



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN,**  
**HUMANAS Y TEGNOLOGIAS**

**“LANGUAGE SCHOOL”**

**FINAL PROYECT:**

**OBSERVATION OF THE USE OF TECHNOLOGICAL TOOLS (SMART PHONE AND TABLET) IN READING COMPREHENSION OF THE ENGLISH LANGUAGE MONG STUDENTS IN 8<sup>TH</sup> GRADE BASIC EDUCATION GENERAL PARALLEL “ A” OF THE UNIDAD EDUCATIVA OF CAJABAMBA TOMAS OLEAS DURING THE PERIOD 2015 – 2016**

RESEARCH PROYECT PRESENTED AS REQUERIMENT TO OBTAIN A BACHELOR`S DEGREE AS: BACHELOR OF SCIENCE IN EDUCATION, LANGUAGE TEACHER; ENGLISH

**AUTHOR:**

Marcia Beatriz Quinde Shishingo

**TUTOR:**

Mgs. Elsa Basantes

**Riobamba – Ecuador**

**2016**

## CERTIFICATE OF THESIS DIRECTOR

**Mgs.**

Elsa Basantes


THESIS TUTOR AND TEACHER DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

### **CERTIFICA:**

The present work **OBSERVATION OF THE USE OF TECHNOLOGICAL TOOLS (SMART PHONE AND TABLET) IN READING COMPREHENSION OF THE ENGLISH LANGUAGE MONG STUDENTS IN 8TH GRADE BASIC EDUCATION GENERAL PARALLEL "A" OF THE UNIDAD EDUCATIVA OF CAJABAMBA TOMAS OLEAS DURING THE PERIOD 2015 – 2016.**

Authorship by Marcia Beatriz Quinde Shishingo, has been directed and reviewed throughout the research process, Complies with all the methodological requirements and the requirements required by the general rules for graduation; in this way I authorize the presentation of the same by its corresponding qualification.

Riobamba, noviembre de 2016



Mgs. Elsa Basantes  
**TUTOR**

**CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL**

Members of the Graduation Court of the title research project:

**“OBSERVATION OF THE USE OF TECHNOLOGICAL TOOLS (SMART PHONE AND TABLET) IN READING COMPREHENSION OF THE ENGLISH LANGUAGE MONG STUDENTS IN 8<sup>TH</sup> GRADE BASIC EDUCATION GENERAL PARALLEL “A” OF THE EDUCATION UNIT OF CAJABAMBA TOMAS OLEAS DURING THE PERIOD 2015 – 2016”.**

Submitted by Sra. **MARCIA BEATRIZ QUINDE SHISHINGO** and directed by the Mgs. **ELSA BASANTES**.

After hearing the oral defense and reviewing the final report of the research project for writing purposes of graduation, it was to be fulfilled of the requirements. It has been established the compliance of the observations made, Forward the present for use and custody in the library of the Faculty of Education Sciences, Humanities and Technologies of UNACH.

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**President of the Tribunal**

  
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*Lucy Pazmiño C.*  
**Member of the Tribunal**

  
.....  
FIRMA

*César Narváez V.*  
**Member of the Tribunal**

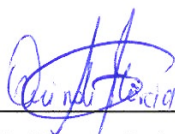
  
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FIRMA

## AUTHOR OF RESEARCH

The present investigative work, previous to obtaining the title of: Bachelor of Education, language teacher; English, is original and based on the process established by the Facultad de Ciencias de la Educacion, Humanas y Tegnologías.

**OBSERVATION OF THE USE OF TECHNOLOGICAL TOOLS (SMART PHONE AND TABLET) IN READING COMPREHENSION OF THE ENGLISH LANGUAGE MONG STUDENTS IN 8<sup>TH</sup> GRADE BASIC EDUCATION GENERAL PARALLEL “A” OF THE EDUCATION UNIT OF CAJABAMBA TOMAS OLEAS DURING THE PERIOD 2015 – 2016.**

The intellectual heritage of this thesis belongs to the National University of Chimborazo.



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Marcia Beatriz Quinde Shishingo  
0603661455

## **DEDICATION**

This work is mainly dedicated to God, for giving me life and allowing me to have reached this important moment of my professional training. To my mother, my father and my husband for being the most important pillars and for always showing their unconditional affections and supports regardless of our differences and opinions

## **AKNOWLEDGEMENTS**

First, I give infinitely thanks to God for giving me strength and courage to complete this stage of my life. I am especially grateful to the National University of Chimborazo and the Faculty of Education Sciences, Humanities and Technologies. To Mgs. Elsa Basantes for all the collaboration provided during the development of this project. I am also grateful for the trust and support given by my mother, father and husband, who have undoubtedly shown me love in the course of my life, correcting my faults and celebrating my triumphs.

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## RESUMEN

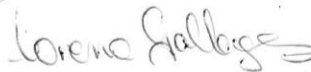
Esta investigación se realizó con el objetivo de determinar la influencia de las herramientas tecnológicas como la Tablet y el teléfono inteligente en la comprensión lectora del idioma inglés en los estudiantes de la Unidad Educativa Tomas Oleas. La metodología que se empleó es cualitativa, porque permitió mediante una guía de observación, observar el desenvolvimiento y las capacidades cognitivas de los estudiantes y la docente al momento de leer un texto. Es inductiva porque, a través de la aplicación de la guía de observación, se logró describir y analizar a los estudiantes y a la docente, sobre las formas del como ellos identifican las ideas principales y secundarias, sintetizan lecturas, identifican palabras claves, argumentan, reflexionan, reconocen personajes y establecen conclusiones. El nivel de investigación es: descriptiva, porque se observó a los estudiantes utilizar el teléfono y la Tablet en una clase de inglés, y es exploratoria porque, ayudó a identificar comportamientos y actitudes en los estudiantes, al momento de utilizar las herramientas tecnológicas. Se trabajó con 24 estudiantes del 8vo año paralelo “A” a quienes se les aplicó, una guía de observación. Con el análisis y la interpretación se comprueba los objetivos, porque se evidencia que las herramientas tecnológicas si influye en la lectura comprensiva del idioma inglés. Luego se encuentran las conclusiones que se obtuvieron con este trabajo investigativo y las respectivas recomendaciones con el ánimo de mejorar los procesos en el desarrollo de la comprensión lectora, mostrando actividades prácticas que permita a los estudiantes mejorar el desarrollo de la comprensión de un texto.

## SUMMARY

This research was conducted with the aim of determining the influence of technological tools such as the Tablet and the smart phone in the reading comprehension of the English language in the students of the Unidad Educativa Tomas Oieas. The methodology used was qualitative, because it allowed, through an observation guide. To observe the development and the cognitive capacities of the students and the teacher when reading a text. It is inductive because, through the application of the observation guide, it was possible to describe and analyze the students and the teacher; the ways in which they identify the main and secondary ideas, synthesize readings, identify key words, argue, reflect, recognize characters and draw conclusions. The level of research is: descriptive because students were observed to use the phone and Tablet in English classes and it is exploratory because it helped to identify behaviors and attitudes in students when using the technological tools. I worked with 24 students from the 8th level, section "A" to whom an observation guide was applied. With the analysis and interpretation, the objectives are checked, because it is evident that the technological tools do influence the comprehension of the English language. Then, we find the conclusions that were obtained with this research work and the respective recommendations with the aim of improving the processes in the development of reading comprehension, showing practical activities that allow students to improve the development of the comprehension of a text.



Reviewed by: Gallegos, Lorena  
Language Center Teacher



## INTRODUCTION

This work aims to contribute to the development of reading comprehension of students in the eighth year of Basic Education of the Unidad Educativa "Tomas Oleas" by using the Tablet and smartphone.

The English is of fundamental importance to universal level, either for people who speak English as a native language or for people who dominate the language as a second language.

The students should develop the four English language skills such as speaking for a dialogue between two people, listening to understand the conversation and reading to understand a text.

This research was carried out with the purpose of seeing how the teacher works with the students who have an smartphone or tablet, to describe if they give a good use when downloading texts and to see if 8th year students can analyze, understand, argue, infer, differentiate, main and secondary ideas and draw conclusions about reading.

This research is divided into V chapters;

**Chapter I:** Problematization, exposes the problem statement, formulation of the problem, objectives, justification, importance of this research and the purpose of the study.

**Chapter II:** Theoretical framework, where we find, background, theoretical foundation, definition of basic terms.

**Chapter III:** It has dealt with the method of study, type of research, research design, population and sample, techniques and data collection instruments, techniques for the analysis and interpretation of results.

**Chapter IV:** It contemplates the analysis and interpretation of the results of the guide of observation.

**Chapter V:** Conclusions and recommendations according detailed pictures obtained, it exists more bibliographies and showing all sources.

## **CHAPTER I**

### **1. REFERENCE FRAMEWORK**

#### **1.1. THE PROBLEM OF RESEARCH**

The interest in conducting research on the difficulties in reading comprehension in students of 8th grade General Education Basic Parallel "A" of the Unidad Educativa Tomas Oleas of Cajabamba, is because exists an incomprehension of reading the English language such as: Extract main and secondary ideas, identify characters, argue and draw conclusions from the students, students have not developed their cognitive strategies at the time of reading a reading in the English language. This problem is due to a traditional teaching and the lack of using some kind of technological tools on the part of the teacher, causing in the students boredom and lack of interest in learning English.

#### **1.2. PROBLEMATIZATION**

Unidad Educativa Tomas Oleas is located in the canton of Colta, belonging to the parish of Cajabamba, is a fiscal institution, with 66 teachers in different specialties, with 980 students enrolled, regular physical infrastructure and technological resources.

In general, teachers in all areas, except sometimes the language area, mistakenly assume that their students "read"; and they do nothing to improve the reading skills. The consequences are serious; many students during their training, they lose a great opportunity to have training capabilities and competences that reading comprehension; It is so the poor reading comprehension is presented also in the area of English with students of 8th grade Basic Education General Parallel "A" of the Unidad Educativa Tomas Oleas of Cajabamba. There are teachers and students who use phones and sometimes Tablet as a means of communication, but do not use them as teaching tools inside their classrooms. These technological tools are currently teaching means in a motivating way, Where by giving good use students awaken in their minds a constructivist learning, Strategic and interactive.

Using the smartphone or Tablet are as motivating tools; The students do not dominate the reading comprehensively of a text. In this way it is intended to describe the ways in which, they extract the main and secondary ideas and they argue conclude, analyze, recognize characters and draw conclusions.

This project is aimed at 24 students with possible deficiencies in reading comprehension, but with the use of technological tools, it is intended to generate an interest in learning the English language.

### **1.3. QUESTIONS GUIDERLINES**

Does the use of smartphone and Tablet improve reading comprehension of English language students in 8<sup>th</sup> “A”?

How will affect the smartphone and tablet in reading comprehension of English language students in 8<sup>th</sup> “A”?

With the use of smartphone and Tablet improve the academic performance of students?

### **1.4. OBJECTIVES**

#### **1.4.1. General objective**

To observe the use of technological tools (smart and Tablet phone) through its application in the classroom, and identify its impact on reading comprehension of the English language in the 8th year of Basic General Education Parallel "A" of the Unidad Educativa Tomas Oleas Cajabamba during the period 2015- 2016.

#### **1.4.2 Specific objectives**

- a) Evaluate the use of smartphone and tablet by observing students to describe their appreciation of acceptance or rejection of technological tools.
- b) Analyze the effects of technological tools by observing a class, to conclude on its impact on reading comprehension of English.

c) Confirm that the proper use of smartphone and tablet serve as the technological tools that can improve reading comprehension.

## **1.5 JUSTIFICATION**

This research is important because the use of technological tools Tablet and smartphone allows a good reading comprehension and it is not well handled when use technological tools as smartphone and tablets. They learn to learn "understanding" in an ever-ascending process of personal training through successive learning, illuminated significance.

This research corresponds to a need for improving the quality of education, because as teachers we are obligated to contribute to the search for solutions for educational problems. Significantly, the reading comprehension in English is based on the correct use of the tablet and smartphone by the teacher and students, thus creating different cognitive strategies to motivate students, with an adequate management of reading ability, students were able to develop constructivist, interactive and strategic activity before, during and after reading.

The direct beneficiaries of the research process were students, children in the 8th grade Basic Education General Parallel "A" of the Unidad Educativa Tomas Oleas of Cajabamba Parish; as well as the teaching of the English language.

The results of the research greatly help English teachers to develop their practice in a scientific and professional way in how to apply technological resources in teaching-learning English.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND OF INVESTIGATIONS REGARDING THE PROBLEM.**

The principal aspect, for the doing of this research work was to observe the problems in reading comprehension of English through the use of the Tablet and the smartphone in the classroom. For that reason, a search was conducted at the library's archives of the Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo.

There were some investigations that were conducted similar to this current topic.

“Observe the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015 - February 2016”, whose author of this research is Sandra Paulina Salazar Quilligana. This research shows that, most of the students could not understand when the teacher was speaking in English, due to the fact that they have a low English proficiency level, most of the students were unable to pronounce the words in English due to their unfamiliarity with this foreign language, students lacked vocabulary and showed lack of interest in the class.

It is at Unidad Educativa Tomas Oleas where the research project was conducted. Since there exists no earlier research with regard to observing of use of tablet or smartphone en the reading comprehension, therefore this work is the first to be done in this institution.

#### **2.2. THEORETICAL FOUNDATIONS**

##### **2.2.1. Use of technological tools**

Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning,



technology infuses classrooms with digital learning tools, such as computers and hand held devices; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; and better utilizing teacher time. (Education, 2013)

### **2.2.2. Technological tools**

#### **Definitions**

The technological tools, like any other tool, are designed to facilitate work and allow resources to be efficiently applied exchanging information and knowledge within and outside organizations.

The technological tools are those electronic devices or programs that help us facilitate the work.

The technology, meanwhile, refers to the theories and techniques that enable the practical use of scientific knowledge.

### **2.2.3. Technological resources in education**

A technological resource, therefore, is a medium that uses the technology to fulfill their purpose. Technological resources may be tangible (like a computer, printer or other machine) or intangible (a system, a virtual application).

Intangible assets, also called transverse, we must stress that are essential to carry out the development of existing systems. Hence under that category both the staff responsible

to undertake what are the technical processes and users who make use of various computer systems, among others are subsumed.

Today, technological resources are an essential part of businesses or households. It is that technology has become a key ally to perform all kinds of tasks.

Among the applications that currently have the technological resources that highlight the use they are given in the educational field. Hence, there are centers that exist called TIC, Centers of Information Technology and Communication (Merino, 2013)

### **Advantages**

These technological resources offered within the educational field. However, among them the fact that gives dynamism when teaching different subjects would stand out and also greatly facilitate the learning of students. And it is that students have at their disposal a wide variety of texts, videos and audiovisual archives that help them understand and assimilate the different subjects.

In the same way, they get to learn a lot more attractive, fun and practical way. It is resulting therefore in an unquestionable improvement in their academic performance.

### **Disadvantages**

That some people blame technology when applying them and use them in schools, colleges and university resources, it is that sometimes occur failures and errors that prevent classes can be developed in the usual way.

A company with modern computers, access to high speed Internet, internal computer networks, smartphones and MFPs will be able to compete successfully in the market, beyond the characteristics of their products or services features.

Technological resources help develop the daily operations of the company, from production to marketing, through internal and external communications and any other facet.

At home, technological resources can be useful for those who have to perform academic tasks or for those who want to work in a virtual office or remotely. No large investments are required to have basic technological resources as a computer with Internet access, for example. A greater investment, greater possibility of acquiring art resources and better quality. (Merino, 2013)

#### **2.2.4. The tablet**

A tablet computer, commonly shortened to tablet, is a thin, flat mobile computer with a touchscreen display, which is usually in color, processing circuitry, and a rechargeable battery in a single device. Tablets often come equipped with sensors, including digital cameras, a microphone, and an accelerometer, so that images on screens are always displayed upright. (Editors Dictionary.com, 2010).

#### **2.2.5. The importance and uses of tablets in education**

The tablets are ready for education as they are the best way to show textbooks , They are can offer enhanced e books features images , video , audio , and these elements are impossible to include in print or in a standard e book .

The tablets are very important to the students as they improve collaboration, developing IT skills, publishing, sharing and searching for information, creativity, flexibility in terms of space and time, and motivation in their studies.

The teachers can find a unique teaching approach by the tablets, visual quality of teaching material, and the teachers can evaluate the students by using IT skills. (Soffar, The importance and uses of Tablets in education, 2016)

## **Utilities**

- Reading eBooks
- Offline reading of web pages (p. Example, with the Opera browser).
- Reading comics
- Consultation and document editing office suites
- Web browsing (via Wi-Fi, USB or internal 3G).
- Phone calls, if 3G, replacing the mobile phone; It is often used hands free bluetooth
- GPS
- Playing music
- Viewing videos and films, loaded from the internal memory, memory or USB or Wi Drive hard drive and mini-HDMI output.
- Photographic and video camera HD
- Videoconferencing (Otg, 2015)

Using the tablets is easy, they will change teaching organization, they will have a positive impact on learning in a number of disciplines, and they offer different kinds of knowledge and resources. (Soffar, The importance and uses of Tablets in education, 2016)

## **Advantages**

- Ease of use in environments where a keyboard and mouse, as in bed, standing, or handling with one hand is difficult.
- Its light weight. Lower power models can function similarly to reading devices such as Amazon Kindle manner.
- The touch environment makes in certain contexts such as image manipulation, music or games-work easier than using a keyboard and mouse.
- Facilitates making digital drawings and image editing because it is more precise and intuitive than painting or drawing with the mouse.
- Facilitates and streamlines the ability to add mathematical symbols, diagrams and symbols.
- Allows (with appropriate software) interaction with different keyboards regardless of location.

- For some users it more interactive and enjoyable to use a pencil, pen or finger to point and click on the screen instead of using a mouse or touchpad.
- The battery life is much greater than that of a laptop.

### **Disadvantages**

- **Top Price.** Due to the complexity of the screen (rotation mechanism and touch technology), a tablet will be more expensive than a laptop with similar hardware specifications. On the other hand, a convertible notebook tablet can cost more than a conventional laptop, although it is predicted to fall in the price of convertible already being implemented since 2014, when the convertible tablets have Popular begun to do.
- **Speed of interaction.** The handwriting on the screen, or write on a virtual keyboard can be significantly slower than typing speed on a conventional keyboard, which can reach up to 50 to 150 words per minute. However, technologies such as, and other similar make an effort to reduce this difference. Some devices also support external keyboards (for example: the iPad can accept USB and Bluetooth keyboards via the Camera Connection Kit).
- **Comfort (ergonomics).** A tablet does not offer room for wrist rest (although some software tries to remedy this by a technology known as palm rejection, which causes no reaction to the touch of the palm of the hand over the screen, and therefore can support the hand when using a stylus). In addition, the user will have to move your arm constantly while writing.
- **Lower capacity video.** Most tablets are equipped with embedded graphics processors instead of video cards. In July 2010, the only tablet with video card was the HP Touch Smart tm2t, which is available for the ATI Mobility Radeon HD5450 as an optional addition.
- The sale of personal tablets has grown little since 2001 to date.
- **Risk on the screen.** Displays tablets handled than those of conventional portable, however, many are made similarly. Moreover, since the displays also serve as interaction devices, they are at greater risk of damage due to shock and misuse.
- **Risk hinge.** The hinge of a convertible laptop tablet usually needs to rotate on two axes, unlike the screen of a normal laptop, which increases the chances of

mechanical or electrical failure (power cables and video, Wi-Fi antennas integrated, etc.) (Magazine, 2010)

## **2.2.6. Smartphone**

### **Definition**

According to (Andrew Nusca (August 20, 2009). smart phones are characterized as phones that can easily take you from one place to another because of their small size. You can make and answer calls and is also useful to write and receive text messages, play music and videos; all kinds of games travel through a GPS, taking pictures. Smart phones can be easily connected to the Internet via WIFI. The screens always well by touch accessing your virtual keyboard to any type of activity such as writing words and numbers.

### **What is a smartphone?**

"It is an electronic device that works like a cell phone with the features of a personal computer."

### **Advantages of having Smartphone**

1. Save time by checking an email.
2. Chat with friends.
3. The smartphone allows online operations.
4. All information is stored in the same cell.

### **Disadvantages of having a smartphone**

1. Can producer's dependence impression of not being more than 10 minutes without using it
2. Applies much personal information in your photos, accounts, applications.
3. How to draw attention to the student is to use the smartphone as it will be fixed in your smart phone more than you

4. Has more capacity to store knowledge.

When using the tablet they are very delicate to use or charge your battery.

5. You can do the impossible in order to obtain

### **Utilities of smartphone**

- It is possible to create and edit Microsoft Office documents - or at least view the files.
- Allow you to download applications, such as personal or business assistants.
- Allow edit photos, GPS control, and create a playlist of digital music.
- Send and receive text messages.
- Can access the Web at high speeds.
- Send and receive messages by email (What is smstrphone, 2016)

### **2.2.7. Reading comprehension**

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences (Adams, (1994).)

### **2.2.8. Importance of Reading Comprehension**

From small we are used to receiving different stimuli to develop our intellect and to learn to overcome various difficulties, recalling for example those Didactic Games in which we learn to distinguish shapes and colors beginning to develop our cognitive abilities and forming our intellect and basic knowledge.

Later comes early education where these concepts are reinforced and is in basic primary education where we begin to develop our skills of reading and writing (which is often be called as literacy) and begin to have more interaction with the world, especially when Literature.

Urely many of us have gone through the school work in which we were assigned the reading of a story, regardless of its size, and we did some questions about the main characters, a brief summary of the argument or some probing questions on the details of important facts they were detailed in the narrative.

This work aims to develop our Reading Comprehension, which is basically evaluating how we have interpreted or understood of a narrative in particular by removing what is referred to as the Main Ideas that mark just the essence of what we have read, besides giving place the main concepts that empty into the content of the story or the text we have analyzed.

Reading Comprehension is then the basis of the interpretation of a text, regardless of its size, applied not only at the time of the reading, but also when we need to study and incorporate new knowledge, being an exercise we do even constantly and automated when we read something and pass on to another person, spreading the message and content.

It is also important to know the Reading Comprehension by a recipient of a message to know even if the Issuer has written correctly, if you tried to say has been interpreted correctly and if the response is expected. (Vaca, 2012)(Importance of Reading Comprehension 2010)

### **2.2.9. Process of reading comprehension**

To approach the concept of reading comprehension should know what are the necessary components and steps are to achieve it therefore we must remember first: What is reading? "It is understood by reading the ability to understand a written text" (Adam and Star, 1982). Reading is above all, establish a dialogue with the author, understand their thoughts, discover their purpose, ask questions and try to find the answers in the text.



Also the reading activity was reduced to teachers to make literal questions about the content of a text, believing that it managed to assimilate students reading. Consequently, it is not allowed to children clashed text using their reading skills, inference, and critical analysis, which led later that teachers consider that asking questions was a way to evaluate that teaching to understand .

The material presented below is a brief reflection on the reading comprehension strategies; also it discussed about aspects that have to do directly with the teaching and learning process and different strategies as metacognition, motivation and self-regulated learning, all this in terms of achieving an efficient and meaningful student learning. The intent of this paper is not to prescribe certain ways of teaching to enhance learning of our students, although, suggest and share another perspective that aims to rethink the teaching practice based on the contributions of metacognition and strategic thinking

#### **2.2.10. Strategies to Teach Students Text Comprehension**

According to the article published by the website (Texas Educational Agency. (2002). Comprehension Instruction, 9-12.), said that strategies to understand and allow students to become active readers, able to develop their own reading comprehension. There are six strategies to develop reading comprehension:

##### **Metacognition**

Metacognition can be defined as "thinking about thinking." This wants to tell us that allow us to self-regulate, transform and produce knowledge for better learning. Reading addicts have experience in understanding reading, because they use their own metacognitive skills and manage to take control of your reading. Before you start reading a purpose always they arise, while during reading will analyzing and structuring of reasoned ideas. And after reading what you know confirm they understood reading.

##### **Organize**

Graphic organizers clarifies concepts, and to establish relationships between concepts of a text. Graphic organizers are: maps, diagrams, graphs, tables, frames.

Graphic organizers are a material that reinforces students read and understand the textbooks and picture books.

**Graphic organizers allow:**

- Cooperates students text as they read is based on the organization.
- Give students a set of tools that can be used to investigate and show relationships in a text.
- To help students perform well structured text synthesis.

**Answering questions**

**Questions can be efficient because:**

Give students a purpose for reading.

Motivate students to reason in an efficient manner.

Sets content relationships the way they understood what they already knew

**Generating questions**

Through the formulation of questions, students decide if they can answer questions and if they understand what they are reading. Students deepen by the approach of questions being based on their social environment.

**Recognizing story structure**

Students are able to recognize (characters, setting, events, problems, resolution). That is failing to recognize story structure allowing for increased recruitment of students.

**Summarizing**

The summary is able to develop certain skills as analysis, argument, and conclusion and to write in their own words. The summary allows students the following:

- Identify main ideas or produce
- Recognize the central words of a text
- Discard unnecessary information
- To remember what they read (Adler, 2007)

### **2.2.11. Difficulties in reading comprehension**

The challenges are different, and then you can specify when a child will have difficulty in grasping the meaning of texts when you have:

- Deficiencies in decoding.
- Shortage vocabulary.
- Shortage of previous knowledge
- Memory problems. (Saturation)
- Lack of reading strategies. (Areiza, 2000)

### **2.2.12. Understanding evaluation.**

Conception of learning assessment. Evaluation in schools whose fundamental purpose is to improve the process and learning outcomes. In this regard it must be made permanently so that the potentialities, strengths, gaps or difficulties, in order to timely intervention to overcome them know where they are. In this regard, it said evaluation prevents failure happens.

"It is also important to clarify that the assessment is much broader than the examination or measurement of which is ultimately better for the interpretation of the results concept. Do not confuse the evaluation with a simple adjective. The evaluation tells us how it is developing the learning process, and if the results are as expected or not". (Catala, 2001)

### **2.2.13. Reading comprehension activities**

On this page reading comprehension exercises, which will allow us, especially which students are able to understand the fundamental parts of a single text and answer a series of questions on the text will be placed.

For the successful completion of these exercises, we recommend you to pay maximum attention to what you are doing, because we cannot forget that thanks to reading comprehension can understand what we read and, thus, answer correctly to questions we do on tests.

**Assessment and reading rates.** Any reading in general should be cause for evaluation if we want to meet the purposes of each. However, we cannot evaluate exactly the same way to all types of reading. Sometimes we read by simple entertainment, unhurried, no pressure of any kind; we do it for the sheer pleasure of it. Instead, at other times, we read because we need to fulfill any task at hand, do research, and solve any situation.

Therefore, when evaluating us need to know what type of reading is being made to apply the most suitable techniques for each.

Distinguishes two types of reading that we assume here because differentiate evaluation forms previously alluded. The Spanish scholar speaks of extensive reading and intensive. Understood as the first free reading and entertainment; and the second, like reading or study carried out in the school in relation to the expected learning in the curriculum. The evaluation in each case has different characteristics. In this study we will refer to the evaluation of intensive reading, but also give you some general ideas on the evaluation of extensive reading. (Cassany: 2001, p.122)

**Evaluation of extensive reading.** Extensive reading is that which is done on its own initiative, because there is interest in doing so or for pure entertainment. The purpose of this kind of reading is primarily attitudinal, and aims to promote the habit of reading. In this sense, it enjoys full freedom for students who are selected texts they want to read.

Daniel Cassany links to extensive reading literary texts and wide-ranging, are novel, short story or poetry. In our opinion, we would add all those texts that encourage a natural reading and they are freely chosen by students according to their interests. They could include, for example, treatises gastronomy, self-help texts, biographies, articles science fiction, detective stories, among others, high child and youth acceptance.

**Evaluation of intensive reading.** Intensive reading refers to the texts to be read in school, they are part of the learning provided in the curriculum. That's why some call reading study. Intensive reading texts include functional character: records, recipes, guides, crafts, news, announcements, and articles, among others.

How to evaluate reading comprehension levels?, the usual practice of reading usually was to present a text accompanied by a questionnaire that students should solve, assuming that making the understanding of the text read ensured. This is not always true, and then answer a question of literal type "properly" does not require much effort, but can simply go to the text to find the required data.

**Indicators for assessing the lite level.** The literal level refers to identifying information that is explicit in the text, the location of specific data or establishing simple relations between different parts of the text. There is a literal understanding, for example, when settings, characters, dates or find the explicit causes of a phenomenon is located.

The literal understanding does not require much effort, because information is at our disposal and only need collating the question text to find the answers. In the literal understanding basic cognitive processes involved and identification or basic levels of discrimination.

Example of indicators to evaluate the literal understanding:

- Locates the characters
- identifies examples
- Discriminates explicit causes of a phenomenon
- Relate all its parts Identifies scenarios

**Indicators to evaluate the inferential level.** The inferential level occurs when the student is able to obtain new information from the explicit text data. This information can refer to the subject, relevant and complementary ideas, and teachings or to conclusions. The student infers when he is able to explain the ambiguities, the double meaning, the hidden message or ironies. Inferential level by the communicative purpose is determined and complex relationships between two or more texts are set.

#### **2.2.14. Reading comprehension levels**

Reading comprehension occurs at different levels of depth because readers capture differently. Hence, it is important, in those building reading comprehension strategies, the level at which you arrive at each reading made known.

The concept of understanding refers to understand, justify or contain something. Understanding is the ability or cunning to achieve an understanding of things. It is known as "reading comprehension" the development of meaning through the acquisition of the most important ideas of a text and the possibility of establishing links between these and other ideas previously acquired. It is possible to understand a text literally (focusing on those data presented explicitly), critical (with informed judgments on the values of text) or inferential (reading and understanding between lines), among others.

Factors that influence reading comprehension from are: the reader, reading itself, the knowledge that the person has in advance and forms that you use to perform that action. (Sánchez Carlessi, 1984)

### **2.3. DEFINITIONS OF BASIC TERMS.**

**Technological tools.** Have aims to carry out activities. Currently there are many technological tools, which are useful in education, by teachers and students. Theological tools work as didactic materials that facilitate the teacher to improve their educational methodology.

**Technology.** - Technology are technological advances, which allow improving and developing the knowledge of society, leading to the advancement and progress of a people.

**Mobile phone.** - The phone is a great utility for sending and receiving messages. Also serves to communicate with two or more people all universes.

**Understanding.-** It is based on reason, In which follows The processes to understand the meaning of something. That is, to produce new ideas, is based on existing knowledge to produce other knowledge based on reason.

**Comprehensive reading.** Comprehensive reading entails interpreting and understanding texts, allowing the reader to reason the message, and then giving constructive ideas about what is read.

**Reading.** Reading is an activity that allows us to decipher ideas to understand a text, mainly to improve our personal knowledge. Also helps us to think and acquire knowledge. It also develops our mental capacity, and helps us think clearly about the analysis of the text.

**Education.-** Education allows accumulate certain knowledge and values, allowing the individual to have an integral formation, but to get to this type of education, needs guidance from teachers and their own self-education

**Lexical Reading.** - Reading words or phrases acquire in language learning and teaching methodology.

## CAPITULO III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 METHODS

The present research for the proposed objectives is characterized by being: qualitative and inductive.

**Qualitative:** The method allowed, through an observation guide, to observe the development and cognitive abilities of the students and the teacher when reading a text, using the Tablet or smart phone.

**Inductive:** Through the application of the guide of observation, it was possible to describe and analyze each of the students on the forms of how they identify main ideas and secondary, synthesize readings, identify key words, argue, reflect, and so on.



### 3.2. DESIGN OF THE RESEARCH

It is a qualitative approach

OBJECTIVE SPECIFIC	GOING TO DO	INSTRUMENTS TO BE CARRIED OUT	WHO	WHEN	WHERE
Evaluate the use of smartphone and tablet by observing students to describe their appreciation of acceptance or rejection of technological tools.	Observe development and cognitive abilities	Observation guide	Was applied to students Parallel 8th year "A"	In the first week of June 2016	In the Education Unit Tomas Oleas of Cajabamba.
Analyze the effects of technological tools by observing a class, to conclude on its impact on reading comprehension of English.	- Observation of a class - Describe and analyze to students	Observation guide	To students of del 8th year Parallel "A"	In the first week of June 2016	In the classroom 8th“A” Education Unit Tomas Oleas of Cajabamba
Confirm that the proper use of smartphone and tablet serve as the technological tools that can improve reading comprehension	Give suggestion and conclude on acceptance of the tablet and smartphone.	Observation guide	A students 8th year Parallel "A"	In the first week of June 2016	In the Education Unit Tomas Oleas of Cajabamba

### **3.3. LEVEL OF RESEARCH**

**Descriptive:** Focused on observing different ways of understanding students' reading such as: Identify main ideas and secondary, synthesize readings, identify key words, argue, reflect, etc.

**Exploratory:** Helped to identify behaviors and attitudes in students, when using the technological tools (Tablet or smart phone).

### **3.4. POPULATION AND SAMPLE**

The population consists of 24 students and one teacher of the Unidad Educativa Tomas Oleas, who are attending the 8th year E.G.B Parallel "A". No formulas were applied to determine the sample, since it is a small population of 24 students.

### **3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

#### **3.5.1 Techniques**

**For data collection, the following techniques were used:**

**Observation:** Based on the observation guide, it allowed to describe directly, the different strategies that students apply at the moment to understand comprehensive reading; it was also possible to identify students' attitudes and behavior regarding the use of smartphones and Tablet.

**Documentary analysis:** This research was complemented by information gathered from secondary sources. Because based on the analysis of the information collected in texts, magazines, internet could be elaborated the theoretical foundation.

### **3.5.2 Instruments**

**For data collection was used:**

**Observation Guide:** Applied to students to analyze and check the impact of technological tools in learning reading comprehension.

### **3.6. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION**

The information was collected on the basis of the observation guide and documents; and are processed on the based of the following logical techniques.

#### **3.6.1 Techniques for processing**

**Inductive:** Allowed to classify and summarize the most essential information.

**Documental:** Analysis Results were subjected to analysis to see if the results meet the objectives.

#### **3.6.2 Data interpretation**

The following research process was developed as follows:

- Collect data
- Analysis and interpretation of data
- Conclusion and recommendations

## **CHAPTER IV**

### **4. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDES**

This observation was carried out at Unidad Educativa Tomas Oleas during the academic period 2015 - 2016. The objective was to observe and analyze the forms of reading comprehension, in the students of 8<sup>th</sup> years.

During of the development of this research, two variables were used to gather information: The "use of smart phone and tablet" and "reading comprehension". The main sources to gather information were internet and books. These sources were useful to advance this thesis. Besides to obtain information and clear ideas about the topic, the observation guides.

The observation guide was applied in two weeks, June 8, 2016 and June 15, 2016. Principally the students and teacher collaborated to bring this research work successfully.

Finally, the observation guide was carefully analyzed. This technique helped analyze and describe ways of understanding readings in English.

#### **4.1. DESCRIPTION OF HOW TEACHER DEVELOPS USING THE TABLET OR INTELLIGENT PHONE WITH YOUR STUDENTS.**

##### **4.1.1. Analysis and description of observation guide**

###### **FIRST WEEK**

The teacher in the first week used the technological tools without previous planning, so he could not achieve with the proposed objectives of the class as: Analyze reading, get main and secondary ideas with students. She did not know to propose strategies to work, since the devices were not used in a suitable way in the class, because he did not

count with the necessary time for their students. Conclude that the class was not satisfactorily fulfilled with the objectives proposed by the teacher.

## **SECOND WEEK**

During the second week, a better development of the documentation was observed when imparting its classes using the devices, where most of the students felt motivated and active participating in class. Also the teacher proposes activities using different strategies so that they can understand readings with the use of the tablet or smart phone; Observing for the most part students, an acceptable development At the time of extracting main and secondary ideas, analyze readings recognize character, argue, synthesize and give conclusions of a reading.

### **4.2. DESCRIPTION OF HOW STUDENTS DEVELOPS USING THE TABLET OR INTELLIGENT PHONE WITH YOUR STUDENTS.**

#### **4.2.1. Analysis and description of observation guide**

An observation guide is used to describe and analyze the strategies used to understand a text in the learning of English in the classroom. The instrument had eleven items. The observation was realized out with twelve students for two weeks of the month of June 2015 - 2016.

## **FIRST WEEK**

### **Observed to twelve students on June 8, 2016**

**Student 1.** During the classes she could not understand when the teacher spoke in English. Also she asked her teacher to explain things to her only in Spanish. She had problem to read texts through use of the tablet. She doubted and was afraid to give arguments about reading because he was embarrassed. She had problems to identify the main ideas. She showed interest in identifying the characters in the reading.

**Student 2.** He had a bad behavior and bothered in class. When the teacher asked questions, he could not answer. Neither could identify the characters of the reading: "The train of life". He was also embarrassed at the time to give arguments about reading and avoided the teacher's questions. Besides, showed a lack of interest during the class. He could only read by using the phone.

**Student 3.** He sometimes understood reading. This student asked some questions when he was confused at the time of getting the main and secondary ideas. Also, he always identified keywords. He never felt nervous at the moment of giving a reflection on the reading. Moreover, he did not demonstrate a lack of vocabulary because he was clear about the vocabulary of the words in the text. Demonstrated interest during class, because he handles the phone all the time

**Student 4.** The student never understood the teacher. When the teacher asked him to read and identify the main ideas, rather the student was annoyed because he could not handle the phone. He could not really read well in English because he was indifferent to the class. When he went to the blackboard, he could not write the main part of the reading requested by the teacher. He showed a lack of interest in learning because he was talking and laughing in class.

**Student 5.** When the teacher asked her to read a paragraph on her phone, she could not understand what the teacher spoke in English. The teacher had to use Spanish to explain. Then he knew how to understand it, and he began to read the requested paragraph. Dominated basic words that made it easier to summarize the reading clearly. Moreover, he showed interest in the class, as he asked questions to understand his learning.

**Student 6.** The student, for the most part, understood the teacher when explaining and giving some instructions on how to work in the classroom. While that his reading was good and clear. She was able to give arguments and conclusions from reading, sometimes she was nervous. She did not show any lack of vocabulary in the jobs she did. Moreover He never showed a lack of interest because he participated in class all the time. He tried to use the device all the time.

**Student 7.** During the observation period, the student understood the teacher, because she knew basic words. Sometimes she could reflect on reading with the help of the teacher. She was not nervous or afraid to express something in English, because the teacher had motivated her. When the teacher asked her to give a conclusion written in his notebook she used a dictionary to understand some words of reading. She never showed a lack of interest in learning, since she liked reading through the smartphone in the classroom and made a great effort to understand all the instructions the teacher gave her. She was always focused on identifying the characters in the reading.

**Student 8.** The student was motivated to know that in the class will be used phones and tablets, paid attention during the explanation, about the methodological strategies to be applied throughout the class. When he asked her to read a small paragraph of the reading, the student surprised the teacher giving a thought. Her pronunciation was good; she liked to cooperate with the teacher to repeat the key words. He expressed interest in understanding reading and asked questions to reinforce his knowledge. Since was motivated by her cell phone.

**Student 9.** The student only sometimes understood the teacher when he spoke in Spanish. Then the student asks questions to get a clear idea of the subject. When the teacher asked him to draw conclusions about the subject read, the student could only utter a few basic words. During the reading he was nervous. He was obviously moreover; In addition, he misused the smartphone. Showed a lack of interest in the class.

**Students 10.** The student regularly understood the teacher when speaking English. Then the student had questions to get a clear idea of the subject. When the teacher asked him to establish a reflection on the subject read, the student could express his idea not very clear. During reading was motivated by using smart phone. He showed interest in the class.

**Students 11.** This student could always fully understand reading. Moreover, it always gives conclusions and arguments. His level of English is good and he was never nervous or afraid to make a mistake. He participated in class all the time and used the necessary

times the smartphone. He showed interest and cooperated with the teacher throughout the reading process.

**Students 12.** This student spent the time chatting on Facebook with his cell phone, sitting in the back of the class. The teacher scolded him but he always showed a rebellious attitude for that reason the teacher insisted that he pay attention in class. He never answered the teacher's questions. He showed lack of vocabulary and lack of interest in learning.

## **SECOND WEEK**

### **Observed to twelve students on June 15, 2016**

**Students 13.** She seemed unable to read or understand the reading on the tablet. She asked for a brief explanation over and over, and the teacher gave her many strategies on how to identify main and secondary ideas, identify key words, identify characters, brainstorm, and summarize reading clearly. After that, participated a couple of times in class and her understanding was regular. She became nervous when the teacher asked her to improve her reading. But she showed interest in improving her understanding as she was motivated to use the tablet.

**Students 14.** The student could understand only part of the reading as: identify main characters and ideas. She suggested looking for graphs on the phone, linking them to reading and getting a better understanding. She could not draw conclusions and the teacher helped him with vocabularies of the unknown words, surpassing his capacity of reasoning to give a conclusion. She showed interest in class by participating in class activities. Although always used the telephone as a source of consultation to improve his vocabulary.

**Students 15.** This student was more creative, looked for another reading on his tablet and introduced the teacher. This student worked with his reading consulted and managed to meet all the cognitive parameters proposed by the teacher such as: read well, Identify main and secondary ideas, synthesize reading, identify the characters, give reflections and establish conclusions.



**Students 16.** The student participated in class activities at all times. Although he only understood sometimes when the teacher spoke, he made a great effort to understand some words. He read and his pronunciation was good. He showed a certain lack of vocabulary to summarize the reading, so I consult on the phone about some unknown words. He showed interest in the class, and shared his knowledge with some classmates.

**Students 17.** The student at the end of the class was able to give a brief summary of the reading. He had a good pronunciation and focused on the subject of reading, he was motivated to be working with his cell phone.

**Students 18.** The student can read well by using the tablet. I present his conclusion written on the tablet to the professed. The teacher congratulated him and made an observation to improve his narrative. She showed interest in continuing to analyze the reading on the tablet.

**Students 19.** The student was late for class, and for that reason she did not understand the process was the class indicated by the teacher. She could not understand when the teacher was giving some instructions on the new parameters to follow when reading a reading. When the teacher asked him to give a conclusion, he could not answer. She was always scared to say something in English. She always showed a lack of interest during the class because she did not understand what was being discussed in class.

**Students 20.** This student actively participated and cooperated with the teacher and his classmates all the time in class. He was sometimes able to identify key words from reading. He was motivated to use the tablet. However, he showed interest and asked the teacher many questions about how to get the primary and secondary ideas.

**Students 21.** The student had to use different times to give reflections, main and secondary ideas, about reading. During the class he was able to identify the characters. When the student went to the front to share his work with his colleagues, he was restless with his hands all the time.

**Students 22.** The student was unable to understand the teacher's explanation of the performance of a reading. The student had to give himself a space of time, to ask his

classmates about what the teacher authorized to carry out the activities based on a reading. At the end of the class the student managed to understand and present to the teacher the activities requested by her. The activity fulfilled it in a satisfactory way since he could take advantage of his telephone as a source of consultation.

**Students 23.** The student understood very little reading, because it was observed that she could not synthesize, extract primary and secondary ideas, argue and give conclusions in a satisfactory way.

**Students 24.** The student was able to understand the reading directions. The student was able to read satisfactorily on the phone. He also released his argument and conclusions although not in a satisfactory way since he lacks vocabulary. He was interested in learning more because he felt motivated to work on the phone.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- Most of the students felt motivated, because increased on them an interest to learn English through the use of the devices; adopting a good behavior of acceptance to the technological tools (Tablet or smart phone).
- Most students were able to understand reading comprehensively to get primary and secondary ideas, to identify key words, to understand a vocabulary of unknown words, to identify the characters of the reading, to synthesize the reading and to reflect on them.
- It is verified that on appropriate use of technological tools students improve their understanding when reading texts in English.

## **5.2. RECOMMENDATIONS**

- It is necessary to implement acquisition of technological devices (Tablet and smartphones), in the institutions with the aim of increasing the quality of English learning in students.
- It is recommended that the English teacher uses in his class certain technological equipment such as: The Tablet and smart phone, so that the students satisfactorily strengthen their cognitive capacities as in: Reading and understanding text; In inferring and arguing, drawing primary and secondary ideas; synthesizing and establishing conclusions; and relating of texts by means of graphic representations.
- The teacher and the students are suggested to give the appropriate use of the Tablet and smartphone, to develop their knowledge in a comprehensive way.

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## ATTACHMENTS

### AT. 1. OBSERVATION GUIDE

N° Of students..... Course.....

Dates.....

Place..... Subject..... Time.....

Teacher.....

**Aspect to note:** Incidence of treatable and smartphone in reading comprehension of English.

**Objective:** To analyze the effects of using the Tablet and smartphone, by observing a class and conclude on their impact on reading comprehension of English language students 8th Parallel "A" of the Unidad Educativa Tomas Oleas, during the 2015- 2016 school year.

SUBCATEGORY	ALWAYS	USUALLY	SOME TIMES	NEVER
<b>ROLE OF THE TEACHER</b>				
1. Plan the class based on the use of technological tools				
2. Teach the student to read comprehensively using technological tools.				
3. Use techniques such as obtaining main ideas and dare use the Tablet and smartphone.				
4. Proposes activities using the Tablet or cell as strategies for learning reading comprehension				
5. Analyzes reading with students				
<b>STUDENT DEVELOPMENT</b>				
1. You can read using the tablet or smart phone				
2. Identify the main ideas				

<b>3.</b> Recognize secondary ideas				
<b>4.</b> Have clear vocabulary of unknown words reading				
<b>5.</b> Synthesize reading				
<b>6.</b> Identify the characters reading				
<b>7.</b> Identify keywords				
<b>8.</b> Gives arguments about reading				
<b>9.</b> Gets reflections on reading comprehension				
<b>10.</b> Summary clearly reading				
<b>11.</b> Establishes conclusions on the subject read				

## AT.2. PHOTOS

### AT.2.1. FIRST WEEK



**SOURCE:** Unidad Educativa “Tomas Oleas”  
**AUTHOR:** Marcia Quinde



**SOURCE:** Unidad Educativa “Tomas Oleas”  
**AUTHOR:** Marcia Quinde



**AT.2.2. SECOND WEEK**



**SOURCE:** Unidad Educativa “Tomas Oleas”  
**AUTHOR:** Marcia Quinde



**SOURCE:** Unidad Educativa “Tomas Oleas”  
**AUTHOR:** Marcia Quinde