knowledge by accomplishing a task.

Specific

- To apply the inquiry – oriented online tool (Web Quests) in Leopoldo Lucero School, as a component of the hypermedia resources, integrating this new methodology to develop reading comprehension and writing skills, of students attending the sixth grade of Leopoldo Lucero School.
- To make the process of learning Reading and Writing interesting and fun.
- To use the World Wide Web in specific reading and writing task, along with the other hypermedia resources.

Theories

The webquest is the application of a learning strategy for discovery guided to a process of work developed by the pupils using the resources of the WWW. Webquest means investigation, investigation (research) across the web, in that sense Internet users can find countless of online lessons created by teachers around the world. A WebQuest is an inquiry-oriented online tool for learning, created by Bernie Doge in the middle of the nineties to help teachers integrate it into their classrooms. The essence of inquiry-based learning according to his creator implies involvement that leads students to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.

The initial idea with which there was created the methodology of work based on WebQuest was to develop in the student body the aptitude to sail along Internet having a clear aim(lens), learn to select and recover information of multiple sources(fountains) and to develop the skills of critical thought (Dodge, 1998). For it a Webquest consists of presenting, basically, to the student body a problem with a set of pre-established resources for the author of the same one, who is in the habit of being his teacher, so that he(she) avoids the simple navigation and without course of the student body across the WWW (Watson, 1999). Rodríguez García (s.f.) there is defined the webquest of the following way:

- WebQuest is a model of learning extremely simply and richly to propitiate (c2ause) the educational use of Internet, based on the cooperative learning and on processes of investigation (research) to learn.

- A WebQuest is an activity focused on the investigation (research), in which the information used by the pupils is, in his most disburdened of Internet. Basically it is a directed exploration, which culminates with the production of a web page, where the result of an investigation (research) is published.
- WebQuest is a methodology of learning based fundamentally on the resources that provides to us Internet that they incite the pupils to investigate, they promote the critical thought, the creativity and the capture of decisions, help to develop different capacities leading the pupils to transforming this way the acquired knowledge ²

Since inquiry is defined as “a seeking for truth, information, or knowledge, individuals carries on the process of inquiry from the time they are born until they die. Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through the grade levels. Moreover, students learn not to ask too many questions, instead to listen and repeat the expected answers. But Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and date into useful knowledge. Well-designed inquiry learning produces knowledge formation that can be widely applied.

Some of the discouragement of our natural inquiry process may come from a lack of understanding about the deeper nature of inquiry-based learning. There is even a

² Watson, 1999, and Rodríguez García (s.f.), Webquest: Una estrategia de aprendizaje por descubrimiento basada en el uso de Internet.
<http://webpages.ull.es/users/manarea/webquest/webquest.pdf>

tendency to view it as "fluff" learning. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied.

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available -- what's needed is an understanding of how to get and make sense of the mass of data. Educators must understand that schools need to go beyond data and information accumulation and move toward the generation of useful and applicable knowledge, a process supported by inquiry learning.

Two levels separated from WebQuest exist at least:

a. Short Term WebQuests

The instructional goal of a short term WebQuest is knowledge acquisition and integration, described as Dimension 2 in Marzano's (1992) Dimensions of Thinking model. At the end of a short term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it. A short-term WebQuest is designed to be completed in one to three class periods.

b. Longer Term WebQuest

WebQuest is what Marzano calls Dimension 3: extending and refining knowledge. After completing a longer term WebQuest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and an understanding of the material by creating something that others can respond to, on-line or off-. A longer term WebQuest will typically take between one week and a month in a classroom setting.

HOOR 3-4

5.7.3 THE HYPERMEDIA RESOURCES IN TEACHING READING AND WRITING

Talking books as reading tools

Digital texts can be read aloud using recorded human voice or synthetic text-to-speech programs. Read-aloud is an intrinsic feature of so-called talking books, but with text-to-speech software, virtually any digital content—including web-based texts—can be read aloud, with or without synchronous highlighting of the printed text. Speech synthesis can be segmented at a variety of levels, providing feedback at the level of the passage, sentence, word, onset rime, syllable, or sub syllable. Read-aloud offers potential benefits to many students, including students with visual deficits, students with decoding problems, and reluctant readers. In addition to providing access to curriculum content for those who cannot see or decode printed text, read-aloud can support the development of key literacy skills such as fluency and reading comprehension, and increase engagement and motivation.

Text-to-speech is also a beneficial writing tool. It may be easier for students to recognize errors when listening versus reading a composition. By using text-to-speech to read back the text they have written, students may be able to revise more successfully.

CD-ROM storybooks

CD-ROM storybooks offer digital text in combination with features such as animations, illustrations, speech, and sound. For example, a CD-ROM storybook might offer the story text together with animations, vocabulary definitions, and sound effects. Some storybooks incorporate an audio version of the text. CD-ROM storybooks offer great potential for engaging students, and some incorporate valuable literacy supports. Thus, they can benefit reluctant readers and students with deficits in basic literacy skills. However, their multimedia features are not always instructionally germane. Some storybooks feature entertaining animations and sound effects that, while entertaining, do not directly support access or learning. In fact, they may be distracting for some students. Thus, teachers are wise to select CD-ROM storybooks carefully and with consideration of individual student characteristics.

Video/videodiscs

Video/videodiscs offer a means to contextualize curriculum content and instruction across the curriculum. For example, video can be used to anchor mathematics instruction to an authentic context. That is, video can be used to present to students a real-world context within which mathematical problem-solving can then be situated. Video/videodisc-based anchored instruction can similarly be applied to contextualize instruction in other content areas. These

approaches are valuable in helping to engage and motivate students, in providing students with alternatives to text, and in supporting differences in background knowledge.

Computer simulations

Computer simulations are computer-generated versions of real-world objects (for example, a brain) or processes (for example, an election). They may be fully automated or interactive, eliciting user input. Computer simulations are a means to "open up the walls of the classroom," providing students with an opportunity to observe, manipulate, and investigate phenomena that are normally inaccessible—an orbiting satellite or foreign culture—using tools and materials that are not available in the classroom. In this respect, they provide an advantageous alternative to learning that might otherwise rely on lecture and printed text. Not only do simulations reduce barriers for students who struggle with these conventional media, they provide multiple models for skill learning, and can increase the immediacy and authenticity of learning content, which is advantageous to many learners.

Computer simulations can be used to increase content knowledge. For example, a simulated marine ecosystem can be used to teach ecology concepts. Simulations are particularly well suited to confronting students with their misconceptions about essential learning concepts and helping them to develop more accurate conceptual models. Simulations can also be used to develop skills. For example, simulated science experiments can be used to facilitate mastery of science process skills. Computer simulations are available on the web, as well as in software form.

Internet in Teaching Reading

Internet resources (textual and other) that relate to science concepts vary tremendously in quality and style. They include academic papers; textbooks; magazines; weblogs (personal records of interesting web experiences); directories (organized collections of links); community discussions; news stories; personal home pages; and marketing. Such texts can range anywhere from informal comments to formal peer-reviewed scientific texts, and can represent individual opinions or those of large communities.

Computer in teaching reading

As the use of computer technology in teaching and learning has expanded and as the importance of critical reading and thinking skills has become emphasized, many commercial software products are advertised as promoting critical reading and/or thinking. However, when viewed from a constructivist perspective, much of this software falls short of promoting critical reading. For example, rather than prompting students to formulate their own questions about what they have read, many programs ask their questions in a multiple-choice format and designate the correct answer.

Teaching reading on television

Teaching reading skills is a wonderful gift that you can bestow to your child. In today's fast paced technological age, reading as a hobby and for pleasure has taken a backseat. Children are so involved with television programs, extracurricular activities, friends and computer games that they hardly have any time for exercising their reading skills. Now, even if there is

no harm is watching television or being engrossed with computer games, they don't come anywhere near reading in terms of the benefits that it imparts to your child. Reading has the potential to open up a whole new world for your child and by indulging in this activity, your child will have an active imagination, great vocabulary, identification and empathy with other cultures and a broader vision of life.

Tape recorder in teaching reading

The tape recorder has served as a mechanical aid in helping foreign language students whose goals are speaking and aural understanding. Reports have given us a good idea of what is done in language laboratories and what results have been obtained, but very little has been written about the use of the tape recorder as an aid to students whose aim is to learn to read a foreign language.

Cd - Rom in teaching reading

The CD Rom is a huge resource and presents some technical issues when using it on diverse computers. The CD Rom and the video disk require the computers on which they operate to meet certain specifications. It is important when loading the CD Rom or video disk to check that your computer meets these minimum requirements.

Videos in teaching reading

Most educators today realize that teaching students how to read is not the sole responsibility of the language arts teacher, yet many teachers still struggle to come up with effective ways to actually improve reading comprehension in the classroom.

After all, the primary purpose of reading is comprehension. Unless you comprehend what you read you might as well be reading a different language.

Video clips can be used in classes to built upon prior knowledge, motivate them to want learn more about the theme selected.

Internet in teaching writing

The reading and writing of text can be taken for granted as an educational tool on the Internet. It is ubiquitous as a means of communication, but there are different ways it can be applied to promote learning, and it can be difficult for a teacher to focus on what sort of thinking they are trying to stimulate in their students. This paper concentrates on the practical application of educational theories of reading and writing, particularly in science education, in order to help the practitioner using the Internet for education. We begin by taking a look at a number of theories about reading and writing, in the context of using them in an Internet environment. Then we'll examine an experimental technology, Moodle, which was constructed to implement many of these theories and supports online 'classrooms' that use text in a number of ways.

Computers in teaching writing

Interactive programs have been developed to teach grammar and editing skills but these programs are not an integral part of a relevant writing task which is discipline based (Darling, 1997). The computer can be used as a powerful tool to develop the students skills trough programs that can be created adapted according to the teacher and students' needs, these programs not only seek to facilitate the language but also help students to develop their abilities in an integral way.

Teaching writing on television

Television as a product of technology plays an increasingly important role in education. It is an audio visual device that has been used as a powerful teaching aid in many parts of the world for many years. Studies have shown that in certain cases television is better than classroom instruction.

Tape recorder in teaching writing

A teaching aid is any piece of equipment that can be used to help the students learn. Examples of teaching aids include: a tape recorder, computers or a language laboratory.

The tape recorder is another easily available teaching aid. It is useful because it gives children a chance to listen to English spoken by different people in different situations. Make sure you place the tape recorder in a place where all the children can hear. Be familiar with how to use the machine and make sure the tape is cued to the correct place. You should also have an alternative activity ready just in case the tape player breaks.

Videos in teaching writing

Using a video studio as a writing classroom is a powerful way to get students to develop and refine their abilities to communicate. Videotapes and academic-written papers are two different media, but both contain the same structure. This technique forces students to clearly write what they will say. The included photographs show a video studio in use and a teacher reviewing a student's writing.

5.7.4 THE WEBQUEST TECHNIQUE IN TEACHING –READING AND WRITING

As it is observed in the results of the previous investigation, it is necessary to take into account the high percentage of low performance of those students who do not have a good knowledge about reading and writing skills of the English language. Even though the people as authorities and teachers at the “Leopoldo Lucero School who are in charge of them, know about, they do nothing to resolve this big problem. Furthermore, the observed group also has a percentage of students who have acquired previous knowledge. They think that this group is prepared to acquire new information about the new language.

The problem is due to lack of techniques and methodologies used by teachers, lack of special materials, radio, TV set, laboratory and lack of interest for learning how to read and to write in the right way. Due to the limited periods of classes in the English language in Leopoldo Lucero School, many students continue with deficiency in the School. Most of the students are willing to learn the English language, but they do not know how to learn, how to read and write perfectly, because the methodologies and didactic resources used are not updated. When students are required to develop reading and writing skills, they prefer other activities instead, and press on teachers to play games instead of developing these important skills. The proposal is to apply the **Inquiry – Oriented Activity, (Web Quests)** to help them develop and improve reading and writing skills.

Some of the students in this centre want to improve their skill to read and write, but they have not been given the most suitable tools to do so. As a result, most of the students say that

reading and writing are boring tasks. I am sure that learning will take place if the school revises its curricula and starts training and motivating teachers to use the technology to teach their lessons, and WebQuests has been proved to work out as an inquiry – oriented activity with more motivated students who follow the lesson steps given by them.

Finally, I want to suggest all authorities, teachers, and the administrative staff that they have to work as a team in order to attain better academic results in this school; If they worked as a team, not only our students would improved, but also the institution itself.

Methodology

The work is generally carried out in group, assuming the different ones members of the team different tasks. To get results it is necessary the cooperative work. It is introduced to the students a problem to solve often curious, controversial, mysterious, attractiveness. He/she surrenders a guide on the one I work to carry out and some preset resources, accessible to inclination of the Web.

The answers to the WQ are not directly in the net, if not that they should be created starting from different sources of information and of the capacities cognitive of the students working in team. With the results obtained during the investigation work, those students should elaborate new materials that make sense:

To publish them in the net, to send them to real people so that those

Evaluate, to carry out a page web, to share the conclusions in a forum with students of other groups, etc.

HOUR -5

5.7.5 LESSON PLANNING IN TEACHING WITH HYPERMEDIA RESOURCES AND WEBQUEST TECHNIQUE

Lesson plan

It is a process or a set of sequential activities with interacting curricular elements is conceived like “that allows the development of significant learning based on pre-established intentions”. In fact the lesson plan is the logical structure present in the thought of every teacher at the moment of orienting the construction of the knowledge. (Ibid) “It is developed on results of a participative investigation and the determination of social, cultural, natural and political values that are identified in curricular communitarian and of tending scholastic learning to the knowledge and transformation of the reality for the satisfaction of necessities, interest and the solution of social and individual problems”.

The design of the plan of classes must favor the significant learning, as much from the concepts as from the experience that the student possesses. To start off of the real development of the student, to re- elaborate his potential learning, “the process education - learning is a pre-active, interactive process and post-active, where the imagination, the creativity and the reflection are excellent. The use of varied techniques oriented by the method, summons up life in this design. The evaluation is a formative process that aims the development of capacities”.

Parts of a webquest lesson

Introduction

The goal of the introduction is to make the activity desirable and fun for students. When projects are related to students' interests, ideas, past experiences, or future goals, they are inherently more interesting. The goal of the motivational component is to engage and excite students at the beginning of each WebQuest.³

The task

The task is a formal description of what students will have accomplished by the end of the WebQuest. First, the teacher finds resources for a particular topic on the Web. Then, the teacher devises an activity for the student that incorporates the information from the various sites. This task should be doable and interesting.

Developing this task -- or the main research question -- is the most difficult and creative aspect of creating a WebQuest. Students can be asked to publish their findings on a Web site, collaborate in an online research initiative with another site or institution, or create a multimedia presentation on a particular aspect of their research. The task should be visually and aesthetically appealing, inherently important (global warming, acid rain, welfare policy, etc.), and fun for the students.

A successful project can be reused by the teacher several times (either with a different class or the next semester). Each time the unit can be modified and refined. And you can challenge your students to come up with something that goes further and deeper than those before them.

³ WebQuest: There are six critical components in a WebQuest:

http://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html

The process

The process is a description of the steps that learners should go through in accomplishing the task, with links embedded in each step. For a long-term project, it is advisable to have a demonstration of each step either by the teacher or an able student through the process step-by-step and reinforces written directions.

Resources

WebQuests, you'll find the resources listed in a section of their own. More recent WebQuests have the resources embedded within the Process section, to be accessed at the appropriate time. It's important to remember that non- Web resources can also be used. Variety is the spice of life, and WebQuests are enhanced by materials that supplement the online resources. These can include things like videos, audio cassettes, books, posters, maps, models. Visiting lecturers, team teaching, field trips, and other motivational techniques can also be used.

Evaluation

Each WebQuest needs a **rubric** for evaluating students' work. The standards should be fair, clear, consistent, and specific to the tasks set. Many of the theories of assessment, standards, and constructivism apply to WebQuests: clear goals, matching assessments to specific tasks, and involving the learners in the process of evaluation are all concepts from earlier workshops that apply here. During the introductory stage of the Web Quest, it can be very helpful to point out three types of student examples: exemplary, acceptable, and unacceptable. The range between exemplary and acceptable work may be great and will spur the students to strive for excellence, while the demonstration of what constitutes unacceptable work will set clear

minimum standards for all to achieve. The goal is for all students to have a good experience of the project.

Conclusion

This step allows for reflection by the students and summation by the teacher. Setting aside time for discussion of possible extensions and applications of the lesson honors the constructivist principle: "We learn by doing -- but we learn even better by talking about what we did." During the concluding section of a Web Quest, you can encourage your students to suggest ways of doing things differently to improve the lesson.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alvarado Gómez, C. (2002). Language and Communication. University of Guayaquil.
Education at Distance

Andión González, P. (2002). The audiovisual means and the education. Encyclopedia of
Pedagogy. I take 5.Ed. ESPASA CALPE, S. A.

Aguirre, I. (1990). Language and Communication Editorial NORM. Guayaquil, Ecuador.

Beltrán Lleras, J. Pérez Sánchez, L. (2002) Encyclopedia of Pedagogy. I take 2. Ed.
ESPASA CALPE, S. A.

Escamilla of the Santos, J. (2000). Selection and use of Educational Technology. ITESM.
Virtual university.. Ed. YOU THRASH. Mexico.

Marshall McLuhan:

http://www.utoronto.ca/mcluhan/tsc_mcluhan_basic_innovations.htm

Padilla Dominguez, Morines Burgos, Rodriguez Celos, Sanchez Merino, 200. Hypermedia
support

The Teacher's Manual. (2001) the Educating. The Educational Centre Ed. PARRAMÓN.
Barcelona, Spain.

MEC. (1997). Curricular Consensuada Editorial reforms. MEC. NATIONAL ADVICE OF EDUCATION.

Pines Sparrow hawks, L. (1999) Oral and Written Expression. University of Guayaquil. Department Publications.

Rock of Morán, L. (2003) General Didactics. University of Guayaquil.

Vaysey, J. (1995) The Education in the Modern World (1995). Editorial. Norma.

Reardom, K. (2002). Audiovisual Means, in the Sciences of the Education. Madrid, Spain.

Resources hipermediales. (2005)

<http://ares.unimet.edu.ve/encuentroted/trabajos/trabajosPDF/MaGabrielaGarcia.pdf>.

It Consults: March 22 the 2007.

Diana Larsen-Freeman, Techniques and Principles in Language Teaching, Oxford University Press, (1986)

Frank Ashen Statistic for Linguistics the Georgetown University

Geoffrey Leech, semantics, (1976)

J.B. Pride and Janet Holmes, Educational Psychology, (1976)

J.P.B.A Allen and Alan Davies, Testing and Experimental Methods, Oxford University Press, (1977)

Jack C. Richards & Theodores S. Rodgers, Approaches and Methods in Language Teaching, Second Edition, Cambridge University Press, (2001)

Judith Greene, Psycholinguistics (1972)

Larry Selinker and Louis Trimble, Working Papers in English, University of Washington (1978)

Meter Avery and Susan Ehrlich, Teaching American English Pronunciation Oxford University Press. (1992)

Morphology and Syntax, (2000)

Robert P. Stockwell and J. Donald Bowen () The Sounds of English and Spanish, The University of Chicago

Thomas Pyles, The Origins & Development of the English Language, Second Edition

W R Lee, Language Teaching Games and Contents, Second Edition, Oxford University Press, (1982)

Warren C. Born, Curriculum Teaching Evaluation, (1975)

Quasi-Experimental Design

<http://www.childwelfare.com/courses/Documents/bawden.htm>

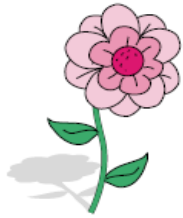
ANNEXES

Reading and Writing

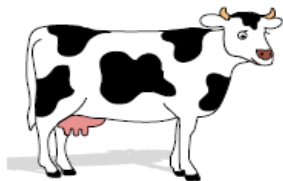
Part 1
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples



This is a flower.



This is a goat.

Questions

1



This is a fly.

2

2



This is a bike.

3



This is a pineapple.

4



This is a television.

5



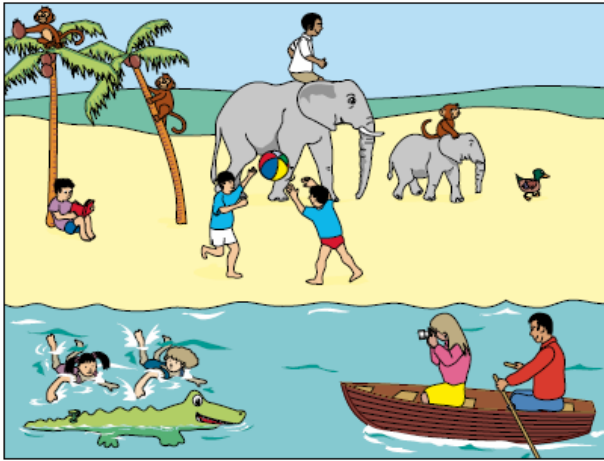
This is a guitar.

3

Part 2

- 5 questions -

Look and read. Write **yes** or **no**.



Examples

A boy is reading a book. yes

A monkey is sitting on the big elephant. no

Questions

- 1 There are two children in the sea.
- 2 The duck is walking behind the two elephants.
- 3 The girls are playing with a ball.
- 4 The woman in the boat has got a camera.
- 5 The crocodile is eating a coconut.

4

Part 3

- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example



d r e s s



Questions

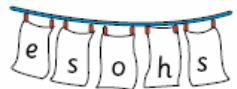
1





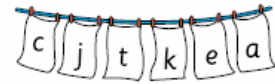
2





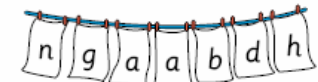
3





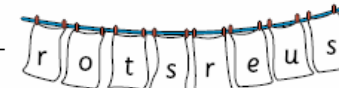
4





5





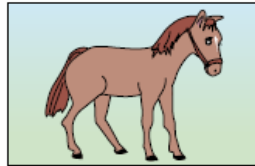
5

Part 4

- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

A horse



I've got four legs , two ears, two eyes and long

(1) on my head. I'm a big animal. I don't live in

a (2) or a garden. I like eating

(3) and apples. I drink (4)

A woman, a (5) or a child can ride me.

What am I? I am a horse.

example

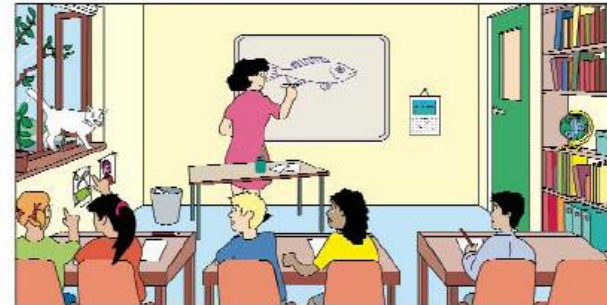


6

Part 5

- 5 questions -

Look at the pictures and read the questions. Write one-word answers.



Examples

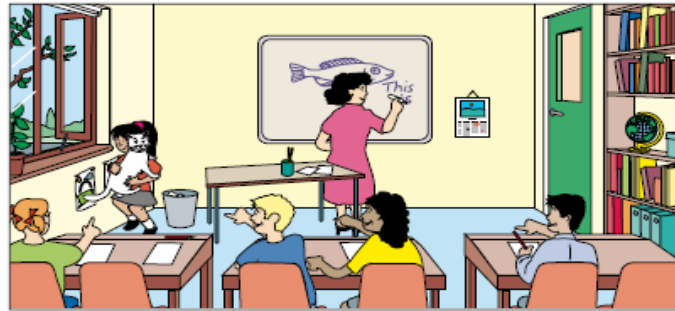
Where are the children? in the classroom

What colour is the cat? white

Questions

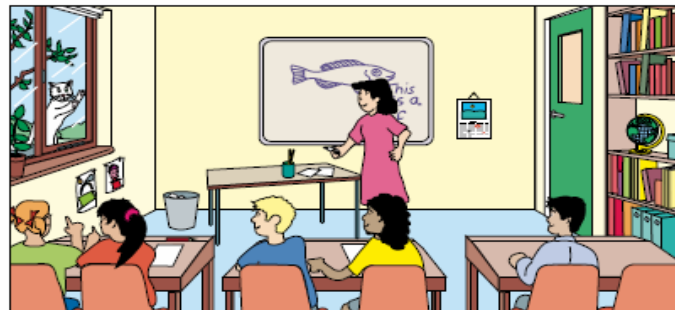
1 What is the teacher drawing? a

7



2 Who is holding the cat? a

3 What is the teacher doing now?



4 Where is the cat now? at the

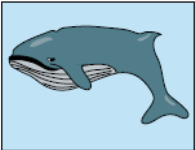


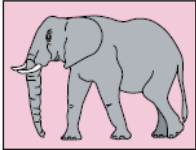




5 How many children are looking at the cat?

ANNEX 02

**Post – test
Reading and Writing**

Part 1
– 6 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

 a whale	 coffee
 a shoulder	 an elephant
 soup	 a stomach
 milk	 a bat

2

Example

This animal can fly and it comes out at night. _____ a bat _____

Questions

- 1 You can eat this from a bowl. Sometimes there are vegetables in it. _____
- 2 This is the biggest animal in the world. It lives in the sea. _____
- 3 This is part of your body. All your food and drink goes here first. _____
- 4 This big animal lives in hot countries and eats leaves and grass. _____
- 5 This is between your neck and your arm. _____
- 6 Mothers give this white drink to their babies. _____

3

Part 2
- 6 questions -

Look and read. Write **yes** or **no**.



Examples

There are five white towels in the bathroom. _____ yes

The two smallest bears are washing their faces. _____ no

4

Questions

- 1 A big brown bear is having a shower. _____
- 2 There are some glasses below the mirror. _____
- 3 The yellow bear is fatter than the blue bear. _____
- 4 There are four toys in the bath. _____
- 5 There are lots of boxes in the cupboard. _____
- 6 The floor is wet and there is a toothbrush on it. _____

5

Part 3
- 6 questions -

Read the text and choose the best answer.



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.

Questions

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

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

6

2 **Jane:** Would you like to come to my house?

Peter: 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: A Yes, it does.
B OK, he's here.
C No, I haven't.

4 **Jane:** Do you want a drink of water?

Peter: A Yes, please.
B Yes, it is.
C Yes, I had.

5 **Jane:** Shall I walk home with you?

Peter: A He can walk there.
B I'd like that, thanks.
C I can go with her this evening.

6 **Jane:** Is your mum at home?

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

7

Part 4
- 7 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 1-6. There is one example.

My name is Daisy. I like toys, but I like books and comics

best. I love stories about men on the moon and about

(1) _____ who live in different countries.

I read a good story yesterday. In this story, a boy climbed

a (2) _____. At the top, there was a lot of snow. It was

evening, but the boy could see the forest below him.

He (3) _____ down on a rock to have a drink and to look

up at all the (4) _____.

But then he (5) _____ something that he didn't understand.

Something very big and round flew quietly and quickly behind a cloud.

What was it? The boy didn't know and he didn't wait to see it again. He

(6) _____ home to his village because he was very afraid.

I wasn't afraid! I enjoyed the story a lot!

example		
		
comics	blankets	ran
		
children	cooked	stars
		
saw	sat	mountain

(7) Now choose the best name for the story.

Tick one box.

A boy that Daisy knows


A film that Daisy watched

A story that Daisy liked

Part 6
- 5 questions -

Read the text. Choose the right words and write them on the lines.

Cats



Example Cats have good eyes. They can see very well at night. _____ cats climb trees and eat meat. They can move very quietly and catch animals. Then they eat them. They have strong teeth.

1 _____

2 There _____ small cats and big cats like lions and tigers. Only tigers live _____ the jungle. Lions don't. Some people go and see lions and tigers at the zoo.

3 _____

4 A lot of people have small cats in _____ homes. These cats are pets. People _____ them because they are beautiful.

5 _____

Example	had	have	has
1	All	Every	Any
2	am	are	is
3	at	on	in
4	your	their	our
5	like	liking	likes

15

ANNEX 03**TABLE OF RESULTS - CONTROL GROUP**

	STUDENT'S NAMES	PRE TEST	POST TEST
1	AGUILAR CHILUIZA JEFFERSON	14.40	14,20
2	ALBAN TANGUILA RICAR	16.80	16,66
3	CARRASQUILLA RUBIO CAMILO	14.40	15,33
4	CASANOVA GUERRERO DEIBY	13.60	14,00
5	CASTILLO KLINGER JULIO	10.40	11,00
6	CUENCA MALDONADO PATRICIO	13.60	14,00
7	LEGARDA CALDERON JHOAN	14.40	14,00
8	LONDOÑO DIAZ JESSI	11.20	11,00
9	MAY SANCHEZ RUBEN	6.40	7,00
10	MAZA QUINTONG JORGE	13.60	14,66
11	PADILLA IZA NIXON	9.60	10,00
12	REYES MALDONADO WASHINGTON	7.20	10,00
13	SALAZAR MARIDUEÑA JEFFERSON	8.80	10,00
14	TARIZ LUMBI JAVIER	14.40	15,00
15	VERA PARRAGA JIMMY	12.80	13,00
16	ZHISHPON FAJARDO JEFFERSON	7.20	9,00
17	AGUAACONDO SALAZAR ERIKA	13.60	13,00
18	AJILA REYES JENNIFER	12.00	12,00
19	AJILA SANCHEZ ANA	13.60	13,60
20	ALMEIDA PAREDES JANNIFER	15.20	15,00

ANNEX 04***TABLE OF RESULTS - EXPERIMENTAL GROUP***

	STUDENT'S NAMES	PRE TEST	POST TEST
1	AGUALONGO CH. WILSON	15.20	16.66
2	BECERRA BECERRA JUAN	13.60	18.00
3	BECERRA ELIZALDE LUIS	16.80	18.66
4	CAICEDO ACOSTA ERICK	12.80	16.66
5	GARCIA GONZALES PAUL	18.40	20.00
6	HARO CUSME EDWIN	19.20	20.00
7	JIMENEZ P.JEFFERSON	16.80	18.00
8	JUMBO GUSMAN ANTHONY	15.20	18.66
9	LLERENA CASANOVA JUAN	12.00	16.66
10	LOOR RODRIGUEZ BRYAN	14.40	18.00
11	MERCADO Q. AHIRINTON	14.40	16.66
12	MINAYA G. FRANCISCO	16.80	18.66
13	MUÑOZ VALLEJO JOIMAR	16.00	18.00
14	PATIÑO E. JONATHAN	10.40	14.00
15	ROMERO SANCHEZ MARIO	16.00	18.00
16	RUILOVA GUAMAN EDWIN	14.40	18.00
17	VERGARA U. ANTHONY	16.00	18.66
18	AGILA BARBA ANNY	16.80	20.00
19	BELTRAN GRANDA GISELLE	16.80	20.00
20	CAIZA CALAPUCHA JESSICA	15.20	18.00