UL VR

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA
Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**TITLE
TEACHING STRATEGIES AND READING FLUENCY IN
STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO
MIRAFLORES, SCHOOL YEAR 2020-2021**

**TUTOR
MSc. LUIS VICENTE LEÓN VÉLIZ**

**AUTHORS:
EVER JOHNSON SERRANO NAULA
JERSON DAVID ZEA MURILLO**

**GUAYAQUIL
2020**

RESUMEN:

English is the world language, because it is used for communicating with nearly anyone in the world. Reading, on the other hand, is a complex process. Students' performance in reading is strongly influenced by the kind of texts read, and by the reader's backgrounds and experiences. Students of Fifth year at Centro Educativo Miraflores, a private educational institution in Guayaquil, have difficulties to read with fluency. They have difficulties identifying words correctly in a text or they cannot recognize words rapidly and effortlessly; in addition, when they read, they do not use the correct stress, and there is not accuracy or speed. In order help teachers to develop students' reading fluency, this research proposer the implementation of a series of workshops aimed to develop in students their reading fluency. The current study is a descriptive and field type, with a qualitative and quantitative approach. The application of the research tools and the literature review allowed to conclude that the

teaching strategies influence on reading fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, school year 2020-2021.	
N. DE REGISTRO (en base de datos):	**N. DE CLASIFICACIÓN:**
DIRECCIÓN URL (tesis en la web):	
ADJUNTO PDF:	**SÍ** x **NO**
CONTACTO CON AUTOR: Serrano Naula Ever Johnson Zea Murillo Jerson David	**Teléfono:** (593) 0999605121 (593) 0996692586	**E-mail:** eserranon@cem.edu.ec davidj.zea19@gmail.com
CONTACTO EN LA INSTITUCIÓN:	**Título**. MSc. Georgina Hinojosa Dazza, Decana de la Facultad de Educación **Teléfono:** (593) 042596500 **Ext.** 281 **E-mail:** ghinojosa@ulvr.edu.ec **Título**. MTEFL. Janeth Leticia Mora Zapater **Teléfono:** (593) 042596500 **Ext.** 292 **E-mail:** jmoraz@ulvr.edu.ec

CERTIFICADO DE ANTIPLAGIO ACADÉMICO

Firma:

MSc. LUIS LEÓN VÉLIZ

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES

El estudiante egresado declara bajo juramento, que la autoría del presente proyecto de investigación "TEACHING STRATEGIES AND READING FLUENCY IN STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO MIRAFLORES, SCHOOL YEAR 2020-2021", corresponde totalmente al suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

De la misma forma, cedo los derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

Autores

Firma:

EVER JOHNSON SERRANO NAULA

C.C. 0930459359

Firma:

JERSON DAVID ZEA MURILLO

C.C. 0924340383

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación "TEACHING STRATEGIES AND READING FLUENCY IN STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO MIRAFLORES, SCHOOL YEAR 2020-2021", designado por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: "TEACHING STRATEGIES AND READING FLUENCY IN STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO MIRAFLORES, SCHOOL YEAR 2020-2021", presentado por los estudiantes EVER JOHNSON SERRANO NAULA y JERSON DAVID ZEA MURILLO, como requisito previo, para optar al Título de Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación.

Firma:

MSc. LUIS LEÓN VÉLIZ
C.C. 0918878976

ACKNOLEDGEMENTS

First, I am very grateful to god who is the owner of my life and is letting me share this moment with my family. Then, to the most important part of my life, my dear grandmother who took care of me since I was a baby and afforded me her attention when I was in troubles and I felt alone. To a great man, my grandfather who always saw me as an amazing niece due to my thoughts and my unselfish heart despite the situation with his son, my father who I am going to mention because of the money he spent with my studies. To a very brave woman, my lovely mother who taught me that anything is easy but with effort everything is possible. Last but not the least, to a very special person who appeared in the worst moment of my life but the best moment to make me realize that I can be the best in what I love doing which is teaching.

Ever Johnson Serrano Naula

DEDICATION

I dedicate this project to my dear grandmother who was the strength that let me continue in the right path, I know she had been very proud of me, and I know that she is happy to see me in this part of my life. It has been a very difficult time with my family and the pandemic around the world, for this reason, I want to dedicate this to all of them who are not by my side nor on the earth anymore, but with God in heaven.

Ever Johnson Serrano Naula

ACKNOLEDGEMENTS

To my family, the most important institution in my life, for their support since my childhood. To my teachers who introduced me to the education field. Their knowledge and experiences made me grow up to be the professional I will be since now. I have been applying their knowledge for three years and I would not be able to ask for better. Now it is time to inspire and teach others from my own experiences and cleverness.

Jerson David Zea Murillo

DEDICATION

I dedicate this project to my family, who taught me how important education is and the importance of following your way in order to achieve the goal. To my wife, who supports me in every moment with her big love. Finally, to my God who has given me the life and the opportunity to succeed in it.

Jerson David Zea Murillo

GENERAL INDEX

INDEX OF TABLES

INDEX OF FIGURES

INDEX OF ANNEXES

INTRODUCTION

As a global language, English is used for communicating with nearly anyone in the world. Reading, on the other hand, is a necessary but complex process for students. Their performance in reading is strongly influenced by the kind of texts read. Students of Fifth year at Centro Educativo Miraflores, have difficulties to read with fluency. They have difficulties identifying words correctly in a text or they cannot recognize words rapidly. For this reason, this research proposes the implementation of a series of workshops aimed to develop in students the reading fluency. Follows a description of each Chapter.

Chapter I includes the topic for the present research work, as well as the background of the problem, its formulation and systematization. The broad and specific objectives are also described and are intended to determine the importance of teaching strategies in the reading fluency in students of fifth grade EGB at Centro Educativo Miraflores, school year 2020-2021. For this purpose, the way teaching strategies can help students in language learning is described, and students' difficulties in reading fluency are identified. The rationale incorporated in this section highlights the importance and social relevance that this study has. The beneficiaries and the impact of the proposal are also explained.

Chapter II describes the Research Theoretical Framework, which includes those important theories that support this work. Additionally, this section gives definitions for the main concepts discussed along the document and that are relevant and related to the topic. The Legal Framework, that is, those laws or official regulations regarding Education and related to the English language teaching are also explained.

Chapter III gives details regarding the Research Methodology, such as the research type and approach. The techniques and tools used to obtain the data that enables to reach the objectives are also described. This section also presents the research population and sample, and the results and findings resulted from data processing.

Chapter IV presents in detail a proposal to solve the problem of the study, which is based on suitable teaching strategies to improve the reading fluency in students of fifth grade EGB at Centro Educativo Miraflores. Finally, after the description of the proposal, conclusions and recommendations are drawn.

CHAPTER I
THE RESEARCH PROBLEM

1.1. Title

Teaching Strategies and Reading Fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, School Year 2020-2021.

1.2. Background of the problem

English is considered the most common second language in the world, because it is the language people use for commerce and for communicating with nearly anyone in the world. Around 400 million people in the world speak English as their first language, and it is considered the official language in almost a fourth part of countries in the planet (Eurocentres, 2017). The importance of English cannot be ignored since it is considered the global language. However, even though learning English appropriately is important, there is a common feeling among learners: they believe that it is not possible to achieve English fluency or master the language, so they study English from the examination point of view, that is, just to fulfill the requirements (Nishanthi, 2018).

Reading, on the other hand, is not only one of the skills a learner has to master, but a complex process that involves students' active participation. Students' performance in reading is strongly influenced by the kind of texts to be read, and also by the reader's backgrounds and experiences. A reader needs to understand vocabulary, concepts, and other elements of the text that help a learner to have a successful comprehension (NAEP, 2017).

Ecuador considers English skills development as a key factor in education. For this reason, it has developed a set of standards organized into five domains related to English language teaching and learning. These domains include those of structure and communication, language acquisition and the development and language fluency, expecting students to reach a specific proficiency level of speaking production and interaction (Ministerio de Educación, 2012). Despite this, Educational First has classified Ecuador in the group of countries with a low level of English language proficiency in 2018, what may show that there are still changes to be made and actions to be taken in public and private educational institutions (EF, 2018).

Centro Educativo Miraflores is a private educational institution located in Guayaquil city. It includes the English subject the curriculum. It has been observed that some fifth grade students EGB have difficulties to read with fluency. They cannot identify words correctly in a text or they cannot recognize words rapidly and effortlessly; in addition, when they read, they do not use the correct stress, and there is not accuracy or speed.

Some possible reasons for these problems are that students may not be exposed enough to printed words at home or at school, which may result in phonological difficulties and children's frustration. Some other reason may be that teachers do not make the emphasize needed in reading during their English language classes, probably because they consider this skill less important than the others, so they do not offer students plenty of opportunities to practice reading in the classroom. Another reason could be that teachers do not model a fluent reading to students, possibly because they are not trained enough. Therefore, the current study proposes the design of a series of workshops for teachers to improve reading fluency in students of fifth grade EGB at Centro Educativo Miraflores, school year 2020-2021.

1.3. Statement of the Problem

What is the influence of teaching strategies and reading fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, school year 2020-2021?

1.4. Problem Systematization

- What are the theoretical foundations that support teaching strategies and reading fluency?
- What are the common difficulties that fifth grade students have in reading?
- What is the importance of reading in English language learning?
- How can teaching strategies help students enhance their reading fluency?
- What are the benefits of applying teaching strategies in the classroom?
- What teaching strategies are appropriate to help students to improve their reading fluency?

1.5. Broad Objective

To determine the influence of teaching strategies on reading fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, school year 2020-2021.

1.6. Specific Objectives

- To identify the difficulties in reading fluency that students present.
- To systematize the theoretical foundations related to teaching strategies and reading fluency through bibliographic review.
- To characterize the teaching strategies and reading fluency, through the application or the research techniques and tools.
- To design a series of workshops for teachers to improve reading fluency in students.

1.7. Rationale of the Study

The importance and effectiveness of the strategies applied by teachers in the classroom have grown over time. Strategies are especially important for teaching a foreign language because students of this second language come from different backgrounds, and specific academic needs, with different culture, interests, and even attitudes towards learning this foreign language. The current study has great *importance* because it attempts to identify the common difficulties students face when reading in English with fluency and proposes the use of appropriate teaching strategies to overcome those difficulties.

English is often considered the language that rules in business, media, tourism, technology, and information. For this reason, people around the world find necessary to acquire a good level in all its skills. Consequently, reading turns in one of the most important skills to be developed, and also any element that can help to improve it. Consequently, this study is *relevant for the society* because it suggests the use of appropriate teaching strategies that will allow students to use English with accuracy, make connections, communicate effectively, and progress in life.

The main *beneficiaries* of this research work are fifth grade students EGB at Centro Educativo Miraflores, because they will have the opportunity to enhance their reading skill through the application of appropriate teaching strategies. Moreover, teachers will be also

benefited, because they will be likely to reach the class objectives, by applying more active and dynamic practices. The institution is in addition another beneficiary, because if students gain competence in language learning, students' output profile will be reached.

Finally, it is important to mention that this research work proposal has an important *impact* for all the members of the educational community, because when teaching strategies are applied in language learning, students are being conducted to make a good use of their skills, before, during and after acquiring knowledge.

1.8. Delimitation of the Study

Responsible Unit:	Universidad Laica Vicente Rocafuerte de Guayaquil
Responsible Person:	Ever Johnson Serrano Naula
	Jerson David Zea Murillo
Field:	Education
Area:	English
Population:	30 fifth grade students EGB at Centro Educativo Miraflores
Period:	School Year 2020-2021.
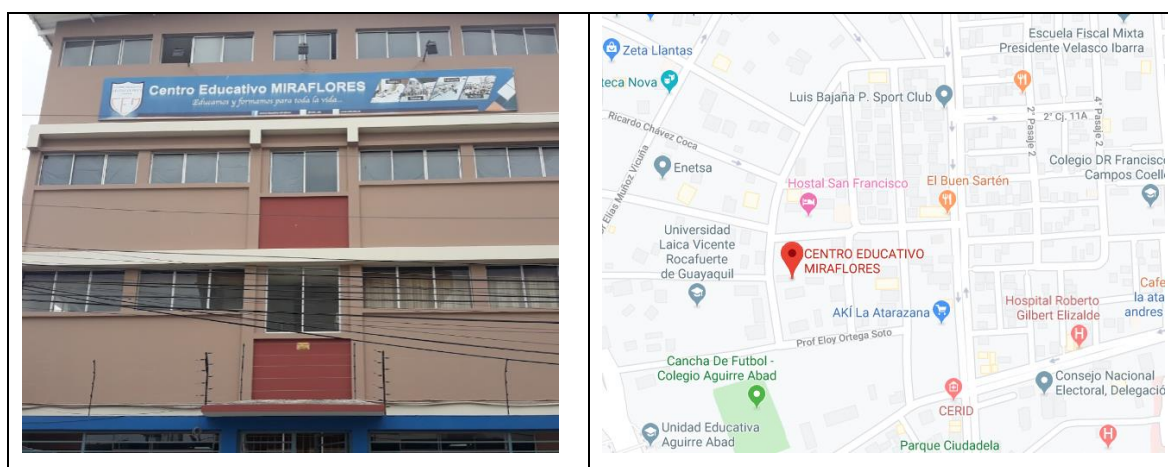
Figure 1. CEM location.
Source: Google Maps (2020).

1.9. Idea to Defend.

Teaching strategies influence on reading fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, school year 2020-2021.

1.10. Institutional Research Line

The current research work is framed within the Education Faculty research, which states the "performance and professionalization of the teacher", and also within its research sub-line "communicative competencies in teachers and students".

CHAPTER II
THE THEORETICAL FRAMEWORK

2.1. Theoretical Framework Background

There have been found several research works regarding teaching strategies and reading fluency that have been carried out. These studies belong to authors from St. Cloud State University, Universidad Nacional of Colombia, Universidad Nacional de Loja, Universidad Estatal Península de Santa Elena and Universidad de Guayaquil. A review of the main features and an analysis of each work is included below.

Roiger (2019) carried out a research work titled *Repeated reading and readers' theater to improve fluency*, submitted to fulfill the requirements for the degree of Master of Science in Curriculum and Instruction, from St. Cloud State University. This study was aimed to analyze the impact of reader's theater and repeated reading on student's fluency. For this purpose, the author applied a descriptive research type with a mixed approach. Once the research tools were applied, it was possible to determine that when a child reads fluently and understands what he is reading, then he will be motivated and prepared enough to learn.

This author's work covers reading fluency as a goal to be achieved and gives a series of strategies to overcome students' motivation. One aspect that makes Roiger's work important for the current study is that it considers kids of similar age and grade. Additionally, the author includes in this work a theory of action, which states that if a child reads fluently, understanding what is being read, then the child will be more motivated to learn reading strategies and skills.

Gaona, Suárez & González (2013) developed a study titled *Becoming an efficient reader: a proposal for a school curriculum,* issued in as requirement to obtain the Bachelor's degree in English Education, from Universidad Nacional de Colombia. The study defends the theory saying that reading is the foundation of the school's educational program, because based on this skill the others are built up. The authors defend the idea that the process implied in the reading skill assumes a progressing task, so the chance of recognizing and talking about thoughts is given to guarantee students improvement of their reading fluency and comprehension. It considers students with an intermediate level of English as population and applies a descriptive type of research and a mixed approach. As a conclusion, the authors affirm that the norms that ought to be considered in the school's program should promote the

articulation of pronunciation, fluency, comparing, or contrasting among others, to draw conclusions.

The relevance of this work is that the author considers reading as the basis for the development of the other skills and proposes a set of fun activities based on several didactic strategies. The authors suggest avoiding a word by word reading practice, and instead, to develop in students the ability to understand and comprehend a text in order to read fluently. The research' similarities to the current work is another factor to determine its relevance: similarities in methodology, population and research tools.

Castillo (2016), developed a study titled *Reader's theater as a strategy to enhance reading fluency and comprehension among 8th year students of Basic Education, at Unidad Educativa "Lauro Damerval Ayora" No.1 in Loja city, during the school year 2014-2015*, to obtain the Bachelor's degree in Science of Education, with a major in English Language from Universidad Nacional de Loja. This work was aimed to improve eight-year students' reading fluency and comprehension in a private institution of Loja city. The research work applied the scientific method and a descriptive, analytic-synthetic type of research, with a qualitative and quantitative approach. The application of the research tools allowed to determine that reader's theater strategy enhances reading fluency and comprehension in students. However, even though there was an important improvement in reading comprehension, learners needed to read more to achieve reading fluency.

This study is relevant for the current research work because the author considers reading fluency as an essential skill to develop in students and took hand of the scientific method to prove that the readers' theater strategy can enhance this skill in students. Another factor that makes Castillo's work important is that it has many similarities to the current project. For example, the methodology applied is quite similar, that is, the same research type and approach was considered and the population in both studies included a group of students similar in age and level, from a private institution.

Campoverde (2016), carried out a research project titled *Blogspot for modeling as a strategy to improve English reading fluency in students of ninth grade at EBG Jose Pedro Varela, La Libertad, Province of Santa Elena, 2015-2016*, to obtain the Bachelor's degree in English from Universidad Estatal Península de Santa Elena. This work was directed to analyze the importance of implementing a blog to improve English reading fluency in students. It had a descriptive and field research type, and a quali-quantitative approach. The application of the

research tools allowed to establish the necessity of a blogspot to improve reading fluency, and contributed to conclude that nowadays, students show interest with the implementation of technology.

The importance of this study for the current work is based on the similarities that both research works have in objectives, methodology and results. Both studies apply the same descriptive and field type of research and a quali-quantitative approach. Regarding the objectives, both studies give priority to the development of the reading fluency with the application of a strategy. Both studies used the data to draw conclusions and recommendations based on strategies and reading fluency.

Ortiz & Guerra (2016) developed a study titled *Motivational strategies to improve fluency reading*, as a requirement to obtain the Bachelor's degree in Education, from Universidad de Guayaquil. This work had the objective of determining the influence of motivational strategies to improve fluency reading skills in 1st year BGU in a private institution of Guayaquil. The author detected insufficient oral reading activities, students' weak intonation and lack of technology to help students improve their reading fluency. The research methodological design included a descriptive, field and applied type of research, with a quantitative and qualitative approach. The application of the research tools allowed to confirm that motivational strategies impact the reading fluency in students and permitted to suggest the design of a didactic guide to solve such difficulties.

There are several factors that make Ortiz & Guerra's work relevant for the current study. First, it considers strategies as elements that can improve reading fluency in students, and gives proper importance to motivation, as an aspect that makes students participate and learn. Second, the authors consider a very similar methodological structure, with a descriptive and field type of research, similar approach and research tools applied. Finally, once data obtained from the research tools was processed, it was possible to establish the necessity of a guide directed to teachers, to help them improve their practices in the classroom.

2.2. Literature Review

2.2.1. Teaching Strategies: definition

Strategy is a word originated from the word *strategia*, that is, "steps or actions taken for the purpose of winning a war" (Cambridge Dictionary, 2010). It is also known as conscious plans, that is, several steps that readers use to make sense of the text. According to the

University of Missouri (2019), teaching methodologies allude to the structure, methods and procedures that educators utilize during their guidance to help students learn.

2.2.2. Types of Teaching Strategies in Reading

Reading can be described as the dynamic procedure of understanding print and realistic writings. It is additionally a reasoning procedure. Typically, good readers realize that when they read, what they read should make sense. They follow up their text comprehension, and when they lose the meaning of the text being read, they select and apply a procedure that will help them reconnect with the significance of the content. The strategies and skills in reading can be instructed explicitly while students learn content through real tasks. (Canadian Ministry of Education, 2019)

Teachers' work in the reading process is essential. They are considered the most relevant element to assure education of quality. For this reason, policy makers should identify the way to improve teaching quality, so actions can be taken to improve policies, teacher's professional development for teachers, in order to improve students' achievements. The OECD (2016), highlight three teaching strategies:

Active learning

Active learning promotes students' commitment and understanding of their own learning. Under this technique, learners' conversations, collaborative work, co-operation, reflection and the support needed to encourage these exercises are central. Moreover, the incorporation of the ICTs can assist with encouraging an intelligent and individual learning condition.

Cognitive Activation

It has to do with the application of practices directed to provoke students so as to persuade them and animate higher request abilities, for example, basic reasoning, critical thinking and decision making.

This technique not only urges students to discover imaginative ways to solve issues. It enables them to share their reasoning procedures and results with their classmates and educators.

Teacher-directed instruction

It has to do with practices that depend on an educator's capacity to convey methodical and clear exercises (p. 6).

According to the Cross Curricular Approaches Canadian Guide (2019), teachers may use strategies to help learners comprehend the text they read before, during, and after (p. 7):

a) Before reading:

- Think regarding the topic by using their prior knowledge
- Guess the possible meaning of the text by making predictions.
- Skimming and scanning the text to understand meaning.

b) During reading:

- Apply questioning, thinking about, and reflecting on the information in a text. In that way students can monitor their understanding.

c) After reading:

- Apply reflection about the information in the text read.
- Link the text read to experiences or knowledge previously acquired.
- Be clear about having understood the text read.
- Expand the information that have been understood in creative ways.

2.2.3. Interactive Teaching Strategies

Senthamarai (2018), asserts that in modern times, there is a priority for education referring to a positive factor in the construction of knowledge and in the development of certain skills. The author says that teachers and learners that take hand of traditional lecture in the classroom, recognize the limitations in the teaching process.

In fact, the new educational strategies are oriented to interactive teaching, in which the leading role of the learning process is transferred from the teacher to the student. Pamplona, Cuesta & Cano (2019) affirm that the former acts as a facilitator of the techniques and the latter assumes a much more active role and one of relevance to their life dynamics, making special use of the advantages offered by the new information technologies. The authors explain that in this way, students acquire a series of benefits, among which the early

development of leadership competencies, creativity, analytical skills, teamwork, assertive communication, problem solving, and the use of digital tools, among other vital skills.

Pamplona et al. (2019) also indicates that in response to such needs, a series of methodological practices have emerged to make teaching a true learning experience:

a) Experimental Learning

The authors explain that experimental Learning is characterized by creating knowledge from the student's experience. In other words, it is a methodology adaptable to any form of teaching. The teacher encourages his students to apply what they have learned in any area of knowledge to their particular contexts. Pamplona et al. says that it seeks to strengthen the capacity for conceptual understanding and foster a space for personal growth through an interaction between theoretical reflection and action, through the application of the teachings to solving real-world problems.

b) Peer Instruction

Pamplona et al. (2019) describe that peer instruction is characterized by considering all the points of view of the participants. With this strategy, two or more students discuss and explain their way of thinking in relation to a specific topic, following a series of questions that the teacher asks. In this way, each student can take into account the different ways in which they and their classmates analyze the content, being able to generate joint conclusions for more complex topics or points, which are usually controversial or open to misinterpretation.

c) Flipped Classroom

The authors affirm that the Inverted room, or better known as the Flipped Classroom, is a blended teaching modality that has become popular with the multiple technological tools that facilitate its use. It consists of applying the traditional class scheme "backwards". This means that the student is no longer asked to learn in the classroom and do the tasks outside it, but rather they are assigned reading materials, videos and other teaching resources so that they study before and after the classroom space. they are dedicated to solving the "tasks" with teacher assistance. The material that is sent to prepare the class can be very varied, they can even be videos made by the same teacher in which he explains some key concepts of the course in an audiovisual way. According to the authors, this method favors the depth of

learning, participation, discussion, greater feedback, among others, since as the student arrives prepared to class, he takes more advantage of the teacher's teachings (Pamplona et al. 2019).

d) Socratic language

This technique, according to the authors, is characterized by trying to find the truth. It is a method created in ancient Greece with the aim that students do not take any of their knowledge for granted. In this, the teacher first asks a question about the topic to be treated and then continues with a series of questions that question the previous answer. Thus, the student doubts, reflects and deepens what he knows or thinks he knows. It is a powerful tool to promote critical thinking (Pamplona et al., 2019).

e) Case study

The authors refer to this strategy as one of the most complete and widely used methods worldwide. It is based on the construction of learning from the analysis and discussion of a real situation, or based on reality, described in a particular case that reflects a personal, family, business, organizational history, among others. The teacher guides students to understand the case and draw lessons that allow them to face similar circumstances (Pamplona, et al., 2019).

f) Real-time learning

Real Time Learning, or also called Just in Time Teaching (JiTT) is a teaching and learning strategy designed to promote the use of time in classes with more active learning. Developed by Gregor Novak and colleagues, JiTT is based on a feedback loop between web-based learning materials and the classroom. The authors explain that in this strategy students prepare for class by reading from the book or using other resources published on the website and completing assignments online. These tasks often have complex responses; Student work outside of class serves as preparation for fuller class work. Student responses are delivered to the teacher a few hours before class begins, allowing him to tailor the class as needed. The important thing is that JiTT allows the teacher or instructor to create an interactive classroom environment that emphasizes active learning and cooperative problem solving (Pamplona, et al., 2019).

g) Team Based Learning

Pamplona, et al. (2019) refer that this strategy complements the competencies. It is a collaborative learning method with which teachers can promote teamwork and leadership of the students themselves in a striking and applied way. Through this method, the aim is not only to work on reading and understanding it, but also to develop cognitive abilities, to apply the most important concepts learned in case reading and problem solving. In addition, the fact of working in a team manages to bring the subject to group discussion, thus establishing informed opinions and different points of view among the students in the class.

h) Project Learning

This technique, according to the authors, is characterized by formulating a project. It is a form of teaching in which the teacher asks his students to apply the knowledge taught in class to a specific project throughout its various stages, ending with the final presentation of the project. This mode of learning strengthens students in the development of their practical skills following clear objectives and goals. It can be complemented with the Experimental Learning and Team Learning methodologies (Pamplona, et al., 2019).
.

i) PAC (Think-Argue-Share)

Think-Argue-Share, or better known as Think-Pair-Share, consists of dividing each class activity into three parts, each with its own objective. These parts are: "think", "argue" and "share" (PAC, as its Spanish acronym), since those words belong to the corresponding objective.

- *Think*: in this part, each student seeks to individually face a challenge, which can be an exercise, a reading question or a concept question. That the student has to work individually will allow him to realize whether or not he is able to work with the subject, and what aspects must be reinforced in order to respond to the challenge.
- Argue: in this part the student must contrast his answer with the answers of one or two classmates. It is called "argue" because the idea is for the student to explain to his classmates how he got his answer, while listening to other explanations. In this instance, students have the opportunity to develop their ideas until they can explain them well to someone else. In addition, they have a great instance to understand different ways of facing the same exercise.

- Share: finally, the teacher must create an environment in which students can tell the course the results they have reached. Ideally, as many students as possible can speak and debate between different opinions is generated. Finally, the teacher will close the discussion correcting the errors and verifying the correct conclusions (Pamplona, et al., 2019).

2.2.4. High Impact Teaching Strategies

The Department of Education and Training of Victoria State Government (2019) has launched a guide with a set of high impact teaching strategies (HITS) that emerged as result of a large amount of studies held regarding classroom practices across Australia and the entire world. These strategies are ranked at the top of the ranking and help increase student's learning. According to the guide, when teachers improve their practices by working collaboratively, students learn more, because collaboration shapes group responsibility to improve student's learning. In this sense, teachers have challenges, one of them is to develop an understanding of what excellent practice means.

Victoria State Government (2019), also affirms that even though it may not seem the same in every classroom, there are some evidence that suggest things are being done correctly. The strategies referred give teachers the chance to observe, reflect, and improve their practices in the classroom. The intention of HITS is not to replace other teaching strategies; instead, they offer some additional and effective strategies, so educators can use them in the way they consider and according to students' needs.

The document explains that the HITS are mainly 10 instructional practices to increase students' learning. Alone, such strategies are not a complete framework, because they are part of a set of practices that, at the same time, contribute to an educational model. The strategies are:

1. Setting goals. Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.
2. Structuring lessons. A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimize time on task and classroom climate by using smooth

transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.

3. Explicit teaching. When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together.

4. Worked examples. A worked example shows the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.

5. Collaborative learning. Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organization and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes. (Victoria State Goverment, 2019, p. 19)

2.2.5. Reading Fluency: Definitions

Reading Fluency is described as the capacity that a person has to read with speed, accuracy, and suitable expressions. Even if reading is held aloud or in silence, learners have to read with the purpose of understanding what they read, and adding phrases or intonation appropriately. When applied in the classroom, it is likely to increase motivation in students (Reading Rockets, 2020).

The National Assessment of Educational Progress (NAEP, 2017) considers reading a dynamic cognitive process that includes the following aspects:

1) **Understanding written text**: This first aspect refers to process that a reader should follow to understand a text: it is important to focus on the ideas and the content of the text by locating and recalling information. This will allow the reader to make inferences that will be useful for literal comprehension. In this way, what a reader will do is to decode printed words, and access to the vocabulary they know in advance.

2) **Developing and interpreting meaning**: This second aspects refers to the integration of the readers' outside experiences with the ideas or interpretations they got from the text, and their knowledge of the text. This aspect is considered a complex inference.

3) **Using meaning:** This third aspect refers to the information learners have acquired from a textbook and is recorded in their mind. This knowledge may be used to analyze content situations or any argument in it.

4) **Text**: This fourth aspect refers to any reading material, including charts of graphs that provide information. "Text on the assessment will include literary and informational passages from both print and digital sources and may contain noncontinuous text material such as charts".

5) **Purpose**: A fifth element is students' purpose for reading the text. However, to have a purpose for reading, the importance given, the influence of purpose on readers' comprehension is somewhat limited. However, the transition to digital-based assessment creates opportunities to introduce more meaningful purposes such as reading to build and share knowledge or reading to conduct literary analyses.

6) **Situation**: The situation for reading often determines the way that readers prepare for and approach their task. They consider why they are reading (e.g., to study, to relax), how much they know about the topic, and other concerns that shape the time they will spend reading. (NAEP, 2017, p. 3)

2.2.6. Approaches to become an effective reader

According to the Canadian Ministry of Education (2019), learners can be instructed to acquire strategy and effectiveness to read. Those readers that find difficult to read, can benefit from several approaches directed to apply reading skills. Some of them are:

- Direct teaching,
- Thinking aloud,
- Modelling,
- Discussion, and
- Small-group support

The following are only some of the approaches that educators may apply in the classroom to help learners acquire strategy and effectiveness in reading according to different contexts (Canadian Ministry of Education, 2019):

Getting Ready to Read:

- Previewing a Text: Previewing a course text can help students to identify the text features and use them efficiently.

- Analyzing the Features of a Text: students go beyond previewing to examine and analyze a textbook and determine how the features will help them to find and use the information for learning. You can use the same strategy to deconstruct other types of text – in magazines, e-zines, newspapers, e-learning modules, and more.

- Finding Organizational Patterns: Information can be grouped and ordered in different ways – for example: sequentially (as in a procedure), by order of importance (as in a persuasive argument), or by classification (as in a periodic table). The way information is organized in a text is a cue to help the reader understand the ideas and make meaningful connections

- Anticipation Guide: Anticipation Guide is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

- Finding Signal Words: Writers use signal words and phrases (also called transition words or connectors) to link ideas and help the reader follow the flow of the information.

- Extending Vocabulary (Creating a Word Wall): A word wall is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/ board. The word wall is usually organized alphabetically.

- Skimming: When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.

- Scanning: When you SCAN, you move your eyes quickly down a page or list to find one specific detail. (pp. 7-30)

Engaging in Reading:

- Using Context to introduce / find Meaning: Writers use a variety of ways to convey the meaning of unfamiliar words and concepts. These include definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaborations, and typographical cues.

- Reading Between the Lines (Inferences): Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences.

- Most/Least Important Idea(s): Determining important ideas and information in text is central to making sense of reading and moving toward insight. (Stephanie Harvey and Anne Goudvis, 2000)

- Information Sorting Ideas Using a Concept Map: A concept map is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into subtopics and details.

- Visualizing Making Notes. Visualizing text is a crucial skill for students because if they can get the picture, often they've got the concept. When students don't get those pictures in their heads, the teacher may need to think aloud and talk them through the ideas in the text, explaining the pictures that come to mind. Visualization can help students to focus, remember, and apply their learning in new and creative situations. It is an invaluable skill in subjects such as Math, Science, and Design & Technology, where understanding spatial relationships can be a key to solving complex problems. (p. 31-56)

Reacting to Reading:

- Responding to Text (Graffiti): Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. Here you can see how it might be used after reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

- Drawing Conclusions (I Read/I Think/Therefore): Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer before reading helps students to organize their thinking during reading in order to analyze, make inferences and draw conclusions after reading

- Making Judgements (Both Sides Now): Readers increase their understanding by reviewing what they have read, reflecting on what they have learned, and asking questions about the significance. (pp. 57-74)

2.2.7. Factors That Influence Reading Performance

According to the National Assessment of Educational Progress (NAEP, 2017), reading performance is influenced by the following factors:

- The text being read
- Readers' backgrounds and experiences.
- The background knowledge that a reader may have and
- The context of the reading experience.
- The purpose for reading.

NAEP (2017), explains that readers' ability influenced text comprehension in order to apply the essential components of reading: phonics knowledge, fluency, phonemic awareness, and understanding of word meanings. Comprehension will not happen without these skills .

On the other hand, Anderson (2018) affirms that the reading ability of a human being can be affected by the following factors:

- **Phonemic Awareness**

Phonemic awareness is the ability to hear and orally manipulate the individual sounds that make words. This skill is performed entirely with oral, not written, language. Students with strong phonemic awareness are better prepared to sound out words while reading and more likely to become fluent, proficient readers. Phonemic awareness includes the ability to segment words into individual sounds, blend sounds to produce words, recognize words with sentences, distinguish syllables and identify and produce rhyming words. Phonemic awareness can be a difficult task for young students and must be explicitly taught to early readers.

- **Alphabetic Principle**

The alphabetic principle encompasses recognition of letters, an understanding that words are made from individual letters and the ability to connect sounds with letters in print. Working with the alphabetic principle means deciphering the alphabetic code of words. Decoding, or sounding out words, is an essential skill involved with the alphabetic principle. However, the English alphabet is complex and difficult to master. Many letters have more than one possible sound and many sounds have more than one possible letter. Rigorous practice with

identifying letters, connecting sounds to the letters and utilizing these skills within words encourages a strong grasp of the alphabetic principle.

- **Fluency**

Fluency involves the accuracy and speed of a student's reading. A fluent reader is able to read text correctly, quickly and with appropriate voice tone. Gaining fluency makes reading a more pleasurable and less stressful experience for students. Fluent readers are usually able to read almost effortlessly. This allows them to concentrate their efforts on comprehension and vocabulary as opposed to decoding and recognizing words. For a student to become a proficient reader who gains meaning from text, she must first become a fluent reader.

- **Vocabulary**

Vocabulary involves gaining meaning from words while reading. Essentially, a student cannot comprehend or construct meaning from text without understanding the words within the passage. A child with strong vocabulary knowledge can read more fluently and with more purpose. A child's vocabulary grows daily through conversation, reading, direct instruction and life experiences. Reading aloud to children everyday and explicitly teaching selected words help nurture strong vocabulary knowledge.

- **Comprehension**

Comprehension involves constructing meaning from what is being read. Reading truly has no purpose without comprehension. In order to comprehend text, a reader must actively and intentionally think about and analyze meaning while reading. Good comprehension requires strong abilities in all four of the other fundamental literacy skills. Students must consider many bits of information while reading to comprehend the text such as genre, text structure, the author's purpose and familiar and unfamiliar words. Strong comprehension encourages self-directed learning and lifelong reading. (pp. 1-4)

2.2.8. Reading dimensions

Accuracy

The word *accuracy* is described as the human ability to recognize and decode words correctly. Kuhn and Rasinski (cited in Evachan, 2015) offered a definition for a good and efficient reader, as the one that recognizes words accurately, very fast and without effort. In addition, Hudson (cited in Evachan 2015), also affirmed that accuracy relies on how good

the learner knows the alphabet, the way readers can blend sounds together, and the amount of sight words that readers know.

Evachan (2015), explains that the application of decoding skills and word recognition catches reader's attention in such a way that it will leave little mental energy for comprehension. The author affirms that only through repeated reading practice and with the use of many different texts, students can move from labored reading to reading that is effective. Consequently, a reader who does not read accurately or reads words incorrectly might not understand the content.

Automaticity

Automaticity is seen as the ability a person recognizes words rapidly and without any effort (PDST, 2014). LaBerge and Samuels (cited in Evachan, 2015) created the theory of automaticity, which refers to the way in which people develop a skill. The theory explains the way in which people become skilled when performing difficult tasks (Samuels, cited in Evachan, 2015). This theory focuses on the development of automaticity in the recognition of words:

When students are not able to decode words, it must be done in two stages. First, students must use all their cognitive ability to be able to decode the words in a text. Second, the readers must then turn their attention to comprehension of the text. (p. 21)

An interesting aspect that the author noticed is that these readers can pay attention to just one thing at a time. Comprehension requires the complete attention of the reader. When decoding words drains the reader of the attention needed for comprehension, that comprehension breaks down.

Prosody

Prosody is described as "the ability to read with expression to support understanding and to convey meaning to others" (PDST, 2014, p. 16). Allington (cited in Evachan, 2015), explained that prosodic readers are those who know which words to emphasize, when to make pauses, and also they attend to punctuation at the end of sentences. Some of the prosodic features include those changes in the intonation (pitch), stress, and length of time (duration). If a student applies the wrong or a poor prosody, it can cause the reader to group words together incorrectly or emphasize the wrong part of a sentence. Struggling readers

with poor prosody may read with a monotone voice, in a word-by-word manner or without much expression.

Sarrys & Dimaco (2015) defined prosody as a challenging task. The authors explain that, since it consists of a combination of features, it is possible to say that prosody is a linguistic term to describe the rhythmic and tonal aspects of speech: the music of oral language. Proficient readers are commonly the ones that read with expression, modulate pitch and place proper emphasis on salient words (Patel & McNab, cited in PDST, 2014).

2.3. Conceptual Framework

Teaching strategy

Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning (Northwest Missouri State Unviersity, 2010).

Echo reading

Echo reading is a rereading strategy designed to help students develop expressive, fluent reading as well as used for print knowledge. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student echo it back (Strategies, 2019).

Shadow reading

Shadowing (also called shadow reading / shadow listening) is a technique where language learners try to 'speak along' in time with an audio text, much like singing along with a song (though sometimes with the transcript in front of them) (Maas, 2017).

Cumulative reading

It is when one student or group reads the first line or stanza and then another student/group joins in as each line is read (Maas, 2017).

Seesaw reading

It is similar to choral reading, but the teacher and students alternate reading sentences. That is, the teacher reads a sentence, and then the students read a sentence. It can also be practiced between two students. Each student in the pair reads every other sentence (McCormack & Pasquarelli, 2010).

Reading fluency

Reading fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression (Reading Rockets, 2010).

Accuracy

Accuracy in language learning is the ability to identify most words correctly. (Doherty, 2017).

Automaticity

It is the ability to recognize words rapidly and effortlessly, saving mental energy for comprehension. (PDST, 2014)

Prosody

It is the ability to read with expression to support understanding and to convey meaning to others. Prosodic readers know which words to emphasize, when to pause, and they attend to punctuation at the end of sentences. (Evanchan, 2015).

Intonation

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation. (Cambridge Dictionary, 2020)

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR
Capítulo II - Derechos del buen vivir
Sección quinta - Educación

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Asamblea Nacional, 2008, p. 32).

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas… (Asamblea Nacional, 2008, p. 39)

The Ecuadorian Constitution is important for this research work because it says that education is one of the most important rights for people, and explains that it is a right that lasts their entire lives. It means that this right generates an obligation for the State in favor of people. On the other hand, the Constitution establishes that the society and family must promote children and adolescent development, which can be achieved with an education of quality, that is, through the application of appropriate strategies and methodologies.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL
(II Suplemento al RO 417 de marzo 31 de 2011)
TÍTULO I: DE LOS PRINCIPIOS GENERALES
CAPÍTULO ÚNICO - DEL ÁMBITO, PRINCIPIOS Y FINES

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real

de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo…

The LOEI is an important law for this study. It regulates education in all its levels, and points to people needs and development. Teaching English as a foreign language allows people to learn other culture and a better way of thinking.

PLAN NACIONAL DE DESARROLLO TODA UNA VIDA

Contrato social por la educación.- El fortalecimiento de la educación entendida como un sistema integral resulta prioritario; en este sentido, es necesario el fortalecimiento de la educación intercultural bilingüe, la formación docente y una nueva articulación armónica entre los actores del sistema de educación superior y la educación inicial, básica y de bachillerato, de igual manera, es una temática de política pública la vinculación de la educación técnica con el nivel superior y la respuesta de estos dos niveles a la demanda de talento humano del nivel nacional y la generación de oportunidades para la ciudadanía a lo largo del ciclo de vida; sigue siendo un pendiente la respuesta eficiente a las demandas de una educación especializada dirigida a personas con discapacidad, así como otros factores sociales y económicos que reduzcan la posibilidad de acceder al derecho a la educación. Por este motivo, la educación debe ser vista como un derecho durante todas las etapas de la vida (Senplades, 2017, p. 57)

This document issued by Senplades is a framework under which people rights are described. It also includes the procedures to reach goals in many fields. It considers education as an important point for society and establishes that it must be strengthen and prioritize, which complements the Constitution which demands that Education is a right that a person has during the entire life. This reinforces the idea that teaching English language and their skills correctly warrantees an education of quality.

ECUADORIAN IN-SERVICE ENGLISH TEACHER STANDARDS

The Ecuadorian in-Service English Teacher Standards is a document issued in English by Ministerio de Education and based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States. The document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The first domain, "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their second language; and English their third- the second domain is about "Culture". Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.

The third domain is devoted to "Curriculum Development", particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.

The fourth domain deals with "Assessment" (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain embodies the matter regarding "Professionalism and Ethical commitment" to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development. (Ministerio de Educación, 2012)

The Ecuadorian In-Services English Teacher Standards is a particularly important document for this research work because it describes the way in which English must be taught in our country and includes descriptions of the expected learning achievements of the students. Teachers in Ecuador must consider this document as a reference to achieve their goals.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Methodology

The current research work applies the inductive method, by means of which it is possible to obtain the primary information and establish conclusions regarding the object of study. This will be done with the help of the application of the research tools, which are aimed at determining the influence of teaching strategies on reading fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, school year 2020-2021. In addition, the deductive method is also applied to outline the idea to defend in this study and to obtain logical conclusions based on premises.

3.2. Research Type

This research work is descriptive, as it focuses on identifying, through the application of the observation technique, the difficulties in reading fluency that students of Fifth Grade EGB have, as well as determining the influence of teaching strategies on this the development of this skill. This study is also of a field type, since the information obtained comes from real practice, in this case, Centro Educativo Miraflores.

3.3. Research Approach

This study has a qualitative-quantitative approach. It is qualitative because of the application of the observation technique, which is used to identify the difficulties in reading fluency that students of Fifth grade EGB have. It is quantitative because a collection of quantitative data is obtained through the application of a survey, and once processed, results were reported with tables and graphs.

3.4. Research Techniques and Tools

The development of the present research work took hand of the observation technique, and its tool, the observation guide, to identify the difficulties in reading fluency that students of Fifth grade EGB have. The items included a binary scale (yes or no) to evaluate the findings, which is a common characteristic of qualitative research (Annex 1).

In addition, the interview technique and its instrument, the interview questionnaire, was applied to 3 English teachers, and is aimed to determine the teaching strategies considered in the classroom to develop the reading skill, and the importance given to reading fluency. Each questionnaire included 7 open-ended questions (Annexes 2 and 3).

Also, the survey technique and its instrument, the survey questionnaire, was applied to parents to describe the common aspects in reading fluency that students follow at home. This tool applied a standardized questioning procedure. The survey questionnaire (Annex 4) included 10 items and considered 5 parameters: 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always.

3.5. Research Population and Sample

The population for the current research considers 30 students, 30 parents, and 3 teachers. The sample have been selected by carrying out a simple random sampling. The following chart explains the population and sample data:

Table 1.
Population and Sample

GROUP	POPULATION	SAMPLE	PERCENT-AGE	OBSERVATION
Students	30	30	100	Simple/Random
English teachers	3	3	100	Simple/Random
Parents	30	30	100	Simple/Random

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

3.6.Results / Findings and Analysis

3.6.1. Students' Observation

The observation guide was applied to Fifth-Grade EGB students, to identify the most common difficulties in reading fluency they have. This tool includes 10 items regarding common reading features that are considered essential for fluency. The perceptions obtained from the observations are discussed below.

Table 2.
Students' Observation

ITEM	NUMBER OF STUDENTS	
	YES	NO
1. Knows the sound of the letters	5	25
2. Oral Reading is smooth	10	20
3. Reads words in the correct order	15	15
4. Considers punctuation at reading	9	21
5. Substitutes similar-looking words when reading	22	8
6. Sounds out unfamiliar words correctly	10	20
7. Loses place on the page, skips lines, or rereads lines.	18	12
8. Is aware of small words such as a, the, of, were, from	15	15
9. Makes up part of a story based on the illustrations	11	19
10. Shows resistance to reading	20	10

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

- Among the most important difficulties that students presented during the reading observation, there are three that got high negative rates. First of all, it was observed that most of students did not know the sound of the letters. It represents an important difficulty, because students will not be able to connect the letter with the sound, and as a consequence, mispronunciation or a wrong message decoding may happen. Second, students substituted similar-looking words when reading. It happens because commonly, children are taught to guess by context when reading. The third problem detected was that most students did not consider punctuation at reading. Punctuation

is particularly important in reading because it makes easier to understand the writers' ideas.

- Some other difficulties observed in students were that their reading was not smooth. It means children chopped sounds and were not able to place all the words together. In addition, students struggled to sound out unfamiliar words incorrectly. Phonetics is an element that deals with sounding out words and students need to know. Making mistakes in sounding words means that students have a deficiency in recognizing the way words are articulated and sounded. Also, students showed resistance to reading. It is commonly caused by demotivation to read, usually because students are fear of making mistakes.

- Students showed some other difficulties when reading. The other difficulties observed were that some students lost place on the page when reading, and even skipped lines, or re-read lines. What is more, students skipped small words such as a, the, of, were, and could not made up part of a story based on the illustrations

3.6.2. The Parents' Survey

A survey questionnaire was applied to parents or representatives of Fifth-year students at Centro Educativo Miraflores, in order to collect information to describe the common aspects in reading fluency that students follow at home. The survey results were the following:

Table 3.

The child reads his favorite book at home frequently

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child reads his favorite	Never	17	56%
book at home.	Rarely	5	17%
	Sometimes	2	7%
	Often	3	10%
	Always	3	10%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
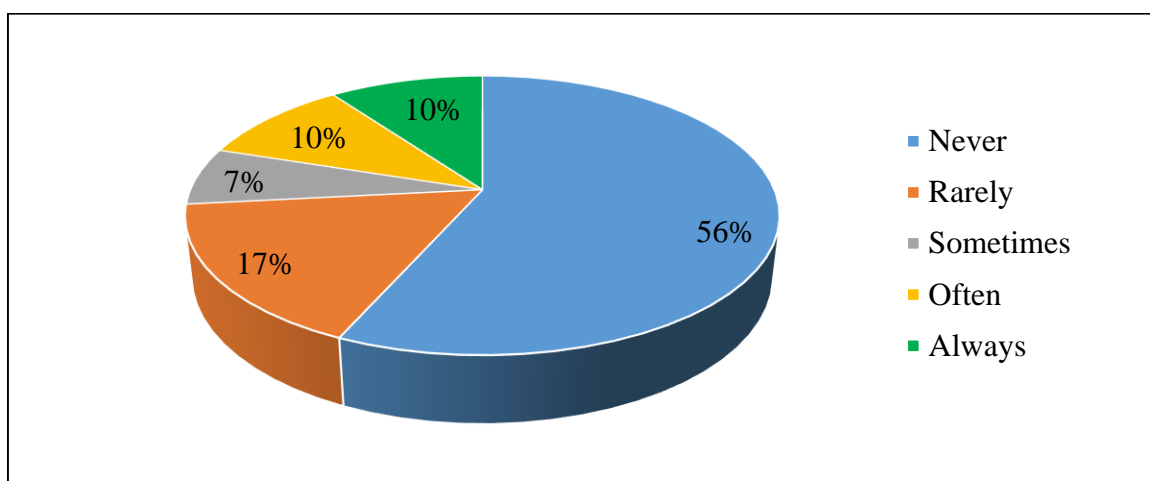
Figure 2. The child reads his favorite book at home.
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

Most that half of the parents (56%) surveyed said their children never reads his/her favorite book at home. Parents play a role in students' academic performance. For reading fluency, it is very useful to make a tall stack of those books that the child enjoys reading or that are considered their favorite, so students' reading turns faster and more confident.

Table 4.
The child looks for punctuation while reading.

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child looks for punctuation while reading.	Never	9	30%
	Rarely	4	13%
	Sometimes	4	13%
	Often	5	17%
	Always	8	27%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
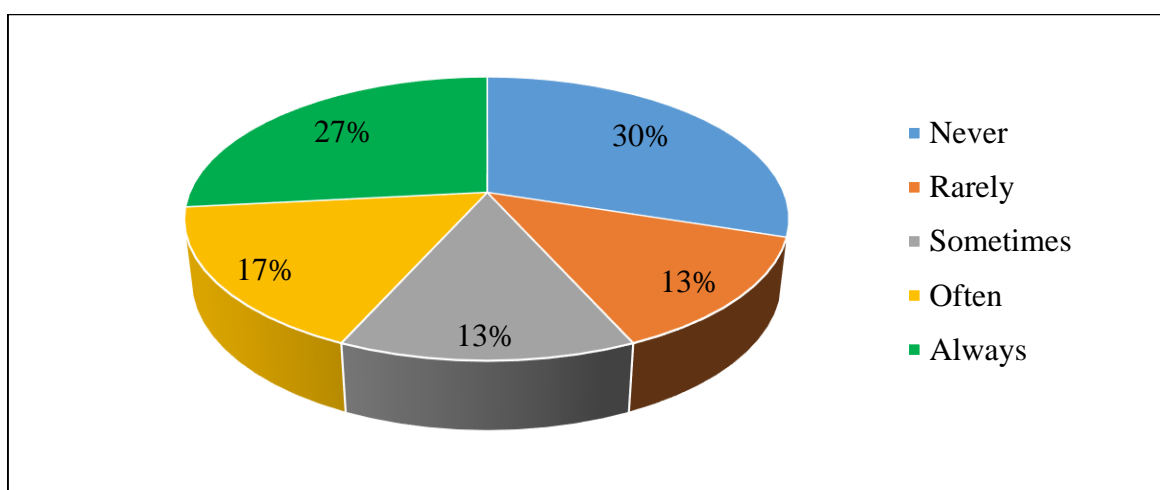
Figure 3. The child looks for punctuation while reading.
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

The 27% of parents said that their children always looks for punctuation while reading, while 30% of them said their children do not do it. In addition, 17% of parents affirmed their children often pays attention to punctuation, and 13% of them said they do it only sometimes or rarely. This element provides reading the pace needed for making reading fluent.

Table 5.
The child has access to books that he/she enjoys.

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child has access to books that he/she enjoys.	Never	8	27%
	Rarely	7	23%
	Sometimes	5	17%
	Often	4	13%
	Always	6	20%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
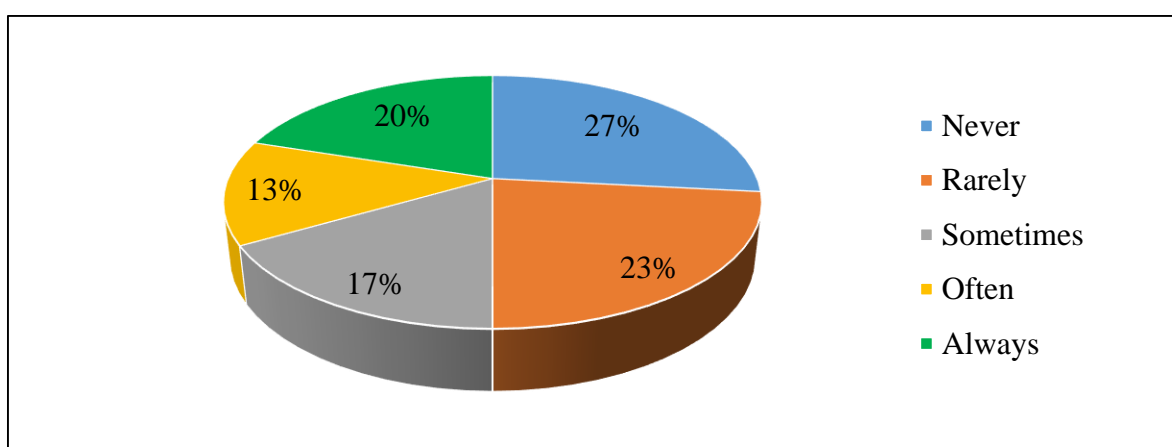
Figure 4. **The child has access to books that he/she enjoys.**
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

Parents were surveyed regarding the access their children have to books they enjoy. The 27% answered they never has that opportunity, while 23% said they rarely have access and 17% only sometimes. On the other hand, 20% of parents said they always have this kind of access, and 13% said they often have it. Encouraging children to read again their favorite books will make them improve their fluency as reading will become easier for them, gaining more confidence and expression in their performance.

Table 6.

The child reads aloud at home.

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child reads aloud at home.	Never	10	33%
	Rarely	7	23%
	Sometimes	6	20%
	Often	3	10%
	Always	4	13%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
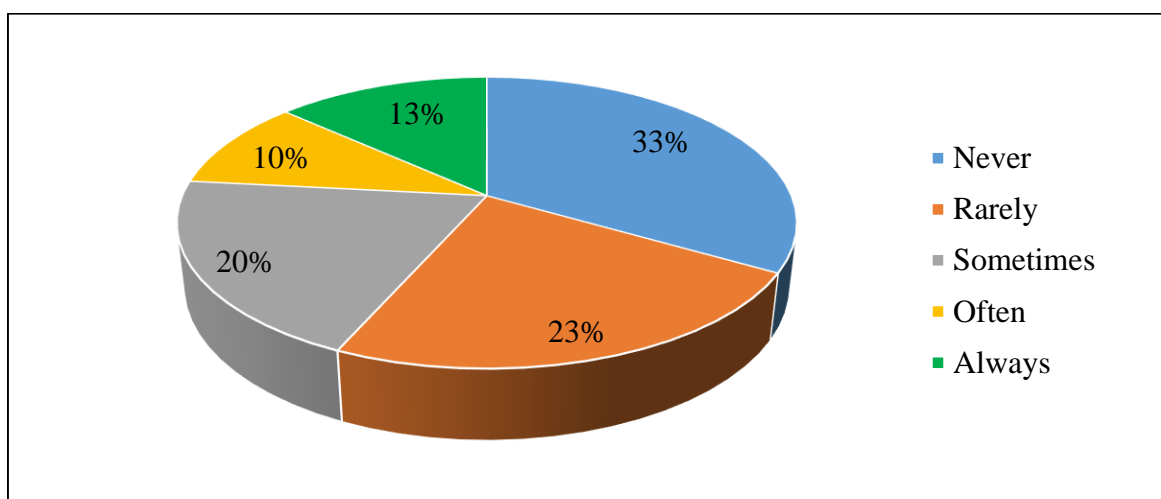
Figure 5. **The child reads aloud at home.**
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

The 33% of parents that were asked if their children read aloud at home answered that they never do it, plus a 23% of them that do it rarely and 20% that reads aloud at home only sometimes. Conversely, 13% of the parents said their children always read aloud at home, plus 10% that said their children often read aloud at home. Reading aloud provides children the chance of using different voices and lots of expressions. This makes students enthusiasm and favors fluency.

Table 7.

The child hears fluent reading to become familiar with words

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child hears fluent reading to become familiar with words.	Never	22	73%
	Rarely	5	17%
	Sometimes	0	0%
	Often	1	3%
	Always	2	7%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
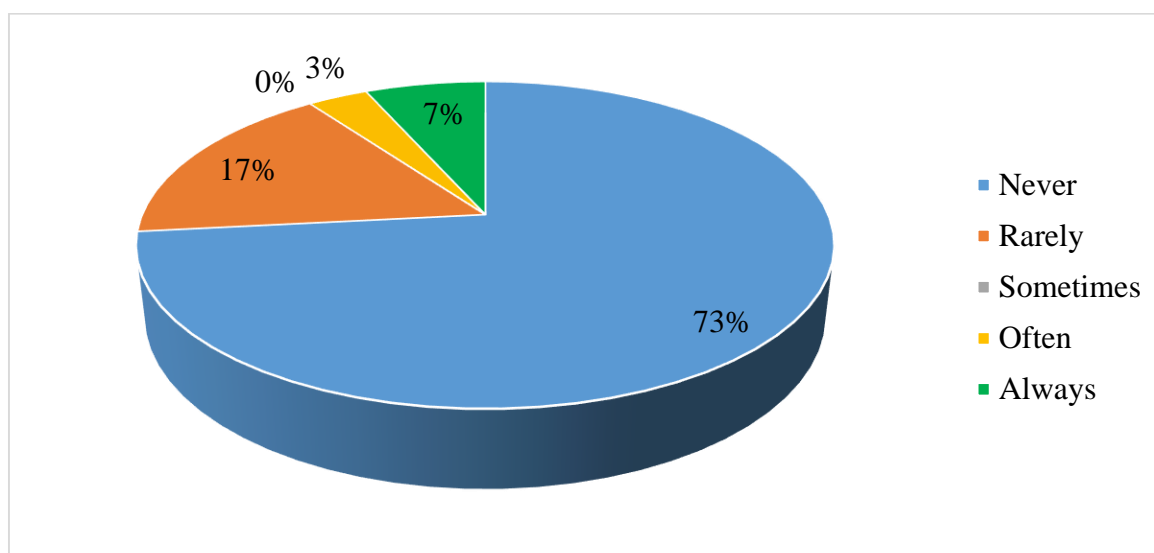
Figure 6. **The child hears fluent reading to become familiar with words.**
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

A huge 73% of parents surveyed said their children never hear fluent reading to become familiar with words, the 17% said children do it rarely, 3% said they do it often and 7% always. Exposing children to fluent reading is a good model for improving reading fluency.

Table 8.

The child enjoys practicing short scripts given by the teacher (Reader's Theatre).

ITEM	SCALE	FREQUENCY	PERCENTAGE
The child enjoys	Never	8	27%
practicing short scripts	Rarely	4	13%
given by the teacher	Sometimes	4	13%
(Reader's Theatre).	Often	6	20%
	Always	8	27%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Figure 7. **The child enjoys practicing short scripts given by the teacher (Reader's Theatre).**
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

The 27% of parents said their children always practice short scripts given by the teacher, plus 20% that do it often and 13% that do it only sometimes. On the other hand, 27% of parents answered that their children never enjoy practicing short scripts, and 13% said their children do it only rarely. A script is a way that students can get fluency in reading. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills.

Table 9.

There is a reading area at home were my child and I use to read together

ITEM	SCALE	FREQUENCY	PERCENTAGE
There is a reading area at home were my child and I use to read together	Never	27	90%
	Rarely	0	0%
	Sometimes	0	0%
	Often	0	0%
	Always	3	10%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
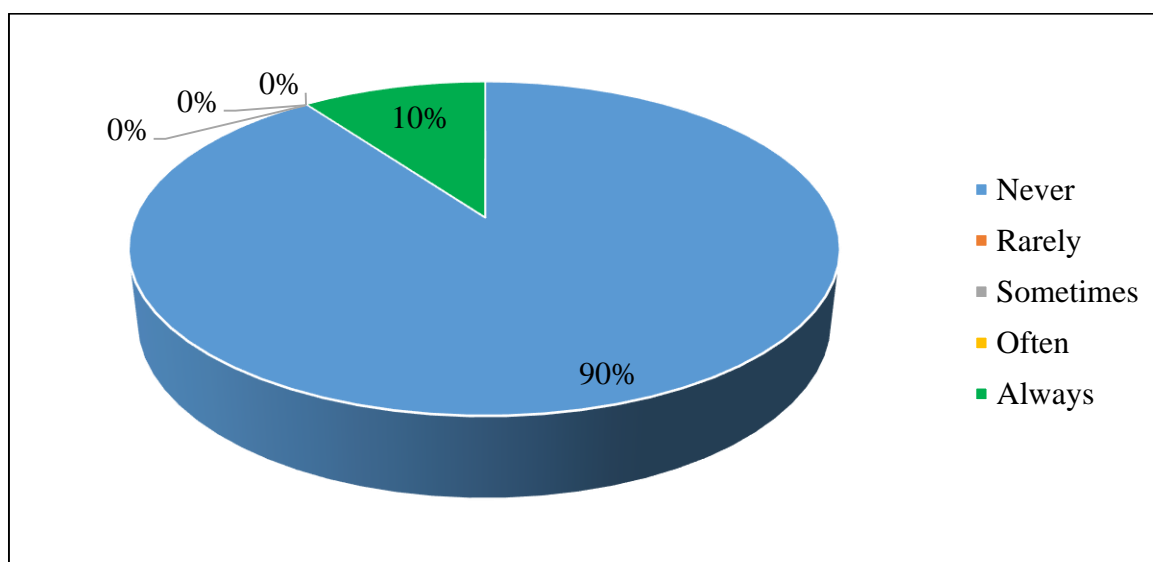
Figure 8. **There is a reading area at home were my child and I use to read together**
Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

Most parents surveyed (90%) answered that there is never a reading area at home, while only the 10% of there is always an area for reading. Having a reading area in the place where children spend most of their time is an advantage and a great opportunity to improve reading fluency.

Table 10.

I take time to sit with my child and read

ITEM	SCALE	FREQUENCY	PERCENTAGE
I take time to sit with my child and read	Never	12	40%
	Rarely	6	20%
	Sometimes	0	0%
	Often	3	10%
	Always	9	30%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
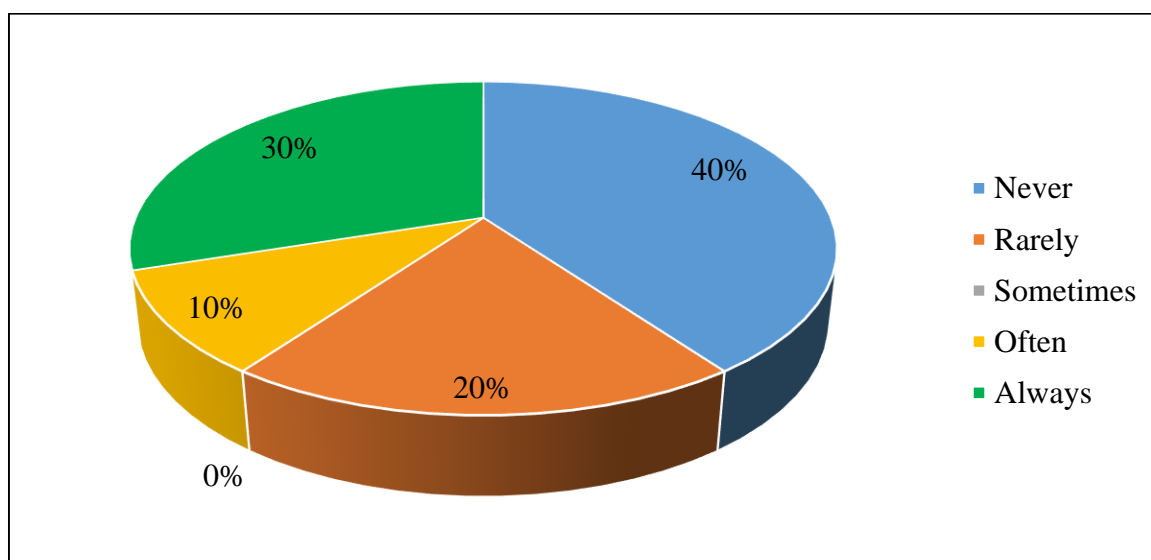
***Figure 9*. I take time to sit with my child and read**
Elaborated by: Serrano & Zea (2020).

Analysis

Parents were asked if they spend time reading with their children. The 40% of parents said they never do it, plus 20% more who said they rarely do it. On the other hand, 30% of parents said they always read with their children and 10% affirmed to do it rarely. Reading together every day is also called paired reading and a good change of giving children a model for fluency.

Table 11.

I encourage my child to re-read his or her favorite book.

ITEM	SCALE	FREQUENCY	PERCENTAGE
I encourage my child to re-read his or her favorite book.	Never	17	57%
	Rarely	3	10%
	Sometimes	0	0%
	Often	4	13%
	Always	6	20%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
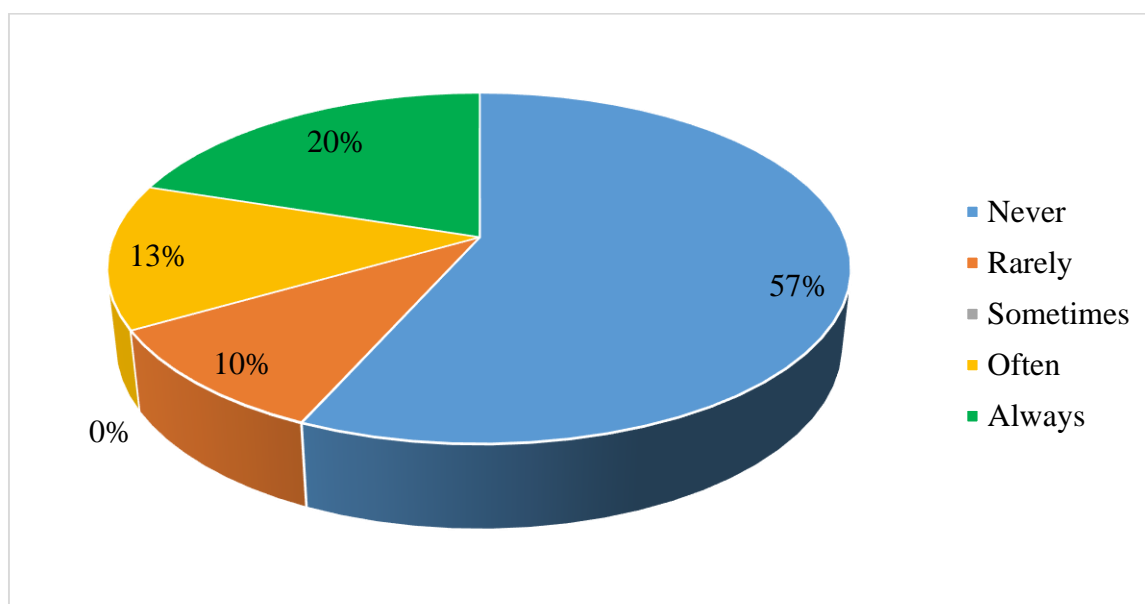
Figure 10. **I encourage my child to re-read his or her favorite book.**
Elaborated by: Serrano & Zea (2020).

Analysis

Parents were asked if they encourage their children read again their favorite book. The 57% of them said they never do it, plus a 10% that said their children rarely do it. Conversely, 20% of the parents said they always encourage their children read their favorite book once again, and 13% said to do it often.

Table 12.

I think developing phonemic skills is important for my child.

ITEM	SCALE	FREQUENCY	PERCENTAGE
I think developing phonemic skills is important for my child	Never	5	17%
	Rarely	2	7%
	Sometimes	0	0%
	Often	8	27%
	Always	15	50%
TOTAL		30	100%

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).
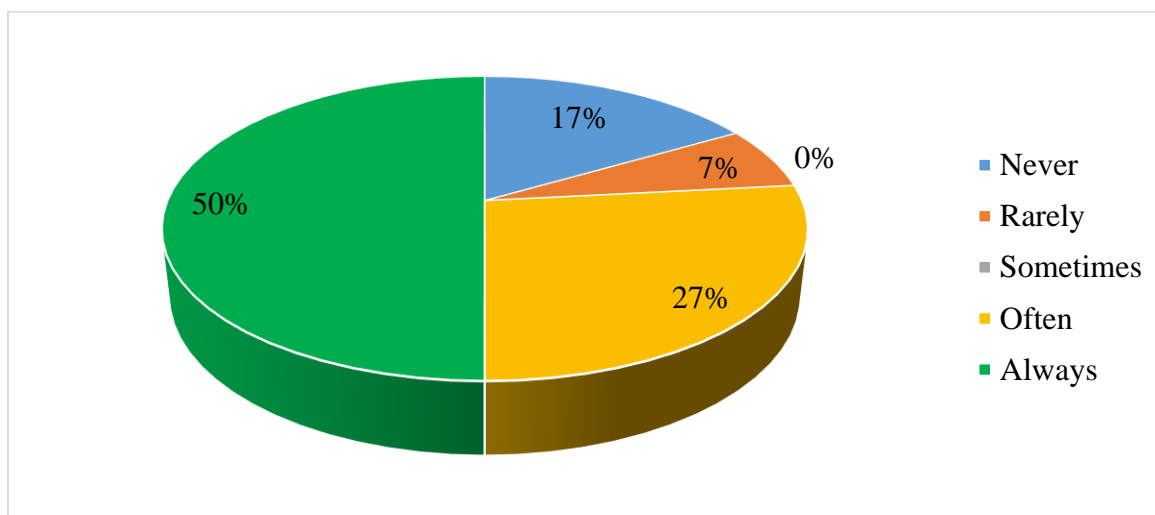
Figure 11. **I think developing phonemic skills is important for my child**
Elaborated by: Serrano & Zea (2020).

Analysis

Parents were surveyed about the importance of phonemic development. The 50% of them said they always think phonemic development is important, plus a 27% that often consider this element important. However, 17% affirm they consider it is never important and 7% think it is rarely important.

3.6.3. Teachers' Interview

The interview technique, and its instrument, the open-ended questionnaire, was applied to the teacher of fifth-grade at Centro Educativo Miraflores. The purpose was to collect information from teachers to determine the importance of reading fluency in students. The interview questionnaire included 7 questions and the results were the following:

Table 13.
Teachers' Interview

| QUESTIONS	TEACHER 1	TEACHER 2	TEACHER 3
How do you motivate students for reading?	Sometimes I let them choose what they want to read.	I try to choose a topic they enjoy.	It's difficult because I have to follow a planning.
How important is in your opinion fluency for your students?	I think it is very important and necessary, but usually they are not motivated.	It is as important as the other skills.	If they do not want to read, they do not care fluency. For teachers students' improvement is very important.
What action do you take for helping struggling readers develop fluency?	I created a blog with reading activities based on interesting topics.	I planned extra sessions for struggling readers.	I try to help them with some tips in the classroom.
How do you involve parents in the process of making students fluent in reading?	I plan activities where they have a role at home.	I do not usually involve parents actively.	Parents do not participate.
What strategies are in your opinion the appropriate to promote fluency in reading?	Listening a model for fluency is one of them.	Reading aloud with a guide.	Repeating pronunciation of words.
What components should teachers	I think a good selection of books.	Students' level.	The time needed for the activities.

consider in their when planning to improve reading fluency?			
In what way is reading fluency related to other skills?	It is completely related as the four skills work together.	It provides speaking and writing a source of words.	Reading gives the other skills raw material to produce.

Source: Centro Educativo Miraflores.
Elaborated by: Serrano & Zea (2020).

Analysis

- Teachers consider fluency and motivation important for acquiring reading fluency. Even though they take different actions for motivating students, they are convinced motivation must be part of the process. However, despite teachers know how difficult is to motivate struggling readers, it seems not all of them take enough actions to help them improve their fluency.

- Most teachers consider parent should not participate in the process of acquiring reading fluency, maybe because traditionally the teaching process has been only teachers' responsibility. Nevertheless, nowadays parents often take actions by themselves to help their children improve their performance at school.

- It seems teachers do not apply a variety of strategies for promoting reading fluency in students, despite the fact they know this skill is related to the others.

Preliminary Conclusions

The application of the research tools allowed to build the following preliminary conclusions:

- The students' observation allowed to identify the most important difficulties students had in reading, such as their lack of knowledge of letter sounds, students' confusion with similar-looking words when reading, and their insufficient knowledge of punctuation at reading. In addition, they presented problems in their phonetics, which caused resistance and demotivation to read.

- The parents' survey confirmed that children do not have access to books they can enjoy, so they do not read enough at home, and when they do it, little attention is paid to punctuation rules. Children do not have neither access to hear fluent reading as they do not have a special place at home where they can read with their parents. Parents recognized they do not have time enough for practicing reading with their children, although they consider phonetics important for their kids.

- The teachers' interview allowed to conclude that fluency and motivation are among the elements considered important in the English class for acquiring reading fluency. However, few actions are taken to help students improve their fluency.

CHAPTER IV

THE PROPOSAL

4.1. Topic

Teachers' Workshops to Improve Reading Fluency in Students.

4.2. General Objective

- To provide teachers a set of reading strategies for improving 5th grade students' reading fluency.

4.3. Specific Objectives

- To describe the main features of reading fluency strategies.
- To guide the process of reading fluency in English towards word recognition and meaningful learning in students.

4.4. The Proposal Scheme and Development

4.4.1. The Proposal Scheme
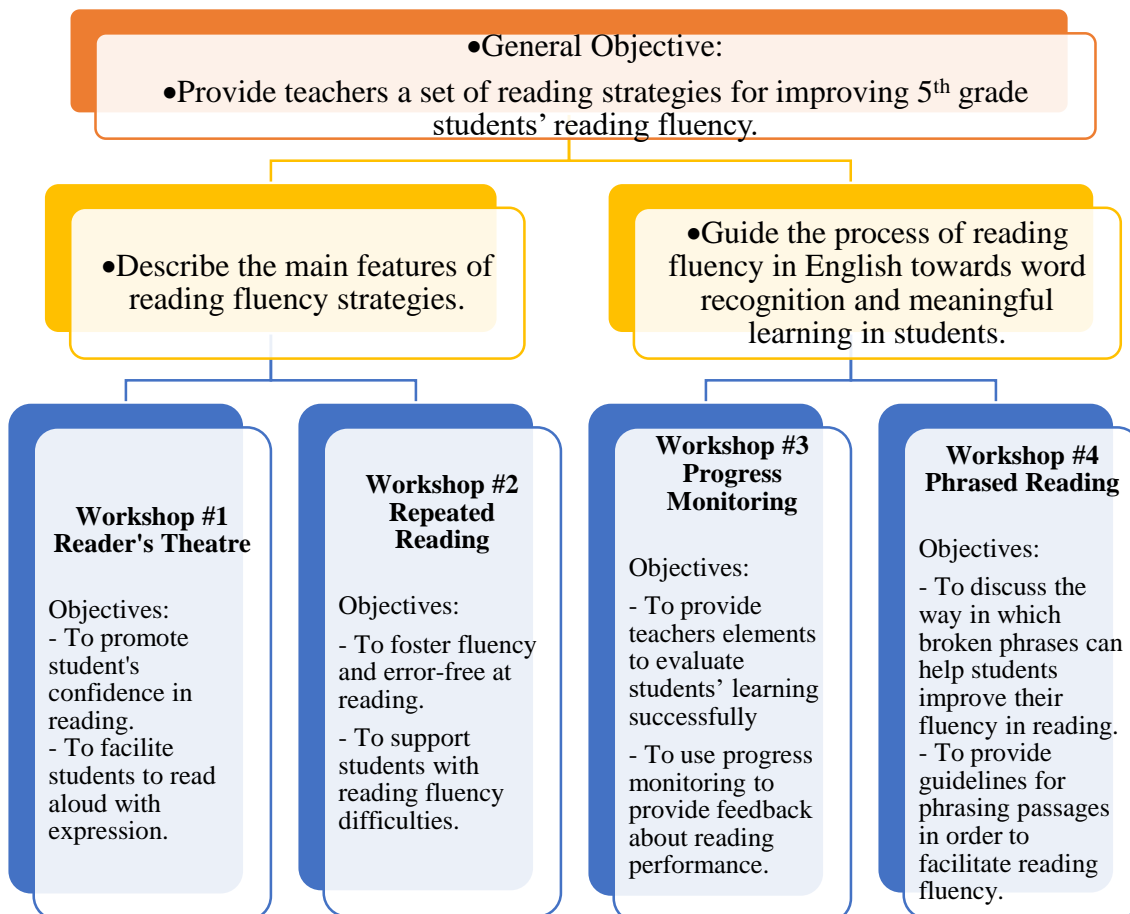
Figure 12. **Proposal scheme.**
Elaborated by: Serrano & Zea (2020).

4.4.2. The Proposal Development

Teachers' Workshops to Improve Reading Fluency in Students

Ever Serrano and Jerson Zea

2020-2021

Workshop # 1

Reader's Theatre

Session Planning

Figure 13. Readers' Theatre.
Source: Library Point (2020).

1) **Welcome Attendees**

2) **Icebreaker**

   - The workshop facilitator tells the audience about himself; if any member of the audience hears something in common, that person will stand up and link arms with the facilitator. Then, the person stood up will talk about himself, beginning with things in common with the facilitator. If anyone in the audience hears a common thing with the person speaking, he or she will go and link arms with that person. This chain continues until everyone is linked.

3) **Objectives**:

   - To promote students' confidence in reading.
   - To facilitate students to read aloud with expression.

4) **Resources**:

   - A computer
   - Internet service
   - A PPT file
   - A projector

5) Content development:

Reader's Theatre

a) Time: 60 minutes

b) Essential questions:

- What do you know about the reader's theatre strategy?
- How do you think this strategy may help develop students' reading fluency?

c) Content

- Readers' theater is known as a reading strategy in which students have the chance of reading a theater script several times to perform it in front of an audience. In other words, it is an interpretive reading activity in which readers, through their voices, bring to life the actions, the words of the characters the story and the contents of the text .

- Readers' theater differs from traditional theater in that it does not require special memorization, costumes, props, and scenery. It makes it an inexpensive and easy-to-implement activity. It is also a motivating technique, as it has a real communicative purpose that encourages readers to reread the text.

- Students repeatedly practice when expressive reading of a text not only for the covert purpose of improving their reading skills, but, above all, for the purpose of presenting it to an audience. In turn, it favors the social and emotional behavior of students, since it provides a cooperative learning environment, where students with different abilities work together to achieve common goals.

d) Guidelines for implementing Readers' Theater in the classroom

- Although there is no established format on how to implement the reader's theater strategy in the classroom, this workshop includes some general guidelines on how to carry it out. However, the teacher is free to make changes depending on the objectives pursued, students' needs and time available, among other factors.

Session 1	
Teacher's Role	**Student's Role**
- Give students a folder with two copies of the script. - Divide the class into groups.	Listen to the teacher's reading, while following the reading of the text silently.

Present the title of the work and encourage students to make predictions from it.	Talk to the teacher and classmates about the content of the story.
• Read the text aloud with the appropriate expression and speed to convey a fluent reading pattern to your students.	• Responds to questions related to the narrative structure of the text and aspects common to plays.
• Discuss the text with students.	• Take a copy of the script home to practice reading aloud by reading in front of an adult.
• Encourage students to take home a copy of the script for practice.	

Session 2

Teacher's Role	Students' Role
• Assign the characters to the students, according to their interests, personality, reading level.	• Meet with his group.
	• Color the dialogue corresponding to the assigned character.
• Ask the students to highlight the parts that correspond to their characters with a fluorescent color.	• Read the character assigned out loud the best possible.
• Monitors groups, instructs, and provides feedback when necessary.	• Take the copy of the script home to practice reading the assigned character.

Session 3

Teacher's Role	Students' Role
• Do the same procedure as in session 2.	• Keep reading the highlights of the text. Then change the text to practice reading another character.
• Encourage students to pay special attention to the assigned role.	
• Explains how to transmit moods and emotions through the voice.	• In the last 5 minutes, each student in the group chooses an accessory representing the character, the one to be used in the last session.

Session 4	
Teacher's Role	**Students' Role**
• Walk around the classroom to orient the students with their characters.	• Read and reread the dialogues of the character assigned by the group. • During the last 10 minutes they make labels with the names of the characters and discuss where each one will wear during the performance.

Session 5	
Teacher's Role	**Students' Role**
• Organize the final performance.	• They perform the play in front of the attendees, that may be made up of their classmates, teachers, friends and / or family.

- This proposed plan can be adapted by teachers to be carried out in three sessions. During the practice, the teacher should listen carefully and correct the reading if necessary.
- Part of a script example is delivered for teachers to review (Annex 6).

6) Reflection:
- What changes will you make to the sessions?
- What aspects are in your opinion the most relevant for the development of students reading fluency?
- In your opinion, how feasible is this strategy of being applied?

7) Benefits of Using Reader's Theatre:
- It develops reading fluency through a series of repeated contact with a text.
- It helps students increase their text comprehension.
- It makes possible to integrate several skills, such as reading, writing, speaking, listening in context.
- It positively engages students in the topic.

- It increases students' reading motivation.

- It makes students more confident and improves their self-image.

- It provides students a real purpose for reading.

- It promotes cooperative learning.

8) Conclusion

- Reading fluency is a critical aspect for English language students, who need a lot of exposure to the texts and hours of practice to master the skill.

- The main goal of the strategy is to increase the reading fluency of students and to prevent a possible reading deficit in children.

- This strategy is also suitable for students with difficulties, as it offers them the opportunity to practice reading with an authentic purpose. It also promotes collaborative work and a motivating environment in which to carry out repeated reading.

- Careful application of this strategies, combined with an assessment to measure their effects, can significantly improve reading fluency.

Workshop # 2

Repeated Reading

Session Planning
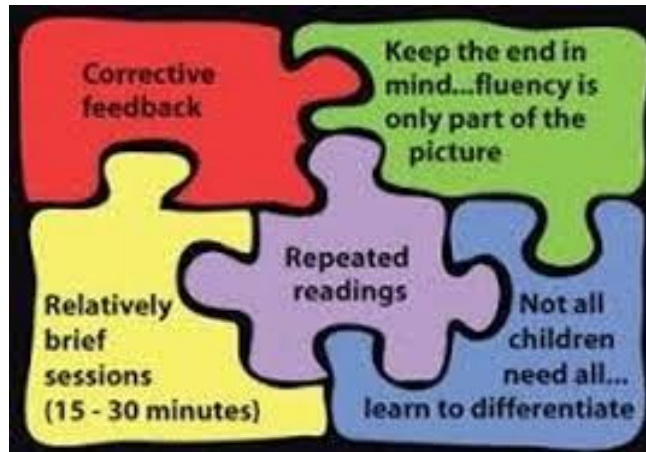
Figure 14. Reading Fluency.
Source: TCEA (2020). |

1) Welcome Attendees

2) Icebreaker

- Get everyone standing in a circle. Ask them to suggest a random topic. E.g. football, food, work, music, etc.

- Select someone to start and explain that each person should tell one word to continue a story about the topic selected, in order.

- Encourage people to say the first thing that comes to mind – it doesn't matter if the story makes sense or not.

- Move around the circle quickly. Once the group finds their rhythm, increase the speed.

3) Objectives:

- To foster fluency and error-free at reading.

- To support students with reading fluency difficulties.

4) Resources:

- A computer

- Internet service

- A projector

- Speakers

- Reading material.

- Podcast.

5) Content development:

Repeated Reading

a) Time: 60 minutes

b) Essential questions:

- How do you think this strategy works?
- What do you think are the goals of repeated reading?

c) Content

- Repeated reading strategy started in the late 1970s. It is a method proposed by Samuels (1076) to develop automaticity. It was found that engaging students in repeatedly reading texts helped to improve their reading ability.
- Samuels (1976) and Chomsky (1978) stated that multitasking is an essential activity to reach good reading.
- Repeated reading helps readers to gain automaticity. Automaticity to reading is crucial. Students need to be able to decode a text automatically, that is, without thinking about decoding, with accuracy and enough speed.
- Repeated reading's goal is to build accuracy and speed to a point where comprehension would be possible. The more efficient the reading of the words, the more that readers' attention could be turned to meaning.
- Teachers use this strategy mainly to increase students' fluency, especially to those with accurate but choppy reading. The way to do it is through automaticity, or the ability to read quickly and accurately.

d) How to use the strategy

1. Select a text or around 50-200 words.
2. Choose a passage of the text. It should be decodable, not predictable.
3. The text to be used should be between the student's instructional and frustration levels. It means students should be able to read that text without help and they will make mistakes.
4. Introduce the passage to students.
5. Provide background information if needed.
6. Students read the text aloud.
7. Provide definitions for new or difficult words but elicit their meaning and encourage students to pronounce them on their own first.

8. Students re-read the text up to three times to achieve a smooth and efficient reading.

Suggestion:

Use a fluency chart to track students' progress (Figure 4):
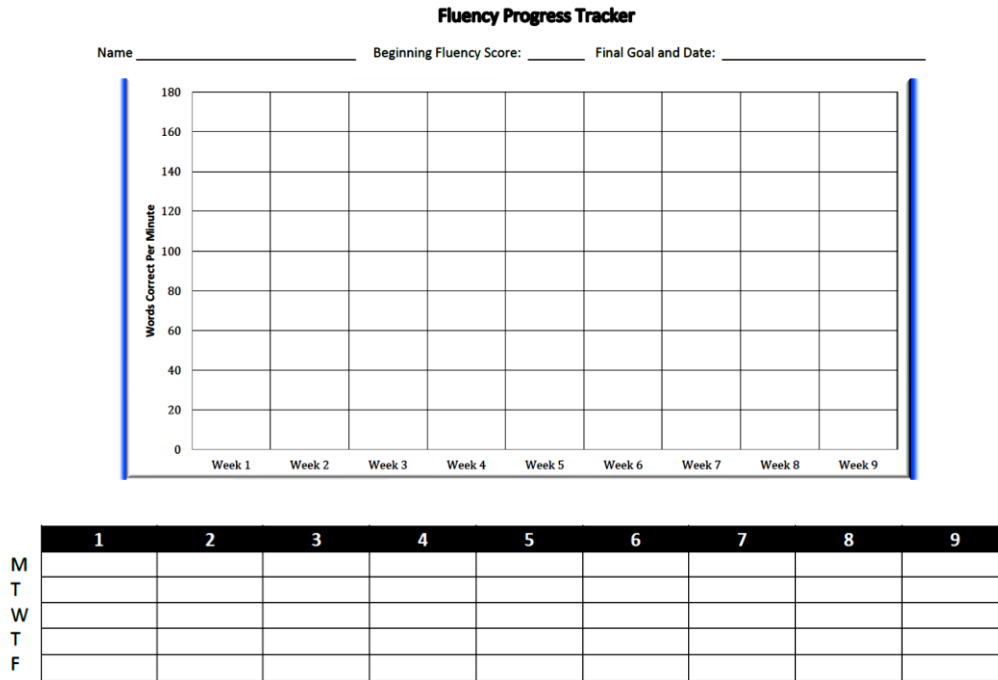
Figure 15. Fluency Tracker.
Source: Pinterest (2020).

e) **Individual Reading Fluency Activities**

An important aspect of reading fluency is reading independence. Encouraging students to apply repeated reading without a teacher. In this way, students will be able to decode and solve problems without guidance.

- Recorded assistance. A recorder is very useful to help students practice re-reading. It is possible to use a pre-recorded text or to record it for students to listen. Students have to follow along the text recorded the first time, and then, the whole class will read in unison three times, trying to grow in speed and confidence.

- Timed reading. This activity requires a student to time their reading with a stopwatch. It is recommendable for students to use a chart to keep records of their time. Remind students that the purpose is to be able to read fast and accurate, not just fast.

f) Partner Reading Activities

This strategy works with small groups of students. Students will need to sit close. They will also need copies of the text to be read. The following activities are suggested.

- Partner Reading. Students are grouped according to their reading levels into pairs. They will select some passages in advance. One of the readers will go first, reading the passage chosen three times, while the other listens. Then it is turn for Reader Two, who will read a new passage aloud three times too. After their readings, students will discuss what they learned and will help each other as needed.

- Choral Reading. Students are grouped according to the same or similar reading levels into pairs or small groups. Ask students to read a text in unison. Students will notice how fluent reading looks and sounds.

- Echo Reading. This is a scaffolded strategy about repeated reading. Students will follow the text along with their fingers while the teacher reads a short passage once. When the teacher finishes, the students read the passage themselves, "echoing back" what they heard from the teacher. Repeat the activity one or two times.

6) Reflection:

- How effective do you think repeated reading can be?
- Would you make any change to this strategy?
- Would you suggest any variation to this strategy?

7) Benefits of Using Repeated Reading:

- It develops automaticity.
- It increases speed at reading.
- It increases reading confidence.
- It improves comprehension and connection to text.
- It encourages vocabulary building.

8) Conclusion

- This strategy allows a student the opportunity to read and understand what is being read. Students will be able to understand a text after reading several times. Even if there are difficult words, difficulties to understand, lack of background knowledge or interest, or students' lower level, this strategy can be useful.

Workshop # 3

Progress Monitoring

Session Planning
 Figure 16. Progress Monitor. **Source: Read Naturally (2020).**
1) Welcome Attendees **2) Icebreaker** • Give the attendants an index card and ask them to write a question about anything that pops into their head e.g. "What was your party like?". • Everybody should then pass their card to the person on their right and answer this question on the back of their new card. • Throw the cards in a bag (or shuffle them) and hand them out again. • Keep moving through the group like this until everyone has both asked and answered a question.
3) Objectives: • To provide teachers elements to evaluate students' learning successfully through a monitoring process. • To use progress monitoring to provide feedback about reading performance.
4) Resources: • A computer • Internet service • A PPT file • A projector

5) Content development:

<div align="center">

Progress Monitoring

</div>

a) Time: 60 minutes

b) Essential questions:

- How can teachers identify the level of difficulties in reading for struggling students?

- How can teachers determine whether students are making appropriate progress in reading?

c) Content

- Progress monitoring is a kind of assessment to evaluate students. Based on this, the teacher can provide feedback about performance to learners and teachers.

- Monitoring progress means to carefully observe students' performance during reading instruction. Teachers should ask themselves if students are demonstrating growth during the lesson; if students are mastering particular letter-sound correspondences; if they can read word lists accurately; or if they read text smoothly.

- It is more informative to measure reading performance. It is needed to find a suitable reading achievement measure that can be given repeatedly to measure student progress.

- It is important to obtain a words-correct-per-minute (WCPM) score. Students are assessed individually as they read aloud for one minute from an unpracticed passage of text. The WCPM score is calculated by subtracting the total number of errors from the total number of words read in one minute.

- Progress monitoring should be done as often as once per week for students who are reading more than one year below level and receiving intensive intervention services, including special education.

- When monitoring the progress of struggling readers, the standard procedures are expanded by graphing the student's WCPM scores. A progress monitoring graph, for perhaps a grading period or a trimester, is created for each student. Follows an example of the procedure:

  A student read a story with 148 words in 2 minutes, 55 seconds. She made 8 errors. To determine WCPM:

1. Count the total number of words.

Example: 148

2. Count the number of mistakes.

Example: 18

3. Take the number of words minus the number of mistakes = number of words read correctly.

Example: 148-18 = 130

4. Calculate percent accuracy: number of words read correctly divided by total number of words.

Example: 130/148 = 87%

5. Convert the time it took to read the passage to seconds.

Example: 2 minutes, 55 seconds = 175 seconds

6. Convert the number of seconds to a decimal by dividing the number of seconds by 60. This is the total reading time.

Example: 175 / 60 = 2.91

7. Divide the number of words read correctly by the total reading time in decimal form.

Example: 130 / 2.91 = 45 WCPM

6) Reflection:

- Is it convenient to measure students' performance in reading?
- What possible effects may monitor progress reading have in students?

7) Benefits of Using Monitor Progress Reading:

- It is possible to collect useful data. Carrying out regular assessments and collecting student samples of work is a useful way of gathering informative student performance data.
- It allows to improve teacher instruction. Monitoring student progress allows the teacher to evaluate the effectiveness of their own teaching.
- It ensures achievement for every student. The teacher is allowed to analyze a student's current performance level for a specific skill.
- It allows to identify students at risk.

8) Conclusion

- A regular measure of students' skills to be learned helps teachers to graph changes in the number of correct words per minute (reading) students produce and compare that progress to the rate of improvement needed to meet the objectives.

- Progress monitoring is commonly used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Teachers can use progress monitoring for individual students or for an entire class.

Workshop # 4

Phrased Reading

Session Planning

Figure 17. Phrased Reading.
Source: Mavoigt (2020).

1) **Welcome Attendees**

2) **Icebreaker**

   - Ask everyone to, using a whiteboard note, describe their dream job. They can use words, pictures, sketches, whatever they like.

   - Then, either in small groups or all together, ask each person to show theirs and describe why it would be their ideal job.

3) **Objectives**:

   - To discuss the way in which broken phrases can help students improve their fluency in reading.

   - To provide guidelines for phrasing passages in order to facilitate reading fluency.

4) **Resources**:

   - A computer

   - Internet service

   - A PPT file

   - A projector

5) **Content development:**

Reading Workshop

a) **Time:**   60 minutes

b) Essential questions:

- How does fluency impact comprehension?
- How can breaking up a passage into phrases help to improve reading fluency?

c) Content

- Any kind of text or passage, including a poem, can be broken up either by placing separate sentences on different sheets of paper, or using symbols within the text such as \ or \\ to denote pauses.
- Teachers can help students improve their reading comprehension around one level by having them break up a passage in one way or another.
- An improvement of one level is quite significant. By applying this technique early in the school year, you as a teacher can help close the gaps that exist within your classroom.
- When a student practice reading in phrases, also learns to break text into meaningful parts. It is recommended having phrased reading several times per week for about ten minutes per day.

Steps to apply Phrased Reading:

1. Give students copies of a phrased reading passage. Consider students' reading level.

2. Read aloud the phrased passage with good phrasing and intonation. Ask students if they can guess the meaning of the markers. Then, discuss the importance of phrasing in the fluent reading process.

      a. The single slash indicates a slight pause.

      b. The double slash after the period indicates a more prolonged pause.

3. Rehearse a passage in unison. Tell students that the markers in each phrase identify chunks of text, and that those chunks of text should be read together smoothly.

4. Give students enough time to read segmented passages with partners.

5. Allow students to practice segmented passages individually.

6. Monitor students' production to hear independent readings of segmented passages. Pay attention to students' expression, pauses, and phrasing. Scaffold struggled students.

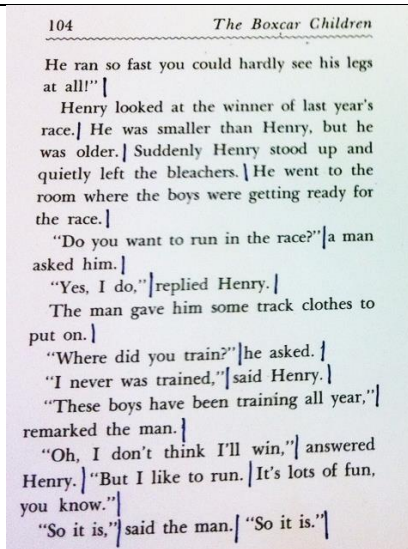7. Give students an unsegmented passage. Ask them to phrase it.

Figure 18. The Boxcar.
Source: Google Images (2020).

- Notice that slashes are placed in natural pauses in the phrase. It helps students understand where to give pause before moving on. In addition, it is possible to use also single and double slashes. A single slash within a sentence, and a double slash in place of a period.

6) **Reflection:**

- What additional advantages does text phrasing bring?
- How difficult can be this strategy for your students?

7) **Benefits of Using Phrased Reading:**

- Phrased Reading is related to reading comprehension. When students read word-by-word, the meaning of the text is compromised.
- It is the phrase and not an individual word that contains the essential unit of meaning.
- Students who have not mastered text phrasing are highly unlikely to comprehend the text, no matter how fast or accurately they read.

8) **Conclusion**

- Text phrasing allows students to group words together as in normal speech, including pauses between phrases, clauses, and sentences, improving reading fluency. The strategy can be challenging for students because they cannot see many phrase boundaries. Many phrase boundaries are not explicitly marked, which means readers must infer the appropriate time to pause and scoop.

CONCLUSIONS

With the development of the current study, which has the objective of determining the influence of teaching strategies on reading fluency in Students of Fifth Grade EGB at Centro Educativo Miraflores, school year 2020-2021, it was possible to gather the following conclusions:

- The literature review made it possible to systematize the theoretical foundations that support the research variables, that is, teaching strategies and reading fluency.

- With the application of the research tools, it was possible to identify the difficulties in reading fluency that students of Fifth Grade at Centro Educativo Miraflores face.

- Several arguments belonging to a varied of authors with similar works to the current study were included. These studies allowed to conclude that teaching strategies have an important influence on students' reading fluency.

- The reading observation showed that students had some difficulties with the sound of the letters, which affects their pronunciation, and as a consequence, the message they transmit. They also substituted similar-shape words when reading. Another problem was that most students did not consider punctuation at reading, and their reading was not smooth. Also, students showed resistance to reading. It is commonly caused by demotivation to read, usually because students are fear of making mistakes.

- The Teachers' Interview showed that teachers consider fluency and motivation important for acquiring reading fluency; however, they do not apply enough strategies for promoting reading fluency in students.

- The survey applied to parents allowed to know their perceptions students reading fluency. Mainly, parents believe their children barely read, and have important difficulties to identify basic punctuation rules. Students do not practice reading at home. They do not apply any reading strategy to improve fluency, and their parents dedicate little time to help them improve this skill.

- The implementation of a series of workshops for teachers will improve reading fluency in students facilitating their work in the classroom.

RECOMMENDATIONS

The following recommendations are drawn as a result of the research process:

- Parents should have an active participation in stu dents process to acquire fluency in reading. Since early ages, reading experiences with their parents help children to be prepared for literacy instruction.

- The institution should provide teachers enough training regarding strategies and resources to improve reading fluency in students. Teachers' training means professional development, which is important for students' achievement.

- The proposal of a series of workshops about teaching strategies to improve reading fluency should be implemented. Helping children improve their fluency in reading will also be useful to improve their comprehension and find joy in the process of reading. Besides, it is important to consider that this proposal should be updated to fulfil the requirements of the changing world.

BIBLIOGRAPHY

Anderson, J. (2018, 06 27). *Classroom.* Retrieved from What Are the Factors Affecting Reading Performance?: https://classroom.synonym.com/pros-cons-teaching-phonics-7985135.html

Asamblea Nacional. (2008). *Asamblea Nacional.* Retrieved from https://www.asambleanacional.gob.ec/sites/default/files/documents/old/constitucion_de_bolsillo.pdf

Cambridge Dictionary. (2010, 01 18). Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/strategy

Cambridge Dictionary. (2020, 01 19). *Cambrige.* Retrieved 01 19, 2019, from https://dictionary.cambridge.org/grammar/british-grammar/intonation

Campoverde, A. (2016). *Blogspot for modeling as a strategy to improve English reading fluency in students of ninth grade at EBG Jose Pedro Varela, La Libertad, Province of Santa Elena, 2015-2016.* La Libertad: UPSE.

Canadian Ministry of Education. (2019, 12 03). *Cross Curricular Approaches, Grades 7-12.* Retrieved 01 18, 2020, from http://www.edugains.ca/resourcesLiteracy/CE/7-12/ThinkLiteracy/Reading.pdf

Castillo, J. (2016). *Reader's theater as a strategy to enhance reading fluency and comprehension among 8th year students of Basic Education, at Unidad Educativa "Lauro Damerval Ayora" No1 in Loja city, during the school year 2014-2015.* Loja: Universidad Nacional de Loja. (Bachelor's degree Thesis).

Doherty, U. (2017). *Focus on fluency: Practical strategies for teaching reading to struggling readers in senior primary and junior cycle post-primary classes (2nd ed.).* Limerick: Curriculum Development Unit, Mary Immaculate College.

EF. (2018). *EF English Proficiency Index.* EF.

Eurocentres. (2017, 05 10). *Why is it important to learn English?* Retrieved 01 19, 2020, from https://www.eurocentres.com/blog/5-great-reasons-learn-english

Evanchan, G. (2015). *The development of fluency and comprehension literacy skills of second grade students by providing regular use of the fluency development lesson.* Akron, Ohio: The University of Akron.

Gaona, E., Suárez, L., & González, H. (2013). *Becoming an efficient reader: a proposal for a school curriculum.* Bogotá: UNC.

Maas, C. (2017, 02 27). *ELT Research Bites*. Retrieved 01 17, 2020, from Shadowing in ELT: Who benefits and how?: https://www.eltresearchbites.com/201702-shadowing-in-elt-who-benefits-and-how/

McCormack, R., & Pasquarelli, S. (2010). *Teaching Reading, Strategies & Resources for Grades K-6.* New York: The Guilford Press.

Ministerio de Educación. (2012). *The English Language Learning Standards.* Quito: MINEDUC.

NAEP. (2017). *Reading Framework for the 2017. National Assessment of Educational Progress.* Washington, D.C.: NAEP.

Nishanthi, R. (2018). The importance of learning English in the workd today. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 871-874.

Northwest Missouri State Unviersity. (2010, 01 18). *Definitions for Strategy and Activities.* Retrieved from https://www.nwmissouri.edu/education/peu/pdf/studentteach/mopta/Task3Definition.pdf

OECD. (2016). *Teaching Strategies for Instructional Quality.* Retrieved 01 19, 2010, from http://www.oecd.org/education/school/TALIS-PISA-LINK-teaching_strategies_brochure.pdf

Ortiz, O., & Guerra, J. (2016). *Motivational strategies to improve fluency reading.* Guayaquil: Universidad de Guayaquil (Bachelor's degree thesis).

Pamplona, J., Cuesta, J., & Cano, V. (2019). Teaching Strategies in Basic Areas: a look in school learning. *Elethera*, 13-33.

PDST. (2014). *Reading Fluency.* Retrieved 01 19, 2019, from https://pdst.ie/sites/default/files/fluency%201.pdf

Reading Rockets. (2010, 01 17). *Fluency.* Retrieved from https://www.readingrockets.org/helping/target/fluency

Reading Rockets. (2020, 01 18). *Fluency.* Retrieved from https://www.readingrockets.org/helping/target/fluency

Roiger, T. (2019). *Repeated Reading and Reader's Theater to Improve Fluency.* Minnesota: St. Cloud University.

Sarris, M., & Dimakos, I. (2015). Oral reading fluency and prosody: A preliminary analysis of the Greek language . *Themes in Science & Technology Education, 8(1)*, 47-62.

Senplades. (2017). *Plan Nacional de Desarrollo Toda Una Vida 2017-2021.* Quito: Senplades.

Senthamarai, S. (2018). Interactive Teaching Strategies. *Journal of Applied and Advanced Research*, 36-38. Retrieved from https://www.researchgate.net/publication/325085137_Interactive_teaching_strategies

Strategies. (2019, 07 01). *Echo Reading*. Retrieved 01 19, 2020, from https://strategiesforspecialinterventions.weebly.com/echo-reading.html

Victoria State Goverment. (2019). *The Education State.* Retrieved 01 31, 2020, from High Impact Teaching Strategies. Excellence in Teaching and Learning: https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf

ANNEX 1

Observation Guide

Objective: To identify the most common difficulties in reading fluency they have.

ITEM	S1		S2		S3	
	YES	NO	YES	NO	YES	NO
1. Knows the sound of the letters						
2. Oral Reading is smooth						
3. Reads words in the correct order						
4. Considers punctuation at reading						
5. Substitutes similar-looking words when reading						
6. Sounds out unfamiliar words correctly						
7. Loses place on the page, skips lines, or rereads lines.						
8. Is aware of small words such as a, the, of, were, from						
9. Makes up part of a story based on the illustrations, instead of reading						
10. Shows resistance to reading						

ANNEX 2

Teachers' Interview

Objective: To determine the importance of reading fluency in students.

1. How do you motivate students for reading?

2. How important is in your opinion fluency for your students?

3. What action do you take for helping struggling readers develop fluency?

4. How do you involve parents in the process of making students fluent in reading?

5. What strategies are in your opinion the appropriate to promote fluency in reading?

6. What components should teacher consider in their when planning to improve reading fluency?

7. In what way is reading fluency related to other skills?

ANNEX 3

Parents' Survey

Objective: To describe the common aspects in reading fluency that students follow at home.

INSTRUCTIONS

Select an option with honesty. There are no right or wrong answers. The survey is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

1 = Never 2 = Rarely 3 = Sometimes 4 = Frequently 5 = Always.

ITEM	1	2	3	4	5
1. The child reads his favorite book at home frequently.					
2. The child looks for punctuation while reading.					
3. The child has access to books that he or she enjoys.					
4. The child reads aloud at home.					
5. The child hears fluent reading to become familiar with words					
6. The child enjoys practicing short scripts given by the teacher (Reader's Theatre).					
7. The child has a reading area at home					
8. I take time to sit with my child and read					
9. I encourage my child to re-read his or her favorite book.					
10. I think developing phonemic skills is important for my child					
11. Teachers should receive training to help students develop their reading fluency.					

ANNEX 4

Script Example

Fairytale Mystery Theatre

A Radio Drama

An original adaptation of

"Goldilocks and the Three Bears"

by Linda Nesbitt

Characters:

Goldi Locks – a child   Sylvia Locks – Goldi's Mother

Barney – Papa Bear   Beatrice – Mama Bear

Bubbie – Baby Bear   Claudine Cooter – nosy neighbor

Heywood Stack – local farmer   Inspector Sylvester Lester – policeman

Sgt. Homer York – policeman   Wendall Wonderful – master of ceremonies

Patty Perky – commercials   Sound FX – Sound Effects

[sound effects – music – fades out – chimes, bong, bong, bong]

Wendall (in a smooth, caressing voice): "Radio Station CRRL is proud to bring you another episode of Fairytale Mystery Theatre [music cue … then it fades] sponsored this evening by 'Phipps Foaming Flakes' and 'Totley Tea'. Here now is pretty Patty Perky to give us the real low-down on 'Phipps Foaming Flakes'."

Patty (very upbeat!): "Thank you Wendall! Ladies – is your laundry limp? Is your wash a wash-out? Do your whites look dull and dingy? Well, fret no more, for 'Phipps Foaming Flakes' are here! 'Phipps Foaming Flakes' are guaranteed to take the blues out of your wash day. Just a cupful of 'Phipps Foaming Flakes' in your washload will result in sparkling bright laundry. Your whites will be whiter, and your brights will be brighter. Even your skin will be softer! Yes ladies, 'Phipps Foaming Flakes' is so confident that you will love their new product, that if for any reason you are not completely satisfied, simply return the

unused portion for a complete refund. And the next time wash day rolls around – just remember ladies:

[sound cue – music – chimes]

The next time wash day rolls around,

Don't let that laundry get you down,

Just remember these few tips,

Hands and laundry depend on Phipps!

Wendall (smooth announcer voice): "Thank you Patty – we'll all benefit from that message – right ladies? And now, dear listeners, it's time for Act I of this evening's presentation [sound cue – dramatic music] The Case of the Mysterious Intruder or Who's Been Snooping in My House?"[sound cue – intro music … fades out].

Act I, Scene 1 – The Cottage of the Three Bears

[sound cue – dishes rattling – noises of table being set – clinking of spoons]

Mama (raising her voice): "Barney! Bubbie, come along now – breakfast is ready."

[sound cue – footsteps gradually coming closer]

Papa (deep voice): "Here we are Beatrice – I'm so hungry I could eat a horse (laughs) Ha, ha! That would be pretty funny – a bear eating a horse – right son?"

Baby (high voice – laughing): "Yes Papa – but I'm hungry too! Uhmmm – that porridge smells good, Mama."

Mama (sweetly): "I put cinnamon on it just the way you like it Bubbie. Careful now it's rather hot – don't burn your tongue."

Papa (blowing sounds) "My goodness Beatrice this porridge is very hot! Wait a minute, I have an idea – why don't we take a walk over to the glade in the woods while breakfast

cools? We could see if there are any of those nice wild flowers blooming – you know Beatrice – those purple ones you like so well?"

Mama (delighted): "Oh, yes Barney, that wild lavender – maybe we could bring some home to dry – it makes the linens smell so sweet. How about it Bubbie – would you like to take a walk with us?"

Baby (eager): "Oh yes Mama – that would be fun – let's go!"

All Three Bears: "all right – good – get your sweater – let's go then"

[sound cue – chairs being moved, footsteps and door closing. Music to transition scene]

Act I, Scene 2 – The Cottage of the Locks Family

[sound cue – dishes rattling, clanking and pot slamming]

Sylvia (coaxing): "Please, Goldi Sweetheart, be careful with those dishes you'll break something, darling."

Goldi (pouting): "I don't see why I always have to help with the dishes anyhow. You know I hate it!"

Sylvia (kindly): "Oh I know, darling. It's just that with your father away on business, it's such a help to me."

Goldi (still pouting – but trying to get her way): "Oh, I know Mother – you <u>are</u> the sweetest Mother a girl ever had – (abruptly) may I go to Mr. Goody's store to get some candy now?"

Sylvia (absentmindedly): "Why yes, of course dear – oh wait a minute – haven't you spent all of your allowance for this week?"

Goldi (reluctantly): "Well, yes – but won't you give me some money? – (whining) after all I <u>did</u> help with the dishes!"

Sylvia (unsure): Oh dear – I don't think so darling – you know I'm a little short on cash until your father gets home."

Goldi (sound of feet stamping – beginning to have a tantrum): "I don't care! You said I could get some candy! I want candy! I WANT CANDY!! (yelling and stamping feet)"

Sylvia (soothingly): "All right – all right. There, there Sweetheart. Just let Mother look in her purse to see what she can find. [sound cue – sounds of shuffling and rummaging in purse] Oh, here we are (counting out change) 10, 20, 25, and 25 makes 50 cents – how's that Precious?"

Goldi (being a brat): "Is that all you have?"

Sylvia (apologetically): "yes, dear, I'm afraid so. Won't that do?"

Goldi (still being bratty): "Well, I suppose so – I'm going to go now – I can't wait to get some gum balls and ju ju beads."

Sylvia (with a sigh): "Well darling – have fun – but remember – don't take the short-cut through the woods – there are wild animals in the woods, so be sure to stay on the path."

Goldi (happy now with her candy money she's overly sweet): "Oh yes, Mother dear – I'll be careful – goodbye (fading away) goodbye.

Sylvia (sweetly): "Goodbye."

[sound cue – feet walking and fading away – door shutting. Music plays to indicate a change of scene]

Source: Library Point (2020). Reader's Theatre at the Library. Retrieved from https://www.librarypoint.org/readers-theater/

ANNEX 5

Validation of the Proposed Plan

TEACHING STRATEGIES AND READING FLUENCY IN STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO MIRAFLORES, SCHOOL YEAR 2020-2021

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact		✓			
Feasibility	✓				
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity		✓			

Comments: The strategies presented become a variety of resources for the improvement of reading fluency.

Name:	MSc. Janeth Leticia Mora Zapater	
Occupation:	English School Director	
Phone number	0990536501	

Authors: Ever Johnson Serrano Naula
Jerson David Zea Murillo

TEACHING STRATEGIES AND READING FLUENCY IN STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO MIRAFLORES, SCHOOL YEAR 2020-2021.

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments:

Reading is the way to success and this skill needs to be taught at schools. These workshops are useful for teachers because they need to know the strategies to teach reading.

Name:	Mg. Mélida Campoverde	
Occupation:	University Teacher	
Phone number	0986103613	

Authors: Ever Johnson Serrano Naula
Jerson David Zea Murillo

TEACHING STRATEGIES AND READING FLUENCY IN STUDENTS OF FIFTH GRADE EGB AT CENTRO EDUCATIVO MIRAFLORES, SCHOOL YEAR 2020-2021.

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments:

I really like your proposal, the activities are creative in order to engage students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	
Occupation:	Coordinator	Signature
Phone number:	0993742876	

Authors: Ever Johnson Serrano Naula
Jerson David Zea Murillo