



Classifying Vocabulary to Improve Reading Comprehension in EFL Learners.

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Abstract

University students are required to reach a B2 English level. Thus, this study aimed at analyzing the effects of classifying vocabulary into parts of speech through Google Sheets to improve students' reading comprehension and expand word recognition. Furthermore, the study analyzes the students' perspectives on learning vocabulary. The study used an action research method, pre-post surveys, and pre-posttests were applied. The findings proved that classifying "parts of speech" facilitated the improvement of reading comprehension skills, with an effect size of $d=0.81$. Second, it confirmed that knowing vocabulary form raises students' awareness to identify and classify words correctly. Third, the application of the study changed positively participants' perspective regarding learning vocabulary. Therefore, **due to Ecuadorian learners need training** in reading comprehension and to the little literature about parts of speech, teachers should help students achieve better results in standard tests improving their English proficiency and contribute to research in this study field.

Keywords: reading comprehension, word recognition, parts of speech, Google Sheets, student's perspective.

Resumen

Los estudiantes universitarios requieren un nivel B2 de inglés. Por ello, se pretende analizar los efectos de la clasificación del vocabulario en partes del discurso a través de las hojas de cálculo de Google, para ampliar el reconocimiento de palabras y mejorar la comprensión lectora de los alumnos. También, el estudio analiza las perspectivas de ellos sobre el aprendizaje de vocabulario. A través de la investigación-acción se aplicaron pre-post encuestas y pre-post pruebas. Primero, el estudio demostró que la clasificación de las partes del habla mejora las habilidades de comprensión lectora, con un $d = 0.81$. Segundo, se confirmó que saber vocabulario y su forma provoca que el estudiante lo clasifique

correctamente. Tercero, la innovación cambió positivamente la perspectiva de los participantes sobre el aprendizaje del vocabulario. Las autoridades y maestros deben ayudar a los estudiantes a lograr mejores resultados en las pruebas estándar, en el dominio del inglés y contribuir en este campo de estudio.

Palabras clave: comprensión lectora, expansión de palabras, partes del habla, Google Sheets, perspectiva del estudiante

Classifying Vocabulary to Improve Reading Comprehension in EFL Learners.

The English first proficiency index showed that Ecuador was in the ranking 37 from 44 countries in 2011 and in the 55th of a list of 80 countries in 2017. Similarly, it showed a proficiency score of 48.52 in 2018 which places Ecuador in the position of 65 out of 88 countries (Education First, 2018). According to these reports, Ecuadorian students are not reaching a standard level of English. It is still low.

English involves four macro skills. One of those is reading. Researchers coincide that good readers could transfer strategies from L1 to L2 and vice versa because language transfer is bidirectional (Celce-Murcia, Brinton, & Snow, 2014; Kartushina, Frauenfelder, & Golestani, 2016). Moreover, reading comprehension promotes 21st skills such as communication, collaboration, critical thinking, and curiosity (Scott, 2015).

However, UNESCO (2014) through the Education for all development Index informed that the youth illiteracy in their mother tongue (L1) is higher than before in reading. It also highlighted that learners who had a low –income are unable to read a sentence. The Third Regional Comparative and Explanatory Study (TERCE) measured the learning achievement of third and sixth Latin American graders in different aspects, one of those aspects is Reading in L1 (Flotts, Manzi, Jiménez, Abarzúa, Cayuman, & Garcia, 2016). These tests showed that Ecuador has an average of 698 out of 1000. The general mean of all the countries evaluated was 700. It implies that Ecuador does not differ statistically from it.

In Ecuador, statistics show that reading in L1 practice remains a challenge since 26% of Ecuadorian do not have the habit of reading. A percentage of 56.8 % report that they are not interested in reading (Instituto Nacional de Estadísticas y Censos, 2012). Besides, in the rural areas of Ecuador, the situation is similar due to illiteracy is an issue that prevents teenagers from developing basic competencies (UNESCO, 2014). Based on the facts mentioned above,

Ecuadorian students need training in reading skills. There is a necessity to enhance reading comprehension in L1 to transfer to L2 or vice versa.

Regarding English, Ecuadorian students are asked to finish high school reaching a minimum B1 intermediate level according to the Common European Framework of Reference for Languages (CEFR), and college students are demanded to reach a higher level (Ministerio de Educación, 2012). To this end, extensive research indicates that vocabulary form enhances not only learning English in general (Cabrera, Castillo, González, Quiñones, & Ochoa, 2018; Nunan, 1991), but also reading comprehension specifically (Ibrahim, Sarudin, & Muhamad, 2016).

On the other hand, technological tools and applications have been used in the educational setting. They have been implemented to help teachers around the world to encourage students to enhance their English learning outcomes (Hubbard, 2009; Jarvis & Krashen, 2013). Besides, the findings of a study done in Ecuador by Solano, Cabrera, Ulehlova, and Espinoza (2017) confirmed that technology is not commonly used in English classes. Hence students are familiar with the technology, but not with the use of it to learn English. However, the present study applied a survey about the use of Google Sheets. It was applied to 26 students from a public university located in Los Rios. The results of the preliminary survey showed that 18 of the students are familiar with the use of it to present school work but not to learn vocabulary.

After testing the participants on reading comprehension using a formal standardized test, the result was a mean of 43 out of 100. It shows poor performance in this skill. Similarly, a preliminary survey about students' perception showed that 17 participants considered the passages in English difficult. They also thought that learning vocabulary in English was complex.

It's worth saying that some studies support the use of grammar to teach vocabulary and improve reading (Nation, 2001; Proctor, Silverman, Harring & Montecillo, 2012; Richards & Schmidt, 2002). Be aware of the meaning of the words and functions of the different parts of speech promotes syntax. It implies that it facilitates readers to make connections and to make the reading flow with a concordance (Poulsen & Gravgaard, 2016). On the other hand, although there is very little literature indicating that classifying vocabulary into parts of speech improves reading comprehension (Hazaea & Alzubi, 2016), the importance of vocabulary form to enhance comprehension supports the application of using the classification of the parts of speech. Furthermore, these gaps are those that led up to the present study to aim at contributing with a new way to learn vocabulary.

Moreover, there has not been found any literature that evidences the contrary, specifically regarding classifying vocabulary into parts of speech. However, some findings have proved a different point of view about parts of speech in reading comprehension and about vocabulary itself (Hatami, 2017; Oh, 2015).

Therefore, the present study aims at analyzing the effects of classifying vocabulary into parts of speech through Google Sheets–Excel spreadsheets to expand vocabulary and improve students' reading comprehension. Furthermore, the study focuses on analyzing the students' perspectives on learning vocabulary through the classification of words into parts of speech.

Due to the needs of the participants in this study, the following questions were addressed to achieve the aims of the present study:

- To what extent does “classifying vocabulary into parts of speech” through the use of Google Sheets improve reading comprehension skills?
- To what extent do students identify parts of speech and classify them correctly?

- Do students' perspectives of learning vocabulary change as a result of the innovation?

Literature Review

This study focuses on the use of the classification of vocabulary in parts of speech to improve students' reading comprehension skills through the use of Google Sheets. The independent variable of classifying words using Google Sheets and the dependent variable of reading comprehension skills are explored **as well as the** terms and concepts that involve the understanding of the focus of the study are also covered.

Communicative Learning Teaching - CLT

This study approach is aligned with collaboration and social interaction. They play an essential role in the learning process since they are based on the social constructivist theory. It highlights human intelligence development in society and culture (Vygotsky, 1978). Findings of a study done by Astuti, and Lammers (2017), demonstrated that interaction and collaborative work as CLT principles could help teachers to facilitate the learning process of all the four skills (reading, writing, speaking, and listening). The study also showed that the more the participants interacted with their peers, the more they used the target language.

Reading Comprehension: Skills Development

Reading comprehension is the skill that enables the reader to process and understand a text, to make connections with what the reader already knows and to apply it in the same or new context. According to Pearson, Valencia, and Wixson (2014), reading comprehension involves the interaction between the reader, the text, and the activity or purpose of the reading. Also, Catts and Kamhi (2017) stated that “the reader brings a set of cognitive-linguistic abilities, motivations, interests, and background knowledge to the task of reading” (p.73).

Some authors support the use of CALL in reading comprehension. Abdullah (2014) agreed that CALL enhances the reading language process. Also, students whose attitude toward CALL is positive got better results after taking the post-reading test in comparison with those who had a negative attitude. Additionally, a study conducted in Ecuador shows that the use of CALL tools are helpful to increase students' reading scores (Cabrera, Castillo, González, Quiñonez, & Ochoa, 2018).

A study developed by Binder, Cote, Lee, Bessette, and Vu (2016) demonstrated a high correlation between vocabulary depth mastery and acquiring a high level of reading comprehension skills. Since being aware of the meaning of the words enabled the participants to have a deeper understanding of the context and a better representation of the text. Also, Skehan stated that learners need to enrich their repertoire of formulaic expressions to get fluency as well as rule-based competence consisting of how to use specific grammatical components to master complexity and accuracy (as cited in Ellis, 2005).

Ibrahim, Sarudin, and Muhamad (2016) advocated that vocabulary size enhances reading comprehension. Their study was conducted at a public University in Malaysia, and it showed a statistically significant relationship at $p < 0.01$ level between the students' reading comprehension skill and the vocabulary size they master. In other words, the higher the students' mastery in vocabulary size was, the higher was the grade in reading comprehension.

Skimming

According to Duggan and Payne (2009), skimming is a reading strategy that enables readers to focus on getting an overview of a reading topic and to identify main ideas. In other words, the readers omit words when using a rapid and selective reading.

Goodman stated that skimming is included in the top-down model. That is why skimming is also known as a conceptually-driven process. That is to say, in which the brain uses information that is already known. Therefore, a conceptually-driven process happens when readers make connections with their knowledge, expectations, and assumptions (as cited in Dehghan & Sadighi, 2011).

Scanning

Hedge stated that scanning is a reading strategy that aims at looking for details and specific information to achieve concrete reading goals (as cited in Izquierdo & Jiménez, 2014). Dehghan and Sadighi (2011) pointed out that scanning is also considered **as** a top-down reading model strategy. They said that readers use their previous knowledge to understand the specific details of a text.

Vocabulary Acquisition as a Support for Reading Comprehension Skills Development.

Vocabulary depth involves knowledge of semantic, syntactic, and morphological components of each word. It plays a significant role in writing and reading, as well as in the development of higher-order literacy skills (Proctor, Silverman, Haring, & Montecillo, 2012).

Semantics is the linguistic science that studies the meaning of the words, including how form and meaning are related. The focus is on meanings that stem from the sociocultural context and the speaker's intentions (Slabakova, 2018; Yurbaşı, 2015).

According to Poulsen and Gravgaard (2016), syntax allows readers to activate word meanings and make connections with propositions in a way it makes sense and has a concordance. They also said that syntax guides the readers on how the word meanings should

be integrated into propositional meaning so that they make reasonable inferences about the text.

For Schmitt and Meara (1997), vocabulary size is regarded as how many words are known, and vocabulary depth refers to how well those words are understood. Lexical knowledge and word association need to be considered to deal with vocabulary size and depths (Çakir, Ünaldi, Arslan, & Kiliç, 2016). Besides, there are two kinds of vocabulary learning approaches to increase exposure to vocabulary: intentional and incidental learning. Intentional is when it is planned to learn. It involves learning synonyms, antonyms, words substitutions, among others. Learners know the meaning of new words without going through cognitive processes. On the contrary, incidental is the process to learn vocabulary without the intention of doing so. It is an indirect way to learn as a product of other activities. It means the learners' ability to guess the meaning of the words they find in the reading texts. It involves cognitive processes (Nation, 2001; Richards & Schmidt, 2002).

As a contrast of the previous findings, a study conducted by Oh (2015) showed that vocabulary as a unique construct did not contribute to enhancing reading and listening comprehension, but together with knowledge of grammar and sentence processing speed did. Similarly, none of these constructs made a unique contribution.

Parts of Speech

One of the dimensions of Vocabulary knowledge is part of speech. Schachter and Shopen (2010) stated, "Parts of speech is the traditional term for the major classes of words that are grammatically distinguished in a language". Languages present parts-of-speech distinctions. Some of them might be specifically of a language whereas others are universal.

The four basic parts of speech are the classes of *nouns*, *verbs*, *adjectives*, and *adverbs*. Nouns refer to the name of most people, places, and things. Verbs express actions and processes. Adjectives qualify nouns. And, adverbs modify an adjective, verb or another adverb (Schachter and Shopen, 2010).

Some studies support the use of parts of speech as a contribution to learn English and to understand lexical processes. According to Lin (2014), the analysis of parts of speech provides English learners an insight into how their language and native English speakers use lexical resources. Other authors suggested that the lexical organization is done according to the syntactic dimensions of part-of-speech (Melinger & Koenig, 2007).

Regarding vocabulary, a study conducted by Purgina, Mozgovoy, and Ward (2017) confirmed how the recognition and use of the different parts of speech helped students to acquire vocabulary indirectly. The process was done through “Word Bricks,” a MALL app. It facilitated participants not just to construct grammatically correct sentences but also improved their vocabulary indirectly, and this enabled participants to use bricks and connectors of different colors to differentiate the parts of speech.

Hazaea and Alzubi (2016) pointed out that classifying parts of speech and recognizing new words facilitated by MALL apps helped learners in the reading process. It provoked learners to make connections, to build literal and inferential meaning, to construct the meaning, and aided learners to provide a critical analysis of the text.

Different from previous findings. Rather than be "the recognition of parts of speech" and "other dimensions of Vocabulary knowledge" the ones that enhance reading comprehension; Hatami (2017), defended that L2 reading is a source of incidental vocabulary learning. In other words, reading improves vocabulary acquisition.

Google Sheets

Google Drive is a file sharing system that is used to manage and coordinate course materials **through** groups of students promoting collaborative work (Sadik, 2016). According to Kossman (2012), Google Drive is a powerful tool that provides many solutions for twenty-first-century students who frequently have to access and share documents from mobile devices or computers.

One of the tools of Google Drive is Google sheets. It is free of charge and works on devices that are connected to the internet. It is necessary to have a Gmail account since it gives access to the sheets as well as allows users to share the document. (Choi, Lam, Li & Wong, 2018).

Some studies referring to the use of Google Sheets as a tool to support business learning, mathematics, and English learning (Chiner & Garcia-Vera, 2017; Sevilla-Pavón, 2016). However, there is not a study regarding the use of it for classifying parts of speech to improve reading comprehension. In a study aimed at investigating if students accept Google Sheets as a useful application to support **the** document sharing, showed that they found it easy to open, edit, and share documents, and **VERB** good perceptions toward the application,; as a result; the study recommended **to implement** Google Sheets to promote the learning activities in creative and collaborative settings (Sadik, 2016).

Moreover, Manowong (2017) researched how online tools such as Google Docs, Canvas, and Padlet affect English reading for EFL learners and revealed that it promoted the critical and creative thinking as well as collaborative skills. The study also used learning log assignments. As a consequence, the reading comprehension process was more engaging and appealing for the students.

Perspectives

Students' perspectives on learning vocabulary are remarkable to prove the importance of the present research. Chou (2018) asserts that passive learners in Taiwan eventually changed their perspectives after the implementation of an innovation that involved interactive strategies to enhance their English learning regarding interactive vocabulary. It implies that students' perspectives might change after the application of **real** useful innovations.

Innovation

The innovation is classifying vocabulary into parts of speech **in** Google sheets to enhance reading comprehension. It aimed at undergraduate participants. They were at an A1 level of English according to the CEFR.

The books that were considered are "Blue Skies 2" and "Q: skills for success 1 - reading and writing". The first was the one that students normally used, and the second one was purposely chosen to strengthen the reading comprehension skills. Units 3C and 4A of Blue Skies were taken into consideration. Units 1 and 3 of the other book were used. The detailed list of the passages are presented in Appendix 1

This innovation lasted 24 hours. The course was taught in six weeks with four hours each week. Because the technology was applied, the four hours were divided into 3 hours of laboratory practice and in 1 hour in the classroom. The course also included two extra hours of induction and ten autonomous hours (assignments).

The innovation applied some activities to reinforce the reading process. It aimed to make connections with the text and the reader's background knowledge to apply it in real contexts (Catts & Kamhi, 2017; Pearson, Valencia & Wixson, 2014). In "the previewing a text" process, the activities were: discussion logs through open question related to the topic, visual and videos **i** description. In the "while reading" process, skimming, scanning, and reading charts were used (See appendix 2). In the "post reading" process, discussion logs,

identification of skimming and scanning strategies applied activities, dialogues, games, decision maker activities through the use of Google Slides. For the formative assessment, the innovation implemented mini reading comprehension quizzes, which included skimming and scanning questions. For the summative assessment, a reading comprehension posttest was applied (See appendix 3).

Regarding the classification of parts of speech and vocabulary, some actions were done. They are based on the correlation between vocabulary depths and size and reading comprehension (Binder, Cote, Lee, Bessette, & Vu, 2016; Sarudin & Muhamad, 2016) and the importance of being aware of the grammatical components (Skehan, as cited in Ellis, 2005). Among them were slides about the four basic parts of speech: *nouns*, *verbs*, *adjectives*, and *adverbs*, slides about the vocabulary of each reading text, vocabulary logs (see Appendix 4), roleplaying, synonyms, antonyms, and the classification of those words through Google sheets and the chart of the classification in printed papers. For the formative assessment, mini quizzes through Charades, vocabulary board game, and paper-based were used. For the summative assessment, a section in the reading comprehension posttest about the classification of parts of speech was included.

Before the innovation, students were introduced to the use of the drive and parts of speech in context. In the following weeks, students read, went through reading comprehension activities, and built the Google sheets individually and in groups. The words they had to classify were taken from the context of the passages of the units mentioned above. The process fulfilled the following structure: First, the professor selected general words from the text and introduced them to the whole class. Second, students classified them into parts of speech individually. Then, after some activities, learners had to work in groups and chose words to classify, so in the end, every group did not have the same words

necessarily. Finally, general feedback with the whole class was done. The detailed lesson plan is in Appendix 1. In the laboratory, the students used Google sheets, google docs to complete the discussions logs, google slides, and worksheets. In the classroom, learners used the “classification of words” chart printed as worksheets, reading worksheets. Most of the classification and reading comprehension activities were done collaboratively in the laboratory and the classroom. Individual activities regarding parts of speech were done just at the beginning of every session when they had to classify the words introduced by the teacher. Also, one of the assignments was individual. About reading comprehension, some of the activities were first done individually and then shared in groups.

Not less importantly, students applied vocabulary in an authentic performance task about “a job interview” role-play (See appendix 5). For that, every group should look for examples on the net and read them. The role-play included an oral and a written part (the script). A rubric was applied to grade five components: (a) content and ideas in the script, (b) correct use of vocabulary in context, and the number of new words applied, (c) team working, (d) roles, and (e) overall impression. Students were asked to include new words and those learned among the sessions.

Methodology

According to Edwards-Groves and Kemmis (2016), action research is when teachers engage in research to take a specific action of improvement and share the findings. In this case, this innovation involves enhancement in reading. Therefore, action research was applied. The instruments provided quantitative data.

Participants

Twenty-six students formed the target group. Their level was A1 according to the CEFR. The participants were from a public university in Babahoyo, located in Los Rios

province. They attended the second level course, out of six levels in the language center.

Sessions were on Tuesdays and Thursdays from 17:00 to 20:00. It was a convenience sample since the class was assigned to the researcher.

First, the study utilized a demographic survey that included 19 components. However, just two were deeply analyzed: English, and technology skills knowledge. Furthermore, the study applied the MM online proficiency test to know the students' level to find suitable reading texts that match their level. It places students from A1 to C1 according to CEFR. It tests grammar, vocabulary, listening, reading, and communicative tools ("MM placement test," n.d). A pre-survey was used to evidence the knowledge and use of the drive to prepare an induction class and know if they **master** how to use Google Sheets (see appendix 6).

Therefore, the demographic survey (Appendix 7) reported that most of the students regarded themselves as beginner language learners. It coincided with the results of the proficiency test, which reported that 25 out of 26 learners were A1. The demographic survey also informed that learners felt capable of using technology. Consequently, the induction of the use of Google drive was not extensive.

Table 1.

Demographic information – Self-assessment of English level and Technology Knowledge

Level of English	Frequency	Technology Knowledge	Frequency
Beginners	11	Beginner	0
Basic	12	Basic	4
Intermediate	3	Intermediate	14
		Advanced	8
	26		26

Information of Table 1 showed the results of the demographic survey. It was used to describe the sample. About learners' level of English, it displayed that they knew their limitations regarding the use of the English language. It coincided with the proficiency test. **On the other hand**, regarding technology, these results matched the students' performance in the laboratory.

Ethical Considerations

It was necessary to request prior approval from the central academic department and the language center department formally to conduct the present study. Therefore, some letters were addressed to them. The letters described the application of the innovation process and its aim. The master program authorities supported these letters. After the approval process, the participants were informed orally and written about the operation of the application of the innovation. For that, the importance of it, its contribution, the purpose and ethical considerations such as confidentiality were mentioned. It was indicated that participants would not be exposed to be identified and that they were free to decline participation. However, none of them showed objection.

Instruments

To address the first research question: *To what extent does "classifying vocabulary into parts of speech" through the use of Google Sheets improve reading comprehension skills?* The instrument considered is the pre-post tests to measure the effects of the innovation. The pre-post tests are divided into two parts. The first one is about reading comprehension, it is composed of skimming and scanning questions. Learners had to be aware of the specific and general ideas of the text. The second part is about parts of speech. The first part was considered to answer this question. The pre-test is an adaptation of a reading comprehension test for A1

students ("Grammarbank," n.d.). This pre-test is normally used in CENID (language center) to test students with similar demographic characteristics. Besides, it was asked to three professors to check the tests, who obtained the same results. The post-test is an adaptation of the test of Unit 1 of the textbook "Q skills for success: Reading and Writing" designed by Oxford University Press (Lynn, 2015). This test was created with the specific purpose to test reading comprehension to A1 learners. Similar to the pre-test, three professors checked the tests to prove its reliability. Both of them lasted 40 minutes. Each or sum

To answer the second research question: *To what extent do students identify parts of speech and classify them?* The study used a comparison of the number of words students could classify in the second part of the pre and post-test. The second part contained a chart with four columns, named noun, adverb, verb, and adjective. Learners had to go through the reading passages, identify the different parts of speech and classify them in the table. They had to complete all the blanks of the chart, except those that have "—" in the cells. The pre and posttest and the learning process about the classification of the parts of speech were piloted with a group of A1 learners who attended classes in the previous semester in the same university.

Finally, to address the third research question: *Do students' perspectives of learning vocabulary change as a result of the innovation?* The quantitative instruments were Pre-post surveys regarding students' perspectives towards vocabulary for reading comprehension. The pre-survey presented a Cronbach's Alpha of 0.903 and 0.902 in the post-survey. The pre-survey was composed of eight check components, with the categories of totally agree, agree, neutral, disagree, and totally disagree. It also had four open questions. The post-survey was composed of thirteen check components, with the categories of totally disagree, disagree, neutral, agree, and totally agree, as well as seven open questions (See appendix 8). The instruments were piloted with a group of A1 students who attended in Cenid language center. The survey was

based on The Common European Framework of Reference. The survey items were obtained from the “can do in reading “parts for A1 and A2 learners. Additionally, the items about parts of speech were added to make it more specific.

Data Analysis

RQ#1. To what extent does “classifying vocabulary into parts of speech” through the use of Google Sheets – Excel spreadsheets improve reading comprehension skills?

The students’ grades of the first section of pre-post tests were tabulated in an excel spreadsheet and saved as a back-up to then transfer to the SPSS 20 program to generate descriptive statistics: minimum, maximum, media, and the standard deviation. Then, the study applied Cohen’s d to get the effect size. It provided information about how this innovation affects the group of students’ results. Lastly, the factors mentioned above were represented in a table.

RQ#2. To what extent do students identify parts of speech and classify them correctly?

To obtain the total of the number of words students classified correctly in the pre-posttest, excel was used. Four columns (noun, adverb, verb, and adjective) were tabulated with the number of words every candidate could complete in the pre-test chart. Additionally, the means of the four parts of speech of the pre-test were obtained. Then, the same process was applied for the post-test to make a comparison.

RQ#3. : Do students' perspectives of learning vocabulary change as a result of the innovation?

Pre-post surveys regarding students' perspectives towards vocabulary for reading comprehension were applied. The answers were gathered according to their similarity. The results were organized by frequencies.

Results

Findings of this study are presented based on the research questions.

Regarding the first research question: To what extent does “classifying vocabulary into parts of speech” through the use of Google Sheets improve reading comprehension skills? The results of the pre and the posttest were used to get Cohen's d. It is applied to measure the effect size. It is reported in table 2.

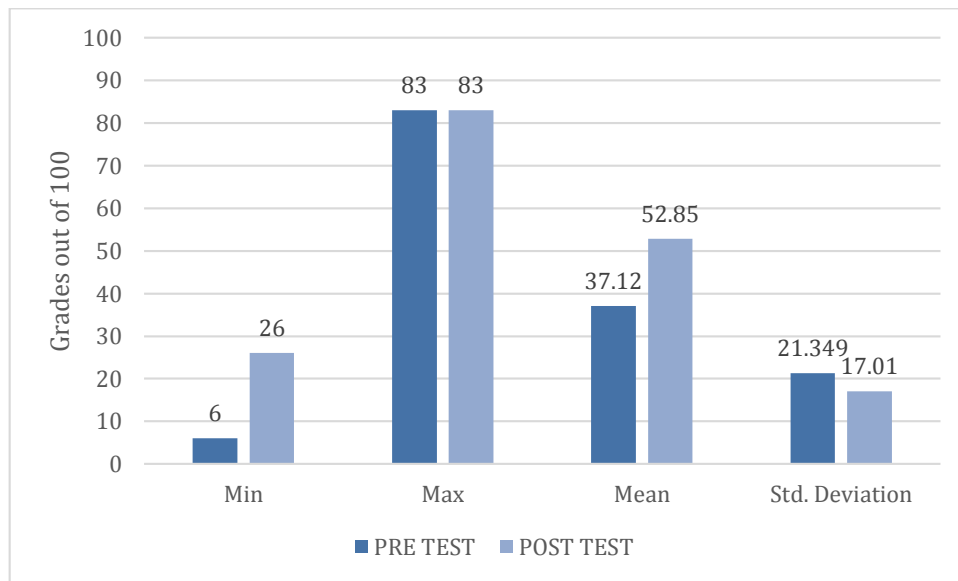
Table 2.

Reading comprehension pre and posttests.

	N	Min	Max	Mean	Std. Deviation	Mean Difference	P-value	Cohen's d
PRE TEST	26	6	83	37,12	21,349			
POST TEST	26	26	83	52,85	17,01	-15.731	0,000	0.81
Valid N (listwise)	26							

Table 2 shows that the results of the first part of the pre and posttests regarding reading comprehension present a large effect size since it is $d=0.81$ (Kelley & Preacher, 2012). Furthermore, the P value is 0,000, which means the results did not happen by chance. In other words, the data indicates that students' reading comprehension skill improved after the application of the innovation, proved in the post-test.

Figure 1. Comparison of the Reading comprehension Pre and post-test.



This figure illustrates that the mean of the post-test is higher than the pre-test. It also shows an increase in the minimum of the grades in the post-test.

The second research question: To what extent do students identify parts of speech and classify them correctly? A comparison between the number of words students could classify correctly in the second part of the pre and post-tests is compared in table 3.

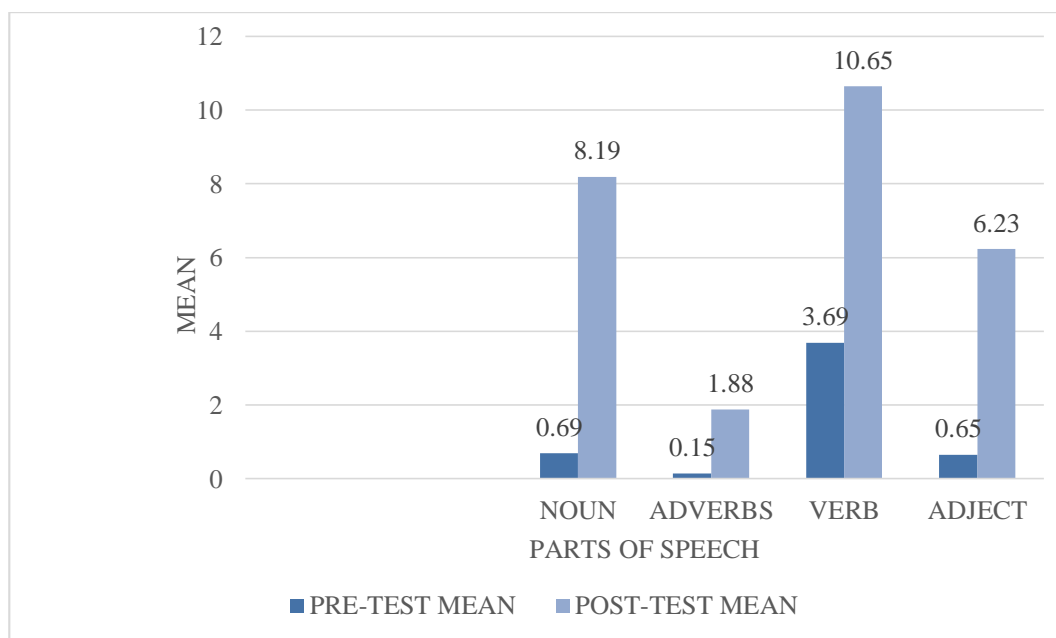
Table 3.

Comparison of the average number of words classified correctly in the pre and posttests.

PARTS OF SPEECH	N	PRE TEST				POST TEST			
		Min	Max	Mean	Std. Deviation	Min	Max	Mean	Std. Deviation
NOUN	26	0	4	0,69	1,490	1	15	8,19	5,162
ADVERBS	26	0	2	0,15	0,464	0	4	1,88	1,451
VERB	26	0	9	3,69	3,234	3	15	10,65	3,730
ADJECT	26	0	4	0,65	1,164	1	15	6,23	4,217

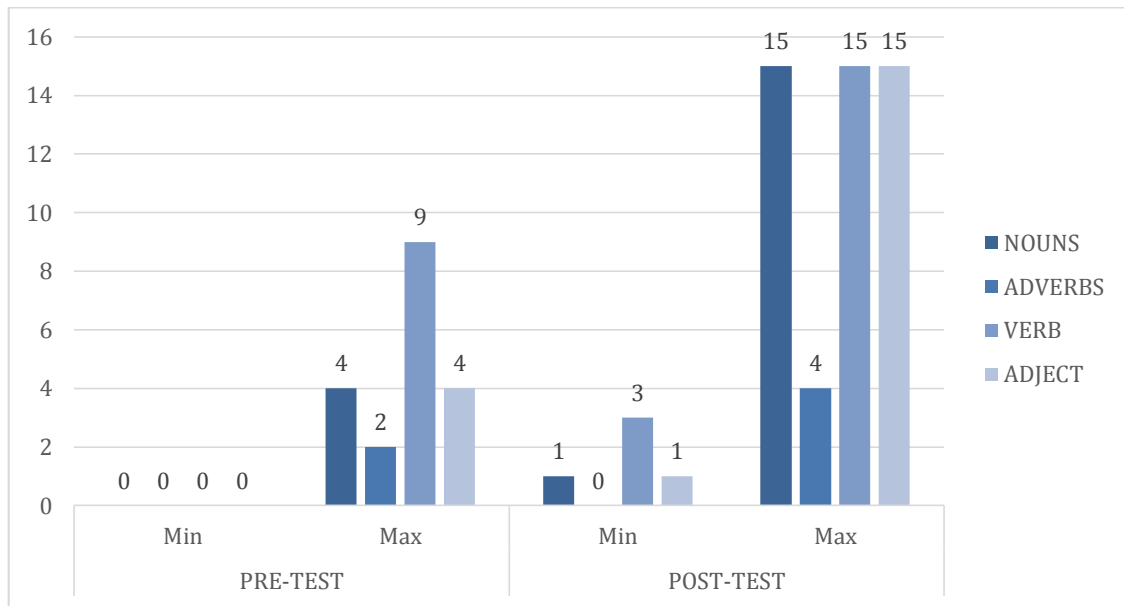
Table 3 reported that there had been an improvement in the number of words students classified correctly in the post-test. The average number of every part of speech on the post-test was higher than in the pre-test. The most active category was “verb” while the most passive was “the adverbs.” There was also an essential increase in the other parts of speech.

Figure 2. Comparison of the average number of words students classified correctly.



This figure illustrates the means of the parts of speech based on the number of words learners classified correctly in the pre-test and the post-test.

Figure 3. Comparison of the minimum and maximum of the parts of speech in the pre and post-test.



This figure demonstrates that the learners did not classify as many words as they did in the post-test.

To respond to the third research question: Do students' perspectives of learning vocabulary change as a result of the innovation? Frequency comparison of the pre and post survey regarding vocabulary is reported in table 4.

Table 4.

Comparison of the pre and post survey regarding vocabulary.

Scales	Vocabulary Complexity Pre Survey		Vocabulary Complexity Post Survey	
	Frequency	Valid Percent	Frequency	Valid Percent
Valid Complex	17	65,4	-	-
Neutral	3	11,5	8	30,8
Not complex	6	23,1	18	69,2
Total	26	100,0	26	100,0

As it is shown in Table 4, in the pre-survey, 65.4% of the learners thought learning vocabulary was complex. On the contrary, the post-survey informed that 69.2% of the students changed their perspective after having applied the innovation.

Discussion

Recent research has suggested that the more significant the vocabulary size is, the better the reading comprehension skill is (Binder, Cote, Lee, Bessette, & Vu, 2016; Ibrahim, Sarudin, & Muhamad, 2016). Additionally, the study applied the theories regarding skimming and scanning that support the importance of these top-down reading strategies. They helped learners to be focused on general and specific parts of the reading (Duggan & Payne, 2009; Izquierdo & Jiménez, 2014). As demonstrated in Tables 2, students have put into practice skimming, and scanning strategies since their reading comprehension skill have improved. It showed an effect size of $d=0.81$.

Also, other studies demonstrated that being aware of the form and meaning of the words facilitated **to know** how to use specific grammatical components to get **a** better comprehension (Ellis, 2005; Proctor, Silverman, Haring, & Montecillo, 2012). The findings of the present study are similar to the studies above since it is confirmed that learning vocabulary **concerning its form** raised students' awareness and as a consequence facilitated the identification and the correct classification of parts of speech as demonstrated in table 4.

As a final point, **similarly** to what happened in a study conducted in Taiwan, the learners' perspective changed positively after having applied the innovation (Chou, 2018). Table 7 proved that participants went from considering vocabulary difficult to learn to the opposite.

Conclusions

The present study focused on finding out if classifying words in different parts of speech through the use of Google Sheets had an impact **in** the reading comprehension skill improvement and if this facilitated the identification and right classification of new vocabulary in different parts of speech. Furthermore, the study tried to prove that students' perspective changed after having applied the classification of words.

According to the results, it is confirmed that the classification of different parts of speech has potential as a way to improve reading comprehension. Moreover, learning vocabulary form certainly provoked an improvement in reading comprehension. It has been revealed that being aware of the functions of the words helped learners to render the text more comprehensible. It demonstrated that vocabulary depth and reading comprehension are directly related. Incidental vocabulary learning through constant exposure to new words in contexts enhanced the development of students' reading comprehension skill.

Moreover, it has been proven that vocabulary size is **not just enough** to understand texts but also vocabulary depth **since it contributed to the correct classification** of words. It is worth saying that it was proved that among the four basic parts of speech, adverbs were the most challenging to recognize for learners. For that reason, it is recommended that future studies should **emphasize more** the use of the adverb.

Bearing in mind that EF proficiency index reported that Ecuadorian students are not reaching a standard level of English and that learners presented **a** low performance in reading comprehension, the implementation of the study showed a contribution. It offered a double benefit. Learners acquired new vocabulary and also enhanced reading comprehension.

Moreover, even though the limited education of the participants since most of them had a low –income, it was shown a Cohen's $d=0.81$. According to Bialo and Sivin-Kachala (1996), with just a small effect size, it demonstrates a benefit in the field of study.

Not less importantly, although literature directly related to parts of speech was very little, some studies have proved that grammar is essential to learn vocabulary form and improve in reading comprehension. Hence, they support the aim of the study. The research contribution is in offering a new way to learn vocabulary as a way to improve reading comprehension. Consequently, this study offers researchers a new tool to help learners to learn vocabulary and improve reading comprehension.

Furthermore, the study provides evidence that students' perspective changed positively after having applied the classification of words. Hence the participants' attitude toward learning vocabulary changed positively. Hence, these positive changes created a better learning environment (Bialo & Silvin-Kachala, 1996).

Limitations

The present study was limited to little literature about the effect of the classification of parts of speech in reading comprehension. However, the vast amount of peer-reviewed literature about grammar to learn vocabulary and consequently to improve reading comprehension was remarkable to support the research.

Also, due to the study was implemented when the governing committee's elections were carried out and when the academic year was about to finish, some classes were suspended and students had to participate in the campaign. Those issues were not considered when the lesson plan was designed since most of the content in the lessons was not based on the regular textbook, and it turned out to be challenging to cover the whole program.

Third, the number of laboratory hours programmed per week was four initially, but there was a limitation on getting permission to use the laboratory. Due to the fact CENID Language center does not have a laboratory, it was necessary to ask for one that belonged to another faculty. Therefore, blended classes were considered in the process in which three hours were in the laboratory and one in the classroom.

Another issue was the lack of availability of another group with the same level of English and similar demographic characteristics at the time the innovation was implemented, the present study could not use a control group to have more reliable results.

Furthermore, more time was needed to conduct the classes **of a way** the innovation could be applied without colliding with the regular program of the level or without being in a hurry in **other** to get a better effect size.

Recommendations

As it was mentioned before, there is not enough literature about parts of speech influencing the reading comprehension. Therefore, it is recommended to promote future research to improve reading comprehension by teaching parts of speech, as well as research about teaching vocabulary to improve reading comprehension. In this way, the literary enrichment of this field of study is contributed. Additionally, another consideration **of bearing in mind** is to use a control group to reconfirm the real effect of the innovation in the research study.

Moreover, the components of the pre-post survey of vocabulary for reading may be subject to changes depending on the student's level. Since the participants were beginners, the present survey just considered the four basic parts of speech. Therefore, it is recommended to add the other parts of speech **in it**.

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Appendix 1

Backward Design – Lesson plan

Course Description:

The Reading comprehension course “What is a good job?” aims at promoting the use of Google Sheets – Excel spreadsheets designed for 26 university students. They have to attend on Tuesdays and Thursdays from 17h00 to 20h00. The methodology that is contemplated in the syllabus is Communicative Language Teaching (CLT), as well as the ESA (Engage, Study, and Activate). The participants are at A1 level students in English. The course content includes some activities in which reading skill is practiced to enable students to improve the reading comprehension being guided by communicative and critical thinking competencies. It is composed of 3 hours of laboratory and 1 hour class in the classroom per week. Moreover, lessons are also complemented with activities learners can do as autonomous hours.

Description of the units:

The books that will be implemented are “Q: skills for success 1 - reading and writing” and “Blue Skies 2”.

Q: skills for success 1 - reading and writing

Unit 1. What is a good job?

The present unit focuses on work life, in which learners have to read two texts related to good and bad jobs. The unit is composed of previewing a text, skimming and scanning activities, and classifying words from different parts of speech.

The communicative aim of the unit is to students be able to gather information and ideas to describe the job they want and be able to explain if it is a good job for them.

Reading text 1: a web site “Winter Hill Career Center.”

Reading text 2: an article about interviews “The world of work.”

Unit 3. Why is vacation important?

It focuses on work life, in which learners have to go through a text related to how much vacation time is right for employees. The unit is composed of reading charts, previewing a text, skimming and scanning activities, and classifying words from different parts of speech.

The communicative aim of the unit is to learners be able to collect information, analyze and come up with ideas about the most suitable vacation time policy.

Reading text 1: an email about “Vacation policy.”

Blue Skies 2**Unit 3C. At the top.**

The present unit is focused on work life, in which learners have to read an interview with a successful man. The reading text was chosen as an assignment to complete autonomous hours of practice. The assignment is composed of skimming activity, scanning activities, and classifying words from different parts of speech.

Reading text 1: Aim for the stars.

Unit 4A. At the restaurant

The unit focuses on food and restaurants, in which learners have to read a dialogue at a restaurant. The unit is composed of previewing a text, skimming and scanning activities, and classifying words from different parts of speech.

The communicative aim of the unit is students to be able to rearrange what ingredients are needed to make a particular dish using some and any.

Reading text 1: At the restaurant.

Stage I – Desired Results

I want my students to be able to comprehend texts and passages, expanding their words recognition through classifying vocabulary as part of the speech, in which it will be used the topics related to work life and food, hence an implicit use of basic grammar structures, so that on their own they will be able to comprehend the texts to respond critically in writing.

Enduring Understandings

- Students will understand that classifying words is used as a way to acquire new vocabulary and comprehend the texts about work aspects.
- Students will apply skimming and scanning strategies.
- Students will value collaborative work.

Essential Questions	Knowledge & Skills
<ol style="list-style-type: none"> 1. How can classifying words in a Google Sheets- excel spreadsheet help me to recognize words better? 2. How can we motivate my classmates to contribute with the vocabulary list to comprehend a text? 	<p>Knowledge Parts of speech Use of Google Sheets</p> <p>Skills Skimming Scanning</p>

	Classify words into their parts of speech in context.
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Breakdown of the transfer goal

<p>A. If we see and hear them do this, they CAN transfer this learning.</p>	<p>B. If we see and hear them do this, then they CANNOT (yet) transfer:</p>	<p>C. What I will commit to doing differently in my classroom to ensure my results look like Column A.</p>
<p>Find the main idea.</p> <p>Find specific information.</p> <p>Classify words into parts of speech according to the context in the passages.</p> <p>Manage the Google sheet.</p>	<p>Identify the main idea.</p> <p>Take too much time to locate specific information.</p> <p>They classify the words incorrectly.</p> <p>They cannot complete either share the Google sheet.</p>	<p>Monitor and provide individual and group feedback. Use pictures and videos that help them connect ideas. Use skimming strategies Scaffold scanning. Use tables and strategies to scan information.</p> <p>Review parts of speech. Classify words with them. Check their Google sheets. Motivate them to search for the meaning of the words online.</p> <p>Provide examples of how to handle Google Sheets.</p>

II. Summative Performance Assessment Task (Stage 2)

Goal	Place learners in a real situation that resembles a job interview applying the vocabulary learned through the units and new words related to the topic.
Role	The applicants, interviewers.
Audience	General Manager of Human Resources.
Situation	Students are applying for a job. They need to prepare answers in advance for a job interview.
Performance	Students are required to role-play a job interview. It also includes a script.

Standards	<p>Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.</p> <p>Extract the gist and key information items from simple informational, transactional, and expository texts.</p> <p>Ministerio de Educación. (2012a). English Teacher Standards and English Language Learning Standards. Retrieved from: http://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf</p>
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Learning Activities: (six weeks)

Pre-innovation.

Day 1

Apply Demographic survey and pre-survey of use of Google Sheets.

Apply survey of vocabulary for reading.

Take reading comprehension pre-test.

Day 2

Workshop about Google Sheets – 180 minutes period. Students acquire knowledge about Google Sheets – Excel spreadsheets and how they are going to use it in the following classes.

Innovation

Week 1

Book: Q: skills for success 1 - reading and writing.

Day 1 – 120 minute period – Unit 1: What is a good job?

Activity 1– Hook (meaning making): Students will see a video about a job and answer the following questions: (10 minutes)

Do you think he is happy with his job?

Are they on the same page?

Why do you think he also danced?

See the link <https://www.youtube.com/watch?v=58zl-uCpFw>

Activity 1.b – Transfer: Look at the photo. In groups of 5, students are going to talk about these questions. (25 minutes)

- Where is the woman working?
- What is she doing? Does this look like a good job for you?
- Do you have a job now? Do you consider it is a good job?
- Why is it important to have a good job?

See the link <https://photos.app.goo.gl/6aTQfR5htEwMoigR7>

See **the discussion log 1**

<https://docs.google.com/document/d/1tJ6yBBSKnPIEYmcm6CHQgBsQnZbPN-7LaWQUMEZZpOo/edit?usp=sharing>

Activity 2- Developing – (Acquisition). Students will be introduced the basic four parts of speech: *nouns, verbs, adjectives, and adverbs*. (20 minutes)

See the link: <https://drive.google.com/file/d/0BwsK5980tvN1SzIEcENhaEt3LWNKLXgxRGZDaXdna182bm1r/view?usp=sharing>

Activity 3 – Developing – (Acquisition). In groups, learners have to come up with some examples according to the different parts of speech. (25 minutes)

Activity 4 – Developing – (Acquisition) Introduce vocabulary. Students will be introduced through PowerPoint slides some vocabulary they will find in the web passage “The right job for you”. (20 minutes)

See the link <https://drive.google.com/file/d/1V5PmWLvxBrSP8c7X83dFQ6lnx4LIQryS/view?usp=sharing>

Activity 5– Developing – (meaning making) In groups of 4, students will classify the examples just introduced, according to the parts of speech. (60 minutes)

See the example: <https://docs.google.com/spreadsheets/d/19bCYPbQn-eHGnOAANikwbxnWfV0skmCRCm-Km3FJVgA/edit?usp=sharing>

Activity 6 – Developing – (meaning making) Vocabulary. Individually, students will read the sentences. Then write each underlined word next to the correct definition. (20 minutes)

See link <https://photos.app.goo.gl/R8auAu2kF4MA24Mm9>

Day 2 – 60 minute period – Unit 1: What is a good job?

Activity 1- Developing – (Acquisition). Students will review the classification of different parts of speech. (10 minutes)

See the link:
<https://drive.google.com/file/d/0BwsK5980tvN1SzlEcENhaEt3LWNKLXgxRGZDaXdna182bm1r/view?usp=sharing>

Activity 2 – Developing – (meaning making) Students will be assigned a web passage called “The right job for you”, and then they have to classify words according to the four basic parts of the speech using google sheets. (50 minutes)

Week 2**Book: Q: skills for success 1 - reading and writing”****Day 3 – 120 minute period – Unit 1: What is a good job?**

Activity 1- Developing – (Acquisition). Students will be introduced to what skimming and scanning are. (15 minutes)

See the link:

<https://drive.google.com/file/d/0BwsK5980tvN1bHdOaUluQ0VsUXo5NjlURnVWOGhneUpheUh3/view?usp=sharing>

Activity 3 - Developing – (meaning making) Skimming activity. Individually, students will read the web page “The right job for you.” Gather information about what a good job is. (25 minutes)

Activity 4 – Developing – (meaning making) Scanning activity. Individually, students have to put the steps to find the right job in the correct order. (10 minutes)

Activity 5 – Developing – (meaning making) Scanning activity. Which career matches each person’s skills and interest? Individually, students have to scan and circle the correct answer. (10 minutes)

Activity 6 – Developing – (meaning making): In groups of 5, regarding the reading, students have to look at the six occupations. Which worker types do they match? Add them to the chart on pg. 9 (15 minutes)

Activity 7 – Developing – (meaning making): In groups of 5, regarding “The right job for you” web passage, students have to talk about why it is important that your skills and interests match your career? (25 minutes) then, complete the **discussion log 2.**

Activity 8 – Developing - Developing – (acquisition): Students have to analyze which of the previous activities were focused on skimming and which ones were focused on scanning. (10 minutes)

Assignment: Students will be asked to study vocabulary words.

In groups of 5, students will be assigned a reading text called “Aim for the stars” from the Unit 3 of “Blue Skies” book and be asked to classify words and do skimming and scanning activities.

See the link: <https://photos.app.goo.gl/A9u5E8QYUW3aYHAW8>

Day 4 – 120 minute period – Unit 1: What is a good job?

Activity 1 - Activity 1– Hook (meaning making): Individually students have to complete the **vocabulary log 1**. (15 minutes)

See *Appendix 4*

Activity 2 – Developing – Formative assessment. Vocabulary quiz through CHARADES and a board game.

The class will be divided into two groups. Each group will be subdivided in group A and B.

Group 1 will play CHARADES. (20 minutes)

Group 2 will play the game board. (25 minutes)

Activity 3 – Developing - Formative assessment. Individually, students have to take a Reading Quiz. (30 minutes)

Activity 4 – Developing – meaning making – Students will use the reading of quiz 1 and classify according to different parts of speech. (30 minutes)

Week 3

“Blue Skies” book

Day 5 – 120 minute period – Reading 2 –Unit 4 - At the restaurant

Activity 1 - Engagement - Hook (transfer): Students will watch a video related to ingredients. (3 minutes) See the link <https://www.youtube.com/watch?v=AEJP5UKySq0>

Students have to answer the following questions: (12 minutes)

- Do you like making cakes?
- Do you remember some of the ingredients you saw in the video?

Activity 2 – Developing – (meaning making): In the same group, students have to read the text “at the restaurant” and classify at least 50 words in the four basic parts of speech in a Google sheet. (20 minutes)

see the worksheets link <https://drive.google.com/file/d/1je3rnfTQx5meVvGKy-4ganxaBpFYVuMt/view?usp=sharing>

see the example <https://docs.google.com/spreadsheets/d/19bCYPbQn-eHGnOAANikwbxnWfV0skmCRCm-Km3FJVgA/edit?usp=sharing>

Activity 3 - Developing – (meaning making): Look at the picture. What do you think people are talking about? (5 minutes)

Activity 4 – Developing – (meaning making): Scanning activity. Students have to read and write down the sentences with some and any. (25 minutes)

Activity 5 – Developing – (meaning making): Reading activity. Scanning. Learners have to read the text again and complete what each person ordered. (10 minutes)

Activity 6 – Developing – (meaning making): Students have to use the reading passage to make questions and exchange them with your partner. (25 minutes)

Students complete *discussion log 3.*

Activity 7 – Developing – (meaning making): Learners have to use the following information to practice asking and responding using some and any. Students should use the ingredients that there are in the basket. See activity 3 of the worksheet. (20 minutes)

Day 6 – 120 minute period – Reading 2 – At the restaurant (Blue Skies book)

Activity 1– Hook (meaning making): Individually students have to complete the vocabulary log 2. (15 minutes)

Activity 2 –Intro - (Acquisition): Students will be introduced Countable and uncountable nouns - some, any, no

See the link <https://drive.google.com/file/d/1k3-NFvOw1BZDTch3LhaTPI28DXF6WVt9/view?usp=sharing> and practice in the grammar bank of the book. (25 minutes)

Activity 3 – Developing – (meaning making): Game.

- Students play a game in which each group is given a set of question cards, which they shuffle and place face down in a pile on the desk.
- Students take it in turns to turn over the top card from the pile and look at the question without showing it to anyone.
- The student with the card then reads the question to the group, and the student next to him/her has to answer it for 20 seconds.

See the link <https://drive.google.com/file/d/1je3rmfTQx5meVvGKy-4ganxaBpFYVuMt/view?usp=sharing> (20 minutes)

Activity 4 – Developing – (meaning making): Role-play. Students have to imagine they are going to prepare a particular dish for a friend and arrange what ingredients they will need. (30 minutes)

Students complete *discussion log 4.*

Activity 5 - Developing – (summative assessment): Students have to go through a **vocabulary mini quiz 2.** (25 minutes)

Week 4

Book: Q: skills for success 1 - reading and writing”

Day 7– 120 minute period – Unit 1. The world of Work

Activity 1 - Engagement – Hook (transfer): Students will watch an advertisement of Pepsi of a job interview as guidance to role-play a similar case in groups of 4. Do this, they have to create a plot and dialogue. (30 minutes)

Find the resources in <https://www.youtube.com/watch?v=Xu25lUDJZgY>

Activity 2 – Initial (Acquisition): In groups, students will be presented with some words from a reading text about interviews called “The world of work” in which they have to classify words according to parts of speech in the Google sheet. (20 minutes)

See the link <https://photos.app.goo.gl/amJkUaCNvipSeLo29>

See the slides

<https://drive.google.com/file/d/0BwsK5980tvN1amtKZTQ1VW54X1pfd1BBZXRXZlpRYUJKV1N3/view?usp=sharing>

Activity 3 – Developing – (meaning making) – Students have to complete the sentences with some words from the vocabulary. (15 minutes)

Activity 4 - Developing – (meaning making) – In groups write about: (25 minutes)

- What do you know about these jobs? Physical therapist, event planner, sales assistant, web designer.
- Where do they work?
- What skills do these jobs require?

Students have to use words from the vocabulary.

Assignments: Study the new vocabulary.

Day 8 – 120 minute period – Reading 3 – The world of Work

Activity 1– Hook (meaning making): Individually students have to complete the **vocabulary log 3**. (15 minutes)

Activity 2 - Developing – (meaning making) Individually, students will read the interviews and gather information on what a good job is through the text “the world of work” (30 minutes).

See the file <https://photos.app.goo.gl/5cNvz9uRtBLYjzUW8>

Activity 3 - Developing – (meaning making):

- a. Individually, students have to circle the answer that best completes the statements. (10 minutes)
- b. Individually. Who is speaking? Write the job title from the interviews next to each statement. (20 minutes)
- c. Complete the chart with information about each career.
- d. Complete the sentences with adjectives from the box.

See the file <https://photos.app.goo.gl/5cNvz9uRtBLYjzUW8>

Activity 4 - Developing – (meaning making):

In groups of 4, after the reading 1, and reading 2 and a video, in groups students will take the role of the decision maker and have to create PowerPoint slides, answering the following questions. (60 minutes)

Which job do you think is the best and why?

Which job do you don't want to have? Why not?

Activity 5 - Developing – (formative assessment): Students have to go through a *vocabulary mini quiz 2*. (15 minutes)

Assignment – Quiz

Students have to prepare for a reading comprehension mini-quiz.

Assignment – Performance task

In the same groups, students should role-play a job interview. To this, they have to write a script and use the vocabulary they have learned during the sessions. They should be guided with the rubrics.

Week 5

Book: Q: skills for success 1 - reading and writing”

Day 1 – 120 minute period – Unit 3. Why is vacation important?

Activity 1 – Developing - Formative assessment. Individually, students have to take a *Reading Quiz 2*. (35 minutes)

Activity 2 – Initial – transfer: Learners should look at the photo and answer the questions: (20 minutes)

- Is this a vacation you would take?
- How much vacation do you get?
- Which jobs give more vacation? Which jobs give less?

See the link

<https://drive.google.com/file/d/0BwsK5980tvN1ZndBSXpXZXFxcTl1amFGU3VYSThlQWdwN2Rv/view?usp=sharing>

Activity 3 - Developing – (meaning making): Work with a partner. Students have to look at the photos. Which vacation activities do you like best? Take turns telling your partner about their favorite activities. (15 minutes)

See the link:

<https://drive.google.com/file/d/0BwsK5980tvN1VWJHNjExNC1ZdTFMY2EyLVZKc2lUV19Tdnkw/view?usp=sharing>

Activity 4 - Developing – (meaning making): Students have to complete a chart with the information of their partners and theirs about activity 3. (10 minutes)

See the link

<https://drive.google.com/file/d/0BwsK5980tvN1X2J2LXZuM3gyRU5hd0luTTVpUEwwRG03U29n/view?usp=sharing>

Activity 5 - Developing – (acquisition): Students will be introduced some vocabulary words. (15 minutes)

See the link:

<https://drive.google.com/file/d/0BwsK5980tvN1aXk5RmJON2tNRkVDaXJhRmZvRkh3Z2c1QTZZ/view?usp=sharing>

Activity 6 - Developing – (acquisition): Students have to read the paragraphs. Then, they have to write each underlined word next to the correct definition. (25 minutes)

See the link:

<https://drive.google.com/file/d/0BwsK5980tvN1OGRfSWZ3U2pBSjMtckoxN010cTZLQkljR19Z/view?usp=sharing>

<https://drive.google.com/file/d/0BwsK5980tvN1NHBXRUU4YjFaV1ZnTF9kTmc0TDZseWx6c2k0/view?usp=sharing>

Assignment: Study for the vocabulary quiz.

Day 10 – 120 minute period – Reading 4 – Why is vacation important?

Activity 1– Hook (meaning making): Individually students have to complete *the vocabulary log 4*. (15 minutes)

Activity 2 - Developing – (meaning making): Students will be presented a reading, in which they have to be based on to classify according to the different parts of speech. (60 minutes)

See the links:

<https://drive.google.com/file/d/0BwsK5980tvN1LVplWDZqUk5peEh3NXpBQ2FKN3dBbjAzRi1N/view?usp=sharing>

<https://drive.google.com/file/d/0BwsK5980tvN1OVJoSDVgaFIMQkZBUWhhMU5JcmNVdFluY1JR/view?usp=sharing>

<https://drive.google.com/file/d/0BwsK5980tvN1c0pQVfV3QnBGMVdkVTI2V2gtOEpZR XZQd3RN/view?usp=sharing>

Activity 3 - Developing – (meaning making): Students have to skim the email header and answer the questions.

- Who is the email from?
- Who is the email to?
- Who is the email about? (30 minutes)

Activity 4 -Developing – (meaning making): Which policy do these statements describe: A or B? Check the correct box. (15 minutes)

Assignment:

Students are asked to bring draft 1 of thee performance task script

Week 6

Book: Q: skills for success 1 - reading and writing”

Day 11 – 120 minute period – Reading 4 – Why is vacation important?

Activity 1 - Developing – (meaning making): The teacher will provide general feedback presenting every group’ Google sheets to the whole class. (30 minutes)

Activity 2 - Developing – (meaning making): Read again and write the letter of the answer that best completes each statement. (25 minutes)

Activity 3 - Developing – (meaning making): Complete the chart with reasons for and against each policy. Use information from the reading. (20 minutes)

Activity 4 - Developing – (meaning making): In pairs, students have to analyze with the previous activities correspond to skimming and scanning. Then, they have to share in class (10 minutes)

Activity 5 – Feedback: every group has to hand in the role-play script (25 minutes)

Assignments:

- Students have to be prepared for the summative assessment: the final reading comprehension test.
- Students have to role-play the job interview.

Day 12 – 120 minute period – Reading 4 – Why is vacation important?

Activity 1- Summative assessment: Students have to go through *the reading comprehension test*. (40 minutes)

Activity 2- Performance task - transfer: Students have to role-play a job interview and hand in the script. (80 minutes)

Post-survey of Google Sheets.

Post-survey of vocabulary.

Appendix 2.

Scanning and Skimming activities Form

Passage No.0 - (sample)

Scanning (specific information)	Comprehension questions.
Skimming (identify the main idea)	General: First Paragraph: Second Paragraph: Third Paragraph:

Individual Activities

Individual practice No. _____

Instructions:

1. Read the passage
2. Find the new words: meaning, and part of speech.
3. Classify in the excel-spreadsheet
4. Answer the questions (complete the form)
5. Find the main idea. (complete the form)

New words in this passage	(list the words, find the meaning, identify the part of speech, upload to spreadsheet). So that, each student had a different list of words
Skimming (find the main idea)	
Scanning (specific information)	Comprehension questions provided by the teacher. Generic questions: who are characters? What are the supporting ideas of the main idea?

Appendix 3

Pre-Post Tests

The present test is an adaptation of

Grammarbank. (n.d.). Beginners reading comprehension 4. Retrieved from

<https://www.grammarbank.com/beginners-reading-comprehension-4.html>

Reading Comprehension

Name: _____ Date: _____

Time: 40 minutes

My best friend, Selena

Hi, my name is Tina. I am thirteen years old, and today I want to talk about my best friend, Selena. She is my classmate, and she is thirteen years old too. I met her when we were 7 years old. We attend a very big school near Scotland, and we are neighbors.

Our school life is so exciting but busy. Before, our classes started at half past seven and finished at 1 p.m., but now they finish at 4 pm. We share the same desk and love the same school subjects. Our favorite lessons are Arts and Physical Education. I am very good at tennis and she is very good at volleyball. She plays volleyball at our school team. We both have a busy life. We always get up at half-past six, and at seven o'clock her father takes us to school by car.

There are some reasons why Selena and I always spend time together. Beside to be my classmate, Selena and her family live next door to us, so after school, we always do our homework. We like walking our dogs and play together. Her mother is a nurse. My mother is a nurse too, and they work at the same hospital. Our fathers are both engineers and also worked together, but now they work at different companies.

Selena's schedule is similar to mine, always busy. On Mondays, Selena has violin class and I have piano class. On Tuesdays and Thursdays she practices volleyball at the school's gym and I play tennis in our school court. Friday is my favorite day because Selena stays overnight with us. On the weekends, we usually go to the movie theater or have a picnic if the weather is good. This Saturday, we are having a barbecue party in her house and are swimming in the pool. I am the only child, I don't have a sister but she is like a sister to me.

PART 1. READING COMPREHENSION

1. Skimming. - Identify the main idea of the passage.

/10

2. Identify the main idea of every paragraph. (10 marks each)**Paragraph 1.-**

Paragraph 2.-

Paragraph 3.-

Paragraph 4.-

/40

3. Scanning. - Choose the best option. (5 mark each)**1. What is Tina's favorite day of the week?**

- A) Sunday
- B) Monday
- C) Tuesday
- D) Friday

2. Which one of the following questions can you not answer?

- A) What time does Tina get up on weekdays?
- B) Which school subjects does Tina like?
- C) What music types does Tina like?
- D) How does Selena go to school?

3. What are the reasons why Selena and Tina are always together?

- A) Because they are in the same class and live in the same neighborhood.
- B) Because although they live in the same neighborhood, they are not in the same class.
- C) Because they are in the same class, live in the same neighborhood, and their mothers are colleagues.
- D) Because they like Arts and Physical Education, they live in the same neighborhood and their mothers are colleagues.

4. What is incorrect about Tina?

- A) Her mother is a nurse.
- B) She has a busy life.
- C) She walks her dog on Saturdays.
- D) She spends time with her best friend

/20

4. Which things do they both like? (10 marks each)

/20

PART 2. PARTS OF SPEECH

1. Read again and classify 25 words according to the different parts of speech.

Complete all the blanks, except those that have (-). 0.40 mark each.

Verb	Prepositions	Nouns	Adjectives	Adverb
	-			
	-			-
	-			-

/10

Reading comprehension post test

The present test is an adaptation of:

Lynn, S. (2015). *Q skills for success: Reading and Writing*. New York, NY: Oxford University Press.

Name: _____ Date: _____

Time: 40 minutes

Working as a Student

Section I

One of the important things we learn while growing up is that finding a job plays a huge role in our lives. A job gives us independence as well as a way of making our own living. Earning your own money is always a good thing and there is no better time to start doing this than as a student.

Section II

When students live away from home it can be very expensive for their parents to support them. Paying for accommodation, books, food, and bills cost a great deal of money. Because of this, many university students find a part-time job while they are studying. It doesn't really matter what the job is, as long as it fits in with their program and earns them some extra cash. It not only helps with their expenses but also teaches them how to manage their money and become more responsible. Trying to fit all of this into their daily lives can be difficult in the beginning. It takes careful planning and organization to bring it all together. However, it is an important lesson to prepare them for life as independent adults.

Section III

Students can learn how to manage their daily timetable by working while studying. For example, they need to arrange their working time so as not to overlap with such things as group projects or end-of-semester exams. They also need to inform their supervisors as soon as possible if for any reason they cannot turn up for work. Planning ahead is a strategy that gets better with practice, and this is the perfect time to practice it.

Section IV

Eventually, the tasks mentioned above will help you on your way to becoming successful in whichever profession you choose. Getting a degree will show the world that you mastered knowledge, but actually working towards it will have taught you many valuable things about life. Last but not least, find time to relax. Life isn't all about work alone. As the old proverb goes: "All work and no play makes Jack a dull boy."

PART 1. READING COMPREHENSION**1. Choose the best answer. 7.5 marks each.**

1. Section I suggests that

- A. a student's life is expensive.
- B. growing up plays a huge role in our lives.
- C. it's important to have a job.
- D. working as a student isn't a good idea.

2. According to the article, why is finding a job difficult for a student?

- A. They may get a job they don't like.
- B. It isn't easy to plan.
- C. It could take a long time to organize.
- D. The job might not pay much money.

3. Apart from learning how to manage money, working students also learn to manage

- A. group projects.
- B. their daily timetable.
- C. their responsibilities.
- D. end-of-semester exams.

4. Which lessons help students to become more successful in the profession they choose?

- A. getting a degree
- B. finding time to relax
- C. mastering knowledge
- D. managing time and money

Appendix 4

Vocabulary Logs

Learning logs -written- (at the beginning of the class) - This is an individual task. It will be on paper. This should take 15 minutes.

No. 1 and No. 4

- Which words do you remember?
- Define as many as you can.

No. 2 and No. 5.

- Which words do you remember?
- Write a sentence with the words you remember.

No. 3 and No. 6.

- Which words do you remember?
- Write a sentence and write next to it the part of speech.

Appendix 5

“A job interview” role-play rubric

Category	100	75	50	25
Content and ideas	20	15	10	5
Use of Vocabulary	20	15	10	5
Team work	20	15	10	5
Roles	20	15	10	5
Overall Impression	20	15	10	5

Category	100	75	50	25
Content and ideas in the script	Great job! The group offered creative new insights on the topic! Content is completed aligned to a job interview scenario. It was creatively communicated.	The script of the role-play is on-topic, ideas are good, but it is missing some creativity and insight	The script of the role-play is somewhat off-topic. Some ideas of a job interview process are not clear.	The content of the role-play is disorganized, without a sequence. Ideas are vague.
Correct use of Vocabulary in context and the number of new words applied.	Excellent use of English vocabulary learned in class (31-40 words); chose vocabulary related to the topic, few word choice errors.	Good use of English vocabulary learned in class (21 – 30 words), occasional word choice errors.	Adequate use of English vocabulary learned in class (11 – 20 words) but many errors in word usage/choice.	Uses simple vocabulary learned in class (1 -10 words) and many incorrect uses of words; sometimes speaks Spanish words instead.
Team working	Almost always listen, share, and support the effort of others in the group. It was a cooperative group climate	Usually listens, shares, and supports. There were not "waves" in the group.	Often listens, shares, and supports the effort of others in the group. There were not good team members.	Rarely listens, shares, and supports; not a good team.
Roles	Every member of the group	Everyone in the group stayed in	For the most part, the group	The group failed to stay in

	<p>stayed in character, and it was clear the members took the roles seriously.</p>	<p>character, but some members didn't seem to really be "into" what they were doing.</p>	<p>stayed in character. Next time, spend more time preparing for how the characters might think or act.</p>	<p>character, and it looked like the members had not prepared for how the characters might think or act.</p>
<p>Overall Impression</p>	<p>The role-play shows a real-life job interview, and it was entertaining</p>	<p>The role-play, while it was fun to watch, could have been adapted in real situations better.</p>	<p>Some parts of the role-play were not aligned to real job interviews but fun.</p>	<p>The role-play was not focused on a real-life job interview. It also seems as if the group did not even read the directions.</p>

Appendix 6

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificación de palabras de acuerdo a su función para mejorar la comprensión lectora”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Ing. Gabriela Almache

Candidata a Master.

=====

Pre- survey. Use of Google Sheets / Encuesta inicial – Uso de Google Sheets.

Nombre:

<i>Drive Survey - / Encuesta sobre el uso de Drive.</i>	Yes / Si	No
I have a Gmail account. <i>Tengo una cuenta de correo electrónico en Gmail.</i>		
I know how to use Google Drive. <i>Se cómo utilizar el Drive.</i>		
I can open an Google sheet <i>Puedo abrir una página de excel en Drive.</i>		
I can share my document with others. <i>Puedo compartir la página de excel con mis compañeros u otras personas.</i>		
I know certain functions of Google sheets <i>Conozco ciertas funciones de excel.</i>		
I have used an excel spreadsheet for learning any subject before. <i>He utilizado excel para aprender cualquier materia antes.</i>		
I have used an excel spreadsheet to learn English. <i>He usado excel antes para aprender Inglés.</i>		

<p>I have used an excel spreadsheet to learn vocabulary. <i>He usado excel antes para aprender palabras en inglés.</i></p>		
--------------------------------------------------------------------------------------------------------------------------------	--	--

What are your expectations regarding the usage of this e-tool?

¿Cuáles serían sus expectativas en relación al uso de Excel para aprender palabras en inglés?

What do you expect to learn in next classes using the tool?

¿Qué espera aprender en las próximas clases de inglés con el uso de Google Sheets?

Suggestions for the teacher to conduct classes using Google Sheets in expansion of new words for Reading comprehension:

Sugerencias para el docente referente al uso de Google Sheets para la expansión de vocabulario con el fin de lograr la comprensión de lectura.

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificación de palabras de acuerdo a su función para mejorar la comprensión lectora”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Ing. Gabriela Almache.

Candidata a Master.

=====

Post-survey – Use of Google Sheets

	Totally disagree	Disagree	Neutral	Agree	Totally Agree
	Totalmente de acuerdo	En desacuerdo		De acuerdo	Totalmente de acuerdo
I know how to use Google Drive. <i>Conozco el uso del Drive.</i>					
I can open a Google sheet <i>Puedo abrir una hoja de Excel en Google Drive..</i>					
I can share my document with others. <i>Puedo compartir un documento con otras personas.</i>					
I know certain functions of Google sheet <i>Conozco ciertas funciones de Excel en Google Drive.</i>					
I will use Google sheets on my own for learning more vocabulary. <i>Usaré Excel por mi cuenta para aprender más vocabulario.</i>					
I will use Google sheets on my own to learn other subjects. <i>Usaré Excel por mi cuenta para aprender otras materias.</i>					

<p>I will motivate my classmates to keep using Google sheets. <i>Motivaré a mis compañeros para seguir usando Excel.</i></p>					
-----------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

Explain if your expectations were met/not met regarding the use of excel.

Explique si se cumplieron sus expectativas en relación al uso de Excel.

Explain if you consider this tool effective/not effective for learning words in English.

Explique si considera que esta herramienta es efectiva para aprender palabras en inglés.

Appendix 7

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificación de palabras de acuerdo a su función para mejorar la comprensión lectora”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Ing. Gabriela Almache

Candidata a Master.

Demographic Information/ Información Demográfica

Name: _____ **Nationality:** _____

School name /Nombre de la institución: _____

City/Ciudad: _____

Course-parallel/level – Curso-paralelo/nivel: _____

Religion: _____

Gender/Género: Male/ Masculino () Female/ Femenino ()

Ethnicity/Étnia: _____

Social-economic class/ Clase socio-económica:

() low-income/bajos ingresos () middle class/clase media () high-income/clase alta

Age/Edad:

() 17 - 22 () 23 - 26 () 27 - 30 () 31 - 40 () 41+

Language/Idioma: Spanish/Español () English/Inglés () Quichua ()

Marital status/Estado Civil: single/soltero(a) () married/casado(a) ()

widowed/viudo(a) () divorced/divorciado(a) () separated/separado(a) ()

other/otro _____

Nivel de inglés: Beginner/principiante () Basic/básico ()

Intermediate/intermedio () Advanced/avanzado ()

English learning background/Describa su experiencia aprendiendo inglés (donde, por cuánto tiempo, dificultades):

Special needs/Necesidades especiales:

Other skills/otras destrezas:

Access to technology/Tiene acceso a tecnología: Yes/Si () No ()

Access to technology from/Tiene acceso a tecnología desde:

Home/casa () School/institución educativa () Municipality/Municipio ()

Other/otro: _____

Knowledge about technology/ Conocimientos sobre tecnología:

Beginner/principiante () Basic/básico () Intermediate/intermedio ()

Advanced/avanzado ()

Professional/Employment Status-Estado profesional/empleo:

Student/estudiante () employed/empleado () self-employed/independiente ()

Retired/jubilado () Unemployed/desempleado ()

Appendix 8

Pretest survey

Students’ perspectives toward vocabulary.

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificación de palabras de acuerdo a su función para mejorar la comprensión lectora”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Ing. Gabriela Almache

Candidata a Master.

=====

Pre-Post Survey vocabulary for reading

Encuesta sobre vocabulario para lectura.

Name:

	Totally disagree	Disagree	Neutral	Agree	Totally Agree
	Totalmente de acuerdo	En desacuerdo		De acuerdo	Totalmente de acuerdo
I can understand a short, simple text. <i>Puedo entender un texto pequeño y fácil en inglés.</i>					
I understand single phrases at a time. <i>Entiendo frases cortas en inglés.</i>					

<p>I pick up familiar words or phrases in passages. <i>Reconozco palabras familiares o frases en lecturas en inglés.</i></p>					
<p>I understand a short text with the first reading. <i>Entiendo una lectura corta en la primera lectura.</i></p>					
<p>I understand a short text by rereading it. <i>Entiendo una lectura corta después de leerla dos o más veces.</i></p>					
<p>I can skim. <i>Puedo leer rápido para encontrar la idea principal.</i></p>					
<p>I can scan. <i>Puedo leer rápido para encontrar datos específicos.</i></p>					
<p>I can classify words according to their function in a sentence. <i>Puedo clasificar las palabras de acuerdo a su función en una oración.</i></p>					
<p>I can recognize a noun. <i>Puedo reconocer un sustantivo.</i></p>					
<p>I can recognize a verb. <i>Puedo reconocer un verbo.</i></p>					
<p>I can recognize an adjective. <i>Puedo reconocer un adjetivo.</i></p>					
<p>I can recognize an adverb. <i>Puedo reconocer un adverbio.</i></p>					
<p>When I read I translate all the words.</p>					

<i>Cuando leo traduzco todas las palabras.</i>					
------------------------------------------------	--	--	--	--	--

I see a passage and I feel.... / *Veó una lectura en inglés y me siento*

I can skim and scan. Explain the process of each. / *Puedo usar estrategias de lectura. Explique el proceso de cada estrategia.*

I translate all the words. / *Traduzco todas las palabras.*

I can recognize the following part of speech (conjunction, pronouns, and prepositions). *Puedo reconocer las siguientes funciones: conjunción, pronombre y preposiciones).*

I feel the knowledge of vocabulary in English is... *Siento que mi conocimiento de vocabulario en inglés es*

I think learning vocabulary is complex *Pienso que aprender vocabulario en inglés es complicado.....*

English words are/aren't easy because *Las palabras en inglés son/no son fáciles porque*
