



**UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR**

**UNIVERSIDAD BOLIVARIANA DEL ECUADOR
REPÚBLICA DE ECUADOR**

TITLE

Developing Online Materials into Blogs to Improve Reading
Skills at 3rd. Baccaulareate Students

RESEARCH WORK PRESENTED TO OBTAIN THE ACADEMIC TITLE OF MASTER IN
PEDAGOGY TEACHING ENGLISH AS FOREIGN
LANGUAGE

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GUAYAQUIL, 2024

ABSTRACT

This mixed-method approach research aims to determine the influence of developing materials into blogs on reading skills of 3rd. Baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, Chimborazo Province. The research was conducted in three phases: a diagnostic phase to assess students' current English proficiency levels and their perceptions of the reading materials they have been assigned; an analytical phase to identify the strengths and weaknesses of the current reading materials and to develop a set of criteria for effective reading-based methodologies; and a proposal phase to develop and pilot a set of reading-based methodologies that meet the criteria identified in the analytical phase. The proposed methodology involves creating blogs tailored to the interests and needs of students, containing genuine motivating reading materials created by the researcher with interactive activities to develop their reading comprehension skills. The study addresses the gap between traditional teaching and the way teachers give context and genuine reading materials, and to propose a new methodology for developing reading skills in EFL students. After applying ad pre-test and post-test to assess reading skills, it was seen that the intervention group showed a mean score increase of 16.35%, which is a significant value to demonstrate that the use of blog in EFL instructions is effective in terms of improve the reading skill. After getting insights through questionnaires and interviews, these students show a positive attitude and motivation towards this intervention. They think that Blogs offer valuable, practical information that can be applied to real-life situations, allowing readers to explore related topics and make connections between different texts.

Clue Words: Blogs, Developing Online Materials, Reading Skills, Mixed Method Approach, Proposal.

RESUMEN

Esta investigación de enfoque de métodos mixtos tiene como objetivo determinar la influencia del desarrollo de materiales en blogs en las habilidades lectoras de 3º. Estudiantes de Bachillerato de la "Unidad Educativa Pedro Vicente Maldonado" en Riobamba, Provincia de Chimborazo. La investigación se realizó en tres fases: una fase de diagnóstico para evaluar los niveles actuales de dominio del inglés de los estudiantes y sus percepciones sobre los materiales de lectura que se les han asignado; una fase analítica para identificar las fortalezas y debilidades de los materiales de lectura actuales y desarrollar un conjunto de criterios para metodologías efectivas basadas en la lectura; y una fase de propuesta para desarrollar y poner a prueba un conjunto de metodologías basadas en lecturas que cumplan con los criterios identificados en la fase analítica. La metodología propuesta implica la creación de blogs adaptados a los intereses y necesidades de los estudiantes, que contengan materiales de lectura genuinos y motivadores creados por el investigador con actividades interactivas para desarrollar sus habilidades de comprensión lectora. El estudio aborda la brecha entre la enseñanza tradicional y la forma en que los profesores brindan contexto y materiales de lectura genuinos, y propone una nueva metodología para desarrollar habilidades de lectura en estudiantes de inglés como lengua extranjera. Después de aplicar una prueba previa y posterior para evaluar las habilidades de lectura, se observó que el grupo de intervención mostró un aumento en la puntuación media del 16,35%, lo cual es un valor significativo para demostrar que el uso del blog en las instrucciones de inglés como lengua extranjera es efectivo en términos de mejorar la habilidad lectora. Después de obtener información a través de cuestionarios y entrevistas, estos estudiantes muestran una actitud positiva y motivación hacia esta intervención. Piensan que los blogs ofrecen información valiosa y práctica que se puede aplicar a situaciones de la vida real, permitiendo a los lectores explorar temas relacionados y hacer conexiones entre diferentes textos.

Palabras clave: blogs, desarrollo de materiales en línea, habilidades de lectura, enfoque de métodos mixtos, propuesta.

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INTRODUCTION

The research topic "Developing Online Materials into Blogs to Improve Reading Skills at 3rd. Baccalaureate (B. G. U.) Students" proposed is a significant and timely research in the technological area as it is an important stage of development these skills for these students who are beginning their higher education. The use of blogs in the Foreign Language Acquisition (FLA) the learning process provides an informal way to bring students the material and encourage them, Furthermore, this tool can be updated regularly, which can promote encourage entourage to students who are not interested in reading, in an environment of interaction (Thomas, 2014)

Blogs are used in a common way because they are websites updated constantly by the authors to main updated instantly the website expressing its thoughts in diverse ways and manners covering a wide range of topics and text's forms, images, videos, and audio files. (Armstrong, 2008); other interesting definition of the use of blogs is mentioned by Ducate (2008) indicating that "a blog is a user- centered generated site where include texts, pictures, sounds, video files, in chronological order". On the other hand, blogs are online journals that permit users to publish and share ideas instantly and receive teachers' and partners' feedback. (Wang, 2012). Furthermore, blogs are digital spaces that promote the application of multimedia sources, through instant texts and media publications in a timeline (Gillette, 2018).

Blogs can enhance the FLA by providing informal, engaging content, regular updates, and fostering interaction among students. These blogs, tailored to 3rd. Baccalaureate students' interests, offer authentic, contextualized reading materials and interactive activities to enhance their comprehension skills.

This academic research will address the existing gap between traditional teaching and the way teachers give context and authentic reading materials, which are typically missing throughout the teaching process, and it will also help to make sense of it. It will also open opportunities for boosting English proficiency. The research context states that there is a lack

of real and contextualized reading material for students with A2 Common European Framework of Reference (CEFR) in developing reading skills of 3rd. Baccalaureate (B. G. U.) students. This is a problem because reading is a crucial skill for English ability, and it can also help to improve students' cognitive abilities. A good element that should be included is the use of reading that could be adapted to their context to help them in a correct way to improve their reading skill.

Perfetti (1985) refers Krashen suggested that reading can help learners to develop their fluency and accuracy in a second language. The target language is we read, learners are exposed to various grammatical structures and vocabulary items. Over time, this exposure can help learners to internalize these structures and items, which can lead to improved fluency and accuracy. Also, reading skills in FLA refer to learners' abilities to extract meaning from texts in the target language through components like vocabulary knowledge, syntactic parsing, inference-making, and summarizing" (Brunfaut, 2015).

In addition, Yamashita (2019) state about the reading skills that they encompass foundational linguistic knowledge, automaticity in decoding words and structures, efficient meaning integration processes, metacognitive monitoring, and text criticism. Furthermore, reading skills encompass automatic linguistic processing, proficient meaning integration, comprehension monitoring, interpretation of ideas, and critical evaluation of content and style" (Brunfaut, 2015).

The research would focus on identifying the real students' situations, context, and material available for their learning process during the Academic Year 2022-2023. It would also explore the possibilities for implementing new active methodologies for developing reading skills considering their background, interest, motivations, and access to the resources. The research is important because it could help to improve the reading skills of EFL students and their English proficiency. It could also provide new insights into how to develop reading skills in a more effective way.

The main purpose of this research is to do a deep diagnosis, analysis, and propose real, viable, contextualized in the innovation and applied technologies field based on readings

to the 3rd. Baccalaureate (B. G. U.) students of the “Unidad Educativa Pedro Vicente Maldonado” located in the urban zone of the Riobamba city, capital of Chimborazo province, for increasing the English proficiency. The research will be conducted in three phases: a diagnostic phase to assess students' current English proficiency levels and their perceptions of the reading materials they have been assigned; an analytical phase to identify the strengths and weaknesses of the current reading materials and to develop a set of criteria for effective reading-based methodologies; and a proposal phase to develop and pilot a set of reading-based methodologies that meet the criteria identified in the analytical phase.

The findings may set up the safe paths to reach more effective and current evaluation criteria that show improvement in language acquisition using active and online methodologies for improving the student's age group in a contextualized adapted to current technologies used for our students during student's daily life.

The research is justified by the following factors: The dearth of authentic, contextualized, and motivating reading materials for EFL students. The importance of reading skills for academic success and professional development. The potential of blogs to provide relevant, contextualized, and motivating reading materials for EFL students.

This study aims to establish the following research questions: How developing materials into blogs influence reading skills of third baccalaureate students at “Unidad Educativa Pedro Vicente Maldonado” in Riobamba city? Therefore, this study will answer the following research questions: Is there a significant difference in reading skills between the group who applied Online Materials into Blogs to Improve Reading and the control group?, How can students improve reading skills through the implementations and use of blogs?, and How developing materials into blogs influence reading skills of third baccalaureate students at “Unidad Educativa Pedro Vicente Maldonado” in Riobamba city? and What are the perceptions of the students regarding the application and effectiveness of the use of blog in improving their reading skills?.

The proposed research work topic, focused on reading material adapted to the student's characteristics, using ICT tools, and opensource apps like blogs for 3rd. Baccalaureate (B. G. U.) students at "Unidad Educativa Pedro Vicente Maldonado" of Riobamba canton, aligns well with the research lines established by "Universidad Bolivariana del Ecuador" the technological approach is focused in the development and use of the blogs in the classroom, for solving reading issues presented on the students.

This research project is oriented to a line of innovation and applied technology because it implies the use of blogs in a specific process into the development of reading skills. The research is expected to make the following contributions: apply innovative methods for developing reading skills in EFL students, provide teachers with a set of criteria for selecting and using reading materials, and provide administrators and policymakers with evidence-based recommendations for improving English proficiency in Ecuadorian schools.

The general objective is to determine the influence of developing materials into blogs on reading skills of 3rd. Baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, Chimborazo Province. Three specific objectives were set to achieve the general one: (a) To design a set of online EFL reading materials into blogs to develop this skill among 3rd. Baccalaureate BGU students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba. (b) to assess the implementation of online resources in developing the reading skills of 3rd. Baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, and (c) to explore students' perceptions about using online resources in developing the reading skills of 3rd. Baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba.

The research aims to design online EFL reading materials for 3 BGU students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, Chimborazo Province, to enhance their reading skills. The study will assess the implementation of these resources and explore students' perceptions of using online resources to improve their reading comprehension. The independent variable is online materials in blogs. These materials are

authentic, contextualized, meaningful reading material through blogs. Specifically, the main aim of the study is addressed to investigate the success of the use of this resource among the 3rd. Baccalaureate (B. G. U.) students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba.

In the conceptual category blogs are online journals that allow learners to publish and share thoughts instantly while getting feedback from peers and teachers (Wang, 2012). Blogs are also defined as online environments that allow people to publish content, provide and receive feedback, and interact with others in a social manner (Sun & Chang, 2012).

The dependent Variable is students' reading skills. This study measures reading comprehension skills after using online readings and apps compared with the group of students that do not use the tools. Students will also express their opinions and perceptions about using online resources in developing the reading skills of 3rd. Baccalaureate (B. G. U.) students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba

Reading skills encompass foundational linguistic knowledge, automaticity in decoding words and structures, efficient meaning integration processes, metacognitive monitoring, and text criticism (Yamashita, 2019). Furthermore, Taguchi (2016) stated that essential reading skills encompass lexical access, syntactic processing fluency, comprehension monitoring, interpreting meaning, and critical analysis of textual content and style"; As a key in FLA, it is claimed that reading skills include building lexical and grammatical knowledge, automaticity, processing strategies, background knowledge integration, and text comprehension" (Koda, 2005).

On the other hand, to enhance reading skills for FLA students, set a purpose, preview the text, skim the text, pay attention to the author's main points, find evidence to support them, take notes, ask questions, and summarize the text. After reading, reflect on the information, apply it to your life, and discuss the text with others to gain a deeper understanding. This approach helps students focus, make the most of their time, and improve their reading skills. These thoughts are based on Mariscal (2023) and Mendoza and Martinez (2014).

Furthermore, Technology can significantly enhance reading skills in Foreign Language Acquisition (FLA) students. Tools like e-readers, audiobooks, gamified reading apps, digital flashcards, adaptive learning platforms, text-to-speech software, augmented reality and virtual reality experiences, online reading communities, and collaborative reading tools can enhance engagement, cater to different learning styles, and provide a safe space for students to discuss books and share recommendations. These tools can also help students improve their pronunciation, decoding, and fluency skills are pivotal elements mentioned by Mariscal (2023) and Mendoza and Martinez (2014).

The study explores the impact of creating blogs on the reading skills of 3rd-grade students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, Chimborazo Province. It employs a mixed-method approach, combining quantitative and qualitative methods. Quantitative data is collected through pre-tests, post-tests, and questionnaires, while qualitative data is collected through interviews. The research employs analytical, synthetic, inductive, and deductive methods to analyze the problem, identify relationships, and validate hypotheses. The study aims to identify the lack of real reading materials for students and develop effective strategies to improve their reading skills.

This study will use both quantitative and qualitative instruments to investigate the impact of reading online authentic materials on third-baccalaureate students' reading skills. The empirical method will be used to observe the real situation and provide objective data. A pre-test and post-test will be administered to compare the reading skills of the intervention and control groups. A structured questionnaire will be used to gather quantitative data on students' attitudes, perceptions, and self-efficacy. An interview will be conducted to understand students' perceptions and beliefs about using online resources for reading development. The main beneficiary population of this study is the students of 3rd. Baccalaureate (B. G. U.) at "Unidad Educativa Pedro Vicente Maldonado". They are in the last high school and their ages are between 16 and 17 years old. Their students' English proficiency according to the CEFR is A2. Their socioeconomic background is located in the middle and low strata, most of them come from families with limited incomes with dependent

work another's parents are unemployed, sub employed, in the social aspect according with the las Institution Educative survey run at 2021, most of the students have both parents with them, other important groups are living with only one parent or they are living with their grandparents or another family member.

This research is applied to the Educational Institution, which has physical infrastructure on two campuses, the current study takes place on the downtown campus with the group of 3rd. Baccalaureate (B. G. U.) students, according to the Ministry of Education in 2013 created as "Unidad Educativa Pedro Vicente Maldonado" includes all the education levels for students of 4 years old until 17 years old when they get the Baccalaureate High School Diploma.

The size of this institution is big because it has more than 3000 students in the three levels, and its faculty is about 112 teachers for the educational institution. The access to the internet service inside of the institution is limited even though the teachers' access is fair, with these technological conditions it is possible to develop this study.

Additionally, this educational institution has a domain that can be posted blogs that we work for this project. (www.colegiomaldonado.edu.ec). On the other hand, the students have electronic devices like smartphones or computers at home to accomplish the activities proposed,

With the prior aspects mentioned, this research project faces challenges. The main barrier of the students includes their limited access to technology, which may impact their language learning. Additionally, the reduction in English language classes due to the pandemic has also affected their proficiency in the language. The students prefer reading and writing over speaking and expressing themselves, which is why the research aims to improve their speaking skills using role-play activities.

The research aims to enhance students' English language teaching methods by tailoring them to their specific needs, focusing on connectivism and technology. The project uses online materials in blogs to improve reading skills among 3rd. year baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, Chimborazo

Province. The study includes a diagnostic, analytical, and proposal phase, with a theoretical framework, methodological process, and results analysis.

CHAPTER 1. Theoretical Framework

This chapter includes a development of the theoretical framework focused mainly on studies of different authors in terms of the dependent and independent variable. Some concepts and definitions of the variables will be analyzed in detail. Some definitions about this study such as source, authorship, relevance, situational content, linguistic complexity, interactivity, personal connection, authenticity, and scaffolding, as are presented. Furthermore, a few essential learning theories and approaches are directly related with the use of online materials to improve reading skills. This study refers to constructivism, social constructivism connectivism.

1.1 Previous studies

An international study carried out for by Leah Fox, (2014), at the University of New York at Brockport did research about “Effects of Technology on Literacy Skills and Motivation to Read and Write”. which has a research question that wants to find information about the effects do digital literacy has on struggling readers and writer as well in his/her motivation to read and write, this research was developed for applying different qualitative methods using different kind of tools like observation, interviews, and surveys. Furthermore, it was focused on the study to determine the additional factors that influence the student’s reading and writing skill. During a period of time of eighteen weeks during the academic period between September to April int break times, also during reading sessions including different technology tools and apps like blogs, eBooks, the main characteristic of this research is based in a qualitative research using Discourse Analysis like stated Florio-Ruane & Morrell (2011), which is bases in the human interaction analysis for creating different social identities and meaning in language, also this study is based on interviews and retelling to gathering data to determine the comprehension level and student’s motivation`. As a result of this study the authors can conclude that technology can help to students with struggling reading and writing issues, other important finding was students who are familiar with technology skills can have an easy transition when using the technology to educational setting. Students who knowledge about the use computers, electronic devices and applications has get a light advantage than the

other who doesn't have this skill Judson (2010). Although the technology is important to improve reading and other skills the best way to improve them is through the application and use of both kinds of practices which are traditional and non-traditional.

Other prior research titled "Learners' Perceptions on the Use of Blogs for EFL Learning" in that study carried with 49 first years students from the Southern Taiwan to determine the perceptions about the use of blogs for learning Foreign Language Acquisition, that study was developed including a qualitative orientation using different tools like surveys in two moments a group wrote comments into teachers' blog, then to the other group a post-blogging survey was administered to a elicited students' groups a result only few students mentioned the blogs are not used as a negative tool otherwise the result shown that blogs have potential for developing specific skills like reading and writing was developed. (Wu & Wu, 2011). Furthermore, teachers can suggest complementary post reading materials to extend the instruction, and finally if the student don't use the blog they have the opportunity to interact with it doing the interactive blogging tasks after the classes.

Ruiz (2019) analyzed the use and effectiveness of the technology developing the dimension called vocabulary knowledge through a national study at "Universidad Técnica de Ambato", it is an important aspect for the learning process which is a necessity for delivering our instruction, this acknowledge was found in the Thesis Academic Blogs to Develop Reading Comprehension in Students from Superior Education to obtain the Master in Pedagogy of Teaching English as a Foreign Language gives lights respect to the prior studies to solve and adapt the new information technologies to the digital current generation, in this point is so important to increase one's level of skill in the English language, learning new vocabulary is crucial, and in order to do so, one must employ the right techniques, approaches, and tools throughout the day to speed up the learning process. The main goal of this study is to assess the effectiveness of the mobile application "WordBit Inglés" in the growth of English vocabulary.

The students' sample group for this study was sixty (60) students of the study's population. They were students of the third and fourth levels, parallels "A" and "H" at

Languages Center from the Escuela Superior Politécnica de Chimborazo. Being "H" the intervention group, and "A" the control group.

There were forty students (40) in the intervention group as well as twenty (20) students in the control group. Being a total of sixty students as participants in this inquiry. Therefore, a sample was not necessary at all due to the fact that the population is not very big. Features of the students in both groups. This research was conducted with 22 students during the first semester of the "Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.

The main goal of this research proposal was assessing the reading comprehension of the students' group through the application of, a survey on the usage of technology in the classroom by instructors was conducted online. To find out which technological resources the students use in class, another student's online survey was employed. This work took advantage of intervention study with the use of the methodology, the structure, and the resources to get real vocabulary word, using as a vehicle to do this the interaction with the apps, and the technological tools, the main findings of this study are related with an increasing of the reading comprehension in the intervention group improving their reading comprehension level, and the capabilities of analysis and synthesis. On the other hand, the control group of students at the end of the interventions had developed their reading skills in lesser way, that is why other finding found is that teachers have to use the technology for supporting the instruction of English as a foreign language.

Moreover, (Astudillo, 2020) in a national study published by Universidad Casa Grande in which (Astudillo, 2020) that study which objective was to determine how the use of reading strategies like skimming and scanning through blogs improve reading skill in students. The research was applied to students of the Institute in La Troncal at Guayas province. This is an action research design including a mixed method design as the researcher applied different instruments for collecting the data through pre and post-tests, also surveys and interviews.

Getting results that skimming and scanning instruction helps to students to improve reading comprehension (Cohen's $d = 1.98$). The results were positive in the field of improving reading skills; when comparing the posttest with the pretest in 32% of improving reading skill. Students' perceptions of the blogs at the end of the study shows that they consider that blogs help them to motivate and encourage their learning process.

A prior study did in the local area by realized by Ruiz (2019), sponsored by Universidad Técnica de Ambato, the researcher carries out quantitative research, on her Master's Thesis to obtain Master Degree in Teaching English as a Foreign Language research by "Universidad Técnica de Ambato" show do her research influenced by the epistemological of positivism, through a data collection and analysis of the data, in conjunction with an intervention design based in students of third and fourth level for language center of ESPOCH, the main objective was the following "To determine if academic blogs develop the reading comprehension skills effectively on English language learners in superior education". based in two groups and intervention and a control group where was applied a pre-test and a post test, to get the measure of the intervention using different data analysis like descriptive and analytical methods, the population of study were sixty students of third and fourth level, the control group was formed by (40) students and the intervention group was made up for (20) students, students have different characteristics like sex, fifteen to seventeen ages, levels of knowledges, different cities, the information was collected using different tools like questionnaires, surveys.

The independent variable was designed to measure thought the pretest based in the Cambridge reding section of the preliminary English Test by Cambridge English language Assessment. After the intervention the intervention group showed a significant different their grades were increasing because of blogs enhanced literacy and critical thinking skills, in an environment of autonomous learning, and knowledge.

Furthermore, a local study titled "Multimedia resources and EFL learners" did an analysis of the impact of multimedia resources such as videos, photos and audios in reading

comprehension in students of sixth grade of “Unidad Educativa Baños. In this mixed approach study, the researcher applied a pretest and a posttest (the reading sections of a A2 Cambridge standardized test) to determine the students’ reading proficiency. Three surveys were applied as qualitative data collection tools. The first one investigated the perceptions of web 3.0, the second one was based in technology acceptance model (TAM model) oriented for determine the acceptance of the web 3.0 education and the last survey discover students’ thoughts on the application of multimedia resources in reading comprehension.

The interventions were done through virtual classes. A paired samples t-test statistic was used to analyze quantitative data using SPSS. The test collected results showed a reading comprehension improvement from 15.24 to 19.16 with the use of technological resources. The results of both tools show that multimedia resources have a positive effect on students’ reading comprehension. Also, the survey showed that 60 % of students have a high interest among web 3.0 tools and 88% of participants consider that the use of this tools is very important and important aspect in their learning process. (Landázuri, 2022) .

1.2 INDEPEDENT VARIABLE,

Online reading material through blogs.

Blog definitions

They are websites that are updated regularly by the authors to keep them current quickly, blogs are used periodically. They cover a wide range of topics and can be read as text, photographs, videos, or audio files. "A blog is a user-centered generated site where include texts, pictures, sounds, and video files, in chronological order," (Armstrong, 2008). Ducate, (2008) conversely defines blogs as "a blog is a user-centered, user-generated site that contains texts, pictures, sounds, and video files in chronological order." On the other hand, they are online diaries that let users publish and discuss ideas at once while also receiving comments from teachers and partners. Wang, (2012). through rapid texts and media publishes on a timeline, blogs are digital places that support the application of multimedia sources Gillette, (2018).

1.2.1 Blog in EFL education

Blogs can be used in education for a variety of purposes, such as:

To facilitate learning and collaboration: They can create a space for students to share their thoughts and ideas, ask questions, and get help from their peers or teachers. (Hung, 2010)

To provide feedback: Teachers can use blogs to provide feedback on student work, or students can use blogs to give feedback to each other.

To provide opportunities for reflection: Blogs can be used to encourage students to reflect on their learning and to develop their critical thinking skills.

To personalize learning: Blogs can be used to allow students to learn at their own pace and to focus on topics that are of interest to them.

To connect with experts: Blogs can be used to connect students with experts in a particular field, who can provide them with insights and advice.

Blogs can be a valuable tool for educators, but it is important to choose the right platform and to use it effectively. There are many different blogging platforms available, such as WordPress, Blogger, and Tumblr. The best platform for a particular educational setting will depend on the specific needs of the students and teachers. Furthermore, it is also important to use blogs in a way that is consistent with the learning goals of the course. Blogs should not be used as a replacement for traditional instruction, but rather as a supplement to it. When used effectively, blogs can be a powerful tool for promoting learning and engagement in the classroom.

1.2.2 Blogs and the use in education.

Blogs offer a casual manner to encourage them and provide casual material, they can help the FLA. because of the blog format, students can communicate with one another. other aspect that help in the instructional process of blogs is that they can be updated frequently, which may inspire students who are not interested in reading, all these aspects are helped by an asynchrony and synchronic interaction between teacher and student to create an interesting way of communication.

The blog posts the main content of the blog, and it is where the author shares their thoughts and ideas. Blog posts can be about any topic, and they can be of any length.

The blog comments are text spaces where readers can leave their own thoughts and opinions on the blog post. Comments can be a great way to start a conversation with the author or with other readers.

The blog sidebar: This is the area on the side of the blog page where the author can add additional content, such as links to other blogs, social media profiles, or a list of recent posts.

The blog design: The design of the blog can vary depending on the author's preferences. Some blogs have a simple design, while others have a more complex design with images, videos, and other interactive elements.

Blogs work by using a content management system (CMS). A CMS is a software application that allows users to create and manage websites without having to know how to code. There are many different CMSs available, such as WordPress, Blogger, and Tumblr.

When a user creates a blog, they must choose a CMS and then set up their blog account. Once the account is set up, the user can start creating blog posts. Blog posts can be created by adding text, images, videos, and other media.

Blog posts can be published immediately or scheduled for later use. They offer features like personalization, interactivity, and information sharing. Personalization allows teachers and students to share ideas, creating an engaging learning environment. Interactivity promotes collaboration and problem-solving skills. Informative sharing helps students stay updated on current events and new topics. Reflective features encourage students to reflect on their learning, developing critical thinking skills. Blogs are engaging, motivating, and accessible, making them a convenient and flexible learning tool Ward. (2012)

Blogs can be a personalized way for teachers and students to share their thoughts and ideas. This can help to create a more engaging and interactive learning environment (Hung, 2010), Interactive: Blogs can be used to facilitate interaction between teachers and students,

as well as between students themselves. This can help to promote collaboration and problem-solving skills (Yildirim, 2012), Informative: Blogs can be used to share information and resources on a variety of topics. This can help students to stay up-to-date on current events or learn about new topics. (Kaplan and Haenlein, 2010). Reflective: Blogs can be used to encourage students to reflect on their learning. This can help them to develop their critical thinking skills and to better understand the material they are learning. (Hung, 2010), Engaging: Blogs can be a fun and engaging way to learn. This can help to keep students motivated and interested in the material. (Williams, 2013). Accessible: Blogs can be accessed from anywhere with an internet connection. This makes them a convenient and flexible learning tool. (Ward, 2012)

1.2.3 Source and authorship.

When evaluating blog content for FLA, source and authorship involves considering if texts are written by native speakers from the target culture, providing authentic cultural perspectives, or by other language learners, potentially offering more understandable input. (Ducate and Lomicka, 2008a). In addition, Warschauer (2012) stated that source and authorship refer to determining whether bloggers are native speakers producing texts on their own initiative or language learners, which might affect text complexity, communication objectives, and cultural content.

1.2.4 Topic Relevance

Carney (2009) analyzed that subject relevance entails figuring out how closely blog texts link to the goals, experiences, or potential applications of language learners in the actual world Wang and Vasquez (2012) mentioned that the degree to which content connects with what matters in students' academic, personal, or professional lives is indicated by the blog dimension of topic relevance. Furthermore, Sun (2009) stated, the degree to which blog topics relate to readers' individual interests, needs, and aspirations is referred to as topic relevancy. These perspectives are agreed by Hamon, (2011) who considers that topic relevance entails

looking at how well the subjects and communicative objectives match students when analyzing blog content for SLA.

1.2.5 Situational Content

Godwin-jones (2008) states that situational context refers to how blog texts situate language use within real-world events, scenarios, and contexts that convey pragmatic meaning.

Lomicka & Lord, (2016), mentioned that situational context indicates the extent to which blog texts provide complete event schemas, scenarios, and contextual details to frame communicative acts. Additionally, Carney, (2009) stated, when reviewing blog content for SLA, study of situational context involves evaluating whether language use is embedded inside comprehensive contexts and communicative circumstances. These perspectives are agreed by Sun (2009) who mentioned situational content refers to the degree of current context are presented through different descriptions of actions, narrations, opinions and other communications acts.

1.2.6 Cultural Content.

According with Lee, (2011) mentioned the SLA researches includes, cultural content examines whether blogs provide linguistic and visual cultural elements that increase students' cultural awareness and competence. Additionally, Carney, (2009) stated, cultural content as a dimension of blog texts indicates the extent to which learners are exposed to diverse cultural behaviors, attitudes, histories, and contexts through the reading. These perspectives are agreed by Y. C. Sun, (2009) who mentioned Cultural content refers to how blogs introduce language learners to the products, practices, perspectives, and values of the target culture.

1.2.7 Linguistic Complexity,

According with Ducate & Lomicka, (2008b), linguistic complexity as a dimension of blog posts expresses the spectrum of language structures, vocabulary, genres and stylistic features of the text. On the other hand, Lee, (2011) mentioned that linguistic complexity

includes the assessment of lexical density, syntactic structures, text organization and language register when thinking about blog content in terms of SLA. Additionally, Carney, (2009) stated, language complexity refers to the level of vocabulary, text structures and grammatical patterns, and stylistic elements that learners read in blog language, these perspectives are agreed by Sun (2009) who mentioned assessing language complexity means determining the level of vocabulary, grammatical patterns, academic language features and stylistic elements modeled in blog content.

1.2.8 Interactivity,

Merante, (2016), mentioned interactivity as an aspect of blog content indicates the presence of collaborative dialogue through comments, discussions, chat or interactive widgets. Furthermore, Sun (2009) stated that interactivity refers to the extent to which a blog allows readers to interact with the blog author and other readers through features such as comments or forums. These perspectives are agreed by Wang and Vasquez (2012) who mentioned that when reviewing blog content for SLAs, interactivity involves assessing whether and how readers can interact with the blogger and the broader community. Ducate & Lomicka, (2008b) claims that evaluating interactivity means determining whether blogs facilitate dialogue between the community and readers through built-in features.

1.2.9 Personal Connection

Richardson, (2021) mentioned personal connection as an aspect of blogging which indicates the extent to which content draws from learners' prior experiences, interests, goals, and perspectives. Furthermore, Sun. (2009) stated personal connection refers to the extent to which blog topics and content relate to readers' experiences, backgrounds, and personal identities. Furthermore, these perspectives are agreed by Wang and Vasquez, (2012) who mentioned that when reviewing blog content for SLA, personal connection involves assessing the relevance of topics to students' lives and circumstances. Carney, (2009) stated that evaluating personal connections means determining whether blog content is relevant to learners' motivations, experiences, identities, and backgrounds.

1.2.10 Authenticity.

According with Ducate and Lomicka, (2008b), evaluating authenticity means determining whether linguistic patterns, communication functions, and text types found in blogs reflect natural speech. On the other hand, Carney, (2009) mentioned authenticity as an aspect of blog writing indicates the extent to which vocabulary, grammar, content, and tone reflect real-world use of language. Additionally, Sun. (2009) stated, authenticity refers to the extent to which the language used in the blog reflects natural speech versus text created for educational purposes. These perspectives are agreed by Wang and Vasquez, (2012) who mentioned that when examining blog content for SLA, authenticity involves assessing whether the use of language reflects how people actually communicate.

1.2.11 Teachers-made materials

Teacher-made materials: This is a general term for any teaching materials created by the instructor themselves, regardless of their native language.

There isn't a single, universally accepted term for materials created by non-native English speakers specifically for EFL teaching purposes. However, here are a couple of options you might encounter.

According with Littlejohn. (1998) he refers to **learner Materials** which is a broad term that encompasses any materials designed for learners, regardless of who created them. However, it can be helpful to specify that these are materials created specifically for EFL learners (e.g., EFL learner materials). On the other hand, **Pedagogical Materials**, this term emphasizes the instructional aspect of the materials. They are designed to teach English language skills and knowledge, and they are often created by EFL teachers, curriculum developers, or materials writers who may or may not be native speakers themselves.

1.2.12 Variety.

Assessment of variety means determining the range of genres, subscriptions, types of texts, topics, styles and formats contained in blogs that learners read. Ducate and Lomicka,

2008b; Sun (2009). On the other hand, Carney (2009), mentioned variety as an aspect of blog writing indicates the range of vocabulary, linguistic style, text type, subject matter and format encountered. These perspectives are agreed by Wang and Vasquez, (2012) who mentioned that when considering blog content for SLA, diversity involves assessing the diversity of current text genres, topics, subscriptions, and media.

1.2.13 Meaningful communication.

According Carney, (2009) he stated the following thoughts Evaluating meaningful communicative ability is to determine whether the use of blog language performs authentic communicative functions and effectively conveys messages. On the other hand, mentioned meaningful communication as an aspect of blogging reveals how well ideas are expressed and communicated through real communicative purposes. In addition, Sun. (2009) stated, Meaningful communication refers to how effectively blogs exchange ideas, information, feelings, and views in the target language. These perspectives are agreed by Wang and Vasquez, (2012), who mentioned that when reviewing blog content for SLA, meaningful communication involves assessing whether the message is being conveyed clearly

1.2.14 Scaffolding.

Carney, (2009) states that scaffolding refers to instructional materials such as instructional questions, multimedia, hyperlinks, glossaries, etc. included in the blog to facilitate understanding. On the other hand, (Hamon, 2011b) mentioned that scaffolding is a dimension of blogs that represents the level of educational support such as use of definitions, images, sounds, graphic organizers, etc. Additionally, Sun. (2009) stated that scaffolding assessment means identifying the presence of guided aids such as reading comprehension questions, vocabulary definitions, visual aids to maximize comprehension.

These perspectives are agreed by Warschauer, (2012), who mentioned In the SLA study, scaffolding analysis examines the number of comprehension aids such as footnotes, markup, definitions, multimedia in blogs. From the other side the other variable used in this research proposal is the reading skill variable and for this study the researcher has

disaggregated their dimensions, for making a theoretical explanation from different author perspectives to reach a personal theoretical definition by the author.

1.3 THEORIES ABOUT ONLINE READING MATERIAL

Constructivism is a theory which suggest that learning is an active process where individuals construct knowledge based on their experiences and prior knowledge. Converting online materials into blogs encourages students to engage actively with the content, reflect on it, and connect it to their existing understanding. The use of online materials when navigating the internet contributed to the develop of teaching the foreign language. As a matter, students can develop their skills based in Internet-based communication and interaction between pairs, and teacher-student. Kwiatkowska, (2002).

The communicational approach helps teaching foreign languages; students can do a cross-cultural relationship between the communication elements, considering the second language acquisition based in real and authentic materials. The use of technology by the current digital centennial and millennial students has been clearly mentioned by different authors and educational specialist of different parts around the world including teaching methodologies Sysoyev, Yevsigneyev (2008); Polat (2009); Devterova (2011); Vetrov (2012) and from other countries Warschauer and Whittaker (1997); Kokkas (1999); Iskander (2008); Harrington (2010); Kwiatkowska (2002) ; Baker (2012); McDonough (2013).

In this context the “World Wide Web” can be considered like a huge library that contains and continuously is growing up day by day with different learning resources that can be used by students for learning languages. Brow (1999) and Kwiatkowska (2002) claim that the Internet in the classroom has become an essential tool to provide online materials and helps students reach their goals in a Foreign Language, that is why teacher has to prepare to face up this challenge in the classroom with the students.

Building upon constructivism, social constructivism emphasizes the role of social interactions in learning. Blogs can promote discussion, peer interaction, and collaboration among readers, helping them collectively construct meaning and deepen their understanding

through shared perspectives, from the knowledge perspective, culture, learning as a social process, language play a pivotal role in a contextualized environment. (Bunge, 2010)

In the digital age, connectivism learning theory focuses on the idea that learning is the process of connecting nodes or information sources. Developing online materials into blogs can enhance the ability to make connections across different pieces of information and foster a networked learning approach. In other words, the role of the technology and the networks are important in the develop of learning process. (Yousef et al., 2020)

Self-Determination Theory: This theory suggests that individuals are motivated to learn when they feel a sense of autonomy, competence, and relatedness. Blogs can provide learners with a sense of autonomy as they navigate through content at their own pace, write their thoughts, and choose what to engage with, thus potentially boosting motivation and engagement. (Dunn and Zimmer, 2020)

Multimodal Learning Theory: This theory recognizes that people learn through various modes, such as text, images, videos, and audio. Converting online materials into blogs allows for the incorporation of multimedia elements, catering to diverse learning styles and enhancing comprehension through different channels.(Mayer, 2015)

1.4 READING SKILLS

1.4.1 Reading CEFR

The Common European Framework of Reference for Languages (CEFR) which is an international standard for describing language proficiency levels, describes reading skill as the ability to understand written text. It is divided into three main levels: A1-B1: Readers at this level can understand simple, everyday texts written in clear language. B2-C1: Readers at this level can understand more complex texts, including factual and literary texts. C2: Readers at this level can understand virtually any kind of written text, including complex, abstract, and specialized texts.

The CEFR provides a detailed description of the reading skills required at each level. For example, readers at the A1 level should be able to understand the main points of short, simple texts, such as instructions, notices, and personal letters. The CEFR is widely used by language teachers and assessors to assess the reading skills of learners. It is also used by educational institutions and employers to set standards for language proficiency. (Little, 2020)

1.4.2 Reading – Ecuadorian Curriculum

The Ecuadorian Curriculum for English as a Foreign Language (EFL) defines reading as the ability to understand written text. The curriculum identifies four key strands of reading comprehension: (a) Word recognition: The ability to decode and recognize words. (b) Vocabulary: The ability to understand the meaning of words and phrases. (c) Comprehension: The ability to understand the meaning of a text, including the main ideas, supporting details, and relationships between ideas. (d) Fluency: The ability to read text smoothly and accurately.

The Ecuadorian Curriculum for EFL describes the reading skills that students should develop at each level of education, from elementary school to high school. For example, students in high school should be able to read and understand more complex texts, including factual and literary texts. The Ecuadorian Curriculum for EFL emphasizes the importance of developing students' reading skills in a variety of contexts. Students should be able to read for different purposes, such as to learn new information, to solve problems, and to enjoy reading for pleasure. The curriculum also emphasizes the importance of developing students' critical thinking skills as they read. Students should be able to analyze and evaluate the information they read, and to form their own opinions and conclusions. The Ecuadorian Curriculum for EFL is a well-rounded and comprehensive curriculum that addresses all aspects of reading comprehension. It is designed to help students develop the reading skills they need to be successful in school and in life.

1.4.3 Reading skills definition

Reading skills at the A2 level (CEFR) are defined as the ability to understand short, simple texts written in clear language. Readers at this level should be able to:

Identify the main points of short, everyday texts, such as instructions, notices, and personal letters, also, understand the meaning of common, high-frequency words and phrases, furthermore, the use context clues to infer the meaning of unfamiliar words and phrases, and finally read simple texts aloud accurately and fluently.(Little, 2020)

1.4.4 Vocabulary Knowledge

The knowledge of vocabulary is a main pivot to increases the comprehension level in our students, it is not just about the acquisition of new vocabulary words but also an opportunity to assess vocabulary knowledge that is meaningful to them, through the use of various reading features such as vocabulary terms, pictures modality, contextual clues, and the use of various resources to identify actual vocabulary. (Piccardo. 2018).

Grabe and Stoller (2011) demonstrates this lexical knowledge analyze a series of processes that learners use primarily to detect vocabulary meaning and then apply different strategies to decode new terms. Furthermore, they assert that vocabulary knowledge refers to comprehension through reading the meanings of words and using them in context through the use of cues to determine actual vocabulary knowledge.

Grabe and Stoller (2013) stated that vocabulary knowledge is a key component of L2 proficiency. In these circumstances is necessary refers to their study and its findings, their studies developed by the mentioned authors are focused mainly in a deep study that examined the relationship between vocabulary knowledge and reading comprehension in a sample of 100 college students. The results showed that students with larger vocabularies had better reading comprehension, even when controlling for other factors such as general intelligence and prior knowledge of the text.

Additionally, the study examined the impact of vocabulary instruction on reading comprehension in a sample of 50 middle school students. The results showed that students who received vocabulary instruction had significantly better reading comprehension than those who did not receive vocabulary instruction. That is why, It is essential for comprehension, production, and overall communication effectiveness. A large and well-

organized vocabulary allows learners to understand more complex texts, express themselves more fluently and accurately, and participate more fully in conversations.

Vocabulary knowledge is not simply a matter of knowing the meanings of individual words. It also involves knowing how words are used in context, including their collocations, grammatical functions, and stylistic features. Learners need to develop a rich and nuanced understanding of vocabulary in order to use it effectively in L2 communication.

Vocabulary knowledge also refers to the breadth and depth of a learner's vocabulary knowledge, including the convergence of many different important aspects such as: receptive vocabulary, useful vocabulary, active vocabulary, passive vocabulary in this context, the author establishes a direct relationship between the amount of vocabulary that the learner acquires and the level of language mastery, this means that learners must have a clear understanding of the vocabulary than they know, then learners use these words in different contexts. (Nation, 2015). As a matter of fact, vocabulary knowledge indicates how the readers comprehend both aspects which are receptive and production vocabulary. (Schmitt, 2019)

Several factors contribute to vocabulary development. First, exposure to L2 input gives learners the opportunity to encounter new words and see them used in context.

Second, using L2 meaningfully allows learners to practice using new vocabulary in their communication. Then, explicit vocabulary instruction can help learners learn the meanings of new words, as well as their lexical arrangement, grammatical function, and stylistic features.

Finally, vocabulary knowledge also refers to the breadth and depth of a learner's vocabulary knowledge, including the convergence of many important aspects such as: Receptive vocabulary, useful vocabulary, vocabulary active, passive vocabulary.

In this context, the author establishes a direct relationship between the amount of vocabulary a learner acquires and the level of language proficiency, which means that the learner must have a clear understanding of the vocabulary he/she knows, then Then learners will use these words in different contexts (National, 2015). Indeed, vocabulary knowledge dictates how readers understand both the receptive and productive aspects of vocabulary.

Whit these antecedents is important mention several factors that contribute to vocabulary development. These include exposure to L2 input, opportunities for meaningful L2 use, and explicit vocabulary instruction. Exposure to L2 input provides learners with opportunities to encounter new words and see them used in context. Meaningful L2 use allows learners to practice using new vocabulary in their own communication. Explicit vocabulary instruction can help learners to learn the meanings of new words, as well as their collocations, grammatical functions, and stylistic features.

During this research proposal will be assess the following indicators related wit this variable such as Vocabulary pre-tests and post-tests: Assess students' knowledge of vocabulary relevant to the blog topics before and after the intervention. This can be done through multiple-choice tests, matching tasks, or written definitions. (Nation, 2007)

Vocabulary notebooks or logs: Encourage students to record new vocabulary encountered in the blogs, along with their definitions and examples of usage. This promotes active engagement with vocabulary and enhances retention. (Fitzgerald, 2009)

Analysis of blog comments and discussions: Analyze the language used by students in their comments and discussions on the blogs. This can reveal their understanding of new vocabulary and their ability to use it in context. (Storch, 2014)

1.5 Reading Comprehension

Reading Comprehension examines the capacity to understand the text provided and find their connections with their implications and connotations beyond the surface theme in a deeply way, thought develop a meaningful skill to describe texts and its structure like main ideas, support detail, topics, and authors purposes. Grabe (2008) believes that the process of assessing reading comprehension means examining the main ideas, details of the material, and the author's intent, finding connections and capabilities of specific skills such as summarizing, by because scientific progress is not a linear repetition, but on the contrary, it is the result of a series of evolutions. Kuhn, Lakatos, and Laudan, (2010), also add that reading comprehension is the evaluation process for the learners where can be determine how well the learners can extract and interpret the meanings. (VanPatten, 2006).

This indicator will be studied through the following indicators pre-test and post-test scores: Administer standardized reading comprehension tests (e.g., ITBS, DELE) before and after the blog intervention. This provides quantifiable data to measure changes in reading comprehension. (Mariscal, 2023; Mendoza and Martinez, 2014)

Cloze procedure: Create cloze passages related to blog content and assess students' ability to fill in missing words, indicating their understanding of vocabulary and sentence structure. (Chamot and O'Malley, 1994)

Think-aloud protocols: Observe students reading blog posts and ask them to verbalize their thoughts and comprehension strategies. This provides qualitative insights into their reading processes and potential challenges. (Graham and Harris, 2015).

1.5.1 Engaging and Motivation

This indicator is an aspect included inside of the dependent variable Improving reading skills is made up by important elements like Engaging and motivation.

Intrinsic Motivation.

Self-reported enjoyment: Measure students' self-reported enjoyment of reading English materials through surveys or questionnaires. Ask questions like "How much do you enjoy reading English blogs?" or "How motivated are you to read English texts in your free time?". Analyze the responses using descriptive statistics or inferential tests (e.g., t-tests) to compare pre- and post-intervention levels of enjoyment. (Guthrie and Wigfield, 2000; Reeve, 2014).

Reading Engagement and Motivation.

Surveys or questionnaires: Use questionnaires to measure students' perceptions of the blog intervention, including their level of engagement, motivation to read, and perceived benefits for their reading skills. (Guthrie and Wigfield, 2000)

Reading frequency and time spent on blogs: Track the number of blog posts students read and the time they spend on the platform. This can provide an indirect measure of their engagement with the reading materials. (Wolff and Resnick, 2013)

Interviews: Conduct interviews with students to gain deeper insights into their experiences using the blogs, their preferred features, and any challenges they encountered. (Creswell, 2018).

CHAPTER 2. METHODOLOGY

This research work presents a research study about developing online materials into blogs to improve reading skills among 3rd. Baccalaureate students. The study uses a mixed method. According with different sources the methodology use in this research proposal is focused mainly in a mixed approach which composed by two primordial elements one of the is quantitative element and the other one is quantitative method. The mixed approach to determine the influence of this methodology on the reading skills of students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba, Chimborazo Province. The research is conducted in three phases: a diagnostic phase to assess students' current English proficiency levels and their perceptions of the reading materials they have been assigned; an analytical phase to identify the strengths and weaknesses of the current reading materials and to develop a set of criteria for effective reading-based methodologies; and a proposal phase to develop and pilot a set of reading-based methodologies that meet the criteria identified in the analytical phase.

2.1 ACTION RESEARCH APPROACH

This proposal proposes an action research approach to investigate the effectiveness of using educational blogs to improve students' reading comprehension and engagement. The plan involves pre-assessment of students' reading comprehension, selecting appropriate educational blogs, designing interactive activities, integrating blog activities into the regular reading curriculum, modeling close reading strategies, and providing scaffolding. Data collection methods include post-assessments, self-reflection surveys, and classroom observations. The analysis aims to identify changes in reading comprehension and understand student engagement and perceived benefits of using blogs. McKown and Barnett, (2016).

2.2. RESEARCH METHOD

Mixed methods research in English Foreign Language (EFL) utilizes both quantitative and qualitative approaches to address research questions about language learning and teaching. It combines numerical data for this current research proposal based in techniques as surveys with textual data like interviews, and direct observations to create a more comprehensive understanding of the current phenomenon under study.

Several prominent authors have defined and elaborated on mixed methods research in EFL: Creswell and Plano Clark (2011) define that the mixed methods as the "integration of quantitative and qualitative research within a single study in a way that advances the understanding of research problems." Johnson and Onwuegbuzie (2007): Describe mixed methods as "the third research paradigm alongside quantitative and qualitative approaches," offering unique advantages for exploring complex educational issues. Brown (2009): Advocates for mixed methods in EFL research, arguing that it can "help to overcome the limitations of both quantitative and qualitative approaches and to provide a more holistic understanding of language learning and teaching."

2.3. MATRIX OF OPERATIONALIZATION

An operationalization matrix is a tool used in research to define variables and how they will be measured. (Salkind, 2023).

The following are the main types of variables used for this proposal research independent and dependent. Independent Variable: These are the variables that the researcher manipulates or introduces into the study to see their effect on another variable. They are considered the cause or presumed cause of the change in the dependent variable. (Salkind, 2023, p. 62).

Table 1*Matrix of operationalization: Independent Variable*

INDEPENDENT VARIABLE	Theoretical Definition	DIMENSION	INDICATORS	TOOL
English Reading materials through blogs.	The blogs can improve the FLA because blogs can provide an informal way to provide casual material and encourage them. Additionally, blogs can be updated regularly, which can encourage students who are not interested in reading, and finally, students can interact with each other because of the blog structure. (Thomas Jennifer A. 2014).	Reader topic relevance	Purpose of material	Postsurvey
			Students Interest	Postsurvey
			Motivation	Postsurvey
			Interaction (text and reader)	Postsurvey
			Meaningful-significant	Postsurvey
			variety of IT use and learn about other cultures	Postsurvey
			collaboration, interactivity	Postsurvey
		Attitudes toward reading, Interactivity, variety, and personal connection	Meaningful	Pre-Survey
			Printed / Electronic	Pre-Survey
			Interesting	Pre-Survey
			Call ss attention to explore different cultural perspectives	Pre-Survey
			Motivation to use IT resources	Postsurvey/ interview
			Perception	Pre-Survey

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Dependent Variables: These are the variables that are measured by the researcher to assess the effect of the independent variable. They are considered the outcome or effect resulting from the manipulation of the independent variable. (Salkind, 2023, p. 63).

Table 2*Matrix of operationalization: Dependent Variable*

DEPENDENT VARIABLE	Theoretical Definition	DIMENSION	INDICATORS	TOOL
Reading skills of the students	Krashen (1985) suggested that reading can help learners to develop their fluency and accuracy in a second language.	Excercises of vocabulary matching, fill-in the blanks, and usage questions, This can be done through multiple-choice tests or questions, matching tasks, or written definitions. Use and application of the new vocabulary learned	Vocabulary knowledge/ content	KET TEST OF CAMBRIDGE Adapted TEST

<p>This is because when we read, we are exposed to a variety of grammatical structures and vocabulary items. Over time, this exposure can help learners to internalize these structures and items, which can lead to improved fluency and accuracy.</p>	<p>Text comprehension: Identifying the main idea is crucial for understanding the core content and purpose of a text. Readers can't truly comprehend the text without grasping its central message. Theme recognition: The main idea often paves the way for recognizing the theme. Once the main point is established, readers can analyze it further to identify any broader messages or enduring ideas presented in the text.</p>	<p>Reading Comprehension (Main Idea)</p>	<p>KET TEST OF CAMBRIDGE Adapted TEST</p>
<p>"Reading skills in SLA refer to learners' abilities to extract meaning from texts in the target language through components like vocabulary knowledge, syntactic parsing, inference-making, and summarizing" (Brunfaut & McCray, 2015, p. 335).</p>	<p>Text structure: Supporting details function as evidence or explanation within a text. They strengthen the main idea and help readers follow the author's argument or explanation. Content schema: examples, facts, or statistics. By connecting these details to their existing knowledge, readers can build a deeper understanding of the topic and the main idea.</p>	<p>Supporting details</p>	<p>KET TEST OF CAMBRIDGE Adapted TEST</p>
	<p>Grammar and vocabulary: meaning of individual words and how sentences are put together. Contextual clues: as the text's subject or the relationships between its characters. Cultural references: Being conscious of any prior cultural knowledge that may be required in order to comprehend the author's intentions. Discourse markers: Expressions that indicate connections between ideas, including "however," "therefore," or "for example." Nonverbal cues: Exercises may occasionally contain pictures or other nonverbal components that offer interpretation hints.</p>	<p>Inference</p>	<p>Pre-Survey/Postsurvey/interview</p>

Note: Elaborated by Alfredo Muriel Bonilla (2024).

2.4. INSTRUMENTS

An important part of the develop a research project is based fundamentally by the instruments to data collect, during different instances the definition of the instruments most referred author, and its importance in the research process and description of each one. As a part of the data collection the tools applied for this proposal research are the following Pre-test, post-test, pre-survey, post-survey, interviews.

Tests can be standardized (established norms for interpreting scores) or non-standardized (developed for a specific purpose). (Salkind, 2023, p. 12), for the current proposal research the test are based on a standardized Cambridge test for A2 level, adapted to the students' necessities and realities. A pre-test was administered to participants before the intervention or treatment in this research study. It serves as a baseline measure to assess participants' initial knowledge, skills, or attitudes. A post-test was administered to participants after the intervention. It allows researchers to compare pre-test scores and post-test scores to assess the impact of the intervention.

A pre-survey was administered to participants before an intervention or treatment is introduced in a research study. It is a self-administered instrument that collects data from participants by asking them a series of questions about their attitudes, opinions, experiences, or behaviors. It gathers baseline data on participants' opinions, attitudes, or experiences relevant to the research question. (Not explicitly defined in Salkind, but implied in research design discussions). A post-Survey was administered to participants after an intervention or treatment is introduced in a research study. It allows researchers to compare pre-survey data with post-survey data to assess changes in participants' opinions, attitudes, or experiences. (Not explicitly defined in Salkind, but implied in research design discussions)

An interview was also applied after the intervention. It is a structured or unstructured conversation where a researcher asks participants questions to gather information about their experiences, opinions, or behaviors. for this proposal were applied in person face to face using

open-ended questions. (Salkind, 2023, p. 143). Furthermore, this step includes the expert judgement. (Appendix J)

2.5. VALIDATION OF INSTRUMENTS

In mixed research, integrating quantitative and qualitative data requires ensuring the validity and reliability of your instruments across both strands. The researcher applied some key validation types.

First, content validity, which ensures instrument items adequately represent the target construct or phenomenon. Furthermore, all research instruments, including the pre and post-test, surveys questionnaire, and interview questionnaires, were validated by an expert (Appendix I). They were assessed in terms of assess item relevance, comprehensiveness, and clarity (e.g., Lynn, 1986). Item content analysis let the researcher identify key themes and ensure instrument items capture them (Creswell & Miller, 2000). He also did pilot testing administering the instrument to a small sample to assess item clarity, understandability, and potential revisions (Babbie, 2010).

In mixed research, integrating quantitative and qualitative data requires ensuring the validity and reliability of your instruments across both strands. The researcher applied some key validation types. First, content Validity, which ensures instrument items adequately represent the target construct or phenomenon. Validation Strategies: Expert review: Subject matter experts assess item relevance, comprehensiveness, and clarity (e.g., Lynn, 1986). (Appendix J). Item content analysis: Analyze qualitative data (e.g., interviews) to identify key themes and ensure instrument items capture them (Creswell and Miller, 2000). Pilot testing: Administer the instrument to a small sample to assess item clarity, understandability, and potential revisions (Babbie, 2010). Aspects to take into account by the researcher are:

Criterion-Related Validity are assessed how well the instrument scores relate to an external criterion measure. Validation Strategies: Concurrent validity: Compare instrument scores with scores on another valid measure of the same construct at the same time (e.g., correlating self-reported depression scores with clinician-rated depression scores).

Predictive validity characterized by compare instrument scores with a future criterion measure (e.g., correlating pre-test anxiety scores with academic performance).

Construct Validity which evaluates whether the instrument measures the intended theoretical construct. Validation Strategies: Convergent validity: Correlate the instrument with other measures theoretically related to the construct (e.g., correlating a depression scale with a loneliness scale).

Discriminant validity is defined a correlation between the instrument with measures theoretically unrelated to the construct (e.g., low correlations between a depression scale and a social skills scale).

Multitrait-multimethod (MTMM) matrix this aspect analyzes correlations between the instrument and other measures using different methods (e.g., self-report and clinician rating) to assess convergence and divergence.

The validations of instruments used in this research proposal are focused to experts' opinions, as suggested several authors. Polit and Beck (2017) dedicate a chapter to instrument validation, emphasizing the crucial role of expert opinion in assessing the content validity of instruments. They outline a step-by-step process for conducting expert review and provide guidance on selecting experts, developing evaluation criteria, and interpreting expert feedback.

Other opinion was mentioned by Lynn (1986) delves into the intricacies of content validity, highlighting the importance of expert judgment in establishing the relevance and representativeness of instrument items. The article provides a detailed explanation of content validity indices (CVIs) and outlines methods for calculating and interpreting CVI scores.

2.6. POPULATION, SAMPLE, AND SAMPLING.

The population of students of 3rd. Baccalaureate (B.G.U.) are 210 students who are in 3rd. baccalaureate (BGU) with about 30 students for class. The researcher chose two of his six courses for this intervention study: course D for control group, and course A as the intervention one. So, this research is a non-probabilistic convenient sampling because for the researcher

found a problem to be solved and he was part of this research and also a teacher who applied an intervention.

Chimborazo, nestled in the heart of Ecuador, boasts a diverse student population whose journey with English as a Foreign Language (EFL) is shaped by a unique tapestry of demographics, levels, backgrounds, needs, and social class.

Chimborazo's classrooms echo with the voices of children from urban Riobamba to remote Andean villages. Indigenous communities like Puruha and Kañari share space with mestizo students, each bringing their cultural heritage and linguistic realities to the EFL learning environment. Socioeconomic disparities add another layer, with students from varied backgrounds – farmers, artisans, professionals – seeking access to the opportunities unlocked by English proficiency.

English skills in Chimborazo vary widely. Some enter with a foundation from bilingual schools, while others grapple with the alphabet and basic pronunciations. Public schools strive to cater to this spectrum, offering English classes from elementary through secondary levels. However, resources like qualified teachers and specialized materials can be scarce, especially in rural areas, creating uneven learning conditions and hindering progress.

Beyond the technicalities of grammar and vocabulary, Chimborazo's students approach EFL with distinct needs and aspirations. Rural youth often view English as a key to escaping poverty and securing better employment opportunities. Urban students, conversely, might seek it for higher education or global communication. Understanding these motivations is crucial for tailoring EFL programs that resonate with students and fuel their learning journey.

Social class, intertwined with cultural and economic factors, plays a significant role in EFL acquisition in Chimborazo. Students from wealthier families might have access to private language institutes or supplemental resources, accelerating their progress. For those from underprivileged backgrounds, the classroom often remains the sole avenue for learning English, highlighting the need for equitable access to quality EFL education across all strata of society.

By acknowledging this intricate interplay of demographics, levels, backgrounds, needs, and social class, we can build EFL programs that truly meet the diverse aspirations of Chimborazo's students, empowering them to navigate the global landscape with confidence and unlock their full potential.

2.7 DATA ANALYSIS AND THE ETHICAL CONSIDERATIONS

2.7.1 DATA ANALYSIS

Data analysis plays a critical role in the action research approach investigating the effectiveness of using blogs to improve reading skills, this aspect allows researchers to assess the impact of the blog intervention on students' reading comprehension. By comparing pre- and post-test scores, researchers can determine whether incorporating blogs led to statistically significant improvements in reading skills from self-reflection surveys and classroom observations helps gauge students' level of engagement with the blogs. This data reveals if students found the blogs interesting, challenging, and motivating for their learning.

Identifying Patterns permits the data analysis can uncover patterns in how students interact with blogs. For instance, analyzing time spent on blogs or completion rates of activities can reveal which types of blog content or activities were more effective for promoting engagement.

Data analysis informs the reflection and refinement stage of the action research cycle. By understanding what worked well and what could be improved, researchers can refine the blog selection, activities, and implementation strategies for future iterations.

Data analysis contributes to the broader knowledge base on using blogs for reading instruction. By sharing research findings with colleagues and educators, researchers can inform best practices for integrating blogs into the curriculum to enhance reading skills.

In sum, data analysis is essential for making evidence-based decisions about the effectiveness of using blogs for reading instruction. It provides valuable insights into student learning, engagement, and the overall impact of the intervention. (McMillan, 2008).

Following the recommendations given by Salkind, as a result of the gathering information acquired after the application of the proposed tools the data can be collected for further analysis through two categories one of them qualitative, and the second one quantitative.

For the analysis of the quantitative data was applied descriptive statistics which measures that summarize and describe the characteristics of a dataset, such as the mean, median, mode, range, and standard deviation. Descriptive statistics are used to understand the central tendency and variability of the data.

The dataset used in this proposal research is numerical because the data collected of the reading test KET Cambridge Test adapted will be analyzed in a descriptive way through the application of the central tendencies measures like mean, median, mode, these position shadowgraphs will be applied per each question of the KET Cambridge reading Test applied to the sampling. The use of the standard deviation in this research proposal will be the following specific applications like describing the variability of the data, describe the variability between two moments of the study, and test the hypotheses about the studied population.

First, in the part referring to the description the variability of the data, a specific part of it will be, detailed in the following charts giving insights about the reading skill level of the students.

Secondly, when the researcher does a description of about two moments of the study through the KET test, the dataset will gather of these moments the first one is in a previous moment where the KET test was applied, and then in a second and final moment after the intervention applying the same KET Reading part Test. At that point, the researcher feeling in a capacity to compare the results obtained through the numerical comparison of those descriptive statistics tools used. For example: "The control group had a mean reading score of 75, with a standard deviation of 5. The intervention group, which used the online blogs, had a mean reading

score of 80, with a standard deviation of 10. This suggests that the online blogs may have helped to reduce the variability in reading scores."

The qualitative data analysis is the data regarding to the analysis will be classified into categories and subcategories which permit organize the gathered information from the surveys applied to the students, using that data research can create big groups of categories that include also other subcategories related with the variable dimensions stated in the operationalization matrix.

Furthermore, a primordial aspect to the data analysis is regarded with the conscious reading data collected process it will be done once and twice or more times, because the researcher has to be totally sure with the basic information and its accuracy, in this process is possible only reading and reading again the data sources.

2.7.2 ETHICAL ISSUES

Data interpretation permits Identify the main themes of the study related with the research problem, all those aspects relate to the dimensions and variable indicator to be pertinent and coherent with the main objective of this study considering the implications of the data and taking into consideration o the findings in the study mean for your discussion and the conclusions of it.

Finally, draw conclusions from the data. Permit learn from the study facts that researchers and reader could did not know before, also, communicating data analysis results concisely through the state of the findings in a way that is easy to understand. The challenge that will be accomplished at the end of this research proposal is give data for discussion that will be objective avoid presenting the findings in a way that is biased or misleading, also provide transparency for the results through clear and precise explanation about, how data were collected, reviewed, and interpreted the data, being ethical. avoiding making claims that are not supported by the data, It is important mention that all the authorization for applying the data collection and the instruments has been obtained mainly of the authorities, also the parents authorizations in order to validity and coherence of the data collected.

2.8. FINDINGS; INITIAL DIAGNOSE

For state the initial diagnoses the tools selected has been a pre survey which is based in a collection of closes questions to get the initial students' perceptions about the use of pertinent topics, texts, technology.

The pretest was applied to the students' group in order to gathering a main outline about the previous situation for further applying the methodological propose. In this framework the Pre-test which is an adapted Cambridge reading test for A2 level was applied, the scores reached by the students were based according with the "Lineamientos para la evaluación de aprendizajes 2023". Mineduc (2023), which established four main domains, the first one DOMAIN=10-9, REACH=8.99 - 7, PROXIMAL TO REACH=6.99 – 5, DON NOT REACH = 4.9 – 1; A deep explanation about the scores was shown in the Annex P., and a detailed analysis also has been included in the Annex O.

The table 3 shows the results of a pre-test on reading skills. The skills tested are vocabulary, word recognition, inference, main idea, and supporting details. The table shows the percentage of students who scored in each of four categories: outstanding, good, fair, and poor.

Table 3

Pre-test results

	Outstanding	Good	Fair	Poor
Vocabulary Content	-	13%	20%	67%
Word Recognition	-	20%	37%	43%
Inference	-	23%	20%	57%
Main idea	17%	10%	20%	53%
Supporting Details	17%	10%	20%	53%
OVERALL	4	5	5	16

Elaborated by: Alfredo B. Muriel Bonilla (2024)

In the indicator named vocabulary seems to be the weakness skill for these students, with 67% scoring poor, and 20% scoring fair, additionally in the indicator Word recognition and inference are the weakest skills, with only 43% of students scoring poor, and fair category only 37% in each category, furthermore, students performed similarly on main idea and supporting details, with 53% of poor overall against, 20 % scoring fair in each category.

It is important to mention that a large percentage of students scored poorly in vocabulary content, 67%, inference (57%), main idea and supporting details (53%). Therefore, these results clearly demonstrate that the necessity of apply a strategy to encourage and improve the reading skills through the use of blogs for improving those weaknesses detected in this diagnostic analysis.

PRE-SURVEY, The data of the Table 4 shows that most students reported reading sometimes (63%) in their EFL classroom. Only a small percentage of students reported reading always (7%) or often (23%) in their EFL classroom. An even smaller percentage of students reported reading rarely (3%) or never (3%) in their EFL classrooms. Overall, it seems that EFL classrooms do not incorporate reading very frequently.

Table 4

Statement 1: How often do yo read in your EFL classroom

	Frequency	Percentage
Always	2	7%
Often	7	23%
Sometimes	19	63%
Rarely	1–	3%
Never	1	3%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

The table 5 shows that computer is the most popular device for learning English, with 37% of people reporting using them to learn English. Smartphones are the second most popular device, with 30% of people reporting using them. Tablets (10%), traditional methods (20%), and none (3%) follow in decreasing order of popularity

Table 5

Statement 2: What is your favorite digital device for learning English?

	Frequency	Percentage
Computer	11	37%
Smartphone	9	30%
Tablet	3	10%
Traditional Way	6	20%
None	1	3%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

. The data collected suggest that most of the digital devices including the computers, smartphones, tablets almost reach a 77% of preferred device for learning English, meanwhile only 20% prefer the traditional methods to learn English, those data collected have drawn an interesting trend over the use of digital and electronic devices in the instructional process.

Table 6

Statement 3: Do you find the readings activity are helpful for improving the English language skills?

	Frequency	Percentage
YES	24	80%
NO	6	20%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

After the data collection gathered with the question 6, an 80% of the participants in the survey have mentioned that use of readings of the different type are helpful for them in order to improve their English language skill, that is important for reinforce in this project, meanwhile the other 20% of the participants in the survey think that the use of reading in the learning process are not important to improve their learning language skills

The Table 7 shows the frequency and percentage of people who find the most helpful about the contents of a website. the most common response, at 60%, is that people find the content of the blogs most helpful. This is followed by the language level, at 23%, and activities, at 17%. According with the results obtained students mentioned that for they a important aspect for the blog is the content, which has to be interesting for them with topic related with their life, in second aspect is the language level, it means that the words used in the content of the blogs has to be according with the students English level

Table 7

Statement 4: What do you find is the most helpful about the readings?

	Frequency	Percentage
The content	18	60%
The language level	7	23%
The activities	5	17%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

The Table 8 shows that most students (47%) reported using technological resources sometimes to prepare for the future of work. A smaller percentage of students reported using them always (7%) or often (33%). Even fewer students reported use of resources rarely (10%) or never (3%).

Table 8

Statement 5: How often do you find that technological resources help you to prepare for the future of work in your traditional education setting?

	Frequency	Percentage
Always	2	7%
Often	10	33%
Sometimes	14	47%
Rarely	3	10%
Never	1	3%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Table 9

Statement 6: In previous courses the content was relevant for your life and connected with the Ecuadorian situations?

	Frequency	Percentage
YES	9	30%
NO	21	70%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Based on the table 9, it was seen that just 30% of participants considered that the content in previous courses was relevant for their life and connected with Ecuadorian situations. According with the data obtained in this question students express clearly that in the previous courses the English topics were not important and bored because, they receive only grammar structures and theory and the real-life context or topics or interest are not taking into account.

Table 10

Statement 7: What is your favorite resource to learn English as Foreign Language?

	Frequency	Percentage
Teachers Guides	6	20%
Online Resources	21	70%
Book	3	10%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Table 10 shows that online resources are the most popular resource, with 70% of students' reporting finding them most helpful; for the other side Teachers' guides follow at 20%, with books being the least popular choice at 10%. This data suggests that people prefer online resources to learn English as a foreign language over traditional resources like teachers' guides and books.

Table 11

Statement 8: Do you consider that use of other resources like blogs might help you in your learning process?

	Frequency	Percentage
YES	24	80%
NO	6	20%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Table 11 shows that the vast majority of respondents (80%) indicated that they believe using resources like blogs can be helpful. Only 20% of respondents said no. With the data gained from this question most of the students are conscious about the importance of the use of blogs as learning resources for learning English, on the other hand the other 20% percent of the students have expressed that the use of blogs is not important in the learning process. This results

present insight about the importance of use blog in the instruction during the different stages of instructional process.

Table 12

Statement 9: Do you think that the use of different applications based on the web like social networks, blogs improve your reading comprehension?

	Frequency	Percentage
YES	25	83%
NO	5	17%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

The table shows that the vast majority of people surveyed (83%) indicated that they believe that using social networks and blogs helps them improve their reading comprehension. Only 17% said no about the use of different applications based online. The data obtained from the data collection of this questions express that the students are interested in other digital resources additional to the blogs to create an interaction between them and also with the teacher, like social networks, from the other side only 17% of the students express that is not necessary the use of additional digital resources for their learning process.

Table 13

Statement 10: How can you define your learning style?

	Frequency	Percentage
Visual	17	57%
Auditory	8	27%
Kinesthetic	2	7%
Logical	3	10%
OVERALL	30	100%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

The table shows the results of a survey question asking students how they define their learning style. The most common response is visual, with 57% of respondents selecting this category. Auditory follows at 27%, with kinesthetic and logical following at 7% and 10% respectively. From the data collected the researcher can conclude that the study's subjects in a 57% of them are Visual learners, in that context the teacher has to focus their instruction in use that learning style to get better instructional results, in second place only the 21% of students are identified as auditory learner which main feature for learning is attend to traditional classes, other learning style mentioned in this study is the logical study which is logical, they are learners who are interested in logical processes or solving problems to create their learning, and finally, the kinesthetic style this group of students is characterized by a special learning way through the application of games and challenges that permit to them activate the learning processes.

After apply the surveys students mention in almost 80% to 84% of them are interested in new ways of learning like use of blogs.

Overall, it seems that while most students recognize the value of technological resources, they do not use them all the time. This suggests that there may be some barriers to using technological resources more frequently.

As a conclusion is important to mention that after the diagnosis phase was applied the researcher found enough evidence that permit substantiate the proposal research. For applying the proposal research named Develop and assess the effectiveness of blog-based online EFL reading materials for 3rd Baccalaureate BGU students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba.

CHAPTER 3: Presentation and Validation of The Proposal

Aspects to consider in the following chapter the author describes the complete process which include a series of steps, to carry out the research proposal to the field of validation specially the tools and resources used to established the theoretical part also the practical part showed in the proposal

3.1 Theoretical Foundations

The pivotal approach that is the base of this research is the constructivism, it has been an approach that connect the prior knowledge with the acquisition of new knowledge in a process of build meaningful leaning that in this case is the English as a foreign language acquisition as mention Piaget, and adapting all those principles mentioned by him, this approach is important because is focused mainly in provide meaningful communication, inside of a framework that grant to our students opportunities for engaging, in this process the teacher is charged to create an creative environment where students can feel free to express themselves and learn from their mistakes, using authentic materials, and finally, promoting the metacognition and reflections in those prior aspects mentioned are the importance and the relevance for this study.

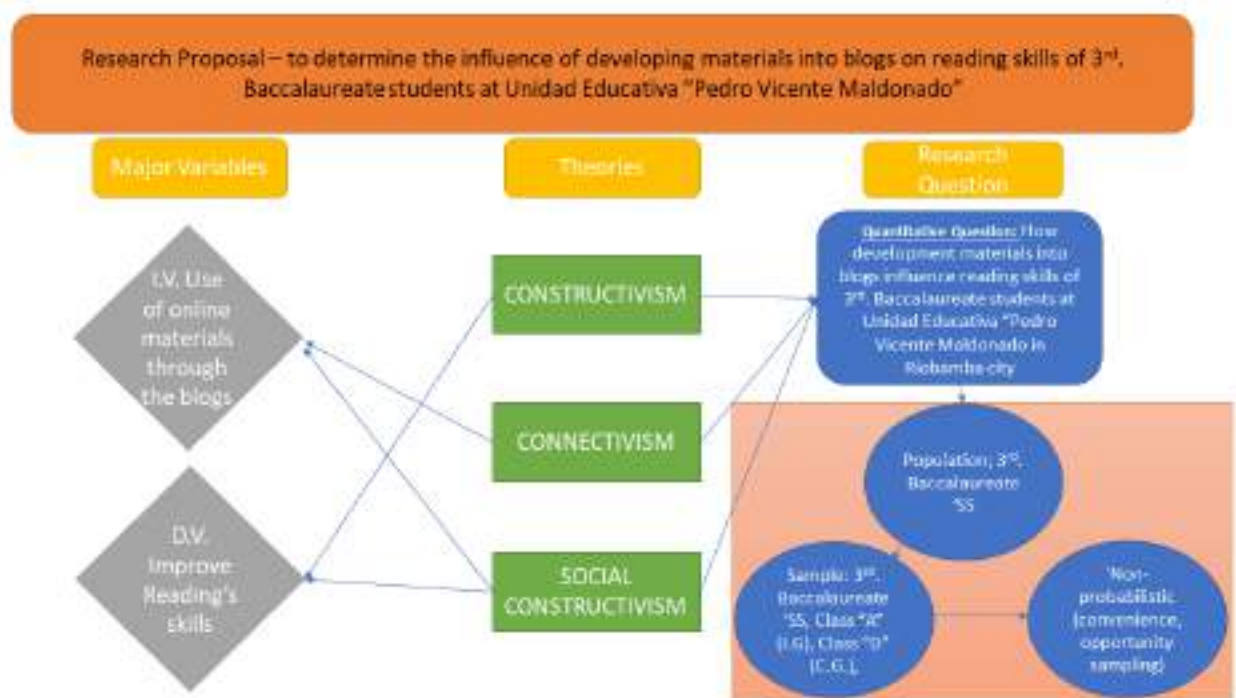
Connectivism is a learning theory which put a lot of emphasis in the relationship of the technology with the learning, according with our context this approach is included in this research proposal because it is involved with the use of the technology in the learning process as mention Siemens, the contribution of this approach for this current research proposal is meaningful because the current generation is characterized by the implicit use of digital resources and the use of social networks, digital applications, that is why this approach become relevant for develop this research.

Other approach based in this proposal is social constructivism is important for this research proposal because, it promote the active participation of the students in the learning

process, furthermore, all the learning activities in foreign language acquisition are focused in the communication in the target language, additionally the connection with real situations in the target language through the use of different resources digital and multimedia for promoting the use the foreign language in meaningful ways which are essential to promote the language acquisition in this process the error correction give the opportunity to learn from them in a supportive environment, finally, the learners through the use of the digital resources and multimedia resources has the opportunity to figure out their own way and moment for acquiring the knowledge.

Figure 1

Foundational Theories



Note: Elaborated by Alfredo Muriel Bonilla (2024).

Hutchinson and Waters (1987) also recommend the use of multiple methods of data collection – such as interviews, observation, and informal consultations with sponsors, learners

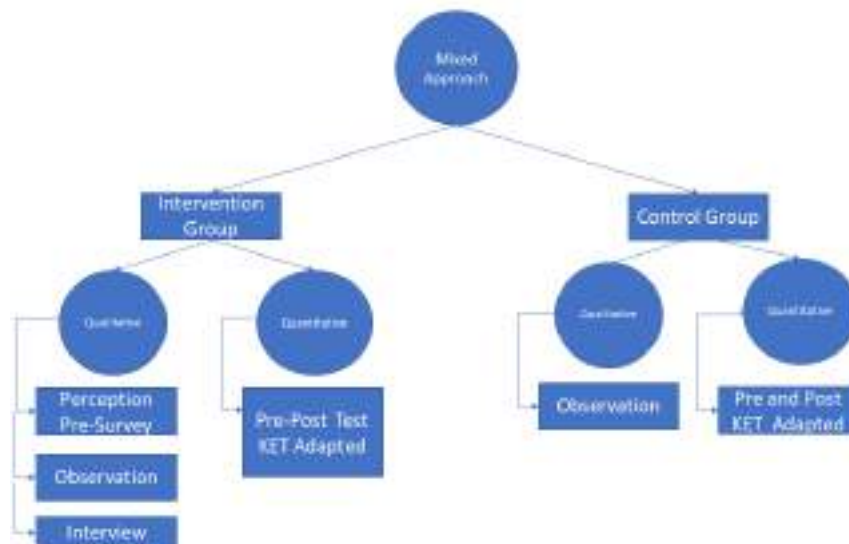
and others involved – to deal with the complexity of target needs. The research proposal is conducted in three parts: a diagnostic phase to assess student’s English proficiency level and their perceptions of the reading materials that they have been assigned, an analytical phase to identify the strengths and weaknesses of current reading materials and to develop a set of criteria for effective reading-based methodologies; and a proposal phase to develop a pilot at of reading based methodologies that meet the criteria identified in the analytical phase.

3.2. Characteristics of the Proposal

The main characteristic of this research proposal is based on a mixed method, where the study was made up by two groups an intervention group and a control group, the first group is a group of class students where they receive the instruction in a traditional way, on the other hand the control do not receive any instruction.

Figure 2

Mixed approach



Note: Elaborated by Alfredo Muriel Bonilla (2024).

The intervention group is the group that receives the treatment or manipulation that the researcher is studying. This is the group that experiences the independent variable. For example,

if a researcher is studying the effect of a new fertilizer on plant growth, the intervention group would be the plants that receive the new fertilizer. The control group is the group that does not receive the treatment or manipulation. It serves as a baseline for comparison with the intervention group. The control group is identical to the intervention group in all other ways, except for the independent variable. This helps to ensure that any observed differences between the two groups are due to the treatment, and not to other factors. There are a few different types of control groups, depending on the experiment:

By comparing the results of the intervention group and the control group, researchers can determine whether the treatment had a statistically significant effect. In other words, the control group helps to isolate the effect of the independent variable on the dependent variable.

Furthermore, another application of those to these tools is related with proving the hypothesis for example: the use of standard deviation can be used to calculate the margin of error for the sample. This could allow us test the hypothesis that the true population mean is equal to a specific value.

3.3. Objectives of the Proposal

General Objective.

To create of blog-based online EFL reading materials for 3rd Baccalaureate BGU students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba.

Specific Objective.

Design a set of ONLINE EFL reading materials into blogs using www.blogspot.com through well structure lesson plans week aimed to increase reading skill level among 3rd. Baccalaureate BGU students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba.

To assess the effectiveness of the implementation of the blogs as didactic resources in developing the reading skills of 3rd. Baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba.

To determine the perceptions of students and teachers regarding the implementation of the PBS reading platform for vocabulary development.

3.4 Structure and Dynamics of Proposal Components

The proposal structure has divides in two main stages one of them is Blog Devolvement, and the second one is the Implementation and assessment.

Phase 1 is included by the blog Development which include several aspects like need analysis, blog design, content creation:

Needs Analysis: Conduct a needs assessment to determine the current reading skill level and interests of the target students.

Blog Design is the process to create a series of blogs on Blogger.com (<https://www.blogger.com/>).

Design the blog layout to be visually appealing and user-friendly for EFL learners.

Include clear navigation menus and categorize blog entries by difficulty level and topic.

Content Creation includes the develop engaging and informative blog entries that cater to the students' interests and reading levels. Furthermore, the blogs contents are focus on various reading comprehension skills (e.g., skimming, scanning, inferencing). Thus, Integrate multimedia elements like images, videos, and audio clips to enhance learning, including interactive elements like quizzes, polls, and comment sections to encourage student participation.

Phase 2, Implementation and Assessment

Pilot Implementation it is introduce the blogs to a smaller group of students for initial testing and feedback.

Full-Scale Implementation it integrates the blogs into the regular EFL curriculum for all 3rd Baccalaureate students.

Assessment the process conducts pre-and post-tests to measure the improvement in students' reading comprehension skills.

Monitor student engagement with the blogs through website analytics and student feedback surveys.

Observe classroom discussions and activities related to the blog content.

Evaluation and Revision is the process where analyze the assessment data to determine the effectiveness of the blog-based learning approach.

Based on the findings, revise and improve the blog content and design for future use.

3.5. Description of Methodological Requirements

The methodological requirements focus on two key areas such as Instructional design and Assessment and evaluation.

Instructional Design, this apart are involved in the develop and application of an deep analysis about the Needs Assessment: Understanding the students' current reading level and interests will guide the creation of appropriate blog content and difficulty levels, on the other hand the instruction has to be focus in the Learner-Centered Design: Blog entries will be designed to be engaging and cater to student interests, promoting active participation through interactive elements. Also, the instruction has to be connected with National Curriculum of the Ministry of Education: The blog materials will be aligned with the existing EFL curriculum to ensure coherence and maximize learning outcomes.

Assessment and Evaluation, this area is involved in the application of several assess tools like pre-test and a post-test, surveys, and interviews.

Pre- and Post-testing. Measuring reading comprehension skills before and after using the blogs will determine the project's effectiveness.

Feedback Surveys, student feedback surveys will gather their opinions on the blog's design, content, and usefulness for learning.

Classroom Observation, observing classroom activities related to the blog content will provide valuable data on how the blogs are integrated into teaching practices.

By following these methodological requirements, the project can effectively assess the impact of blog-based learning on EFL reading skills and provide valuable insights

3.5.1. Methodological Requirements

Target Audience the target audience for implement this proposal is made up by students of 3rd. B.G.U Baccalaureate of U.E. Pedro Vicente Maldonado who are in A2 level according of English as a Foreign Language (EFL) learners.

The main goals of this proposal are focused in improve the reading skills which include the following aspects: Enhance vocabulary development; Strategies: Identify unknown words, infer meaning from context, use online dictionaries.

Improve reading comprehension; Strategies: Summarize main ideas, answer questions based on the text, identify supporting details.

Using and applying different strategies like: Choose engaging topics, practice skimming and scanning techniques, supported in interactive resources like videos or audios related with the topics proposed. Finally Develop critical thinking skills, additionally, other strategies such us Analyze the author's purpose, evaluate arguments, identify bias.

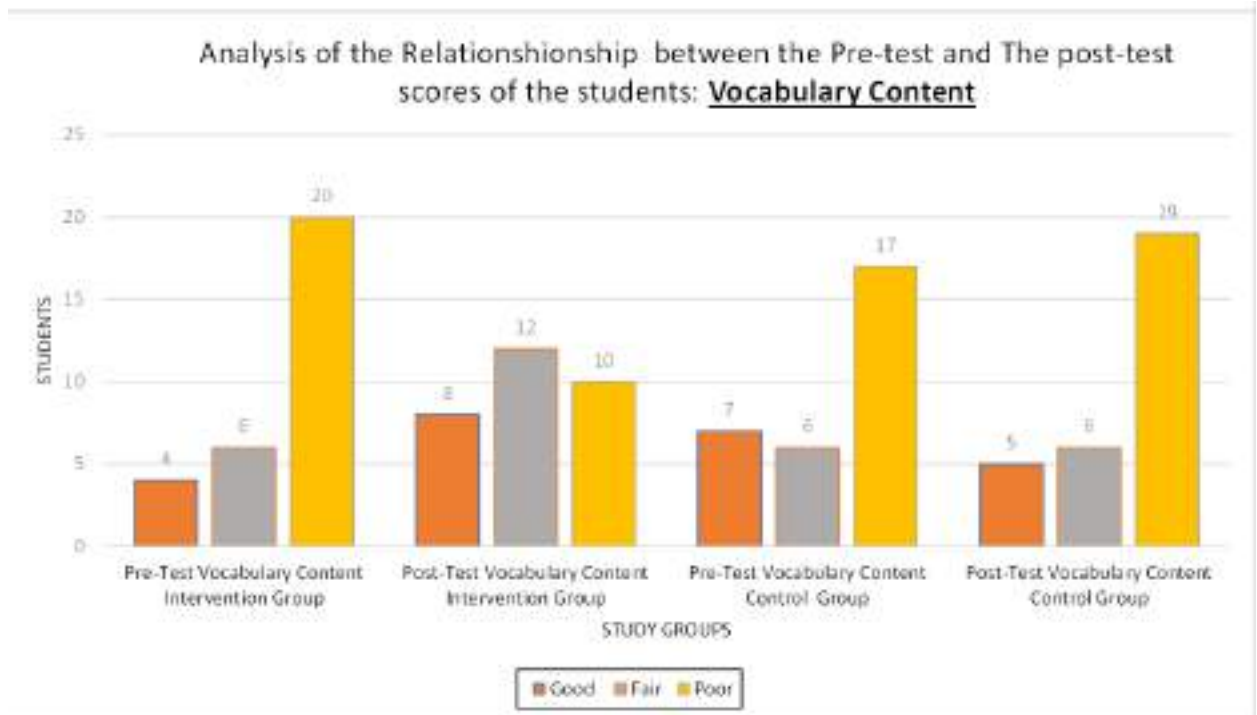
3.6. Analysis and discussion of the results obtained from the implementation of the research proposal.

Following the implementation of a series of eight-reading intervention's sessions, thirty students of 3rd. B.G.U. Baccalaureate students at "Unidad Educativa Pedro Vicente Maldonado" were given a post-test. Similar to the pretest, the post-test consisted of several questions that assessed the effectiveness of using of blog technique for improving reading skills to enhance reading comprehension. Below is a detailed description of the post-test results that took into account each domain (bad, fair, good, and outstanding).

3.6.1 Post- test Results

Figure 3

The post-test scores of the students: Vocabulary Content



Note: Elaborated by Alfredo Muriel Bonilla (2024).

The bar graph shows the results of a vocabulary test taken to an intervention group and a control group. The test was taken before and after the interventions for the intervention group.

The bar graphic shows the pre-test and post-test scores of vocabulary content for two groups of students: an intervention group that used a blog and a control group that did not. The bar chart shows the number of students in the categories of the study such as: outstanding, good, fair, and poor.

According to the Pre-Test Scores in the intervention group, 6 students scored, 20 students scored poor, 6 students scored fair, and 4 students scored good, on the other hand In the control group, 7 students scored good, 6 students scored fair, 17 students scored poor

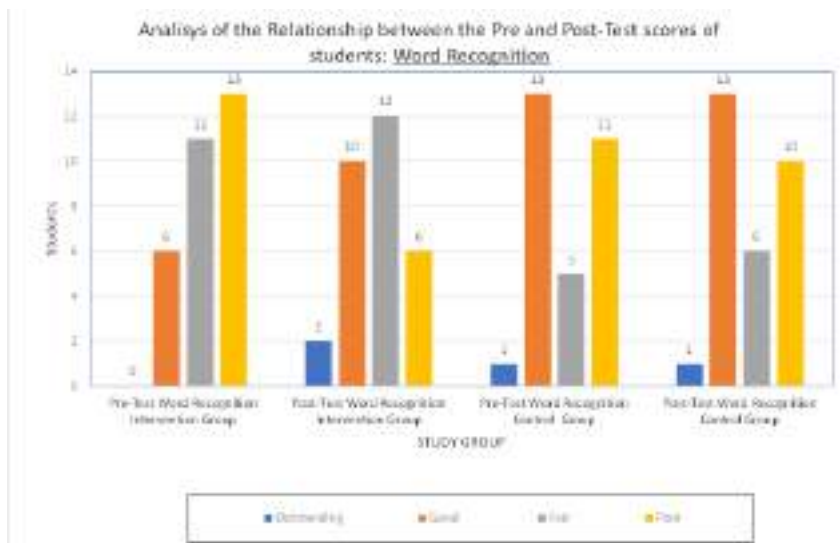
Post-Test Scores In the intervention group, 8 students scored good, 12 students scored good fair, 10 students scored poor, for the other part in the control group, 5 students scored good, 6 students scored fair, 19 students scored poor.

Overall, the students in the intervention group that used the blog showed a greater improvement in vocabulary content than the students in the control group. In the intervention group, the number of students scoring good increased by 4, the number of students scoring fair increased by 8, the number of students scoring poor decreased by 10. In the control group, the number of students scoring good decreased by 2, the number of students scoring good remained the same, the number of students scoring poor increased by 2, the results do suggest that using a blog may be an effective way to improve EFL learners' vocabulary content.

Finally, after this data analysis has noticed a change in scores: It appears that the vocabulary intervention had a positive effect on the intervention group's vocabulary knowledge. While the average score for the control group remained relatively flat, the average score for the intervention group appears to have increased.

Figure 4

The post-test scores of the students: Word Recognition



Note: Elaborated by Alfredo Muriel Bonilla (2024).

The graph shows the pre-and post-test scores of word recognition of two groups of students: an intervention group that used a blog and a control group that did not. The chart shows the number of students in each category (outstanding, good, fair, and poor).

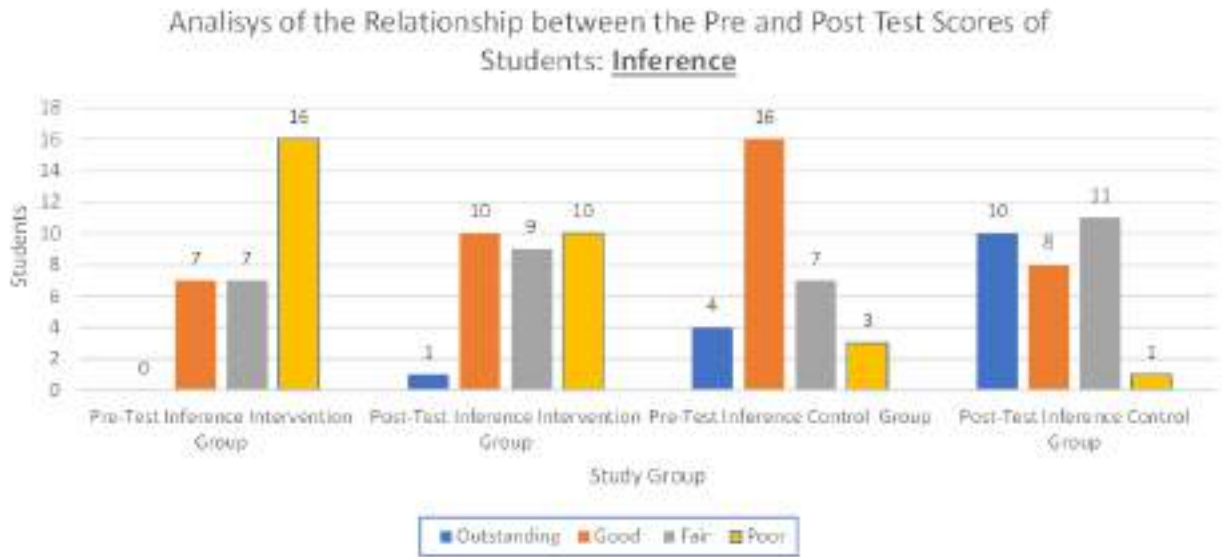
Pre-Test Scores in the intervention group, 6 students scored good, 11 students scored fair, 13 students scored poor. For the other part, In the control group, 1 student scored outstanding, 13 students scored good, 5 students scored fair, and 11 students scored poor. Post-Test Scores in the intervention group, 2 students scored outstanding, 10 students scored good, 12 students scored fair, and 6 students scored poor. In the control group, 1 student scored outstanding, 13 students scored good, 6 students scored fair, and 10 students scored poor.

With those data showed is possible state the following analysis the results are the following. In the intervention group, the number of students scoring outstanding increased by 2, the number of students scoring good increased by 4, the number of students scoring fair increased by 1, and the number of students scoring poor decreased by 7. In the control group, there were no changes in the number of students scoring outstanding and good, the number of students scoring fair increased by 1, and the number of students scoring poor decreased by 1.

According to the data collected the graphic tells us that use of the blog was effective in improving word recognition based on this data. The number of students in the intervention group scoring outstanding and good increased, while the number of students scoring poor in the same way that the other scores has decreased.

Figure 5

The post-test scores of the students: Inference



Note: Elaborated by Alfredo Muriel Bonilla (2024).

The graph shows the pre-test and post-test scores of inference skills of two groups of students: an intervention group that used a blog and a control group that did not. The chart shows the number of students in each category (outstanding, good, fair, and poor).

Pre-Test Scores in the intervention group, 7 students scored good, 7 students scored fair, students scored poor. In the control group, 4 students scored outstanding, 16 students scored good, 7 students scored fair, and 3 students scored poor.

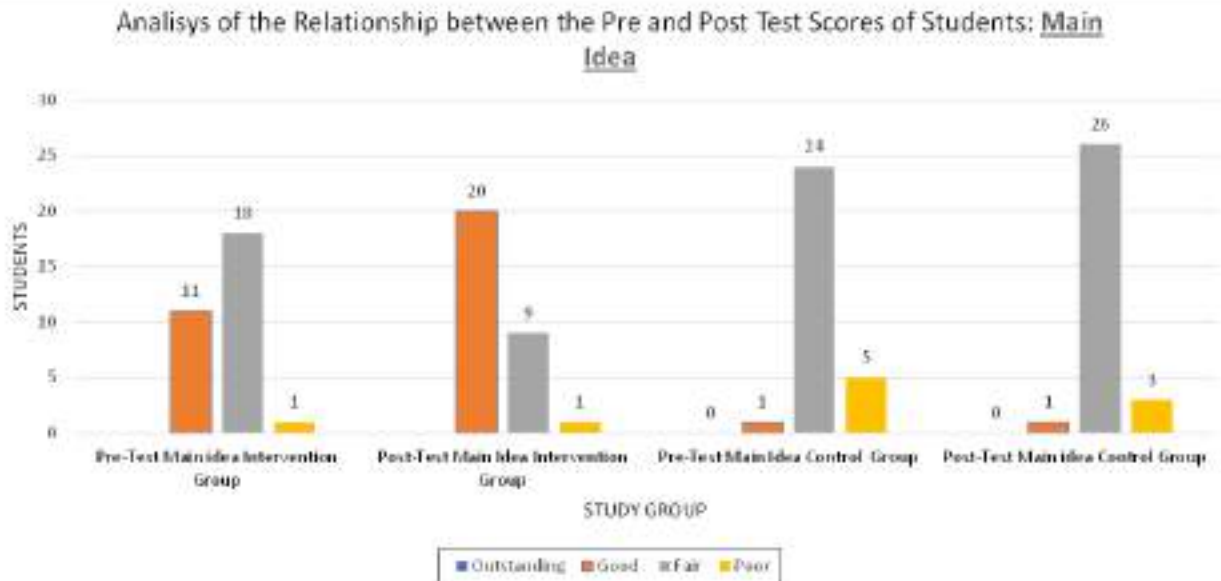
For the other part, the Post-Test Scores in the intervention group, 1 student scored outstanding, 10 students scored good, 9 students scored fair, and 10 students scored poor. in the control group, 10 students scored outstanding, 8 students scored good, 11 students scored fair, and 1 student scored poor.

Whit this data collected is possible do the following analysis: In the intervention group, the number of students scoring outstanding decreased by 1, the number of students scoring good increased by 4, the number of students scoring fair increase by 2, and the number of students scoring poor decreased by 6. In the control group, the number of students scoring outstanding

increased by 6, the number of students scoring good decreased by 8, the number of students scoring fair increased by 4, and the number of students scoring poor decreased by 2.

The intervention group showed a slight improvement in scores, while the control group's scores remained relatively flat.

Figure 6
The post-test scores of the students: Main Idea



Note: Elaborated by Alfredo Muriel Bonilla (2024).

The bar graph shows the pre-test and post-test scores of main idea recognition for two groups of students: an intervention group that used a blog and a control group that did not. The chart shows the number of students in each category (outstanding, good, fair, and poor).

Pre-Test Scores, in the intervention group, 11 students scored good, 18 students scored fair, 1 student scored poor; In the control group, 1 student scored good, 24 students scored fair, 5 students scored poor.

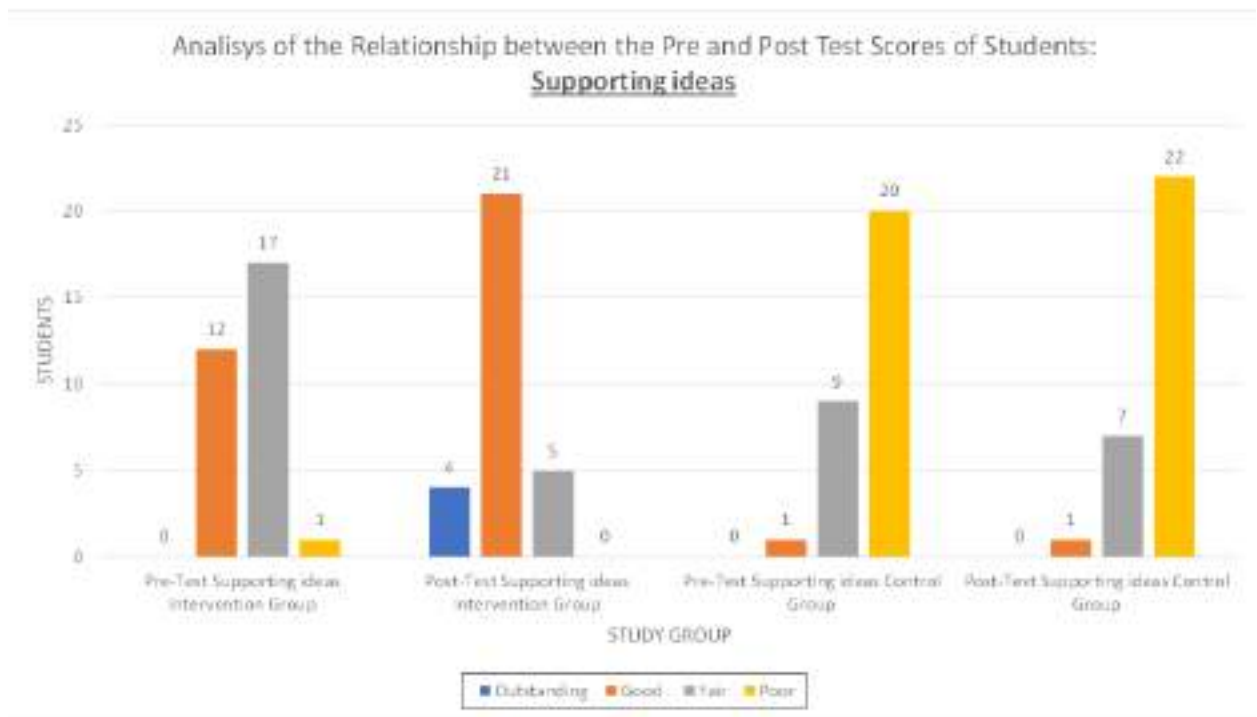
Post-Test Scores, in the intervention group, 20 students scored good, 9 students scored fair, 1 student scored poor.

On the other hand, in the control group, 1 student scored good, 26 students scored fair, 3 students scored poor.

The data analysis suggests that using a blog may be an effective way to improve EFL learners' ability to recognize the main idea. In the intervention group, the number of students scoring good increased by 9, the number of students scoring fair decreased by 9, the number of students scoring poor remained the same, and the number of students scoring poor remained the same. In the control group, there were no changes in the number of students scoring poor, the number of students scoring good increased by 2, and the number of students scoring fair decreased by 2.

Figure 7

The post-test scores of the students: Supporting Ideas



Note: Elaborated by Alfredo Muriel Bonilla (2024).

The graph shows the pre-test and post-test scores of recognizing supporting ideas for two groups of students: an intervention group that used a blog and a control group that did not. The chart shows the number of students in each category (outstanding, good, fair, and poor).

Pre-Test Scores in the intervention group, 12 students scored good, 17 students scored fair, and 1 student scored poor. Furthermore, in the control group, 1 student scored good, 9 students scored fair, and 20 students scored poor.

Post-Test Scores, in the intervention group, 4 students scored outstanding, 21 students scored good, 5 students scored fair, and 0 students scored poor. However, in the control group, 1 student scored good, 7 students scored fair, and 22 students scored poor.

Analysis

The data suggests that using a blog may be an effective way to improve EFL learners' ability to recognize supporting ideas. In the intervention group, the number of students scoring outstanding increased by 4, the number of students scoring good increased by 9, the number of students scoring fair decreased by 12, and the number of students scoring poor decreased by 1. In the control group, there were no changes in the number of students scoring outstanding or poor, the number of students scoring good decreased by 1, and the number of students scoring fair decreased by 2.

3.6.2 Post- Survey Results

The post survey shows that most respondents found the readings in the blogs to be meaningful in their reading learning process. Almost all respondents (94.1%) agreed or strongly agreed with the statement. Additionally, in the apart of the readers found the content they express that the materials of the readings to be the most helpful, followed by the topics and activities. (Apendix M)

Table 14*Post-survey results*

#	Item	1 SA	2 A	3 N	4 D	5 SD
1	The readings added in the blog were meaningful in my learning reading process	35.30%	58.80%	23.50%	0%	0%
3	I find the readings material through the blogs challenging and stimulating enough to feel motivated to read	38.20%	44.1	17.60%	0%	0%
4	I could notice that did prefer reading by blogs than printed material	38.20%	35.30%	20.60%	0%	0%
5	I find that reading materials trough the blogs helpful for improving my reading English language skills	52.90%	29.40%	17.60%	0%	0%
6	I find that reading materials trough the blogs helpful for improving my vocabulary	55.90%	32.40%	11.80%	0%	0%
7	I find the reading activities through blog helpful for recognizing word by context?	52.90%	32.40%	14.70%	0%	0%
8	I find that reading materials trough the blogs helpful for recognizing main idea and supporting ideas?.	52.90%	20.60%	26.50%	0%	0%
9	I feel that collaborative blog activities help me develop my reading skills	58.80%	26.50%	14.70%	0%	0%
10	Blogs allowed me to interact with the author and other readers through comments and forums which let me improve my reading skills	41.20%	32.40%	25.40%	0%	0%
11	In general, I have a positive perception of using blogs to improve my reading skills	64.70%	20.60%	14.70%	0%	0%

#	Item	1 CONT	2 ACTIV	3 LANG	4 TOPICS
2	What I find most helpful about the readings	44.10%	32.40%	11.80%	11.80%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Furthermore, the data suggests that the reading material is viewed favorably by the majority of the respondents, with a large portion finding it to be both challenging and stimulating; these results added to the results obtained that shows a strong majority of the respondents found blogs to be helpful for improving their reading comprehension in English. Only a small minority

found them unhelpful, in this context the students that the use of blogs in a strong majority of the respondents found reading activities through blogs to be helpful for improving vocabulary. Only a small minority found them unhelpful.

Besides, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for recognizing words by context. Only a small minority found them unhelpful, moreover, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for recognizing main idea and supporting ideas in paragraphs. Only a small minority found them unhelpful.

As well, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for recognizing main idea and supporting ideas in paragraphs. Only a small minority found them unhelpful; in the aspect of collaborative activities the data suggests that a strong majority of the respondents found collaborative blog activities to be helpful for developing reading skills. Only a small minority found them unhelpful.

Finally, the post survey data suggests that a large majority of the respondents found blogs helpful for improving their reading skills. There were very few who found them unhelpful.

"Unidad Educativa Pedro Vicente Maldonado" Student's Perceptions are mainly showed in the results analyzed and this is Positive perceptions with some considerations to taking into account. After doing the question analysis the researcher concluded that use of blogs in reading indicate positive student perceptions towards using blogs for EFL reading development as Engagement and motivation, authentic materials and variety, improved reading skills such as engagement and motivation, Authentic and adapted material, improve reading skills.

Engagement and Motivation, many students find blogs to be a more engaging and motivating way to learn compared to traditional textbooks interactive nature of blogs, with elements like comments and polls, fosters a sense of community and active participation.

Authentic and Materials and Variety, blogs expose students to authentic English language use in a variety of contexts, catering to different interests. This can be more appealing than strictly textbook content.

Improved Reading Skills research suggests a positive correlation between blog use and improvement in reading comprehension skills, particularly for skimming, scanning, and inferencing.

3.6.3 Post- Interview Results

Table 15

Perception about the use of blog for improving reading Skills, positive and negative perceptions

Themes	Subthemes	Quotes
Blog as reading tool Use blogs	The blog's content	"It is important for helping to reinforcement of the class." Q.1 "It is important to discuss the topic of English blogs because, that is the way we know we need the cultivate things that we do!" Q.1
	Blog's connect with authors	"I use the blogs through the videos slides, presentations" Q.2 "Use the blog through giving the topics and videos that our teacher gives us in the class". Q.2
	Collaborating Activities	"I have learned about reading strategies" Q.3
Reading Comprehension	Develop your reading comprehension	"The blogs can be a powerful tool for developing reading comprehension as a student in several ways", "Blogs cover a wide range of topics exposing you to different writing styles and vocabulary and by regular reading blogs can improve the ability to understand different reading styles." Q.4 "They have helped my understanding words more and also how and when the use of them" Q.4 "We can get more awareness of the impact of this actions and environment impact, increase the sense and responsibility" Q.5 "I have read the use of words in simple past, present, and future."
	Content connection	
Positive Perceptions	Connected with personal level	"I can identify and poses them in a better way and with didactic work with activities, games, and videos". Q.5 "The blogs can help me addressing in several ways like read articles about articles, services, or resources allowing you to explore related topics and make connections between different texts". Q.6
Readings Usage and Application	Different texts and ideas	"With the operation of the ideas and didactic features eye catching so that the topic being discuss is nothing boring". Q.6 "The blogs can be a valuable source of practical and relevant information that can be directly applied to real life situations". Q. 7
	Readings with real world	"We are living through hard times, for example power outages, in this case I apply blogs" Q. 7
	Develop your own knowledge and understanding of the world	"We the understanding of the word and the information that I acquire I can obtain and related and help me informed." Q. 8 "Teacher continue to encourage use to read the mechanisms of games, between classmates and in this way we can understand more and our brain can advance future". Q.10
	The readings more meaningful and pertinent	"I was not informed about and with feasible reading techniques and the correct use of videos." Q.10
Negative Perceptions	Reading techniques Access to the internet in the high school	"The high school has not good internet service to work" Q. 10

Elaborated by: Alfredo B. Muriel Bonilla (2024)

The results of the interview show that the most common theme that emerged from the student blog posts was the blog as a reading tool. Subthemes within this category include “Blog’s content” and “Collaborating Activities.” Codes include student responses such as, “It is important for helping to reinforcement of the class” and “I have learned about reading strategies.”

Another theme identified in the chart is “Reading Comprehension.” Subthemes include “Develop your reading comprehension” and “Content Connection.” Codes include student responses such as, “They have helped my understanding words more and also how and when the use of them” and “I have read the use of words in simple past, present and future.”

Positive perceptions of blogs are also categorized in the chart, with subthemes including “Connected with personal level” and “Readings Usage and Application.” Codes include student responses such as, “The blogs can help me addressing in several ways like read articles about articles, services, or resources allowing you to explore related topics and make connections between different texts” and “The blogs can be a valuable source of practical and relevant information that can be directly applied to real life situations.”

Also shows negative perceptions of blogs, with the subtheme “Reading techniques” and the code, “I was not informed about and with feasible reading techniques and the correct use of videos.”

Finally, the interview shows that access to the internet was a challenge for some students. The code, “The high schools has not good internet service to work” is listed under the subtheme, “Access to the internet in the high school.” overall, the interview also highlights some of the positive and negative perceptions that students have of blogs.

3.7. Results Obtained: Analysis of the Research Questions

3.7.1 How developing materials into blogs influence reading skills of third baccalaureate students at “Unidad Educativa Pedro Vicente Maldonado” in Riobamba city?

The data shows the mean scores of the intervention group on a pre-test and a post-test. The biggest percentage increase was in Inference, which went from 6.47 to 8.97, a difference of 27.87%.

Table 16

Post-Test Outcomes (Mean Scores) Intervention Group

	Intervention Group		
	Pre-Test	Post-Test	Difference
	Mean	Mean	Percentage
Vocabulary Content	6.83	7.93	13.87%
Word Recognition	6.55	6.97	6.03%
Inference	6.47	8.97	27.87%
Main idea	6.55	7.83	16.35%
Supporting Details	7.28	7.89	7.73%
OVERALL	6.55	7.83	16.35%
Total	33.68	39.59	14.93%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

Vocabulary Content also showed a large increase of 13.87%. Overall, the intervention group showed a mean score increase of 16.35% between the pre-test and post-test. (Table 16). After of the application of the post survey to the intervention group on a reading comprehension assessment there was also a small increase in the mean score for Word Recognition, which went from 6.55 to 6.97, an increase of only 6.03%. The maximum score possible was 10. As a result,

the data suggests that the intervention was successful in improving reading comprehension skills in the areas of vocabulary content, inference, main idea, and supporting details.

3.7.2 Is there a significant difference in reading skills between the the group who applied Online Materials into Blogs to Improve Reading and the control group?

These findings not only validate the effectiveness of the intervention but also highlight the potential of technology in the English learning and teaching process, suggesting a shift towards more engaging and interactive learning environments that meet the different students' need.

Table 17

Mean Comparison between Control Group and Intervention Group

	Control Group			Interv. Group		
	Pre-Test Mean	Post-Test Mean	Difference Percentage	Pre-Test Mean	Post-Test Mean	Difference Percentage
Vocabulary Content	3.00	3.47	13.54%	6.83	7.93	13.87%
Word Recognition	5.27	5.60	5.89%	6.55	6.97	6.03%
Inference	4.00	4.17	4.08%	6.47	8.97	27.87%
Main idea	6.00	5.63	-6.57%	6.55	7.83	16.35%
Supporting Details	3.90	4.00	2.50%	7.28	7.89	7.73%
Total	22.17	22.87	3.06%	33.68	39.59	14.93%

Note: Elaborated by Alfredo Muriel Bonilla (2024).

This study investigated the effectiveness of an EFL learning program utilizing blogs compared to a traditional learning method. The analysis of pre-test and post-test scores revealed some interesting findings:

Overall Improvement: Both groups improved in all measured skills (vocabulary, word recognition, inference, main idea, supporting details). However, the intervention group using blogs generally showed greater improvement.

Vocabulary & Main Idea: The intervention group exhibited a significant advantage in vocabulary acquisition and identifying the main idea.

Inference & Word Recognition: The results for inference were mixed, with the control group showing a larger percentage increase, albeit starting from a lower baseline score. The intervention group showed a slightly smaller improvement in word recognition compared to the control group.

These findings suggest that the blog-based EFL program might be more effective in enhancing vocabulary content, inferential skills, and understanding the main idea compared to the traditional method. However, some limitations need to be considered: such as future research should involve larger and more diverse participant groups, furthermore, longitudinal studies: This study only measured immediate effects. Longitudinal studies tracking learner progress over time would provide valuable insights into the program's long-term benefits.

3.7.3 How can students improve reading skills through the implementations and use of blogs?

The results obtained were related with three specific aspects: Reading Comprehension, Reading Motivation, and Vocabulary Knowledge. Under Reading Comprehension, the questionnaire shows that students develop cultural perspective by identifying cultural references in blog posts and relating the content to their own cultural background. Students are also described as making connections between the information in the blogs and their own experiences, fostering a deeper understanding.

Table 18

How developing materials into blogs influence reading skills of third baccalaureate students at “Unidad Educativa Pedro Vicente Maldonado” in Riobamba city?

Table:
Analyse of the Research Question
How developing materials into blogs influence reading skills of third baccalaureate students at “Unidad Educativa Pedro Vicente Maldonado” in Riobamba city?

Theme	Categories	Subcategories	Codes	Description
Content and Engagement	Blog Design and Content	Text format - Multimedia (images, videos)	- Student describes how visuals in a blog aided understanding - Student expresses preference for a specific blog format	Codes explore how blog design and content features influence student engagement.
Content and Engagement	Blog Topics	- Relevance to student interests - Currency of information	- Student chooses a blog related to a personal hobby - Student identifies outdated information in a blog	Codes explore how blog topics impact student interest and focus.
Reading Comprehension	Strategies and Techniques	- Identifying main ideas - Summarizing key points	- Student highlights the main idea of a blog post - Student creates a summary of a blog article	Codes explore how blogs promote the use of specific reading comprehension strategies.
Reading Comprehension	Text Complexity	- Reading level - Use of vocabulary	- Student identifies a challenging vocabulary word in a blog - Student chooses a blog written at a comfortable reading level	Codes explore how blog difficulty level impacts student comprehension.
Critical Thinking	Analysis and Evaluation	- Identifying bias - Evaluating source credibility	- Student critiques the author's perspective in a blog - Student compares information from multiple blogs	Codes explore how blogs encourage students to analyze and evaluate information critically.
Vocabulary Development	Exposure and Context	- New word introduction - Use of context clues	- Student defines a new word encountered in a blog - Student explains how context helped understand a new word	Codes explore how blogs expose students to new vocabulary and provide context for understanding.
Motivation and Interest	Personal Connection	- Relatable topics - Interactive elements (comments, polls)	- Student expresses interest in a blog topic related to their goals - Student participates in a blog discussion	Codes explore how blogs foster motivation and interest by connecting with students' personal lives and offering interactive features.
Motivation and Interest	Teacher Integration	- Blog selection and curating - Classroom discussions	- Student mentions a blog recommended by the teacher - Student references a blog topic discussed in class	Codes explore how teacher involvement with blogs can enhance student motivation and learning.

Note: Elaborated by Alfredo Muriel Bonilla (2024).

How developing materials into blogs influence reading skills of third baccalaureate students at “Unidad Educativa Pedro Vicente Maldonado” in Riobamba city?

The post survey, and the observations showed that teachers play a role in reading motivation by facilitating a blended learning approach, potentially reinforcing concepts from blogs through traditional resources. Students are also described as engaging with blogs in a collaborative way, such as discussions and group work. **(Table 18)**

Finally, the prior mentioned aspects shows that vocabulary knowledge is improved through reading comprehension. Students express improvement in understanding after reading a blog, which may be due to improvement in vocabulary.

Overall, after the tools application reveal that developing intercultural competence reading skills through blogs can lead to a well-rounded improvement in students' reading comprehension, motivation, and vocabulary knowledge.

3.7.4 What are the perceptions of the students regarding the application and effectiveness of the use of blog in improving their reading skills

After the coding the interview to the students the process shows both positive and negative perceptions of using blogs in the classroom, divided by two main kinds of perceptions, one of them positive and the other one negative perceptions.

Positive Perceptions

Connected with personal level, students felt that blogs helped them explore related topics and make connections between different texts [Q6]. Blogs can also be a valuable source of practical and relevant information that students can apply to real-life situations [Q7].

Develop your own knowledge and understanding of the world, students felt that blogs helped them develop their understanding of the world [Q8] and learn about different topics [Q1].

Reading Comprehension, students felt that blogs helped them improve their reading comprehension by exposing them to different writing styles and vocabulary [Q4].

Collaborating Activities, blogs can be a helpful tool for developing reading comprehension through collaborating activities [Q3].

Content Connection, blogs can help improve student's content connection by allowing them to learn about the use of words in different tenses [Q5]. (Table 15).

Negative Perceptions

Reading techniques, while some students felt blogs helped them learn about reading strategies [Q3], others felt they weren't informed about feasible reading techniques [Q10].

Access to the internet in the high school: Not all high schools have good internet service which can limit students' ability to use blogs [Q10].

Overall, the chart suggests that blogs can be a positive tool for learning in the classroom but there can be challenges with internet access and a lack of information about reading techniques.

3.8 Limitations in the study

Using blogs to improve EFL reading skills has its strengths, but limitations should be considered. Some students may not have reliable internet access, limiting their engagement with the blog materials outside of class. Technical support may be necessary for students to effectively navigate the blog platform. Learner autonomy is important, but some students may require additional guidance to stay engaged. Monitoring and moderating comments and discussions is necessary for a safe and productive learning environment. While pre- and post-tests can measure reading comprehension improvement, other assessment methods should be considered for measuring vocabulary acquisition and critical thinking skills.

Factors like student motivation and access to learning resources can influence reading skills. Teachers may require training and support to effectively integrate blogs into their curriculum, and time constraints can be a challenge. Mitigating strategies include offering alternative access points and peer support for students.

Finally, further research is needed to explore these questions and to determine the long-term effects of using blogs to improve EFL learners' reading comprehension.

Conclusions

Antecedents demonstrate positive students influence where students improve their reading skills using the blogs as a tool for improving the effectiveness of learning process, these research presents the follow outcomes the mean scores of the intervention group on a pre-test and a post-test. The findings of this research proposal are promising. The data suggests that using blogs as a tool for improving reading skills has a positive impact, particularly on learners' ability to make inferences (27.87% increase) and vocabulary acquisition (13.87% increase). These improvements in inference skills suggest that learners are developing a deeper understanding of the text by going beyond the surface level and interpreting the implicit meaning. Vocabulary acquisition is another crucial aspect of reading comprehension, and the increase observed indicates that blogs can be an effective tool for expanding learners' vocabulary base. Overall, the intervention group showed a mean score increase of 16.35%., which is a significant value to demonstrate that use of blog in EFL instructions is effective.

Furthermore, the perceptions about the use of blogs as a learning resource is an important tool to use in the devolvement of the reading skills, together with the teacher's participations, also the students' interaction in the synchronic class time also the asynchrony time is so important because, it generates a complete learning cycle that improve considerably the reading process and as result the reading skills. The social interaction in real time and also in asynchronous time is so important because, in addition, this proposal has helped hugely with the developed the soft skills in the students which are a part of this study.

The use of the blogs in the development of the reading skills help to the encourage of the students because, they ar an active part of the generation which is familiarize with the use of technological resources, it helps with the reading improving because they are digital natives, and then the learning of the English as a foreign language as a natural part inside of their digital

devices like cellphones, tablets, or laptops, facilitate the languages through the meaningful authentic and adapted resources to reach this objective.

Finally, the use of blogs for improving the reading skills is a challenging strategy and resources that help to the others colleagues and stakeholders to improve the reading skills this aim has been reached with effectiveness that permit become it in an interesting teaching technique for another teacher of this subject. They can use this technique for their reading instruction to become in active participants of the teaching English process for our stunted to reach the general develop and get English as s Foreign Language solving this student issue nowadays.

Recommendations

Leverage the Power of Blogs through reinforce positive student experiences: The project highlights students' positive perceptions of using blogs for reading improvement. Capitalize on this by promoting blog use and encouraging student feedback for continuous improvement.

Facilitate student interaction giving enough attention to the importance of synchronous and asynchronous student interaction through blog comments and discussions is evident. Develop strategies to foster safe and productive online interactions that enhance learning.

Embrace Technology for EFL Learning specially oriented to apply in our target students which are digital natives: The project demonstrates the effectiveness of blogs for students comfortable with technology.

Expand on this by creating engaging content that caters to their digital literacy and preferences. Integrate authentic resources and adapted materials which utilize the blog platform to integrate authentic, and adapted English language materials like articles, videos, and news. This creates a more natural learning environment for students.

Disseminate and Share Best Practices establishing a policy of Promote the blog strategy because the project's success suggests blogs as a valuable teaching technique. Also, share your findings with colleagues and encourage them to explore blog-based learning for EFL reading instruction. Develop resources for other educators: Consider creating a resource guide or workshop outlining the benefits of blog use and providing practical tips for implementation. This can help other teachers become active participants in improving student EFL reading skills.

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APPENDIX L

Evidence of Application of Post-survey

The image shows two screenshots of a Google Forms survey. The top screenshot is the title page, and the bottom screenshot shows two specific survey questions.

3rd. B.G.U. Student's English Post Survey



This survey was created with the goal of getting the insights of the use of the blogs for improving the reading skills during this academic year.
All the information will be confidential
Please, answer the following questions in a sincerley way that express your real sighths of the experience lived learning English trough this new digital tool.
Read the question carefully and give your sincere answer.

marielaj@gmail.com [Switch account](#)

* Indicates required question

Email *

Your email

 UNIDAD EDUCATIVA "PEDRO VICENTE MALDONADO" 

Statement 1: The readings added in the blogs were meaningful in my reading learning process

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Write your Full name

Statement 2: What I find most helpful about the readings is the _____

- The content
- Activities
- Language Level
-

Statement 3: I find the readings material through blogs challenging and stimulating enough to feel motivated to read.

- Strongly agree

- Agree

- Neutral

- Disagree

- Strongly disagree

Statement 4: I could notice that did prefer reading by blogs than printed material *

- Strongly agree

- Agree

- Neutral

- Disagree

- Strongly disagree

Statement 5: I find the reading material through blogs helpful for improving my reading English language skills

- Strongly agree

- Agree

- Neutral

- Disagree

- Strongly disagree

Statement 6: I find the reading activities through blogs helpful for improving my vocabulary

- Strongly agree

- Agree

- Neutral

- Disagree

- Strongly disagree

https://docs.google.com/forms/d/e/1FAIpQLSkafP0yGZ-XIggj937DyQdAgL-OrWE_gj-w/viewform

Statement 7: I find the reading activities through blogs helpful for recognizing words by context.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Statement 8: I find the reading activities through blogs helpful for recognizing main idea and supporting ideas in paragraphs.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

https://docs.google.com/forms/d/e/1FAIpQLSkafP0yGZ-XIggj937DyQdAgL-OrWE_gj-w/viewform

Statement 9: I feel that collaborative blog activities help me develop my reading skills.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Statement 10: Blog allows me to interact with the author and other readers through comments and forums which let me improved my reading skills.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The image shows a screenshot of a Google Forms survey question. The question is a Likert scale with five options: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. The statement being rated is: "Statement 11: In general, I have a positive perception of using blogs to improve my reading skills." The form includes a "Submit" button and a "Clear form" link. At the bottom, there is a disclaimer: "This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Privacy Policy" and the "Google Forms" logo.

Statement 11: In general, I have a positive perception of using blogs to improve my reading skills *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Submit Clear form




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Google Forms





Note: Elaborated by Alfredo Muriel Bonilla (2024).

APPENDIX M





Post-survey Data Analysis

<p>Statement 1: The readings added in the blogs were meaningful to my reading learning process.</p> <p>30 responses</p>  <p>Legend: Strongly Agree Agree Neutral Disagree Strongly Disagree</p>	<p>The pie chart shows the survey results on the statement: "The readings added in the blogs were meaningful in my reading learning process." There were a total of 30 responses.</p> <p>Strongly Agree: 35.3% (12 responses) Agree: 58.8% (20 responses) Neutral: There is no data slice for neutral responses. Disagree: There is no data slice for disagree responses. Strongly Disagree: There is no data slice for strongly disagree responses.</p>
<p>Statement 2: What I find most helpful about the readings is the _____.</p> <p>100 responses</p>  <p>Legend: The content Activities The topics Statement 2</p>	<p>The pie chart shows the results of the survey question asking people what they find most helpful about the readings. Out of 100 respondents, the largest category (44.1%) said that the content of the readings was most helpful. This is followed by those who find the topics (32.4%) and activities (11.8%) to be most helpful. The remaining 11.8% found Statement 2 to be most helpful, though the survey doesn't explicitly say what Statement 2 is.</p>
<p>Statement 2: I find the reading material through blogs challenging and stimulating enough to feel motivated to read.</p> <p>30 responses</p>  <p>Legend: Strongly Agree Agree Disagree Strongly Disagree</p>	<p>The pie chart, slightly less than half (44.1%) of the respondents strongly agreed with the statement that they find the reading material through blogs challenging and stimulating enough to feel motivated to read.</p> <p>Following that, 38.2% agreed with the statement. There were also some who disagreed (17.6%) and strongly disagreed (0%). Overall, a combined 82.3% of the respondents found the reading material challenging and stimulating enough to motivate them to read.</p>

Note: Elaborated by Alfredo Muriel Bonilla (2024).

<p>Statement 4 I could notice that did prefer reading by blogs than printed material</p> <p>100 responses</p> 	<p>Based on the pie chart titled "Statement 4 I could notice that did prefer reading by blogs than printed material", 20.6% of respondents strongly agreed, 38.2% agreed, 35.3% disagreed and 6% strongly disagreed with the statement that they prefer reading by blogs than printed material. In total, 58.8% of the respondents agreed with the statement.</p>
<p>Statement 5 I find the reading material through blogs helpful for improving my reading English language skills</p> <p>100 responses</p> 	<p>The pie chart shows the survey results on how helpful respondents find blogs for improving their reading comprehension in English. Of the 100 respondents, the largest percentage (52.9%) said they strongly agreed that blogs are helpful. This is followed by those who agreed (29.4%), disagreed (17.6%), and those who strongly disagreed (0%).</p> <p>In conclusion, the data suggests that a strong majority of the respondents found blogs to be helpful for improving their reading comprehension in English. Only a small minority found them unhelpful.</p>
<p>Statement 6 I find the reading activities through blogs helpful for improving my vocabulary</p> <p>100 responses</p> 	<p>the pie chart shows the survey results on how helpful respondents find reading activities through blogs for improving vocabulary. Out of 100 respondents, the largest percentage (55.9%) said they strongly agreed that these activities are helpful. This is followed by those who agreed (32.4%), disagreed (11.8%), and those who strongly disagreed (0%).</p> <p>In conclusion, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for improving vocabulary. Only a small minority found them unhelpful.</p>
<p>Statement 7 I find the reading activities through blogs helpful for recognizing words by context</p> <p>100 responses</p> 	<p>the pie chart shows the results of a survey question asking people how helpful they find reading activities through blogs for recognizing words by context. Of the 100 respondents, the largest category (52.9%) said that these activities are strongly agree. This is followed by those who agree (32.4%), disagreed (14.7%), and those who strongly disagreed (0%).</p> <p>In conclusion, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for recognizing words by context. Only a small minority found them unhelpful.</p>

Note: Elaborated by Alfredo Muriel Bonilla (2024).

<p>Statement 1: I find the reading activities through blogs helpful for recognizing main idea and supporting ideas in paragraphs.</p> <p>30 responses</p> 	<p>The pie chart shows the results of a survey question asking people how helpful they find reading activities through blogs for recognizing main idea and supporting ideas in paragraphs. Of the 30 responders, the largest category (52.9%) said that these activities are strongly agree. This is followed by those who agree (26.5%), disagreed (20.6%), and those who strongly disagreed (0%).</p> <p>In conclusion, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for recognizing main idea and supporting ideas in paragraphs. Only a small minority found them unhelpful.</p>
<p>Statement 2: I find that collaborative blog activities help me develop my reading skills.</p> <p>30 responses</p> 	<p>The pie chart shows the results of a survey question asking people how helpful they find reading activities through blogs for recognizing main idea and supporting ideas in paragraphs. Of the 30 responders, the largest category (52.9%) said that these activities are strongly agree. This is followed by those who agree (26.5%), disagreed (20.6%), and those who strongly disagreed (0%).</p> <p>In conclusion, the data suggests that a strong majority of the respondents found reading activities through blogs to be helpful for recognizing main idea and supporting ideas in paragraphs. Only a small minority found them unhelpful.</p>
<p>Statement 3: Blog posts from various authors assist me in developing my reading skills.</p> <p>30 responses</p> 	<p>The pie chart shows the results of a survey question asking people how helpful collaborative blog activities are in developing reading skills. Out of 30 respondents, the largest category (58.8%) said that these activities strongly agree in helping them develop reading skills. This is followed by those who agree (26.5%), disagreed (14.7%), and those who strongly disagreed (0%).</p> <p>In conclusion, the data suggests that a strong majority of the respondents found collaborative blog activities to be helpful for developing reading skills. Only a small minority found them unhelpful.</p>
<p>Statement 11: In general, I have a positive perception of using blogs to improve my reading skills.</p> <p>34 responses</p> 	<p>Sure, based on the pie chart titled "Statement 11: In general, I have a positive perception of using blogs to improve my reading skills," 64.7% of the 34 respondents strongly agreed with the statement. This means they have a very positive perception of using blogs to improve their reading skills.</p> <p>Another 20.6% agreed with the statement, while 14.7% disagreed. There were also very few respondents (0%) who strongly disagreed.</p> <p>In conclusion, the data suggests that a large majority of the respondents found blogs helpful for improving their reading skills. There were very few who found them unhelpful.</p>

Note: Elaborated by Alfredo Muriel Bonilla (2024).