



NATIONAL UNIVERSITY “PEDRO RUIZ GALLO”

**FACULTY OF HISTORICAL SCIENCES
SOCIAL AND EDUCATION**



**Graduate Unit of Historical Sciences
Social and Education**

MASTER'S PROGRAM IN EDUCATION SCIENCES

**A didactic proposal based on the ICT tool webquest to
optimize reading comprehension skill among the
students of second grade at Santa Lucía High School
in Ferreñafe.**

**Thesis submitted in order to get the Master's Degree in
Education Sciences with mention in Didactics of the
English Language**

Presented by:

Lic. Carpio Romero, Sandra Juliana

**LAMBAYEQUE - PERÚ
2019**



**NATIONAL UNIVERSITY
“PEDRO RUIZ GALLO”**
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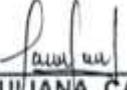


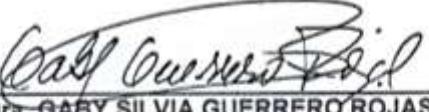
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ACTA DE SUSTENTACIÓN DE TESIS

Siendo las 11.30 horas del dia 24 de Mayo del año dos mil 19, en la Sala de Sustentaciones de la Facultad de Ciencias Histórico Sociales y Educación de la Universidad Nacional "Pedro Ruiz Gallo" de Lambayeque, se reunieron los miembros del jurado, designados mediante Resolución N°174-2019 UP-D-FACHSE, de fecha 12 Mayo 2019 conformado por:

Maria del Pilar Fernandez Celi PRESIDENTE(A)
Hilary Alvaro Barrantes SECRETARIO(A)
Hilaryros Coltecas Martinez VOCAL



con la finalidad de evaluar la tesis titulada

A Didactic proposal based on the ICT tool:
We quest to enhance reading comprehension skill
among the students of second grade at Sanza
Lucia High School in Peruviana

presentado por el (la) / los (las) tesista(s) Sandra Julianne Carpio Romo

Y asesorado por Dra. Cabby S. Cuencos Rojas

sustentación que es autorizada mediante Resolución N°173-2019 UP-D-FACHSE, de fecha 20 10 2019

El Presidente del jurado autorizó el inicio del acto académico; producido y concluido el acto de sustentación de tesis, de conformidad con el Reglamento de la Unidad de Posgrado de la Facultad de Ciencias Histórico Sociales y Educación de la Universidad Nacional Pedro Ruiz Gallo, Artículos 97º, 97º 99º, 100º, 101º, 102º, y 103º; los miembros del jurado procedieron a la evaluación respectiva, haciendo una serie de preguntas y recomendaciones a la sustentante(s), quien(es) procedió (ieron) a dar respuesta a las interrogantes y observaciones, quien(es) obtuvo (obtuvo) 80 puntos que equivale al calificativo de Bueno

En consecuencia el (la) / los (las) sustentante(s) queda(n) apto (s) para obtener el Grado Académico de Maestría en Curricul de la Educación con mención en Didáctica del idioma inglés

Siendo las 12.30 horas del mismo dia, se da por concluido el acto académico, firmando la presente acta.

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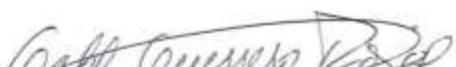
Observaciones: acuerdo sobre la presentación durante la sustentación opinando Dra. Cabby Cuencos

DECLARACIÓN JURADA DE ORIGINALIDAD

SANDRA JULIANA CARPIO ROMERO, investigadora principal y Dra. GABY SILVIA GUERRERO ROJAS, asesora de la Tesis denominada: A DIDACTIC PROPOSAL BASED ON THE ICTs TOOL: WEBQUEST TO OPTIMIZE READING COMPREHENSION AMONG THE STUDENTS OF SECOND GRADE AT SANTA LUCÍA HIGH SCHOOL IN FERREÑAFE., declaramos bajo juramento que este trabajo no ha sido plagiado, ni contiene datos falsos. En caso se demostrara lo contrario, asumimos responsablemente la anulación de este informe y por ende el proceso administrativo, a que hubiera lugar. Que puede conducir a la anulación del título o grado emitido como consecuencia de este informe.



SANDRA JULIANA CARPIO ROMERO
INVESTIGADORA



Dra. GABY SILVIA GUERRERO ROJAS
ASESORA

DEDICATION

To God, my lord and father that loves me unconditionally and is always there protecting and guiding me.

To my mother, Julia, a hardworking and lovely woman, she taught me to trust in God, believe in hard work and that a little goes a long way.

To my daughter, Alessandra Belen, who is my fortress and motivation, because of her I am a better and thankful person. I also dedicate this work to all my siblings, because they encourage me to grow in my personal and professional life.

Sandra Juliana Carpio Romero

ACKNOLEDGEMENT

I would like to express my deepest and sincere gratitude to all those people who have collaborated in the realization of this work, especially to my thesis advisor Dr. Gaby Silvia Guerrero Rojas, professor at Pedro Ruiz Gallo University, for her constant advice and support in the development of the present work.

I would also like to thank to Dr. Giuliana Lecca Orrego, professor at Pedro Ruiz Gallo because she guided me and contributed with important and valuable suggestions, in the elaboration of my thesis.

I thank the members of the jury for their special recognition and interest shown to my work.

To Santa Lucia high School in Ferreñafe, for the facilities provided and especially to my second grade students because they allow me to grow personally and professionally through every experience in the classroom.

Finally, I am very grateful to my family for their unconditional support and encouragement. Without the help and assistance from all these special people, this thesis would not have been completed.

Sandra Juliana Carpio Romero

ABSTRACT

The English Language as a second language is a challenge for Education in Peru. The government has been making efforts to get Basic Education students to learn the language, because it is aware that by knowing English, students will have access to better opportunities in different fields.

In this way, this work seeks to have second grade students of secondary level able to develop different reading comprehension skills, being the critical level, the most difficult to obtain. By doing so, students have the ability to express their own opinions about specific topics retained from a reading comprehension text.

The purpose of this thesis is to explore : What effects can a didactic proposal based on ICTs tool Webquest get in the English reading comprehension among students of the 2nd grade at Santa Lucia High School?.

Knowledge of information technologies and Educational Informatics were used to design and develop a didactic proposal based on a ICTs tool called WebQuest. Webquest is looking to solve the research problem so three Webquests were carried out to be applied to students and optimize their reading comprehension. Information was collected through the pre- test evaluation in order to know their previous knowledge. When the Web quests were designed, and developed, the didactic proposal was based and applied to students, hoping that they improve their learning level, reinforcing their abilities in English language proficiency.

Key Words: Webquest in the English language learning

RESUMEN

El idioma inglés como segunda lengua es un reto para la educación peruana; el estado viene realizando esfuerzos para lograr que los estudiantes de la educación básica aprendan el idioma, pues es consciente de que conocer este idioma abrirá las puertas a muchos de ellos. De esta forma en el segundo año del nivel secundaria se busca que los estudiantes utilicen los diferentes niveles de la comprensión lectora, siendo la más difícil el nivel crítico, donde el estudiante pueda expresar sus propias opiniones sobre un tema en particular a raíz de la comprensión de un texto escrito. El presente trabajo de investigación tiene como problema planteado: What effects can a didactic proposal based on ICT tool WebQuest get in the English reading comprehension among students of the 2nd grade at Santa Lucía High School?.

Se utilizó conocimientos de tecnologías de información e informática educativa para diseñar y desarrollar propuesta didáctica utilizando Tecnologías de Información y Comunicación, en especial WebQuest; buscando resolver el problema; se implementó 03 webquests listos para ser aplicados en los estudiantes y mejorar su comprensión lectora. Se recopiló información a través de la evaluación pre test para conocer sus saberes previos, se diseñó, desarrolló los webquest presentados y se fundamentó la propuesta didáctica para ser aplicada en los estudiantes, esperando que mejoren su nivel aprendizaje, reforzando sus capacidades del dominio del idioma inglés.

Palabras clave: Webquest en el aprendizaje del idioma inglés.

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INTRODUCTION

The Webquest, model developed by Bernie Dodge, is one of the pedagogical strategies more effective in the learning of whatever subject in the web. However, it is evident that the development of Webquests for the teaching - learning of a second language results more complex than if it tries to learn any other subject in the student's first language.

The Webquest, as a main tool of use and integration of internet in the school environment, it is called to be in the future as one of the main teaching – learning protocols in the network. It is about an activity focused on the investigation where the information used by students come mostly from the internet.

In this way, at the same time students learn contents about the Webquest is designed, students get involved in a practical way with the use of the information and communication technologies: thus, ICT learning takes place in real contexts of application.

The present research work is titled: "A didactic proposal based on the ICT tool: webquest to optimize reading comprehension among the students of second grade at Santa Lucia High School in Ferreñafe", the problem was formulated as follow : What effects can a didactic proposal based on ICT tool WebQuest get in the English reading comprehension among students of the 2nd grade at Santa Lucia High School?; to solve this research problem, it was taken as object of study: The Teaching – Learning process of the English Language, proposing the following objective: To Formulate a Didactic Proposal based on the ICTs WebQuests to optimize English Reading Comprehension among the students of Second Grade at Santa Lucia High School; proposing the solution to the problems found in the Educational Institution.

In correspondence with the main Objective, the following specific objectives in this research are listed:

1. To identify the second grade student's deficiencies in the English Reading Comprehension.

2. To establish a relationship between the ICTs Webquest and the improvement of the English Reading Comprehension
3. To design a didactic proposal based on Webquest to improve English Reading Comprehension of second grade students.

The present research comprises three chapters:

The first chapter: “Analysis of the object of study”, the problem location was determined, how the problem arises out, characteristics and a description of the methodology used in this research.

The second chapter: “The theoretical conceptual framework”. A review of the background was made, it is detailed the scientific theory on how the theoretical model is based.

The third chapter: Denominated, “Results of the research and proposal”, The results of the pre - test evaluation that was applied to identify the learning deficiencies and the didactic proposal designed are presented in this chapter.

Finally, conclusions of the research work are expressed as well as the recommendations suggested to the institution.

CHAPTER I:

ANALYSIS OF THE RESEARCH FIELDWORK

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1.1. LOCATION OF THE RESEARCH FIELDWORK

1.1.1. LAMBAYEQUE REGION

Lambayeque is a region in Northwestern Peru known for its rich Moche and Chimú historical past. The region's name originates from the ancient pre – Inca civilization of the Lambayeque.

The name Lambayeque is a Spanish derivation of the God Yampellic, said to have been worshipped by the first Lambayeque King, Naylamp. The Spanish gave the name of the early people.

The territory of the Lambayeque Region is made up of wide plains irrigated by rivers from the Andes; in most of the arid area, irrigation is needed to support any farming. The fertile river valleys produce half of the sugar cane crop of Peru.

There are two small islands off the Pacific coast of the Lambayeque Region: Lobos de Afuera, and Lobos de Tierra; there was a dispute with the Piura Region over ownership of the latter island.

1.1.1.1. GEOGRAPHIC LOCATION

The region of Lambayeque is located in the north – west of Peru of south latitude and the $79^{\circ} 8'$ y $80^{\circ} 34'$ of longitude to the west of Greenwich meridian. For the north it is with the department of Piura (Provinces: Piura, Morropón, and Huancabamba.) For the south with the department of La Libertad (Pacasmayo province). For the west with the Pacific Ocean, and for the east with the department of Cajamarca (Provinces: Jaén, Cutervo, Chota, Santa Cruz and San Miguel).

The department has three provinces: Chiclayo, Lambayeque and Ferreñafe, each one has as capital the city of its name.

The provinces, with their capitals in parentheses, are:

- Chiclayo (Chiclayo)

- Ferreñafe (Ferreñafe)
- Lambayeque (Lambayeque)

1.1.1.2. DISTRICTS

Lambayeque has 38 districts: (Encyclopedia, 2018)

- 20 in the province of Chiclayo: Chiclayo, Cayalti, Chongoyape, Eten, Puerto Eten, José Leonardo Ortiz, La victoria, Lagunas, Monsefu, Nueva Arica, Oyotun, Patapo, Picsi, Pimentel Pomalca, Pucala, Reque, Santa Rosa, Tuman and Zaña.
- 12 in the province of Lambayeque: Lambayeque, Chocope, Illimo, Jayanca, Mochumi, Morrope, Motupe, Olmos, Pacora, Salas, San Jose and Tucume.
- 6 in the province of Ferreñafe: Ferreñafe, kañaris, Incahuasi, Antonio Mesones Muro, Pitipo and Pueblo Nuevo.

1.1.1.3. LIMITS

- In the north: with the department of Piura.
- In the south: with the department of La Libertad.
- In the east: with the deaprtment of Cajamarca
- In the west: with the Pacific Ocean

Map of the department of Lambayeque



Map of Lambayeque department and its 38 districts



Fuente: (Valle, 2010)

1.1.2. THE PROVINCE OF FERREÑAFE

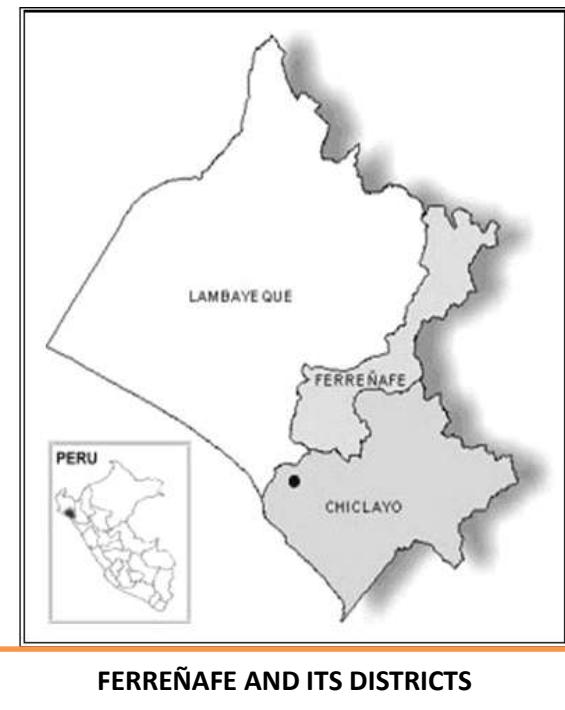
The Ferreñafe Province is the smallest of three provinces of the in Peru. The territorial extension of the province of Ferreñafe is 1. 578.60 Km².

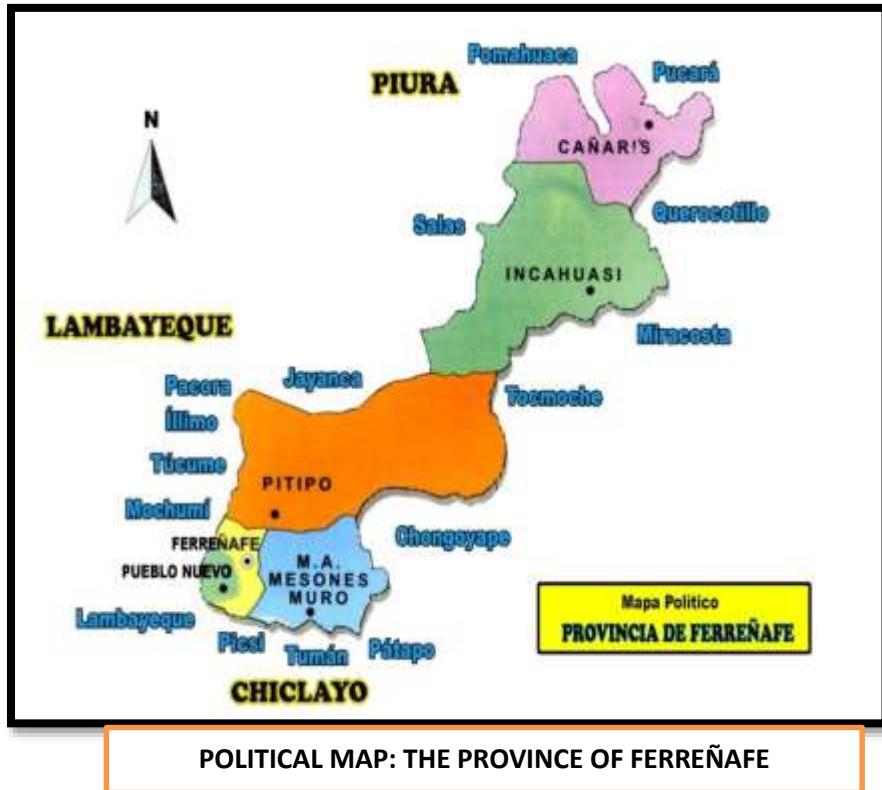
The Province is divided into six districts which are: Ferreñafe, Cañaris, Incahuasi, Manuel Antonio Mesones Muro, Pítipo and Pueblo Nuevo. It has 176 hamlets, 76 anexos, sourroundings, 51 Agropecuary Units, 1 Agropecuary Cooperative, 17 neighborhood units, 3 urbanizations, 2 conjuntos habitacionales and other 5 agrupations.

The capital and main city of this province is Ferreñafe. The province was created by law N° 11590, on December 13th in 1950 during the government of Manuel A. Odria's President. The highland part of the Ferreñafe Province Kañaris and Incahuasi, are populated by communities who speak Quechua with a distinctive history but related with some of the coastal plains.

1.1.2.1. LIMITS:

- In the north : with Piura Region.
- In the south : with Chiclayo Province.
- In the east : with Cajamarca Province
- In the west : with Lambayeque Province





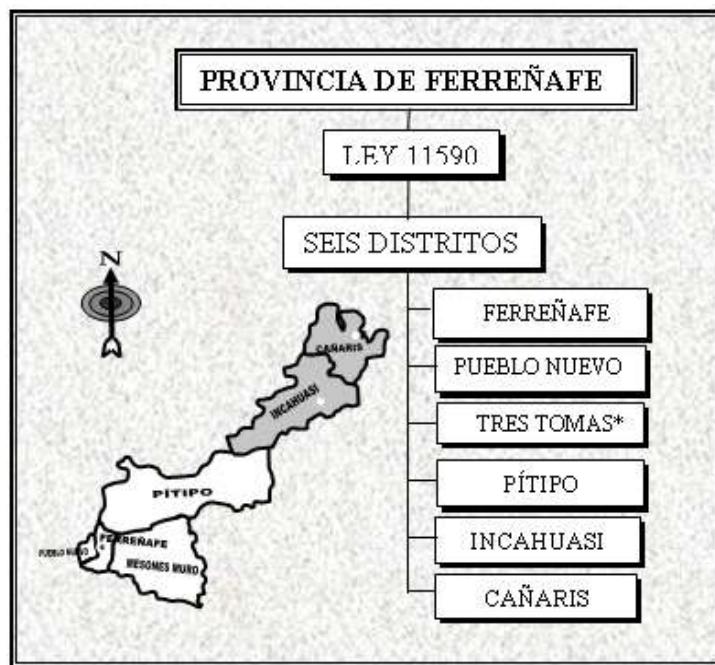
POLITICAL MAP: THE PROVINCE OF FERREÑAFE

1.1.2.2. DISTRICTS:

Ferreñafe town has six districts

- Ferreñafe with an extension of 62,18 Km²
- Pueblo Nuevo, with an extension of 28,88 Km²
- Cañaris, with an extension of 284,88 Km²
- Incahuasi, with an extension of 443,91 Km²
- Mesones Muro, con una extensión de 200,57 Km²
- Pítipo, with an extension of 558,18 Km²

It has a total territory of 1578.60 Km².



1.1.2.3. POPULATION PER DISTRICT (INEI 2012)

DISTRICT	INHABITANTS
CAÑARIS	14,260
FERREÑAFE	35,046
INCAHUASI	15,483
MESONES MURO	4,307
PITIPO	22,436
PUEBLO NUEVO	13,288

The number of people per natural regions is:

- Andean Region 24, 434 Hab. 26.45%
- Cost region 67, 943 Hab. 73.55%

1.1.3. DISTRICT OF FERREÑAFE

The District of Ferreñafe is one of the six districts that are of the Ferreñafe province, it is under the administration of the Regional Government of Lambayeque. Its name is due to its capital the Town of Ferreñafe.

1.1.3.1. LIMITS:

In the north: with Pitipo district.

In the south: with Picci district.

In the east: with Manuel Mesones district

In the West: with Pueblo Nuevo district

From the hierarchical point of view of the Catholic Church, Ferreñafe belongs to the Diocese of Chiclayo.

The district of Ferreñafe was created in the early years of The Republic. It belongs to the geographical region coast. Its capital, is the town of Ferreñafe and has an extension of 130, 42 km². Its weather is warm dry and tropical with a height of 37m.

According to National Institute of Statistics and Informatics (INEI) the number of population in the year 2012 in the district of Ferreñafe is 35046.

Its current mayor is Alejandro Jacinto Muro Távara

1.1.3.2. MAP OF THE DISTRICT OF FERREÑAFE.



1.1.3.3. POLITICAL DIVISION OF DISTRICT OF FERREÑAFE

Agropecuary Units		
Alto Perú	Mocupú	Santa Isabel
Barba	Piedra Parada	Santa Julia
Casa Blanca	Pinares	Santa Luisa
Coloche	Sacalagua	Santa Victoria
El Algodonal	San Isidro	Santisteban
Huaca La Yovera	San jacinto	Sencie
La Juanita	San Ricardo	Totoral

Urbanizaciones	Hamlets	Housing complexes	Anexos
Manuel Alcantara	Casimiro Chumán	Casimiro Chumán	Fala
San Isidro	Cruz de Bobadilla	Héctor Aurich soto	
San Juan	Serquén		
Manuel Alcantara			
San Isidro			

1.1.3.4. HISTORICAL OVERVIEW OF THE DISTRICT OF FERREÑAFE

Ferreñafe was founded on December 13, 1550 by Captain Alonso de Osorio. Before the arrival of the Spanish, an early civilization lived in the area, The Sican. The Sican culture existed long before the Incas, and adopted themselves to the geography of Ferreñafe. The Sican built pyramids and buried their family lineage in forms that attract scholars from different fields of study. Sican National Museum is the main Centre of interpretation to understand the culture, philosophy, architecture, life style, and hierarchy structure of the Sican.

Through the years, Ferreñafanos have learned to preserve its customs and values. Until these days, its populations strongly preserve its beliefs in Catholicism, and Shamanism as well, naming Ferreñafe the city of "the double faith".

The Sican, the Incas, The Spanish, and more recently Chinese, Japanese, among other immigration groups, have brought development in many domains, one of them Gastronomy, known as Peruvian cuisine. Years of history, have brought along a developed taste for food and its ingredients. In fact, some ingredients are native from Ferreñafe as are portrayed in the pottery by early pre-Columbus civilization, the Sican. Ingredients such as Loche, Lucuma, among others.

There exists cotton that grows in several different natural colors, and is originally from Ferreñafe, named "algodon nativo".

Textiles are also produced by locals in the small towns nearby the Andes.

The town has potential for agro tourism and adventure tourism, while enjoying the night life during the weekends. Bird watching is a growing activity that can be widely practiced in the surrounding area.

Neighbourhood Units/ Blocks		
César Solís Barragán	Señor de la Justicia	Los Jardines
Las Mercedes	Flor de María	Trece de Diciembre
Héctor Aurich	Alto Perú	Independencia
Manuel Gonzales Prada	Los Ángeles	La Primavera
Nazareth	José Carlos Mariátegui	San Isidro
Ramiro Prialé	Santa Isabel.	San Judas Tadeo
Sagrado Corazón de Jesús	Villa Mercedes	Mons. Francisco González Burga
San Juan Bosco	San Francisco de Asís	Manuel Casimiro Chumán
San Martín de Porras	Ernesto Vilchez	Víctor Raúl Haya de la Torre
Santa Lucía	San Juan	Túpac Amaru
Santa Valentina	El Algodonal	

In recent years, the tourism industry has occupied an important role in its economy that was until few years ago based only in agriculture. Few hotels are available, and there is still lack of proper training for the human resources of the tourism industry.

1.1.3.5. EDUCATION IN FERREÑAFE

1.1.3.5.1. Educative Infrastructure

According to the Ministry of Education and the information gotten by the Local Education Management Unit (UGEL) in the year 2011, the Province of Ferreñafe has 462 Educative Institutions which are distribute as the following:

Kindergarten Education 218 schools, Elementary Education 178 schools, Secondary or High School 54 Schools, Special Education 1 school and for Basic Alternative – CEBAS 5 schools.

There is 1 pedagogical Superior Institute; there are 2 Technological Institutes and 3 Technical- Productive Centers of Education.

The Educativ infrastructure is not an indicator of an adequate cover in the educative field, the reality is that in the province of Ferreñafe, there are many Public Educational Centers located in the rural areas that do not have suitable conditions to house students, the roofs and hygienic services in bad condition, insufficient number of classrooms and desks in bad condition among other limitations which are the main characteristics of these Educativ centers.

1.1.4. “SANTA LUCIA” HIGH SCHOOL

The “Santa Lucia” secondary school level is located in the Ferreñafe District, province of Ferreñafe, department of Lambayeque- Peru.

1.1.4.1. LIMITS:

In the north: Victor Raul Haya de la Torre. U.V.

In the south: Trece de Diciembre U.V

In the east: “Las Casuarinas y El Molino” Urbanizaciones

In the West: Gas station Ferreñafe

1.1.4.2. HISTORICAL BACKGROUND:

In 1954, Juan Luis Alva Plasencia and Romualdo Biaggi Rodriguez determined that Ferreñafe needed a Center of Secondary Education, because in that time, young people had to travel to Chiclayo and Lambayeque, in order to study there, and it was only possible for those families who had enough economical financial resources. After many attempts and administrative procedures and with the help of all Ferreñafe community, the idea

of creating an Educative Centre which would have the three levels: Kindergarten, Primary and Secondary was crystalized.

At the beginning, “Santa Lucia” School was a property given by Zenobio Zamora Millones.

The school was named Santa Lucia because of the Patron Saint of Ferreñafe and this Christian Martyr of Syracuse means devotion, love and loyalty, and these were the main bases on which Santa Lucia School is born.

On March 12th, 1955, Santa Lucia School got its birthday certificate with Ministerial resolution n° 1963, it was private. Its principal was the Dr. Juan Luis Alva.

On April 23rd, 1959, because of many economic problems, the government determined its nationalization under the law N° 13214. but this nationalization was gradually, because the government proposed to start with students from the first grade of secondary, this decision was not accepted by the students, so they made a strike in protest of it, finally they could get the total nationalization of the School “Santa Lucia”

On September 14th, 1960, the school Santa Lucia is officially declared Public School with Resolution n° 14627 and signed by the Minister of Education Dr. Emilio Romero.

On October 25th, 2010, the High School “Santa Lucia” is declared as an Emblematic Educative Institution of Ferreñafe. Now, the National High School “Santa Lucia” operates in two shifts, in the morning with third, fourth and fifth grade students and in the afternoon with students of first and second grade. There are 20 classrooms and 70 teachers, five administrative workers and the current principal is the Master Julio Pedro Renteria Corrales who leads seriously with much enthusiasm, efficiency and efficacy the institution.

Santa Lucia is a double shift school with a total of 1680 students. The first group is given by girls in the early day and the second group of boys students in the afternoon. Each shift has equal among of time. Students come from different places such as: Batangrande, Pueblo Nuevo, Pítipo, Incahuasi, Fala.

The main objective is to give a quality educative service with innovative proposal focused on the students integral formation, with equity intercultural and social inclusion practice through a democratic system and committed teachers with their pedagogical and responsibility social.

1.1.4.3. MISSION:

We are a learning - teaching community that gives students a quality educative service with innovative proposals and focused on the integral formation of the students with practices of equity, intercultural and social inclusion through a democratic management with committed teachers with their pedagogical labor and social responsibility.

1.1.4.4. VISION:

"Santa Lucia" Educational Institution it is projected for 2021 to be a leader educative institution who makes entrepreneur people, competitive socially and technologically and who can take autonomous decisions and responsible with their environment.¹

1.1.4.5. STRATEGIC OBJECTIVES

1.1.4.5.1. Pedagogical

- To get on students a high efficiency and efficacy in their learning of capabilities and competencies that allow them to solve their problems.
- To strengthen the scientific and humanistic formation based on the development of values and attitude.

¹ Principal's office school

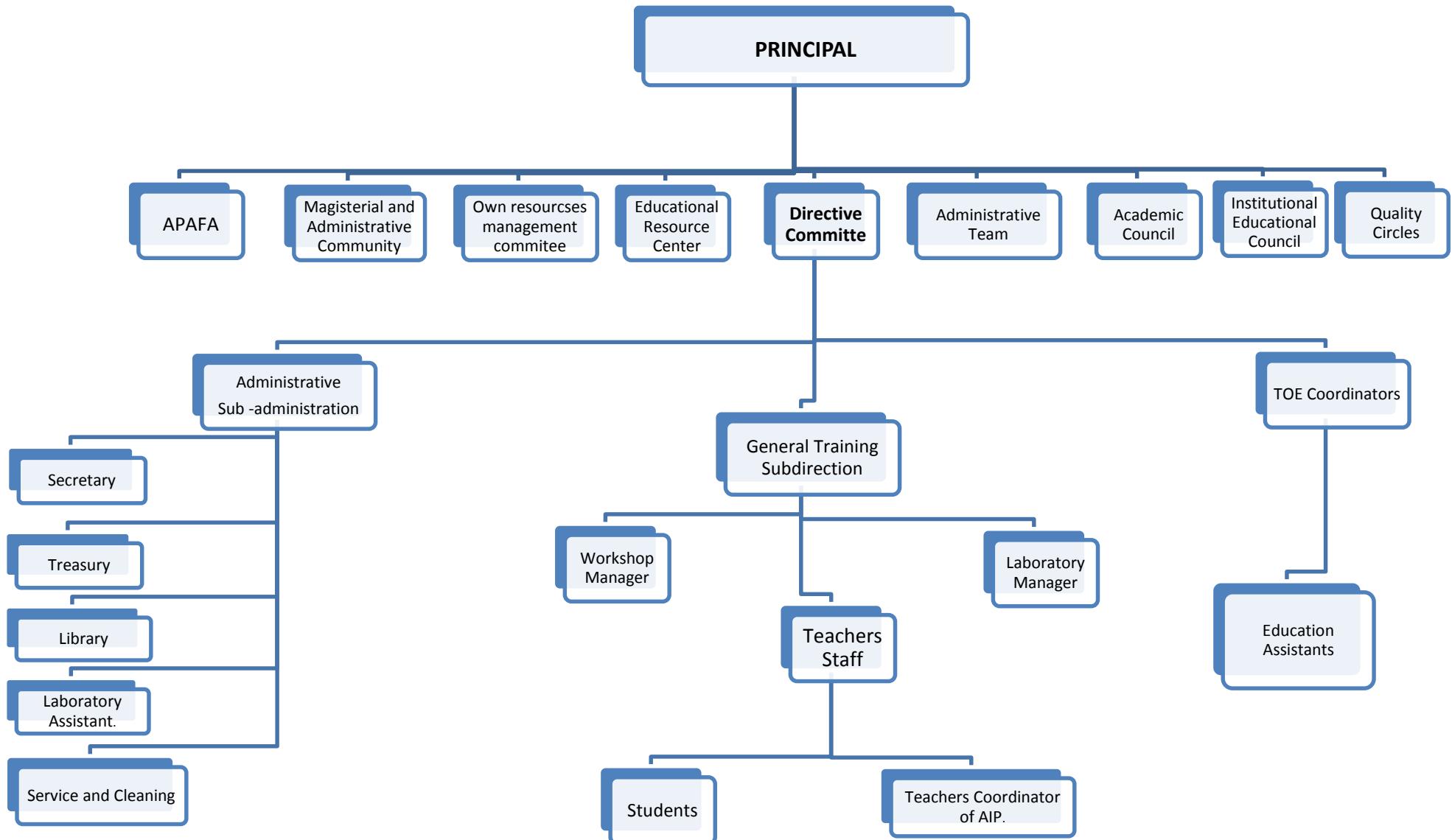
- To increase students' performance, especially in the areas of Maths, Social Sciences, Spanish and Science Technology and Environment.
- To train teachers in planning and curriculum diversification taking into account the different students learning styles.
- To train teachers about the learning routes as valuable tools for the pedagogical work, proposing the capabilities and competencies that students must ensure and the indicators of learning achievements.
- To make a supervision teachers' plan.
- To encourage students to research as a complement to learn in the classroom.
- To include a project based on values as the fundamental axis of the educative labor.
- To boost intercultural activities such as plastic arts, cooking, recreational, dancing, singing and theatre.
- To develop strategies that promote the respect to the adolescents' rights and the democratic and intercultural coexistence.
- To elaborate a tutorial project that helps students to have a better behavior and school performance.

1.1.4.5.2. Management

- To get efficiency and efficacy levels in the organizational and administrative aspect of the institution.
- To value and get engaged with the mission and vision of the institution.

- To update institutional management with greater fluidity, information systems and decision making.
- To adapt places and infrastructure that enable the cooperative and dynamic work.
- To strengthen the integration of the institution to the community, encouraging the incorporation of parents and students in artistic and cultural academic events.
- To carry out a school program for parents considering the development of values and attitudes.

1.1.4.6. ORGANIZATIONAL CHART



1.2. HOW THE PROBLEM ARISES

It is not necessary to be a philologist to know that the medium o way for which people communicate their thoughts or feelings, the tool they conduct their business and the vehicle by which has been transmitted the science, philosophy, poetry, history, and education is a language, and nowadays without doubt The English language is one of the most important and influential language in the world because of the history and influence of its populations in modern times.

The English language is important due to the numbers of speakers and its uses for international communication, it is that English is widely used as a second language and as a foreign language throughout the world. The number of speakers who have acquired English as a second language with near native fluency is estimated to be between 350 and 400 million. According to Horibe (1998) learning English enables understanding of the world and cultural diversity.

In addition, globalization takes a very important role on people' decision about learning a new language, technological change is connected to economic change and people have always learned languages for economic reasons but in a post- industrial economic it has been argued that the linguistic skills of workers at all levels take on new importance. (Cameron 2000; Cope and Kalantzis 2000; Gee et al. 1996).

Education is increasingly affected by the advent of new technologies and media, internet, books, magazines, research, studies most of them come in English so that is why in many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as the Netherlands or Sweden, it is found many syllabi in Science and Engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies of any scientific field are written in English. According to The Cairo Egyptian Gazette, “English is not the property of capitalist Americans, but of all the world”.

There are two main kinds of motivation in foreign language learning: instrumental and integrative. When anyone learns a foreign language instrumentally, he needs it for operational purposes—to be able to read books in

the new language, to be able to communicate with other speakers of that language. The tourist, the salesman, the science student are clearly motivated to learn English instrumentally. When anyone learns a foreign language for integrative purposes, he is trying to identify much more closely with a speech community which uses that language variety; he wants to feel at home in it, he tries to understand the attitudes and the world view of that community.

Albert Marckwardt has made a distinction between English as a Foreign Language and English as Second Language, according to him, when English is “taught as a school subject or an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways”, then it is taught as a Foreign Language. But English becomes a Second Language when it is a language of instruction in schools and colleges and it is used as a “lingua franca between speakers of widely diverse languages”.

The aim in teaching English to students is that they should use it with ease and comfort, they should be able to use it both instrumentally and integratively, in such a way they can understand and make use of it in whatever situation of their lives.

In the Educational System of Peru, the English Teaching Language comprehends three competences such as: Oral Expression, Text Comprehension, Text Production, all of them are going to help students develop the English Language and use it in their family, social and educative environment.

In the English area; the reading comprehension takes a very important role in the teaching and learning process because it contributes to the development of the four abilities such as: Listening, Speaking, Writing and Reading, which are indispensable for the acquisition of a new language.

For English language learners in a second language context, English reading comprehension is a difficult skill to acquire. Students can become easily frustrated when they do not understand what they are reading and as a result, they become demotivated. We as teachers need to design and teach different strategies in order to help students close the gaps in their understanding.

Reading in a second language is a challenging skill for any language learner so the present study is focus on the reading comprehension. The teaching of the English reading comprehension is given in different places on different ways.

1.2.1. INTERNATIONAL CONTEXT

English in Thailand has been taught as a foreign language (EFL) because Thai people do not use English as an official language and most of English classes are using Thai language as a medium of instruction. It causes teaching and learning English in Thailand is not satisfactory. Related to this, Thai students are weak in English reading comprehension (Chomchaiya & Dunworth, 2008; Chomchaiya, 2014; Kasemsap & Lee, 2015; Sawangsamutchai & Rattanavich, 2016; Uraiman, 2011). According to the latest result of the Program for International Student Assessment (PISA, 2012), Thailand was ranked at 50th in English reading comprehension out of 65 countries.

One of the main problems in teaching reading in Thailand seems to be inappropriate methodology. Many teachers lack skills in methodology (Department of Curriculum and Instruction Development 1998, Department of Humanities, Srinaharinwirot University, Prathumwan Campus 1985: 339, Noisangsri 1983: 10).

Reading is regarded as one of the important language skills for academic success but Ministry of Thai Education (2013) reported that English reading skill of Thai students mostly at level 2 out of 5 levels. Related to low proficiency in reading skills, numerous researchers (Chomchaiya, 2014; Chomchaiya & Dunworth, 2008; Kongkert, 2013; Sawangsamutchai & Rattanavich, 2016) stressed that Thai students have low motivation in learning English because Thai English teachers are still using conventional teaching technique that is chalk and talk make students lack motivation in learning English reading skills. The area of this study is particular in Pattani province, southern part of Thailand. The uniqueness of students in this province is language.

Reading is one of the four important language skills for academic success and professional development (Dorkchandra, 2010). Unfortunately, there are many factors affecting learning EFL in Thailand concerning both teachers and students. The majority of the students in Pattani province, have to learn four languages; Thai, Malay, Arabic, and English. Among all these languages they believe that English is less important for them because they do not use in their daily life (Jehdo, 2009). They study English just to pass the examination. Consequently, the quality of English language learning is seen as unsatisfactory especially reading skills. Besides, Tamrakkitkun (2010) stressed that, Thai English teachers are inapplicable to teach English because they still use teacher centered make students uninterested and unmotivated in learning English. Kongkert (2013) emphasized that the common technique used by teachers in teaching reading in Thailand for example, the teacher reads aloud and asks students to follow sentence by sentence, or section by section and then answering comprehension questions. This way of teaching does not promote thinking skills and students have lack motivation as well as feel bored in learning English reading comprehension (Sawangsamutchai & Rattanavich, 2016). Infect, motivation is a key factor in learning English as a foreign language. Due to era of 21st century, the importance of English cannot be denied. Therefore, EFL teachers should always look for different ways to raise students' motivation because motivation has a significant role in the L2 learning process (Gardner, 1985). Numerous studies had been carried out to identify problems in EFL reading comprehension in Thailand (Chomthong, 2011; Hayikaleng, 2011; Jehdo, 2009; Kongkert, 2013; Tamrakkitkun, 2010). The aims of their studies are to improve students' level of EFL reading comprehension as well as to find out ways in motivating and making students interested in learning English. Therefore, this study aims to investigate the Thai students' motivation on reading comprehension.

Numerous studies, including those from Thailand (e.g. Intratat, 2004; Piromruen, 1993; Suknantapong, Karnchanathat & Kannaovakun, 2002), have indicated that attaining facility in second 98 language reading comprehension can be a problematic process and that many learners

experience considerable difficulties in developing their expertise in reading. The reasons for this are numerous and include issues with first language reading ability, low level decoding skills, lack of cultural knowledge of the material, lack of motivation to learn, lack of diversity in teaching materials, overdependence on the teacher and a concomitant lack of learner autonomy, lack of opportunities to read and inadequate exposure to reading materials. Classroom pedagogies can also impact on reading comprehension (Nuttall, 2005). Having identified the issues as presented in the literature, the study described in this paper sought to identify which, if any, of them might apply in the context of the Thai university being investigated.

In Spain, the EILC, European Indicator Language Competence, has shown that Spanish high school students need a lot of reinforces regarding to the English reading comprehension, because it was found inadequate for one third of them.

This percentage of high School students do not achieve A1 level, it means that they do not understand simple texts even if they have additional support. While there are others that do not pass the A2 level, it means they are unable to adequately understand communication on familiar topics. The Ministry of Education of this country, affirms that there are many factors that contribute to the lack of understanding about English readings, among them it is observed the low language exposure in the Spanish social context, the use of visual products in English is not common, as well as activities in and out of the English class are not focused in a better contextualization of the language. In contrast to it, teachers should promote a plan in order to improve the active interest of students in English reading skills.

In Pakistan, a study from the University of Gujrat published online April 28, 2015, states that exist poor English reading comprehension at Secondary level students due to three main factors: poor command of vocabulary, habit of cramming and no interest to learn creativity in readings.

In some parts of the United States children who come from Spanish Speaking homes present some problems related some later English Reading Comprehension Outcomes.

Many students whose first language is not English, referred to here as language minority (LM) learners, struggle to comprehend English text more so than their native-English-speaking peers. These reading achievement gaps persist even when examining the literacy levels of the large and growing population of LM learners born, raised, and educated in the United States (Murphrey, Guzman, & Torres, 2014). If we are to effectively work toward closing the achievement gaps, effective early identification of LM learners who may go on to experience later reading comprehension difficulties is imperative. Although efforts to better understand factors that relate to LM learners' reading outcomes have increased over the years, extant reading development research has generally focused on the word reading rather than the reading comprehension domain. Furthermore, few longitudinal studies have tracked Spanish-speaking LM learners' early language and literacy skills (Hammer et al., 2014) and their relationship to later reading comprehension outcomes. Given that the language demands of text increase across the school years (Stevens et al., 2015)—thus drawing on students' language comprehension skills (Perfetti, 2007)—we need empirical investigations of whether early language and literacy skills exert similar or differential impacts on reading comprehension outcomes over time, through the elementary and middle school years. An additional consideration is that the relation of early language and literacy skills on reading outcomes may depend upon the grade level(s) in which skills are assessed and/or on students' individual reading comprehension levels.

1.2.2. IN LATIN AMERICAN CONTEXT

In Colombia, although most of the Colombian students are trying to get into the English language doing the best of them, there is still a low proficiency regarding the English reading comprehension, that is the case at the Policarpa Salavarrieta School, where, in spite of their students liked their English class, they had problems when reading texts and trying to

answer comprehension questions. This was evident not only in class but also when they took different examinations in which the main component was reading.

These facts were obtained by the eleventh grade students on the ICFES exam, (Instituto Colombia no para el Fomento de la Educación Superior ("Colombian Institute for the Promotion of Higher Education"). English section, they had troubles at the moment of reading, so teachers were concerned about it that they thought immediately in a plan in order to innovate strategies that guide students to get a better comprehension when they have to read their English texts.

According to some researchers; Cummins, Goldman Reyes Varnhagen, Jiménez García Person Kamhi Stein, one factor that contributes to it might be the poor reading proficiency that Colombian students have in Spanish, it affects to their reading abilities in a foreign one, in this case the English language. In the same way, for students who are immerse in education programs and who are at the same time learners of English as a foreign language (EFL), poor reading abilities in Spanish could deter them from accessing an English text at a level high enough in order to acquire information pertinent to their field and to expand their linguistic abilities, as well as to be able to teach reading to other English foreign language learners. One other cause for the poor reading ability in English among Colombian students is that they may not have an awareness of the reading strategies that they may need to apply when they read to reach comprehension.

1.2.3. PERUVIAN CONTEXT

Learning a new Language is really crucial nowadays, especially in Peru, due to the new policies and regulations of the Ministry of Education, the government assumes the importance of learning the English language as a primary tool for the development of the country since 2014.

This policy called "Ingles, Puertas al mundo" is a National Multi Sectorial Policy (approved by the Supreme Decret N° 012-2015- MINEDU)

that states the goals and guidelines for the teaching and use of the English language, becoming the main guiding instrument of sectorial and institutional plans, programs, projects and other activities that belong to all entities and levels of the Peruvian government.

This new proposal seeks to have students with achievement of competences at the level of B2 according to the international standards, this proposal must be gotten by the end of 2021. So students have to pass satisfactorily English language tests, and the reading comprehension takes an important role, because it is a core part of language acquisition.

The policy "Ingles Puertas al Mundo" has as a main objective that Peruvians develop the communicative skills of the English language to expand their access to educational, scientific, technological and labor opportunities, as well as to contribute to the formation of a more productive human capital, and the insertion in international markets, with a view to strengthening the country's competitiveness internationally.

In Peru, it is observed that students have a low English reading comprehension when they are exposed to English readings. Students read long texts, and at the end when they are asked about what they understood from the text, they simply do not give an answer. This problem is viewed in the capital and in the provinces and especially in the rural areas where teachers and students do not have enough access to English readings texts and technology. What is more, Peruvian English teachers have limited knowledge about English and limited resources to apply strategies on their students, they only have two pedagogical hours of English class at Public schools that it is equivalent to one hour and forty minutes which are not enough to carry out a good lesson plan, taking into account that each class comprises forty or forty five students, so ,most of the time teachers complains are about the lack of time, and also about the English textbooks because , they are used in a not appropriate way, most of them are no suitable to students' levels, students are told to translate literally each word of every English reading instead of analyzing and decoding it with the purpose of getting understanding.

Furthermore, too much information is presented in the English readings from the textbooks and many times they do comprise neither the students' interests and likes nor the context of our country.

1.2.4. LOCAL CONTEXT

In Ferreñafe Town, in the public schools, English is taught only in the secondary level, so students know nothing about previous knowledge of this language, classes are large and are just given two pedagogical hours a week, the students come from different places, where their mother tongue is Quechua, they are recently getting accustomed to learning Spanish so they are a bit afraid of leaning another one. Many times English classes are given by teachers who are not from the specialty. In addition, there are not updated English teachers in applying the new strategies and knowledge about teaching learning English and use of technology in the development of classes.

English reading does not have an important role because of many factors: firstly, there are no enough time to make emphasis in this ability, teachers have two pedagogical hours a week.

Secondly, the outdated English textbooks and many times, schools do not have books for each student, so for or five students have to share one book.

Thirdly, the libraries of the public schools in Ferreñafe do not have readers, plays, dictionaries in English that contribute with students' reading habits. What is more parents do not help so much in their children' reading habits, because many of them see the English as a simple and nor important subject. So parents have a big responsibility in this aspect because they are the first people to be in contact and to motivate their children to have fun for reading. As a consequence of the lack of reading habits the functional illiteracy is produced, which consists on knowing how to read but do not have understanding of it , it means students just answer literally when they are asked, it is merely mechanical and not reflexive and critical.

Furthermore, there are few schools that count with internet to use in favor of displaying English readings to the students.

Lastly, in the district of Ferreñafe, there are only three public high schools, and they do not have an adequate place or classroom for teaching English, what is more they do not have a laboratory for English classes.

1.3. HOW THE PROBLEM IS MANIFESTED AND WHAT FEATURES IT HAS

The research project took place at “Santa Lucia High School”, it is located at 367 Mariscal Caceres Street in the town of Ferreñafe, –Lambayeque Department. Santa Lucia is a double shift school with a total of 1680 students. The first group is given by girls in the early day and the second group of boys students in the afternoon. Each shift has equal among of time. Students come from different places such as: Batangrande, Pueblo Nuevo, Pítipo, Incahuasi, Fala.

The main objective is to give a quality educative service with innovative proposal focused on the students integral formation, with equity intercultural and social inclusion practice through a democratic system and committed teachers with their pedagogical and responsibility social.

However, there is a certain deficiency in the English area especially in the English reading comprehension so it is necessary to give some details about the English area.

First, the English course is taught to students only in the secondary level so there are three English teachers who are in charge of all secondary level in the morning and afternoon schedule.

Unfortunately, English area is taught just two hours a week and the classrooms are over 45 students so this is considered as a main problem, because teachers can't reach their expectations with all the students.

Teachers' methodology is traditional due to teachers just give students translated literally- texts or these are translated by students themselves at home as homework.

It is noticeable that in most of the language textbooks used by teachers and students the reading texts get neither the attention nor the curiosity from students.

It is viewed that there is not a process to follow of reading in the class; this skill is taught without interest and even more there is a lack of the three important phases of the reading comprehension; such as pre reading, while reading and post reading.

Furthermore, teachers are not usually accustomed to getting involved in English trainings, besides they do not teach appropriate strategies focus on reading comprehension, the motivation they use is poor, so students do not take pleasure in readings, and they would rather teach without any concern about students' preferences and likes, so all the students' attitude are discouraged.

Another factor is the lack of students' interest in the English subject, it means that students put themselves mental barriers against learning English and what is more the context where they live, does not contribute so much with the diffusion of English, the first one is the limited quantity of English books in the scholar library and the second one is the lack of advertisements or publicity around their neighborhood.

In addition, there are deficiencies regarding the English reading comprehension at Santa Lucia high school, because most of the students do not understand simple texts, basic instructions, they have difficulties to decode a text, are afraid of giving their own opinions about the texts, it is noticed that when they do not answer questions from readings, it means they do not have a questioning attitude, contrarily, they avoid giving further information about readings.

They do not infer, do not identify the main ideas from the text and what is more students do not apply reading techniques.

Likewise they do not comprehend what they are reading because the lack of vocabulary.

All these problems are observed in the second grade "H" formed by 38 students through their low scores gotten in the evaluations of the English Area,

in the capacities of Oral Expression, Text Comprehension, Oral and Written Production.

This research seeks to address this problem found in the Reading Comprehension in the three levels: Literal, Inferential and Critical. To face this problematic it was elaborated a didactic proposal based on a TICs tool: Webquest to improve the reading comprehension in students of second grade secondary level at Santa Lucia High School.

1.4. METHODOLOGY

A pre- test evaluation was applied to know the deficiencies in the English language learning on students of Second grade at Santa Lucia high school in Ferreñafe and the first results were obtained.

A series of webquest activities were designed to improve the English reading comprehension. These activities have been prepared with reading and questions to answer taking into account students' level and age.

The current research work presents a didactic proposal based on the use of the ICTs in order to optimize the English reading comprehension

The research design is proposal, with a pre- test evaluation to recognize the deficiencies in the process of reading comprehension in the different levels of it. The pre- test allowed to the researcher observes her previous knowledge, as a result most of student s got failing grades.

The didactic proposal was developed taking into account the adequate basis to achieve the proposed objectives.

The study population is formed by all students of second grade at Santa Lucia High School, located in Ferreñafe, the sample was defined by the 2nd H grade, with a total of 40 students.

The data collection process was carried out through the pre - test evaluation, this evaluation was developed by the students simultaneously and was organized

in 3 parts, which included the different levels of reading comprehension: literal, inferential and critical.

The students were informed about the objectives of the study and the strategies for its development. A special time was dedicated to explain the purpose of it and its scope for improvement of the teaching-learning process, as well as some observations or situations that allow us to achieve it.

CHAPTER II:

THEORETICAL CONCEPTUAL FRAMEWORK

CHAPTER II: THEORETICAL CONCEPTUAL FRAMEWORK

2.1. BACKGROUND FRAMEWORK

2.1.1. INTERNATIONAL BACKGROUND

Fajardo, M (2014) in her thesis titled “**La Web Quest como estrategia metodológica en los procesos comprensivos de lecto – escritura en el Idioma Ingles**” Submitted to the Polytechnic Salesiana University of Ecuador to obtain the degree of Master in Educational Management, reached the following conclusions:

The questions that lead us the current research are the following:

How is Web Quest linked with the comprehensive processes of the English language literacy?

This question is the guideline that sets the process of the theoretical Conceptual framework elaboration. It was very important to reflect on some nuclear concepts, all of them focused to understand the methodological design proposed by the Web Quest from its ideologists' conception, Tom and March.

Without doubt ICT has a crucial role in the communication at the current knowledge and information society, especially in the actual tendencies of Education, however, the fact of being connected is not always a guarantee of getting comprehensive processes.

To understand the essence of the Authors' proposal, there is another question: What is a Web Quest?

All comprehensive process involves, from Tom and March' conceptual mental and methodological proposal to develop higher thought processes.

The essence of this conception is evident in the intrinsic unity of nuclear concepts such as learning - technologies - development of higher thought processes.

The simple instrumentation of technology use, as teenagers use it to spend their time to surf on the net without a proposal, just because of trend and amusement.

Another factor that was highlighted in the information to develop the theoretical framework, was to discover the conception of the task as one of the main characteristic in the Web Quest methodology; and its process is linked to the resources, with the information material with the participants and their role that they will have in their own learning. In this process the students must know what to do, when, how and what resources use. The Web Quest is based on the cooperative learning. The learning is an individual process because each one learns with its own brain characteristics but the method can be social, it means learning from others. The application of Web Quest helps the learning of the second language through the methodology of comprehensive reading.

The second important question: How are the literacy levels developed in the English Language of eighth, ninth and tenth students of the UES Domingo Comín?

Before answering this question, it was important to find out the theoretical base of the comprehensive reading and adapt it to the learning process of the second language.

Three readings levels are referred in this thesis, the literal, the inferential and the critique level. We found that it is possible to match the Web Quest methodology with the compressive processes of the language.

The literal level ties with the lower though processes, it has just basic contact with the information.

The inferential level, the process of information and message comprehension.

The critique level ties with the higher though processes: Power of synthesis, evaluation capacity and the possibilities to make something new

with the information. A real comprehension process comes when the students is able to do something with his previous knowledge.

To answer the second question was necessary to apply a comprehensive reading test in English to the researched students.

The serious deficiencies found in the test is an argument in favor of the proposal that is presented at the end of chapter III. As an answer to this questions was analyzed the document as well: "Convenio de CONESA con PEARSON".

The result of this research shows that indicators that were set, respond to a literal comprehension, basic level, so it is necessary to develop the inferential and critical level in order to have an advance in the Reading comprehensive process.

These data raised the need to address on the reading comprehension from the methodology of Web Quest and the second language learning.

How is the methodological literacy process of the English language being guided at the moment in the institution Salesiana Domingo Comín?

This question seeks to know what is done in the institution, how development of understanding is attended.

Before knowing the reality, it was important to understand the concept of comprehension, from its theoretical conceptions. The book "Smart Schools: From Training Memories to Educating Minds" by David Perkins, it was the ideal horizon to understand the logical plot. The crucial point is having students able to do something on with what they know, understood, assimilated and learnt.

Perkins develops the principles of the theory UNO based on a strong reflexive practice, the formulation of key words, these words have to be meaningful, decisive, guiding, central focused on the reflection through

connections to other topics, comparisons, debates, analysis and discussions.

There must be a reasoning and as a consequence, students must know how to explain the knowledge that already have.

In short, it is “go beyond the provided information”. With this conclusion Perkin is supporting the conceptualization given by Bruner.

At this point, that is not a mere coincidence that Tom and March finds the theoretical basis to support their methodology of the Web Quest. Here it seeks that students must know what to do with the information, recreate it from the mental manipulation. The information is the starting point and the understanding is the arriving point, passing by reading comprehension processes from the different levels (Literal, inferential and critique), topic mentioned above.

After understanding the concept, it comes the field searching, ad for this a survey was taken to the students, and the results were showed analytically in the chapter III. First, regarding with the teacher's methodology, students are satisfied because teacher have new ways of teaching. On the contrary, teachers were asked and in the results, the processes of teaching learning are based on textbooks, it is notorious the little use of Internet and they know nothing about the use of the Web Quest.

It is shown in the theoretical framework that a textbook forces static processes while the dynamic processes which come from the nets are left aside.

Concluding with the third question, the research seems to show that teachers develop strategies of comprehension in the classroom, but according to the research, these cognitive strategies correspond to the literal level of reading.

How can the Web Quest be as a methodological strategy guided to improve the English Reading Comprehension on eighth, ninth and tenth Basic Education students?

It is the main question of the research and the arriving point, it is the zenith of the research, the hard part of the investigation.

To answer this question, it was necessary to use the conceptual approach from the Web Quest, proposed by Tom and March. It was taken into account how the Web Quest concept was understood by the authors and based on it, they began the process of recovering existing information on the subject, from the analytical and synthetic processes.

After the conceptual definition, the Web Quest characteristics were said, deduced from the concept of three authors. Additionally, the Web Quest principles were set and then the Web Quest structure was presented.

As conclusion of this approach, the Web Quest structure has a wide relation with the Web Quest definition. For this, the introduction is given, specially based on the main question, which is going to guide the process of learning construction about the gotten information. On second place, the task is designed to get a final outcome. The process is part of the structure as well, based on a series of aids to get the proposed goals.

Finally, the evaluation is considered as a starting and arriving point for future works from the application of this methodology.

The flaws detected, especially in the analysis of the documents are significantly oriented by the development and compliance with the central objective of this master's thesis "Propose the Web Quest as a methodological strategy to improve the comprehension processes of reading and writing in the English language with students from eighth to tenth grade of basic education".

If limitations are detected on the development of comprehension processes, the solution to the problem is to develop this methodology to address the problem.

In the end of the chapter III, it was developed the methodology in which the objectives of the present methodology were structured from the Web Quest to attend comprehension processes of the second language. Feasibility and a succinct theoretical line to develop the reading comprehension were also introduced. It also exposes the necessary components that it contemplates in the development of this methodology.

This thesis finishes with the presentation of six Web Quest: Two for eighth, two for ninth and two for tenth. The purpose is not ambitious, just to demonstrate that it is possible to create a process, apply it and evaluate it. The only purpose is to exploit the advantages of ICT and take advantage of the pedagogical line and achieve the goals that were set.

What cognitive abilities are necessary to manage the information gotten from the reading?

This question is focused on the reason of the task and the answer is in the concept given by Tom and March. It means, students do not have to keep in the reproductive way of comprehension or resonance box of what they read but re - creators of the stimulus their mind get avoiding behaviorism. Students must learn to use knowledge to solve unexpected problems rather than simply recite back facts; and develop a culture of thinking in the classroom. (D. Perkins)

The hypothesis that was raised is scientific and not statistical; moreover, the hypothesis is not experimental and from this point of view, all the evidences found seem to express a single line: the urgent need to work a methodology to develop comprehension processes in the teaching of the second language.

Although students are satisfied with their teachers' methodology (question 2, chart and graphics 2) because teachers have new ways of

teaching (question 3, chart and graphics 3). There is a complaint: teachers, according to the survey results, definitely the teaching learning process are mediated for the textbooks, it is notorious the little use of internet and Web Quest. It is shown in the theoretical framework that a textbook forces static processes while the dynamic processes which come from the nets are left aside (question 1 to the teachers, chart and graphics 23)

In the research plan, our limitation lies in not having been able to detect the skills that are developed in our students at a higher level. In the application of a survey to students and teachers, in some questions, briefly refers to certain skills. In the analysis of documents, whose results are analyzed and interpreted in the upper part of the present conclusion, they refer to this point. We found that in the document of the CONESA-PEARSON agreement, in the inquiry about the reading skills of the children, they expose comprehension indicators related to the literal level and correspond to lower level process skills. The present methodology aims to eliminate this imbroglio.

It is necessary to make emphasis on the following observations.

It is important to pass from the static way from the textbooks (although his pedagogical help is not denied) to the dynamic way of technological resources, through the application of Web Quest, as a methodological tool.

It is necessary to pass from a rote learning school to a thinking learning school, through the development of thinking skills.

From that perspective, the Web Quest methodology is designed to develop high order thinking skills

When the methodology to the reading comprehension is established, it also deals with the developments of thinking skills, especially on the information management, and the consequent transformation in knowledge, through individual and group processes. Double task for the same result.

It is timely and necessary the use of technology, instead of using it with another type of purposes. In this sense it is essential to apply the Web Quest which processes suitable methodologies to get good didactic achievements.

In the research population, our case study, there is not a good development of comprehension levels. It is useful to work with comprehensive strategies through the application of the Web Quest methodology, such as the correct and timely response.

Until now, a dialogue between the theoretical line worked in this thesis with the observational aspects in the reality, mediated by five research guide questions has been presented in the conclusive level.

There is still a challenge; how to overcome the mermaid's charm about the power that technologies have over students, avoiding the mere instrumental use of them, trying to overcome the stage of Homo Videns, the Homo Ludens developed by Sartori, the power of the image, the magic of colors, the latest news, flashes of information without giving the brain the ability to process them. Sartori makes emphasis on the need to continue developing the Homo sapiens, the reflective man, the thinking man, the man who uses the machine to develop more imagination, more logical ideas.

Another important question is: How can the critical thinking be developed from the English learning perspective?

The new Project of the government about education points out to develop the critical thinking it has its own methodology, ideas, phases, achievements and capability to identify limitations and weaknesses.

From the critical view, either the man is for the machine or the machine is for the man. In education the machine must no substitute the mental work, it is okay that in the industrial era, the machine power replaces the men's physical effort but not that it must not displace the men. The same happen with the technologies.

Pérez, I.(2004) in her thesis titled “**Design of a Web Quest for the teaching - learning of the English language as a foreign language : Applications in the acquisition of vocabulary and Reading skill**” submitted to the Granada University of Spain to get the degree of PhD in philosophy and letters, reached the following conclusions:

The experiment developed at the present thesis starts with the identification of a problem of a lack of lexical knowledge on students of English philosophy.

To answer this problem. It was planned a pedagogical treatment through a model based on a Web Quest focused to acquire vocabulary and improve the reading skill. The web Quest designed in this case was dedicated to the topic of The British media. In addition this treatment took place in a modular program called ADELEX, it has different activities that make use of the web in order to increase the lexical competency on students, the program learns through the educative platform WebCT, the experiment had a pilotage carried out the previous year inside the same program ADELEX but in an environment of a website instead of a platform.

Regarding the type of research, it is about investigation action where the teacher's role is being a researcher. In the program ADELEX, twenty six students of specialty of English philosophy were educated to carry out a Web Quest, so this activity was integrated in a larger unit as the program was itself, which provided continuity in multiple senses, thus fulfilling one of the principles for the design of a Web Quest for the teaching of second languages. It was about a research of a single group. Where quantitative instruments were applied before and after the treatment, based on a pre-test and post-test to for the socio cultural knowledge, vocabulary and student's reading comprehension in relation with the British press. Furthermore, qualitative instruments were used, they were based on a final questionnaires and the direct observation through forums and the electronic mail in the platform WebCT. The data obtained have been tabulated statistically with the SPSS11.0 software. In addition, once the quantitative and qualitative data have been analyzed independently, the data were done

via triangulation in order to give a greater consistency to the findings obtained.

The conclusions are the following:

The Web Quest model designed with the purposes of encouraging the acquisition of vocabulary and the reading skill improvement, proves to be a pedagogical strategy highly efficient to get this objective.

The extensive and intensive reading practice through the Web Quest strategy is an excellent way to increase the Reading comprehension, the speed reading and the application of reading strategies.

The Web Quest offers an extraordinary opportunity to work in different lexical fields related with any kind of activity, although because of its own nature, it is especially suitable for dealing with topics connect with the current and actual world.

The design of the section of the Web Quest process proposed in this model proves to be effective, and therefore it confirms that it should be constituted by the four sub sections designed by the author and in our opinion, contribute a novelty to this pedagogical technique, these are: activation phase of prior knowledge, reading and vocabulary workshop, preparation of the task and execution of the task.

The reading and vocabulary workshop resulted to be an essential element of the Web Quest in order to get vocabulary and reading comprehension improvements, in a similar way, the effectiveness of the type of activities included in it has been demonstrated.

The attached reference materials, as part of the abundant scaffolding that accompanies the Web Quest, are also of great use. However, it is advisable, in view of the data obtained, to ensure the greatest degree of integration of these materials with workshop activities or other part of the process section

The Web Quest becomes a highly motivated activity among other reasons because it encourages students to have an autonomous learning and because of the use of authentic materials related to the real world.

2.1.2. NATIONAL BACKGROUND

Sánchez, J. (2017) in his thesis titled “**El uso de la Webquest y su relación con el aprendizaje del Idioma inglés en los estudiantes del cuarto ciclo de la Facultad De Ingeniería de Sistemas de la Universidad Alas Peruanas, Sede Chosica, 2015**”, submitted to the National University Of Education Enrique Guzman and Valle, to get the degree of Master in Sciences On Education with a mention in University Teaching, reached the following conclusions:

With a confidence level of 95% and a margin of error of 5%, it is concluded that:

First: the use of Web Quest is related significantly with the English Language Learning on fourth level students of System Engineering Faculty at Alas Peruanas University, Chosica, 2015. ($p < 0.05$ y Rho de Spearman = 0.837 significant positive correlation)

Second: The use of asynchronous tools is related significantly with the English Language Learning on the fourth level students of System Engineering Faculty at Alas Peruanas University, Chosica, 2015. ($p < 0.05$ y Rho de Spearman = 0.849 significant positive correlation)

Third: The use of asynchronous tools is related significantly with the English Language Learning on the fourth level students of System Engineering Faculty at Alas Peruanas University, Chosica, 2015. ($p < 0.05$ y Rho de Spearman = 0.806 significant positive correlation)

Alfaro, L (2016) in her thesis titled “**Uso de WebQuest y aprendizaje del idioma inglés en estudiantes de secundaria de la Institución Educativa Raúl Porras Barrenechea del distrito de Carabayllo – 2015**” Submitted to the Cesar Vallejo University to get the degree of Doctor in Administration of Education, states that:

The research objective was based on determining the level of improvement in the English Language learning in a group of High School Students in the Educative Institution Raul Porras Barrenechea, Carabayllo district, to whom a Web Quest program was applied in 2015.

The research within a quantitative approach, described as applied and of explanatory level, was developed as a quasi – experimental design so such corresponded to a situation caused by the researcher, by introducing the Web Quest as a didactic strategy, observing the increase or decrease of its effect intensity, in the level of the English learning language, a test was applied to a sample of 241 students.

Students from the experimental group got better results than the control group. With the Mann Whitney U Test, it was determined that the improvement was significant , at 95% of confidence and significance of 0.05, so the null hypothesis was rejected, accepting that there was improvement in learning, as evidenced in the increase of 17.26 points in the average range of the experimental group.

2.1.3. LOCAL BACKGROUND

Fernandez, A. & Pérez, M. 2017) in their thesis titled “**A didactic proposal based on cooperative learning approach to improve reading comprehension skills among students of intermediate level of the Language Centre of FACHSE at Pedro Ruiz Gallo University in Chiclayo – 2015**” Submitted to the Pedro Ruiz Gallo University to get the master’s degree in Education Sciences with mention in Didactics of The English Language, concluded the following:

Based on the results obtained from the survey applied on teachers and the pre-test on students, it was possible to determine that the strategies used by teachers are almost insufficient to promote the development of Reading Comprehension meanwhile the students presented serious difficulties in relation to Reading Comprehension by interpreting texts, inadequate of use of information, deficiency in spelling and grammar, answers were not clear or incomplete demonstrated in the diagnosis.

As we can see in the comparative analysis that 35% of the students got 3 poor categories of the pre-test to determine the reading comprehension level which meant the lack of sub skills in the reading skill. After the tools were applied, 15 % of the students showed 3 poor categories which mean a great improvement in a very short time.

According to the features of the proposal, the Theoretical Framework that supports this research was identified, pointing out The Vygotskyan's Theory where the social interaction promotes knowledge while working together in groups to reach a common goal, so this background helps to regulate the performance on Reading Comprehension Activities to develop skills. The posttest showed that the lowest category had decreased in the reading rubrics used which meant a great improvement in their learning. 20 % of students got the poor result in 2 categories and also showed a great improvement and got the same result in 2 categories.

Learners were exposed to a series of texts from units 1 - 5 taken from the course book "Traveller" Intermediate Level. According to the weaknesses detected on the pre-test applied on students, the researchers selected and mixed simultaneously Reading and Cooperative Strategies, in this way teachers designed a Didactic Proposal as a resource to an academic need to improve Reading Comprehension Cooperatively.

Since the Didactic Proposal was designed, it was applied on the students following 10 lesson plans. Finally a Post-Test showed that the level of Reading Comprehension Skills was developed and the Cooperative work was raised meaningfully. It is important to take into consideration the appropriate level of reading difficulty, clear goals for each reading lesson and an appropriate orientation for the students based on Cooperative Learning activities.

We also consider that the use of reading activities based on Cooperative Learning Approach really helped students to improve their reading comprehension which was the purpose of this didactic proposal.

Therefore, it was demonstrated the fact of the hypothesis: If a didactic proposal based on cooperative learning is applied, then it develops reading comprehension skills in intermediate students of the Language Centre of the FACHSE of the Pedro Ruiz Gallo National University. We consider that the use of reading activities based on Cooperative Learning Approach really helped students to improve their reading comprehension which was the purpose of this didactic proposal.

Saavedra, C. & Sanchez, G.(2017) in their thesis titled “**Development of the reading comprehension skill in students of Senati Chiclayo using an innovative strategy based on theory of second language acquisition By Stephen Krashen Chiclayo – 2017**” submitted to the Pedro Ruiz Gallo University to get the master’s degree in Education Sciences with mention in Didactics of The English Language, concluded the following:

It was elaborated a questionnaire to the students. The students show poor level in reading comprehension, as a consequence of the teacher role, that is confirmed in the difficulties the students have at the time to comprehend texts, identify main and secondary ideas, understand the meaning of the words.

The data results headed to select strategies that help and get improved students’ reading comprehension skill.

A proposal focused on The Theory of Second Language Acquisition of Stephen Krashen was designed and proposed to improve the reading comprehension skill in a meaningful way by the strategy applied. Thus, students express their own ideas easily.

The hypothesis was supported, showing the problem exist, all the students’ lacks and leading to justify the problem.

2.2. SCIENTIFIC BASIS OF THE THEORETICAL APPROACH

2.2.1. INFORMATION Y COMUNICATION TOOLS: WEBQUEST

2.2.1.1. WHAT IS ICT?

It stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

ICT provides society with a vast array of new communication capabilities. For example, people can communicate in real time with others in different countries using technologies such as instant messaging, and video-conferencing.

Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis.

However, ICT has no universal definition, as "the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis.

ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast - all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

2.2.1.2. ICT IN THE EDUCATION

2.2.1.2.1. ICT IN EDUCATION MEANS “TEACHING AND LEARNING WITH ICT”

Nowadays, Information and Communication Technology (ICT) is in everywhere and it is having a great impact, not only in the industries, manufacturing, trading but in Education, and undoubtedly it is seen by many people as a guarantee to improve

the quality and efficiency in the teaching learning process in the classrooms.

In a world where the information and the knowledge increase and circulate through the technological means, the role of the school should be defined for its capacity to prepare for the conscious, active and critical use of the tools that accumulate the information and the knowledge. The main challenge of the Education is to manage the complexity of these processes and recognized the multidimensionality and the need of working with sequences different and simultaneous. States Tedesco (2009).

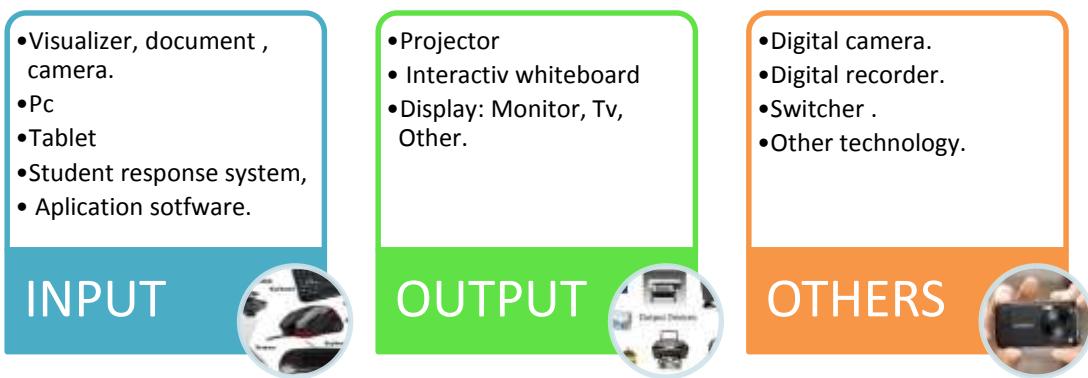
According to Ana García Valcárcel and Luis Gonzales Rondero Important changes are coming in the classroom work of our schools due to the progressive implantation of ICTs in the centers. As the OECD report (2003) all countries wish to improve the quality and effectiveness of the learning and are committed to ICTs as a means to achieve it. They state that schools should incorporate ICTs taking into account the economic arguments, social arguments and pedagogical arguments , ICTs can broaden and enrich learning by developing the ability to think independently, creativity, problem solving, management of learning.

The integration of ICT into education has become a process whose implications go far beyond the technological tools nurturing the educational environment. The ideas of teaching construction and the way one can build and consolidate meaningful learning based on technology are now being discussed, or the technological use of education, in strictly pedagogical terms. States Díaz-Barriga, Frida (2013).

The transformation of ICT has allowed these to become educational tools that could further improve the educational quality of the student and revolutionize the way information is obtained, managed and interpreted. states Andrea Aguilar (2012).

ICTs allow the development of new didactic materials of using different media. The new information media, such as Internet or digital disks, beyond their technical peculiarities, generate a great communicative innovation, providing its own language, specific codes oriented to generate alternative communication modalities (hypertexts, multimedia) and new collaborative learning environments (without limitations temporal or spatial).

Educational ICT tools can be divided into 3 categories: Input source, Output source and others.



Worldwide research has shown that ICT can lead to improved student learning and better teaching methods.

A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge Comprehension" · "Practical skill" and "Presentation skill" in subject areas such as mathematics, science, and social study.

However, you can see that there are many education technology solutions provided in the world which may cause confusion among educators about how to choose the right ICT solution. Here there are some of the advantages and disadvantages of ICT tools for education.

Here there are three main advantages of ICTs in the Education:

- **First images can easily be used in teaching and improving the retentive memory of students.**
- **Teachers can easily explain complex instruction and ensure students comprehension.**
- **Teachers are able to create interactive classes and make the lessons more enjoyable which could improve student attendance and concentration.**

2.2.1.2.2. ROLE OF THE ICT IN THE ENGLISH CLASSROOM

Searching for a good method on how to teach and learn a new language as English is a great concern for most of the teachers who are in charge of teaching this subject, in spite of the great variety of method that exists in the teaching English, only some or just few of them are used. However, nowadays, teachers' main method is aiming to the communicative approach and it is involved intentionally or unintentionally with the use of the technology.

In the actuality, the teenagers have a new way of communication; it is highly related to the digital era. Day to day our students are in contact with the technology and they are getting new lexis and own customs of this digital era, so they are called digital natives and are more skillful to make use of it.

As Aparicci says, (1998) the new technologies open the possibility to get greater active students participation in the construction and development of the curriculum.

It is clear in the theory but in the practice not, because there is a need in making use of the technology in favor of the education, especially in the English area, due to the teaching of this language is lead with the use of technological resources which can make

much better teachers' role in favor of the teaching and learning process.

ICTs are very useful for teachers and students, cellphones, tablets, *Skype*, *iPods*, podcast, Dvd twitter, whatsapp ,text messages, apps, are part of our daily life , especially in the teaching learning of English, because as a foreign language, it is showed since simple words listened by our students in You Tube until extensive texts found in the internet, students must take advantage of them, instead of use them as a social and *entertainment* purposes, we need to encourage them to use these tools as a mean to make deeper their knowledge about English.

A good example of a Constructivist Tool in the ICT classroom is the use of WebQuests, it is a rich learning tool that allows students and teachers being motivated and eager to learn whatever topic in a meaningful way.

2.2.1.3. DEFINING A WEBQUEST

Bernie Dodge of San Diego State University was one of the first people to attempt to define and structure this kind of learning activity. According to him, a webquest is "*an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet...*"

This definition has been refined over the years, and adapted for various different disciplines. Philip Benz describes a webquest as follows: " *A "WebQuest" is a Constructivist approach to learning (...). Students not only collate and organize information they've found on the web, they orient their activities towards a specific goal they've been given, often associated with one or more roles modeled on adult professions.*"

Essentially, webquests are mini-projects in which a large percentage of the input and material is supplied by the Internet.

Webquests can be teacher-made or learner-made, depending on the learning activity the teacher decides on.

2.2.1.3.1. REASONS FOR USING WEBQUESTS

There are many compelling reasons for using webquests in the classroom, including:

- They are an easy way for teachers to begin to incorporate the Internet into the language classroom, on both a short-term and long-term basis - no specialist technical knowledge is needed either to produce or use them.
- More often than not, they are group activities and as a result tend to lend themselves to communication and the sharing of knowledge - two principal goals of language teaching itself.
- They can be used simply as a linguistic tool, but can also be interdisciplinary, allowing for crossover into other departments and subject areas.
- They encourage critical thinking skills, including: comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, analyzing perspectives, etc. Learners are not able to simply regurgitate information they find, but are guided towards a transformation of that information in order to achieve a given task.
- They can be both motivating and authentic tasks and encourage learners to view the activities they are doing as something 'real' or 'useful'. This inevitably leads to more effort, greater concentration and a real interest in task achievement.

2.2.1.3.2. STRUCTURE OF A WEBQUEST

Webquests have now been around long enough for them to have a clearly defined structure. However, this structure - whilst being unofficially recognized as the definitive schema for these activities - should only really be taken as a basic guideline and you should design your webquests to suit the needs and learning styles

of your students. There are usually four main sections to a webquest:

The Introduction:

Orients students and captures their interest. The introduction is usually a short paragraph that introduces the activity to the students. It often has a role or scenario involved.

The Task:

Describes the activity's end product.

The Process

Explains strategies students should use to complete the task. The process identifies the steps the students should go through to accomplish the task. It also includes the online resources they will need, and provides scaffolding for organizing the information gathered.

The Resources

Are the Web sites students will use to complete the task.

The Evaluation

The evaluation describes to the students how their performance will be evaluated, and is often in the form of a scoring rubric.

The Conclusion

Sums up the activity and encourages students to reflect on its process and results.

2.2.1.3.3. PRODUCING A WEBQUEST

Producing a webquest does not entail any detailed technical knowledge. Whilst all of the examples in the further reading are essentially web-based, it is extremely easy to produce a professional-looking and workable design using any modern word processor. The skillset for producing a webquest might be defined as follows:

- Research skills

It is essential to be able to search the Internet and quickly and accurately find resources. It is beyond the scope of this article to delve into the finer points of using search engines and subject guides, but a good reading of their respective help pages will dramatically improve the accuracy of any search.

- Analytical skills

It is also very important to be able to cast a critical eye over the resources you do find when searching. Make sure to visit any website you are considering using thoroughly before basing any activity around it.

- Word processing skills

You will also need to be able to use a word processor to combine text, images and weblinks into a finished document. This particular set of skills can be acquired in approximately ten minutes.

Before sitting down to plan a webquest, it is always worth searching around on the Internet to see if someone has produced something which might fit your needs. There are plenty of webquest 'repositories' on the Internet, so there is little point in reinventing the wheel. Use a search engine to have a good look round before you do the hard work yourself.

In the event that you have to design and produce your own webquest, Tom March (see further reading for more details) has produced a flow chart for the design process

Essentially, the following guidelines will get you started:

- Define the topic area and the 'end product' (Introduction and Task phases)
- Find web resources which are suitable content-wise and linguistically (Resources)
- Group the resources according to stages of the Task

- Structure the Process - tasks, resources, lexical areas, grammatical areas
- Design the Evaluation stages and concepts

Once these tasks have been performed, the webquest can be put together as a simple word-processed document (add images and links to all the resources learners will need) or as a webpage.

2.2.1.3.4. IMPLEMENTING A WEBQUEST

Shorter webquests can be used to complement coursebook materials - over one or a small number of classes - whilst long-term webquests are perhaps more suited to longer courses. In breaking down a webquest for use over several class sessions, ensure that your learners are aware of what they are doing - of why they are doing it, and of the benefits to them. It's all too easy for them not to spot the benefits and to consider regular visits to the computer lab as a waste of time. The self-evaluation proposed in the model above can go some way towards mitigating this situation. Suggested questions for learners to consider include:

- How effective was my contribution to the group work?
- What did I learn about the topics we researched?
- How did my English improve doing this project?
- What did I learn about using the Internet?

2.2.1.3.5. WHY USE WEBQUEST IN THE CLASSROOM?

Webquests are really useful tools because:

- Increase student motivation. When students are motivated, they are likely to put in more effort, and their minds are more alert and ready to make connections.
- Many Web Quest tasks are designed to address problems or issues that exist in the real world, which makes the task authentic.

- Students use real, timely resources instead of dated textbooks and materials that are only presented from one point of view.
- Web Quests are often cooperative in nature, requiring students to take on roles where they are part of a team that must accomplish the task. They have to become experts on a certain topic and share this information with their group. They know their teammates are counting on them to contribute to the completion of the final task. Because they know their results will be shared with others in some format, often times on the Web, they know they have a real, sometimes worldwide audience.
- Web Quests prompt higher-level thinking. The questions posed to students require more than just finding and spitting back information. They must take the information they research and transform it into something else. Often students have to evaluate a variety of information sources that contain multiple opinions.

2.2.2. READING COMPREHENSION

2.2.2.1. LEVELS

According to the levels of Reading Comprehension, many studies describe that there are three levels: The literal level, the inferential level and the critical level.(Strang, 1965; Jenkinson 1976 and Smith, 1989; cited by Gordillo & Flórez, 2009).

Literal level

It is the level that is related with the explicit information in the text, for instance, discriminate aspects related to the space, the time and characters. It also tells how the events happen and how they are presented in the text. Van Dijk & Kintsch (1983), they refer that the literal reading is related with the surface code, on this stage, the reader analyze the text syntactically and extract the explicit information. This level is important because is the starting point to

perform higher order cognitive process, for example, reading between lines to build a personal interpretation of the writing.

Salvador, Gallego & Mierés (2007), explain that: (...) to build this mental model, the reader has to perform determined processes and bring into play many abilities: identify graphemes and transform them into sounds, select a suitable meaning to the context, assign a syntactic value to each word, elaborate the meaning of the phrases and build the global meaning of the text, through inferences based on the world knowledge.

Inferential level:

This level is considered as fundamental within the processes of reading comprehension, involves relating the propositions and interweaving them with each other, selecting and distinguishing between main and secondary ideas and giving it a meaning beyond what the text is explaining.

Regarding this level Jouini, (2005), expresses that: "The inference is equivalent to the process of judging, deducing and reasoning, it means to get conclusions that there are no in the text, but that can be extracted based on the information, or induce that is, extract or enumerate consequences of the given information". In the same sense, Gutiérrez-Calvo and Carreiras (2005), states that the inferences has a cognitive role because they allow to go under the surface of the data, a communicative function , because it gives a new information, establishing a coherent dialogue between the sender and the receiver and the behaviorism function.

These functions enhance the adaptive capacity and open the mind to interpret the environment. On the other hand, Gordillo & Flórez (2009), explain that the deductions that the reader makes, can be logical when conjectures or assumptions come from data, that is, as in the text, everything is not explicit, then the reader must make a large number of inferences that are implicit in the texts.

To explain the above, Gordillo & Flórez (2009), states that this level may include the following operations:

Infer additional details that, according to the reader's conjectures, could have been included in the text to make it more informative, interesting and convincing. Inferring main ideas, not explicitly included. Infer sequences about actions that may have occurred if the text had ended differently. Infer cause and effect relationships, making hypotheses about the motivations or characters and their relationships in time and place. Conjectures can be made about the causes that induced the author to include certain ideas, words, characterizations, actions. Predict events on the basis of an unfinished reading, deliberately or not. Interpret a figurative language, to infer the literal meaning of a text.

According to Kintsch (2004), at this reading level, the reader must do a deductive reasoning and extract the existing information to generate a new information gotten from the text. All this actions lead to promoting the cognitive development of the reader.

The reasons given in the previous paragraphs are essential to state that it is necessary that students learnt to establish a dialogue with the text from an early age at schools. Anticipate what will happen, follow clues, symptoms, traces, traces, clues, data that help students formulate hypotheses that they themselves will confirm or eliminate when they are in their reading process; it means , they can intuit the intentions of the author and relate them to their knowledge to build their own meaning.

Critical level:

According to Gordillo & Flórez (2009): ... the reader is able to make judgments about the text read, the reader can accept or reject but with arguments.

Critical reading has an evaluative character in which the formation of the reader, their criterion and knowledge of what is read takes part. These judgments take into account qualities of accuracy, acceptability and probability.

2.2.3. PEDAGOGICAL APPROACH

2.2.3.1. CONSTRUCTIVISM APPROACH

This Approach posits that learning is an active, constructive process. The learner is an information constructor. People actively construct People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. New information is linked to prior knowledge, thus mental representations are subjective.

The learner is not a blank slate (*tabula rasa*) but brings past experiences and cultural factors to a situation.

To do this, we must ask questions, explore, and assess what we know.

Psychologist Ernst Von Glaserfeld (1995, as cited in Murphy, 1997) Whose thinking has been profoundly influenced by the theories of Piaget described constructivism as a “Theory of Knowledge with roots in Philosophy, Psychology and Cybernetics.”

Murphy (1997) stated that the way in which knowledge is conceived and acquired , the types of Knowledge , skills and activities emphasized , the role of the learners and teacher, how goals are established ; all of these factors are articulated differently in the constructivist's perspective

Feng (1995) categorized Constructivism into 3 types:

Radical Constructivism

It emphasizes that understanding is tracked by experience, and the school should provide cognitive experience from which students can build up their own understanding of the realities.

Moderate Constructivism

It focuses that the mind is instrumental and essential in interpreting events, objects and perspectives in the real world. Thus, schools and teachers must build a learning environment to capitalize on students' extensive ability to create their own interpretation of the world.

Rational Constructivism

It recognizes the dynamic nature of learning, the impossibility of predicting how students will learn, the understanding that knowledge is an ever-changing process, and the weakness of being "anti-empirical" in human cognition. Students are viewed as active learners in achieving their own knowledge, interpreting, and organizing into meaningful pattern.

2.2.3.1.1. CHARACTERISTICS OF CONSTRUCTIVISM

Murphy (1997) presented a synthesis and summary of characteristics of constructivist learning and teaching. Here is the summary:

- **Multiple perspectives and representations of concepts and content are presented and encouraged.**
- **Goals and objectives are derived by the student or in negotiation with the teacher or system.**
- **Teachers serve the role of guides, monitors, coaches, tutors, and facilitators.**
- **Activities, opportunities, tools, and environments are provided to encourage metacognition, self-analysis, self-regulation, self-reflection, and self-awareness.**

- The students play the central role in mediating and controlling learning.
- Learning situations, environments, skills, content, and tasks are relevant, realistic, and authentic and represent the natural complexities of the “real world”.
- Knowledge construction and not reproduction is emphasized.
- This construction takes place in individual contexts and through social negotiation, collaboration, and experience.
- The learner’s previous knowledge constructions, beliefs, and attitudes are considered in the knowledge construction process.
- Problem-solving, higher-order thinking skills, and deep understanding are emphasized.
- Errors provide the opportunity for insight into students’ previous knowledge constructions.
- Exploration is a favored approach in order to encourage students to seek knowledge independently and to manage the pursuit of their goals.
- Learners are provided with the opportunity for apprenticeship learning in which there is an increasing complexity of tasks, skills, and knowledge acquisition.
- Knowledge complexity is reflected in an emphasis on conceptual interrelatedness and interdisciplinary learning.
- Collaborative and cooperative learning are favored in order to expose the learner to alternative viewpoints.
- Scaffolding is facilitated to help students perform just beyond the limits of their ability.
- Assessment is authentic and interwoven with teaching.

2.2.3.1.2. CONSTRUCTIVISM IN THE CLASSROOM

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn How to Learn.

You might look at it as a spiral. When they continuously reflect on their experiences, students find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles becomes to encourage this learning and reflection process.

Murphy (1997) suggested that researchers and educators are linking constructivism, technology, and learning as we can see in computer-based learning environments that are a strong support for constructivism. Use of MUDs (Multi-User Domains), E-mail, Usenet groups, and of the World Wide Web in general provides environments, contexts, and an authentic 'world' which students can experience and explore. The use of the Internet also enhances the learning environment and sophisticated cognitive tools.

In addition to the importance of the computer in enhancing learning and cognitive thinking, Bennis (1984, as cited in Holzer, 1994) also made an interesting comment that "To realize the

potential of the computer for learning and teaching, however, we have to rethink what we teach, how we teach, and most of all how we learn."

2.2.3.2. DAVID AUSUBEL

2.2.3.2.1. MEANINGFUL COGNITIVE LEARNING

This Project seeks to increase the English reading comprehension in Peruvian students for that reason David Ausubel has been chosen as one of the main contribution to the development of the project because for him learning is synonym of comprehension.

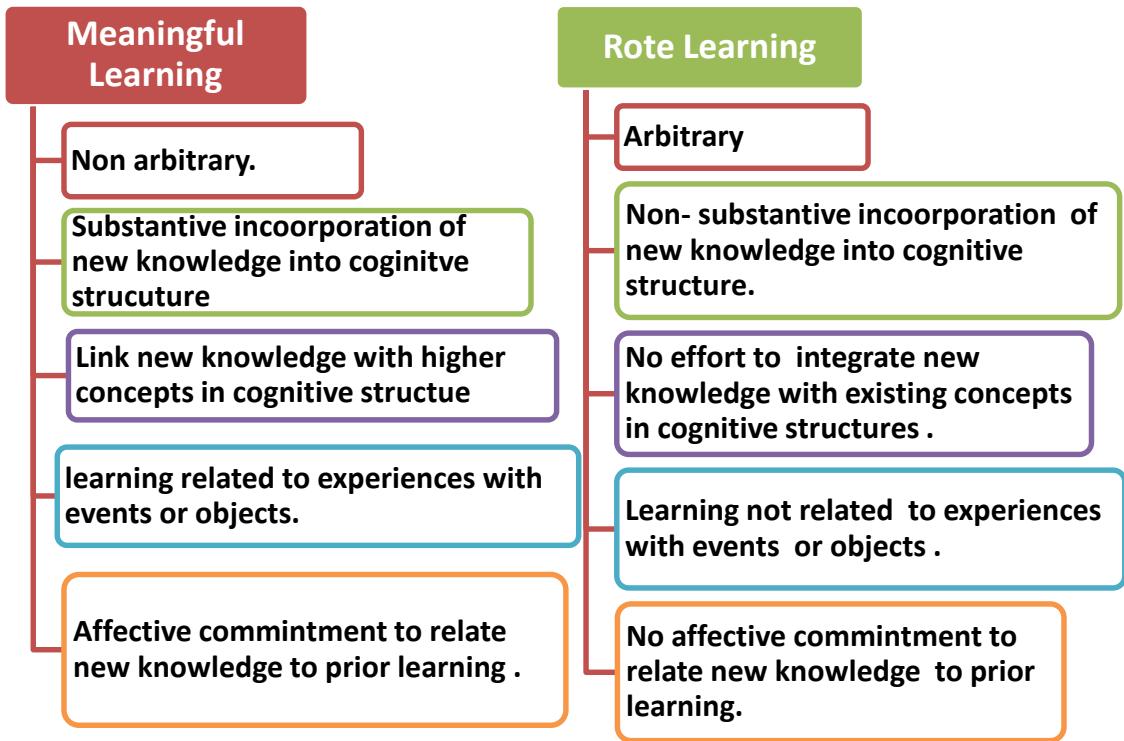
David Ausubel is a psychologist who advanced a theory that contrasted meaningful cognitive learning from rote learning. In Ausubel's view, to learn meaningfully, students must relate new knowledge to what they already know.

Ausubel dedicated much of his professional career to defining and promoting the idea of *meaningful* cognitive learning. This theory is involved with how individuals learn large amounts of "meaningful" material from verbal/textual lessons in school.

2.2.3.2.2. A PRIMARY PROCESS IN LEARNING: SUBSUMPTION

In which new material is related to relevant ideas in the existing cognitive structures.

Ausubel distinguished between two types of learning, rote and meaningful.



According to Ausubel et al. both rote and meaningful learning could occur in two different modes, reception and discovery.

Reception:

In reception learning “the entire content of what is to be learned is presented to the learner in its final form”. Reception learning is meaningful provided that the learner adopts a set to relate the material to cognitive structure, and that the material itself is logically. In other words, pupils do not independently have to discover concepts or generalizations before they can understand or use them meaningfully.

Discovery:

Discovery learning requires a much greater effort in which learners must “rearrange a given array of information, integrate it with existing cognitive structure, and reorganize or transform the integrated combination in such a way as to create a desired end product or discover the missing means-end relationship” In the end “the discovered content is internalized just as in reception learning”.

2.2.3.2.3. THE PROCESSES OF MEANINGFUL LEARNING

David Ausubel proposed four processes by which meaningful learning can occur:

1. Subordinate learning: There are two types:

1.1. Derivative subsumption

This describes the situation in which the new information which is learnt is an instance or example of a concept that has already been learned.

1.2 Correlative subsumption

New information students learn is linked to idea X , but is an extension, modification, or qualification of X . The critical attributes of the subsuming concept may be extended or modified with the new correlative subsumption.

2. Superordinate learning:

In superordinate learning, established ideas a_1 , a_2 , and a_3 are recognized as more specific examples of new idea A and become linked to A . Superordinate idea A is defined by a new set of critical attributes that encompass the subordinate ideas.

3. Combinatorial learning:

Combinatorial learning is different; it describes a process by which the new idea is derived from another idea that is neither higher nor lower in the hierarchy, but at the same level.

In all three types of assimilation learning “new information is linked to relevant, preexisting aspects of cognitive structure and both the newly

acquired information and the preexisting structure are modified in the process.

Principles

The primary idea of Ausubel's theory is that learning of new knowledge is dependent on what is already known.

- **General ideas of a subject should be presented first and then progressively differentiated in terms of detail and specifics.**
- **Instructional materials should attempt to integrate new material with previously presented information through comparisons and cross-referencing of new and old ideas.**
- **Inputs to learning are important.**
- **Learning materials should be well organized.**
- **New ideas and concepts must be potentially meaningful to learner.**
- **Anchoring new concepts into the learner's already existing cognitive structure will make the new concepts recallable.**
- **It is not necessarily how information is presented but how the new information is integrated into the old knowledge structure that is crucial in order for meaningful learning to occur.**

2.2.3.2.4. THE USE OF ADVANCE ORGANIZERS

Ausubel proposed the notion of advanced organizers as a way to help students link their ideas with new material or concepts. Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas. The advance organizer is designed to provide, what cognitive psychologists call the "mental scaffolding: to learn new information. Organizers act as a "subsuming bridge" between new learning material and existing related ideas.

The advance organizer

It is a cognitive instructional strategy used to promote the learning and retention of new information. We have all had the experience of needing to understand the "big picture" before we can make sense of the details.

The comparative organizer.

Ausubel proposed the comparative organizer as a way of enhancing the discriminability of ideas. A comparative organizer allows you to easily see the similarities and differences in a set of related ideas.

Progressive differentiation.

The purpose of progressive differentiation is to increase the stability and clarity of anchoring ideas. The basic idea here is that, if you are teaching three related topics A, B, and C, rather than teaching all of topic A, then going on to B, etc., you would take a spiral approach. That is, in your first pass through the material, you would teach the "big" ideas (i.e., those highest in the hierarchy) in all three topics, and then on successive passes you would begin to elaborate the details.

2.2.3.3. THE WEBQUEST AND THE CONSTRUCTIVISM.

A Webquest is a didactic activity focused on the research, where the information used by students is mostly downloaded from the web, literally means "research on the web". Its methodological bases are inquiry, discovery, cooperative learning, fun and entertainment.

The concept of Webquest was developed in 1995, at San Diego State University by Bernie Dodge in the article "The Distance Educator." That same year together with Tom March was described in "Some Thoughts About WebQuests". Since then, it has become one of the main techniques for the use and integration of the Internet in schools.

It is based on group work and often on simple role-playing games in which students play different roles, which generates discussions in the classroom of great interest (Allan and Street, 2007, Halat, 2008).

Web quest must have these basic components: introduction, task, process, resources, evaluation and conclusion. In addition, optionally, they may have others who complete it as it is a didactic guide to guide other teachers who wish to use or modify it.

It is the basis for acquiring specific knowledge and skills; instrument to communicate, write, calculate, draw, store and search information, solve problems, work as a team.

The advantages of a webquest is to make the learning more practical, improve the ease of access to an up to date information, and make possible to adapt more closely to the students ' needs with proposals for activities that involve higher level or lower level skills.

The Methodology of Inquiry or Discovery and Cooperative Learning are present in a clear manner, in addition the students work and learn in a collaborative way.

"This constructivist model implies the encouragement of interactivity, preferably in the network and the encouragement of cooperation, although work must also be organized around practical cases and relevant experiences, so resources must be varied enough to accommodate to the different experiences and knowledge of the subjects. On the other hand, fun and entertainment concepts are also present", states Goig Martínez, (2012).

A webquest tasks should have continuous challenges for students, who apart from observing and analyzing the environment, they also should assimilate and retain the information, perform inductive and deductive reasoning, build and apply cognitive strategies in an organized way and develop certain skills and competences of a high intellectual level.

CHAPTER III:

RESULTS AND DIDACTIC

PROPOSAL

CHAPTER III: RESULTS AND PROPOSAL

3.1. RESULTS

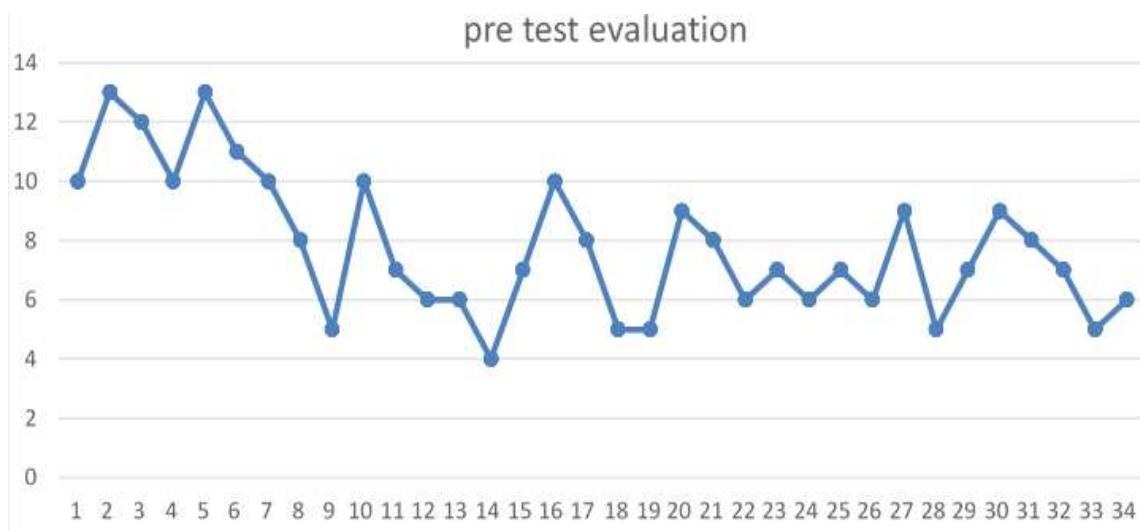
It was elaborated a pre - test in order to identify the students' previous knowledge and it was applied on second grade "H" students, the results were the following:

Students	Part I: Literal	Part II: Inferential	Part III: Critical	Score
1	6	4	0	10
2	6	5	2	13
3	7	5	0	12
4	6	4	0	10
5	7	5	1	13
6	6	5	0	11
7	4	5	1	10
8	3	5	0	8
9	5	0	0	5
10	5	5	0	10
11	4	3	0	7
12	4	2	0	6
13	5	1	0	6
14	2	2	0	4
15	5	2	0	7
16	6	4	0	10
17	6	2	0	8
18	3	2	0	5
19	3	2	0	5
20	6	3	0	9
21	4	4	0	8
22	4	2	0	6
23	4	3	0	7
24	3	3	0	6
25	7	0	0	7

26	4	2	0	6
27	5	4	0	9
28	3	2	0	5
29	3	4	0	7
30	5	4	0	9
31	5	3	0	8
32	5	2	0	7
33	3	2	0	5
34	3	3	0	6

Tablet N° 01: Pre-test evaluation score.

The pre-test evaluation was divided in three parts: literal, inferential and critical. The Tablet N° 01 shows the results gotten in this evaluation, and the same time, it shows the score gotten in each one.

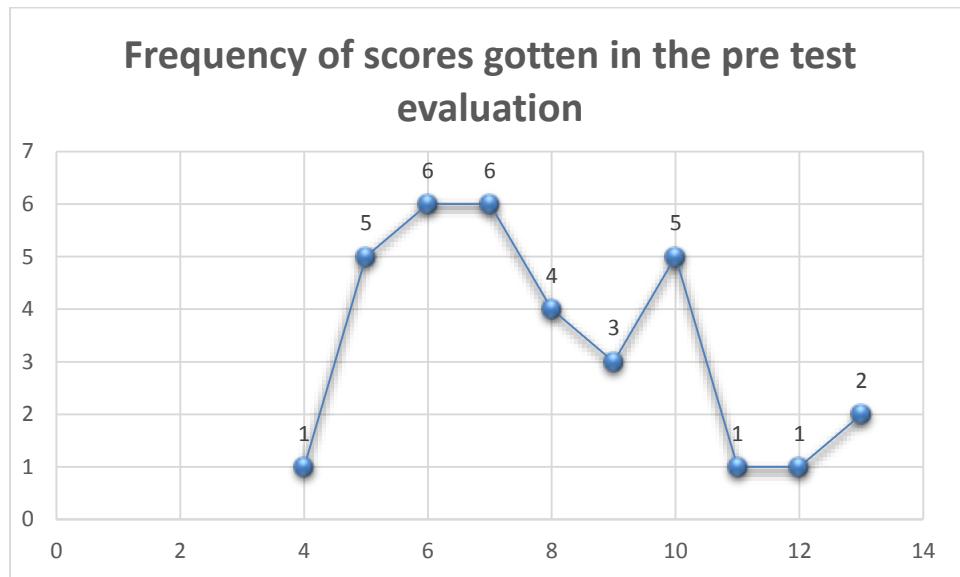


Graphics N° 01: Score gotten in the pre-test evaluation

From the scores, it was gotten the following frequency tablet.

Score	Frequency	f %	Statistical data
4	1	2,94	
5	5	14,71	
6	6	17,65	
7	6	17,65	
8	4	11,76	
9	3	8,82	
10	5	14,71	
11	1	2,94	
12	1	2,94	
13	2	5,88	
	34	100,00	

Tablet N°02: frequency tablet.



Graphics N° 02: Frequency of scores gotten in the pre-test evaluation

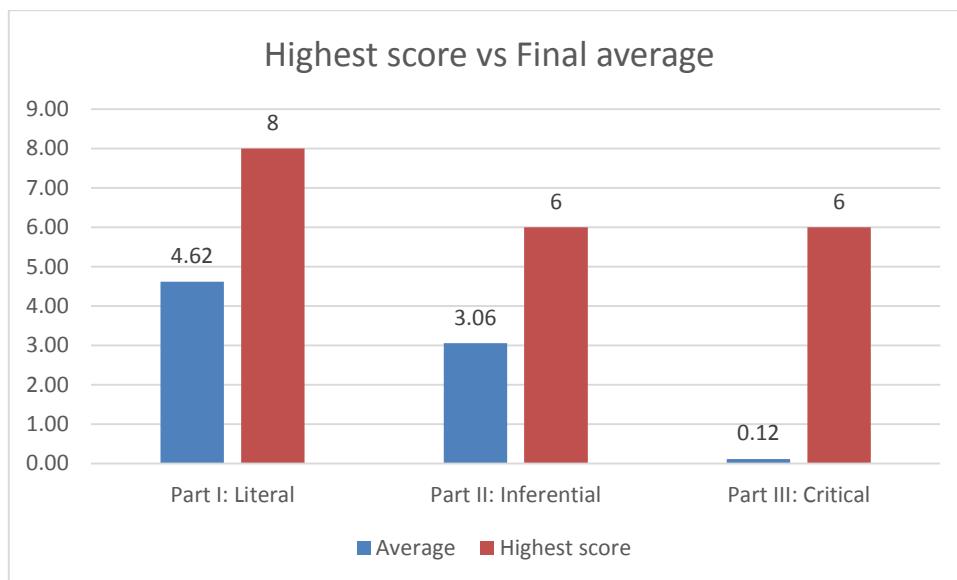
It was observed that:

The scores gotten are between four (4) and thirteen (13), most of the students failed the pre-test. (under 10). Only four students passed the pre-test.

The sample is 34 students, the average gotten in pre-test is 4,62; it was obtained a standard deviation of 2,38 and a variability coefficient of 23,8; it shows that there is not so much dispersion among the scores gotten in the pre-test.

Score	Part I: Literal	Part II: Inferential	Part III: Critical
Average	4,62	3,06	0,12
Highest score	8	6	6

Tablet N°03: Score gotten by levels of Reading Comprehension



Graphic N° 03: Highest score vs. Final average

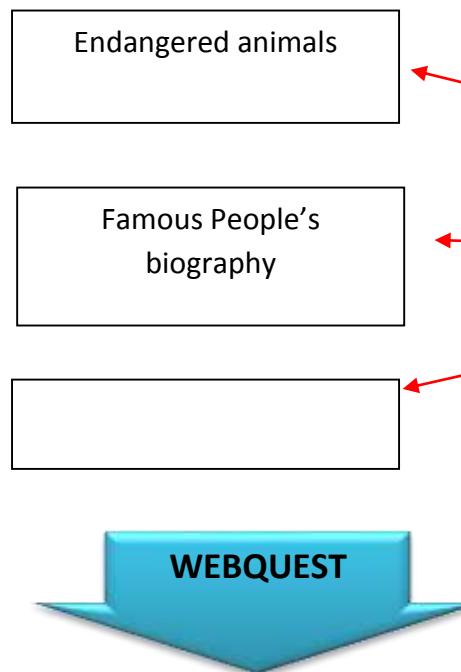
The graphic shows the highest score and the final average in the reading comprehension levels such as: Literal, inferential and critical, gotten in the pre-test.

In the previous graphic, it is observed that the students got right answers in the literal part, students answered the half part of the inferential part and they had a lot of difficulty in the critical part.

THEORETICAL APPROACH

A DIDACTIC PROPOSAL BASED ON THE ICTs TOOL: WEBQUEST TO OPTIMIZE READING COMPREHENSION AMONG THE STUDENTS OF SECOND GRADE AT SANTA LUCÍA HIGH SCHOOL IN FERREÑAFE

Didactic proposal



Reading comprehension of
English language



CONSTRUCTIVISM / WEBQUEST

3.2. PROPOSAL

A DIDACTIC PROPOSAL BASED ON THE ICT TOOL: WEBQUEST TO OPTIMIZE READING COMPREHENSION AMONG THE STUDENTS OF SECOND GRADE AT SANTA LUCÍA HIGH SCHOOL IN FERREÑAFE

3.2.1. PRESENTATION

The current research gives a series of webquest to improve the English Reading comprehension on second grade students at Santa Lucia High School in Ferreñafe.

The didactic proposal is based on the ICT tool: Webquest; this proposal comprises three stated webquests, which are structured and reflexive activities, these activities state attractive tasks using available resources in the net, previous selected by the teacher in order to contribute to manage time that students use to develop these activities.

The actual proposal is based on the educative theories of Knowledge construction, in reading comprehension capability to develop in the teaching of the English language and in the use of Information and Communication Technologies to facilitate the teaching learning process of the English language.

3.2.2. OBJECTIVES

3.3.2.1. GENERAL

To Facilitate the English language learning to improve the reading comprehension on second grade Students at Santa Lucia High School in Ferreñafe.

3.3.2.2. SPECIFICS

- To analyze the reading comprehension needs in the English Language learning
- To elaborate the webquest tools that will be applied to optimize the English Reading comprehension.
- To apply ICTs to optimize the English Reading Comprehension.

3.2.3. STRATEGIES TO IMPLEMENT

3.3.3.1. WEBQUEST

Learning through webquest.

This strategy is based on using available resources found in internet, selected carefully. The developed webquests are focused in helping the process of English language learning. This tool belongs to the web 2.0.and each time, it is more used, in order students can comprehend topics through the resources revision that are showed as links and solve the given questions.

Each webquest developed is implemented on the website Zunal.com, which is a tool that allows us to create webquest online. It is in English which makes it very suitable for the classes of this language, but it can be used perfectly in any other subject. Zunal is an intuitive tool, its interface is clear and the text is large, features that facilitate its use. In addition, Zunal offers pages to view statistics, download jobs and share them on social networks

The website is available in: <http://zunal.com/>.

Main page:



In the webquest resources available online, previously developed to help improve the English Reading Comprehension, the current research work comprises the following:

a. Endangered animals

This webquest has information about endangered species among them we have, the blue whale, the cock of the rock, and the panda bear

The student is going to find information related to the species mentioned above and should answer the given questions, which are focused to comprehend and value the need to protect these endangered species. After checking the information and give answer to each question, students must give an answer to the big question of this activity. What can you do to help protect endangered Species?

This activity seeks to encourage the research about a general topic and the student can express an opinion based on a critical thinking.

Available in: <http://zunal.com/webquest.php?w=394161>

Welcome:

The screenshot shows a web browser displaying a webquest titled "Endangered animals!!!". The page includes a sidebar with navigation links for Welcome, Introduction, Tasks, Process, Evaluation, Conclusion, Teacher Page, About Author(s), and Reviews. The main content area features three images of endangered animals: a panda, a cock of the rock bird, and a blue whale. Below the images, the following details are listed: Welcome: Endangered animals!!!; Description: you are going to learn about some endangered animals; Grade Level: 9-12; Curriculum: Foreign Language; Keywords: learn about some endangered animals; Author(s): Sandra Carpio. At the bottom of the page, it says "The Public URL for this WebQuest: http://zunal.com/webquest.php?w=394161" and "WebQuest Hts: 14".

Introduction

zunal.com

WebQuest
Endangered animals!!! Add to Favorites

Introduction



Hello my dear students, today, you are going to learn about some endangered animals.

Species become endangered for two main reasons: loss of habitat and loss of genetic variation. Let's read some information about these three examples of endangered species.

Are you ready?

Grades Level: 9-12 Foreign Language

Welcome Introduction Tasks Process Evaluation Conclusion Teacher Page About Author(s) Review

Tasks

WebQuest
Endangered animals!!! Add to Favorites

Tasks



Read these questions and discuss them with your partner. Use the links given below to answer them.

1. What animal is a Natural treasure in China?
2. What are the Pandas look like?
3. What is Pandas' favorite food?
4. Why are Giant Pandas Endangered?
5. What does the cock of the Rock look like?
6. Where does the Cock of the rock live?
7. Why the Cock of the Rock is in danger?
8. How does the climate change affect to the blue whales' life?
9. How big are they?
10. Why are the Blue Whales in danger?

The big Question: **What can you do to help protect endangered Species?**

Grades Level: 9-12 Foreign Language

Welcome Introduction Tasks Process Evaluation Conclusion Teacher Page About Author(s) Review

Process

Grade Level
9-12
Foreign Language

WebQuest
Endangered animals!!! ★ Add to Favorites

B. Welcome
B. Introduction
B. Tasks
B. Process
B. Evaluation
B. Conclusion
B. Teacher Page
B. About Author(s)
B. Reviews

Process

Use the links given below to answer them.

[www.globalaboutpandas.com](#)
[National Geographic](#)
[Animal fact guide](#)
[Whale facts](#)
<https://neotropicalbirds.com/edu/Species-Account/nb/species/andean/>
<https://www.hbw.com/species/andean-cock-of-the-rock-up-colaptes-andinus>
<https://www.rainforest-alliance.org/species/cock-rock>
https://wwfpanda.org/knowledge_hub/endangered_species/central-america/blue-whale/



Evaluation

zunal.com Home Browse Help Questions Login Register

Grade Level
9-12
Foreign Language

WebQuest
Endangered animals!!! ★ Add to Favorites

B. Welcome
B. Introduction
B. Tasks
B. Process
B. Evaluation
B. Conclusion
B. Teacher Page
B. About Author(s)
B. Reviews

Evaluation



The evaluation process is carried out through the participation of each of the members of the work team.

Conclusion

Grade Level: 9-12
Foreign Language

WebQuest

Endangered animals!!!

Add to Favorites

Conclusion

Conclusion

The responsibility to preserve the world and its biodiversity falls on all of us, we must take care that nature and all its species continue to exist. Knowing what is the extinction of animal species allows us to identify what has caused the decline in terms of the specimens that exist worldwide and the causes that generate both humans and nature.

The Public URL for this WebQuest:
<http://zunal.com/webquest.php?w=394161>
WebQuest Hits: 21

Teacher page

zunal.com

Grade Level: 9-12
Foreign Language

WebQuest

Endangered animals!!!

Add to Favorites

Teacher Page



Sandra Carpio

Miss. Sandra Carpio

Standards

This Webquest was aimed to improve reading comprehension among the students of second grade at Santa Lucia High School in Ferreñafe.

b. Famous People's biography

This webquest has **biographical information of people who contributed to seek equal opportunities**, a world without violence, through their vocation of service helping those most in need. The student is motivated to know the life and works of Nelson Mandela and Mother Teresa of Calcutta, two characters who dedicated their lives to fight for their ideals and for a world of peace.

After checking the information and give answer to each question raised, students must give solution to the big question of this activity: What values can you get from these people and how you could apply in your daily life?

Available in:

<https://sites.google.com/view/webquestfamouspeoplebiography/>

Welcome

Webquest: Famous people biography

Home Introduction Tasks Process Evaluation Conclusion

FAMOUS PEOPLE'S BIOGRAPHY

Welcome: Famous people's biography!!!

Description: you are going to learn about some famous people.

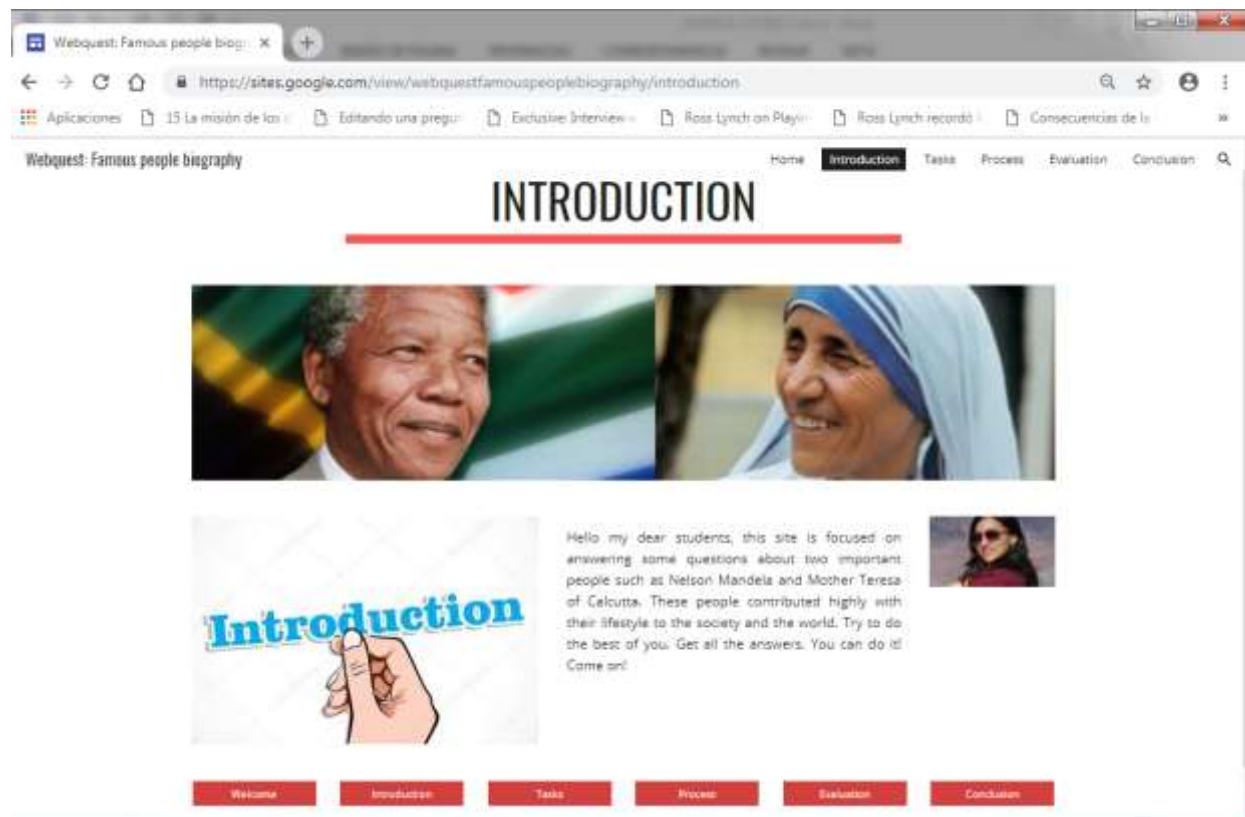
Grade Level: second grade high school

Curriculum: Foreign Language

Keywords: famous people

Author(s): Sandra Carpio

Introduction

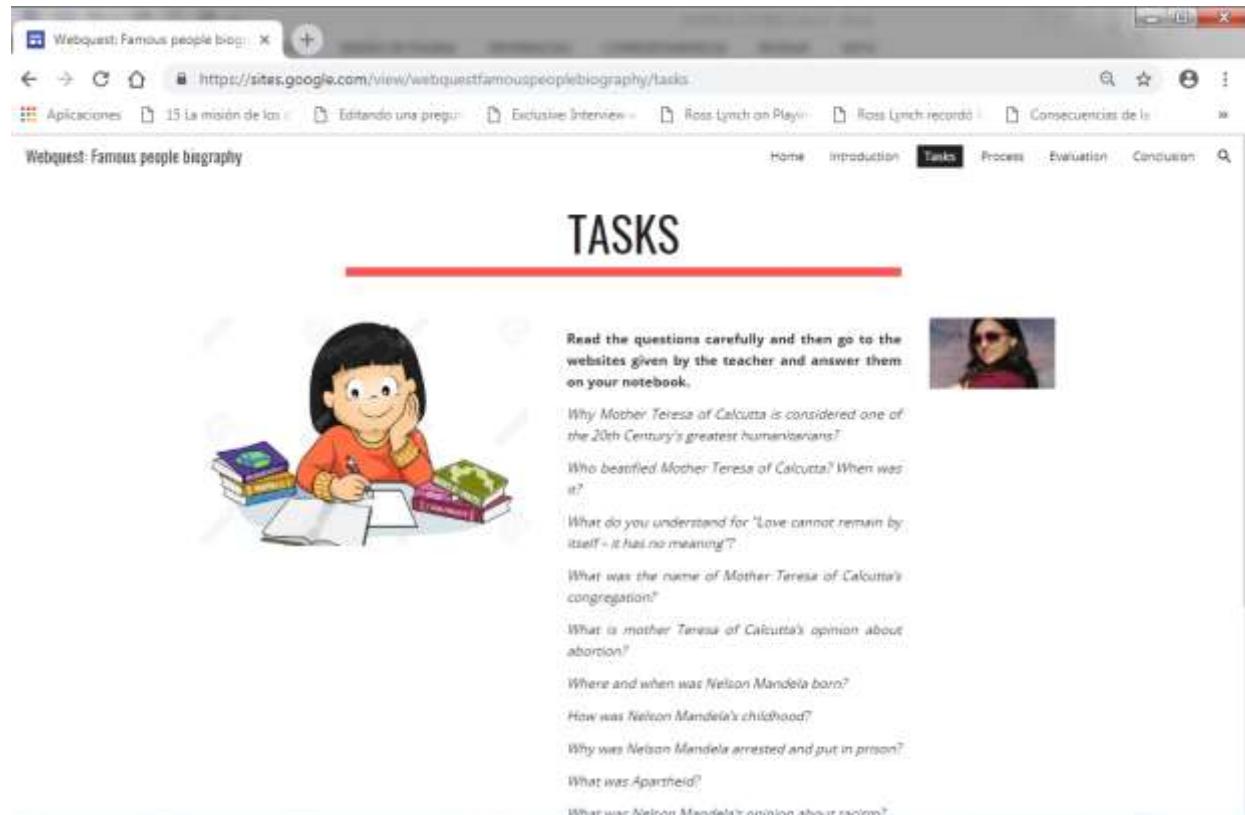


INTRODUCTION

Hello my dear students, this site is focused on answering some questions about two important people such as Nelson Mandela and Mother-Teresa of Calcutta. These people contributed highly with their lifestyle to the society and the world. Try to do the best of you! Get all the answers. You can do it! Come and...

Welcome Introduction Tasks Process Evaluation Conclusion

Tasks



TASKS

Read the questions carefully and then go to the websites given by the teacher and answer them on your notebook.

Why Mother Teresa of Calcutta is considered one of the 20th Century's greatest humanitarians?

Who beatified Mother Teresa of Calcutta? When was it?

What do you understand for "Love cannot remain by itself - it has no meaning"?

What was the name of Mother Teresa of Calcutta's congregation?

What is mother Teresa of Calcutta's opinion about abortion?

Where and when was Nelson Mandela born?

How was Nelson Mandela's childhood?

Why was Nelson Mandela arrested and put in prison?

What was Apartheid?

What was Nelson Mandela's opinion about racism?

Process

Webquest: Famous people biography

Aplicaciones 15 La misión de los... Editando una pregunta Exclusive Interview Ross Lynch recordó... Consecuencias de la...

Home Introduction Tasks Process Evaluation Conclusion

PROCESS



Use the links given below to answer them.

[Mother Teresa of Calcutta's Biography](#) 

[Mother Teresa's life](#)

[Mother Teresa's biography](#) Mother Teresa's biography

[Mother Teresa Of Calcutta - Abortion](#)

[Who was Nelson Mandela?](#)

[Biography of Nelson Mandela](#)

[Nelson Mandela death: The man who destroyed apartheid](#)

[A history of Apartheid in South Africa](#)

Welcome Introduction Tasks Process Evaluation Conclusion

Diseñado con la nueva versión de Google Sites, una forma sencilla de crear sitios web efectivos.

Crear un sitio web Notificar una modificación

Evaluation

Webquest: Famous people biography

Aplicaciones 15 La misión de los... Editando una pregunta Exclusive Interview Ross Lynch recordó... Consecuencias de la...

Home Introduction Tasks Process Evaluation Conclusion

EVALUATION



The evaluation will carry out, taking into account the participation of each student and the conclusions of the team work.



Welcome Introduction Tasks Process Evaluation Conclusion

Diseñado con la nueva versión de Google Sites, una forma sencilla de crear sitios web efectivos.

Crear un sitio web Notificar una modificación

Conclusion

The screenshot shows a web browser window with the URL <https://sites.google.com/view/webquestfamouspeoplebiography/conclusion>. The page title is "CONCLUSION". Below it, there's a section titled "Conclusion" with a pencil icon. To the right, there's a small portrait of a woman wearing sunglasses. A text block next to the portrait reads: "These two great characters give us an example on how to face the inequality among people without using the violence, they had a lot of struggles but they never give up and on the contrary they encourage to people to follow their dreams." At the bottom of the page, there's a navigation bar with red buttons labeled "Welcome", "Introduction", "Tasks", "Process", "Evaluation", and "Conclusion".

c. Important Celebrations

This webquest is focused on the students to know and value their cultural identity through celebrations and festivities of the country.

This activity takes a series of links related to activities such as: Cajamarca Carnival, Lord of the Miracles, Christmas and others.

The students will check the information through the online resources and give a solution to the raised question, ending with the big question: What other date, would you like to celebrate? Why?

This activity seeks to promote the cultural identity on students, at the same time it seeks to strengthen the English reading comprehension.

Available in:

<https://sites.google.com/view/importantcelebrationsbysc/>

Welcome:

The screenshot shows a web browser window with the URL <https://sites.google.com/view/importantcelebrationsbysc/>. The page title is "IMPORTANT CELEBRATIONS". On the left, there is a vertical navigation menu with buttons for "Welcome", "Introducción", "Tasks", "Process", "Evaluation", and "Conclusion". The "Welcome" button is highlighted. To the right of the menu, there is descriptive text: "Welcome: Important celebrations!!", "Description: you are going to learn about some important celebrations", "Grade Level: second grade high school", "Curriculum: Foreign Language", "Keywords: important celebrations", and "Author(s): Sandra Carpia". There is also a small profile picture of a woman. At the top of the page, there is a banner with the text "HOLIDAYS AND FESTIVALS" and images of people in traditional dress, a coconut, and flip-flops.

Introduction

The screenshot shows the "INTRODUCTION" section of the webquest. The page title is "INTRODUCTION". The left side features a large graphic of a hand pointing towards the word "Introduction". The right side contains text: "This site is focused on answering some questions about some famous celebrations, here you will have to find out some important information about these famous celebrations taking into account the use of present simple tense and the questions words." Below this text are four motivational statements: "Try to do the best of you.", "Get all the answers.", "You can do it!", and "Come on!". There is also a small profile picture of a woman. The banner at the top remains the same as in the previous screenshot.

Tasks

Webquest: Important celebrations X https://sites.google.com/view/importantcelebrationsbyc/tasks

Aplicaciones 15 La misión de los... Editando una pregunta Exclusive Interview Ross Lynch on Play... Ross Lynch recordó... Consecuencias de la...

TASKS



Read the questions carefully and then go to the websites given by the teacher and answer them on your notebook.

What festivals and holidays are celebrated in Peru?

What is your favorite holiday/festival in your country? Why?

What activities do Peruvians usually do in the Cajamarca Carnival?

Why is The Lord of Miracles celebrated in Peru?

How do you celebrate Christmas in your family?

Big Question:

If you have the chance to add a special date to the calendar, what would it be? Why?

Welcome Introduction Tasks Process Evaluation Conclusion

Process

Webquest: Important celebrations X https://sites.google.com/view/importantcelebrationsbyc/process

Aplicaciones 15 La misión de los... Editando una pregunta Exclusive Interview Ross Lynch on Play... Ross Lynch recordó... Consecuencias de la...

PROCESS



Use the links given below to answer them.

[Perú festivals](#)
[Perú festivals](#)
[Peruvians festivals](#)
[Cajamarca carnival](#)
[Cajamarca carnival](#)
[Lord of miracles](#)
[The Lord of miracles](#)
[Christmas and new year Peru](#)
[Christmas in Peru](#)

Welcome Introduction Tasks Process Evaluation Conclusion

Disfruta con la nueva versión de Google Sites, una forma sencilla de crear sitios web atractivos.

Crear un sitio web Notificar los traducidos

Evaluation

The screenshot shows a web browser window with the URL <https://sites.google.com/view/importantcelebrationsbyc/evaluation>. The page title is "Evaluation". Below the title, there is a graphic with three icons: a checkmark labeled "Good", a square labeled "OK", and a triangle labeled "Improve". To the right of the graphic, a text box states: "The evaluation process is carried out through the participation of each of the members of the work team." Below this text is a small photo of a woman wearing sunglasses. At the bottom of the page, there is a navigation bar with links: Welcome, Introduction, Tasks, Process, Evaluation, Conclusion, and a link to "Crear un sitio web".

Conclusión

The screenshot shows a web browser window with the URL <https://sites.google.com/view/importantcelebrationsbyc/conclusion>. The page title is "Conclusion". Below the title, there is a large word "Conclusion" with a pencil icon integrated into the letter "o". To the right of the word, a text box states: "Know the festivities of our country help us to value our cultural identity." Below this text is a small photo of a woman wearing sunglasses. At the bottom of the page, there is a navigation bar with links: Welcome, Introduction, Tasks, Process, Evaluation, Conclusion, and a link to "Crear un sitio web".

3.3.5. PEDAGOGICAL BASIS

“Teacher’s task is to make students learn by themselves, for that reason they will do numerous practical works of exploration. The facilitator teacher figure appears in front of the teacher who only transmits knowledge, established on power bases, social and political conscious.” (Fernandez Muñoz, 2004).

The teacher should develop a facilitator role, giving students the opportunity to learn directly, students should be the main actors in the teaching process, a teaching learning process more dynamic than the “static repository” of knowledge and learnings of the master lesson.

The teacher should provide students with tools and elements to build little by little their own learning, being students the main actors of their self-learning. So the teachers’ formation must have a global and integrative approach, taking into account different dimensions such as the didactic, methodological, psychological, investigative, curricular, etc.

Technology and information communication (TICs). When the three words are joined, it is about the technological advances that the informatics, the telecommunication and audiovisuals give us, they comprise the developments of the computers, internet telephones, the media, the multimedia application and the virtual reality.

Basically, these technologies give us technology tools for their process means of communication. (Marqués Graells, 2000)

In the English teaching, the teacher has used the new information and communication technology, as a direct knowledge purpose of the foreign language and the customs of different English spoken countries. Therefore the English teachers have always added resources to increase and catch students ‘motivation and attention, making students participants of the English language as the English customs through readings about costumes, songs , role plays etc., this kind of activities are usually performed in the classrooms of the foreign language.

3.3.6. BASIS AND APPROACH OF THE ENGLISH LANGUAGE TEACHING

ICTs have changed the way of teachers' teaching and the way on how students learn. These tools are commonly defined as global nets for the interchange of information and communication through communication technologies like computers and cellphones, their main function is to connect people, in this sense, their inclusion in the teaching is inserted in the policies of promoting digital literacy, which are searching for developing the competencies in exchanging knowledge.

The use of Information and communication Technologies is considered very important in order to get a meaningful learning in the today's students. ICTs has a lot of advantages for the classrooms, for example, incentivize the autonomous learning in the students; facilitate the learning, favoring the storage and simultaneous memorization of the information and allow to take advantage of the time in the classroom, because it is a pedagogical prefabricated material.

There is evidence that the ICTs help to acquire foreign languages promoting the collaborative work between teacher and students through an autonomous learning. (CLAVIJO; QUINTANA; QUINTERO, 2012).

3.3.7. MODEL PURPOSE

The purpose of this model id to give the necessary strategies to improve the English language domain on the second grade students of high school level at Santa Lucia high school in Ferreñafe.

A series of Web quests activities were elaborated, they are focused on improving the English Reading Comprehension, and however, it is necessary to remark that objectives will be gotten as long as the strategies should be seen as a complement of the developed topics in the lesson plans for students.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. First: to Identify English Reading Comprehension deficiencies, on the second grade students of Santa Lucia High School, it was applied a pre - test evaluation to identify the students' deficiencies to learn the Language. It was observed that students had previous knowledge, their grades were between 4 and 13, and only 4 students could pass the evaluation. The average obtained in the evaluation was 4, 62. The evaluation was divided in three levels: Literal, Inferential ad critical, being the critical one the most difficult for students.
2. Second: to establish a relationship between the ICTs Webquest and the improvement of the English Reading Comprehension. It was carried out a bibliographic review to identify the background to this research and to acknowledge the importance of ICTs use in the teaching – learning process of the English Language.
3. Third: to design a didactic proposal based on Webquest to optimize English Reading Comprehension. A set of Webquest based on a variety of interesting topics, according to the students' age was designed to encourage the reading of texts presented online. This tool can be used as a complement to improve the teaching-learning process.

RECOMMENDATIONS

1. To implement the didactic strategy based on ICTs by using the Webquest tool in order to motivate the students to read, taking as an advantage their active use of technology nowadays.

2. To train teachers to use ICTs tools in their daily pedagogical work, because it is proved in many research papers around the world that this can improve the teaching – learning process within the different areas of knowledge.

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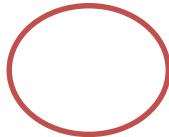
ANNEXES

ANNEX 01: PRE - TEST EVALUATION



COLEGIO NACIONAL "SANTA LUCIA"- FERREÑAFE
ENGLISH EVALUATION

READING EVALUATION



Student's name: _____

Grade : 2 H

PART I: LITERAL LEVEL 8 P.

I. Read the letter and underline the correct answer.

Dear Wendy,

Hi! I'm writing to invite you to my party next month. My birthday is on Wednesday 14th November, but I am having the party on Saturday 17th at 3 o' clock in the afternoon.

My mother is going to put lot of tables and chairs in the garden. We're going to play games and dance outside until 5 o'clock. We are going to have a purple pudding competition. The winner is going to win a great prize. My aunt Jane is making me a beautiful big birthday cake with ten candles on it.

My dad is going to decorate the garden with lots of colorful balloons. Guess what – Sheila is coming too! She can't wait to see you.

Well, I hope you can come to my party. Hope to see you then.

Love,

Belen

1. **The party is :**

- a) next week b) next month c) next Saturday

2. **The party is going to be at:**

- a) At 2:00 pm b) At 3:00 pm c) At 4:00 pm.

3. **The games are going to be in :**

- a) The garden b) the hall c) inside the house

4. **How old is she going to be :**

- a) 10 b) 14 c) 17

5. **The party is going to be decorated with :**

- a) balls b) balloons c) tables and chairs

6. **The person who is going to decorate the garden is :**

- a) Her father b) her mother c) her friend

7. **People are going to play games until**

- a) 3 o'clock b) 5 o'clock c) 8 o'clock

8. **The person who is going to make the cake is :**

- a) Wendy b) Jane c) Sheila

PART II: INFERENTIAL LEVEL 6 P

II. Answer the questions.

1. What is the letter about?

2. How does Belen feel about her party?

3. If Wendy doesn't go to Belen's party, how will Belen feel?

PART III CRITICAL LEVEL 6 P.

4. **What do you think about parties? Do you like to celebrate them? Why?**

5. Maria is a 14 year- old student, who wants to have her fifteen birthday party in three months but her parents do not have enough money to celebrate it. Maria is really annoyed about it, she does not understand her parent's economic situation. **What is your opinion about Maria's attitude? If you were Maria, what would you do if your parents didn't have enough money to celebrate your birthday party?**

