



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

TOPIC:

BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN STUDENTS OF NINTH GRADE AT EBG JOSÉ PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015 – 2016.

RESEARCH PAPER

**AS A PREREQUISITE TO OBTAIN A:
BACHELOR'S DEGREE IN ENGLISH**

AUTHOR: ARENS DAYAN CAMPOVERDE GUERRERO

ADVISOR: ABG. LEO A. CHAVEZ GONZABAY, MSc.

LA LIBERTAD – ECUADOR

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La Libertad, June 2015

ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title “BlogSpot for modeling as a strategy to improve English reading fluency in students of ninth grade EBG at José Pedro Varela, La Libertad, province of Santa Elena. 2015 – 2016” prepared by Arens Dayan Campoverde Guerrero undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

ABG. LEO A. CHAVEZ GONZABAY, MSc.

La Libertad, June 2015

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Sincerely

Arens Dayan Campoverde Guerrero
ID: 0928350743

DEDICATION

I dedicate this work to my family: my parents and my siblings who are the main reason of this effort and also examples of success. Also, I also dedicate it to all the people who have supported me during the realization of this work: dear friends and professors.

Arens

ACKNOWLEDGMENT

First, I want to thank God, who is always with me and never let me alone, to each person who have helped me with the elaboration of this project work, for that reason I have to mention to:

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A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

Arens

DECLARATION

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

Arens Dayan Campoverde Guerrero

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ABSTRACT

Today's society integrates the use of information and communication technologies (ICTS) and it is precisely in education where technological strategies should be implemented. This will allow students to consolidate the acquired knowledge, question the knowledge, and look for new knowledge always supervised by the teachers in their role of guidance of the process. Modeling strategy is used to help students to read fluently by repeating what the teacher is reading aloud. In this research, teachers do not play the role mentioned before (reading aloud), but the BlogSpot and the tools will do it instead. The present research shows the improvement of the English reading fluency of ninth grade students EBG at José Pedro Varela through the implementation of a BlogSpot. As the fundamental base of the research, BLOGGER has been used as well as other important web tools which are helpful for the improvement of the reading skill.

Keywords: ICTS, modeling strategy, BlogSpot, reading fluency.

INTRODUCTION

Technology has had a big impact in education due to the implementation of new resources (web tools) which are useful in and out of the classroom. Educational field is as important as other fields and technology can be used to develop new strategies that will help students to improve their skills.

The reading skill is an important skill in the English language. When someone reads a paragraph, he/ she can identify grammar structures, acquire vocabulary and through this can understand the whole meaning of the context. Education using web tools proposes the use of new methodologies and technologies where students take control of their learning as much as possible and experiment new ways of learning. A BlogSpot used as a modeling strategy offers students and teachers many advantages. It helps students to work by themselves or in teamwork and to look for online information. This research is focused on English reading fluency which is considered a sub-skill and it can be taught using a modeling strategy.

This research was structured in five chapters, which are divided in:

Chapter I, The Problem, describes the problem statement, significance of research, critical analysis, objectives and so on, whose purpose is to become a successful research.

Chapter II, Literature Review, gives details about research preview, philosophical, sociological and legal basis and hypothesis about this research.

Chapter III, Methodology, explains methodological strategies in order to get a successful research. This chapter contains levels of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

Chapter IV, *The Proposal*, expresses the solution of the problem and analyses the outcomes of this research

Chapter V, Administrative Framework, details the timetable, resources and budget of this research.

CHAPTER I

THE PROBLEM

1.1. TITLE

“BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN STUDENTS OF NINTH GRADE AT EBG JOSÉ PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015 – 2016.”

1.2. STATEMENT OF THE PROBLEM

1.2.1. Contextualization

Technology is in constant change and its sources such as the Internet is one of the tools most used nowadays. Internet “language” is English and in order to access to some websites, it is necessary to dominate this language.

Education in Ecuador is changing, and the use of technology is contributing to this goal that everyone wants. It is necessary for teachers to use technology and they have to be trained in order to make the teaching-learning process easier.

Reading is considered an important skill in the process of teaching English. There can be many reasons why students read. It can be for pleasure or purpose, so it

depends on the class or lesson. In Ecuador, reading is important for everybody. Reading is considered as a good way to learn vocabulary, grammar and punctuation. However, reading English is not seen as important as other English skills or subjects even when it is.

There are many sources and ways for reading. BlogSpot is a useful way for reading. It will help both teachers and students to interact through internet. However, it is not used in the best way in education. It is important to know how to read and it is necessary to know how to do it well. Therefore, it is highly recommended to use the correct methods to encourage students to read.

Due to these reasons, the use of a BlogSpot is an important internet source that will be implemented to improve English reading and, as result of this, students can be fluent when they read.

1.2.2. Critical Analysis

English Reading Fluency is an aspect of this process that can be taught using different strategies such as modeling and repeated reading using Information and Communication Technologies (ICT) for a better teaching process. Technology in the province of Santa Elena is at a good level but it is necessary to mention that ICT are used for doing other activities in the classroom which are not helpful in education; therefore, it is necessary to focus on good reading.

Allington (1983) describes fluency as an important reading skill in which someone can read perfectly but at the same time it has been ignored in the learning process.

That is the reason reading should be part of the learning process so that students of ninth grade EGB at “José Pedro Varela” can develop and improve this skill.

A big problem students from José Pedro Varela high school have, is that they do not like to read; therefore, they do not develop reading fluency. It is a problem that many students have at the moment they read because it is one of the most difficult aspects in the reading skill. It will be difficult for them to read well if this aspect is not developed properly.

According to Glasgow and Lewis (1996-97 -2000), fluency is not as easy as it seems to be, because it has a relationship between other reading skills. There are different ways in order to teach students to become fluent, using many technological tools as necessary.

As the issues mentioned above, it is necessary to apply such strategies in order to improve students reading fluency. And as a result of this they will have a good development in other skills which are important in the English teaching-learning process.

1.2.3. Formulation of the Problem

Why is the use of a BlogSpot necessary for modeling as a strategy to improve reading fluency in students of ninth grade EGB at José Pedro Varela?

1.2.4. Guideline questions

- What is Modeling Strategy?
- What are the ICT tools?
- How to influence the use of ICT tools as a modeling strategy in the learning process?
- Is it important to apply this strategy with a technological combination using ICT tools?

1.2.5. Delimitation of the Research Object

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** English Reading Fluency using Modeling Strategy and ICT tools.
- **TITLE:** “BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN STUDENTS OF NINTH GRADE AT EBG JOSÉ PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015 – 2016.”
- **PROBLEM:** The implementation of a BlogSpot for modeling as a strategy will help students of ninth grade EBG at José Pedro Varela to become fluent readers.
- **TIME LIMITATION:** The research will be conducted during the school year 2015 – 2016.

- **POPULATION LIMITATION:** Ninth grade EBG at José Pedro Varela.
- **SPACE LIMITATION:** EBG José Pedro Varela.
- **CONTEXT LIMITATION:** This research will be focused on the influence of a BlogSpot for modeling as a strategy to improve the English reading fluency in students of ninth grade EBG at José Pedro Varela.

1.3. SIGNIFICANCE

According to Rasinski & Padak, (2000), it is necessary to teach reading fluency explicitly because many children don't simply understand. Because of the relationship between fluency and comprehension, fluent readers tend to have more positive attitudes toward reading and a better concept of themselves as readers. Therefore, reading fluency is important because there is a relationship between the student's ability to out loud read texts and to comprehend them.

Fluency is now an important part in the English teaching-learning process because it helps to learn vocabulary, punctuation and comprehension. So it is necessary that students learn to read fluently and not just inside the classroom. Fluency will help students to read in different stages or even in front of a large audience and it will be a good experience and other students can take this as a reading model.

The implementation of a BlogSpot plays an important role and it can be used in different ways. Using tools which are in the blog such as a modeling software or a teleprompter to make the internet browsing easy. There are computer programs that are designed to help students to improve reading fluency. According to Joelle

Brummit, fluency also has positive effects on word recognition skills. Those students of different courses that have used reading programs and are focused on fluency have shown greater improvement in their reading than other students who have not received this kind of instructions for improving this skill.

Samuels (2002) establishes that modeling is a strategy that consists in listening and repeating a piece of text in which students improve their fluency in a positive way. So it is important to take modeling as a key strategy due to its significance for improving students to read fluently. In addition, other studies have demonstrated the value of repeated readings as an instructional tool for reading fluency.

1.4. OBJECTIVES OF THE RESEARCH

1.4.1. General

To analyze the importance of the implementation of a BlogSpot for improving English reading fluency for ninth grade students at EBG José Pedro Varela, La Libertad, province of Santa Elena. 2015 – 2016.

1.4.2. Specific

1. To identify strategies and techniques that help students to improve their reading
2. To analyze the factors that influence students' reading.
3. To identify advantages of using BlogSpot in the classroom.
4. To establish theoretical and methodological basis to create a BlogSpot.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH

According Harmer (2007) there are several important reasons important why the students read English texts are a fundamental part of the teacher profession. Due to many students do not are capable to read text in English, for study purposes or simply for pleasure. Reading is useful for acquiring knowledge and for increasing language acquisition in students.

Students almost never know what they are reading, and express or share opinions with another person. Reading has positive effect on vocabulary knowledge, spelling and writing. Reading books, articles and newspaper also offers virtuous models in English writing. It is important to encourage students to be centered in the vocabulary, grammar or punctuation when they are reading.

2.1.1 Blog

A Blog is a website in which the owner or blogger has as purpose to upload content periodically. Likewise, it is a free tool in which anyone who has access to internet can build and share his/her ideas with the world. Most Blogs work as custom media in which their authors (also known as Bloggers) write about different topics of their preference or link relevant information from other Blogs.

Blogs let people post, upload images or videos as simple as possible, and even to write a comment about a certain topic.

2.1.2 Advantages of blogs

In order to use any technological tool, it is necessary to know each aspect and the use of it so that people can have an easier experience. Here are some advantages of blogs:

They are easy to use: Upload or create a post is easier and faster than other websites.

People can comment on your post (positives or negatives) it will help bloggers to improve their site.

It is not necessary to be an internet expert to navigate on a well-designed blog.

2.1.3 Content of the Blog

Blogs are usually for posting topics according to the blogger's preferences and sometimes according to the users. However, they also have the following aspects:

Comments: Some readers' opinions at the end of each topic are written by people who are interested in the blog; this lets the blogger know about people's opinions about what she or he is posting.

Images: They must be related to the post so that readers have a clearer idea of what the topic is about.

Videos: It is important to upload videos which could be of your own or from other websites, but they have to be related to the topic in order to call the reader's attention.

2.1.4 Types of Blogs

There are different types of blogs on the web. In general they can be classified depending on their content, their function, etc.

Personal: This is the most frequent blog that can be found on the web and it can be related to many different topics such as family, vacation, hobbies, music and other according to the author's preference. The name of the blog depends on the author.

Business: This is another aspect of using blogs and this is for business. Here companies or professionals based on business share their knowledge or products using different strategies. Nowadays, companies have realized how a blog works and they have taken advantage in order to advertise their products to customers.

Schools: Another important purpose for using a blog is for education. Private and semi-private schools offer their services to future students through Internet Blogs.

2.1.5 The use of blogs for integrating technology into the classroom

Nowadays, the internet has taken part in every aspect or field in people's life, and blogs are a clear example of this phenomenon in which internet enables anyone to be free and use it as he/ she would like to. Therefore, it is important to adapt technology in the classrooms.

Now, it can be noticed that blogs are a technological tool which some schools have started to use and work with them. So, educational blogs are a useful and important tech tool for both students and teachers.

Using blogs can be easier than other tech tools and this is because it is not an advanced tool, so it is not necessary to be an expert to use them. As a result, students will not have problem to access them because blogs can be easy to use at home or in a cyber café.

Blogs can be used in many different ways so that students feel comfortable. Here are some types for blogs:

Classroom Management

Blogs can be used as a virtual classroom for the students. They are easy to create and post whenever necessary, they also help teachers to stay in touch with students in order to remind them about assignments, news, class cancellations or perhaps to report student's personal grades.

Collaboration

Blogs give a personal space; in which, teachers as well as students can work in order to develop or improve skills such as writing and reading. Teachers can just give instructions about a specific assignment and students can work on it based on directions given. As a result, blogs fit both, students and teachers, because students could improve their skills and teachers could check and verify the work done. Even better, students can help each other (stronger students and weaker students) using cooperative learning giving suggestions or ideas to the group.

There are many ways for using blogs and some give us advantages or disadvantages and it depends on how we will use them. However, there are some risks of using blogs and it is necessary to take them into account.

2.1.6 ICT

Information and Communications Technology (ICT) is an educational way that is helpful not only for teachers, but also for students and parents. It is used to create guides, reports, research, and creation of newsletters which are developed during the whole academic year. In addition, they provide a lot of opportunities to the

students who want to improve their knowledge, and ICT is the electronic bridge to connect and to establish new point of view about education and professions.

That is why the educational environment supports the implementation of ICT tools as a teaching resource in order to improve the creativity and skills of the students in the teaching-learning process.

2.2. PHILOSOPHICAL BASIS

According to Zhang (2006), technology is one of the most successful ways of teaching due to its entertaining content. It refers to pictures, or sounds that many of the web pages on internet can offer for people.

David Graddol (1997), established that most of people will be learning English through internet in the next coming years. It means that English language is the door for a new world this is why this language is present and important around the world.

2.3. FUNDAMENTAL CATEGORIES

2.3.1 BlogSpot

Apart from providing teachers with a special tool in order to communicate with students, there are other ways to use blogs in the education field.

Blogs motivate students, and the best part of it is that they help students who are shy and do not want to participate in class. Another important point is that blogs give a wide opportunity to students to read and write. Students can even discuss and collaborate with other classmates.

2.3.2 Modeling

Students need to be guided in order to develop their English skills. However, there are other students who cannot follow some instructions and it is necessary to apply certain techniques so that they can develop the necessary skills in a same level as their classmates. What some students need and some others need more is the use of techniques that could help them to improve such as modeling, explanation and demonstration.

In the learning process, teachers ask students some questions after they have finished reading, but there is a little problem, students are not guided with the correct strategies which are important in order to answer those questions asked.

If there are not good instructions, students will not see the correct strategy and process that is important in order to be better in reading and writing.

Modeling is an important teaching technique, if students are interested in learning to read and write. The important part of this is that teachers can model any piece of text by reading aloud; for example, teachers model how a story goes and their exclamations while students observe. Model is considered as an important technique to improve reading and writing skills.

As it is mentioned above, reading aloud is one of the options to provide fluency reading to students about stories or books. This technique has become popular, but research shows that some teachers do not read aloud enough books or magazine articles in the classroom.

Modeling strategy also means “guided repeated oral reading” which is an instructional strategy that can help students improve a variety of reading skills,

including fluency. There are a number of effective procedures that can be used in providing guided oral reading. In general, a teacher, parent, or peer reads a passage aloud, modeling fluent reading. Then students reread the text quietly, on their own, sometimes several times. The text should be at the student's independent reading level. Next, the students read aloud and then reread the same passage. Usually, reading the same text four times is sufficient.

Some examples of more specific techniques that involve rereading with feedback include these:

- An adult or peer reads with the student by modeling fluent reading and then asking the student to read the same passage aloud with encouragement and feedback by the adult or peer.
- A student listens to a tape of a fluent reader reading text at the student's independent level at a pace of about 80-100 words a minute. The student listens to the tape the first time and then practices reading along with the tape until the student is able to read fluently.
- The student reads with a peer partner. Each partner takes a turn reading to the other. A more fluent reader can be paired with a less fluent reader to model fluent reading. The more fluent reader can provide feedback and encouragement to the less fluent reader. Students of similar reading skills can also be paired, particularly if the teacher has modeled fluent reading and the partner reading involves practice.
- Readers' theatre can be a motivating way to improve fluency. Students read scripts and rehearse a play to prepare for a performance. The practice in reading and rereading the scripts provides an excellent opportunity to improve fluency skills.

2.3.3 How to measure or assess fluency

Stanley (1985), of the University of Minnesota developed an approach referred to as Curriculum-Based Measurement (CBM) in reading. Because this approach is clearly focused on reading fluency, it has also been called an Oral Reading Fluency (ORF) assessment.

- Reading levels alone do not give information about whether students are reading fluently.
- Reading fluency is calculated by taking the total number of words read in one minute and subtracting the number of errors. Only count one error per word.
- This gives you the words correct per minute (wcpm). The words correct per minute represent students' fluency levels.

Example:

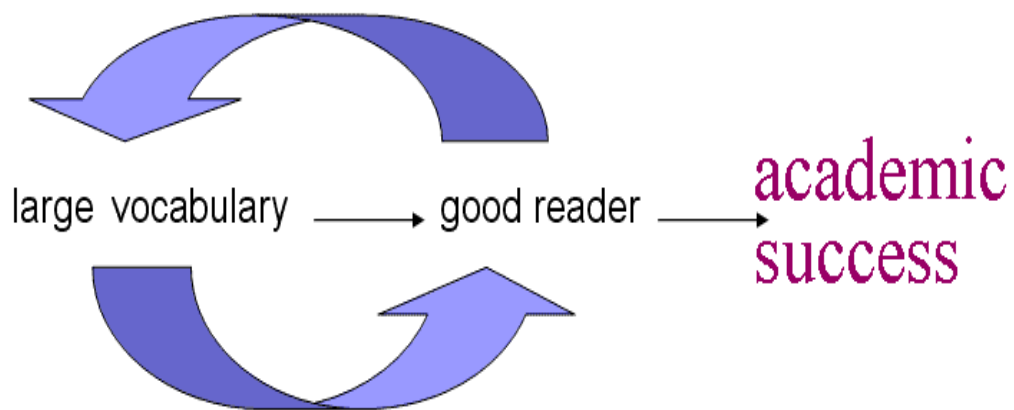
If the student read 53 words and had 7 errors in one minute, the student had 46 words correct per minute (wcpm).

2.3.4 Reading

There is a reason why English as a Second Language (ESL) students have to improve their reading skills. And this is because some researchers have figured out that there is a relationship between academic success and reading. Therefore, a student who is always reading has more possibilities to succeed in high school and has better grades than a student who does not like to read.

Likewise, for strong readers it is easy to understand sentences and how a piece of writing is organized. They can identify main ideas, understand arguments. Perhaps, they do not know all the words in a text, but they can determine what the meaning of those words is from the context of the text as a whole.

Other researchers have shown another relationship and this is between reading and vocabulary. It means, students who have a large vocabulary as a result they are good readers. And that is obvious, a person who reads a lot gets a rich vocabulary with many different meanings and therefore he or she is a good reader. So, it is important to encourage students to read inside the classroom and outside the classroom as well.



Picture 1 Influence of vocabulary in reading

Source: <http://esl.fis.edu/parents/advice/read.htm>

McGill (2012) says “Series books provide pleasure to young readers. They fill a need within them to know the kinds of things that series characters do and say, and what happens. Reading series books helps young people develop an identity as a reader a person who collects the new books and read expand their vocabulary who

eagerly awaits the next book or movie, is a person that progresses every day and most important what choose do you like to read.”.

2.3.5 Reading fluency

Hasbrouck, (2014) establish that teaching beginning readers to become fluent is important because accuracy is a fundamental component of fluency. Teachers who work with beginning readers must focus significant amounts of instructional time on basic word recognition and word analysis skills. To do this effectively, teachers should provide instruction that systematically presents daily opportunities for students to learn to read words accurately, the first step in becoming a skillful, proficient, and motivated reader. Pushing students to "read faster" too soon could cause some students to begin guessing or otherwise undermine their focus on reading carefully

According to Jan Hasbrouck (2014), reading techniques are necessary tools that can be used very frequently with a variety of texts according to the level of each student, which help maintain and develop reading fluency.

2.3.6 Reading Techniques

The article Summer Reading Strategy (2012), establish that reading strategies help to the students develop identification as a reader, the reading of different texts improve students fluency, vocabulary and comprehension. These strategies are important when a students read and repeat, identify the picture is more easy understand the meaning of the reading.

These reading strategies provide important and specific activity for developing the fluency and retentive comprehension skills in the students. The feedback is important to improve reading comprehension in the people of all ages, the different reading types of texts, articles requires the use of different reading strategies.

2.4. LEGAL BASIS

This project work is based on the Constitution of Ecuador which determines the standards of quality for increasing the intercultural bilingual education level, in the children, teenager, youth and middle age, to promote better capacity of English learning in the students of our country, and strengthen the educative knowledge.

The purpose of intercultural bilingual education system is focused in the worth, respectfulness and culture diversity in the communities, towns and nationalities that has low level of English language. It is also to expand the quality of education that offered the institutions in our country since initial until higher level, to attain that students obtain great knowledge and domain of the English language and can express opinions, maintain dialogues, examples and have communication with members of different culture, town and Ecuadorian bilingual nationalities.

For this reason, giving a model of negotiation of common knowledge and open to public space in the research necessary from country for best the revolution period citizen and improve the access to the education. Promoting new modality of education with emphasis and priority attention in the teaching of in the right education with cultural pertinence of obligatory manner for the private and public

institutions of our country in all the levels and modalities a bilingual intercultural education of quality for children, teenager and middle age.

To promote habits of teaching for improving the comprehension of the students in different level of learning in the society and promote the dialogue and the use of English learning. It is highly relevant that students learn to handle the technology due to society demands it, so that they can do science research, use technology easily and strengthen the social economic that is of big importance in the education of regional level, of different places public and private that everyday increases new important strategies for knowledge and learning of the students.

2.5. HYPOTHESIS

The implementation of a BlogSpot will improve English Reading Fluency in ninth grade students EBG at José Pedro Varela, La Libertad, province Of Santa Elena. 2015 – 2016.

2.6. VARIABLES OF THE STUDY

Dependent Variable: English Reading Fluency

Independent Variable: The Implementation of a BlogSpot

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

This research was based on the qualitative and quantitative methods which was very useful for getting the necessary and specific information about the improvement in English reading fluency in the students of ninth grade EBG a José Pedro Varela.

3.1.1. Quantitative Method

Albert & Gomez. (2007). It was important to have a statistical analysis in order to have a clear view of the development of the research. It is through the collecting of raw data based on the theory or hypothesis providing the necessary information in graphs or tables in an accurate and standardized way.

3.1.2 Qualitative Method

It was necessary to get information that helps to describe the problem situation by collecting and analyzing data through observations and interviews. It focuses on the problem which in this case is the lack of fluency in reading. The observations or interviews was personal or focused group according to participants (students).

3.1.3. Inductive-Deductive Method

This research used both approaches inductive and deductive. The Deductive method was used to gather important information about the implementation of the

BlogSpot and finally simplified for the research. In contrast, the inductive method, the researchers started with small observations to make assumptions about the improvement in English reading fluency of the ninth grade students EBG at José Pedro Varela.

3.2 LEVEL OR TYPE OF RESEARCH

Field Research: It was helpful because it gives relevant information obtained through the collection of data. In addition, it helped to explain and understand the cause-effect because the field research uses observations, surveys and interviews which are essential instruments to obtain real information.

Applied Research: The survey results obtained was immediately used in order to solve the problem in the classroom. It means that the new knowledge and technique which help students to become fluent have to be applied taking into account the data collected during the research.

Bibliographic Research: It allowed to do the research and select scientific-theoretical basis on the subject of investigation, the main topics listed within the theoretical framework related to the use of ICT and Learning Management Systems in higher education were established using this level of research.

3.3. POPULATION AND SAMPLE

The population who took part in the research was the staff from high school “José Pedro Varela” which consists of 83 people, which are detailed bellow: 80 ninth grade students, which are divided in 4 courses “A”, “B”, 2 teachers who teach the

subject (English language). Finally the principal of “José Pedro Varela” high school from La Libertad, province of Santa Elena.

3.3.1 Population

Chart 1: Population Details

| | POPULATION | | Percentage |
|--------------|--------------------|-----------------|-------------------|
| N° | Description | Quantity | % |
| 01 | Authority | 1 | 1 |
| 02 | Teachers | 2 | 1 |
| 03 | Students | 80 | 98 |
| TOTAL | | 83 | 100% |

Author: Arens Campoverde

3.3.2 Sample

The procedure for the sample was not carried out due to the population was too short. As a result, the research was done with the 100% of the population.

3.4. VARIABLE OPERATIONALIZATION

Dependent Variable: English reading fluency

Chart 2: Variable Operationalization (D.V.)

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | ITEMS | TECHNIQUES AND INSTRUMENTS |
|-------------------------|--|---|--|----------------------------|
| English reading fluency | Teaching Listening Methodology and Strategies Proper expression Significant learning Receptive and reproductive abilities development (Reading) | The use of technology Motivation Constructivism | Does the teacher encourage students to read in an autonomous way? Does the teacher use web tools to improve reading fluency? Will the BlogSpot improve the reading skills in ninth grade students EBG, at José Pedro Varela? | Interview Survey |

Independent Variable: The Implementation of a BlogSpot

Chart 3: Variable Operationalization (I.V.)

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | ITEMS | TECHNIQUES AND INSTRUMENTS |
|----------------------------------|--|--|--|--------------------------------|
| The Implementation of a BlogSpot | <p>Learning Process</p> <p>ICTs</p> <p>Web tools</p> | <p>Skills</p> <p>Methodological strategies</p> <p>Technology</p> <p>BlogSpot</p> | <p>Does the teacher use the correct teaching methodology?</p> <p>Are the teachers able to use technology in the class?</p> <p>Will the use of technological resources improve English reading fluency to ninth grade students?</p> <p>Will a BlogSpot improve English reading fluency in ninth grade students?</p> | <p>Interview</p> <p>Survey</p> |

3.5. TECHNIQUES AND INSTRUMENTS

3.5.1. Techniques

The following techniques were applied during this research: Observations, Interviews and Surveys.

3.5.1.1. Observation

Observation can be direct or indirect and in this research used both. For this reason, it was necessary to see the behaviors, interactions and processes as they occur in the case of direct observation. As well as indirect observation because it showed the results of the process mentioned above.

3.5.1.2. Interview

This research was exploratory because the interview was conducted to the “Escuela de Educación Básica José Pedro Varela” Principal. Furthermore, English teachers from the same school helped with the research process providing relevant information.

3.5.1.3 Survey

It is an important technique that shed light to an essential data when the information was taken accordingly to the proposal of this research. It was conducted for the important part of the research (in this case the students) which helped the researcher to clarify a percentage of the problem through an application form.

3.5.2. Instruments

3.5.2.1. Questionnaire

It is a document with several questions which was elaborated to get information about the stated problem and it was applied to the students.

3.5.2.2. Camera, video-camera

This instrument was used to capture images and videos in order to reproduce them later in order to have an evidence of the implementation of the English reading technique using the BlogSpot as a tool.

3.6. DATA COLLECTION PLAN

The data was obtained through a research process using an interview and surveys which were processed and analyzed once the information was collected doing statistic calculations. This process was applied in order to get real information for the research and make it easier and realizable following the necessary permissions. The interview and surveys were applied to ninth grade students, teachers and principal of the high school.

Chart 4 Data collection plan

| BASIC QUESTIONS | EXPLANATION |
|----------------------------------|---|
| 1. What for? | To improve English reading fluency |
| 2. From which people or objects? | Students and teachers. |
| 3. About what aspects? | BlogSpot to improve English reading fluency |
| 4. Who? | Author: Arens Dayan Campoverde Guerrero |
| 5. To Whom? | Ninth grade students |

| | |
|--------------------------------------|---|
| 6. When? | 2015 - 2016. |
| 7. Where? | At “José Pedro Varela” High school |
| 8. How many times? | Once a year during the academic year 2015 - 2016. |
| 9. How? | Individually |
| 10. What data collection techniques? | Observation, interviews, and surveys |
| 11. With what? | Lists, questionnaires and cameras. |

Author: Arens Campoverde Guerrero

3.7. DATA PROCESSING PLAN

Chart 5 Data Processing plan

| DETERMINATION OF A SITUATION | DATA SEARCH | DATA COLLECTION AND ANALYSIS | DEFINITION AND FORMULATION | STATEMENT OF SOLUTIONS |
|--|--|--|---|--|
| <p>The low level of English reading and low use of technological teaching resources was determined through a survey directed to students and teachers from the high school “José Pedro Varela”, the use of a BlogSpot to improve English reading fluency for students was justified.</p> | <p>Once the problem was discovered, the investigator started looking for related information in: Books, articles, internet, among others. In addition, an interview with the principal of the high school is scheduled</p> | <p>Once the problem was confirmed in the high school, a survey and interview were made (survey for students and teachers and interviews for the Principal.), these were analyzed in order to develop a proposal to solve the stated problem.</p> | <p>Using all the collected data that proved the low level of English reading fluency of ninth grade students of “José Pedro Varela” high school, it was important to involve the teachers in the incoming process in order to improve the level in reading skills</p> | <p>Implementing the BlogSpot as a modeling strategy, the ninth grade students will improve their English reading fluency</p> |

Author: Arens Campoverde Guerrero

3.8. ANALYSIS AND INTERPRETATION OF THE RESULTS

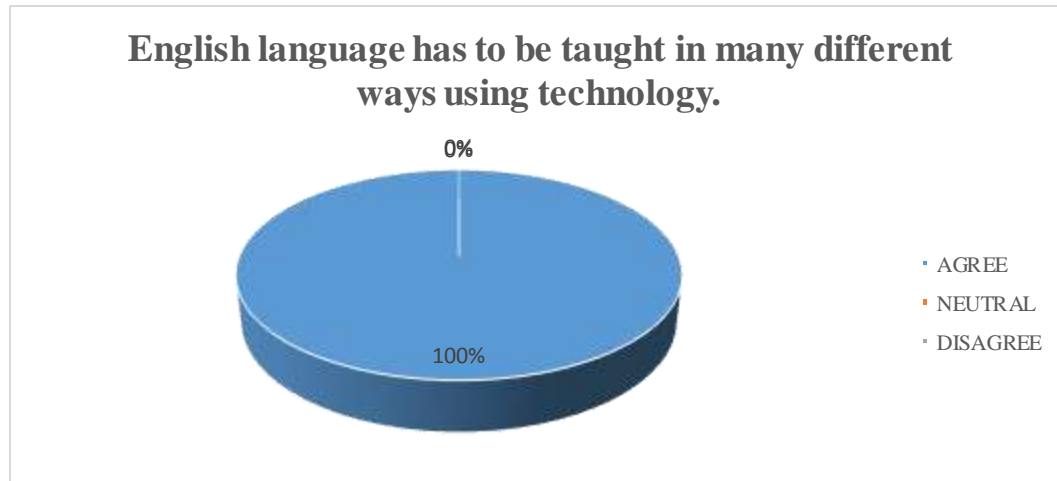
3.8.1 Survey applied to students

1. ENGLISH LANGUAGE HAS TO BE TAUGHT IN MANY DIFFERENT WAYS USING TECHNOLOGY.

Chart 6 English language has to be taught using technology

| English language has to be taught in many different ways using technology. | | QUESTION N° 1 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 80 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 80 | 100% |

Graphic 1 English Language has to be taught using technology



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

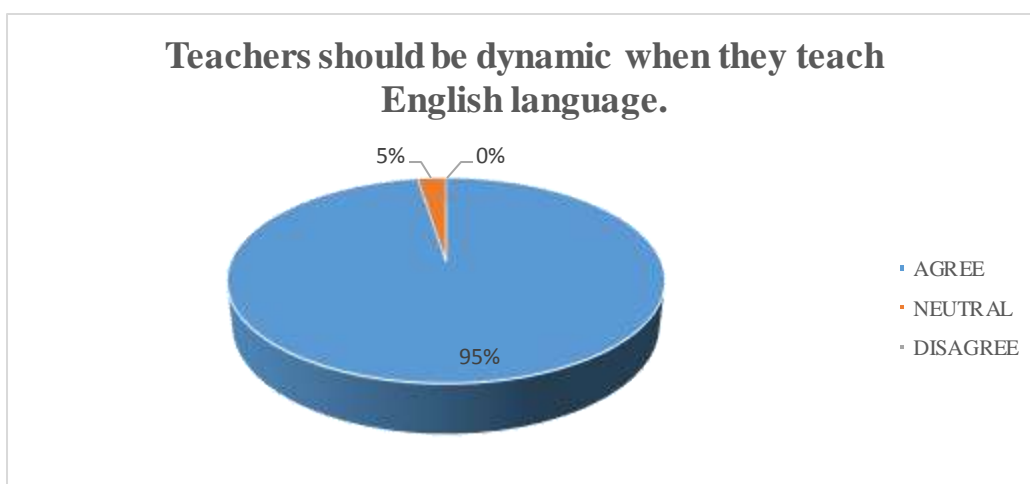
100% of the students said that the use of technology to teach English language is important. So, it is believed that students agree with this, to teach English language it is necessary to use technology using it as an important resource.

2. TEACHERS SHOULD BE DYNAMIC WHEN THEY TEACH ENGLISH LANGUAGE.

Chart 7 Teachers should be dynamic

| Teachers should be dynamic when they teach English language. | | QUESTION N° 2 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 76 | 95% |
| Neutral | 4 | 5% |
| Disagree | 0 | 0% |
| Total | 80 | 100% |

Graphic 2 Teachers should be dynamic



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

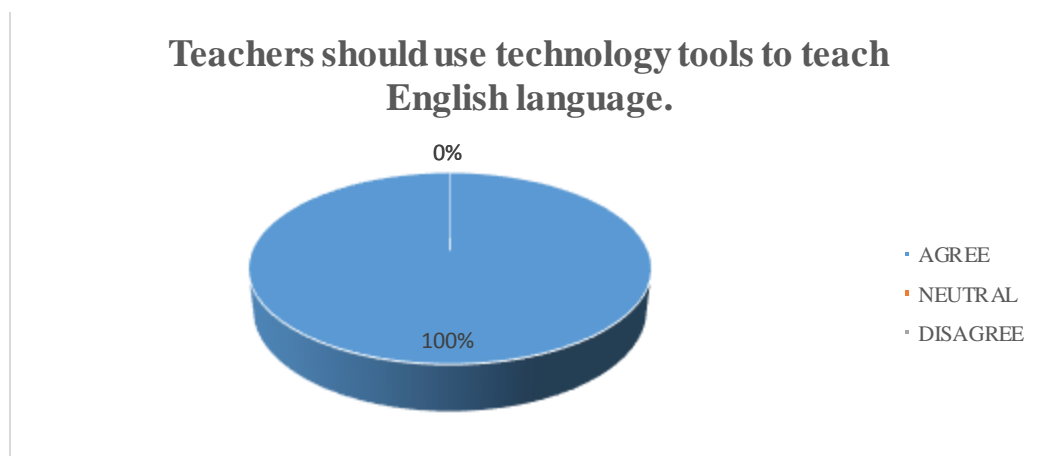
For this question, if teachers should be dynamic when they teach English language; 95% of the students agreed with this and the remaining 5% showed a neutral attitude. As a result, most of the students showed agreement to have a dynamic class and teacher are asked to use different strategies or techniques to achieve good results.

3. TEACHERS SHOULD USE TECHNOLOGY TOOLS TO TEACH ENGLISH LANGUAGE.

Chart 8 Teachers should use technology tools

| Teachers should use technology tools to teach English language. | | QUESTION N° 3 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 80 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 80 | 100% |

Graphic 3 Teachers should use technology tools



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

The population showed a total agreement that teachers should use technology tools when they teach English language so that students can improve their English skills.

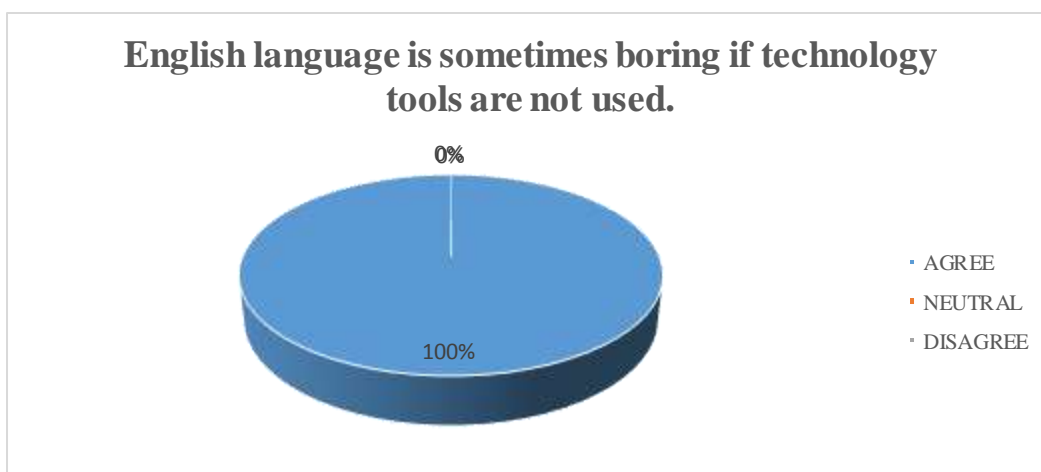
So, it is important to use technology tools whenever is necessary.

4. ENGLISH LANGUAGE IS SOMETIMES BORING IF TECHNOLOGY TOOLS ARE NOT USED.

Chart 9 English language is boring if technology tools are not used

| English language is sometimes boring if technology tools are not used. | | QUESTION N° 4 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 80 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 80 | 100% |

Graphic 4 English language is boring if technology tools are not used



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

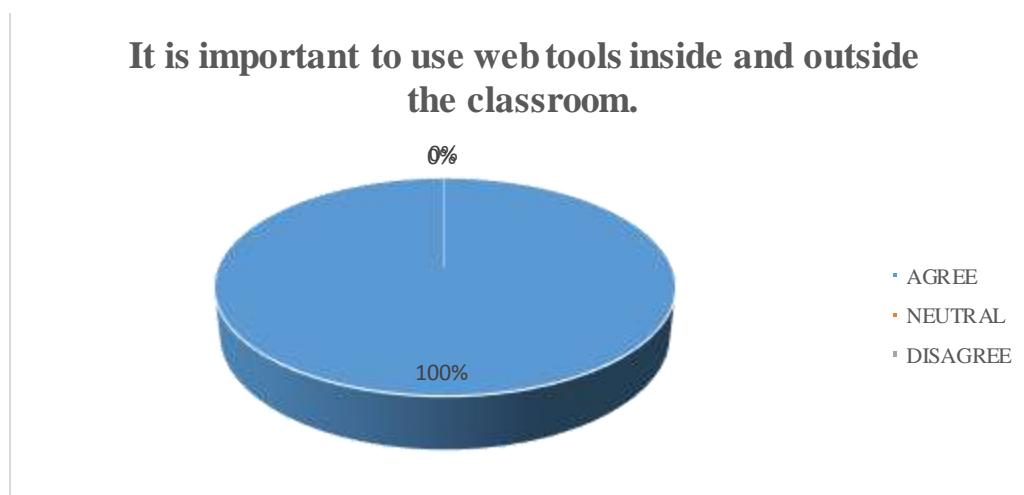
According to the data obtained, students said that English language would be boring if technology tools are not used when teachers teach this subject. Taking into account this result, it is necessary to use some resources that could be helpful in the teaching learning process.

5. IT IS IMPORTANT TO USE WEB TOOLS INSIDE AND OUTSIDE THE CLASSROOM.

Chart 10 It is important to use web tools

| It is important to use web tools inside and outside the classroom. | | QUESTION N° 5 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 80 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 80 | 100% |

Graphic 5 It is important to use web tools



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

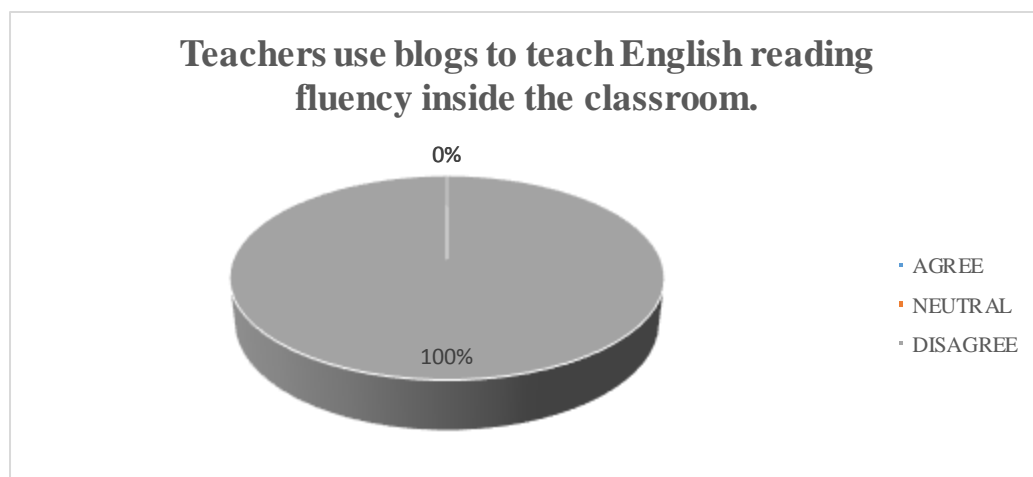
100% of the students indicated that it is important to use web tools inside and outside the classroom. It shows that the significance of using some web tools is necessary to improve English skills. So, teachers should use web tools to reinforce students' knowledge

6. TEACHERS USE BLOGS TO TEACH ENGLISH READING FLUENCY INSIDE THE CLASSROOM.

Chart 11 Teachers use blogs to teach English inside the classroom

| Teachers use blogs to teach English reading fluency inside the classroom. | | QUESTION N° 6 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 0 | 0% |
| Neutral | 0 | 0% |
| Disagree | 80 | 100% |
| Total | 80 | 100% |

Graphic 6 Teachers use blogs to teach English inside the classroom



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

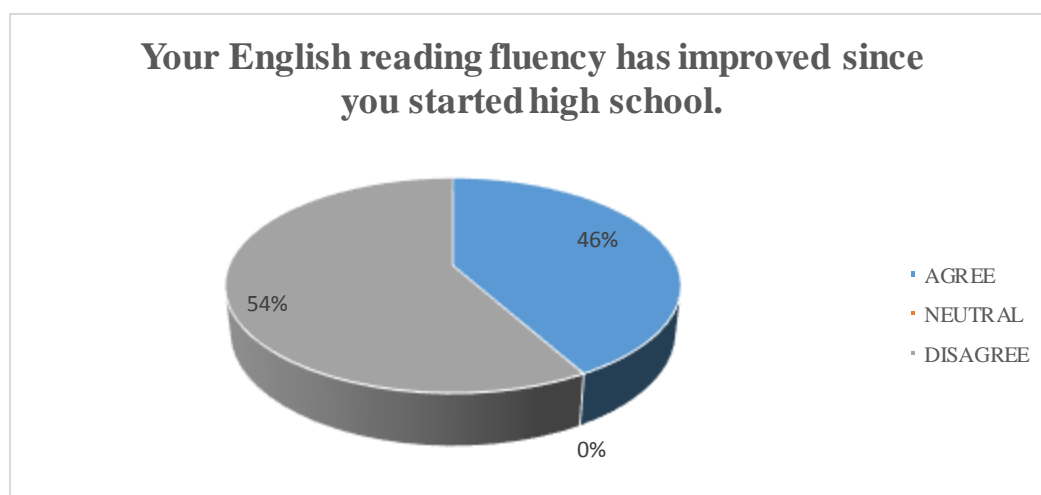
In this case students showed a total disagreement. As a result of the data obtained, 100% of the students said that teachers do not use Blogs to teach English reading fluency inside the classroom. So, it is determined that teachers do not use web tools to improve English skills.

7. YOUR ENGLISH READING FLUENCY HAS IMPROVED SINCE YOU STARTED HIGH SCHOOL.

Chart 12 Your English reading fluency has improved

| Your English reading fluency has improved since you started high school. | | QUESTION N° 7 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 37 | 46% |
| Neutral | 0 | 0% |
| Disagree | 43 | 54% |
| Total | 80 | 100% |

Graphic 7 Your English reading fluency has improved



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

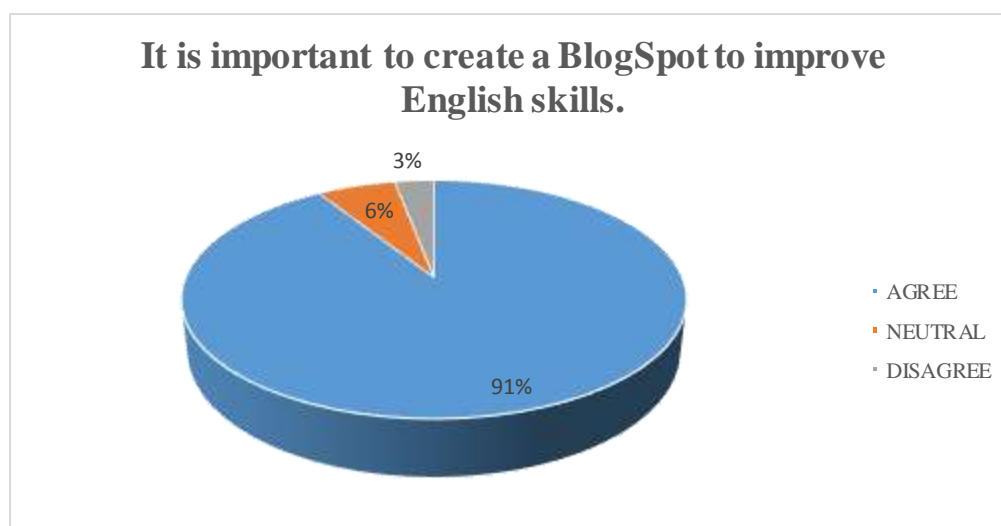
According with the data obtained 42% of the students have improved their English reading fluency since they started high school. On the other hand, 58% indicated that they have not improved their reading skill. So, most of students have not improved at all their reading skills and it is important to use new ways of teaching to improve this skill.

8. IT IS IMPORTANT TO CREATE A BLOGSPOT TO IMPROVE ENGLISH SKILLS.

Chart 13 It is important to create a BlogSpot

| It is important to create a BlogSpot to improve English skills. | | QUESTION N° 8 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 66 | 83% |
| Neutral | 10 | 13% |
| Disagree | 4 | 5% |
| Total | 80 | 100% |

Graphic 8 It is important to create a BlogSpot



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

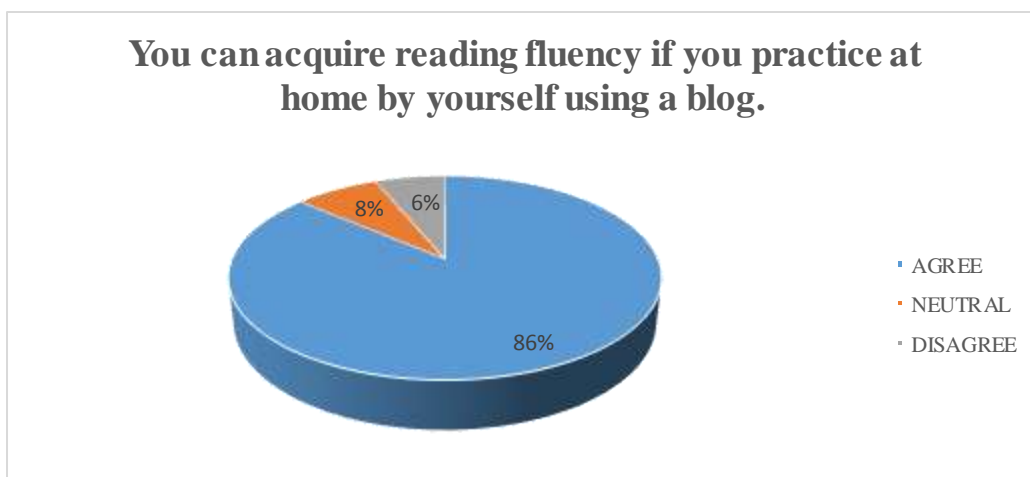
91% of the students considered that it is important to create a BlogSpot to improve English skills and 3% had a neutral attitude. On the other hand, the remaining 6% showed disagreement. Despite of the little percentage of disagreement, the result shows that it is very important to create and implement a BlogSpot during the teaching learning process in English language.

9. YOU CAN ACQUIRE READING FLUENCY IF YOU PRACTICE AT HOME BY YOURSELF USING A BLOG.

Chart 14 You can acquire reading fluency if you practice at home

| You can acquire reading fluency if you practice at home by yourself using a blog. | | QUESTION N° 9 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 69 | 86% |
| Neutral | 6 | 8% |
| Disagree | 5 | 6% |
| Total | 80 | 100% |

Graphic 9 You can acquire reading fluency if you practice at home



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

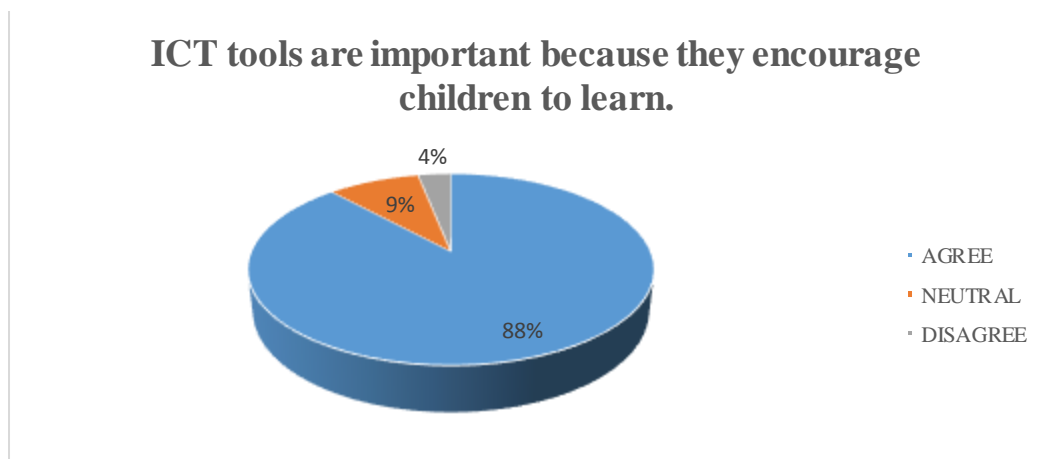
86% of students agree with practicing reading skills by themselves at home and a 6% indicated that it could be a possibility. On the other hand, 8% of the students disagree of working by themselves. As a result, it is good idea to let students work alone at home in order to practice and improve their reading.

10. ICT TOOLS ARE IMPORTANT BECAUSE THEY ENCOURAGE CHILDREN TO LEARN.

Chart 15 ICT tools are important

| ICT tools are important because they encourage children to learn. | | QUESTION N° 10 |
|---|-----------|----------------|
| OPTIONS | FREQUENCY | % |
| Agree | 70 | 88% |
| Neutral | 7 | 9% |
| Disagree | 3 | 4% |
| Total | 80 | 100% |

Graphic 10 ICT tools are important



Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

According to the results, 88% of the students considered that ICT tools are important because those resources encourage them to learn and a 3 % showed a neutral attitude. On the other hand 9% indicated that ICT tools are not important. So, it is considered that ICT tools are very helpful and necessary in the teaching learning process.

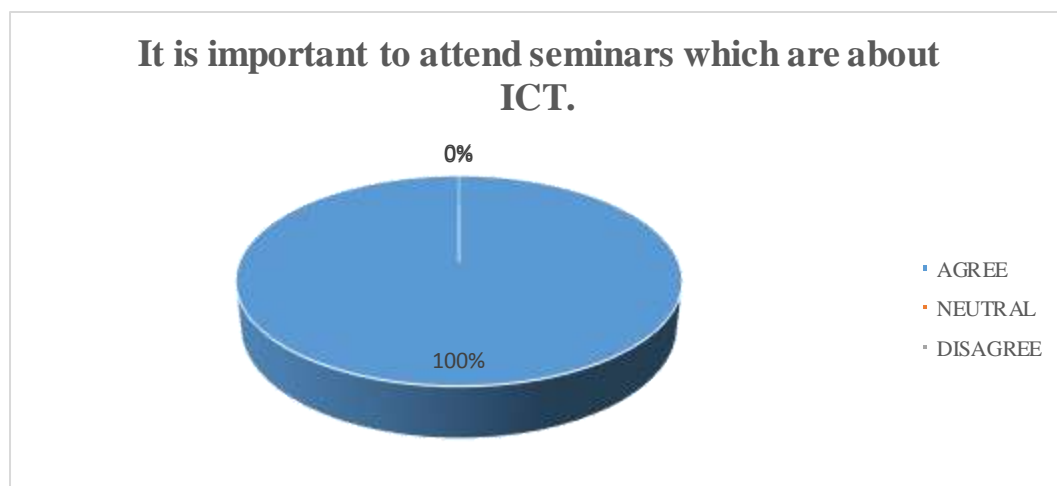
3.8.2 Survey applied to teachers

1. IT IS IMPORTANT TO ATTEND SEMINARS WHICH ARE ABOUT ICT.

Chart 16 It is important to attend seminars

| It is important to attend seminars which are about ICT. | | QUESTION N° 1 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 11 It is important to attend seminars



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

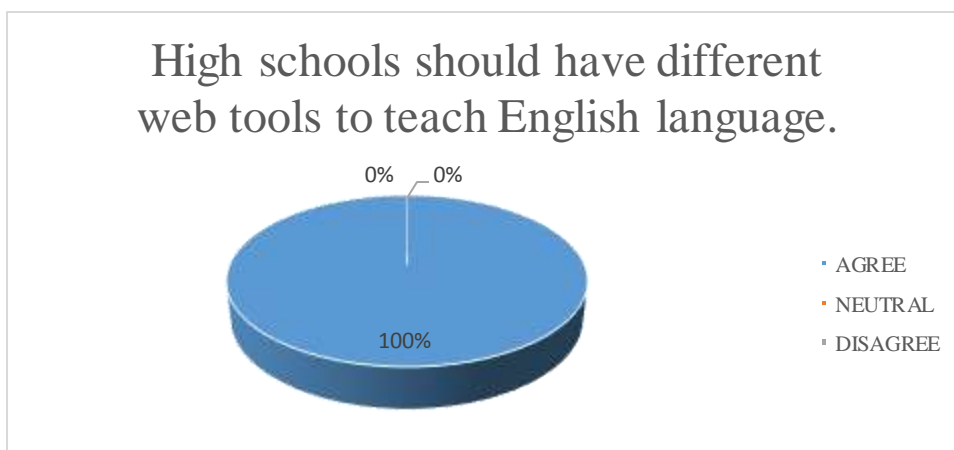
Teachers absolutely agreed with the importance of attending seminars which are about ICT. This result showed that it is important that teachers know how to use and adapt ICT tools inside the classroom. In addition, it is important that teachers regularly assist to this types of seminars.

2. HIGH SCHOOLS SHOULD HAVE DIFFERENT WEB TOOLS TO TEACH ENGLISH LANGUAGE.

Chart 17 High schools should have different web tools

| High schools should have different web tools to teach English language. | | QUESTION N° 2 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 12 High schools should have different web tools



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

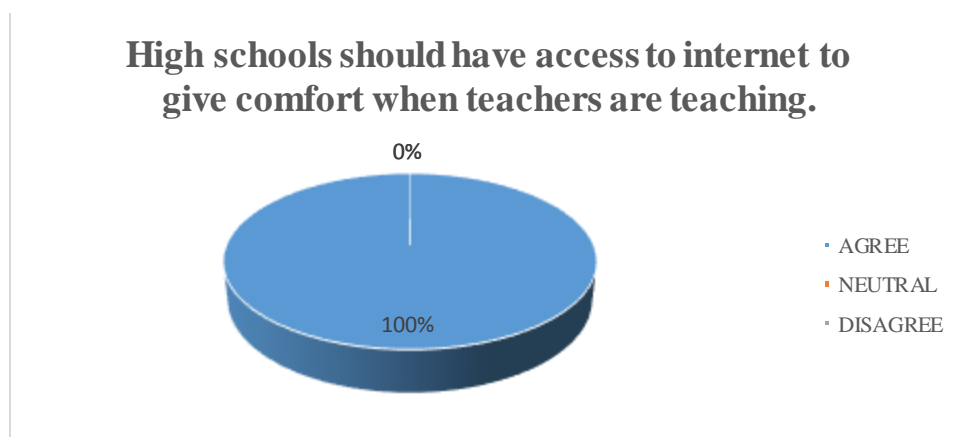
According to the results, teachers agreed that high schools should have different web tools to teach English language. Furthermore, it is necessary that teachers use technology to give comfort to students when they are learning.

3. HIGH SCHOOLS SHOULD HAVE ACCESS TO INTERNET TO GIVE COMFORT WHEN TEACHERS ARE TEACHING.

Chart 18 High schools should have access to internet

| High schools should have access to internet to give comfort when teachers are teaching. | | QUESTION N° 3 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 13 High schools should have access to internet



Source: Teachers from José Pedro Varela
Author: Arens Campoverde Guerrero

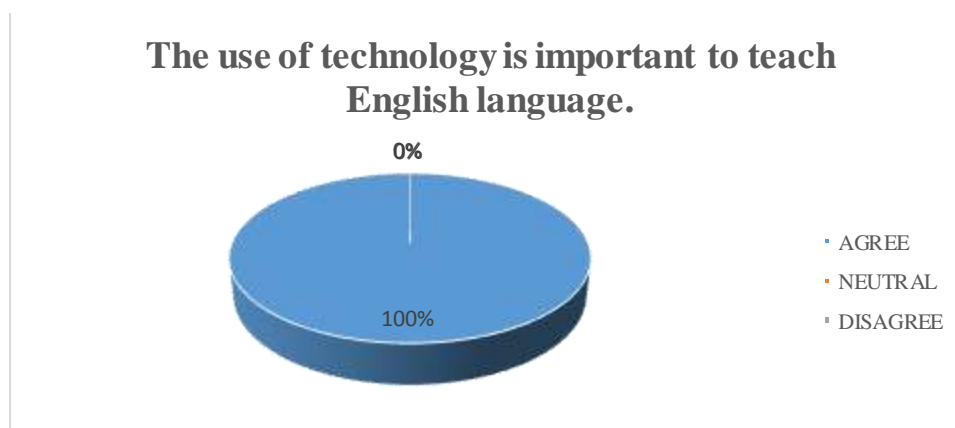
100% of the English teachers agreed with this important resource. It is necessary to have access to internet so that teachers feel comfortable when they are teaching and as a result students show interest to the class.

4. THE USE OF TECHNOLOGY IS IMPORTANT TO TEACH ENGLISH LANGUAGE.

Chart 19 The use of technology is important

| The use of technology is important to teach English language. | | QUESTION N° 4 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 14 The use of technology is important



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

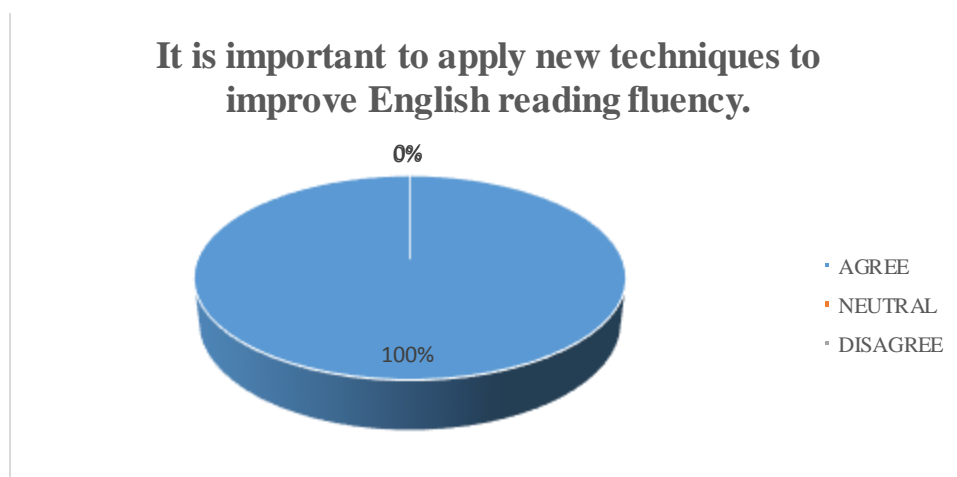
Technology and other useful resources that nowadays are used for teaching, play an important role in education and that is why teachers agreed a 100% with this question. On the other hand it is necessary to take into account that some high schools can afford these resources.

5. IT IS IMPORTANT TO APPLY NEW TECHNIQUES TO IMPROVE ENGLISH READING FLUENCY.

Chart 20 It is important to apply new techniques

| It is important to apply new techniques to improve English reading fluency. | | QUESTION N° 5 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 15 It is important to apply new techniques



Source: Teachers from José Pedro Varela
Author: Arens Campoverde Guerrero

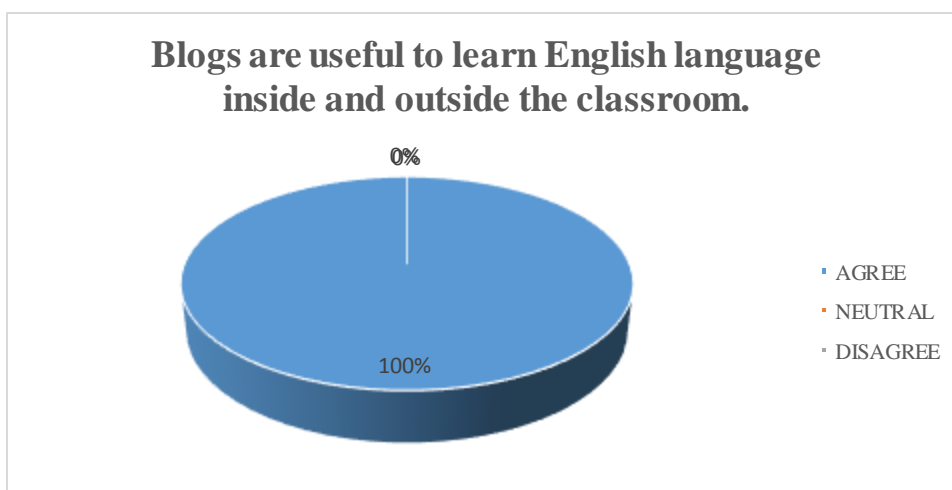
Teachers absolutely agreed 100% with this statement. One way to improve English reading fluency is just applying new techniques that students are interested in.

6. BLOGS ARE USEFUL TO LEARN ENGLISH LANGUAGE INSIDE AND OUTSIDE THE CLASSROOM.

Chart 21 Blogs are useful to learn English language

| Blogs are useful to learn English language inside and outside the classroom. | | QUESTION N° 6 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 16 Blogs are useful to learn English language



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

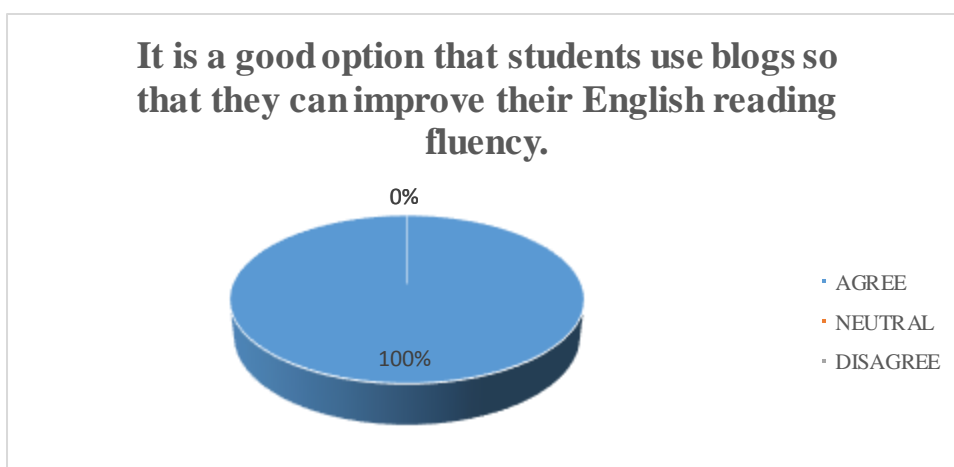
Teachers agreed that blogs are useful to learn or teach English language inside and outside the classroom. As a result, blogs play an important role in the teaching-learning process making it easier by applying new techniques for teaching English language.

7. IT IS A GOOD OPTION THAT STUDENTS USE BLOGS SO THAT THEY CAN IMPROVE THEIR ENGLISH READING FLUENCY.

Chart 22 It is a good option that students use blogs

| It is a good option that students use blogs so that they can improve their English reading fluency. | | QUESTION N° 7 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 17 It is a good option that students use blogs



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

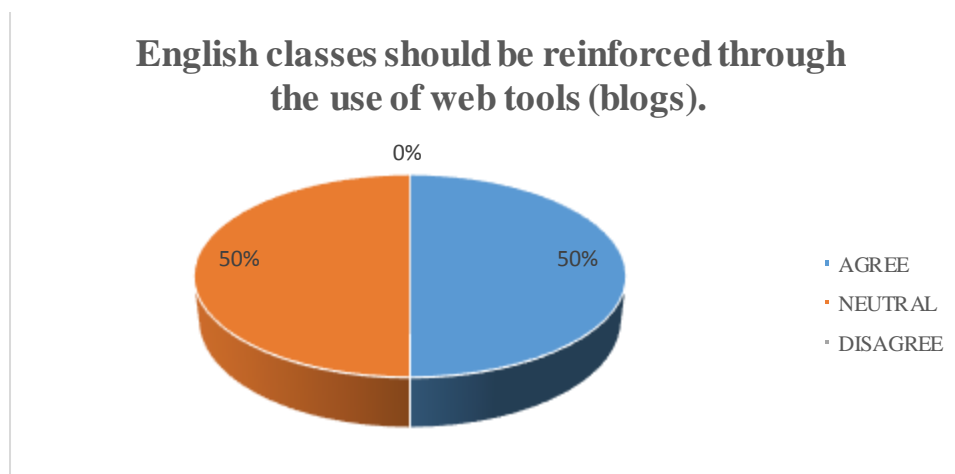
The results show that 100% agreed with this statement. Therefore, the use of blogs in a way that students can improve their English reading fluency is a good option because some extra resources can be found inside the blogs.

8. ENGLISH CLASSES SHOULD BE REINFORCED THROUGH THE USE OF WEB TOOLS (BLOGS).

Chart 23 English classes should be reinforced

| English classes should be reinforced through the use of web tools (blogs). | | QUESTION N° 8 |
|--|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 1 | 50% |
| Neutral | 1 | 50% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 18 English classes should be reinforced



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

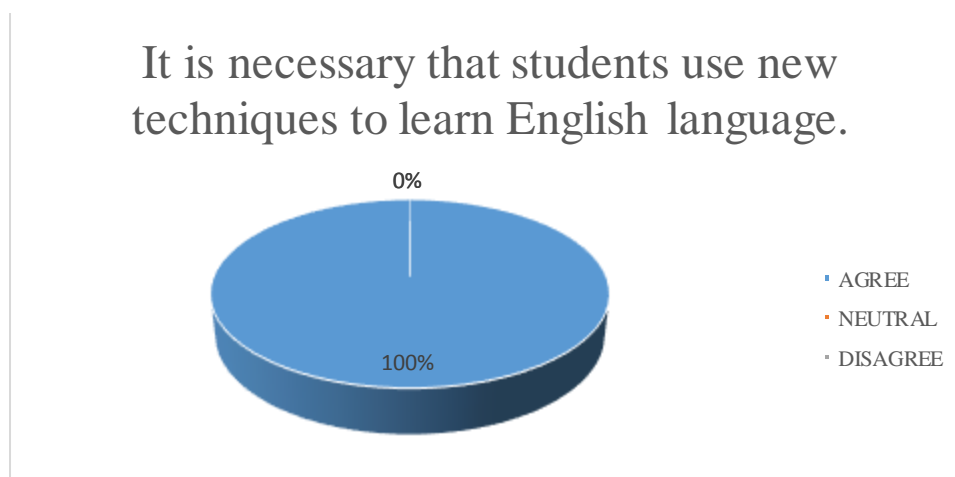
In this case, teachers just 50% agreed that English classes should be reinforced through the use of web tools. On the other hand, the remaining 50% showed a neutral attitude. Despite the results, it is important to mention that the use of web tools is a good resource that which are useful for students' improvement.

9. IT IS NECESSARY THAT STUDENTS USE NEW TECHNIQUES TO LEARN ENGLISH LANGUAGE.

Chart 24 It is necessary that students use new techniques

| It is necessary that students use new techniques to learn English language. | | QUESTION N° 9 |
|---|-----------|---------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 19 It is necessary that students use new techniques



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

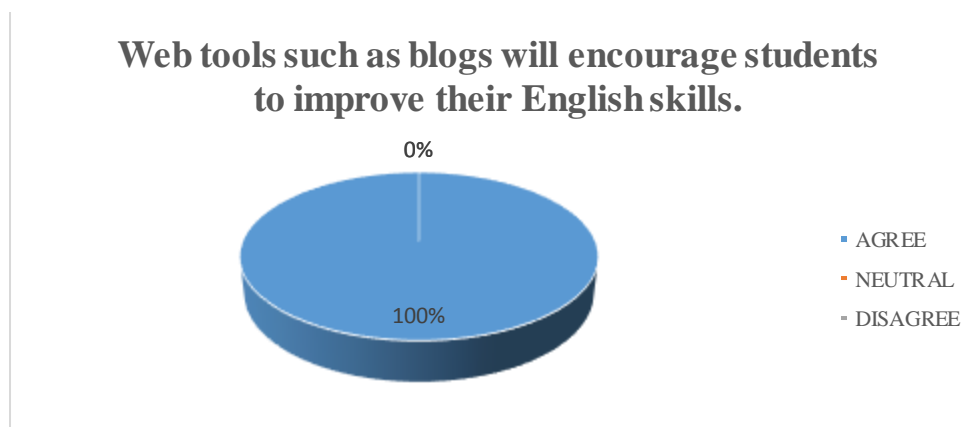
According to the survey 100% of teachers agreed with this statement due to students need to know and use new techniques to learn English language. It means that students should look for other ways by themselves in order to learn or improve their skills in this language

10. WEB TOOLS SUCH AS BLOGS WILL ENCOURAGE STUDENTS TO IMPROVE THEIR ENGLISH SKILLS.

Chart 25 Web tools such as blogs will encourage students

| Web tools such as blogs will encourage students to improve their English skills. | | QUESTION N° 10 |
|--|-----------|----------------|
| OPTIONS | FREQUENCY | % |
| Agree | 2 | 100% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 2 | 100% |

Graphic 20 Web tools such as blogs will encourage students



Source: Teachers from José Pedro Varela

Author: Arens Campoverde Guerrero

Teacher totally agreed with the options of using web tool specially blogs to encourage students to improve their English skills. Therefore, blogs or others web tools have to be included in the teaching-learning process so that students can acquire knowledge that is being learnt.

3.8.5. ANALYSIS OF RESULTS CHART- STUDENTS

Chart 26 Analysis survey applied to students

| No. | Questions | Agree | | Neutral | | Disagree | | Total | |
|-----|--|-------|-----|---------|----|----------|-----|-------|-----|
| | | F | % | F | % | F | % | F | % |
| 1 | English language has to be taught in many different ways using technology. | 80 | 100 | 0 | 0 | 0 | 0 | 80 | 100 |
| 2 | Teachers should be dynamic when they teach English language. | 76 | 95 | 4 | 5 | 0 | 0 | 80 | 100 |
| 3 | Teachers should use technology tools to teach English language. | 80 | 100 | 0 | 0 | 0 | 0 | 80 | 100 |
| 4 | English language is sometimes boring if technology tools are not used. | 80 | 100 | 0 | 0 | 0 | 0 | 80 | 100 |
| 5 | It is important to use web tools inside and outside the classroom. | 80 | 100 | 0 | 0 | 0 | 0 | 80 | 100 |
| 6 | Teachers use blogs to teach English reading fluency inside the classroom. | 0 | 0 | 0 | 0 | 80 | 100 | 80 | 100 |
| 7 | Your English reading fluency has improved since you started high school. | 37 | 46 | 0 | 0 | 43 | 54 | 80 | 100 |
| 8 | It is important to create a BlogSpot to improve English skills. | 66 | 83 | 10 | 13 | 4 | 5 | 80 | 100 |
| 9 | You can acquire reading fluency practicing at home by yourself using a blog. | 69 | 86 | 6 | 8 | 5 | 6 | 80 | 100 |
| 10 | ICT tools are important because they encourage children to learn. | 70 | 88 | 7 | 9 | 3 | 4 | 80 | 100 |

Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

3.8.5. ANALYSIS OF RESULTS CHART- STUDENTS

Chart 27 Analysis Survey applied to teachers

| No. | Questions | Agree | | Neutral | | Disagree | | Total | |
|-----|---|-------|-----|---------|----|----------|---|-------|-----|
| | | F | % | F | % | F | % | F | % |
| 1 | It is important to attend to seminars which are about ICT. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 2 | High schools should have different web tools to teach English language. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 3 | Schools should have access to internet to give comfort when teachers are teaching. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 4 | The use of technology is important to teach English language. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 5 | It is important to apply new techniques to improve English reading fluency. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 6 | Blogs are useful to learn English language inside and outside the classroom. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 7 | It is a good option that students use blogs so that they can improve their English reading fluency. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 8 | English classes should be reinforced through the use of web tools (blogs). | 1 | 50 | 1 | 50 | 0 | 0 | 2 | 100 |
| 9 | It is necessary that students use new techniques to learn English language. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |
| 10 | Web tools such as blogs will encourage students to improve their English skills. | 2 | 100 | 0 | 0 | 0 | 0 | 2 | 100 |

Source: Ninth grade students EBG at José Pedro Varela

Author: Arens Campoverde Guerrero

3.9. CONCLUSIONS AND RECOMMENDATIONS

3.9.1. Conclusions

- Nowadays, students show interest with the implementation of technology and new resources which play an important role in education.
- The use of technology inside the classroom encourages students to develop their knowledge and skills which are useful for future studies.
- Blogs are easy to use and they are versatile. Therefore, it is a new strategy to achieve that students show interest in acquire knowledge which are related to English language in education.
- The implementation of new resources such as blogs, help students to improve reading skills inside or outside the classroom and they encourage students to work in an autonomous way.

3.9.2 Recommendations

- It is fundamental that teachers apply technological innovations for teaching different subjects, especially English, so that they can be dynamics during the class.
- It is necessary for teachers to frequently attend seminars so that their knowledge can be updated (using technology). Nowadays, a globalized world demands that students could apply it and use this knowledge in the future.
- Blogs should be used for reinforcing students' knowledge or for giving some extra work to do at home. This will help students to improve their English skills, especially reading, this is what this project focus on.
- It is necessary for the high school to have an area that will be just for English language (a lab) with the appropriate audio-visual equipment. This will make the teaching learning process more effective.

CHAPTER IV

THE PROPOSAL

4.1. INFORMATIVE DATA

Title of proposal

“BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN STUDENTS OF NINTH GRADE AT EBG JOSÉ PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015 – 2016.”

Executing Institution

Escuela de Educación Básica “José Pedro Varela”

Beneficiaries

Ninth Grade Students EBG at “José Pedro Varela”

Location

La Libertad, Province of Santa Elena

Estimated time for execution

6 months

Responsible

Author: Arens Dayan Campoverde Guerrero

Advisor: Abg. Leo A. Chavez Gonzabay

4.2. PROPOSAL BACKGROUND

After conducting the research it was obvious that a proposal about creating a BlogSpot to improve English reading fluency was necessary for these students in order to help them with their pronunciation, accuracy and fluency. In addition, this

strategy or way of teaching derives and connects with today's technological advances which are extremely important in the education field.

Finally, this proposal has an important application for students because of its design, organization and classification. The development of the proposal is shown on the pages below, which explains in details how this proposal will be done.

4.3 SIGNIFICANCE

Technological innovations play an important role in today's world and it is important to implement new ways of teaching using web tools such as blogs. BlogSpot is definitely a useful tool that apart from it includes especial resources which will help students to develop their peer learning and autonomous work.

This proposal has a main goal in educational field, the implementation of a BlogSpot to improve English reading fluency. Ninth grade students will be benefited by the implementation and use of some resources which can be found in the blog and the Modeling strategy which is very important in this project.

This proposal solves a practical problem because it helps students to learn how to read fluently, using tech tools and the strategy mentioned above, which means a high speed reading texts in English language. It is a good idea to start using tech tools for teaching and they can be applied in the teaching learning process.

4.4 OBJECTIVES

4.4.1 General

To improve English reading fluency through the implementation of a BlogSpot for ninth grade students from EBG at José Pedro Varela, La Libertad, province of Santa Elena. 2015 – 2016.

4.4.2 Specific

1. To analyze the frequency of students' daily reading.
2. To evaluate the accuracy of how students read using the modeling technique.
3. To implement a BlogSpot as a specific source of reading.
4. To identify types of readings students prefer inside and outside the classroom.
5. To determine an appropriate reading technique for motivating students.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of a blog is an important tool and it also works as a support in the development and improvement of English skills of the ninth grade students EBG at “José Pedro Varela” La Libertad, province of Santa Elena, school year 2015-2016.

This project will help students to improve their reading skill.

The BlogSpot is based on some tools mentioned previously by the instructor. This blog will allow students to choose the tool they want to use and practice reading.

Students can also receive feedback and homework to review at home.

4.5.1. BLOGGER

Blogs are used for updating important information and it can be shown for whoever is interested in about a certain topic. It can be integrated with other websites to use tools from them.

4.5.2 U-READER BLOGSPOT

The BlogSpot called “U-READER” was created by the author of this project which includes 5 useful sections for the user, in which external links are opened by clicking in the page of preference and practice either in the classroom or at home by themselves through this link: <http://u-reader.blogspot.com/>.

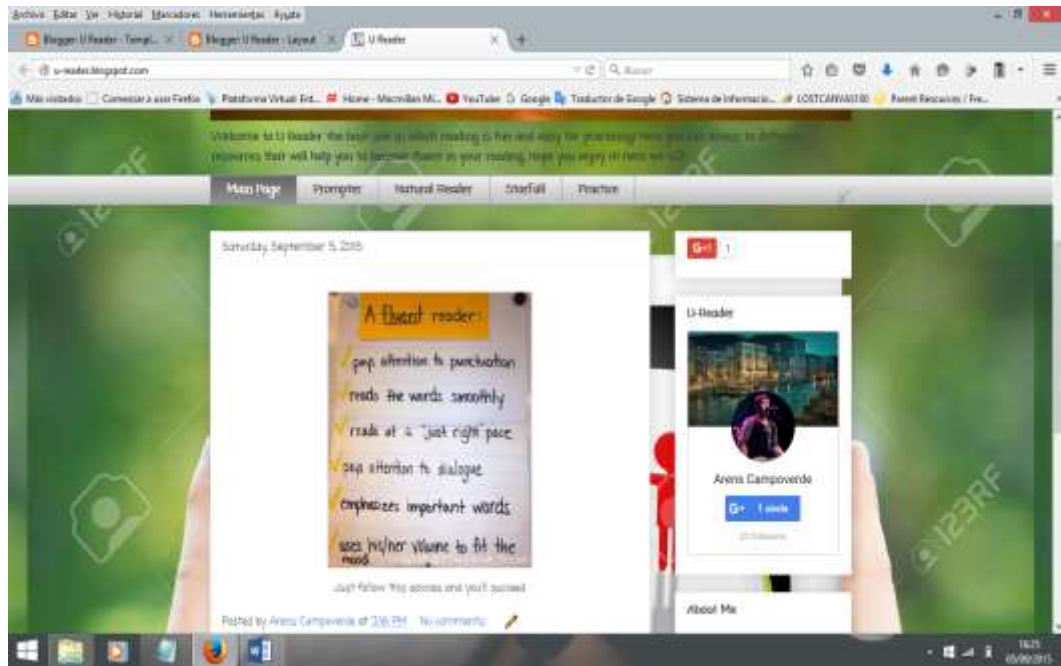


Picture 2 BlogSpot “U-Reader”
Author: Arens Campoverde Guerrero
Source: <http://u-reader.blogspot.com/>

4.5.3. HOW TO ACCESS THE “U-READER” BLOGSPOT

When the final design of the BlogSpot “U-READER” was ready, the author asked students to create a Google account (Gmail) in order to have access to the blog. It is important in order to be updated with the information that will be in the blog for future lessons.

Once the students get the Google account, they will log in and enter the blog, it was important to explain the use of it so that students can have a clear idea of its use and implementation.



Picture 3 BlogSpot Main Page
Author: Arens Campoverde Guerrero
Source: <http://u-reader.blogspot.com/>

4.5.4. DESCRIPTION OF “U-READER” BLOGSPOT

4.5.4.1. Cross-Column of the BlogSpot

In this part students will find the five most important sections in the blog which are the tools for practicing. These sections are divided in: Main Page, Prompter, Natural Reader, Starfall and Practice.

4.5.4.1.1 Prompter

This tool helps students to read a piece of text letting them to choose the speed they want. The prompter is used in this blog just as tool for improve speed, but it is as important as the other tools that are in the blog.

As students are improving, they can speed up the prompter and continue practicing.

It is a user-friendly tool due to its simplicity.



Picture 4 Prompter
Author: Arens Campoverde Guerrero
Source: u-reader.blogspot.com

4.5.4.1.2 Natural Reader

Natural Reader is the key in this proposal. So, it is the most important and essential tool in the blog because it works as a model for reading. It means that students will listen to a native pronunciation of a sentence or paragraph they are interested in practicing. It helps students to check the correct pronunciation, and as the prompter, they can choose the speed they want. Therefore, Natural Reader works as the main tool of the blog because it plays the role of the teacher using the modeling strategy.

Fay (2015), “Natural Reader is a great tool for students with text-to-speech needs. Students love the independence it provides that they may not have previously had. It is simple to learn and to use.”



Picture 5 Natural Reader
Author: Arens Campoverde Guerrero
Source: u-reader.blogspot.com

4.5.4.1.3 Starfall

Starfall is a web tool that allow students to have access to different sections such as games, songs and stories. It helps to learn simple vocabulary and the pronunciation listening the word through stories or songs.



Picture 6 Starfall
Author: Arens Campoverde Guerrero
Source: u-reader.blogspot.com

4.5.4.1.4 Practice

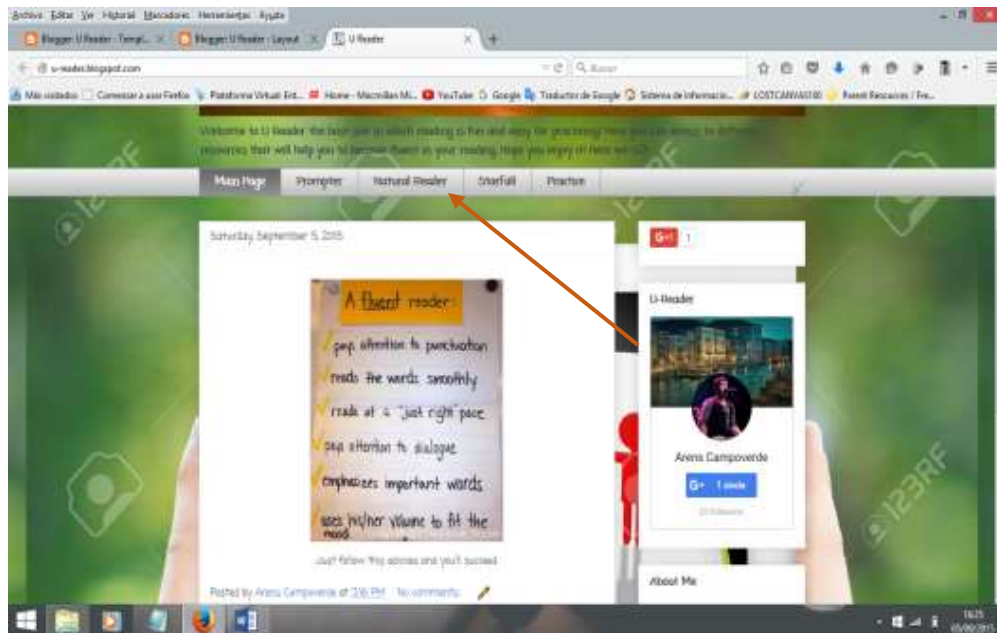
In the practice section, students can have access to different stories in which they can practice by listening to the reader and repeating. Some of these stories were used for practicing when the blog were being implemented.



Picture 7 Practicing with stories
Author: Arens Campoverde Guerrero
Source: u-reader.blogspot.com

Students can access these sections wherever they want to practice or if they have homework, they can download it. Depending on the teacher, as mentioned before, he/she can upload important information of a reading class as a feedback or files so that students can work with them as homework.

In the main page, there will be the recent post by the blogger in this case, the teacher. The information uploaded is shown so that the students can see, practice and if necessary to download material which is in the blog.



Picture 8 BlogSpot tools
Author: Arens Campoverde Guerrero
Source: <http://u-reader.blogspot.com/>

4.5.3.2. Slide-bar right of the BlogSpot

In this part, students will find the navigation bar in which they can see the author of the blog. They will also find the list of information that has been uploaded. This is important because it shows the name of the activity, the date when it was uploaded and how many files or updates there are.

This information is very important so that students can download the files or upload assignments depending on the teacher.



Picture 9 BlogSpot Slide-bar right
Author: Arens Campoverde Guerrero
Source: <http://u-reader.blogspot.com/>

4.6. EVALUATION

Students started with a low level it was reflected at the beginning in the Placement Test. This process began with the following steps:

Chart 28 Proposal implementation plan

| Week | Days | Section | Activities | Topic |
|------|------|---|--|--|
| 1 | 1 | PRESENTATION | TEST | Placement Test (30 mins) read aloud for one minute |
| | 2 | MIGHTYBOOK Story Books | PRACTICE WITH STORIES | <ul style="list-style-type: none"> How Mona Lisa got her smile Bug buzz Book of nonsense |
| 2 | 3 | STORY BOOKS Use of the prompter and natural reader | Natural Reader: Practice pronunciation Prompter: Practice fluency | <ul style="list-style-type: none"> The pirates meet Jekyll & Hyde The king's breakfast And the caboose said |

| | | | | |
|---|---|-------------------------|--|--|
| 4 | 2 | CHECK YOUR ADVANCE!! | MID TEST | <ul style="list-style-type: none"> • Mid Test (30 min) |
| 3 | 2 | SING ALONG WITH SONGS | PRACTICE READING WITH MUSIC | <ul style="list-style-type: none"> • The bear went over the mountain • London bridge • Where has my little dog gone? • Mid test (30 min) |
| 5 | 2 | FINAL PRACTICE Prompter | Natural Reader: Practice pronunciation Prompter: Practice fluency | <ul style="list-style-type: none"> • Anime stories |
| | 1 | CHECK YOUR ADVANCE!! | FINAL TEST | <ul style="list-style-type: none"> • Test (30 mins) Read for one minute. |

4.7 ASSESSTMENT PROCESS

- Find a passage according students' level. Submit the passage to a text readability formula to estimate its grade appropriateness.
- Ask the student to read the passage for one minute and record the reading. Emphasize that the text should be read aloud in a normal way.
- Mark any uncorrected mistake made by the student. Mistakes include mispronunciations, substitutions, reversals, omissions, or words pronounced by the examiner after a wait of 2-3 seconds without an attempt or response from the student. Mark the point in the text the student has come to after one minute of reading.

4.8 RESULTS

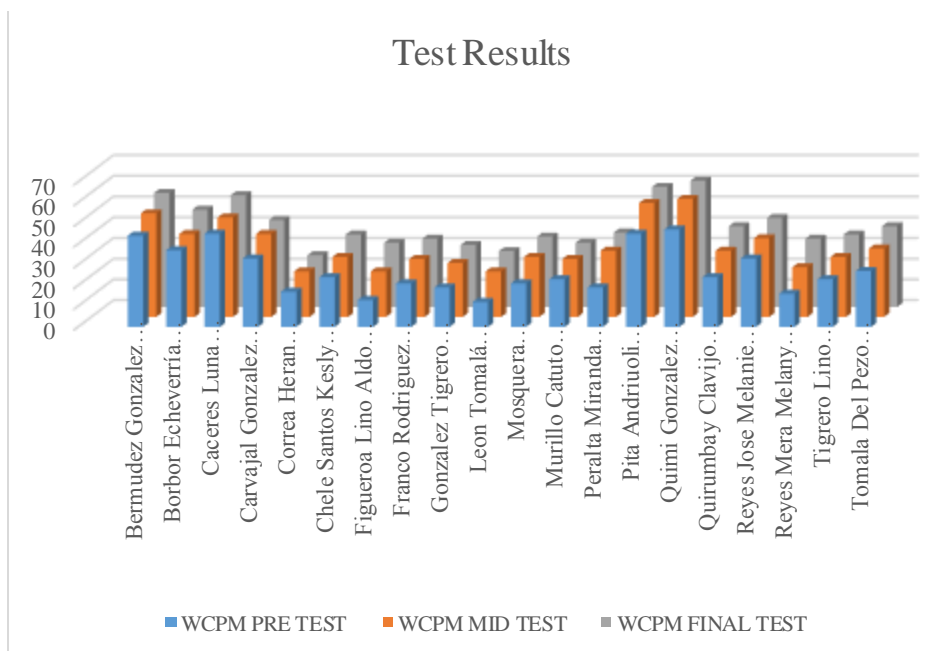
The results were obtained by calculating the formula Words read correctly per minute (WCPM).

Number of words read - the number of errors = words correct per minute (wcpm)

Chart 29 Test Results
Author: Arens Campoverde Guerrero

| N° | NAMES | Pre test | Mid test | Final test |
|-----------|----------------------------------|-----------------|-----------------|-------------------|
| 1 | Bermudez Gonzalez Jordy Justyn | 44 | 50 | 55 |
| 2 | Borbor Echeverría Jorge Arturo | 37 | 40 | 47 |
| 3 | Caceres Luna Ximena Belen | 45 | 48 | 54 |
| 4 | Carvajal Gonzalez Jordan Vicente | 33 | 40 | 42 |
| 5 | Correa Heran Edinson Anibal | 17 | 22 | 25 |
| 6 | Chele Santos Kesly Gerson | 24 | 29 | 35 |
| 7 | Figueroa Lino Aldo Abel | 13 | 22 | 31 |
| 8 | Franco Rodriguez Berenice Yulixa | 21 | 28 | 33 |
| 9 | Gonzalez Tigrero Kleber Daniel | 19 | 26 | 30 |
| 10 | Leon Tomalá Anthony George | 12 | 22 | 27 |
| 11 | Mosquera Cansmanza Karla Susana | 21 | 29 | 34 |
| 12 | Murillo Catuto Damarys Odalys | 23 | 28 | 31 |
| 13 | Peralta Miranda Damarys Malena | 19 | 32 | 36 |
| 14 | Pita Andriuoli Camila Valesca | 45 | 55 | 58 |
| 15 | Quimi Gonzalez Susan Yamille | 47 | 57 | 61 |
| 16 | Quirumbay Clavijo Johana Yaritza | 24 | 32 | 39 |
| 17 | Reyes Jose Melanie Marcela | 33 | 38 | 43 |
| 18 | Reyes Mera Melany Graciela | 16 | 24 | 33 |
| 19 | Tigrero Lino Geovanny Alexander | 23 | 29 | 35 |
| 20 | Tomala Del Pezo Dayanna Tamara | 27 | 33 | 39 |

Graphic 21 Test results
Author: Arens Campoverde Guerrero



4.9 STRATEGIES OF IMPROVEMENT

After the implementation of the blog and using the web tools that are inside it this is the analysis.

Chart 30 Strategies of Improvement

| BEFORE THE PROPOSAL | AFTER THE PROPOSAL |
|---|--|
| <ul style="list-style-type: none"> • Classes without technological tools or resources. • Traditional English classes. • Low level of reading fluency practice. | <ul style="list-style-type: none"> • Students acquire competences on the use of technological resources. • Use of technological resources during English classes. • Increase of level in reading practice |

4.7 CONCLUSIONS AND RECOMMENDATIONS

4.7.1 CONCLUSIONS

- Nowadays, the use of technology is important in education. So, it is necessary to use it in schools to offer a high quality education and make the teaching-learning process easier.
- The implementation of the BlogSpot “U-READER” has a good impact in ninth grade students when they use it. In addition, students show interest in the learning process when technology is used.
- The BlogSpot is considered as an educational tool. It is useful for students to improve their oral reading fluency.

4.7.2 RECOMMENDATIONS

- High schools should use technology in order to encourage students to learn. It means that teachers should use technology and implement other kinds of activities according to the student’s level.
- The BlogSpot “U-READER” should be implemented and used for improving the level of students in English reading skill.
- The use of the BlogSpot should be apply in order to improve the level of students’ in oral reading fluency.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. RESOURCES

5.1.1 Institutional

| DESCRIPTION |
|-------------------------------|
| José Pedro Varela High School |

5.1.2 Human

| DESCRIPTION |
|-------------------------|
| English Teachers |
| Students of ninth grade |

5.1.3 Material

| DESCRIPTION | UNIT COST | TOTAL COST |
|--------------|-----------|------------------|
| Paper | \$3.50 | \$ 21.00 |
| Prints | 0.25 | 150.00 |
| Copies | 0.05 | 50.00 |
| Pens | 0.50 | 1.50 |
| CD's | 1.00 | 3.00 |
| TOTAL | | \$ 225.50 |

5.1.4 Technological

| DESCRIPTION | UNIT COST | TOTAL COST |
|----------------------|-----------|--------------------|
| Internet Service | \$ 50.00 | \$ 50.00 |
| Camera (second hand) | 100.00 | \$ 100.00 |
| Computer | 1600.00 | \$1,600.00 |
| TOTAL | | \$ 1,750.00 |

5.1.5 Economic

| DESCRIPTION | UNIT COST | TOTAL COST |
|---------------------|-----------|------------------|
| Transportation | \$ 50.00 | \$ 50.00 |
| Lunch and snacks | 70.00 | 70.00 |
| Unforeseen expenses | 50.00 | 50.00 |
| TOTAL | | \$ 170.00 |

| | | |
|-----------------------|--|--------------------|
| TOTAL SUMATORY | | \$ 2,145.50 |
|-----------------------|--|--------------------|

5.2 TIMETABLE

| MONTH ACTIVITIES | April | | | | May | | | | June | | | | July | | | | August | | | | September | | | | October | | | | November | | | | December | | | | | | |
|--|-------|---|---|---|-----|---|---|---|------|---|---|---|------|---|---|---|--------|---|---|---|-----------|---|---|---|---------|---|---|---|----------|---|---|---|----------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| 1. Topic Approval | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Appointment design advisor | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Meeting with advisor | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Meeting with students | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. 1st Tutoring of research work | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Development Chapter I and II | | | | | | | | | | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Review and correction | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. 2nd Tutoring of research work | | | | | | | | | | | | | | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Sample identification | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | |
| 10. implementation of instruments | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | |
| 11. Collection and analysis of results | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | |
| 12. Conclusions and recommendations | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | |
| 13. Preparation of the proposal | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | |
| 14. Drafting of the report | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | |
| 15. Delivery of draft report | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | |
| 16. Dedication to academic peers | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | |
| 17. Handover reports | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | |
| 18. 3rd Tutoring of research work | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | |
| 19. Final reporting | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | |
| 20. Delivery of the final report | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | |
| 21. Distribution members of the court | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | |
| 22. Pre-defensa thesis | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | |
| 23. 4th thesis advisory | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | |
| 24. Delivery of the final report | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | |
| 25. Distribution members of the court | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | |
| 26. Thesis defense | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | | | | | |
| 27. Incorporation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | | | | |

Chart 31 Timetable

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APPENDIXES



PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

Appendix A Survey applied to students 9TH BASIC YEAR

ACADEMIC YEAR 2015-2016

Objective: To analyze why students cannot read fluently in English during the school year.

INSTRUCTIONS:

The student should mark with an **X** in the box of preference.

A – Agree

B – Neutral

C - Disagree

| PERSONAL INFORMATION | | | |
|----------------------|--------------------------|--------------------------|---|
| Sex: M | <input type="checkbox"/> | <input type="checkbox"/> | Age: <input style="width: 80%;" type="text"/> |

| No. | Questions | A | B | C |
|-----|--|---|---|---|
| 1 | English language has to be taught in many different ways using technology. | | | |
| 2 | Teachers should be dynamic when they teach English language. | | | |
| 3 | Teachers should use technology tools to teach English language. | | | |
| 4 | English language is sometimes boring if technology tools are not used. | | | |
| 5 | It is important to use web tools inside and outside the classroom. | | | |
| 6 | Teachers use blogs to teach English reading fluency inside the classroom. | | | |
| 7 | Your English reading fluency has improved since you started high school. | | | |
| 8 | It is important to create a BlogSpot to improve English skills. | | | |
| 9 | You can acquire reading fluency practicing at home by yourself using a blog. | | | |
| 10 | ICT tools are important because they encourage children to learn. | | | |



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

Appendix B Survey applied to teachers
 ACADEMIC YEAR 2015-2016

Objective: To analyze why students cannot read fluently in English during the school year.

INSTRUCTIONS:

The student should mark with an **X** in the box of preference.

A – Agree

B – Neutral

C - Disagree

| PERSONAL INFORMATION | | | |
|-----------------------------|--------------------------|--------------------------|--|
| Sex: M | <input type="checkbox"/> | <input type="checkbox"/> | Age: <input style="width: 80%;" type="text"/> |

| No. | Questions | A | B | C |
|-----|---|---|---|---|
| 1 | It is important to attend seminars which are about ICT. | | | |
| 2 | High schools should have different web tools to teach English language. | | | |
| 3 | High schools should have access to internet to give comfort when teachers are teaching. | | | |
| 4 | The use of technology is important to teach English language. | | | |
| 5 | It is important to apply new techniques to improve English reading fluency. | | | |
| 6 | Blogs are useful to learn English language inside and outside the classroom. | | | |
| 7 | It is a good option that students use blogs so that they can improve their English reading fluency. | | | |
| 8 | English classes should be reinforced through the use of web tools (blogs). | | | |
| 9 | It is necessary that students use new techniques to learn English language. | | | |
| 10 | Web tools such as blogs will encourage students to improve their English skills. | | | |

Appendix C BlogSpot and tools



Source: u-reader.blogspot.com
Author: Arens Campoverde Guerrero



Source: u-reader.blogspot.com
Author: Arens Campoverde Guerrero



Source: u-reader.blogspot.com
Author: Arens Campoverde Guerrero

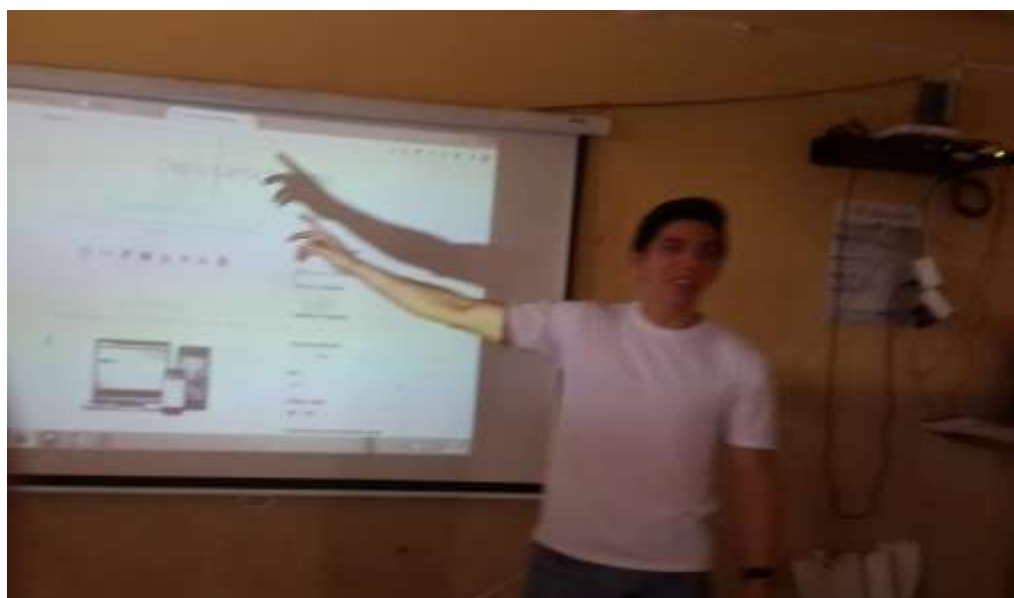


Source: u-reader.blogspot.com
Author: Arens Campoverde Guerrero

Appendix D Gallery



**Picture N°1 Creating a Gmail account
Author: Arens Campoverde Guerrero**



**Picture N°2 Creating a Gmail account
Author: Arens Campoverde Guerrero**



Picture N°3 Explaining How to use the BlogSpot
Author: Arens Campoverde Guerrero



Picture N° 4 Student using the Web tools in the Blog
Author: Arens Campoverde Guerrero



Picture N° 5 Student practicing
Author: Arens Campoverde Guerrero



Picture N° 4 Student practicing
Author: Arens Campoverde Guerrero

Appendix E

 **Ministerio de Educación** 

Oficio Nro. MINEDUC-CZ5-24D02-2015-1215-OF
La Libertad, 20 de julio de 2015

Asunto: AUTORIZACIÓN PARA QUE ESTUDIANTE REALICE INVESTIGACIÓN.

Sra. Master Of Arts
Glenda Beatriz Pinoargote Parra
Directora de la Escuela de Idiomas y Carrera Licenciatura en Inglés
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
En su Despacho

De mi consideración:

En atención a su Oficio No. ESID-CLI-2015-163-OF, de fecha 14 de julio del 2015, ingresado a esta dependencia el 16 de julio del presente año, mediante solicitud de trámite Nro. 24D02-3200-E, en el cual requiere se brinden las facilidades necesarias a la estudiante Arenis Dayan Campoverde Guerrero, para que realice las investigaciones respectivas relacionadas al tema de trabajo de titulación; al respecto expongo lo siguiente:

Conociendo que estas actividades se desarrollan en beneficio de la comunidad educativa; este despacho autoriza al estudiante antes mencionado a realizar las investigaciones necesarias para el desarrollo del tema de trabajo de titulación denominado: **"BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN STUDENTS OF NINTH GRADE AT EBG JOSE PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA 2015-2016"**

Se remite copia del presente a la Directora de la Escuela de Educación Básica "José Pedro Varela", a fin de que se re programe la fecha de inicio de las actividades las mismas no podrán interferir la jornada de clases de los estudiantes.

Con sentimientos de distinguida consideración.

Atentamente,


César Oswaldo Roca Chaurumbay
DIRECTOR DISTRITAL 24D02 - LA LIBERTAD - SALINAS - EDUCACIÓN



Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz
Tel. + (562) 2,5461300/1400/1500
www.educacion.gob.ec 

*Documento generado por SISEG 1/2

Appendix F Constitution of Ecuador

| CONSTITUCIÓN DEL ECUADOR | |
|---------------------------------|--|
| ARTICULO | DESCRIPCIÓN |
| 27 | <p>La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.</p> <p>La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.</p> |
| 29 | <p>El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural.</p> <p>Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.</p> |

| | |
|-------------------|---|
| <p>343</p> | <p>El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.</p> <p>El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.</p> |
| <p>347</p> | <p>Será responsabilidad del Estado:</p> <ul style="list-style-type: none"> - Fortalecer la educación pública y la coeducación; asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas. - Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales. |

Appendix G Urkund report

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**



La Libertad, 1 de Octubre del 2015

CERTIFICADO ANTIPLAGIO
001-TUTOR LACHG-2015

En calidad de tutor del trabajo de titulación denominado "BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN NINTH GRADE STUDENTS EBG AT JOSE PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015 - 2016", elaborado por el(a) estudiante **Arens Dayan Campoverde Guerrero**, egresado(a) de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



Chávez Gonzabay Leo A.
C.I.: 0906716768
DOCENTE TUTOR

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA



Document: 0207255_0001_0101000100

Submitted: 2023-04-04 10:51:05 (UTC)

Submitted by: alexis_27@gmail.com

Message: Chapter 1: 1 page long document source of the present in 5 sources.

| Rank | Part/Phrase |
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| 1 | 0207255_0001_0101000100 |
| 2 | 0207255_0001 |
| 3 | 0207255_0001_0101000100 |
| 4 | Alternative sources |
| 5 | 0207255_0001_0101000100 |

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Submitted: 2023-04-04 10:51:05 (UTC)

Submitted by: alexis_27@gmail.com

Message: Chapter 1: 1 page long document source of the present in 5 sources.

| Rank | Part/Phrase |
|------|---------------------|
| 1 | Alternative sources |
| 2 | Source not used |

UPSE PENÍNSULA DE SANTA ELENA

UPSE PENÍNSULA DE SANTA ELENA

UPSE PENÍNSULA DE SANTA ELENA



The screenshot shows a web browser displaying a document from URRUND. The document title is "CHAPTER 4.2. IMPROVING ENGLISH READING SKILLS IN THE PENINSULA DE SANTA ELENA". The document content is partially visible, starting with the text: "Research in this domain has a potential about creating a bilingual or bicultural English reading system...". The browser interface includes a search bar, navigation buttons, and a list of sources on the right side.

Appendix H Grammar Report

Msc. HIPATA LORENA MAÑAY MAÑAY
Email: malospe77@yahoo.com

La Libertad, 1 de octubre del 2015

CERTIFICADO DEL GRAMATÓLOGO CERTIFICO

Yo, HIPATIA LORENA MAÑAY MAÑAY, certifico que he revisado la redacción y ortografía del trabajo de gradación con el tema: **BLOGSPOT FOR MODELING AS A STRATEGY TO IMPROVE ENGLISH READING FLUENCY IN STUDENTS OF NINTH GRADE AT EBG JOSÉ PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015 – 2016**, elaborado por el egresado **ARENS DAYAN CAMPOVERDE GUERRERO**.

Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo al petitorio, el uso de este certificado como considere conveniente a sus intereses.



Lcda. HIPATIA LORENA MAÑAY MAÑAY

Ci: 1803225679

Appendix I Endorsement Letter

 Escuela de Educación Básica
"JOSÉ PEDRO VARELA"
Fundado el 8 de octubre de 1.950
Teléfono: 2765065
Correo electrónico: centroeduc.varela@hotmail.com
La Libertad - Ecuador



La Libertad, 01 de Octubre del 2015

CERTIFICO

Yo, NARCISA GARCÍA CAJAPE, certifico que el Sr. ARENS DAYAN CAMPOVERDE GUERRERO, con cédula de identidad N° 0928350743, Egresado de la Universidad estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, escuela de Idiomas, Carrera de Licenciatura en Inglés; ha desarrollado e implementado el tema de investigación, desde el 3 de Septiembre hasta el presente, en esta institución educativa, un Blog para la asignatura de inglés, programa titulado BlogSpot as a modeling strategy for improving English Reading fluency for ninth grade students EBG.

Se expide la presente solicitud del interesado, para los fines que crea conveniente.

Educativamente


Lcda, Narcisa García Cajape, MSc.
DIRECTORA



"La educación es fortuna que no se pierde, que no se gasta, que produce siempre"

La Libertad - Calle 27 entre avenida 14 y 15
Correo electrónico: centroeduc.varela@hotmail.com