



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del título  
de Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** READING FLUENCY THROUGH EXTENSIVE READING MATERIALS

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Ambato – Ecuador

2023

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### **CERTIFY:**

I, Mg. Wilma Elizabeth Suárez Mosquera, holder of the I.D No.1802859841, in my capacity as supervisor of the Research dissertation on the topic: **“READING FLUENCY THROUGH EXTENSIVE READING MATERIALS”** investigated by Sherlyn Nereyda Huertas Toapanta, with the I.D No. 0503879264, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “**READING FLUENCY THROUGH EXTENSIVE READING MATERIALS**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink, appearing to read 'Sherlyn Nereyda Huertas Toapanta', is written over a horizontal dotted line.

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## DEDICATION

### TO:

My family, Mercy, Fredy and my beloved little sister Amarilis to be my support every day who feeds my heart and reason for living. They have been the fundamental pillar to achieve the completion of my studies at the university.

My beloved mother for supporting me not to give up, achieve to accomplish my goals proposed, and to finish all that I started. She is the strongest woman I know, is my best friend today and always, she taught me to be brave in all bad moments, including in this pandemic situation because I was infected with the virus.

My father of heart, Fredy for listening to me at all times and supporting me in the development of my research, and for helping me at all times.

My sister Amarilis always has given me love by painting my gray days in color. I have always loved her, she is the light of my eyes, she always motivates me and makes me laugh with her jokes.

My grandmother Silvia has always been by my side, advising me to follow the right path of the human being. She has always told me to take care of myself and to be a good student, who has fed my heart with her love.

My grandfather Luis is a support for me in advising me, and has given me love in his own way. For being there for me when I needed it.

My friends are the best friendship for filling my life with happiness, for always supporting me in my bad moments, for always listening to me when I need it.

Sherlyn.

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**TOPIC: “READING FLUENCY THROUGH EXTENSIVE READING MATERIALS”**

**AUTHOR:** Sherlyn Nereyda Huertas Toapanta

**TUTOR:** Mg. Wilma Elizabeth Suárez Mosquera

**ABSTRACT**

The present study aimed to investigate the use of extensive reading materials in the development of reading fluency. This study was carried out using a quasi-experimental design with a group of 36 students from the second semester in the reading subject at Universidad Técnica de Ambato, 26 females and 10 males. Ten interventions were given twice-weekly to the participants as part of the treatment. A KET reading section exam was used as a pre-test and post-test to check learners' reading English level, after the treatment, both examinations were compared and analyzed. The results of the post-test demonstrated an improvement with a difference of 0.5 in reading fluency and reading comprehension. Moreover, pre, while, and post reading activities were applied to develop reading fluency. Students read Jane Rollason's Killer Bees book in accordance with their A2 level of English, additionally learners calculated how many words per minute they read in each chapter of the book to check their speed progress and compare the two scores from first and last chapter. Additionally, learners improved their reading speed through the use of strategies and techniques. As a result, learners' score in the pre-test was 7.9 out of 10, and in the post-test was 8,4 out of 10. For the data analysis, a paired-samples t-test was applied through the SPSS software, so the findings of this study revealed that extensive reading materials were effective on learners reading fluency. In conclusion, the use of extensive reading materials in the class promotes reading speed and comprehension in any subject related to English.

**Keywords:** extensive reading, reading fluency, materials, strategies, techniques.

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#### **RESUMEN**

El presente estudio tuvo como objetivo investigar el uso de materiales de lectura extensiva en el desarrollo de la fluidez lectora. Este estudio se realizó mediante un diseño cuasi-experimental con un grupo de 36 estudiantes del segundo semestre de la asignatura de lectura de la Universidad Técnica de Ambato, 26 mujeres y 10 varones. Como parte del tratamiento se realizaron 10 intervenciones dos veces por semana a los participantes. Se utilizó un examen de la sección de lectura del KET como pre-test y post-test para verificar el nivel de lectura en inglés de los estudiantes, después del tratamiento, ambos exámenes fueron comparados y analizados. Los resultados de la prueba posterior demostraron una mejora con una diferencia de 0,5 en fluidez lectora y comprensión lectora. Además, se aplicaron actividades de lectura antes, durante y después del tratamiento para desarrollar la fluidez lectora. Los alumnos leyeron el libro *Killer Bees* de Jane Rollason de acuerdo con su nivel A2 de inglés, además los alumnos calcularon cuántas palabras por minuto leyeron en cada capítulo del libro para comprobar su progreso de velocidad y comparar las dos puntuaciones del primer y último capítulo. Además, los alumnos mejoraron su velocidad de lectura mediante el uso de estrategias y técnicas. Como resultado, la puntuación de los alumnos en el pre-test fue de 7,9 sobre 10, y en el post-test fue de 8,4 sobre 10. Para el análisis de los datos, se aplicó una prueba t de muestras pareadas mediante el software SPSS, por lo que los resultados de este estudio revelaron que los materiales de lectura extensiva fueron eficaces en la fluidez lectora de los alumnos. En conclusión, el uso de materiales de lectura extensiva en clase favorece la velocidad lectora y la comprensión en cualquier asignatura relacionada con el inglés.

**Palabras Claves:** lectura extensiva, fluidez lectora, materiales, estrategias, técnicas.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Research background

In order to develop this research, the pertinent points have been addressed to sustain several theories. Some papers were considered as an example of how extensive reading materials work. Some information explaining how it functions and why it is important was founded. ESL students can use several mechanisms to achieve the knowledge, in this case, extensive reading activities to approach second language acquisition (SLA) and foreign language learning (FLA).

McLean and Rouault (2017) led an investigation of the development of foreign language learners' reading rates through extensive reading. This study used an experimental research methodology to conduct the respective treatment, a group of 50 university students was chosen randomly to apply two different treatments. The group took a pre-test and post-test to measure their reading comprehension, so after they received the treatment, the result of the first test was significant because it increased their reading rate. This study provides evidence about the use of extensive reading treatment. Finally, the experiment demonstrated that it is feasible to use this classroom-based experimental reading study.

Yun and Park (2017) conducted a study about the effects of extensive reading on high school students' English reading skills. One hundred seventy high schools were part of this program. The quantitative method was used to conduct this investigation where they used a pre-test and a post-test reading comprehension test. To measure students' reading proficiency, the test used was the reading comprehension test from the National Assessment of Educational Achievement (NAEA) administrated by Korea Institute for Curriculum and Evaluation (KICE). Additionally, a survey was applied to collect data according to their opinions about the effectiveness of the ER programs. As a result, the findings of the study were effective, improving the student's reading abilities. The majority of the students showed positive attitudes and motivation with the extracurricular based program (Day and Bamford, 1998). The program has specific steps: 1) a separate, stand-alone course, 2) part of a course, 3) a noncredit addition course, and 4) an extracurricular activity in school.

Park (2017) conducted a study about the impact of the ER strategy versus the traditional Intensive Reading (IR) approach on the reading speed and comprehension of EFL learners was evaluated in a study. The method was quasi-experimental, the studies showed the benefit of using extensive reading on reading fluency, the ability to read words quickly and accurately. The treatment was applied during 12 weeks, the population was 72 Korean Secondary students, two groups the control group and group experienced. The instrument was a pre-test and post-test to identify the differences in the proficiency level performance. The material used was reading English magazines, novels, the use of websites. Learners read inside and outside the class to avoid focusing on vocabulary and grammar because participants were encouraged to read extensively. As a conclusion, ANCOVA results showed that the learners increased reading rate and comprehension meaningfully.

Januarty (2018) led an investigation where the aim was the extensive reading practices of the students and the development of fluency. The research had a qualitative descriptive method using techniques to collect data through interviews and questionnaires to postgraduate students in Sebelas University. The interview collected information about what genre of reading they prefer to read. According to the study's conclusions, postgraduate students who read extensively tend to perform well on the TOEFL test for academic objectives.

Aka (2019) studied the effects of extensive reading on developing language and reading abilities. The experimental method was used to conduct the investigation. The participants for this study were from the high school, they were divided into two groups, the first group just received regular grammar and vocabulary; on the other hand, the second group received an extensive reading program. Finally, these findings showed the participants activated their knowledge through the extensive reading course, and the results improved students' language and reading skills.

Sumartono et al., (2019) developed a study to find the effect of student's reading ability through extensive reading to find the results of using various text in reading activities. The method used was a mixed method which means qualitative and quantitative which was conducted in two cycles. Each cycle is part of planning, action, observation, and reflection. Additionally, the author used two types of extensive reading: skimming

and superficial. Also, the researcher used three techniques: skipping, skimming, and scanning. Finally, based on the research, reading abilities increased 50,4% because there is a difference between the pre-cycle and post-cycle.

Anggraini (2020) led a study to investigate students' perception toward a small-scale project (ER) extensive reading program. ER can improve different aspects of the English language like vocabulary, reading speed, speaking, listening, and writing. The instrument to collect data was a semi-structured interview about students' perspectives and experiences on ER program. Moreover, the interview was done separately for each participant which was previously recorded. Three participants from high school followed ER program to be compared with other students. Learners showed excellent results after the comparison of students who didn't follow the treatment. Concluding with this study, the three students who followed the program explained how they changed their view. ER program is beneficial to improve reading abilities.

Macalister (2021) developed a research, study to enhance extensive reading online with an alternative approach, students used ERO programme website on the Word Press platform to provide a small digital library for readers. This program had a successful implementation with a group of 17 university students who participated in 10 weeks of study. In addition, the qualitative method was used, questionnaires and interviews were applied to observe changes in the program and gather all the data information from participants. The results were positive because learners' reading fluency showed an improvement in their reading speed by around 20%.

Pem and Sukavatee (2022) conducted a study to investigate the impact and effects of using extensive reading. Moreover, the treatment was conducted in 20 weeks instruction on reading fluency and reading comprehension. The quasi-experimental research was used, where the authors have chosen a group of 16 participants who received extensive reading instructions. The instrument used was Wilcoxon signed-rank test. The difference between the pre-test and post-test showed that they improved reading fluency with the highest reading speed. To conclude, the results were drastic because young learners improved their reading fluency and comprehension after the post-test.

Iwata (2022) studied the effects of extensive reading on foreign language learners' acquisition of sight vocabulary, focusing especially on high-frequency words and reading fluency development. The experimental design was used because the participants were divided into three groups and a placement test was used as an instrument. The participants were 72 first-year Japanese female college students, who were enrolled in a compulsory English course. The conclusions of this study about the impact of extensive reading are shown to be a more effective and efficient method. The research was feasible to reinforce vocabulary and develop reading fluency.

## **Theoretical framework**

### **Independent variable theoretical support**

#### **English language**

According to Chomsky (2006) people live in a world of language; human beings need to interact with others to communicate and exchange our ideas. There are many ways to communicate to understand the language because it makes us human beings, it is the human power who possess language competences.

Language is a system to connect our ideas to communicate to another person because there is no other way to perceive ideas you cannot touch, see, hear, or touch. Human need a perceivable expression to have an idea to communicate without the systematic connection between the idea and expression you don't have an idea to transfer information to other being a systematic code which connects private thoughts with public expressions (Delahunty & Garvey, 2010).

Fromkin et al., (2003) state that language is what sets humans apart from other animals. Understanding the way in which language defines our humanity is essential. Human heritage and power come from language. We communicate in person with our friends, coworkers, loves, teachers, parents, etc. Additionally, knowing a language allows you to communicate with others and be understood by them. It indicates that people have the ability to create sounds that indicate specific meanings and to comprehend or interpret the sounds made by others, a person with normal hearing. Almost everyone knows a language.

## **Receptive skills**

Humans communicate using different skills. Learners decode messages to be active in the participation of other people. Reading and listening skills are receptive skills. The receptive skills are listening and reading. It is important to highlight their importance in teaching. Furthermore, people extract meaning from generalities according to each kind of process applying each skill. Reading and listening are essential to maintain communication between other people. Also, it is important to receive important information or it will be used for academic purposes (Al-Jawi, 2010).

## **Reading**

According to Nuttall (1996) reading has a purpose, to get meaning from the text. People read because they want something from the text. It means the message, ideas, feelings. The writer intended to give a message. The process to contribute from the writer to the reader should be explore to get meaning by reading.

Nunan et al., (2003) mention that readers combine information from a text with their own prior knowledge to create meaning. Reading comprehension is the aim. The capacity to employ a wide range of reading strategies to fulfill a reading goal is known as strategic reading. Good readers are aware of what to do in challenging situations. The capacity to read at an appropriate pace with sufficient understanding is known as fluent reading. The meaning is created by combining the text and the reader's prior knowledge. The act of reading is defined by the text, the reader, fluency, and methods taken collectively.

The sentences have to make sense including coherence and cohesion. Reading includes some different reading subskills like; reading for specific information (scanning), it is used when we want to know specific detail about the text; reading for detail, it is used to read everything in the text; deducing meaning from context, it helps us to know what is happening according to the context where is developed the story; understanding text structure, it is developed in different types of text; reading for gist (skimming), it is when we only read faster to now global information; inferring is when we want to know what the author wants to say, and predicting that indicates when we are going to guess what is going to happen next (Spratt et al., 2011).



Spratt et al., (2011) claim that people have to know the difference between extensive and intensive reading. Extensive reading is when we read for pleasure like comics, stories, etc. On the other hand, intensive reading is when learners have to read short texts which are related to a particular topic, or grammar. Finally, text types are essential to recognize if the text is a letter or an essay. Also, there are different lengths and layouts. There is the way in which the text is placed, the structure of the different text. Reading is a complex process when you have to use an appropriate reading subskill.

- Reading has specific purposes that need one of the different skills. For this reason, there are different subskills to help learners in their comprehension progress.

### **Reading subskills:**

- Skimming. - Reading for general understanding or reading for gist. Read the whole content is essential to get the main idea.
- Scanning. -In this subskill is not necessary to read all the text. It is the opposite of skimming because the objective is to look specific information.
- Reading for detail. -When using this reading subskill, meaning is the primary objective. To comprehend specific examples of language use, readers must connect each word and sentence to get the meaning.
- Inferring. -Readers deduce the meaning through grammar, style, and register. It means how is the writer perspective.
- Deducing meaning from context. - Readers find information that is not possible to figure it out, so the idea is collect the information to imagine and work out in a different situation the unknown vocabulary can suit to the situation.
- Predicting. - This subskill encourages the use of cues prior to beginning to read. For instance, applying prediction will show an idea about the reading title or headline because it gives what the book will be about.

### **Types of reading:**

According to Brown (2018) there are four types of reading: perceptive, selective, interactive, and extensive.

-Perceptive reading involves some components like: words, punctuation, letters, etc. Tasks are referred to as literacy tasks and it represents a challenging area, basic reading skill be assessed in different ways.

-Selective reading is a large category where you can find reading recognition of lexical, grammatical within a very short stretch language, this category can include test about vocabulary and grammar.

-Interactive reading are stretches of language of several paragraphs to one page or more, reading is a kind of negotiation where the text brings a set of schemata understanding. In addition, typical genres are anecdotes, questionnaires, announcement, etc. The objective is retained the information processed, it has a combination of meaning focused and form focused objectives which emphasize meaning.

-Extensive reading is more than a page and the purpose of assessment are to tap students' global understanding of a text, it means top-down processing is assumed for extensive activities. These activities involve longer texts like short stories, books, longer essays, etc. Moreover, some tasks are divided by category, for example, skimming tasks, summarizing and responding, note taking and outlining.

### **Extensive reading**

Day and Bamford (1998) mention that extensive reading means paying close attention to the text in order to process the information and enjoy it. People can concentrate reading in silents periods to build vocabulary and structural awareness to achieve automatic, improve comprehension, confidence, and motivation.

Extensive reading materials corresponds to texts longer than one page. For example, books, short stories, technical reports, professional articles, and essays. Any text longer than a page falls under these criteria. It should be noted that reading research frequently defines "extensive reading" as books that are typically read outside of class time (Brown, 2018). In a comprehensive reading program, students read numerous books or other graded materials at the appropriate reading level for them. The two most crucial requirements for a comprehensive reading program are appropriate reading materials and a lot of reading.

## **Stages of reading**

Spratt et al., (2011) mention that to apply reading activities is necessary to follow some patterns in the process of a lesson. Additionally different activities can be applied during each reading stage Carter and Long (1991) as cited in Toprak and Gamze Almacioglu (2009):

- **1.- Introductory activities or pre-reading.** - It has to be focused on the language from a text to introduce the topic and activities. It is the warm-up where learners will activate their interest. Pre-reading activities introduce learners to a specific text to provide appropriate background knowledge. Pre- reading activities could be: discussing a text or the author of a text, brainstorming, reviewing familiar text, illustrations and titles, skimming and scanning for general or specific information.

## **Prereading to find out what to read**

Vinet and Zhedanov (2011) state that prereading means looking over a book's main components:

**Title:** The title is descriptive and include information about the book you are looking for.

**Author:** To determine whether the author is knowledgeable about the subject, look at their credentials.

**Publication date:** To determine whether a book or article is recent, take note of the publication date. The publishing date of a book can be found on the back of the title page.

**Headings and subheadings:** To determine what information is in the book, look at the headings. They also allow you to see how the author structures the information and draws a conclusion. If the headlines and subheadings cover a wide range of subjects.

- **2.-Main activities or while reading.** - Learners will develop their reading subskills for different comprehension activities. While-reading activities such practicing exercises, sheets activities, guessing words meaning through the use of context clues, analyzing reference words, predicting content, reading for specific information, and using the dictionary to learn new words.

- **3.-Post-activities or post-reading.** -For this section the objective is to check students' understanding. Post-reading exercises check student's comprehension, help students to a deeper analysis of the reading, discussing topics in a class to determine specific facts of the text. The use of strategies such scanning.

### **Planning a text-based lesson reading**

Nuttall (1996) state learners follow a series of lessons, so they have to do:

- Practice reading efficiency. - In this section students can practice some strategies like skimming, scanning, rapid reading.
- Interpretation of the text. - Learners will participate in interventions of various kind of questions or tasks.
- Produce a product.- Depending on learners' reaction to the text as a whole.

Interpretation and response are part of text-based lesson. Learners need to be able of interpret the whole reading text accurately and responding to it. Flexibility is another aspect because learners will use flexible activities according to their own purposes.

### **Asking questions**

According to Armstrong (2015) learners will use asking questions as a technique. Well defined questions about the book to answer some questions to get ideas from the topic presented.

### **Skimming**

Armstrong (2015) establishes that skimming is a quick and simple speed-reading strategy that is incredibly effective. People only need to read the text's first and last paragraphs, as well as the first line of each paragraph. On these topics, the majority of the important material will be concentrated. Once you've read them, you won't need to read the complete text because you'll already be aware of the main point. The first thing to keep in mind is that you should only utilize the skimming approach when you merely want to get the gist of something rather than the entire thing. In other words, you will only be able to comprehend the main idea of the text and not the whole information.

When you skim a page, you get the important points without reading all the words in the reading material. You search for and seize words that seem to capture the essential

idea. Reading the first and last sentences of paragraphs, headings, and subheadings are all examples of skimming strategy (Vinet and Zhedanov, 2011).

### **Scanning**

Vinet and Zhedanov (2011) claim that the strategy that is chosen over skimming is scanning. We are all familiar with what a scanner is and how it works. In a manner similar, you must skim a text fast. Studies have shown that reading and understanding content on a computer screen takes longer than reading and comprehending text on a printed page. On computer screens, readers can't skim as effectively either. If you wish to read and skim a website on your computer effectively, read and skim it more slowly than normal. Additionally, scanning is quickly searching the text for a specific piece of information without considering the text's significance level. When you scan, you quickly move your eyes down the page in search of particular words or phrases.

### **Dependent variable theoretical support**

#### **Reading comprehension**

According to Krashen (1982) the issue of how to facilitate comprehension is a very essential one for foreign language instruction if the hypothesis that comprehensibility is a key necessity for ideal input for acquisition is right. The comprehension criterion can, in fact, indicate that the primary role of the second language teacher is to aid in making input understandable and to provide the adult with features that the "outside world" either cannot or will not provide.

#### **Level reading comprehension**

According to the information presented in the webpage of the State Government of Victoria (2021) when learners read a text, they understand it in different levels. Deep understanding happens when all levels are taken into account (O'Connor, 2022):

- **Literal comprehension:** When a reader or viewer recognizes what they can see and hear, literal comprehension takes place on the surface level. The facts are given out and easy to understand for everyone. The text information is directly explicit, so the answers to questions is easier to find. Finally, to check literal understanding there are kind of questions such who, when, where, what is, which, what happened, how did, how far, how many.

- Inferential/Interpretive comprehension: The reader draws words and images to infer information about the reading topic. It requires to comprehend the meaning of the text, in some cases, the text is connected with cultural and social context for inferential understanding. The inferences are based on specific information where people can formulate through their conclusions, as well as interpret the main idea of the text. In addition, the background knowledge help people to infer and answer some questions, for instance, why is, did/was/is, can you explain, how did, what caused, what do you think, what effect does, how is this similar to, what evidence can you find, what examples can you find, what makes you think that, what is the relationship between.
- Critical/Evaluative comprehension: The reader requires to consider what they think and believe about the message in the text to justify readers' opinions. Evaluative comprehension is referred as (beyond the text). There is no correct or incorrect response; rather, there are reasons to think in a certain way. Critical comprehension is based on personal background knowledge and experience. Readers have to think more abstractly and relate to the real live context, readers give some answers to start a discussion of the text giving opinions about the characters or events. Furthermore, readers answer some questions about what they think or believe, for example, do you think, do you agree, why would, what else could, why/how might, why do you think, what would happen, what will probably, what do you feel about, etc.

### **Reading fluency**

Willis (2008) mentions that fluency means reading a text quickly and accurately, learners can decode the information rapidly automatic, to know when stop and make pauses according to punctuation through scanning the text and see how sentences ends. Additionally, visual sensory take a roleplay where the occipital lobes process information. Fluent readers can decode, comprehend, organize, recognize efficiently text information. While learners practice, swiftly decode of written words will be reinforced be able to respond automatically to punctuation of each sentence.

Learners who make a lot of mistakes in their reading process, it shows problems in reading and comprehension because they focused only in each word of the text instead of capture the global idea to be able of summarize it. Learners just need to practice their

reading skill to increase their speed and comprehension efficiently being natural to gather decoding skills and speed (Willis, 2008).

Lewis (1995) states that the first step is to test the present performance of reading. First, each one has to measure the progress to judge it. Then, the idea is read as you normally do, you have to read as you accustomed to, so you will read as you normally cover any material close. Second, when you start timing, you have to write it at the beginning, then when you finish you have to write the time as well. Finally, take a test to check your comprehension, so to check reading speed is important write your progress.

### **Strategies and techniques to develop reading fluency**

#### **Fixation**

Lewis (1995) affirms that reading is produced by a continual interchange of fixations and interfixation movements, which we refer to as ocular pauses and movements. The technical word for the split second in which the eyes fixate on a section of a line of print is "fixation." The external eye movement ceases, an image is sent to the brain, and words are read during a fixation. Another image is then flashed to the brain as the eyes move slightly to the right and fixate on a new spot. The word-by-word reader is the ineffective reader whose patterns are seen above. It's not a problem with his vision; word-by-word reading is just a habit he's developed through time. This is why his eye spans can only focus on one word at a time. Speed reading exercise in which pupils will practice their eyes to read rapidly. For example, eye speed and peripheral vision expanders.

#### **Digit perception**

Training your mind to quickly perceive numbers teaches it to instantly and accurately interpret the complete picture that your eyes capture. Students will learn during this practice to interpret all of what you see, rather than just some or most of it, since the element of familiarity on which you naturally rely in the rapid reading of words is essentially lacking in digit combinations rows of random numbers, unlike words and phrases, are practical (Lewis, 1995).

Through different techniques learners will improve their reading speed. Students will see the numbers in a slide during a second, then they will write quickly what they saw. During the time the number is showed, learners don't have to say the number aloud

by themselves. When the slide turns off, it means students have to write the number in the blank. Finally, to check the answer the slide will be showed, then the other numbers will follow the same process (Lewis, 1995).

## **Macular and peripheral image**

### **Faster word perception**

According to Lewis (1995) people may recall that actual reading occurs during the fractional seconds where the eyes are fixed. The effective reader responds to a variety a single fixation of words at a time: His comprehension is full term, a line of logic. The ineffective reader replies single words, one at a time, or, if his reading is extremely weak, sections separate syllables within words. The next step, macular and peripheral image people can find out quickly what peripheral vision is in front of their eyes at a comfortable distance. Peripheral vision sends the components of the phrase to the left and right of the center, while macular vision transmits the phrase's core as a stimulus to the brain. If the reader has honed his peripheral vision, he can absorb a phrase like those in the reading clinics as an entity, but there are truly two types of images: macular and peripheral. For this section pupils will practice their fixation with words doing the same thing than the previous technique. For instance, learners will practice with three words to follow fixation progress.

### **Phrase perception**

In accordance with Lewis (1995) after some training, you should be able to comprehend the complete phrase using a combination of macular and peripheral visuals. This arrow denotes the general center of each phrase. Learners will learn about vocalization and regressions to avoid bad habits of reading and to avoid making frequent regressions. In conclusion, the techniques will be useful for learners' improvement as well as the speed progress and comprehension of their reading book which is according to their English level.

### **Regression**

Beale (2001) states that regression is the act of looking back at a word or words you've already read. For instance, you are compelled to go back to the beginning if you have ever reached the bottom of a page and wondered what you just read. Many people unintentionally and repeatedly move their eyes backward while reading the same line of



text forward. The eyes are probably regressing a lot, people frequently feel drowsy while reading, even when seated erect at a desk or table.

### **Subvocalization**

Beale (2001) explains that subvocalization is the process of mentally or physically moving your lips as you read. In some situations, the speech is active. While studying or memorizing, for instance, hearing your voice repeat or state the material to oneself is active memorization.

### **Nine ways to reduce the talking**

According to Beale (2001) reading slowly while talking out loud or mentally whispering each word is called talking while reading. Although everyone does it, proficient readers do it less frequently. Ten proven methods are listed below to help you talk less:

1. Detect your own behavior.
2. Read quicker! The less you can read aloud while speaking, the slower you read.
3. Read the crucial words. Naturally, this encourages you to speak less.
4. Keep quiet. Your lips with your index finger. whenever you notice yourself speaking, place your finger near your mouth.
5. Please be quiet. If you're reading aloud, try saying something like "1-2-3, 1-2-3" or "la-la-la" to yourself.
6. Hum. While reading aloud to yourself, hum a melody.
7. Chew gum. Attempt to chew three or more pieces at once. Use a rhythmic chewing motion while reading.
8. Cover your lips with toothpaste. While reading, if you move your lips, the toothpaste will taste in your mouth and prompt you to stop talking.
9. Keep your mouth shut. Put your tongue against your mouth.

## **Process to measure reading fluency**

Armstrong (2015) mentions that one of the finest strategies for conquering this difficulty is speed reading. The most finite of all the significant free resources at our disposal is time. All of us have a 24-hour day, which makes moving quickly even more crucial. Without comprehension, reading is worthless, and without reading, comprehension of a written word is impossible. Because of this, when it comes to speed reading, understanding will serve as our support system. In this sense, the effective words per minute (WPM), is the key indicator of reading speed.

Although most people read at a rate of about 250 words per minute on average, there is no reason why this can't be increased. People need to commit themselves to speed reading so that people can raise that rate to at least 500 to 600 words per minute (Armstrong, 2015).

Vinet and Zhedanov (2011) indicate that experts use the following formula to get WPM results. Words read/reading time in minutes=WPM rate. For instance, someone who takes 2 minutes to read 700 words reads at a 350 WPM rate:  $700/2=350$ . Someone who takes 2.25 minutes, it means 2 minutes and 15 seconds to read 700 words reads at a 311 WPM rate:  $700/2.25=311$ .

## **1.2 Objectives**

### **General objective**

- To investigate the use of extensive reading materials in the development of the reading fluency of students from second semester at Universidad Técnica de Ambato.

### **Specific objectives**

- To assess the students' reading fluency before and after the implementation of extensive reading materials.
- To analyze strategies and techniques to develop the students' reading fluency.
- To describe the benefits of using strategies and techniques to develop reading fluency through the use of extensive reading materials.

### **Description of the fulfillment objectives**

To accomplish the first specific objective the researcher applied a pre-test that was taken from Cambridge to identify the students' level of reading fluency as the pre-test was being taken by the students it was noticeable that the level of reading was average and it is reinforced by the scores of the test when reading.

To achieve the second specific objective that is to analyze strategies and techniques to develop the students' reading fluency was essential to collect theoretical information from many books and articles by many known authors. The investigations of all these researchers helped in extensive reading materials with the use of different strategies and techniques.

To obtain the last specific objective that is to describe the benefits of using strategies and techniques to develop reading fluency through the use of extensive reading materials, a post test was applied to the students. In order to have a comparison of the pre-test and post-test to demonstrate how was the effect of the use of these strategies and techniques.

## **CHAPTER II METHODOLOGY**

### **2.1 Materials**

The materials for this research project were technological tools such as: Canva, Quizizz, Padlet, Nearpod, Mentimeter, YouTube videos, Educaplay, to develop the research process to explain the topics and collect data information from the participants of this research like activities developed in class to check learners' progress. Materials such as a book (Killer Bees by Jane Rollason-A2 level), handouts, sheets of papers, pens, pencils, markers, erasers were used to develop the activities of the research work in each intervention of the class.

### **2.2 Methods**

#### **Research approach**

The approach of the research work was quantitative to describe and analyze how extensive reading materials helped students with reading fluency. Quantitative because the analysis was focused on students' knowledge. Also, the information was collected in different tables corresponding to students' results progress. Additionally, a hypothesis was established to guides this quantitative research, according to the results of the pre-test and post- test, the result of the hypothesis had a positive effect. Finally, to conduct this research, the participants from second semester in reading subject at Universidad Técnica de Ambato were part of this investigation (Lodico et al., 2006).

#### **Research modality**

##### **Field based research**

For the investigation was essential to use human and material resources. The methodological strategy for observing behavior in the context of the natural world is field research. Research carried out in academic or laboratory settings, or research that primarily relies on secondary sources. Human resources were students from second semester in reading subject from Pedagogía de los Idiomas Nacionales y Extranjeros training program at Universidad Técnica de Ambato.

##### **Bibliographic research**

The information was based on academic papers, books, journals, and other scientific knowledge sources to support the information of this project. In addition, it is fundamental to conduct these two variables of reading fluency through extensive reading

materials to develop this investigation through collecting information. The use of primary and secondary sources which are related to the topic are collected to support the investigation, for example, books from recognized authors, technological sources, the use of scientific documents like papers, articles, and journals from Internet. Additionally, the research was supported with information from different authors' concepts, theory, and experiments (McCulloch, 2004).

### **Level or type of research**

#### **Quasi-experimental research**

In some educational research, a group requires a randomly assigned group; however, this research is not used to treat groups because quasi-experimental research is considered worthwhile to reach reasonable conclusions even if it is not possible to have full control of the group. For that reason, using just one class from second semester in reading subject to develop the project was decided. First, at the beginning, learners were evaluated to establish their reading fluency level with a pre-test through a KET exam. Second, learners used extensive reading materials during the interventions. Third, the post-test was applied after the application of the materials. Finally, the quantitative data were collected from the pre-test and post-test, finally it was compared to know if the project had a positive effect on students (Campbell and Stanley, 1963).

#### **Techniques and instruments**

A pre-test and post-test were applied to identify students' level proficiency of the reading skill. The instrument was a standardized test from KET exam designed by Cambridge Assessment English. In this case, just reading part was used to determine in which level they are placed. The test had a limited time of 30 minutes to complete reading section, the test consisted of five parts, who did not finish the exam on time, it means the student did not complete the whole section. Additionally, the same test was applied to determine if they improved their reading fluency level after extensive reading material treatment. The data collection was collected through the use of tests addressed to students from second semester in the reading subject. The test was taken before and after the use of extensive reading material to identify the change of using these materials to improve their reading fluency.

## **Data collection procedure**

The investigation was carried out during 5 weeks, 2 interventions per week. The researcher applied a pre-test and post-test to compare the results after the treatment. Also, each treatment lasted 60 minutes in a face-to-face modality. Learners read each chapter of Killer Bees's book by Jane Rollason in class, so learners had to monitor how many words they read per minute and write their progress in an Excel shared document. Additionally, techniques and strategies were also employed to improve reading fluency. Finally, learners answered comprehension questions in each chapter of the book.

The researcher introduced herself for the first class, also explained about the application of KET (Key English Test) reading part exam as pre-test. Participants were asked to complete KET reading part exam designed by Cambridge ESOL which lasted 30 minutes.

In the second session, the researcher shared a link from Mentimeter, then students wrote tips for reading that they knew. Moreover, rules for faster comprehension and reading as a visual process were explained to students. Learners practiced their point of fixation in a handout according to instructions given from the teacher. Finally, learners wrote in Mentimeter a summary about the class to consolidate knowledge.

In the third intervention, the researcher showed the book cover page to predict the book genre in Quizizz as a pre-reading activity. Additionally, learners wrote what they thought the story is about, then learners read the synopsis of the story to complete the previous activity from the book. After, the research explained how they had to read chapter one silently and checked time with the chronometer to complete while-reading stage, then how calculate words per minute, finally as a post-reading stage students wrote the result in a shared document to check students' progress.

In the fourth intervention, the researcher made a review about the previous class using Padlet, then skimming and scanning strategies were explained to improve students' reading speed. Moreover, the researcher explained some vocabulary words from the book and used Nearpod for students' practice. Learners read chapter two silently and checked time. To conclude, learners wrote their words per minute in a shared document, the teacher asked students to answer questions from the chapter to check.

In the fifth session, the researcher explained about digit perception giving some examples to practice. Also, students practiced digit perception with numbers in a handout

about digit perception, after learners exchanged the handout to grade it, and they wrote in a shared document. The pre-reading activity was to write what students think will happen in chapter three using Padlet. Learners read chapter three silently and checked time to write it in a shared document to check progress. Finally, learners calculated words per minute and answer questions from the chapter to check with the researcher.

In the sixth intervention, the researcher explained about macular, peripheral vision, and word perception technique. Furthermore, learners watched some videos about the topic in YouTube, then practiced word perception exercise 2 in a sheet of paper, next learners exchanged the handout to grade and shared it in a shared document. The pre-reading activity was a brainstorming, learners had to predict what will happen in the story according to the title in a sheet of paper. Students read chapter five silently and checked time to write it in a shared document. To conclude, learners calculated words per minute and wrote it in a shared document, then learners drew three scenes about what will happen in chapter six according to the title.

In the seventh intervention, the researcher explained about phrase perception, then students practiced phrase perception exercise 3 handout. Learners exchanged their handout to grade and they wrote it in a shared document. In addition, the researcher asked students to write about what will happen in chapter six according to the picture in Padlet. Learner read chapter six silently, learners checked time and answered comprehension questions. Finally, students were divided into pairs and each pair was asked to talk about their favorite character in the story and learners shared their partner's opinion with the class.

In the eighth application, the investigator explained about regression, subvocalization, and 9 ways to reduce talking. After, students watched videos about the topic, then they wrote a summary about the videos shared in class. The pre-reading activity was a word search game, students found 10 words from the reading about chapter seven. Additionally, the student who finished the game first won a prize after sending a screen capture to WhatsApp. Furthermore, learners read chapter seven silently, checked time, and answered comprehension questions. In conclusion, students thought of an end of the story in groups of four, each group was asked to share their end in class. Students chose the group with the best end story and the researcher gave a prize to the group.

In intervention ninth, the researcher presented a handman using vocabulary from chapter eight. Second, students read chapter eight and epilogue silently, checked time and learners answered comprehension questions. Third, students calculated words per minute and wrote it in a shared document, the researcher checked the answers to questions. Next, learners made a summary about the story in their own words. Finally, the researcher asked students to exchange the sheet of paper to correct mistakes and learners wrote feedback in their partner's sheet.

In session tenth, the researcher explained how to complete the reading post-test: time, how to respond to the questions, and the answer sheet. To conclude, students completed the KET exam.

## **Population**

To conduct this research, the participants were students from Pedagogía de los Idiomas Nacionales y Extranjeros training program at Universidad Técnica de Ambato. The participants were 36 students, 26 females, and 10 males from second semester reading subject in the morning who were part of the academic period October 2022 to March 2023. They attended two periods of reading classes per week and each one lasted 60 minutes. This research took 5 weeks and participants received 10 treatments, for each session a lesson plan was elaborated.

**Table 1**

*Population*

<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
<b>Men</b>	10	27.8%
<b>Women</b>	26	72.2%
<b>Total</b>	36	100%

Note: Students from 2<sup>nd</sup> semester from Pedagogía de los Idiomas Nacionales y Extranjeros elaborated by Huertas, S.(2022)

## **Hypothesis**

### **Alternative hypothesis**

H1: Extensive reading materials do influence reading fluency.

### **Null hypothesis**

H0: Extensive reading materials do not have influence in reading fluency.



**Variable identification**

**Independent variable:** Extensive reading materials

**Dependent variable:** Reading fluency

## **CHAPTER III RESULTS AND DISCUSSION**

### **3.1 Analysis and discussion of the results**

This chapter shows the results of the investigation obtained for five weeks, two interventions in each week. It means before, during, and after the interventions. Additionally, the results are clear represented in tables and the explanation is written in each one of the tables.

The treatment was carried out with 36 students from 2<sup>nd</sup> semester in reading subject from Pedagogía de los Idiomas Nacionales y Extranjeros training program at Universidad Técnica de Ambato in a 100 percent in person assistance.

The results of students' grade of the pre-test and post-test KET reading part exam (designed by Cambridge Assessment English) were compared to establish that the treatment of reading fluency through extensive reading material had a positive effect or negative. Finally, a T-students test was applied for the hypothesis verification.

To grade the reading part exam, Cambridge score was used to evaluate each part of the exam. The KET reading exam has 5 parts. Part 1 has 6 items, part 2 has 7 items, part 3 has 5 items, part 4 has 6 items, and part 5 has 6 items with a total of 30 questions to evaluate students' English reading level.

The scores are presented in a scale of 150 and over 10, in table 1 and 2. The tables show the results gathered from KET exam before (table 1:pre-test) and after (table 2:post-test) the treatment of extensive materials.

## Data interpretation

**Table 1 Pre-test results**

<b>Researched group</b>	<b>Cambridge score over 150</b>	<b>Converted score out of 10</b>
Student 1	91	6
Student 2	135	9
Student 3	140	9.33
Student 4	120	8
Student 5	97	6.46
Student 6	135	9
Student 7	123	8.2
Student 8	111	7.4
Student 9	130	8.6
Student 10	145	9.6
Student 11	138	9.2
Student 12	117	7.8
Student 13	114	7.6
Student 14	135	9
Student 15	133	8.8
Student 16	125	8.3
Student 17	94	6.2
Student 18	125	8.3
Student 19	97	6.4
Student 20	138	9.2
Student 21	91	6
Student 22	100	6.6
Student 23	111	7.4
Student 24	120	8
Student 25	138	9.2
Student 26	120	8
Student 27	125	8.3
Student 28	128	8.5
Student 29	145	9.6
Student 30	94	6.2
Student 31	117	7.8
Student 32	94	6.2
Student 33	111	7.4
Student 34	135	9
Student 35	138	9.2
Student 36	82	5.4
<b>Average</b>	<b>119</b>	<b>7.9</b>

**Note:** This table shows the results of the pre-test KET reading exam through the use of Cambridge score.

**Table 2 Post-test results**

<b>Researched group</b>	<b>Cambridge score over 150</b>	<b>Converted score out of 10</b>
Student 1	100	6.6
Student 2	135	9
Student 3	145	9.66
Student 4	103	6.86
Student 5	103	6.8
Student 6	135	9
Student 7	133	8.86
Student 8	123	8.2
Student 9	120	8
Student 10	150	10
Student 11	133	8.8
Student 12	133	8.8
Student 13	123	8.2
Student 14	117	7.8
Student 15	133	8.8
Student 16	130	8.6
Student 17	130	8.6
Student 18	135	9
Student 19	109	7.2
Student 20	140	9.3
Student 21	133	8.8
Student 22	117	7.8
Student 23	133	8.8
Student 24	123	8.2
Student 25	130	8.6
Student 26	150	10
Student 27	144	9.6
Student 28	128	8.5
Student 29	150	10
Student 30	82	5.4
Student 31	150	10
Student 32	114	7.6
Student 33	133	8.8
Student 34	138	9.2
Student 35	140	9.3
Student 36	109	7.2
<b>Average</b>	<b>127</b>	<b>8.4</b>

**Note:** This table shows the results of the post-test KET reading exam through the use of Cambridge score.

**Table 3**      **Pre-test**

		<b>Frequency</b>	<b>Percent</b>
Valid	5.40	1	2.8
	6.00	2	5.6
	6.20	3	8.3
	6.40	1	2.8
	6.46	1	2.8
	6.60	1	2.8
	7.40	3	8.3
	7.60	1	2.8
	7.80	2	5.6
	8.00	3	8.3
	8.20	1	2.8
	8.30	3	8.3
	8.50	1	2.8
	8.60	1	2.8
	8.80	1	2.8
	9.00	4	11.1
	9.20	4	11.1
	9.33	1	2.8
	9.60	2	5.6
	<b>Total</b>	<b>36</b>	<b>100.0</b>

Note: The table shows the pre-test results from SPSS software.

### **Analysis**

Table 3 shows the grade, frequency, and percentage of the pre-test from the SPSS software. There are 1 person who got a lower grade of 5.40 which represents 2.8% of the total population, 2 people who got a higher grade of 9.60 belong to 5.6%.

### **Interpretation**

According to the data, the majority of grades were average of the total of 36 students. On the other hand, only one student got the lowest grade ;however, two people represented the highest grade of the pre-test. It means something positive because learners have a good level of English.

**Table 4 Post-test**

		<b>Frequency</b>	<b>Percent</b>
Valid	5.40	1	2.8
	6.60	1	2.8
	6.80	1	2.8
	6.86	1	2.8
	7.20	2	5.6
	7.60	1	2.8
	7.80	2	5.6
	8.00	1	2.8
	8.20	3	8.3
	8.50	1	2.8
	8.60	3	8.3
	8.80	6	16.7
	8.86	1	2.8
	9.00	3	8.3
	9.20	1	2.8
	9.30	2	5.6
	9.60	1	2.8
	9.66	1	2.8
	10.00	4	11.1
	<b>Total</b>	<b>36</b>	<b>100.0</b>

Note: The table shows the post-test results from SPSS software.

### **Analysis**

Table 4 shows the changes in learners' grades with each percentage of the total population. There are 4 people who got a higher grade of 10, which is 11.1% of the total population. Also, 1 person got a lower grade of 5.40 in the post-test, it belongs to 5.6%.

### **Interpretation**

According to the data, the majority of grades changed with highest grades over 7 ;on the other hand, 4 people are under 7. There was a change because learners improved their English level after the treatment. It means a positive effect to this investigation, extensive materials had good impact on learners reading fluency. To conclude, according to the results after the interventions the data shows that the theory of this investigation works.

**Table 5 Words per minute chapter 1 and 8**

<b>Researched group</b>	<b>Chapter 1 WPM ( words per minute)</b>	<b>Chapter 8 WPM ( words per minute)</b>	<b>Difference</b>
<b>Student 1</b>	156.35	156.78	0.43
<b>Student 2</b>	128.55	195.17	66.62
<b>Student 3</b>	328.69	380.42	51.73
<b>Student 4</b>	192.80	192.82	0.02
<b>Student 5</b>	157.41	158.32	0.91
<b>Student 6</b>	165.29	220.10	54.81
<b>Student 7</b>	192.13	275.17	83.04
<b>Student 8</b>	137.43	160.10	22.67
<b>Student 9</b>	192.24	191.36	0.88
<b>Student 10</b>	257.11	286.25	29.14
<b>Student 11</b>	158.93	269.41	110.48
<b>Student 12</b>	144.61	150.23	5.62
<b>Student 13</b>	128.55	163.57	38.02
<b>Student 14</b>	226.23	397.82	171.59
<b>Student 15</b>	227.33	229.22	1.89
<b>Student 16</b>	163.29	165.51	2.22
<b>Student 17</b>	157.41	165.14	7.73
<b>Student 18</b>	144.58	168.79	24.21
<b>Student 19</b>	181.89	221.61	39.72
<b>Student 20</b>	114.10	134.70	20.6
<b>Student 21</b>	144.62	165.50	20.88
<b>Student 22</b>	144.62	147.25	2.63
<b>Student 23</b>	110.13	157.40	47.27
<b>Student 24</b>	115.71	161.26	45.55
<b>Student 25</b>	181.34	197.98	16.64
<b>Student 26</b>	126.55	128.98	2.43
<b>Student 27</b>	165.28	219.48	54.2
<b>Student 28</b>	154.27	341.79	187.52
<b>Student 29</b>	339.29	483.81	144.52
<b>Student 30</b>	128.55	156.13	127.58
<b>Student 31</b>	123.55	128.78	5.23
<b>Student 32</b>	131.26	154.22	22.96
<b>Student 33</b>	142.83	167.56	24.74
<b>Student 34</b>	208.46	229.54	21.08
<b>Student 35</b>	219.54	310.84	91.3
<b>Student 36</b>	115.71	157.92	42.21

Note: The table shows how many words per minute did the students read, chapters 1 and 8 were taken to compare the results.

## Analysis

Table 5 shows the results of words per minute read by students, chapter 1 is how learners started reading, when they finished reading chapter 8, a comparison was made between the two chapters. On the other hand, the progress of four students was lower; however, the majority had good results, for example, five students improved how many words per minute they read with a higher progress more than 100.

## Interpretation

According to the analysis the difference represents learners' progress, in this case, the majority of the students had better results than others; it means the treatment had a good effect. Learners improved how many words per minute they read.

**Table 6 Pre-test, post-test average, and difference**

<b>Results</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>
<b>Average</b>	7.9	8.4	0.5

Note: This table shows the average results and the differences of the pre-test and post-test.

## Analysis

Table 6 indicates the pre-test, post-test results after the treatment applied to the population. There are two different averages, pre-test is 7.9 out of 10. Moreover, the average of the post-test is 8.4 out of 10. To conclude, the difference between the pre-test and post-test is an average of 0.5.

## Interpretation

According to the data analysis, there is an increase in the average of the population. In the pre-test the population got a good average; however, after some interventions of the researcher, the population increased their grades as a general average. Finally, the data shows that the treatment was effective and increased their reading fluency through extensive reading materials applied to this group of study.



**Table 7 T-test- paired samples statistics**

		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Pair 1	Pre-test	7.9219	36	1.20334	.20056
	Post-test	8.4967	36	1.05917	.17653

Note: This table shows the T-student test-paired samples statistics from SPSS software.

### **Analysis**

In table 6 is easy to understand the test findings; the mean pre-test score was 7.9219, and the mean post-test score was 8.4967. In this case, the mean post-test score is higher than the mean pre-test score.

### **Interpretation**

The data represents an excellent change because the post-test increased. It means the treatment was successful, extensive materials had influence in reading fluency in students from second semester at Universidad Técnica de Ambato.

**Table 8 Correlational Paired Samples**

		<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
Pair 1	Pre-test & Post-test	36	.653	.000

Note: This table shows paired samples correlations between pre-test and post-test from SPSS software.

### **Analysis and interpretation**

Table 8 shows that in the pre-test and post-test the experimental group have a correlation of ,653. Finally, it shows a significance of ,000 according to the data from SBSS software.

**Table 9 Paired Samples Test**

		Mean	Paired Differences			t	df	Sig. (2-tailed)	
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	Pretest Posttest	-.57472	.95197	.15866	-.89682	-.25262	-3.622	35	.001

Note: This table shows paired samples test about the pre-test and post-test from SPSS software.

### Analysis

The table shows the statistical data that was collected from the experimental group through the pre-test and post-test by the researcher. Table 9 shows a significant level of .001. Then if  $p\text{-value} < 0,05$ , the alternative hypothesis is accepted.

### Interpretation

According to the data analysis H1 hypothesis is valid “Extensive reading materials do influence reading fluency” and is evident to reject the null hypothesis H0 “Extensive reading materials do not have influence in reading fluency”.

### 3.2 Verification of the hypothesis

A T-test was used to carried out the investigations. For this reason, SPSS software was needed.

#### 3.2.1 Hypothesis statement

##### Alternative hypothesis

H1: Extensive reading materials do influence reading fluency.

##### Null hypothesis

H0: Extensive reading materials do not have influence in reading fluency.

## **Discussion**

The investigation shows the data collected before and after the application of extensive reading materials to improve reading fluency. It is demonstrated a difference between the pre-test and post-test, which represents good results after the application of the treatment according to the data analyzed. Learners could improve their reading speed through the use of techniques and strategies applied by the researcher.

A research study was carried out by Mo (2021) pointed out that the data collected showed positive results with the use of extensive reading on students. In the same way, this investigation applied extensive reading materials that were productive and effective which corresponded to learners' capacities, also the analysis indicated significant changes in learners reading speed after the treatment. Similarly, in this investigation SPSS software was necessary to measure learners' reading ability to collect data to make a comparison between the pre-test and post-test. To conclude, the pre-test and post-test showed the changes in learners' reading speed improvement.

Okuma et al., (2017) contributes to this investigation because learners used extensive reading to improve reading fluency and comprehension. Likewise, the pre-test and post-test were compared using a t-test, as a result, the data analyzed was significant, extensive reading practice helped readers to read fluently. Additionally, the researcher asked students to read how many words per minute they could read to analyze how fluent participants were, to write the results in a progress sheet, then after the treatment the researcher noticed changes in the score. To conclude, extensive reading had a positive effect related to reading fluency and comprehension.

Finally, the contribution of these publications showed how using a variety of reading resources helped students with diverse English proficiency levels improve their reading fluency; following the treatment, the post-test revealed positive changes. Additionally, the research on longer reading materials had a favorable impact on how books and longer texts can be used in English lessons to assess students' reading development. Data was gathered and a comparison between the pre-test and post-test was made using SPSS software. The data was analyzed using the T-test, and the reading speed ratings gradually improved. Both studies emphasize the value of extensive reading in classroom activities, and the authors emphasized that students must engage in more extensive reading to improve their reading proficiency in English.

## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

After the application of the investigation by the researcher with learners from second semester at Universidad Técnica de Ambato:

- The researcher used the KET exam as a pre-test to check learners' reading English level to choose the book according to their level. After the application of the treatment, the same test was applied as a post-test to compare both tests, the results were positive. The pretest was 7.9 over 10 and the score of the post-test was 8.4 showing a difference of 0.5. Learners improved their scores after the application of the treatment.
- The bibliographic research was vital to investigate different studies and theories about strategies and techniques to develop reading fluency. The theoretical framework showed how extensive reading materials has a good effect on learners' reading fluency. Also, lesson plans were elaborated following pre, while, and post stages activities. With the use of different activities in class, learners were able to improve their reading speed and comprehension. The mean score before the test was 7.9219, and the mean score after the test was 8.4967. The mean post-test score in this instance is higher than the mean pre-test score, it is demonstrated that the activities were very helpful to develop reading fluency.
- The use of extensive materials was effective to develop learners' reading fluency from second semester. The statistical data collected from the experimental group through the pre-test and post-test by the researcher demonstrated the significant level of p-value of 0,01 which represents less than 0,05, so the alternative hypothesis is accepted, and the null hypothesis was rejected. It showed positive results about extensive reading materials because it contributed to learning progress. Finally, all learners improved their scores, and they were able to improve their reading speed.

## **4.2 Recommendations**

After the application of extensive materials with learners in a face-to-face learning environment are essential to take into account.

- It is important to assess students' English level before and after the treatment. It is important to compare both tests because it allows teachers to check learners' English level. The teacher has to explain how to complete the standardized test to students. In addition, Cambridge calculator is useful to grade exams effectively by the teacher and get the result from students' levels.
- It is fundamental to use strategies and techniques to develop learners' reading fluency. First, learners will practice their reading abilities through different activities, following each stage in reading lesson plans, pre, while, and post reading activities. Second, technological tools are useful to interact with students in the class, in this way, the class is more didactic. Second, to get better results from students, extensive materials have to be properly used. To conclude, the teachers should use books in their classes to practice strategies and techniques, supplementing it with questions to ensure not only speed reading but also reading comprehension.
- It is advisable to use extensive reading materials because it has a good impact on learners. Teachers should use it in English subjects to help students to improve their reading abilities and improve students' level. Nevertheless, the benefits of using extensive reading are viewable to apply in classes, so the teachers should be organized with the activities following a sequence of lessons and stages. Finally, the teacher will get positive results from students following all the recommendations, and measuring learners' progress gradually.

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## Annexes

### Annex 1 Modalidad de titulación



**UNIVERSIDAD TÉCNICA DE AMBATO**  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
UNIDAD DE INTEGRACIÓN CURRICULAR  
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334  
Ambato-Ecuador

Ambato 30 de septiembre 2022  
FCHE-UIC-790-2022 Acuer.

Doctor Mg.  
Víctor Hernández Del Salto  
PRESIDENTE  
CONSEJO DIRECTIVO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por **HUERTAS TOAPANTA SHERLYN NEREYDA** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR (PROYECTO DE INVESTIGACIÓN)** LA SEÑORITA **HUERTAS TOAPANTA SHERLYN NEREYDA**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR **“READING FLUENCY THROUGH EXTENSIVE READING MATERIALS”** Y SE DESIGNE COMO TUTOR SUGERIDO A LA MG. **WILMA SUAREZ**, DEL PERÍODO ACADÉMICO **OCTUBRE 2022– MARZO 2023**.

Atentamente,



Elonado electrónicamente por:  
MARCELO  
WILFRIDO NUNEZ  
ESPINOZA



Elonado electrónicamente por:  
WILMA ELIZABETH  
SUAREZ MOSQUERA

DR. MG. MARCELO NÚÑEZ ESPINOZA  
Presidente

anexo: lo indicado (1 hoja)

## Annex 2 Institutional approval

### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO CARTA DE COMPROMISO

Ambato, 26 de septiembre de 2022

Doctor,  
Marcelo Núñez  
Presidente  
Unidad de Integración Curricular  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Reading fluency through extensive reading materials" propuesto por la estudiante Sherlyn Nereyda Huertas Toapanta, portadora de la Cédula de Ciudadanía 0503879264, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente



Firmado digitalmente por:  
SARAH  
JACQUELINE  
IZA PAZMINO

Lic. Mg. Sarah Jacqueline Iza Pazmiño  
Coordinadora de la carrera  
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Annex 3 Pre-test and Post-Test



Cambridge Assessment  
English

**KEY ENGLISH TEST**

Reading

**Sample test**

**Time** 30 minutes

**INSTRUCTIONS TO CANDIDATES**

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

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

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

At the end of the test, hand in both this question paper and your answer sheet.

Part 1

Questions 1 – 6

For each question, choose the correct answer.

---

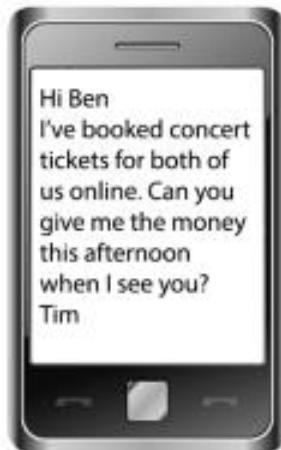
1

**For Sale**  
**Women's bicycle (small)**  
11 years old - needs new tyres  
Phone Debbie  
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3

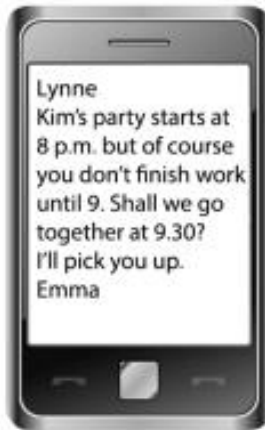


**ADVENTURE PARK**  
Half-price tickets for groups of 12 or more  
Ask at entrance

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

2

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



- Why did Sophie write this message?
- A to check if Anna has completed her homework
  - B to let Anna know what they did in class today
  - C to ask Anna to contact her about the homework

3

Turn over ►

**Part 2**

**Questions 7 – 13**

For each question, choose the correct answer.

		<b>Tasha</b>	<b>Danni</b>	<b>Chrissie</b>
<b>7</b>	Who writes both a magazine and a blog?	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b>	Who says that studying and writing a blog at the same time can be hard?	<b>A</b>	<b>B</b>	<b>C</b>
<b>9</b>	Who answers questions from other people who read her blog?	<b>A</b>	<b>B</b>	<b>C</b>
<b>10</b>	Who plans to stop writing her blog soon?	<b>A</b>	<b>B</b>	<b>C</b>
<b>11</b>	Who didn't have many people reading her blog in the beginning?	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b>	Who asks a member of her family to help her write her blog?	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b>	Who says writing a blog is easier than some other types of writing?	<b>A</b>	<b>B</b>	<b>C</b>



## Young blog writers

**Tasha**



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

**Danni**



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

**Chrissie**



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.



### Part 3

#### Questions 14 – 18

For each question, choose the correct answer.

#### A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 14 What is Alice Watson's job now?
- A dancer
  - B teacher
  - C dress-maker
- 15 Demi had her first ballet lessons
- A at a very young age.
  - B at the National Ballet Company.
  - C from her mother.
- 16 Jack helped his wife and daughter by
- A moving to a larger house.
  - B letting them use the living room for dancing.
  - C making a place for them to practise in.
- 17 What was the best thing about the *Swan Lake* show for Demi?
- A It was her first show with the company.
  - B All her family were there.
  - C She was wearing a new dress.
- 18 Hannah says that Demi
- A will be a star one day.
  - B is her favourite granddaughter.
  - C dances better than Alice did.

**Part 4**

**Questions 19 – 24**

For each question, choose the correct answer.

**William Perkin**

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) ..... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) ..... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) ..... to make the colour purple. At that (22) ..... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) ..... his own factory to make the colour. It sold well, and soon purple clothes (24) ..... very popular in England and the rest of the world.

- |    |            |           |            |
|----|------------|-----------|------------|
| 19 | A class    | B subject | C course   |
| 20 | A thinking | B trying  | C deciding |
| 21 | A way      | B path    | C plan     |
| 22 | A day      | B time    | C hour     |
| 23 | A brought  | B turned  | C opened   |
| 24 | A began    | B arrived | C became   |

Part 5

Questions 25 – 30

For each question, write the correct answer.  
Write **one** word for each gap.

Example:    0   

From:	<input type="text" value="Maria"/>
To:	<input type="text" value="John"/>


I hope (0) ..... are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) ..... lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) ..... the evening in the centre (27) ..... the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) ..... on a boat trip or (29) ..... tennis.

I'll show you my photos (30) ..... I get back.

See you soon,

Maria



Draft

---

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE Page 1 of 2

**Cambridge Assessment English**

Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details


Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here

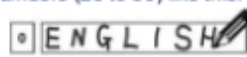
**Key for Schools Reading and Writing Candidate Answer Sheet**

**Instructions**  
 Use a PENCIL (B or HB).  
 Rub out any answer you want to change with an eraser.

**For Parts 1, 2, 3 and 4:**  
 Mark ONE letter for each answer.  
 For example: If you think A is the right answer to the question, mark your answer sheet like this:



**For Part 5:**  
 Write your answers clearly in the spaces next to the numbers (25 to 30) like this:



Write your answers in CAPITAL LETTERS.

**Part 1**

1	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part 2**

7	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part 3**

14	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part 4**

19	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	A	B	C
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21	A	B	C
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22	A	B	C
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23	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


**Part 5**

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26		26 1 0 <input type="radio"/>		29		29 1 0 <input type="radio"/>
27		27 1 0 <input type="radio"/>		30		30 1 0 <input type="radio"/>

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## Annex 4 Lesson Plans

### LESSON PLAN 1

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> October 26 <sup>th</sup> , 2022	<b>TIME:</b> 45 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.	
<b>Objectives:</b> At the end of the lesson, students will be able to complete the reading KET exam.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
5 minutes	The teacher will introduce herself to students.	The students will pay attention.	
10 minutes	The teacher will explain how to complete the reading test: time, how to respond to the questions, and the answer sheet.	The students will pay attention.	Computer, question paper, answer sheet.
30 minutes	The teacher will give students the exam to complete.	The students will complete the exam.	KET exam by Cambridge. <a href="https://www.cambridgeenglish.org/es/exams-and-tests/key/exam-format/">https://www.cambridgeenglish.org/es/exams-and-tests/key/exam-format/</a>

## LESSON PLAN 2

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> October 28th/2022		<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
<b>Objectives:</b> At the end of the lesson, students will be able to explain tips for reading in an effective way.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
10 minutes	The teacher will share a link from Mentimeter where students will write any tip for reading that they know.	The students will participate.	Mentimeter <a href="https://www.menti.com/alnqarws55af">https://www.menti.com/alnqarws55af</a>
20 minutes	The teacher will explain about six rules for faster comprehension and reading as a visual process.	The students will pay attention.	Canva slides <a href="https://www.canva.com/design/DAFP6HEna4Y/tWLS-cGZ0kiBQfFYfguKQ/edit?utm_content=DAFP6HEna4Y&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFP6HEna4Y/tWLS-cGZ0kiBQfFYfguKQ/edit?utm_content=DAFP6HEna4Y&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
15 minutes	The teacher will ask students to write a sentence and draw their point of fixation in a sheet of paper.	The students will complete the activity.	Sheet of paper

20 minutes	The teacher will share a link from Mentimeter where students will summarize what they have learned.	The students will participate.	<a href="https://www.menti.com/alu4ugg9meii">Mentimeter</a> <a href="https://www.menti.com/alu4ugg9meii">https://www.menti.com/alu4ugg9meii</a>
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### LESSON PLAN 3

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> November 9th/2022	<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
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**Objectives:**

At the end of the lesson, students will be able to calculate how many words they read per minute.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	TOOLS AND MATERIALS
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**Stages**

35 minutes	<p><b>Pre-reading</b></p> <p>The teacher will share some slides showing the cover page to select the genre of the story. The teacher will ask to students choose. What genre do you think is the story of the book? In quizizz.</p> <p>The teacher will ask students to write about. What do you think the story is about? In quizizz.</p>	<p>The students will participate.</p> <p>The students will participate.</p>	<p>Canva slides</p> <p><a href="https://www.canva.com/design/DAFQjGEMYIE/1r677X8TPCxyOrLmGZFEJA/edit?utm_content=DAFQjGEMYIE&amp;utm_campaign=designshere&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFQjGEMYIE/1r677X8TPCxyOrLmGZFEJA/edit?utm_content=DAFQjGEMYIE&amp;utm_campaign=designshere&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><a href="https://quizizz.com/join?gc=469003&amp;source=liveDashboard">Quizizz</a></p> <p><a href="https://quizizz.com/join?gc=469003&amp;source=liveDashboard">https://quizizz.com/join?gc=469003&amp;source=liveDashboard</a></p> <p>Killer bees by Jane Rollason-chapter one</p>
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	<p>The teacher will ask students to read the synopsis of the story.</p> <p>The teacher will ask students to read people in the story.</p> <p>The teacher will give chapter 1 to students to complete (before you read) section.</p> <p>The teacher will give instructions to read and take time for this chapter showing the chronometer.</p>	<p>The students will read the synopsis.</p> <p>The students will participate.</p> <p>The students will answer the questions.</p> <p>The students will pay attention to instructions and time.</p>	
15 minutes	<p><b>While-reading</b></p> <p>The teacher will ask students to read the text silently and check time.</p>	<p>The students will read silently and check time.</p>	<p>Killer bees by Jane Rollason-chapter one</p> <p>Computer chronometer</p>
10 minutes	<p><b>Post-reading</b></p> <p>The teacher will ask students to calculate how many words they read per minute with a formula and students will write the result in a shared document.</p>	<p>The students will pay attention to calculate how many words they read per minute.</p>	<p>Cellphone to calculate words per minute</p> <p><a href="https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIIesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIIesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing</a></p> <p>Killer bees-chapter one by Jane Rollason</p>

## LESSON PLAN 4

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

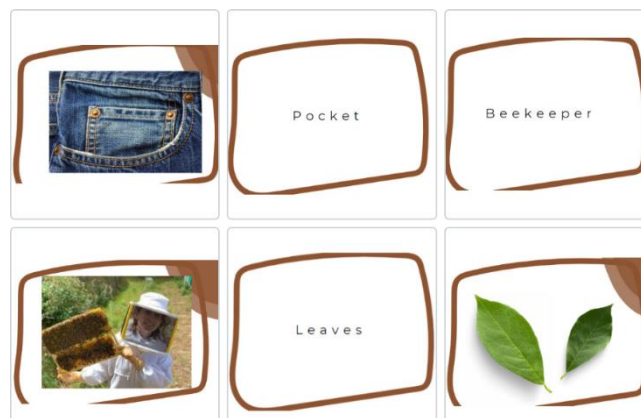
**COURSE:** Second semester A

<b>DATE:</b> November 16th/2022		<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
<b>Objectives:</b>			
At the end of the lesson, students will be able to read chapter two about the farm using techniques to improve comprehension and increase their reading fluency.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
<b>Opening</b>			
5 minutes	The teacher will make a review of the previous class using Padlet.	The students will participate.	Padlet <a href="https://padlet.com/sherlynhuertas8/q441w4fx23jte0f2">https://padlet.com/sherlynhuertas8/q441w4fx23jte0f2</a>
10 minutes	The teacher will explain to students about skimming and scanning strategies for reading speed.	The students will pay attention.	Canva slides <a href="https://www.canva.com/design/DAFQuovwh2I/MTHcTuiMf3erWldOCBWdSA/edit?utm_content=DAFQuovwh2I&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFQuovwh2I/MTHcTuiMf3erWldOCBWdSA/edit?utm_content=DAFQuovwh2I&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Stages</b>			
10 minutes	<b>Pre-reading</b>  The teacher will explain three vocabulary words from the story: pocket, leaves, and beekeeper. Then, the teacher will ask students to match pairs	The students will pay attention and participate.	Canva slides <a href="https://www.canva.com/design/DAFQuovwh2I/MTHcTuiMf3erWldOCBWdSA/edit?utm_content=DAFQuovwh2I&amp;utm_campaign=designshare&amp;utm_medium=link2">https://www.canva.com/design/DAFQuovwh2I/MTHcTuiMf3erWldOCBWdSA/edit?utm_content=DAFQuovwh2I&amp;utm_campaign=designshare&amp;utm_medium=link2</a>

	the vocabulary in Nearpod.		<a href="#">&amp;utm_source=sharebutton</a> Nearpod
15 minutes	<b>While-reading</b>  The teacher will give students chapter two and will ask students to read chapter two silently showing the chronometer to check time.	The students will read silently and check time.	Killer bees by Jane Rollason-chapter two Computer chronometer
20 minutes	<b>Post-reading</b>  The teacher will ask students to calculate words per minutes and write it in a shared documents.  The teacher will ask students to answer questions from chapter two.  The teacher will ask students to check answers.	The students will calculate words per minute and write it in a shared document.  The students will answer questions from chapter two.  The students will check answers.	Cellphone to calculate words per minute  <a href="https://docs.google.com/spreadsheets/d/12zRB_C2uxGuB4MkRWIIesqAM-vtrbA-b24YXW4BWWwSo/e/dit?usp=sharing">https://docs.google.com/spreadsheets/d/12zRB_C2uxGuB4MkRWIIesqAM-vtrbA-b24YXW4BWWwSo/e/dit?usp=sharing</a> Killer bees-chapter two

## Annex

### Matching pairs (Nearpod)



## LESSON PLAN 5

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> November 18th/2022		<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
<b>Objectives:</b>			
At the end of the lesson, students will be able to read chapter three and four using digit perception technique to improve point of fixation and increase their reading fluency.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
<b>Opening</b>			
5 minutes	The teacher will explain about digit perception and will show examples to practice.	The students will pay attention and practice.	Canva slides <a href="https://www.canva.com/design/DAFRNI_7zZ0/VfMM0hqDY10IGtW8tqzIOQ/edit?utm_content=DAFRNI_7zZ0&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFRNI_7zZ0/VfMM0hqDY10IGtW8tqzIOQ/edit?utm_content=DAFRNI_7zZ0&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
15 minutes	The teacher will give a sheet to practice digit perception using numbers.  The teacher will ask students to change the sheet with a partner to grade it.  The teacher will ask students to write the score in a shared document.	The students will practice digit perception in a sheet.  The students will exchange the sheet to grade it.  The students will write the score in the shared document.	Perception exercise 1  <a href="https://docs.google.com/spreadsheets/d/1C5ME6MTIVjG8xDFJvnE4DUhaJxCBZILyXC6dtHSjyMA/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1C5ME6MTIVjG8xDFJvnE4DUhaJxCBZILyXC6dtHSjyMA/edit?usp=sharing</a>
<b>Stages</b>			

5 minutes	<p><b>Pre-reading</b></p> <p>The teacher will ask students to write what they think will happen in chapter three according to the title in Padlet.</p>	The students will participate.	<p>Padlet</p> <p><a href="https://padlet.com/sherlynhuertas8/pew7qtasjhzkt5q0">https://padlet.com/sherlynhuertas8/pew7qtasjhzkt5q0</a></p>
15 minutes	<p><b>While-reading</b></p> <p>The teacher will ask students to read chapter three and four silently checking time.</p>	The students will read and check time.	<p>Killer bees by Jane Rollason-chapter three and four</p> <p>Computer chronometer</p>
20 minutes	<p><b>Post-reading</b></p> <p>The teacher will ask students to calculate words per minute and write it in a shared document.</p> <p>The teacher will ask students to answer questions from chapter four.</p> <p>The teacher will check answers from chapter four.</p>	<p>The students will calculate words per minute and write it in a shared document.</p> <p>The students will answer to questions from chapter four.</p> <p>The students will check answers from chapter four.</p>	<p>Cellphone to calculate words per minute</p> <p><a href="https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing</a></p> <p>Killer bees-chapter three and four</p>

## Annex



## LESSON PLAN 6

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> November 23th/2022		<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
<b>Objectives:</b>			
At the end of the lesson, students will be able to read chapter five using macular, peripheral vision, and word perception technique to improve their reading fluency.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
<b>Opening</b>			
10 Minutes	<p>The teacher will explain about macular, peripheral vision, and word perception technique.</p> <p>The teacher will show some videos about the topic.</p> <p>Teacher will ask students to practice word perception.</p>	<p>The students will pay attention and practice.</p> <p>The students will watch the videos.</p> <p>The students will practice words perception.</p>	<p>Canva slides</p> <p><a href="https://www.canva.com/design/DAFSC-sWivw/o1kvo3Ge7W3M3d6lZoTssg/edit?utm_content=DAFSC-sWivw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFSC-sWivw/o1kvo3Ge7W3M3d6lZoTssg/edit?utm_content=DAFSC-sWivw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Video about peripheral vision</p> <p><a href="https://www.youtube.com/watch?v=NLMHaqODeVM">https://www.youtube.com/watch?v=NLMHaqODeVM</a></p> <p><a href="https://www.youtube.com/watch?v=YJUAtgrpHiY">https://www.youtube.com/watch?v=YJUAtgrpHiY</a></p> <p>Perception exercise 2</p> <p><a href="https://docs.google.com/spreadsheets/d/1C5">https://docs.google.com/spreadsheets/d/1C5</a></p>

15 minutes	<p>Teacher will ask students to practice word perception.</p> <p>The teacher will ask students to change the sheet with a partner to grade it.</p> <p>The teacher will ask students to write the score in a shared document.</p>	<p>The students will practice word perception in a sheet.</p> <p>The students will exchange the sheet to grade it.</p> <p>The students will write the score in the shared document.</p>	<p>ME6MTIVjG8xDFJvnE4DUhaJxCBZILyXC6dtHSjyMA/edit?usp=sharing</p>
<b>Stages</b>			
10 minutes	<p><b>Pre-reading</b></p> <p>The teacher will ask the students to brainstorm the chapter five according to the title to predict what will happen in the story.</p>	<p>The students will brainstorm in a sheet of paper.</p>	<p>Sheet of paper</p>
10 minutes	<p><b>While-reading</b></p> <p>The teacher will ask students to read chapter five silently checking time.</p>	<p>The students will read and check time.</p>	<p>Killer bees by Jane Rollason-chapter five</p> <p>Computer chronometer</p>
15 minutes	<p><b>Post-reading</b></p> <p>The teacher will ask students to calculate words per minute and write it in a shared document.</p>	<p>The students will calculate words per minute and write it in a shared document.</p>	<p>Cellphone to calculate words per minute</p> <p><a href="https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing</a></p>



	<p>The teacher will ask students to draw three scenes about what will happen in chapter six according to the title.</p>	<p>The students will draw three scenes about what will happen in chapter six according to the title.</p>	<p>Killer bees-chapter five Sheet of paper</p>
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**Annex**

## Perception Exercise 2

Name:

Date:

### Instructions:

Please read these instructions carefully before beginning exercise 1.

Fill in the student information.

This perception exercise is made up of 1 section, the first section has 50 items.

A word will be exposed in the Canva presentation, and it will disappear immediately.

During the time the word is exposed, check it quickly. Do not say the word to yourself.

As soon as the word disappears, attempt to reproduce it, in writing, in the blank space.

The word will be exposed for a second. Complete the word in one fixation. (You only see word ones.)

Complete the sheet following this pattern. First, column A, second, column B, finally, column C.

At the end of the exercise, you will be graded, and you will write the score in a shared document. No marks or whiteouts. Use a pen to complete this section. When you are completing the exercise make no noise, you must be in a quiet environment to concentrate well! Don't cheat. Good luck.

Column A

Column B

Column C

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## LESSON PLAN 7

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> November 25th/2022		<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
<b>Objectives:</b>			
At the end of the lesson, students will be able to read chapter six using macular, peripheral image, and phrase perception technique to improve their reading fluency.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
<b>Opening</b>			
20 Minutes	<p>The teacher will explain about phrase perception.</p> <p>The teacher will show examples of phrase perception.</p> <p>The teacher will ask students to practice phrase perception.</p> <p>The teacher will ask students to exchange the handout about perception exercise 3 with a partner to grade it.</p> <p>The teacher will ask students to write the score in a shared document.</p>	<p>The students will pay attention.</p> <p>The students will pay attention and practice.</p> <p>The students will practice phrase perception in a sheet.</p> <p>The students will exchange the sheet to grade it.</p> <p>The students will write the score in the shared document.</p>	<p>Canva slides</p> <p><a href="https://www.canva.com/design/DAFSn6gD3H4/EwdXXNREOVr6kL_hA4X23g/edit?utm_content=DAFSn6gD3H4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFSn6gD3H4/EwdXXNREOVr6kL_hA4X23g/edit?utm_content=DAFSn6gD3H4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Sheet of paper</p> <p>Phrase perception exercise 3</p> <p>Lewis, N. (1995). How to Read Better and Faster. <a href="https://catmentor.files.wordpress.com/2015/01/how-to-read-better-and-faster-norman-lewis.pdf">https://catmentor.files.wordpress.com/2015/01/how-to-read-better-and-faster-norman-lewis.pdf</a></p> <p><a href="https://docs.google.com/spreadsheets/d/1C5ME6MTIVjG8xDFJvnE4DUhaJxCBZILyX">https://docs.google.com/spreadsheets/d/1C5ME6MTIVjG8xDFJvnE4DUhaJxCBZILyX</a></p>

			C6dtHSjyMA/edit?usp=sharing
<b>Stages</b>			
10 minutes	<p><b>Pre-reading</b></p> <p>The teacher will ask the students to write about what will happen in chapter six according to the picture.</p>	Students will write in Padlet.	<p>Padlet</p> <p><a href="https://padlet.com/sherlynhuertas8/fahjk13aix4a2w9">https://padlet.com/sherlynhuertas8/fahjk13aix4a2w9</a></p>
10 minutes	<p><b>While-reading</b></p> <p>The teacher will ask students to read chapter six silently checking time and students will be ready to answer comprehension questions about chapter six.</p>	The students will read and check time.	<p>Killer bees by Jane Rollason-chapter six</p> <p>Computer chronometer</p>
20 minutes	<p><b>Post-reading</b></p> <p>The teacher will ask students to calculate words per minute and write it in a shared document.</p> <p>The teacher will divide students into pairs and each pair will be asked to talk about their favorite character in the story and share their partner's opinion with the class.</p>	<p>The students will calculate words per minute and write it in a shared document.</p> <p>The students will participate into pairs to talk about their favorite character in the story and will share their partner's opinion in the class.</p>	<p>Cellphone to calculate words per minute</p> <p><a href="https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing</a></p> <p>Killer bees-chapter six</p> <p>Sheet of paper</p>

### Annex

### Phrase perception Exercise 3

Name:

Date:

**Instructions:**

Please read these instructions carefully before beginning exercise 3. Fill in the student information. This perception exercise is made up of 1 section, the first section has 50 items. A phrase will be exposed in the Canva presentation, and it will disappear immediately. During the time the phrase is exposed, check it quickly. Do not say the phrase to yourself. As soon as the phrase disappears, attempt to reproduce it, in writing, in the blank space. The phrase will be exposed for a second. Complete the phrase in one fixation. (You only see phrase ones.) Complete the sheet following this pattern. First, column A, second, column B, finally, column C. At the end of the exercise, you will be graded, and you will write the score in a shared document. No marks or whiteouts. Use a pen to complete this section. When you are completing the exercise make no noise , you must be in a quiet environment to concentrate well! Don't cheat. Good luck.

Column A

Column B

Column C

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## LESSON PLAN 8

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> November 30th/2022		<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.
<b>Objectives:</b>			
At the end of the lesson, students will be able to read chapter seven using regression, subvocalization, and 9 ways to reduce talking techniques to improve their reading fluency.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
<b>Opening</b>			
20 Minutes	<p>The teacher will explain about regression, subvocalization, 9 ways to reduce talking.</p> <p>The teacher will show videos about regression and subvocalization.</p> <p>The teacher will ask students to write a summary about the videos to share it in class.</p>	<p>The students will pay attention.</p> <p>The students will pay attention.</p> <p>The students will write a summary about the videos.</p>	<p>Canva slides</p> <p><a href="https://www.canva.com/design/DAFStG2A usg/j7C0siEXXColuFnNpDg-PA/edit?utm_content=DAFStG2Ausg&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFStG2A usg/j7C0siEXXColuFnNpDg-PA/edit?utm_content=DAFStG2Ausg&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Youtube videos</p> <p><a href="https://www.youtube.com/watch?v=fx1a6Dm64kA">https://www.youtube.com/watch?v=fx1a6Dm64kA</a></p> <p><a href="https://www.youtube.com/watch?v=DGDkTyOt7gQ&amp;t=99s">https://www.youtube.com/watch?v=DGDkTyOt7gQ&amp;t=99s</a></p>
<b>Stages</b>			
10 minutes	<p><b>Pre-reading</b></p> <p>The teacher will share an alphabet soup game link,</p>		<p>Educaplay</p> <p><a href="https://es.educaplay.com/recursos-">https://es.educaplay.com/recursos-</a></p>

	students will find 10 words from the reading about chapter seven. The student who finishes the game first will win a prize after sending a screen capture to WhatsApp.	The students will participate in the alphabet soup game.	<a href="https://educativos/13520865-chapter-7.html">educativos/13520865-chapter-7.html</a>
10 minutes	<b>While-reading</b>  The teacher will ask students to read chapter seven silently checking time and students will be ready to answer comprehension questions about chapter seven.	The students will read and check time.	Killer bees by Jane Rollason-chapter seven  Computer chronometer
20 minutes	<b>Post-reading</b>  The teacher will ask students to calculate words per minute and write it in a shared document.  The teacher will ask students to think of an end of the story in groups of four ,and each group will be asked to share their end in class.  The teacher will ask students to choose the group with the best end story to give a prize.	The students will calculate words per minute and write it in a shared document.  The students will participate in groups of four.  The best group end story will receive the prize.	Cellphone to calculate words per minute  <a href="https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIesqAM-vtrbA-b24YXW4BWWwSo/edit?usp=sharing</a>  Killer bees-chapter seven  Sheet of paper

## LESSON PLAN 9

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> December 2 <sup>nd</sup> /2022	<b>TIME:</b> 60 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.	
<b>Objectives:</b> At the end of the lesson, students will be able to read chapter eight using strategies and techniques taught by the teacher to improve their reading fluency.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
<b>Stages</b>			
15 minutes	<b>Pre-reading</b>  The teacher will present a handman using vocabulary from chapter eight.	The students will participate.	Vocabulary from chapter eight.  Killer bees by Jane Rollason  Markers
15 minutes	<b>While-reading</b>  The teacher will ask students to read chapter eight and epilogue silently checking time then, students will be ready to answer comprehension questions.	The students will read and check time.	Killer bees by Jane Rollason-chapter eight and epilogue  Computer chronometer
30 minutes	<b>Post-reading</b>  The teacher will ask students to calculate words per minute and	The students will calculate words per	Cellphone to calculate words per minute  <a href="https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-">https://docs.google.com/spreadsheets/d/12zRBC2uxGuB4MkRWIlesqAM-vtrbA-</a>



	<p>write it in a shared document.</p> <p>The teacher will check answers to questions.</p> <p>The teacher will ask students to summarize the story in their own words.</p> <p>The teacher will ask students to exchange the sheet of paper to correct mistakes and write feedback in their partner's sheet.</p>	<p>minute and write it in a shared document.</p> <p>The students will participate.</p> <p>The students will summarize the story in their own words.</p> <p>The students will exchange the sheet of paper to correct mistakes and write feedback in their partner's sheet.</p>	<p><a href="https://www.scribd.com/document/624YXW4BWWwSo/edit?usp=sharing">b24YXW4BWWwSo/edit?usp=sharing</a></p> <p>Killer bees-chapter eight and epilogue</p> <p>Sheet of paper</p>
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### LESSON PLAN 10

**TEACHER:** Sherlyn Huertas

**AREA:** English

**SCHOOL YEAR:** October 2022 –March 2023

**SUBJECT:** Reading

**COURSE:** Second semester A

<b>DATE:</b> December 7 <sup>th</sup> , 2022	<b>TIME:</b> 45 minutes	<b>N° OF STUDENTS:</b> 36 students. 26 women, 10 men.	
<b>Objectives:</b> At the end of the lesson, students will be able to complete the reading KET exam.			
<b>TIMING</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TOOLS AND MATERIALS</b>
10 minutes	The teacher will explain how to complete the reading test: time, how to respond to the questions, and the answer sheet.	The students will pay attention.	Computer, question paper, answer sheet.

30 minutes	The teacher will give students the exam to complete.	The students will complete the exam.	KET exam by Cambridge.  <a href="https://www.cambridgeenglish.org/es/exams-and-tests/key/exam-format/">https://www.cambridgeenglish.org/es/exams-and-tests/key/exam-format/</a>
5 minutes	The teacher will say thanks and goodbye.	The students will say bye.	

### Annex 5 Photographs during classes



Note: The photos were taken with the permission of the students and the teacher for evidence of the application of the research.

## Annex 6 Urkund Report



### Document Information

Analyzed document	HUERTAS_SHERLYN DISSERTATION.pdf (D156156720)
Submitted	1/17/2023 3:54:00 PM
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Submitter email	shuertas9254@uta.edu.ec
Similarity	3%
Analysis address	wilmaesuarzm.uta@analysis.orkund.com

Actual Win  
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### Sources included in the report



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