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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: “ACADEMIC BLOGS TO DEVELOP READING
COMPREHENSION IN STUDENTS FROM SUPERIOR
EDUCATION”.**

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magister en Enseñanza del Idioma Inglés como Lengua Extranjera.

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A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD

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Isabel Ruiz

DEDICATION

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this process.

I also dedicate this work to my mother; Blanca Morales who has encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started.

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DIRECTORA: Licenciada Sarah Jacqueline Iza Pazmiño Magíster

FECHA: 13 de Diciembre de 2018

RESUMEN EJECUTIVO

Esta investigación está basada en la aplicación de blog académicos, como herramientas para el desarrollo de la comprensión lectora en los estudiantes de educación superior. En el estudio se consideró a los estudiantes de tercer y cuarto nivel de Inglés del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo de la ciudad de Riobamba. Quienes presentan un bajo nivel de comprensión lectora en el área de Inglés. El principal objetivo del presente trabajo consistió en investigar la influencia de los blogs académicos en el desarrollo de la comprensión lectora en los estudiantes de educación superior. A partir de la aplicación de una encuesta se determinó que la metodología utilizada por los docentes no contribuye a un aceptable nivel de comprensión lectora en inglés en los estudiantes. El estudio se realizó bajo un método cuantitativo, con diseño cuasi experimental con medición pre y post test; para determinar diferencias estadísticamente significativas en el proceso de comprensión lectora de dos grupos de estudiantes; al aplicarles un proyecto de lectura basado en la utilización de un blog académico para desarrollar la comprensión lectora en Inglés; esquema formado por : el primero grupo de control conformado por los estudiantes del nivel tercero que no utiliza el blog en su proyecto de lectura (G. A, n= 20); el segundo grupo experimental conformado por los estudiantes del nivel cuarto que utiliza el blog académico para su proyecto de lectura (G. B, n= 40). Los resultados indican que los estudiantes del nivel cuarto, demostraron al final del proyecto un desarrollo significativo en la lectura comprensiva. Ya que los estudiantes poseen ahora una mayor capacidad de reflexión y análisis que les permite expresar sus ideas, pensamientos y opiniones luego de leer un texto académico. En contraste con los estudiantes del tercer nivel los cuales tuvieron un desarrollo menor de las habilidades

de comprensión lectora, basados únicamente en la utilización del texto de Inglés. Estos hallazgos requieren que los maestros comiencen a utilizar la tecnología como un apoyo a la instrucción. Los educadores ya no pueden optar por no integrar la tecnología en su rutina diaria. Estamos en una época en la que la tecnología es el apoyo del aprendizaje.

Descriptor: habilidad lectora, blogs académicos, educación superior, desarrollo de comprensión, motivación.

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DATE: 13 de Diciembre de 2018.

ABSTRACT

This research is based on the application of academic blogs, as tools for reading comprehension development in students from superior education. In the study, students from the third and fourth English level at the Language Center from the Escuela Superior Politécnica de Chimborazo of Riobamba city were considered. Who presented a low level of reading comprehension in the English area. The main objective of this work was to investigate the influence of academic blogs on the development of reading comprehension in students from superior education. From the application of a survey it was determined that the methodology used by the teachers does not contribute to an acceptable level of reading comprehension in English students. The study was carried out under a quantitative method, with quasi-experimental design with pre- and post-test measurements; to determine statistically significant differences in the reading comprehension process of two groups of students; by applying a reading project based on the use of an academic blog to develop reading comprehension in English; scheme formed by: the first control group made up of third-level students who do not use the blog in their reading project (G. A, n = 20); the second experimental group conformed by the fourth level students who use the academic blog for their reading project (G. B, n = 40). The results indicate that the students of the fourth level demonstrated at the end of the project a significant development in the comprehensive reading. Since students now have a greater reflection and analysis capacity that allows them to express their ideas, thoughts and opinions after reading an academic text. In contrast to the third level students who had a lesser development of reading comprehension skills, just based

on the use of the English text. These findings require that teachers begin to use technology as support for instruction. Educators can no longer choose not to integrate technology into their daily routine. We are in a time when technology is the support of learning.

Descriptors: reading ability, academic blogs, superior education, comprehension development, motivation

INTRODUCTION

There has been extensive research about the many ways for reading skills development in superior education students, examining factors such as academic performance and motivation.

However, little has been done to determine if students prefer digital texts interaction to develop their comprehension reading skills, or if readers demonstrate a greater comprehension development through the dynamic use of new multimedia technologies, or if readers in a multimedia environment require some kind of literacy skills, or if English teachers in superior education are ready to implement the use of digital texts in their classes.

In several studies it has been determined that the use of technological devices such as cell phones, tablets, TV, video games, laptops, among others, motivate students the desire to learn a foreign language and develop the four basic skills in the English language learning process. In that sense, the implementation of an academic blog encourages students generate, communicate, and negotiate meaningful content through use of the Internet, online forums, social networks, and instant Messaging. Where they are able to share, read, and write “far more than they would have in more traditional methods.”

According to Boling (2008), when teachers act as moderators and create blogs, they provide students with opportunities to connect safely with real audiences while learning. Boling (2008) argues that this, in turn, can result in increased motivation and literacy engagement as students read, write, create, and produce for meaningful and authentic purposes. “Studies have shown that Internet access motivates many students to read extensively,” states Yang (2009).

This research study has been organized in the following chapters:

Chapter I. The problem. It contains the research topic and describes the problem which has to be solved. It encompasses the reasons why the research is done. It also has the problem tree, the critical analysis, the justification as well as the general and specific objectives.

Chapter II. Theoretical framework. It includes the research background, the philosophical foundation, the legal grounds, the fundamental categories, the hypothesis and the identification of variables. Theoretical Framework development requires a revision of bibliographical resources from data bases and digital repositories.

Chapter III. Methodology. It describes how the research is carried out. It has the research approach, the basic research modality, the level of research, the population and the sample calculated, the operationalization of variables, the techniques and instruments, the data collection plan and the information processing and analysis plan. All of these items provide an explanation of the process the author follows to do the research.

Chapter IV. Analysis and interpretation of the results. It includes a quantitative and qualitative analysis of the results obtained through a survey. Moreover, this chapter contains the hypothesis verification which allows the evaluation of the feasibility of the implementation of the proposal.

Chapter V. Conclusions and recommendations. It encompasses the final thoughts based on the results, in response to the research objectives, in order to give a solution to the problem.

Chapter VI. The proposal talks about the design of an academic blog to develop reading comprehension in students from superior education. This proposal has been made based on the results obtained in the study. Therefore, it has all the components such as: the informative data, the proposal background, justification, objectives, feasibility analysis, and the administration and proposal evaluation.

All this information aims to contribute to the practical implementation of an academic blog in the classroom or home. Finally, there is a list of bibliographical references and annexes.

CHAPTER I PROBLEM

STATEMENT

1.1 Theme of the problem.

ACADEMIC BLOGS TO DEVELOP READING COMPREHENSION IN STUDENTS FROM SUPERIOR EDUCATION.

1.2 Problem statement

1.2.1 Contextualization of the problem

Today with the technology development, the interactive websites and e-learning platforms many students from superior education have faced the use of (TIC's) in all subjects in their university careers. This as an essential tool to improve their reading comprehension skills in the English learning process, like an innovative alternative to help students get over their reading comprehension issues(Alvarez, Garcia&Ques,2010).

Globalization has pushed Ecuadorians into the need to read texts in English for many different purposes. Academic reading in English is also necessary for Ecuadorians in the present millennium, who want to improve their English for professional reasons. They do not have developed a positive attitude toward reading activities. The absence of this culture has made students read books with poor understanding (Diario Correo, 23/5/2006).

Ecuador is placed in one of the last positions in the ranking of reading habits in Latin America and the Caribbean, according to Unesco statistics, in Ecuador, a person reads an equivalent of half a book a year. A survey conducted by the National Institute of Statistics and Census (INEC) in 2013 reported that the 8% of Ecuadorians in ages between fifteen years old and older are considered illiterate. 27% of Ecuadorians do not have reading habits, 83% of young people between 16- and 24-years old practice Reading one hour a week, so youth read more than adults. Even though there is a significant lack of Reading skills development in educative institutions (Radiocre, 23/4/2014).

Some reasons because Ecuadorians do not like reading are that, they are not interested in reading activities 56,8% and they do not do it due to lack of time 31,7 %. Other reasons may

be that they are not accustomed to, and the reading behavior has not been passed from generation to generation, concentration problems. The lack of awareness of the construction of a reading culture from early ages as a way of the country development 11,4 % (Diario El Telégrafo, 2008).

Franklin Cepeda, writer, researcher and Ecuadorian historian, considers that in the capital city of Chimborazo province the reading habit has not been developed for many years, the reasons for this phenomenon are. First the social network preferences in young people, consultations and investigations are carried out 'online' and through audiovisual media. Students fell into a conformist attitude towards their intellectual development. The technology automated the students. Now "just by crushing two keys can find everything they seek and without much effort." For Cepeda, Riobamba, being a polytechnic and university city, should have a high intellectual level. "But it's not like that.

Second, the people's disinterest in reading skills development is felt in cases such as the closure of big bookstores, like the Chimborazo Culture House, which has a few users during the year. This institution offers poetry works, history books, and essays, but they did not attract readers. The 12,000 books and documents that this institution offers are little used. "The reading process is developed in the classroom." Point of view Franklin Cárdenas / Ex Pdte. Of the Culture House "Teaching fails in schools", the literary perspective, as well as summaries, have limited development in schools, nowadays. Teachers should encourage children discovering the joy of reading. Thus in the university, the reading of academic books will be more understandable because they will have a wide knowledge. (Diario El Comercio,14,12, 2012). University students in Ecuador face the requirement of skilled the English proficiency throughout superior institutions.

At Escuela Superior Politécnica de Chimborazo, that is considered as the third best University in Ecuador, according to the 2017 ranking of the top ten best universities in Ecuador, the Language Center provides students the opportunity to approve the four levels in order to get the proficiency certificate, which is mandatory to achieve to finish their professional studies. Despite this, students are not involved in an L2 Language environment

that can encourage them to look for interesting reading material to reinforce their daily classes in the classroom. ESPOCH students are aware that relevant and up-to-date information is mainly found in English on the Internet, and books, among other information sources.

That is why the university has a virtual library system called Koha, which offers a great variety of useful academic content for the investigative processes, both: for the student's topic thesis, and the global knowledge as well. All this material is available twenty-four hours a day the three hundred sixty-five days of the year. This online library has as a primary objective to motivate the academic research through the increase of the critical reading. In spite of the mentioned facilities, it should be noted that the reading level of the students at Escuela Superior Politécnica de Chimborazo is at a basic level, mostly oriented to their career subjects' educational guides. There is no research study in the ESPOCH academic repositories that indicates the percentage of students in reading, nor of any project related to this topic, so the information referred to the subject is based on the teaching experience in the English area.

When students arrive at superior educative institutions, they probably carry problems and sometimes traumas from their previous learning experiences in the English area mostly; that may be why some students do not succeed at this level and start having poor results in their academic goals. Many students feel frustrated when they notice a deficiency in their marks as a result of low reading performance concerning comprehension. This weakness in reading, both in their native Spanish and English, maybe as a result of a lack of useful strategies and techniques which were not taught in their previous studies.

Besides, because of the explosion of information that is accessible, there are vast quantities of data to be read, as a result of the lack of learning the culture and good reading strategies and techniques. Low achievement in reading skills seems to aggravate students' increasingly negative posture towards reading exercises. This supposed negative toward L2 reading could be the reason for the increase in student's lack of interest in trying to improve this language skill performance. Therefore, it is mandatory to design a good reading tool to address the

problems related to the deficient reading skills of L2 at the university level. Through the use of technology, it is about reaching the students in an unforgiving and creative way that captures their attention. Motivates and produces an unconscious interest in the reinforcement of reading comprehension skills. This online tool must be good enough to change students' attitudes toward L2 reading. An academic blog must persuade the students, that the experience of reading is both useful and enjoyable. Provide explicit instruction with the most appropriate strategies and techniques that the students need to apply when reading L2 texts. It may provide the solution for improving students 'reading comprehension performance at university levels.

1.2.2 Critical analysis

1.2.2.1 Problem Scheme

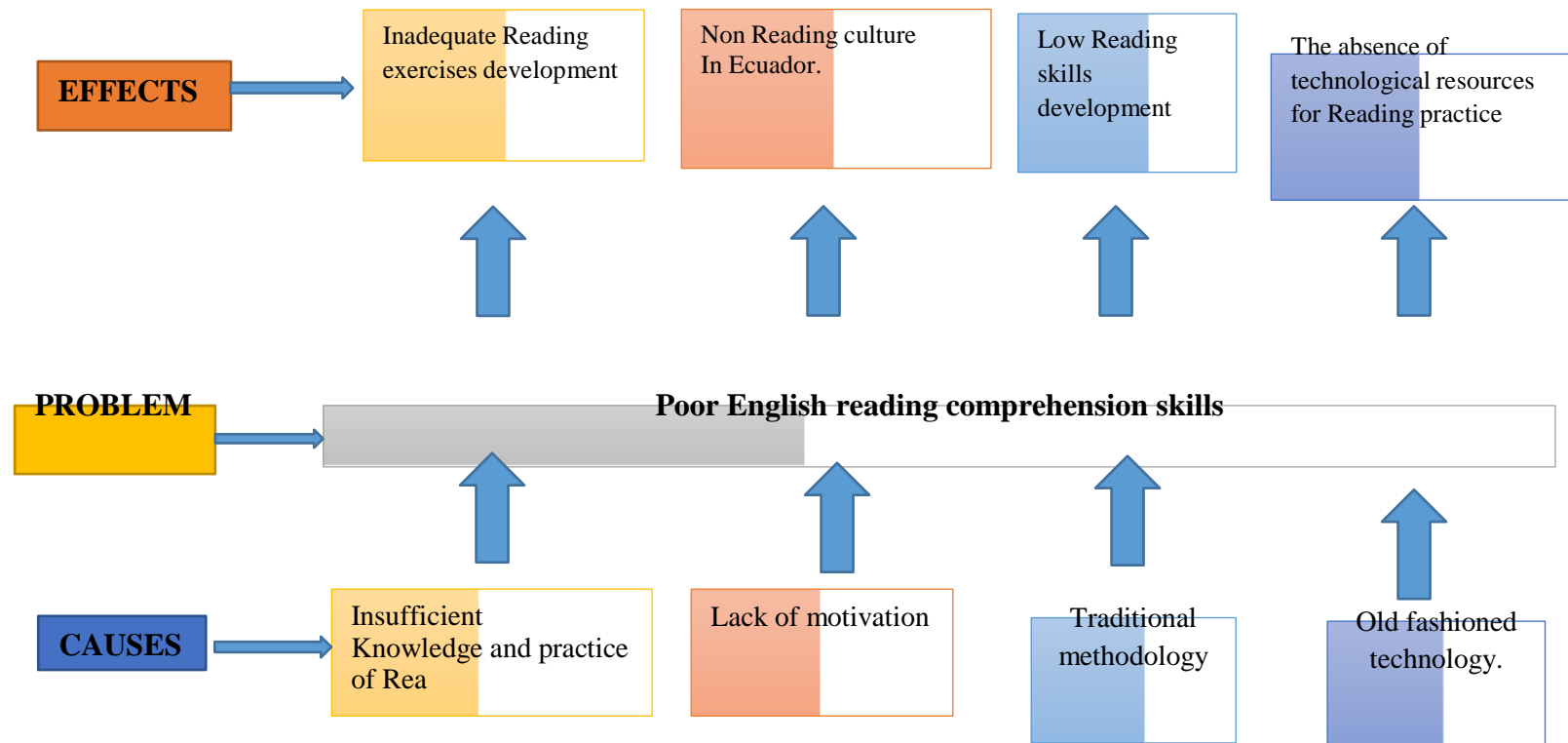


Figure 1: Problem Scheme
Made by: Ruiz, I (2018)

It has been identified as a possible cause of poor English reading skills development in students of superior education, the Insufficient Knowledge and practice of Reading strategies. The lack of teachers academic preparation in the area of English reading development strategies in students of the third and fourth levels at ESPOCH language center, has produced an inadequate development of reading exercises, the difficult access to training courses in these specific topics, has not allowed teachers to update their knowledge or request to the institutional authorities a quality teacher training in the area of reading development.

Ecuador as a non-reading country, where people do not usually enjoy the habit of reading anywhere or at any time. ESPOCH University students show a lack of motivation in the comprehensive reading process in the field of academic English. This is the reason why it has produced poor reading comprehension skills development. When people read, creativity and imagination increase at the same time that people can feel the magic, the pleasure, and enjoyment of being in a fantasy world. This lack of motivation can come from many factors such as: the modern era of technology that has forced the population to the adaptation in the use of these technological devices as an average mean of getting information, as well as the influence of an old study environment in classrooms ,because of these factors motivation has been reduced as an insignificant mean of the reading culture in the country, without taking in mind that during this reading process the knowledge about the world's topics increases significantly.

In a university context, students that attend to the Languages school show a low English reading skills level. It is because they have not been very well prepared in the secondary schools in the foreign language area. It seems that the Ecuadorian educative curriculum has some weaknesses and blanks that do not cover the real interest and population needs according to the real Ecuadorian social situation and its future projection in education. That is why the use of traditional methodology is another issue student's face in modern school. Old teachers prefer to use the memorization technique to maintain comfortable and useful teaching and learning process, teacher-centered methodology, forgetting the use of technology tools. That do not produce a meaningful learning process, which is the goal in this modern ages, the difficulty that most teachers have is accepting the technology in the

classroom as an opportunity of more motivated and interactive classes where students are allowed to produce their knowledge and share it with the teacher and classmates, the use of old traditional methodology is something teachers must take care a lot, like the base of reading skills development.

Some educative institutions still maintain in their laboratory's old technology. Many years ago those computers could have been useful to learn how to get the necessary information in a research process, nowadays technology provides many activities and allows interaction, sharing and getting global information. The necessity of having a modern computer laboratory increases students' interest and motivation in the second language acquisition process. In the other hand the lack of this computer laboratory causes limited information access, and for sure students do not have enough universal knowledge and skills development to face and live in this modern era.

There are no technology shortcuts to a good education. For university students who are underperforming or limited in resources, efforts to improve education should focus almost exclusively on better teachers and stronger administrations. Information technology is no exception; rigorous studies show that it is incredibly difficult to have a positive educational impact without computers. Technology at best only amplifies the pedagogical capacity of educational systems; it can make good students better, but it causes terrible students worse, many good educational systems excel without much technology. However, the modernity requires students with technology management because they will know according to a globalized world in benefit of the society in which students are going to work in the future, teachers have to be conscious that when the times come, they have to be with it, on the top of the invention's techniques, methodologies, and resources. Students need to make the learning process meaningful, enjoyable and easy to catch and practice, teachers teach this is the goal that is why the objective for the best teacher is learning all the time the different and modern ways to share the knowledge with students in the benefit of the society indeed.

That is why the necessity to apply real resources, the ones that modernity allows developing the four skills, in this case, the reading confidence through the use of academic blogs.

1.2.3 Prognosis

The insufficient use of technology in the learning process in the students' future could produce a population not according to the modern ages, in which a person that cannot have access or manage a technological device. Students will have a few opportunities to get a higher educational level and a better economic situation as well, Ecuadorian education is getting better than the past times, but in some further places where there is just one teacher for the entire institution the lack of technology is a persistent issue, so those students are not going to have the same educative opportunities as students where technology has already arrived even in a basic form. If people from these further places do not ask for a better education the government will not cover their educative needs.

Technological advances of modernity are not going to help members of these communities in their progress to a better chance of social change and economic improvements, students who persist without the interaction of technology in their teaching process not find the same level of knowledge of other students in the country may not achieve the same academic results in order to enter or have access to higher quality education. If government programs do not reach the most remote places in the nation where the student population has the same opportunities to all students in the country. The use of technology will be a resource that did not come to meet their educational objective is essential that improving the skills of students and facilitate the teaching and learning processes.

Currently students entering universities in the country must meet the requirements set by the education law which require a high level of knowledge according to the careers offered in the universities for higher education. People can still appreciate the injustice that occurs in obtaining those places of study. People realize that the fault lies in the educational differences in the areas of origin of students, because the further is the lowest educational institution is the government's attention in the access to modern learning tools.

The use of academic websites in the educational system has become an essential tool for teachers who want to share with the students more than just the content. The objective is to develop a better learning environment because the knowledge comes from a different and

more exciting place for students that is the technology that attracts people's attention and used in the correct form it will be the source to communicate with the whole world and be on the top of the scientific discovery in order to use the information in benefit of their interests. Nowadays the use of technology in the English learning process is mandatory for teachers because learning a new language means have a direct contact with a native pronunciation and the way in which teachers bring this material to the class is through the use of technology, academic websites allow students to have a direct target language contact and it is considered a useful tool to practice and improve the skills necessary to manage a target language.

One way to develop the reading comprehension skills is through the use of academic blogs. The use of blogs in education has been considered as an excellent technological form of engaging students in the learning process including a device which most of the university students have easy access to. As technology is an invention that involves almost each minute the use of it in education will allow students to discover the new knowledge and apply it in their real context, in the future students will be able to use technology as a daily routine and it will become the form to increase their knowledge and use it for the benefit of the communities where they live and produce.

1.2.4 Research problem formulation

What is the effectiveness of using an academic blog in developing students' reading comprehension skills?

1.2.5 Research questions

What are the theoretical bases of using blogs in teaching a second language?

What is the relationship between the use of academic blogs and the development of reading comprehension thinking skills among the students of the Language Center from the Escuela Superior Politécnica de Chimborazo.

How could academic blogs' characteristics and content develop reading comprehension?

1.2.6 Research delimitation.

Field of study: Education

Area of study: English reading skills

Line of study: E- learning

1.2.6.1 Time delimitation

September 2018 – February 2019

1.2.6.2 Spatial Delimitation

This research will take place at the languages center from the Escuela Superior Politécnica de Chimborazo.

1.3 Justification.

When students from superior education institutes learn the English language, they do not feel interested in this process. Probably, it is because the class is not according to their needs or maybe it is because the methodology or techniques the teacher uses are not according with the student's realistic expectations and the environment in which students develop their learning process is not engaging enough in any way. Nowadays the teaching process with the technology development offers a vast world of opportunities in which the teacher maintains the role of a guider and facilitator, and students still have the most crucial part that is be the creators of their knowledge. **The importance** of the technology used in the reading comprehension process lies in the modernization era, in which education has to be involved. The use of academic blogs as a tool for improving reading comprehension skills is an exciting proposal, that will catch students' attention, and it will unconsciously influence in their skills development, depending on the kind of activities the blog can offer. The technology included in the teaching process will encourage and increase motivation in students that are eager to

use the modern technological devices, they manage all the time in their important learning acquisition process.

This investigation is **interesting** because English language learning involves four skills development. Some class materials, technology can be used in order to achieve this goal, so the use of academic blogs with the objective of improving the reading skills to produce or enhance students a better communication and as a result of the comprehension skills increase in this modern form. Technology is a tool that not too many teachers can apply because the academic blog design is considered as a big challenge for teachers that do not have the technological knowledge to do it. The teacher uses an educational blog with the objective of language skill development as part of the regular English class, like an autonomous work. Students develop different and motivated forms of interest because they will be able to express their thoughts using some tools inside the blog and share exciting materials they find in order to improve their knowledge in the target language, as a learning approach. Academic blogs are considered as a modern form to develop student-centered learning.

This investigation had an **academic impact** in superior institutions which offer and support various distance education initiatives, which have been increasing throughout the past decade. The Web has had a resounding impact on education by augmenting home practices and by affording students new mediums for distance learning. Technology provides means for supporting the learning process. It is essential to look for methods, strategies, and techniques that allow all learners to feel comfortable in the learning environment; and, at the same time, produce the skills development especially in the English area. Blogs are considered a bridge between the academia and the world. The content of these blogs is focused on academic, cultural critique: comments and reflections, higher education topics, academic life. As well as in communication and research post. It covers a diverse range of educational practice, information sharing, and skills development.

After a research process at ESPOCH digital repository, it has not been possible to identify any investigation paper related to the use of academic blogs in reading comprehension skills development in students of the language center. That belongs to the third and fourth levels in the English area. So the present research work is considered as **original** and unique in the area of the use of technology in the processes of English language acquisition.

Even though blogs have advantages and limitations their use in the English classes will promote in university students reading skills development, Some universities want teachers and students to use official platforms to design the virtual platforms that will be used during the semester according to with the content level. As a result of the technological facilities and **feasibilities** that the ESPOCH University offers to the academic community, it is possible to design an academic blog with exciting topics related to the third and fourth level students that will support their learning process and with the primary objective of reading comprehension skills development.

As Zamel (1992) wrote, “Just as reading provides ‘comprehensible input’ for writing. It can contribute comprehensible input for reading” (Zamel, 1992, p. 480). The use of blogs fits with students' interests and varying English levels. Blogs in reading improvement encourage students to expand and widen learning opportunities when students understand the benefits of this process; they become engaged and active in their learning. Blogging provides an opportunity for students and teachers reflection. It opens up student reading to a broader knowledge world. It provides a chance to practice communication skills. It builds a learning support community. It empowers students. Finally it provides a platform for peer feedback, motivates students in intermediate-level communicative learning. The direct **beneficiaries** of this research work are the students of the third and fourth levels of English at ESPOCH language center, which will include in their learning process the technological tool called academic blog to develop their reading comprehension skills.

1.4 Objectives

1.4.1 General Objective.

To determine if academic blogs develop the reading comprehension skills effectively on English language learners in superior education.

1.4.2 Specific Objectives.

- To identify the causes of limited reading comprehension skills development in students from the third and fourth level of the Languages Center at Escuela Superior Politécnica del Chimborazo.
- To analyze how academic blogs develop reading comprehension skills in students from the third and fourth level of the Languages Center at Escuela Superior Politécnica del Chimborazo.
- To determine the influence of academic blogs in the development of reading comprehension skills in students from the third and fourth level of the Languages Center at Escuela Superior Politécnica del Chimborazo.

CHAPTER II

Theoretical Framework

2.1 Research background

After reviewing the digital repository of the Escuela Superior Politécnica de Chimborazo, the conclusion is that there are not research papers related to the topic. "Academic Blogs in English reading skills development in students from the third and fourth level of the languages center at ESCUELA SUPERIOR POLITECNICA DEL CHIMBORAZO.

On the internet, there are similar research papers related with the topic of investigation, but not the same in its whole. That is why there will be used as a reference and support material to this research project.

- As Nauman (2010) Australia, said in his research investigation about: Emerging Web Technologies in Higher Education: A Case of Incorporating Blog, Podcasts and Social Bookmarks in a Web Programming Course based on Students' Learning Styles and Technology Preferences. Nowadays, the use of technology is revolutionizing the academic environment. Internet use has become an important tool for teaching languages. As clue factors, they set the learning style and technical preferences. The use of Academic Blogs helps students think and analyze and develop their knowledge. A course Blog quickly gets feedback from students while they are involved in the teaching and learning process, strengthen collaboration among students. As a result of this study, they found that: There are no significant differences in the four learning styles and high academic performance among the assessment tools. The teaching methods (using emerging web technologies) do not favor specific learning styles. Today's learners have the flexibility to stretch their learning styles to accommodate different teaching methods. Students have a higher willingness to use synchronous and asynchronous communication tools.

In this study focused on the use of technological preferences and learning styles in language students, it is undoubted that the use of blogs fulfills its role of producing the development of self-learning, comprehension, and analysis of blog content improving communication between students and teachers, which gives us an indication that the use of blogs have an influence on the development of comprehension on reading skills in students. However, this result does not influence the learning styles or the basic technological preferences of the present study.

- Wang, S.(2011) New York , the author of the study " The Impact of using blogs on college students in reading comprehension and learning motivation" sets that: The objective of this research project is to identify if whether students reading level improves if students have the opportunity to use digital text with a blog tool. It has been investigated the instructional effectiveness of developmental reading courses, including enhancing student's metacognitive awareness, improving students study skills, and examining factors correlated with reading and academic performance. Whether or not the readers demonstrate superior comprehension skills through the use of dynamic new media technologies, and whether or not college professors are ready to adopt digital texts in blogs in their classes. Traditional printed books are no longer used for getting information by young adults in the digital age than multimedia tools. This change has been a factor correlated with young adult's low reading achievement. As a result, this has been associated with the negative reading scores and comprehension abilities in university students. The results indicated that using blogs correlated positively with a higher retention rate. However, the quantitative data in this study did not support the assumption that using blogs to enhance new literacies in a college reading context can have a positive effect on students reading performance. Blogging has a positive impact on student's interaction with peers heightened student's sense of community and strengthened classroom rapport. There was not concrete prove to support the use of blogs in reading skills development to

improve reading comprehension. However, there was some evidence of increased motivation and a sense of community among the students.

Even when the use of blogs in the classroom with the aim of improving reading skills in students did not provide an adequate basis for their affirmation. It was proved that the students' reading retention obtained a sufficient level related to the comprehension of digital texts, which gives us a high degree of effectiveness in the use of blogs in comprehension reading skills improvement in university students, besides motivation and collaboration increase among them.

- Matt Banner (2015) points out in his investigation work, "Why Student Blogging Increases Reading Comprehension (And How to Do it!" that: Blogging is powerful, it can be used to support education, and specifically reading comprehension. The world is embracing new technology for communication. Blogging has also become part of the new classroom in many ways. It's important for education face these changes, in 2012, Fisher Digital Publications released a thesis entitled: Blogging as a Strategy to Support Reading Comprehension Skills. Blogging affects reading comprehension in many. Blogging gives students the ability to share their thoughts with the entire world. Aspects. Students have positive views to use technology in the learning process. They accept it to support their learning process and as something they could use to develop their knowledge. A study done by Guha mentioned that "The same type of motivation comes from the students having the ability to communicate with their classmates. Beyond an increase in reading comprehension, students experience some other benefits from merely using a blog:
 - Real and authentic writing practice
 - Confidence and desire to express themselves
 - A piece of knowledge that encourages them to be experts in their topics.

It is becoming more important for teachers to embrace technology as a way of improving their student's learning experiences and skills. The social and cultural aspects of blogging, the use of blogs develops student comprehension. It allows them to discover meaningful knowledge instead of having it spoon-fed to them.

According to the present study .results in which students look at the use of technology as a motivational means in the learning process, blogs have produced an increase in the autonomous knowledge acquisition, as well as the interaction between participants, and the rise in students communication skills, That is the reason why it can be said that the use of blogs with the aim of comprehension reading skills development is a fact that is being tested as part of the universe of skills that improve with its use in the classroom.

- In the research project about: " Online Blogs in the Process of Development of Students' Reading Skills" by Korovinaa (2016), Russia. The effective use of online blogs during the process of English language learning at the university. This study analyzes blogs and their effectiveness for the development of students' reading skills in English classes of full-time and distance learning. The use of blogs helps to increase students' motivation to learn English. This research is a starting point for a more in-depth study of the application of online blogs in the students' learning process of reading skills development, taking into account cultural, age and gender features. It is also the most significant source of information; thus, teachers have to attach much importance to the choice of texts for reading in blogs. So they are expected to be:
 - Different genres and culture-related information, diversified vocabulary.
 - Not too difficult for learners, otherwise they may lose all their motivation.
 - Suitable for the teaching goal.
 - usable in the series of activities: students are involved in the cognitive process, giving the message of the text, searching on the Web for relevant topics, producing ideas by making comments in their blogs.

As a result, blogs are an interactive activity to revise and improve students' reading skills in a rewarding and motivating way. Blog environment helps to increase and sustain students' motivation for learning English as well as teachers to make use of particular English-language web resources. As a promising and convenient methodological tool, the blog contributes to developing communicative skills and strategies that not only make language learning a collective endeavor, which is of significant advantage but also promotes interaction in many cultures.

Motivation in English language learning is a primary factor in the use of blogs, but not as important as the development of reading skills of students, based on aspects such as age, gender, and culture as a result of this research. It is recommended that, the texts that are going to be used for reading comprehension skills development must comply with basic requirements according to the objective of the English language learning, a relevant point is also the use of blogs allows the international communication skills acquisition, facilitating the knowledge increase related to cultures around the world and their corresponding interaction.

- In the study case "The Effectiveness of Using Blogs as an Independent Learning Tool to Develop Reading Skills for University Students," Saudi Arabia (2016). The emergence of technologies has created new opportunities and challenges in the field of English language learning. The present study tries to set the great experience of using blogs as an independent tool to develop students' reading skills. The final analysis revealed that using blogs yielded significant effects on students' reading skills, Adopting blogs in teaching the English language creates a new atmosphere in our classrooms, and as an effective tool in developing students' autonomy. The learner feels he has his freedom to learn individually. Moreover, students are highly motivated to learn a English if they are given this freedom of choice. This research is in stating that blogging enhances reading and critical thinking skills. Besides, blogs provide learning with an environment for autonomous learning and knowledge and information sharing. This research investigation proves the effectiveness of blog in developing reading skills. Also, blogs

could be used as a student's e-portfolio. Attaching videos, assignments, and writings.

This research project points out the benefits in the use of blogs in the foreign language learning process. The purpose of blogs produces reading comprehension skills development in students, as well as high levels of free and motivational learning production .all of these factors influence in the meaningful knowledge production, through reflection and interaction according to the academic student's needs.

- For this study about "Blogging as a Strategy to Support Reading Comprehension Skills" By Casey Van Epps (2012) the United States, students have the ability to respond to literature , as well as their motivation to work through a blog. By incorporating these technologies, students participate in authentic experiences that build motivation and support their learning. Technologies have a history of acting as a supporting tool within the classroom. There was a noticeable increase in student motivation while using blogs. These findings suggest utilizing technology as a support to instruction.

The blog site used in this study was primary and didn't allow for outside links or sites to be connected to threads. The ability to connect to the blog outside of the school day may also have caused some issues due to loss of internet connectivity. Blogging in the classroom is a highly effective way to support reading comprehension due to the technology used. Blogs also act as a springboard for authentic learning as well as helps support the comprehension skills of readers. This purposeful learning activity involves student engagement, communication, and collaboration with one another.

Once again, through this research work results, it is confirmed that the use of blogs in the English language learning as a tool to support the individual knowledge acquisition, has a significant influence in the reading skills development, as well as in the student motivation increase. The reason why it is recommended the use of technology in the process of teaching a foreign language in a University environment.

2.2 Philosophical foundation

In its early educational technology were innovation and a level playing field with fundamentally behavioral counseling. He emphasized the characterization of situations of education as systems, with the sequential use of specific objectives, and instructional design remarkably controlled and sometimes rigid. However, the field has also been characterized by development growth and innovation, and therefore the behavioral bases have been ceding ground to a position of cognitive behaviorism and more recently to a situation of full Cognitivist. It has allowed the progress of educational technology from the use of mass media such as audiovisual to reach individualized for specific purposes such as the use of micro-computer, computer networks, and internet media. The initial promise of educational technology was many and encouraging. The report of the Commission on Instructional Technology in 1970, for example, proposed: a) it was feasible to do more productive education, b) give teaching a scientific basis, c) immediate learning, d) more equal access to education. Today educational technology uses a process of transfer and innovation in school, they have incurred significant changes in recent decades which must be fully incorporated in educational technology so that it can take more social responsibility, more commitment to the purpose of education and psychosocial implications of their methods and help find programs, procedures and strategies not only equal access to education systems learning but equivalent survival and results that make feasible.

Currently, the developing systemic approaches and technological changes worldwide, the information is both the raw material and the product of all organizations, including educational. In this regard, the use of Information and Communication Technologies (ICT) play an essential role in the strengthening and development of educational technology. A legal basis for technology in education. Through the Ministry of Science and Technology, Ministry of People's Power current Telecommunications, especially in articles: Notes education as an indispensable right to develop the creative potential of every human being. It notes that the state create and sustain institutions and services sufficiently endowed to ensure access, retention and completion in the educational system. Points out that science, technology, innovation, applications, and information services as necessary in the

constitution. In the 2000s they are approved new laws and decrees to strengthen the legal basis for the use of ICT. To conclude behavior and the product of educational technology is the result of own economic, social, political and historical and legal processes of each country in each time.

2.3 Legal foundation

The legal statutes that support this research are the following:

➤ **Ley Orgánica de Educación Superior LOES (2010)**

“Art. 124. Formación en valores y derechos.

Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas”.

Escuela Superior Politécnica de Chimborazo is part of the Higher Education System institutions. Therefore, according to LOES it is obliged to provide the domain of a foreign language those who graduate from their careers and the vocabulary knowledge is one of aspects that are part of the English language proficiency.

➤ **Ley Orgánica de Educación Intercultural LOEI (2011)**

Art. 7. Derechos de los estudiantes.

“a. Ser actores fundamentales en el proceso educativo”. [Art. 7. The Rights of Students.

➤ **Reglamento de Régimen Académico Consejo Educación Superior (2017)**

Art. 31. Aprendizaje de una lengua extranjera.

“...las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva

carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas” (Ministerio de Eeducación)

2.4 Fundamental categories

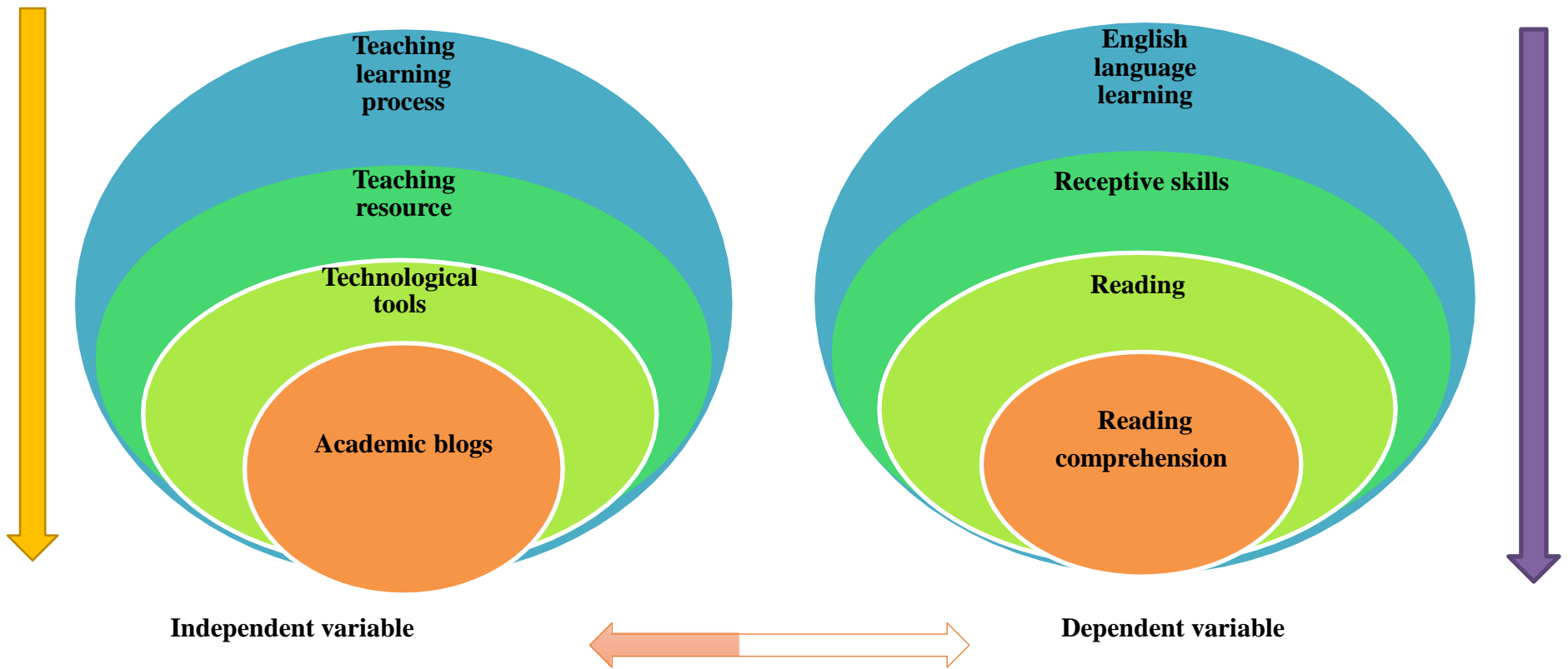


Figure 2. Fundamental categories
Made by: Ruiz, I. (2018).

2.4.1 Independent variable interrelated graphics

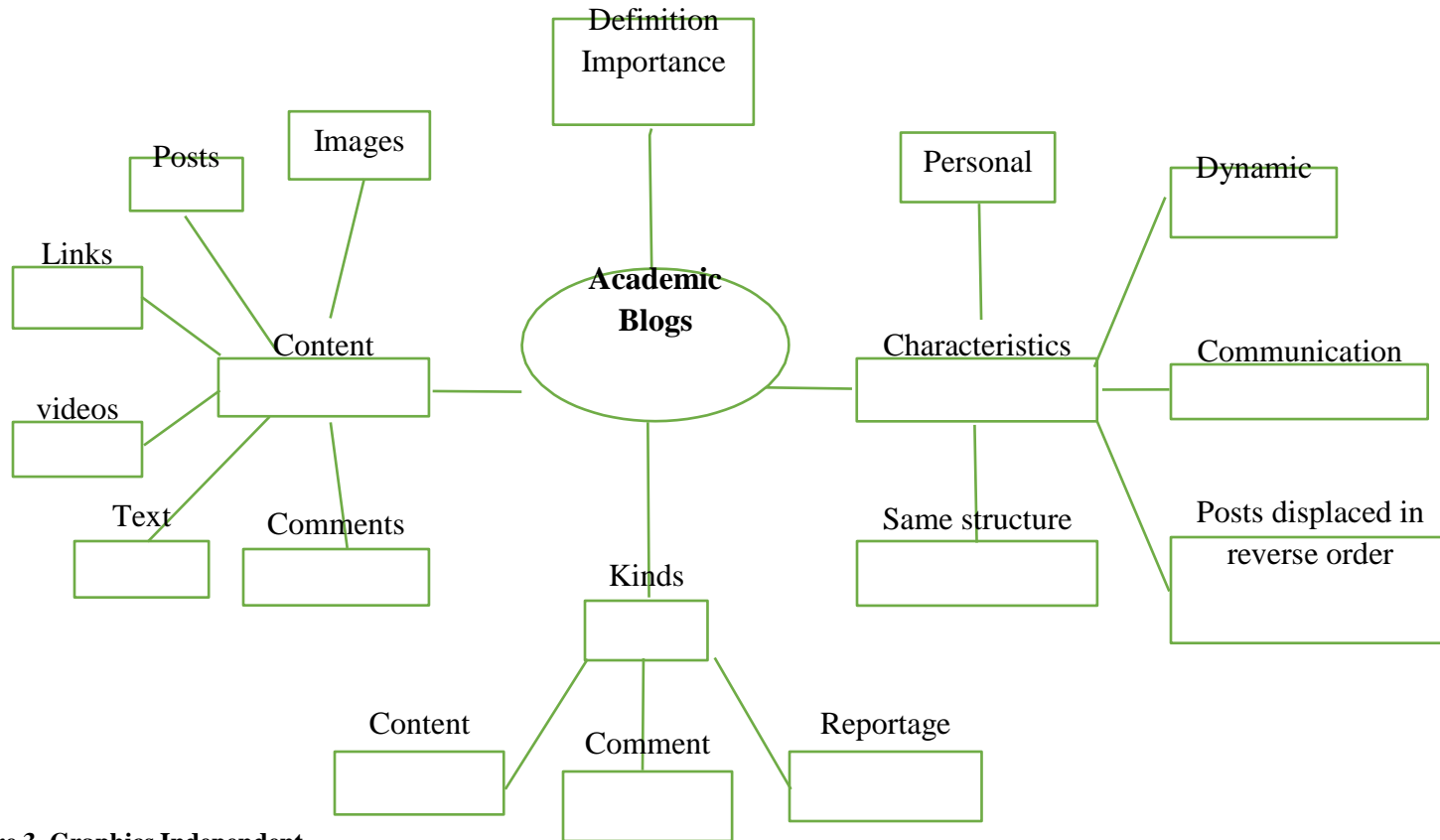


Figure 3. Graphics Independent
Made by: Ruiz, I. (2018).

2.4.2 Dependent variable interrelated graphics

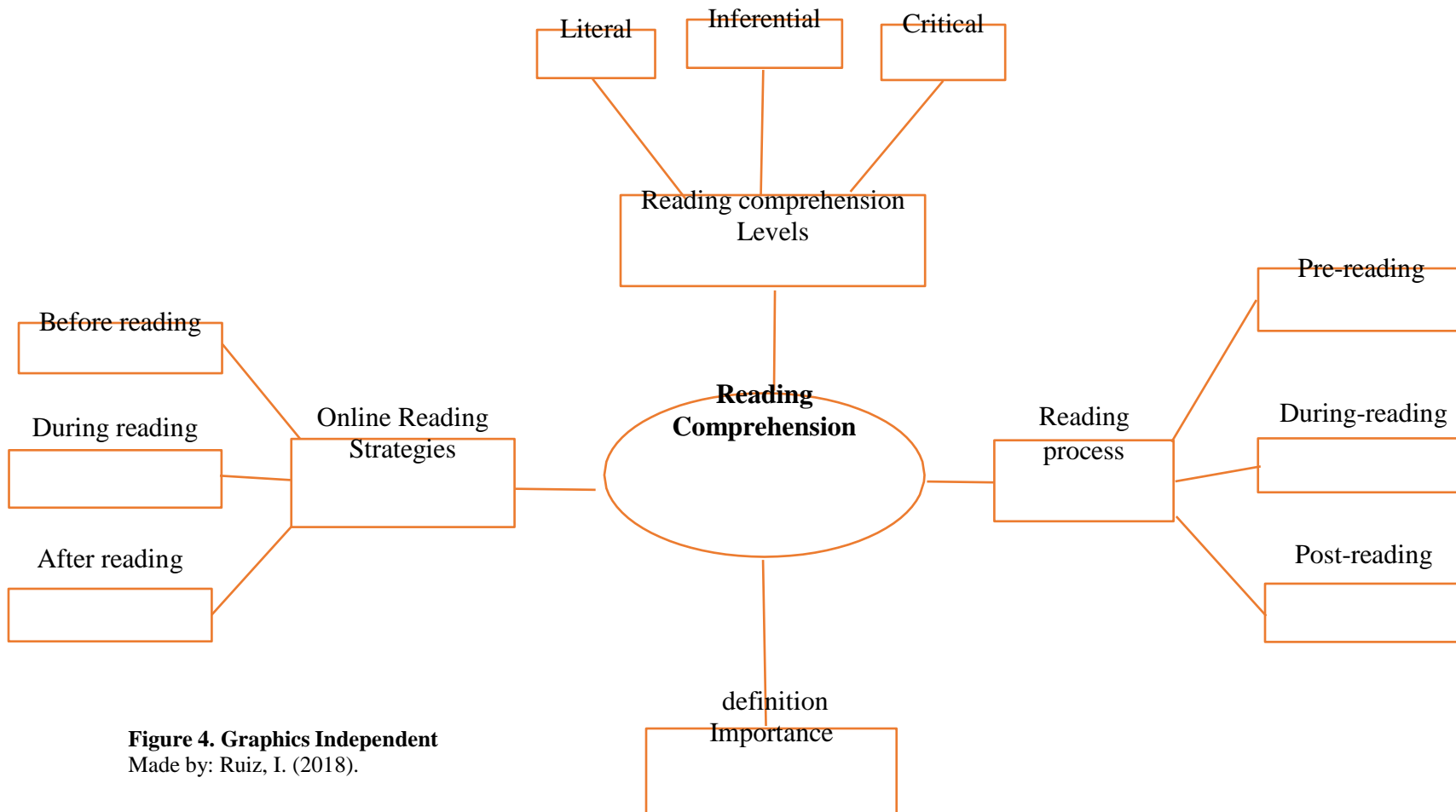


Figure 4. Graphics Independent
Made by: Ruiz, I. (2018).

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2.4.3 Dialectical view of conceptualizing variables

2.4.4 Independent variable framework: Academic blogs.

2.4.4.1 Teaching and learning process

The importance of knowledge lies in its use, in our active mastery of it-that is to say, it lies in wisdom ... now wisdom ... concerns the handling of knowledge, its selection for the determination of relevant issues, its employment to add value to our immediate experience.

-Alfred North Whitehead (1929/1967, p 30)

Johnson, B. (2002) considers that teaching and learning is a process of instruction based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to the content. The broader the context within which students are able to make connections, the more meaning content will hold for them. A great part of the teacher's job, then, is to provide context. The philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge, their own experience and with their daily life in ways that hold personal meaning, so they learn and remember it. It changes students' lives. The more students are able to connect their academic lessons with this context, the more meaning they will derive from these lessons. To discover meaning in knowledge and skills leads to mastery of knowledge and skills." Teaching should be offered in context. "Learning in order to know should not be separated from learning in order to do "" (U.S. Department of Labor (DOL), 1992).

Teaching and learning is a holistic system that reflects the way nature works. Instead of perpetuating the destructive dualism between thought and action, it unites concept and practice. The discovery of meaning is the central characteristic of the teaching and learning process. Teaching and learning have the power to interest all students in learning, and, as Whitehead said," There can be no mental development without interest. Interest is the *sine qua non* for attention and apprehension "(Whitehead, 1929b/1967, p.31).

Teaching and learning are not confined to teachers and students only. They are part of a continuous process. That is a kind of transfer or sharing of knowledge from one person to the other. The person who transfer his / her knowledge is known as the teacher and the one who receives it is known as the learner. It even involves the nature and man. In this context a teacher is not the one who holds a teacher's training degree and goes to either a school or a college for teaching the students. Teaching is not confined to the educational institutions only. Every knowledgeable person is capable of transferring his / her knowledge to every other person. Hence teaching is a continuous process of knowledge transfer.

2.4.4.2 Teaching resources

Teaching resources are considered as a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways. They can be games, videos, flashcards, project supplies, and more. Activity-based learning employs a variety of teaching/learning materials and focus on student interaction to learn new concepts. Context-specific learning materials enhance the process.

Teaching resources are very important because they can significantly increase the student achievement by supporting student learning. Teaching materials, regardless of what kind, all have some function in student learning. In this day and age, learning resources have moved online. An English language teacher can find lots of free resources to support the class through the use of online teaching resources. The teacher is able to download free lesson plans and classroom materials; get tips, articles and information about professional development, conferences and qualifications. Also, teachers can join discussion groups and access training materials.

Flexibility in teaching materials and the use of multimedia makes it possible to reach out all learning styles. Multimedia teaching resources via web sites provide syllabus, assignments, discussion groups, projects, class notes, video material and the power points for the lectures. Links to other websites that can provide additional representations of a topic being discussed or as scaffolds or supports for student learning. The Internet also provides opportunities to

employ many different entry points to learning. Electronic material can also be accessed via portable devices such as iPads, other computer based tablets, Android smartphones or iPhones.

2.4.4.3 Technological tools

A tool is an instrument used for doing work. It can be anything that helps to accomplish a goal and do meaningful work. The technology forms used to share information by electronic includes devices as computers, video, mobile phones, satellite systems, hardware and software; as well as video conferencing, e-mails and blogs. Technological tools are digital networking facilities information at high and reliable speed and capacity. An electronic, digital or physical tool that can expand the human ability for performing tasks or generating products. For example: word processor, presentation program, spreadsheet program, graphics editing program, picture editor, movie editor, video format converter, web design editors, web design programs and platforms, web design script languages, web applets, voice recorder, digital video camera, etc. One way to engage students in learning process is through the use of technology tools into the classroom.

There are a wide range of tools available for students, educators, and librarians. The key is selecting materials that are effective, efficient, and appealing. The impact of online learning in higher education institutions is evidenced in the changing instructional strategies to increase student academic achievement, which results from more active interactive learning processes in the modern era through the use of technological tools. Technological tools used appropriately, especially computers allow new forms of teaching and learning a foreign language than do what they used to do in a better way. The appropriate use of technology can lead the paradigmatic change among content and pedagogy that is fundamental part of the education reform in the 21st century. Technological tools support education. They can promote knowledge acquisition and skills development that empower students for lifelong learning.

2.4.4.4 Academic blogs

Definition

Blogs have more than one definition, Ward (2004) defines blogs as websites which are “updated regularly and organized chronologically according to date, and in reverse order from most recent entry backwards”. Throne and Payne (2005) defines blog as “a web application that displays serial entries with date and time stamps”.

According to Levy (2012) “An academic blog is an online Web page used to enhance educational learning. This form of online publishing creates an opportunity for student's personal growth and peer-to-peer interactions outside the classroom. In the learning process, teachers incorporate the Web into the educational landscape, allowing students to publish their personal thoughts and opinions.” Blog posts are often short and informal. With weblogs, students can find themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to the Internet.

Blogs used in the teaching and learning process are:

- To post assignments, syllabus, exercises, and readings instead of using traditional class websites.
- To link suggested readings and other relevant sites for students.
- To organize in-class discussions through blog pages.

Academic blog forms according with their academic purpose:

Classroom blogs

- Professors design class-specific blogs for students to submit essays, complete peer-reviews, and discuss readings.

Public blogs

- Professors ask students to contribute to public blogs that already exist on the Web.

Interest blogs

- Departments, professors, or staff members invite students to blog about a relevant topic or event on campus.

There are lots of sites where you can set up a blog for free, but perhaps the best known and one of the most reliable and simple blogging tools to use with students is Blogger (<http://jimdo.com>). It takes only fifteen minutes from setting up an account to publishing the first post using this valuable tool.

Importance

Blogs are designed in ways that attract new audiences. They can communicate our research more effectively. Blogs enhance impact; they are a medium for public engagement. The advocacy goes on. They can point readers to our (real) academic publications. Blogs are part and parcel of the academic landscape. As such, it is of no less value than any other form of learning process. Even though that into the evaluation process do not count blogs – yet – this does not lessen their value. They have their own worthwhile thing.

The importance of blogs according to Nathan and Overman, (2018)” The way in which students’ access information is changing; blogs have opened up key debates to a wider audience, encouraging all to share their points of view and opinions. For a growing number of students, blogs are an important part of their academic lives. Blogs are good for telling people about work you’re doing; showcasing your findings; contributing to the academic field; and keeping yourself in the public eye. It can help to develop reading comprehension skills, and maximize the impact of your work in academia and beyond, blogs appeared as an effective learning tool in developing language skills, mainly reading and writing Kennedy, K. (2003).Richardson, W. (2003).Kajder, S, Bull, G. (2004).

Research shows that the use of blogs plays an important role in developing interactions among students and between teachers and students in the target language (Ayden 2014). Accordingly, Murphy (2007) asserted the role of feedback and interaction in online reading comprehension program. In addition to that interaction was promoted through pair work at a

single computer and by providing feedback hints about the incorrect answer. In a similar vain, Aydin (2014) has reviewed the studies conducted on adopting blogs in developing language skills. He concluded that blogs are an effective learning tool that enhance language skills.

In addition, Izquierdo, B. and Reyes (2009) investigated the effectiveness of blogs to promote frequent extra reading practice in a freshman EFL science and technology reading program at a public university. The results showed that online social environments were very well perceived by most students and that they were quite effective when students left their traditional classroom and explored new ways of learning outside.

Characteristics

The following is a list of the most common blog characteristics cited by (Mijatovic, 2018) Dynamic, posts displayed in reverse order, same structure, personal, and communication.

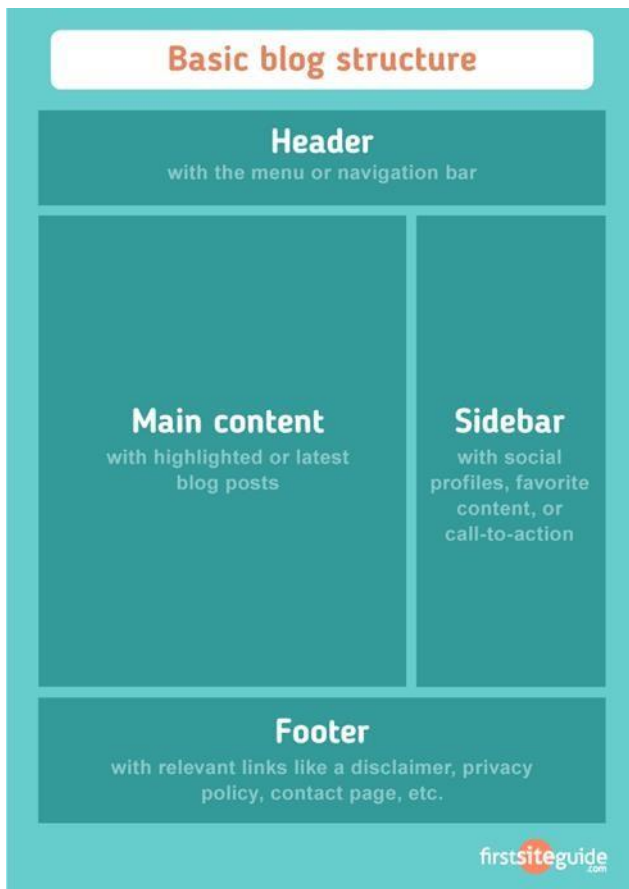


Figure 5
Source: <https://firstsiteguide.com/characteristics-of-blog/>. Blogs Structure

Blog content

Posts, images, videos, links, texts.

Three main Types of text

The following is a list of the most common blogs texts objectives cited by (Van, 2015)

Informative, persuasive, and amusing texts.

STRUCTURE	LANGUAGE	TO BE AVOIDED
<p>Depends largely on the input text and the task; but the text should</p> <ul style="list-style-type: none">• be written with a specific audience in mind• be informative and clear in language and content• contain complete thoughts which the reader can follow easily• be structured and divided into clear paragraphs with a topic sentence in each paragraph• begin with the most important thought or idea the blogger wants to present his audience• capture and maintain the readers' interest and attention throughout the entry• end with a conclusion that invites further comments or reactions from other bloggers	<p>The aim is to write a clear and comprehensible text which is interesting and conversational</p> <p>Dos:</p> <ul style="list-style-type: none">• Use first and second person pronouns ("I, you") to make the entry personal• Use conjunctions to improve the flow of statements and make reading more interesting• Use vivid words, expressions, modifiers (and images) <p>Register: varies depending on the input text and the task ; frequently informal/colloquial</p>	<p>Do not</p> <ul style="list-style-type: none">• be rude or offensive• use swear words• post texts which are unkind or uncomplimentary; be especially careful with topics like sex, age, race, religion, nationality• use jargon or confusing abbreviations• bend grammar and/or punctuation rules so that the entry is insulting or hard to follow• switch tenses without good reason• overload the text with complex structures; clauses involving participles with their own subject and non-defining relative clauses, for example should be used sparingly• waffle• copy from the input text or include lengthy and unnecessary quotes (plagiarise)

Chart 1. Texts Types

Source: <http://www.gymnasium-dsmme.net>

Comments

A comment is an opinion, judgment or consideration that someone makes about another person or something. The comment supposes a response or an interaction with the raised things. Thanks to the Internet, readers, listeners or viewers can make comments with great ease and express their opinions on websites and blogs. In this way, it is common for a round

trip, known as feedback, to occur between content producers and recipients. commenting on a text, or other types of content, carries a responsibility, is read by millions of people of different ages, from different backgrounds, and it is important to avoid offenses and the lack of respect and consideration for others. A comment, on the other hand, is the explanation of a text to facilitate its understanding.

Clearly building a blog reader's community is very important. Blogs allow a space at the end of each post for a blog reader to leave a comment. The blog commenting space is important because it adds an interactive element to the blog. The blog commenting field typically asks for the name of the commenter, email address, and website. Blog comments are what create a sense of community among blog readers. Readers can share their thoughts and ideas on the topic. Most blog readers even interact with each other within the comments. They are an important part of a blog. Turning off commenting, makes blogging such a less dynamic, exciting medium: the interaction between teacher and readers or students. Most modern blog software, has tools that allow visitors to comment and tools that allow to handle the comments it receives Lupold & Gardner.

Kinds of blogs

The following is a list of the most common kind of blogs cited by (Nathan, overman, 2018)

Content ,comment blog, and reportage blogs.

2.4.5 Dependent variable framework: Reading comprehension skills

2.4.5.1 English language learning

Robertson and Ford (2008) in their research concluded that foreign -language learning has the knowledge in the mother tongue and opposite the process a student goes through a new language acquisition components, like: vocabulary, grammar structures, phonological components, reading, and a writing process. The domain of first language skills is the main influence in to the foreign language learning. Language researchers such as Jim Cummins, Catherine Snow, Lily Wong Filmore and Stephen Krashen have studied this theme. As a

conclusion takes between five to seven years to achieve a foreign language learning. Every student comes with an own mother tongue and educational background, and this will influence on the English learning process.

Adult learners need more time and more intensive instruction to reach the objective of English language learning or they could become fossilized in the learning process. Learning a second language is not an essential aspect of a person's general development (as in first language learning), adult learners are often busy and can face interference when studying a second language. This can delay progress through the learning process.

2.4.5.2 Receptive skills

The skills that receive and understand are the ones that learners do not need to produce any language. They are called receptive, they are listening and reading, well known as passive skills. In the process of learning a new language, students begin with receptive understanding of the new information, then later the next step is to move on to the productive use. In the classroom each of the skills naturally support one another. The relationship between all the language skills is complex, for example, reading comprehension skills development supports writing skills.

2.4.5.3 Reading

Reading represents one of the receptive skills through which the reader could receive his knowledge about language. It is the ability to read text, process it and understand its meaning. Grabe (1991) defined reading as a cognitive process which involves a great deal of knowledge that is acquired by reader. Birch (2002) assured the role of reading practice till it happens automatically. Reading is the third language that a person learns. Similar to listening, it is a process that involves absorbing and receiving information through the symbols or letters. Because it is an input skill, it does not only broaden the learners knowledge, but it also builds his vocabulary and strengthens his grammatical proficiency.

2.4.5.4 Reading comprehension

Definition

Reading is a mental ability of understanding that allows you to expand organization of ideas, opinion, arguments, creation, among many other things, complementing with own experiences and previous concepts, like this: "... reading is understanding. To understand it is necessary to develop several mental skills or cognitive processes: anticipate what a writing will say, contribute our previous knowledge, make inferences to understand what is only suggested, build a meaning, etc. " Solé (1998).

According to Fairbairn and Fairbairn (2001), reading is a process of interaction between the reader and the text, a process that first tries to satisfy the objectives that guide its reading. This process must be an active reader who processes and examines the text, there must also be a goal that guides the reading, that is, the reader should enjoy this activity.

Importance

Fairbairn and Fairbairn (2001) define reading as one of the most important and useful activities that humans do in life. The practice of reading promotes the development of reasoning, consolidation knowledge and judgments, opening the doors for the progress of communication skills among individuals and offering the possibility of creating habits of reflection. Furthermore, reading is essential for learners' success. Learning to read is a sequential process. Reading is important because it develops the mind. Teaching people to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children [and adults] focus on what someone else is communicating.

Reading process

One of the things to bear in mind when lesson planning is that classroom reading is not the same as real reading. Classroom reading aims at helping students develop the skills they need to read more effectively in a variety of ways. To enable this, we plan 'pre-reading', 'while-reading', and 'post-reading' stages. These stages can help teachers make reading more communicative. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

Pre-reading is the stage that allows for the generation of interest in the text to be read. During this stage there is a review of previous knowledge. These are developed within the students previous studies. These pre-requisites give students the knowledge needs like: vocabulary, use of language, real life sense. In addition, it is an opportunity to motivate and generate creativity. (masadelante.com, 2018) Moreover, teachers should encourage students to come out with their own questions, statements, or hypotheses rather than answering given questions which dictate a way of reading the texts. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

During-reading is the stage where the strategies that favor understanding and the step to enjoy reading in the written text, savor the content and consequently the easy assimilation of the text is used. It can be silent, oral, individual, or group reading. Various techniques are used such as: flannel graphs, albums, puppets, among others. Furthermore, teachers need to be creative enough to devise the reading tasks which could offer students to read the text in many ways. Abd Kadir, Subk, Ahmad Jamal, & Ismail (2014).

Post -Reading is the stage that is at the end of the process. It is done as support to deepen understanding. It is the time that reading comprehension exercises and learning of values through activities are done. This is to encourage understanding, interpretation, creation and/or extension of the reading material. Activities are directed to the application of content in other contexts and to maintain the interest of the message from the beginning to the end of the process and if possible a little further. Teachers could carry out activities which help students to think critically on other ways in which the topic of the reading text could have been written about (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

Reading process	
Before	<ol style="list-style-type: none"> 1. Sets a purpose and goals for reading (e.g., to study, for entertainment) 2. Previews the text (e.g., title, introduction, headings, pictures/graphics, captions, summary, questions) 3. Plans how to read the text (e.g., front to back, or specific sections)
During	<ol style="list-style-type: none"> 1. Thinks about what is already known about the topics 2. Anticipates and utilize text structures 3. Asks questions and seek answers 4. Predicts, confirms, or modifies predictions 5. Identifies important information and details 6. Relates important points across the text 7. Paraphrases and summarizes as a means to remember what was read 8. Infers, adds missing details, makes associations 9. Visualizes what is described 10. Monitors comprehension 11. Mends breakdowns in comprehension (e.g., re-reads, uses the glossary, consults graphics)
After	<ol style="list-style-type: none"> 1. Summarizes 2. Reflects 3. Synthesizes 4. Writes

Chart 2. Reading process

Resource: YuanChen,H.(2009)“ONLINE READING COMPREHENSION STRATEGIES” Michigan State University.

Reading comprehension levels

Some authors argue about levels and start with the programming of the meaning of a single word as the most elemental form of comprehension.(Sánchez(2013) says “readers must be able to extract meaning from larger units than a single word, phrase or sentence. They must be able to develop a representation of extended text, of paragraphs and multiple paragraphs.” Thus, a reader must not just comprehend or decode words in isolation, but also larger structures of ideas encoded by a writer. Besides, comprehension depends on the reader’s background, on his or her ability to understand on different levels of organization, inference and appreciation of the text; with the purpose of developing reading, for general knowledge, for studying process, for carrying out a research work, etc.

In the process of understanding there are different procedures that can be classified into the following levels:

Literal level. It is the reader's ability to remember ideas and information that are directly stated in the textbook material. We only focus on deciphering the words in the text without any other aspect of deduction or analysis. (Sánchez Carlessi, 2013)

Inferential level. It is the reader's ability to extract ideas and information not directly stated in the textbook material, using prior or background knowledge to assist in such understanding. This level has an intimate relationship with cognitive processes like abstraction, analysis, and deduction amongst others, which are important for its development. (Sánchez Carlessi, 2013)

Critical level. It is the reader's ability to respond with personal judgments and ideas about the content of the textbook material, using his or her past knowledge and thoughts on the subject. (Sánchez Carlessi, 2013)

Online reading strategies.

In a virtual educational environment, reading will be online in the form of a webpage. Reading online isn't the same as reading in print, so there are some strategies that will develop the online reading comprehension. According with the stage on the reading process Hsin-Yuan Chen (2009) number the following online strategies that are summarized in chart 3.

Before reading

- Plan or set up a purpose
- Scan the hypertext (e.g., title, headings, pictures, and graphics)
- Preview hyperlinks
- Search for information or locate Websites using keywords or terms in a systematic manner

During reading

- Notice hypertext structure and main ideas
- Make decision about exploring or giving up for specific Websites or Web pages
- Apply non-linear, non-sequential, and non-hierarchical strategies of thinking
- Use visual literacy skills to comprehend and evaluate multimedia components
- Transfer hypertexts or graphics to a jump drive or Word processor for further work
- Organize information from the search list to deduce an answer

After reading

- Save Websites or Web pages as an Internet bookmark
- Search for related Websites for further research or interests
- Evaluate hypertext

Chart 3. Online reading strategies summary

Resource: Yuan Chen, H. (2009)“online reading comprehension strategies” Michigan State University.

2.5. Hypothesis

H0: Academic blogs do not have an effect on reading comprehension development of the third and fourth level students in the Languages Center at Escuela Superior Politécnica de Chimborazo.

H1: Academic blogs have an effect on reading comprehension development of the third and fourth level students in the Languages Center at Escuela Superior Politécnica de Chimborazo.

2.6 Signaling hypothesis variables

Independent variable: Academic blogs

Dependent variable: English Reading comprehension skills.

CHAPTER III

Research methodology

3.1 Research approach

To carry out the research work the researcher was based on the paradigm, quantitative research, which is influenced by positivism. The results of the research were obtained through data collection and analysis of data.

The experimental design was used in this study, where a sample of third and fourth level students from the languages Center at ESPOCH was assigned to the experimental and control group. A pre/post test was conducted to measure the effectiveness of the program.

Since quantitative research takes statistical methods, and a quasi-experimental design, its findings have the power of prediction and generalization. Researchers must decide about the values of each quantitative and experimental approach, respectively. In data analysis stage, researchers could use statistical techniques and descriptive-analytical methods. To confirm the validity of research findings and prepare the final research report.

3.2 Basic research mode

3.2.1 Field research

It was a field research because the investigation was carried out in the place where the research problem occurred, in this case at Languages Center from the Escuela Superior Politécnica de Chimborazo. The author could make a systematic analysis and had a closer view of the reality. Through data collection according to the research objectives.

3.2.2 Bibliographic and documentary research

Hernandez and Baptista (2010) clarify that the bibliographical documentary "research has the purpose to meet, compare expand further and deduce different approaches, theories, conceptualizations and criteria of several authors on a particular issue, based on documents (primary sources), or in books, magazines, newspapers and other publications (secondary sources). "

The application of the bibliographical-documentary research in this study leads to an investigation of reliable and scientific information by evaluating the opinion of several authors, considering their different views on a particular subject discussion. In this way the authors 'opinions about the phenomenon under investigation relates analysis.

3.3 Level or type of research

3.3.1 Descriptive research

This research was descriptive because the information was collected in order to identify the influence on the use of academic blogs in reading comprehension skills development. In order to gather the data required, a survey was employed so that information obtained was later tabulated and analyzed.

3.3.2 Correlational research

This research level allows to identify the relationship between the two variables. Through employing the relational research, it was easy to identify the effect one variable causes upon the other (Academic blogs use influence the reading comprehension development).

3.4 Population and/or sample

Sixty (60) students was the population of this study. They were students of the third and fourth levels, parallels "A" and "H" at Languages Center from the Escuela Superior Politécnica de Chimborazo. Being "H" the experimental group, and "A" the control group. There were forty students (40) in the experimental group as well as twenty (20) students in the control group. Being a total of sixty students as participants in this inquiry. Therefore, a sample was not necessary due to the fact that the population is not very big. Features of the students in both groups.

- Men and women
- Different ages (adults and teenagers)
- Different levels of knowledge regarding English
- Most of them are from different cities, a few from Riobamba

Both groups, the experimental group and the control group took the pre-test and Post-test, nonetheless only the experimental group experienced the use of an academic blog to develop reading comprehension.

Population	Number	Percentage
Tercero “ A”	20	33
Cuarto “H”	40	67
total	60	100%

Table 1. Study population
Made by: Ruiz, I. (2018)

3.5 Operationalization of variables

3.5.1 Independent variable

ACADEMIC BLOGS					
Definition	Dimensions	Indicators	Items	Techniques	Instruments
<p>Academic blog is a type of web page for online educational learning and research. It is a kind of online publishing that may contain images, posts, links, videos, scientific or academic text .Some blogs can allow leaving comments to encourage interaction, and motivation. Depending on the kind or purpose of its design, blogs are used in second language acquisition to develop reading comprehension skills.</p>	<p>Online educational learning</p> <p>reading</p>	<p>Learning interest</p> <p>technology interest</p> <p>Technology reading</p> <p>comprehension</p>	<p>How often do you use technology tools in your English class?</p> <p>a) Always b) Sometimes c) Never</p> <p>How often do you use a blog to develop your reading skills?</p> <p>a) Always b) Sometimes c) Never</p> <p>How often do you use content blogs to read topics of your interest?</p> <p>a) Always b) Sometimes c) Never</p> <p>Have You ever comment a post in a blog?</p> <p>a) Always b) Sometimes c) Never</p> <p>When you finish reading an online text how often are able to give your personal opinion?</p> <p>a) Always b) Sometimes c) Never</p>	<p>Survey</p>	<p>Questionnaire</p>

Chart 4. Operationalization of the independent variable
 Made by; Ruiz, I.(2018).

3.5.2 Dependent variable

READING COMPREHENSION SKILLS					
Definition	Dimensions	Indicators	Items	Techniques	Instruments
Reading comprehension is a cognitive process and a receptive skill that in a passive form, with organized and sequential number of activities allow readers to acquire knowledge in different levels, develop comprehension skills and motivation.	Cognitive process knowledge	Reading process Comprehension levels	<p>What is the writer trying to do in this text? A describe how children make friends at a summer camp B suggest how parents should choose a summer camp for children C explain what it is like for children at a summer camp D advise children how to behave at a summer camp.</p> <p>What does the writer say about rock climbing at the camp? A Some children already know how to do it. B Some children prefer to swim or play table-tennis. C Some children refuse to take part. D Some children find it more enjoyable than they expected to.</p> <p>What surprises the writer about the children who stay at the camp? A The youngest ones find it hard to be away from home. B They complain if they cannot phone their parents. C They miss meal times with their parents. D They seem grateful for their experience here.</p> <p>What does the writer think about some parents? A They should visit their children instead of phoning them. B They don't need to keep on phoning the camp. C They shouldn't allow their children to bring phones to camp. D They need to be reminded to phone their children.</p> <p>Which postcard might a child at the camp send home?</p>	Survey	Pre – Post Test

Chart 5. Operationalization of the dependent variable

Made by; Ruiz, I. (2018)

3.6 Techniques and instruments

3.6.1 Techniques

Survey

The researcher uses a previous survey through a questionnaire addressed to students in order to collect general information about academic blogs and reading comprehension skills. (Annex 1).

3.7 Data collection plan

The researcher employed the following instruments for the effectiveness of this inquiry: the questionnaire, pre-test and post-test, and reading rubric.

Questionnaire

To succeed in this investigation, a survey was applied through a questionnaire in order to get information related with the independent variable and dependent variable. This questionnaire was assembled by taking into account the most relevant information on the literature review. This survey was taken at the beginning of the semester to the both groups: the control group and the experimental group, It contained five closed questions and limited alternatives, students took 5 minutes to fill out this questionnaire. This questionnaire aimed at getting information based on the experience the participants had reading paragraphs, the results of this research were important for the present study because based on this results, the pre and post-test were applied.

Pre-test

The pretest was designed to measure the dependent variable. That is why it was made along with the objectives and the operationalization of variables of this inquiry. It is important to mention that it was validated because it was the reading section of the Preliminary English Test by Cambridge English Language Assessment. It contained five questions that allowed measuring the reading skills.

Post-test

The post-test was the reading section of the Preliminary English Test by Cambridge English Language Assessment. It also contained five questions that allow measuring the reading skills. It lasted five minutes.

Rubrics

Due to the fact that the dependent variable of this research is the reading comprehension skills, a standardized rubric was used. It was taken from the Cambridge library. It allowed measuring each participants' performance on the reading skills. Through the rubric, each participant had a grade (number) in both the pre and post-test. This number (grade) would permit to compare the results of the pre-test and post-test.

Questions	Detail
1. - Why?	To achieve the objectives of the research
2.- Whom?	Teachers and students at Language Center ESPOCH
3. - What is about?	The use of technology in English language learning
4. - Who?	Researcher
5. - When?	September 2018 – February 2019
6. - Where?	Language Center ESPOCH
7. - How many times?	Three occasions
8. - What research techniques with?	Survey
9.-What research instruments with?	Questionnaire,pre and post tests.
10. - What situation in?	In a favorable environment

Chart 6. Data collection plan

Made by: Ruiz, I. (2018)

3.8 Process and analysis plan

This research used descriptive and inferential statistics.

Descriptive statistics

Hernandez et al. (2010) claimed that descriptive statistics as its name points out describes numbers, scores and all kind of data. Therefore, the first step to follow was collecting data. This was done through a very short questionnaire. This information is organized and analyzed using tables and pie charts in order to represent quantities and have a better understanding of the data collected. There are five questions in the questionnaire. Secondly, pre-test and post-test were applied. There were five questions in the questionnaire; each question was analyzed one by one to prove the information gotten in the theoretical framework. And all the data was classified, organized and codified using Microsoft Excel. Each grade students got was passed one by one and the media was also calculated in both the pre-test and post-test results in order to know the averages. This helped to compare the average obtained in the post-tests in both groups. Also, each criterion from the rubric in the pre-test and post-test was analyzed and represented through bar graphics. Tables were also used to represent all numbers (grades) gotten in each rubric.

Inferential statistics

Hernandez et al. (2010) added that inferential statistics are used to make general statements from the sample to the whole population. It also used to test the hypothesis and establish parameters. For this reason, in this research, the T-student test is used to prove the hypothesis.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1 Students' survey questionnaire

To identify the students' needs in reading skills development, the information collected are represented in the following tables and figures.

Question 1. How often do you use technology tools in your English class?

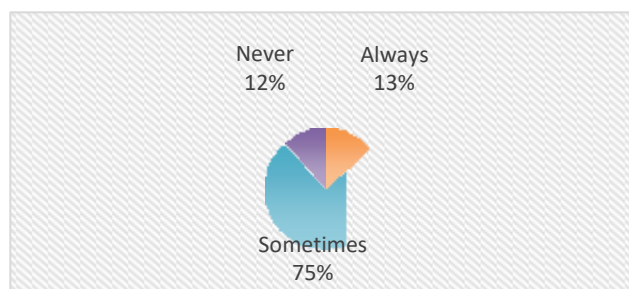
Table 2. Technology use

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	8	13,3
Sometimes	45	75
Never	7	11,7
TOTAL	60	100%

Made by: Ruiz, I. (2018).

Source: Field research

Figure 5. Technology use



Made by: Ruiz, I. (2018).

Source: Field research

Analysis

According to the data seen in the table 6 and figure N° 6, 75 % of students say that they sometimes use technology in the English class. On the other hand, 13 % of them manifest that they always use technology tools in the class and 12 % indicate that they never use technology.

Interpretation

The use of technology in the Teaching learning process is not so popular , probably teachers are not very well prepared in the use of technology to motivate students in the language learning , technology tools nowadays are within reach of students , they want to include them in the language learning acquisition.

Question 2. How often do you use a blog to develop your reading skills?

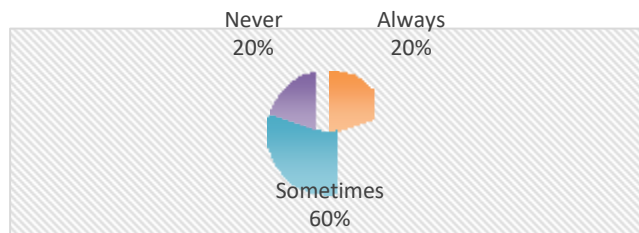
Table 3. Technology in Reading

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	12	20
Sometimes	36	60
Never	12	20
TOTAL	60	100%

Made by: Ruiz, I. (2018).

Source: Field research}}

Figure 6. Technology in Reading



Made by: Ruiz, I. (2018).

Source: Field research

Analysis

According to the data seen in the table 7 and figure N° 7, 60 % of students say that they sometimes use blogs to develop reading skills. On the other hand, 20 % of them manifest that they always use blogs for reading and 20 % indicate that they never use blogs to develop their reading skills.

Interpretation

Blogs as popular technology tool has been used as a way to develop reading skills, because of its structure, it allows students to read many different kinds of content that involve them in a reading comprehension development. But others use blogs for another objective that is not reading and obviously use more other content inside the blog.

Question 3. How often do you use content blogs to read topics of your interest?

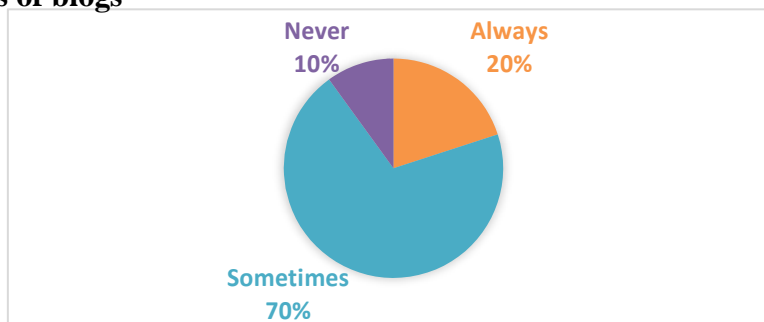
Table 4. **Kinds of blogs**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	12	20
Sometimes	42	70
Never	6	10
TOTAL	60	100%

Made by: Ruiz, I. (2018).

Source: Field research

Figure 7. **Kinds of blogs**



Made by: Ruiz, I. (2018).

Source: Field research

Analysis

According to the data seen in the table 8 and figure N° 8, 70 % of students say that they sometimes use content blogs to read topics of their interest. On the other hand, 20 % of them manifest that they always read content blogs with interesting topics and 10 % indicate that they never use content blogs to read topics of their interest.

Interpretation

A high percent of students use blogs to read about interesting topics, discoveries or news, but it seems that the blog content does not attract student's attention because they prefer to use other technology tools to stay up to date in news and modern society topics.

Question 4. Have you ever comment a post in a blog?

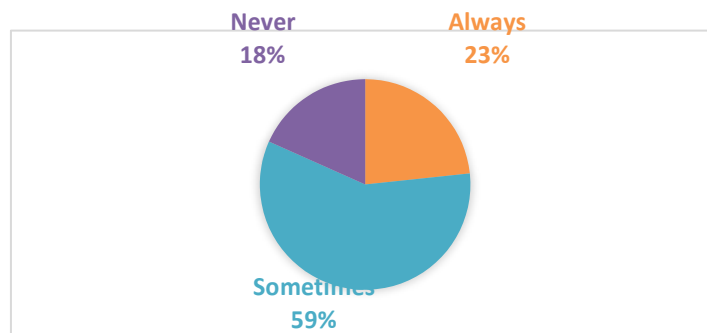
Table 5. Blog content

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	14	23,3
Sometimes	35	58,3
Never	11	18,3
TOTAL	60	100%

Made by:Ruiz, I. (2018).

Source: Field research

Figure 8. Blog content



Made by: Ruiz, I. (2018).

Source: Field research

Analysis

According to the data seen in the table 9 and figure N° 9, an average 59 % of students say that they sometimes commented a post in s blog. On the other hand, 23 % of them manifest that they always comment in a blog, and 18 % indicate that they have never commented a post in a blog.

Interpretation

The results show that,an average percent of students interact in blogs through commenting its posts, making some questions or giving their personal opinion, unfortunately, a low percent of students are not able to interact with their opinions probably because they do not feel comfortable with the audience or they have some difficulties with their reading comprehension skills.

Question 5. When you finish reading an online text how often are able to give your personal opinion?

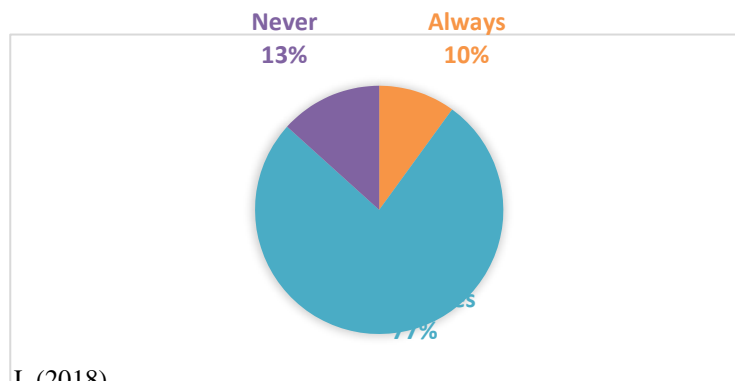
Table 6.. Online Reading Comprehension

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	6	10
Sometimes	46	76,7
Never	8	13,3
TOTAL	60	100%

Made by: Ruiz, I. (2018).

Source: Field research

Figure 9. Online Reading Comprehension



Made by: Ruiz, I. (2018).

Source: Field research

Analysis

According to the data seen in the table 10 and figure N° 10, 77 % of students say that, they sometimes give a personal opinion after reading an online text. On the other hand, 13 % of them manifest that they never give a personal opinion when they read online, and 10 % indicate that they always give a personal opinion after reading a text online.

Interpretation

The results show that, a high percent of students feel able to leave their personal opinion after reading an online text, which means that the reading comprehension skills in academic content need to be practiced, and a very low percent are sure that they understand the content of an academic blog and always express their opinion. After reading online, confidence in reading is an aspect students have to develop to feel secure at the moment of reading online texts.

4.1.2 Pre-test and post-test results

A pre/posttest was basically based on a free reading passage that was out of the curriculum. It took place during the academic year September 2018- February 2019. It was administered to the students of both the experimental and control groups to make sure that they were at the same level of performance before starting the experiment; and hence the progress achieved by the experimental group students could be attributed to using adopting blog as an independent learning tool. The pre-test was also used as a post-test to investigate the effectiveness of adopting blogs to develop reading comprehension skills.

The scores of tests are presented in the following charts.

Table 7. Pre- test control group

STUDENTS	QST.-1	QST.-2	QST.-3	QST.-4	QST.-5	TOTAL/20
1	0	0	0	0	0	0
2	0	4	0	0	0	4
3	0	0	0	0	0	0
4	4	0	0	0	4	8
5	4	0	0	0	4	8
6	4	4	0	0	4	12
7	0	0	0	0	4	4
8	0	0	0	0	0	0
9	0	0	0	4	0	4
10	0	0	4	4	0	8
11	0	0	4	0	0	4
12	0	0	0	0	0	0
13	0	4	0	4	0	8
14	0	4	0	4	0	8
15	0	4	0	4	4	12
16	4	0	0	4	4	12
17	4	0	0	0	4	8
18	0	0	0	0	0	0
19	0	0	0	0	0	0
20	0	4	4	0	0	8
TOTAL	20	24	12	24	28	108

Made by: Ruiz, I. (2018).

The media or average of the control group regarding the pretest is 2 over 4.

Table 8. Pre-test experimental group.

STUDENTS	QST.-1	QST.-2	QST.-3	QST.-4	QST.-5	TOTAL/20
1	0	0	4	0	0	4
2	0	0	4	0	0	4
3	0	0	4	0	0	4
4	0	0	4	4	0	8
5	4	0	4	0	4	12
6	0	0	0	0	0	0
7	0	0	4	0	0	4
8	0	0	0	0	4	4
9	4	0	0	0	0	4
10	4	0	0	0	0	4
11	0	0	4	4	0	8
12	0	4	0	4	0	8
13	0	0	0	4	0	4
14	0	0	0	4	4	8
15	0	0	0	4	0	4
16	0	4	0	4	0	8
17	0	4	0	0	0	4
18	0	4	4	0	0	8
19	0	4	4	0	0	8
20	4	0	4	0	4	12
21	0	0	0	0	4	4
22	0	0	0	0	0	0
23	0	0	0	0	0	0
24	0	0	0	0	0	0
25	4	0	0	0	0	4
26	0	0	0	4	0	4
27	0	0	0	0	4	4
28	0	0	0	0	4	4
29	0	4	4	0	0	8
30	0	4	0	0	0	4
31	0	4	0	4	0	8
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	4	0	0	4
35	0	0	4	0	0	4
36	4	0	0	0	0	4
37	4	0	0	4	0	8
38	0	0	0	0	4	4
39	0	0	0	4	4	8
40	0	0	0	4	4	8
TOTAL	28	32	52	48	40	200

Made by: Ruiz, I. (2018).

The media or average of the experimental group regarding the pretest is 2 over 4.

Table 9. Post-test control group

STUDENTS	QST.-1	QST.-2	QST.-3	QST.-4	QST.-5	TOTAL/20
1	4	4	0	4	0	12
2	4	4	0	4	0	12
3	0	0	0	4	0	4
4	4	4	0	4	4	16
5	4	0	0	4	0	8
6	0	4	0	4	0	8
7	4	4	0	4	4	16
8	4	4	0	4	4	16
9	0	0	0	0	4	4
10	0	0	4	4	0	8
11	4	4	4	4	4	20
12	0	4	0	0	0	4
13	0	0	0	4	4	8
14	0	4	0	0	0	4
15	4	4	4	4	4	20
16	0	4	4	4	4	16
17	0	4	0	0	0	4
18	0	4	0	0	0	4
19	0	4	0	0	0	4
20	0	0	0	0	0	0
TOTAL	32	56	16	52	32	188

Made by: Ruiz, I. (2018).

The media or average of the control group regarding the post-test is 2 over 4.

Table 10. Post-test experimental group

STUDENTS	QST.-1	QST.-2	QST.-3	QST.-4	QST.-5	TOTAL/20
1	4	4	4	0	4	16
2	4	4	4	4	4	20
3	4	4	4	4	0	16
4	4	0	4	4	4	16
5	0	0	4	4	4	12
6	4	4	4	4	0	16
7	4	4	4	4	0	16
8	4	4	4	4	4	20
9	4	4	4	4	0	16
10	4	4	4	4	0	16
11	4	4	4	4	4	20
12	4	4	4	0	4	16
13	4	4	4	4	0	16
14	4	4	4	4	4	20
15	4	4	4	4	0	16
16	4	4	4	4	0	16
17	4	4	4	4	4	20
18	4	4	4	4	0	16
19	4	4	4	4	4	20
20	4	4	4	4	4	20
21	4	4	4	4	4	20
22	4	4	4	4	4	20
23	4	4	4	4	4	20
24	4	0	4	4	4	16
25	4	4	4	4	4	20
26	4	4	4	4	4	20
27	4	4	4	4	4	20
28	4	4	4	4	4	20
29	4	4	4	0	4	16
30	4	4	4	4	4	20
31	4	4	4	4	4	20
32	4	4	4	4	4	20
33	4	4	4	4	4	20
34	4	0	4	4	4	16
35	4	4	4	4	4	20
36	4	4	4	4	4	20
37	4	4	4	4	4	20
38	4	4	4	4	4	20
39	4	4	4	0	4	16
40	4	0	4	4	4	16
TOTAL	156	140	160	144	124	724

Made by: Ruiz, I. (2018).

The media or average of the experimental group regarding the post-test is 2 over 4.

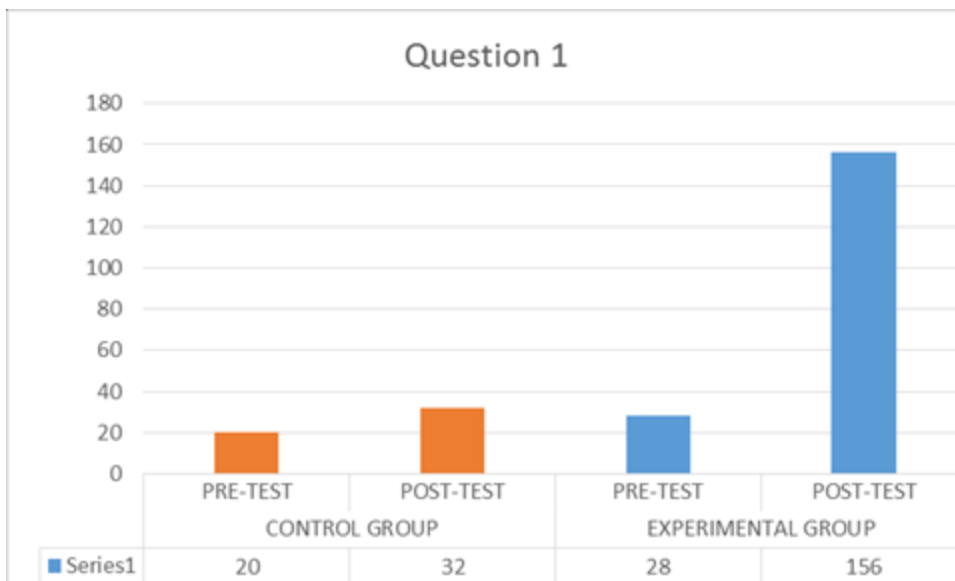
Comparative graphic Pre and post –test questions

Table 11. Question 1 Results

Pre-test control	20
Pre-test experimental	28
Post- test control	32
Post- test experimental	156

Made by: Ruiz, I. (2018).

Figure 10. From pre-test and post-test



Made by: Ruiz, I. (2018).

ANALYSIS AND INTERPRETATION

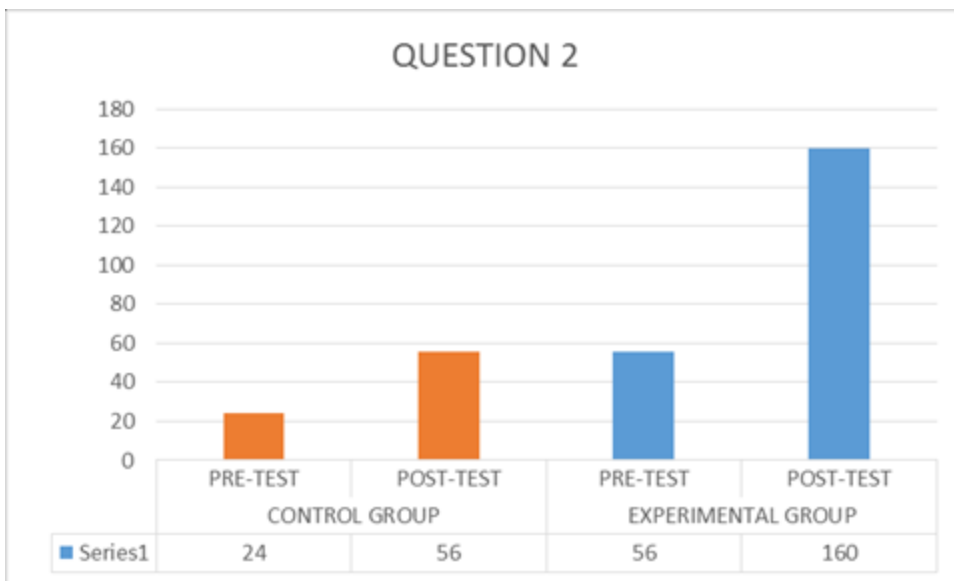
In question one that checks comprehension in the pre-test, the average of the students in the control group is 20 and the average of the experimental group in this question is 28. These values show that both groups had almost in the same level regarding comprehension in the pre-test, taking into account that the experimental group has the double of students. Similarly, the average in the post-test of the control group is 32 and the average of the experimental group is 156. Thus, these values show that there was an increase of 124 after the application process for the average in the experimental group.

Table 12.Question 2 Results

Pre-test control	24
Pre-test experimental	56
Post- test control	56
Post- test experimental	160

Made by: Ruiz, I. (2018).

Figure 11. From pre-test and post-test



Made by: Ruiz, I. (2018).

ANALYSIS AND INTERPRETATION

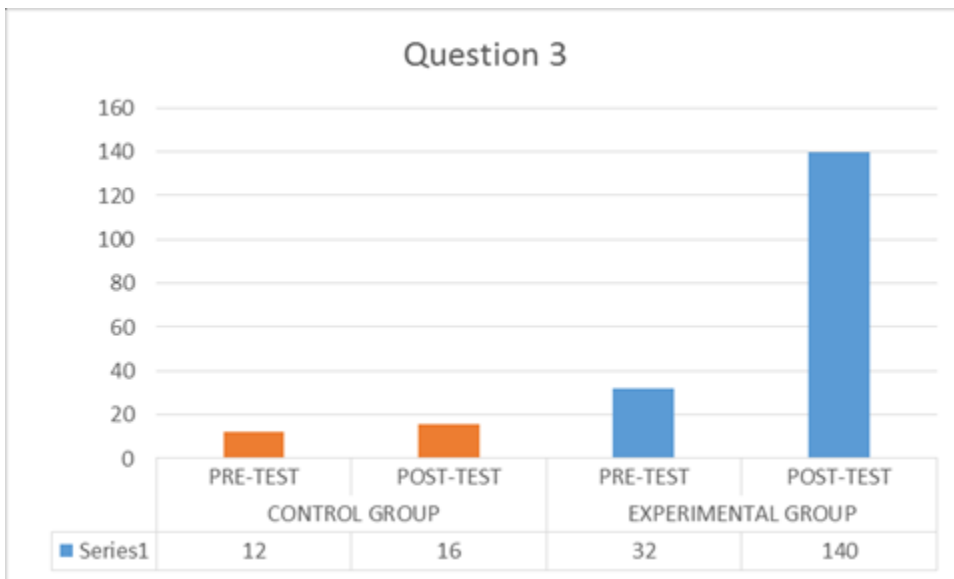
In question two that checks comprehension in the pre-test, the average of the students in the control group is 24 and the average of the experimental group in this question is 56. These values show that at the experimental group got a little bit higher regarding comprehension in the pre-test, taking into account that the experimental group has the double of students. Similarly, the average in the post-test of the control group is 56 and the average of the experimental group is 160. Thus, these values show that there was an increase of 104 after the application process for the average in the experimental group.

Table 13. Question 3 Results

Pre-test control	12
Pre-test experimental	32
Post- test control	16
Post- test experimental	140

Made by: Ruiz, I. (2018).

Figure 12. From pre-test and post-test



Made by: Ruiz, I. (2018).

ANALYSIS AND INTERPRETATION

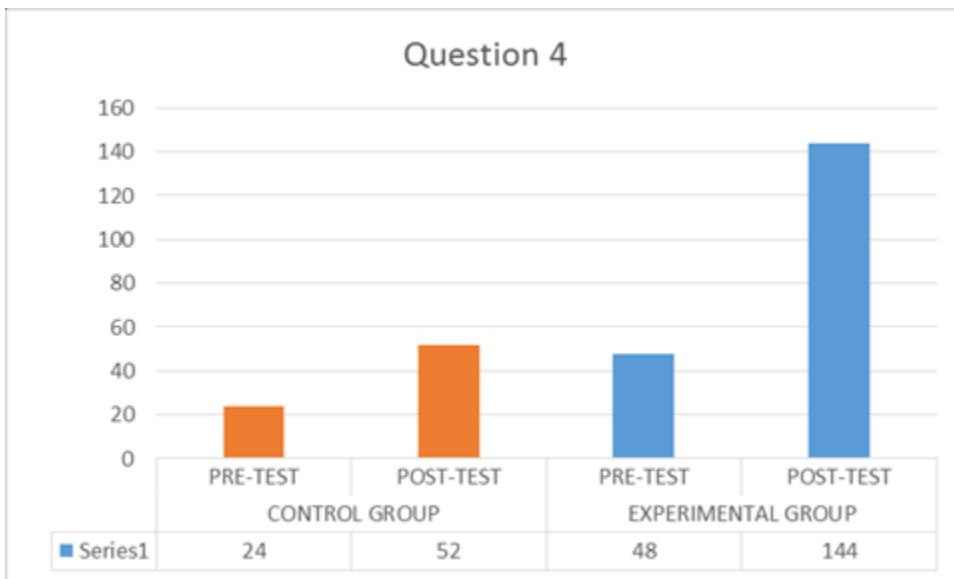
In question three that checks comprehension in the pre-test, the average of the students in the control group is 12 and the average of the experimental group in this question is 32. These values show that the experimental group got a higher average regarding comprehension in the pre-test, taking into account that the experimental group has the double of students. Similarly, the average in the post-test of the control group is 16 and the average of the experimental group is 140. Thus, these values show that there was an increase of 124 after the application process for the average in the experimental group.

Table 14. Question 4 Results

Pre-test control	24
Pre-test experimental	48
Post- test control	52
Post- test experimental	144

Made by: Ruiz, I. (2018).

Figure 13. From pre-test and post-test



Made by: Ruiz, I. (2018).

ANALYSIS AND INTERPRETATION

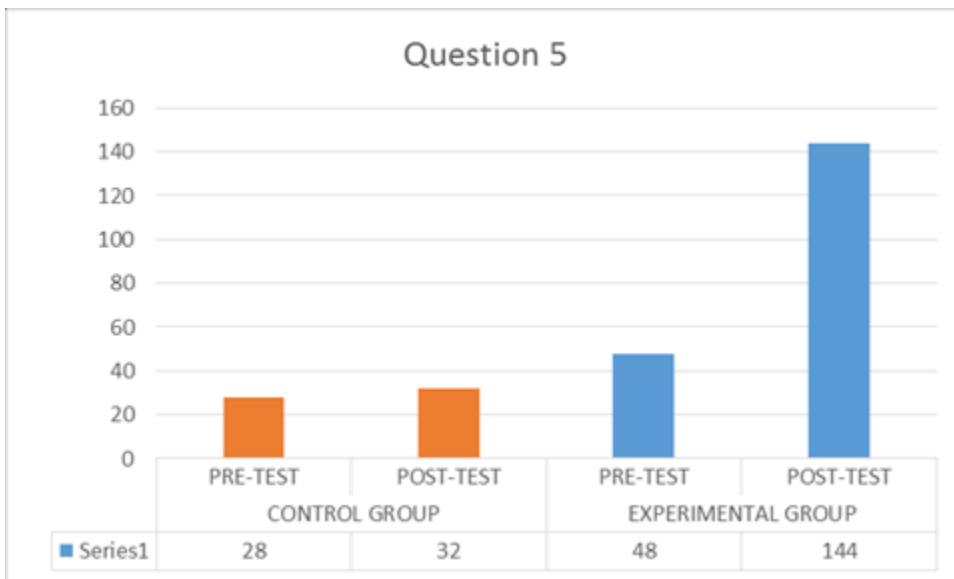
In question four that checks comprehension in the pre-test, the average of the students in the control group is 24 and the average of the experimental group in this question is 48. These values show that the both groups had the same average regarding comprehension in the pre-test, taking into account that the experimental group has the double of students. Similarly, the average in the post-test of the control group is 52 and the average of the experimental group is 144. Thus, these values show that there was an increase of 92 after the application process for the average in the experimental group.

Table 15. Question 5 Results

Pre-test control	28
Pre-test experimental	48
Post- test control	32
Post- test experimental	144

Made by: Ruiz, I. (2018).

Figure 14. From pre-test and post-test



Made by: Ruiz, I. (2018).

ANALYSIS AND INTERPRETATION

In question five that checks comprehension in the pre-test, the average of the students in the control group is 28 and the average of the experimental group in this question is 48. These values show that the both groups have almost the same average regarding comprehension in the pre-test, taking into account that the experimental group has the double of students. Similarly, the average in the post-test of the control group is 32 and the average of the experimental group is 144. Thus, these values show that there was an increase of 112 after the application process for the average in the experimental group.

4.2 Hypothesis Verification

The statistical objective is the association of variables to find the incidence of the use of Academic blogs in reading comprehension development. Both variables are qualitative so it is adequate to apply the independence Chi-squared as the hypothesis statistical test, in order to know if the variables are related. Next, a null hypothesis (the one that undergoes the test) and an alternative one (established by the researcher) are presented.

4.2.1 Hypothesis Approach

Null Hypothesis H0: Academic blogs do not have an effect on reading comprehension development of the third and fourth level students in the Languages Center at Escuela Superior Politécnica de Chimborazo.

Alternative Hypothesis H1: Academic blogs have an effect on reading comprehension development of the third and fourth level students in the Languages Center at Escuela Superior Politécnica de Chimborazo.

Chi-squared (X²) is computed from the data obtained in the investigation (survey), which is contrasted with the limit value established in the Chi-squared distribution tables.

4.2.2 Mathematical model

$$H_0: A = B$$

$$H_1: A \neq B$$

A: media experimental group

B: media control group

4.2.3 Statistical model

$$t = \frac{X_A - X_B}{\frac{s}{\sqrt{N}}}$$

$$t = 18,5 - 14,3$$

$$t = \frac{\frac{4,66}{\sqrt{26}} - 4,2}{\frac{4,66}{5,099}}$$

$$t = 21,378$$

$$t = 4,58$$

t=T-student

\bar{X}_A = media experimental group

\bar{X}_B = media control group

S = standard deviation

N = number of students

4.3.3 Significance level

C = 95% of confidence level

$\alpha = 0.05$

4.3.4 Degrees of freedom

df = n - 1

df = 26 - 1

df = 25

df = degrees of freedom

n = number of students

Table 16. T-Test Control-group

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TOTALPE	5,40	20	4,358	,974
	TOTALPO	9,40	20	6,125	1,370

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	TOTALPE & TOTALPO	20	,207	,382

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	TOTALPE - TOTALPO	-4,000	6,743	1,508	-7,156	-,844	-2,653	19	,016

Made by: Ruiz, I. (2018).

Table 17. T-Test Experimental group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TOTALPE	5,00	40	3,105	,491
	TOTALPO	18,10	40	2,216	,350

Paired Samples Correlations

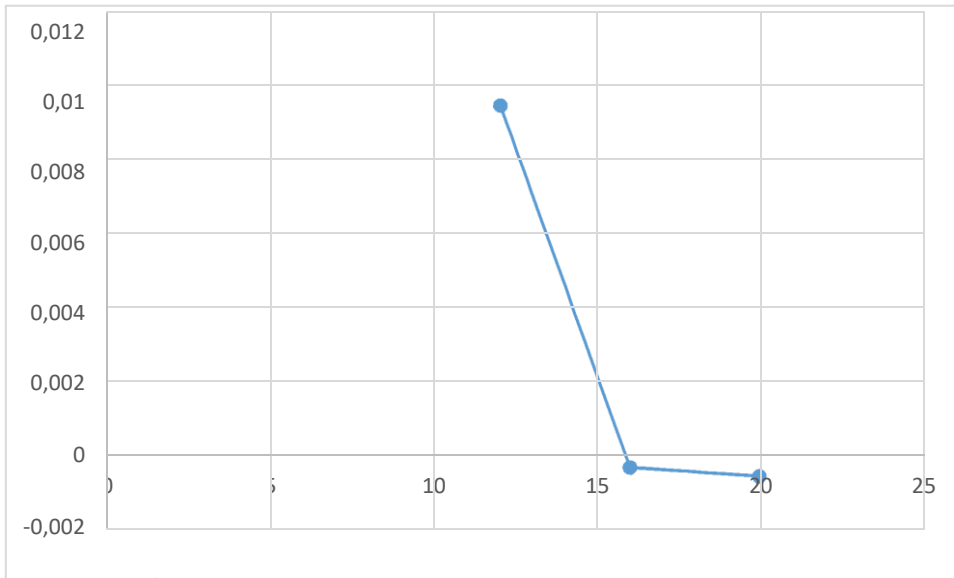
		N	Correlation	Sig.
Pair 1	TOTALPE & TOTALPO	40	-,253	,115

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	TOTALPE - TOTALPO	-13,100	4,247	,672	-14,458	-11,742	-19,506	39	,000

Made by: Ruiz, I. (2018).

Figure 16. Normal distribution pre and post test Experimental group.



Made by: Ruiz, I. (2018).

4.2.6 Decision making

Calculated T or statistic T is greater than critical T ($4,58 > 2,0555$). Therefore, the null hypothesis is rejected and the alternative hypothesis (Academic blogs develop reading comprehension skills in students from superior education) is accepted.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The students of the third and fourth level of the Languages center from the Escuela Superior Politécnica de Chimborazo, present the same effect of the lack of reading comprehension, and criticism due mainly to the quality of the pedagogical material used for the learning process. The books that are used for the teaching of the English Language seem to lack the motivating point, despite containing many exercises for the practice of the second language.
- Students are motivated to learn English when they have the freedom of choice. In the present study, students got involved into online reading project through a blog. The students could read an academic passage. Find new vocabulary words, the students could leave a comment, reflection, message or personal opinion from the passage.
- The use of technology in teaching the English language creates a motivational class atmosphere. Blogs, as one technological tool from the web 2.0, could be an effective tool in developing reading comprehension. Blogs could be used as a starting point in developing a society with a deep reading culture sense. Students have the freedom of independently learning. The data analysis displayed that at the beginning of the English course students started with a low level of their reading comprehension skill, but after applying the reading project through an academic blog in classes their grades improved. The experimental group shows a significant difference in its post-test. This research is in line with Ayden, 2014 in stating that blogging enhances literacy and critical thinking skills. In addition, blogs provide a learning environment for autonomous learning, knowledge and information sharing.

5.2 Recommendations

- To execute reading projects oriented to topics of interest to capture their attention, as well as the inclusion of use of technology as a motivating tool so that the comprehensible reading process is present at every minute in the life of the student, thanks to the technological devices that are within reach of the entire modern educational community.
- To use interactive and motivating activities established in the academic blog for the reading project, students will develop comprehension reading skills, through the different contents that linked to a main theme achieve that knowledge and reflection flow spontaneously and naturally. Through the Comment on the main theme of the blog post. Reading exercises like: the daily reading of a thought and the corresponding personal reflection of the content.
- To increase knowledge, this research proved the effectiveness of blog in developing reading comprehension skills. In addition, a blog could be used to investigate more about the interaction of the writing, listening and speaking skills as well. Blogs could be used as a student's e- portfolio. Attach videos, home assignments, and share ideas through comments, messages or questions. Finally, professors should research strategies to motivate students to develop reading comprehension skills in English language acquisition and look for activities to make the learning process more interesting and motivational. Reasons why the inclusion of an academic blog in the English learning class is crucial to the reading comprehension skills development.

CHAPTER VI

THE PROPOSAL

TOPIC: AN ACADEMIC BLOG DESIGNED TO DEVELOP READING COMPREHENSION SKILLS IN STUDENTS FROM SUPERIOR EDUCATION.

6.1 Informative Data

Name of the institution: Centro de Idiomas at Escuela Superior Politécnica de Chimborazo (ESPOCH)

Beneficiaries: English students

Person in Charge: Isabel Ruiz

6.2 Background of the proposal

This proposal arises from the successful application of an academic blog as part of a reading project in order to encourage students in reading comprehension skills development. The first step was detecting the problem, through a survey application about the interest of students in reading exercises. The result was the low reading comprehension level students have. It is hard for students to answer some questions after reading a paragraph, even when it provides some options to pick. Unfortunately, at the Languages center from the ESPOCH there are two groups of students, the ones that are from the faculties that have an English book for the learning process, and the other ones that belong to the regular courses that do not have any printed material to use in the English learning acquisition process.

Similarly, this fact was proved through the application of pre-test on students of the third and fourth levels from the Ecotourism School and the open courses respectively, where they got a very low average regarding the reading skill. This fact is an indicator for teachers to use strategies that encourage students to talk. Strategies that motivate students to learn English to communicate and have higher opportunities in their professional lives.

To develop reading comprehension skills in students from superior education, it is imperative to propose the design of an academic blog to develop reading comprehension skills. After

applying this technology tool in the class, it was evident that this helped students to get involved in a more motivated environment of learning. Another fact that was clearly seen was their improvement at the reading post-test. They clearly had a better score in comparison with the students who did not participate of the reading project. Being a witness of the benefits that academic blogs presented for students, it is important to point out that this proposal will be helpful for those who used it.

6.3 Justification

Teaching English is a wonderful job for those who love being educators. Nearly all teachers are looking for alternatives to make their classes meaningful and interesting. As a consequence, professors use books, charts, websites, games, and videos to find new teaching tools. Thus, the reason to work on this blog site is to present a way to make English classes motivating and communicative.

The reading comprehension skills is a difficult skill to acquire and even more when Ecuador is a country with no reading culture. Where students from superior education do not have the custom of reading in printed materials, where technology has involve people in a different way of knowledge acquisition, which is why the inclusion of technology in classes become a well-known tool for students adapted to the goal of English language learning.

This work is an academic blog that encompasses reading exercises. Each of them according with the student's English level. Reading topics are chosen based on student's likes and interests. Reading exercises are applied according with the syllabus and the reading project designed for this purpose, extra materials are used to support the project such as notebook with a vocabulary section and a folder with a reading project section where students express their opinions, reflections, ideas, messages or suggestions.

6.4 Objectives

6.4.1 General Objective

To enhance reading comprehension skills through an academic blog to help students from superior education.

6.4.2 Specific objectives

- To use an academic blog as part of a reading project to develop reading comprehension skills
- To select the most useful reading content that help students to develop their reading comprehension skills.
- Socialize the reading project with students so that they know how to use an academic blog to develop their reading comprehension skills.
- Motivate students and teachers to use this technology tool to improve the reading ability.

6.5 Feasibility analysis

This proposal is feasible because technology is available to the student population, both in their homes and in educational institutions. It is easy to apply to teachers and students. It does not need a specialized knowledge for a blog designing, teachers can do it only with the guidance of a video tutorial. The English language learning process and the reading skills development will become more motivating and original, according to the technology students use today. Students can enter the blog any time they wish to do the activities. Another data to take into account for this proposal development is, that The Escuela Superior Politécnica de Chimborazo has computer laboratories in all its faculties and the Language Center as well, the internet service called "eduroam" is open inside the university campus, so students can easily connect through their technological devices anywhere.

Furthermore, another reason for this proposal to be developed is the time necessary to develop the blog reading activities, since they are not timed and the activities evaluation process depends on the teacher's planning. Finally, the basic design of the blog and its content resources allow students an interaction with the teacher almost in real time.

6.6 Foundation

Academic blog

Yang (2009), defines a blog as “an online journal that users can continuously update, in their own words, online”. The objective of an educational blog is different from a traditional blog. Poling (2005) says that a blog is an “application that allows for enhanced comprehension and communication among students as well as the ability to build deeper understanding across the curriculum” (375-376). Poling describes two key purposes of the educational blog -to act as a platform for further comprehension and communication. According to Boling (2008), when teachers act as moderators and create blogs, they provide students with opportunities to connect safely with real audiences while learning. Boling (2008) argues that this, in turn, can result in increased motivation and literacy engagement as students read, write, create, and produce for meaningful and authentic purposes.

Reading comprehension

Reading comprehension is the process of elaborating meaning as a way of learning the relevant ideas of a text and relating them to ideas or concepts that already have a meaning for the reader (Numrich, 2010). It is the process through which the reader interacts with the text, regardless of the length or brevity of the paragraph. Reading is a process of interaction between thought and language. The reader needs to recognize letters, words, and phrases. Nevertheless, when reading, it is not always possible to understand the message contained in the text or it is possible to misunderstand the text. This is a common problem for people in the process of learning to read. As an intellectual skill, understanding involves capturing the meaning that others have transmitted through sounds, images, colors and movements. Reading comprehension is a more complex process than just identifying words and meanings. This is the difference between reading and reading comprehension.

Reading comprehension is important for students because it is something that needs to be developed while advancing in their studies, when thinking on related to concepts, data and information, establishing comparisons among them, classifying them, and gathering them under a general explanation that both encompasses and surpasses them. There are issues that

affect the learning of reading. Among these are the teaching of rote learning and the lack of the teaching of reading comprehension skills, for which appropriate strategies must be used.

Blogs in reading comprehension

Ducate and Lomicka (2008) sum up internet classroom uses by stating “to increase opportunities for interaction outside of the traditional classroom, teachers are beginning to employ different types of social software such as blogs, wikis, chat or instant messaging” (p. 9). Blogs as online publishing tool support students’ personal reflection, and establish communication among the teacher and students. Wang and Hsu (2008) pointed out blogs’ can be private or open public, blog entries can be archived, cited, linked or categorized, blogs offer a richer learning environment.

In addition, the use of blogs enhances social interaction, blogs facilitate reading and motivate students to express opinions freely. Nicholson, Caverly, and Battle (2007) adopted blog activities in order to develop reading comprehension skills. Students learned to form evidence-based arguments and express their opinions using blogs. Students commented some articles. The results showed a significant develop in students’ knowledge level, interest in further learning, and appreciation of academic development.

Methodology

This proposal has a design of an academic blog with reading activities, which are part of a reading project. The topics are related to the student’s English level and their own interest as well. It will help students enrich their general knowledge in an interactive, modern and fun atmosphere. All blog content is taken from the internet, the academic blog was designed by the researcher as well as the exercises to enhance students learning. The academic blog is expected to be applying to the fourth English level students from the Languages Center at Escuela Superior Politécnica de Chimborazo.

Constructivist method: According to Piaget, if intellectual development is a process of structures changing from the simplest to the most complex, knowledge structures are constructions that are modified through the assimilation processes and schemes

accommodation.” Constructivism focuses on the need to provide the necessary tools for the human being can based on their previous knowledge, create or modify their knowledge - autonomous learning"

6.7 Operating model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
1.- Planning	Design an academic blog With content to use in my reading project	Make a research to look for a suitable website to design the blog.	Laptop computer internet	Proposal author	Four days
2.-Socialization	Explain students about the reading project objective.	Give students instructions about how the project will be carried out. Choose the topic for the daily reading exercise.	Laptop computer internet Projector White board markers	Proposal author Saturday students of the fourth level	One hour
3.- Application	Motivate students in reading activities. Encourage students to develop reading comprehension. Increase students' knowledge.	Use jimdo website to read articles about topics of interest. Two for each term. Use the blog to get into the daily reading exercise.	Computer Internet Notebook (folder)	Proposal author Saturday students of the fourth level	8/10/2018 8/12/2018 (two months)
4.- Evaluation	Identify students reading comprehension development. Check student's vocabulary acquisition. Listen to students talk about their personal opinion, reflections, messages or comments in an oral presentation.	Read students reflections and comment in the blog and in the folder. Review the vocabulary section in the notebook. Open house	Computer Internet Notebook Folder Posters	Proposal author Saturday students of the fourth level	8/10/2018 8/12/2018 (two months) 18/12/2018 (open house)

Chart 7. Operating model
Made by: Ruiz, I. (2018)

Cover



UNIVERSIDAD TECNICA DE AMBATO



**ACADEMIC
BLOG**

TECHNOLOGICAL TOOL FOR
ENGLISH STUDENTS

READING COMPREHENSION

This academic blog is a technological tool designed by a teacher , who has been used it to motivate students in developing of Reading Comprehension skills, and found it very motivated and useful.

In the technology era, the English language teaching has become a challenge for teachers , who see the use of blogs as an effective tool in the learning process although for others it is a médium that proves the success of its use in modern classrooms.

I hope that this blog will be an inspirational methodological tool for teachers, who want the English language learning process will be produced in an interactive environment , that attracts students'attention.

Encourage teachers to use blogs in order to develop Reading Comprehension skills in a different, efficient and successful form.

HOW TO USE THIS BLOG

The process of creating a blog
Is describes in these pages ,as
Well as the content and links
Offered to teachers and
Students, in order to develop
An online Reading Project.
A tutorial video about this
Blog designing can be seen
Through youtube platform,
Teachers are able to click in
The link at the end of the
Description.

This weblog is designed for teachers who want to include technology in their classes , and for giving them the opportunity to be including in the magic Word of creativity ,where students live all the time when they use technology as part of their daily routines.

Teachers can follow this simple steps to start designing their own class blog and base don this structions set the content according their purposes in the teaching process.

Jimdo Blog-How to Set up a Jimdo blog (by www.websitebuilderexpert.com)

<https://www.youtube.com/watch?v=h05vWfI4O70>

Blog designed by the author :

www.uta-posgrados2019.jimdofree.com

<https://cms.e.jimdo.com/app/s3ea94b2e122b8d94/pb64f4d3794555a72/?safemode=0&cmsEdit=1>

WHAT IS A BLOG?

A blog is a website and a kind of online publishing that contains the Authors ,writer or writers ideas, discoveries ,experiences , observations and opinions. which want to share with the society

It is a static platform , with a single post entry. That often has images and links to other websites.

REASONS TO USE A BLOG IN THE CLASS

- Reading comprehension development
- Other skills improvement
- Students and teachers interaction
- Increase global knowledge

Step 1. Choose the website to create the blog


Jimdo - Pages to the People!

Jimdo es un sistema de creación de páginas web gratuito. Sin conocimientos previos y en pocos pasos podrás crear tu página web, incluyendo funciones como un blog, galerías de imágenes, vídeos de Youtube e incluso una tienda online.

[Más información](#)



Step 2. Create an account




¡Vamos! Crea ahora tu cuenta de usuario.

[REGISTRARSE](#) [INICIAR SESIÓN](#)

Dirección de email

Contraseña

La contraseña debe tener al menos 5 caracteres.

Me gustaría recibir por correo electrónico vuestras ofertas y actualizaciones.

Son válidas las [condiciones generales de uso](#) de Jimdo.

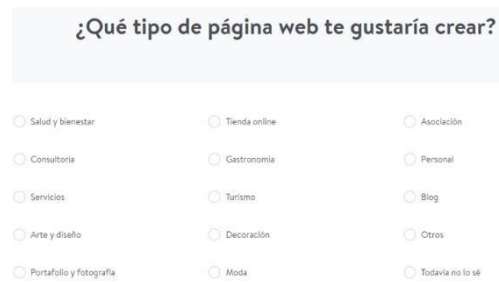
Es válida la [política de privacidad](#) de Jimdo.

[Registrarse](#)

Step 3. Choose the kind of website you want to design



Step 4. Confirm the website



Step 5. Select a template



Step 6. Select the payment pack

¿Qué paquete Jimdo necesitas?

Tenemos el Jimdo ideal para cada proyecto. Selecciona la versión que más se ajuste a tus necesidades y empieza a crear tu página web.

BUSINESS	BESTSELLER PRO	FREE
US\$20 / mes	US\$7,50 / mes	US\$0 / mes
Facturación anual	Facturación anual	Gratis para siempre
Regístrate	Regístrate	Regístrate

Step 7. Set the web domain

DOMINIO

Introduce un dominio para tu página web.

Utiliza un subdominio .jimdofree.com gratuito

[Crear una página web gratis](#)

Step 8. Template header edition

Xtreme Sports

Vive tu vida como nunca antes

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AVENTURAS

GALERÍA DE IMÁGENES

LUGARES

EDUAR COLUMINAS

Step 9. Imagen Edition



Step 10. Written content edition



Step 11. Sub header edition



Step12. Sub header edition according with the images



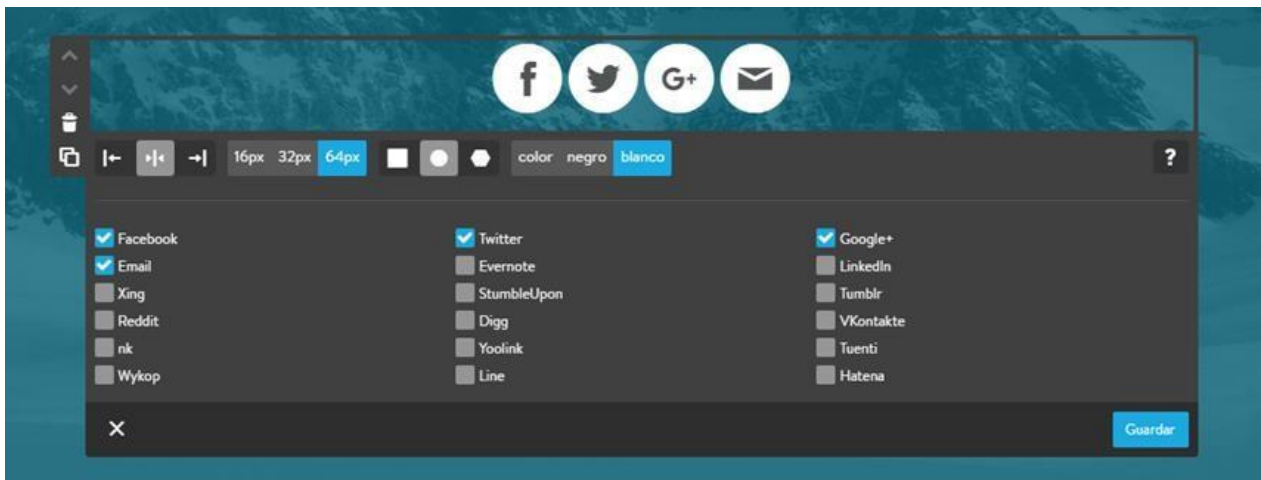
Step 13.Sub header imagen edition



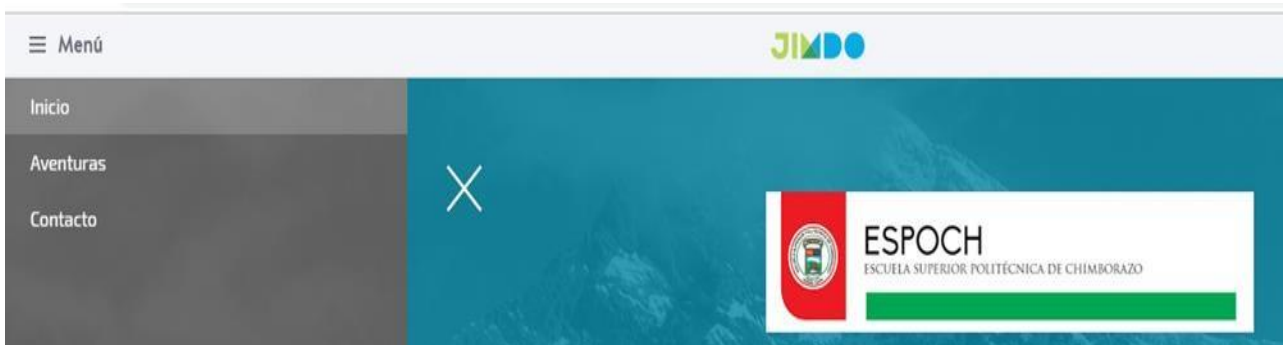
Step 14. Main page complete edited



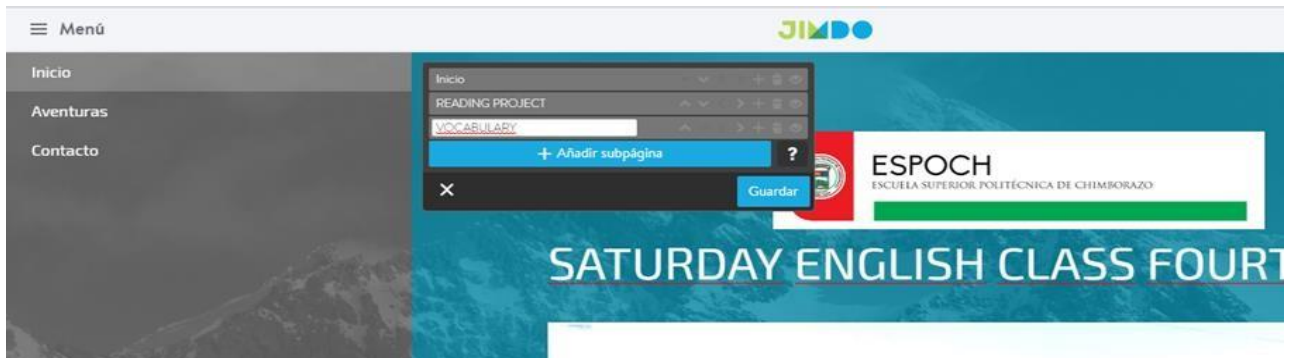
Step 15. New resources or links



Step 16. Menu edition



Step17. Sub pages creation



Step18. Sub page edition



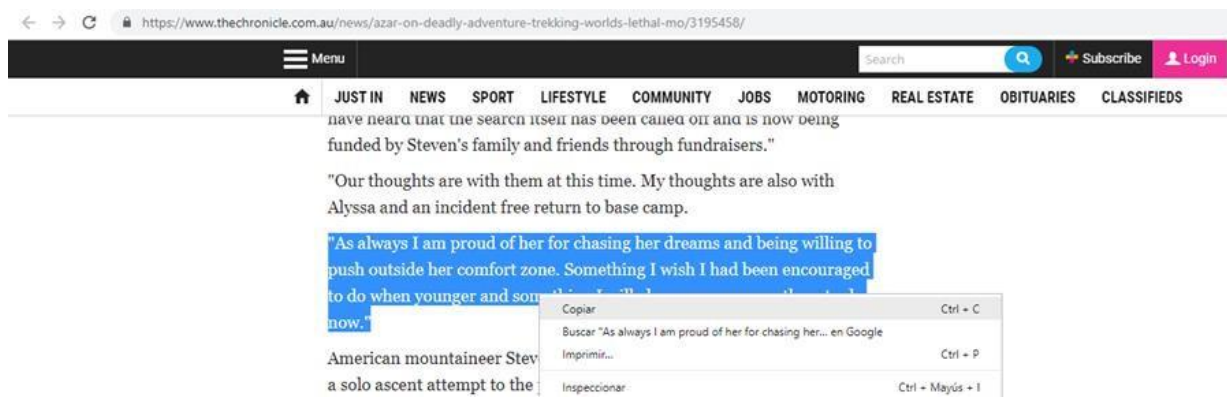
Step19. Sub page header edition



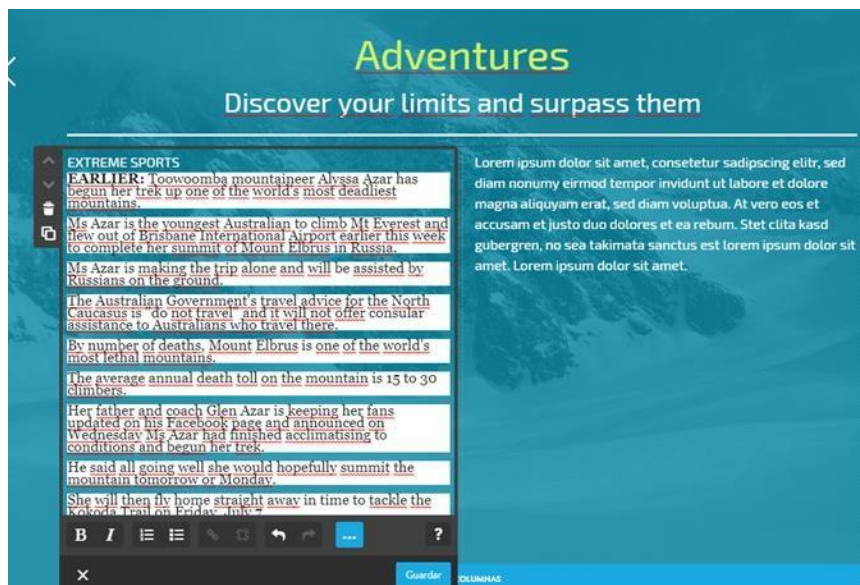
Step20. Article search in the internet



Step21. Copy the article from another website



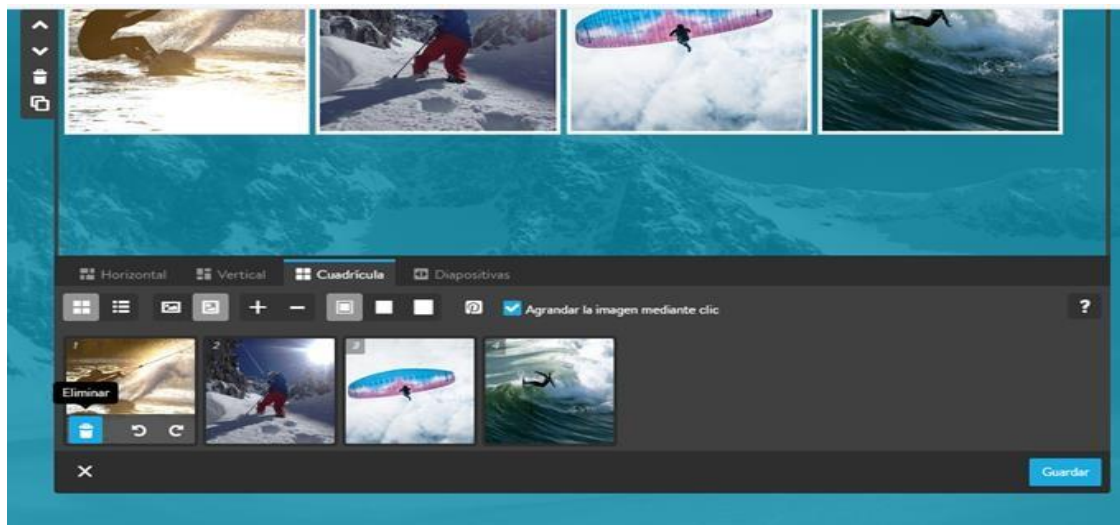
Step22. Paste the reading content in the blog



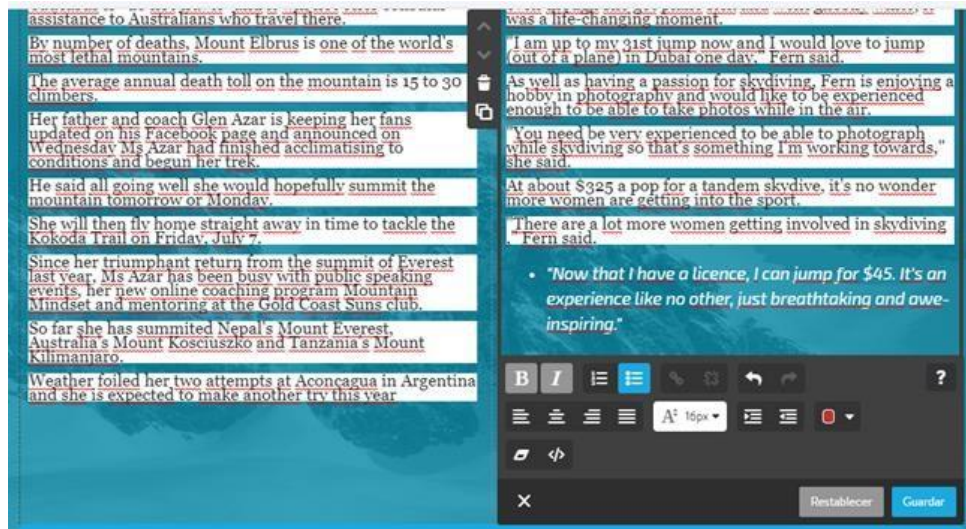
Step23. Imagen edition according with the article content



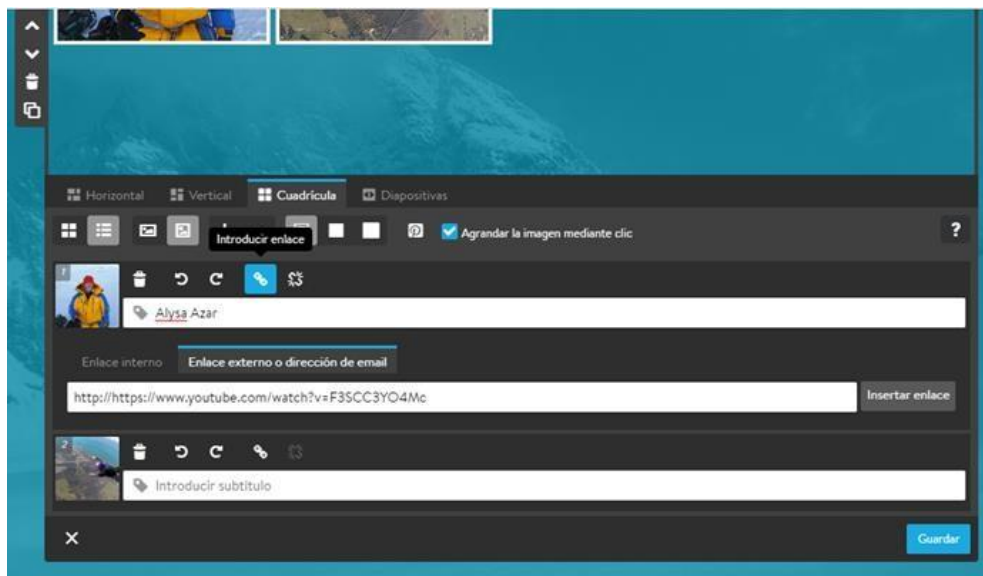
Step24. Imagen edition



Step25. Article content edition



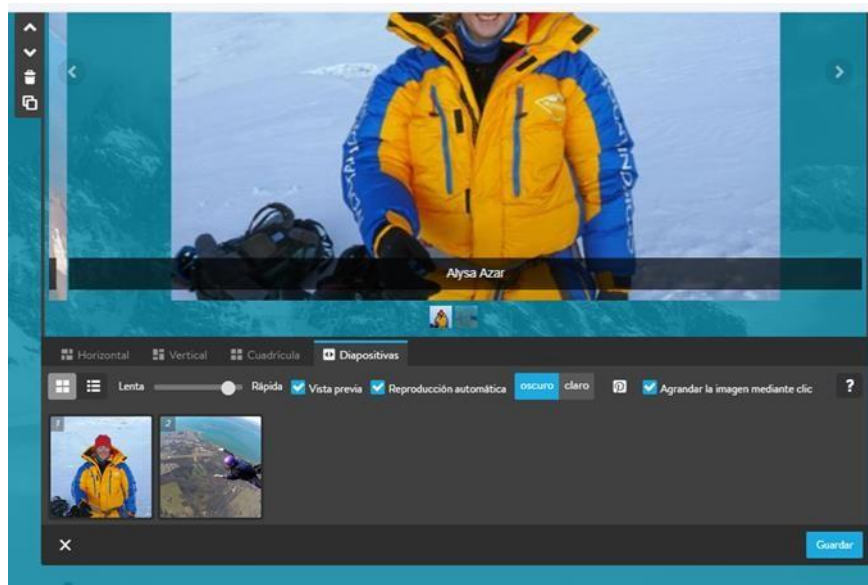
Step26. Link setting to the picture



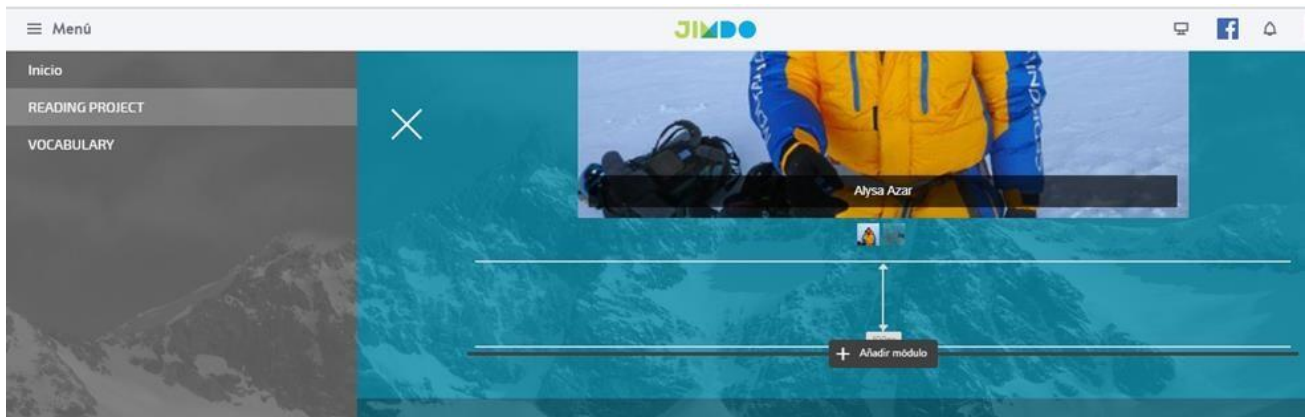
Step27. Video choose from youtube



Step28. Video uploaded



Step29. Add a new block



Step30. More options to link



Step 31. Music block addition



Step 32. Music video search in youtube



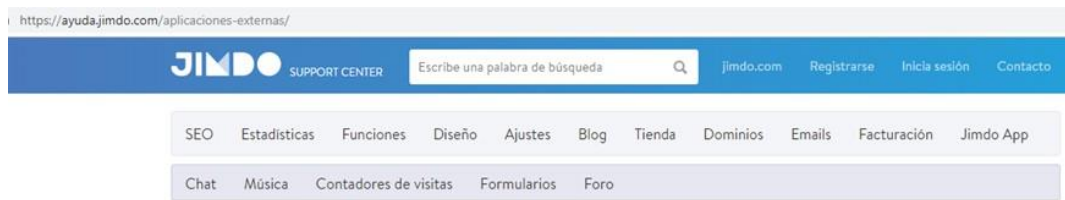
Step 33. Music video uploaded to the blog



Step34. Blog applications search



Step35. External applications search



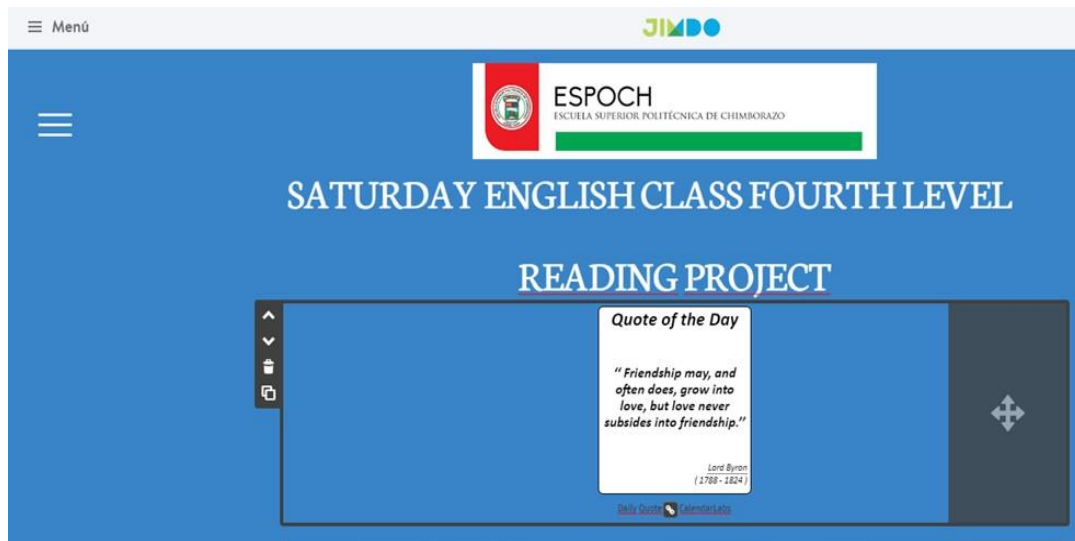
Aplicaciones externas

En esta sección presentamos diferentes aplicaciones externas que puedes utilizar en tu página Jimdo.

Módulo [Widget/HTML](#): puedes integrar en tu página estas aplicaciones con el módulo Widget/HTML que tienes en tu página Jimdo. Sólo tienes que copiar el código del widget y pegarlo en el módulo, guardar y listo.



Step36. Reading application uploading



Step37. Extra reading exercise instructions adition

JIMDO

SATURDAY ENGLISH CLASS FOURTH LEVEL

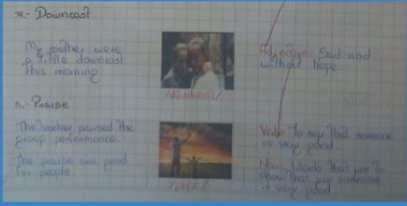
READING PROJECT

Quote of the Day

"Friendship may, and often does, grow into love, but love never subsides into friendship."

Lord Byron
(1788 - 1824)

[Read Quote by Calenderato](#)



Download

to be better, we had to settle down. This means...


to be better, we had to settle down. This means...

to be better, we had to settle down. This means...

1. In the second term , read the quote of the day.
2. take out some new vocabulary words.
3. include them into the vocabulary section in your notebook.
4. and leave your personal reflection

Step38. Second term reading project topics

JIMDO




ESPOCH
ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

SATURDAY ENGLISH CLASS FOURTH LEVEL

. SECOND TERM

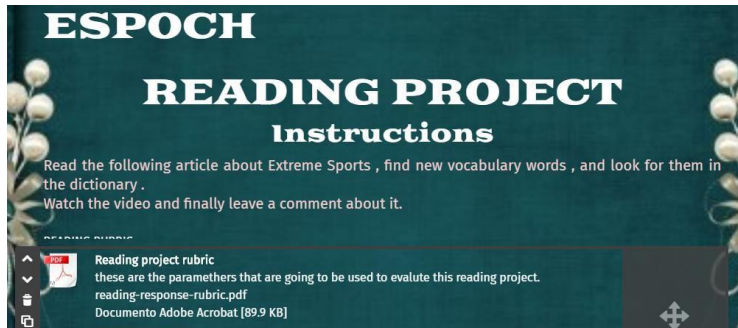
that I may know him, and the power of his resurrection, and the fellowship of his sufferings, becoming conformed to his death;
— *Philippians 3:10*
TheBible.life



DAILY BIBLE VERSE OF THE DAY

READING EXERCISES

Intro



ESPOCH

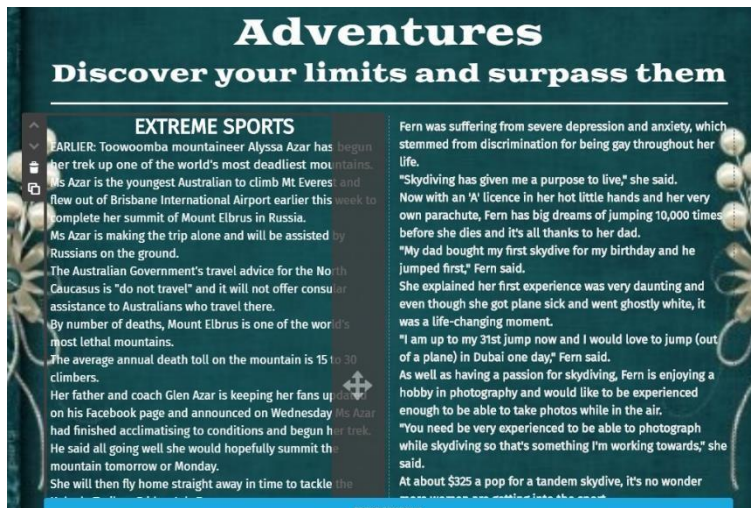
READING PROJECT

Instructions

Read the following article about Extreme Sports, find new vocabulary words, and look for them in the dictionary.
Watch the video and finally leave a comment about it.

Reading project rubric
these are the parameters that are going to be used to evaluate this reading project.
reading-response-rubric.pdf
Documento Adobe Acrobat [89.9 KB]

Main article



Adventures

Discover your limits and surpass them

EXTREME SPORTS

EARLIER: Toowoomba mountaineer Alyssa Azar has begun her trek up one of the world's most deadliest mountains. Ms Azar is the youngest Australian to climb Mt Everest and flew out of Brisbane International Airport earlier this week to complete her summit of Mount Elbrus in Russia. Ms Azar is making the trip alone and will be assisted by Russians on the ground.

The Australian Government's travel advice for the North Caucasus is "do not travel" and it will not offer consular assistance to Australians who travel there.

By number of deaths, Mount Elbrus is one of the world's most lethal mountains. The average annual death toll on the mountain is 15 to 30 climbers.

Her father and coach Glen Azar is keeping her fans updated on his Facebook page and announced on Wednesday Ms Azar had finished acclimatising to conditions and begun her trek. He said all going well she would hopefully summit the mountain tomorrow or Monday. She will then fly home straight away in time to tackle the

Fern was suffering from severe depression and anxiety, which stemmed from discrimination for being gay throughout her life.

"Skydiving has given me a purpose to live," she said.

Now with an 'A' licence in her hot little hands and her very own parachute, Fern has big dreams of jumping 10,000 times before she dies and it's all thanks to her dad.

"My dad bought my first skydive for my birthday and he jumped first," Fern said.

She explained her first experience was very daunting and even though she got plane sick and went ghostly white, it was a life-changing moment.

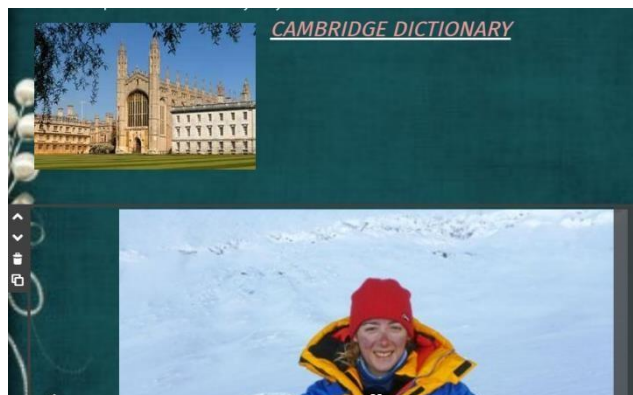
"I am up to my 31st jump now and I would love to jump (out of a plane) in Dubai one day," Fern said.

As well as having a passion for skydiving, Fern is enjoying a hobby in photography and would like to be experienced enough to be able to take photos while in the air.

"You need to be very experienced to be able to photograph while skydiving so that's something I'm working towards," she said.

At about \$325 a pop for a tandem skydive, it's no wonder

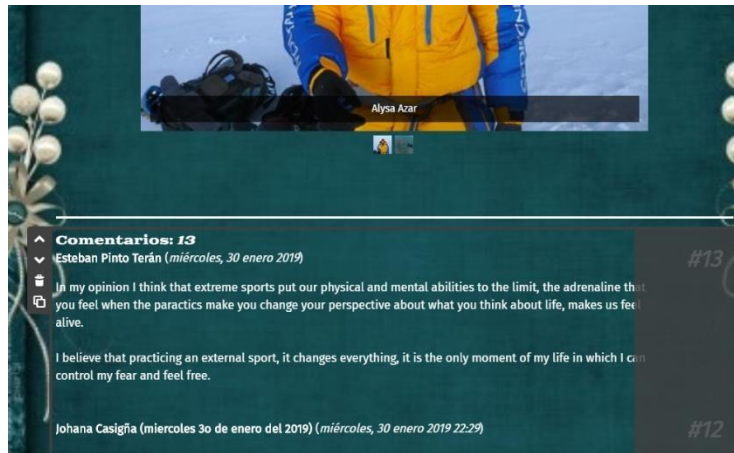
Dictionary link



CAMBRIDGE DICTIONARY

Image of a large building (Cambridge University) and a person in a red hat and yellow jacket standing in a snowy landscape.

Comment lyrics



Alysa Azar

Comentarios: 13

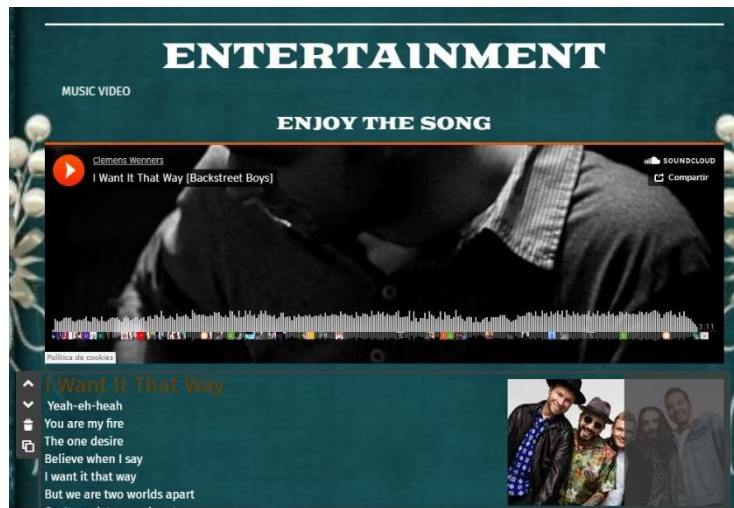
Esteban Pinto Terán (miércoles, 30 enero 2019)

In my opinion I think that extreme sports put our physical and mental abilities to the limit, the adrenaline that you feel when the paractics make you change your perspective about what you think about life, makes us feel alive.

I believe that practicing an external sport, it changes everything, it is the only moment of my life in which I can control my fear and feel free.

Johana Casigña (miércoles 30 de enero del 2019) (miércoles, 30 enero 2019 22:29)

Quote of the day



ENTERTAINMENT

MUSIC VIDEO

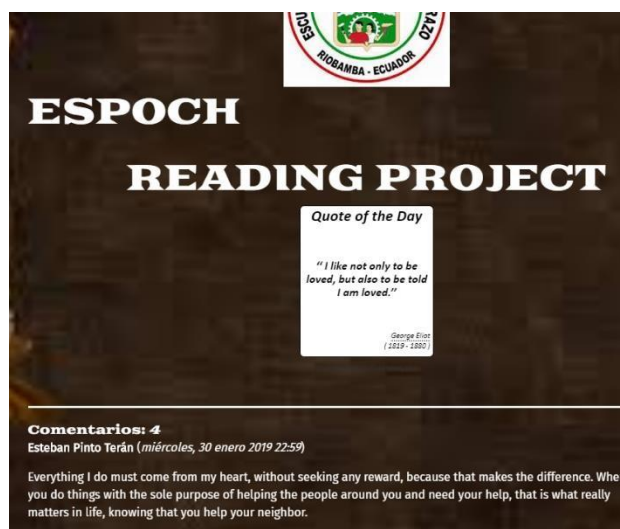
ENJOY THE SONG

SoundCloud

Compartir

I Want It That Way (Backstreet Boys)

Yeah-eh-heah
You are my fire
The one desire
Believe when I say
I want it that way
But we are two worlds apart



ESPOCH

RIOBAMBA - ECUADOR

ESPOCH

READING PROJECT

Quote of the Day

"I like not only to be loved, but also to be told I am loved."

George Eliot
(1819 - 1880)

Comentarios: 4

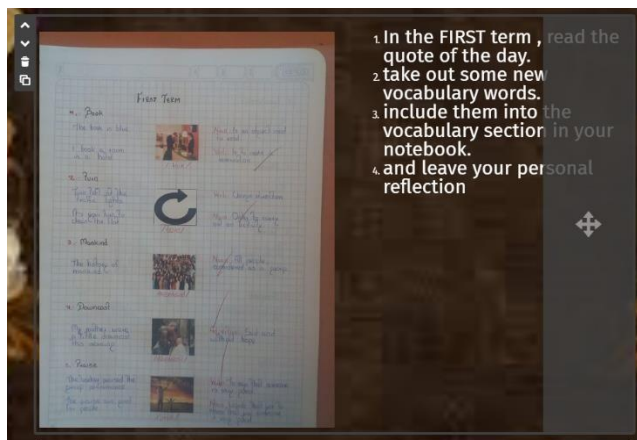
Esteban Pinto Terán (miércoles, 30 enero 2019 22:59)

Everything I do must come from my heart, without seeking any reward, because that makes the difference. When you do things with the sole purpose of helping the people around you and need your help, that is what really matters in life, knowing that you help your neighbor.

Daily bible verse



Vocabulary




Biography reading project

GROUP

1. READ CAREFULLY THE ARTICLE
2. FIND NEW VOCABULARY WORDS
3. LEAVE YOUR PERSONAL OPINION ABOUT IT
4. COMPLETE THE EXTRA EXERCISES.

READING 1

Steve Jobs Biography




Steve Jobs, the American businessman and technology visionary who is best known as the co-founder, chairman, and chief executive officer of Apple Inc, was born on February 24, 1955. His parents were two University of Wisconsin graduate students, Joanne Carole Schieble and Syrian-born Abdulfattah Jandali. They were both unmarried at the time. Jandali, who was teaching in Wisconsin when Steve was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship. The baby was adopted at birth by Paul Reinhold Jobs (1922-1993) and Clara Jobs (1924-1986). Later, when asked about his "adoptive parents," Jobs replied emphatically that Paul and Clara Jobs "were my parents." He stated in his authorized biography that they "were my parents 1,000%." Unknown to

Comprehension questions

COMPREHENSION

- 1.- Steve Jobs never knew who his real parents were.
 - a. True
 - b. False
- 2.- His adoptive parents were rich.
 - a. True.
 - b. False.
- 3.- Jobs was a university graduate.
 - a. True
 - b. False


THE THREE FIRST STUDENTS THAT LEAVE THE COMMENT WITH THE CORRECT ANSWER TO THESE QUESTIONS, WILL GET THE PINTS FOR PARTICIPATION.
HURRY UP!
YOU CAN DO IT!



Comentarios: 0

Second Term reading

GROUP Reading 3 Renewable Energy



Renewable energy is energy that is environment-friendly because it is collected from renewable resources, which are naturally replenished. Examples of these renewable resources include sunlight, wind, rain, tides, waves, and geothermal heat (i.e. the thermal energy generated and stored in the Earth). There is a distinction between renewable energy and alternative energy. The latter is generated from alternatives to fossil fuels and need not be renewable. Renewable energy often supplies energy in four essential sectors:

The generation of electricity;
Cooling and heating of air;
Means of transport,
Rural energy services.

Investing in renewable energy
Global investments in renewable technologies were estimated to be more than US\$286 billion in 2015. Countries like China and the United States invest heavily in wind, hydro, solar and biofuels. Globally, there are an estimated 7.7 million jobs associated with the renewable energy industries, with solar photovoltaics being the largest renewable employer. As of 2015 worldwide, more than half of all new electricity capacity installed was renewable.


Benefits of renewable energy

Comprehension questions

COMPREHENSION

- Alternative energy is another term for renewable energy.
 - True
 - False
- According to statistics, as of 2015, more than fifty percent of all electricity capacity installed was renewable.
 - True.
 - False.
- Renewable energy may be available worldwide.
 - True
 - False

THE THREE FIRST STUDENTS THAT LEAVE THE COMMENT WITH THE CORRECT ANSWER TO THESE QUESTIONS ,WILL GET THE PINTS FOR PARTICIPATION.
HURRY UP !
YOU CAN DO IT !



Comentarios: 1

Interaction

ESPOCH

Communication Zone

Send a message to the teacher if you have any question about any task

Nombre *

Email *

Mensaje *

He leído y acepto la [Política de privacidad](#).

Project evaluation

ESCOLA SUPERIOR POLITÉCNICA DE CHIMBORAZO
LENGUAJE CENTER
Calle: 29 de Julio

*ONLY FEAR THE LORD AND SERVE HIM IN TRUTH
WITH ALL YOUR HEART, FOR YOU HAVE SERVING
GREAT THINGS ARE MADE FOR YOU*

- THE POSTER WAS DESIGNED BASED ON THE BIBLE VERSE OR DAILY QUOTE .
- STUDENTS READ AND UNDERSTOOD THE CONTENT.
- THEY USED THE DICTIONARY TO COMPREHEND BETTER.
- THEY REFLECTED ON THE MESSAGE , AND PREPARED A PERSONAL OPINION ABOUT IT.

1. Students identified a word from the verse or the quote to describe in another poster according with:
2. context meaning.
3. examples
4. pronunciation
5. imagen.

Vocabulary:

Heart

1.- Your heart works to pump blood and vital.
2. In the heart of the city there are many trees.

/hɑ:rt/

Noun: point of distance .center.

6.8 Administration of the proposal

The implementation of this proposal started the last week of October 2018 and finishes the same year during the same year on December 18. These dates were taken into account considering the starting of the first term at the Centro de Idiomas ESPOCH. All the phases, activities and more details about how the proposal was performed are mentioned in the operating model already explained.

6.9 Evaluation of the proposal

To evaluate the performance of this proposal, the following evaluation plan will be followed.

BASIC QUESTIONS	EXPLANATIONS
What to evaluate?	The performance of the proposal
Why to evaluate?	To prove the effectiveness of this proposal.
For what to evaluate?	To see the acceptance this proposal has among students.
With what criteria?	Coherence and effectiveness
Indicators	Quantitative quasi-experimental
Who evaluates?	The author of this proposal
When to evaluate?	During the time established in the operating model.
How to evaluate?	Through , rubrics
Information sources?	Students, books, journals, websites
With what to evaluate?	Written and oral feedback, evaluation forms

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ANNEXES

Annexe 1. Student Survery



**UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO**

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA.**

Survey Directed to Students from the Language Center at Escuela Superior Politécnica de Chimborazo who are in third and fourth English Level.

Objective: To determine Reading comprehension development.

Instructions: Read carefully the following questions and circle the best option.

STUDENT SURVEY

- 1.- How often do you use technology tools in your English class?
 - a) Always
 - b) Sometimes
 - c) Never
- 2.- How often do you use a blog to develop your reading skills?
 - a) Always
 - b) Sometimes
 - c) Never
- 3.-How often do you use content blogs to read topics of your interest?
 - a) Always
 - b) Sometimes
 - c) Never
- 4.- Have You ever comment a post in a blog ?
 - a) Always
 - b) Sometimes
 - c) Never
- 5.-When you finish reading an online text how often are able to give your personal opinion?
 - a) Always
 - b) Sometimes
 - c) Never

THANKS FOR YOUR HELP

Annexe 2. Student pre/ post TEST



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

PRELIMINARY ENGLISH TEST

Reading

INSTRUCTIONS

Do not open this question paper until you are told to do so.

Read the instructions carefully.

Answer all the questions in Reading section

Write your answers on the answer sheets.

You **must** complete the answer sheets
within the time limit.

INFORMATION

READING SECTION

Questions **1 – 5** carry one mark.

*

500/2414/0

© UCLES 2015

Cambridge English Entry Level Certificate in ESOL International (Entry 3)

Questions 1–5

Read the text and questions below.

For each question, mark the letter next to the correct answer **A**, **B**, **C** or **D** on your answer sheet.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

- 1 What is the writer trying to do in this text?
- A** describe how children make friends at a summer camp
 - B** suggest how parents should choose a summer camp for children
 - C** explain what it is like for children at a summer camp
 - D** advise children how to behave at a summer camp

2 What does the writer say about rock climbing at the camp?

- A Some children already know how to do it.
- B Some children prefer to swim or play table-tennis.
- C Some children refuse to take part.
- D Some children find it more enjoyable than they expected to.

3 What surprises the writer about the children who stay at the camp?

- A The youngest ones find it hard to be away from home.
- B They complain if they cannot phone their parents.
- C They miss meal times with their parents.
- D They seem grateful for their experience here.

4 What does the writer think about some parents?

- A They should visit their children instead of phoning them.
- B They don't need to keep on phoning the camp.
- C They shouldn't allow their children to bring phones to camp.
- D They need to be reminded to phone their children.

5 Which postcard might a child at the camp send home?

A

I was annoyed when they suggested I put on old jeans, but I guess they were right.

B

It's so unfair that everyone else can use their

C

I've made some good friends but we're all bored because there

D

I was really frightened every time we went rock climbing, so they let me

READING Test

Answer sheet

1	A		B		C		D	
2	A		B		C		D	
3	A		B		C		D	
4	A		B		C		D	
5	A		B		C		D	

Annexe 3. Reading Rubric



"Saber para ser"
ESPOCH
ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO



Pre and Post Test Reading rubric

	4	0
(What the response states)	The student response accurately demonstrates with higher level :	The student response does not demonstrates:
Comprehension Text - Based Evidence	<input type="checkbox"/> Understanding of text	<input type="checkbox"/> Understanding of text