Reading Comprehension through Skimming, Scanning, and Parts of Speech.

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Dear Director,

I am writing this letter to present my article “Reading Comprehension through Skimming, Scanning, and Parts of Speech” for your review and consideration prior to obtaining my Master’s Degree in English Language Teaching.

The sample for this study was twenty-nine students who participated during six weeks of work. Three research questions were addressed. The results of the research show that skimming, scanning, and parts of speech considerably improve reading comprehension in students.

Looking forward to hearing from you soon.

Sincerely,

Doris Adriana Liguaña Gualoto
Abstract

This research implemented skimming, scanning, and the classification of vocabulary into parts of speech through Google sheets to improve reading comprehension. The research was applied at a public school in Quito. The sample was 29 students of tenth basic education at an A1 English level. This action research was supported by qualitative and quantitative instruments. Skimming and scanning strategies were scaffolded and practiced during the investigation with different activities to support the study. Results show that the impact of this innovation was Cohen $d = 1.89$ which indicates a high impact in learning. After applying the innovation, 70% of the students improved their reading comprehension as evidenced in pre and post-test. This result was supported by the changes observed during the process. Classifying “parts of speech” in a shared sheet facilitated the retention of words. This was reflected in the mini-quizzes students completed. These results demonstrate that classifying parts of speech, reading strategies, and the use of technological tools can improve L2 reading comprehension and students’ overall proficiency.

Key words: Google Drive sheets, skimming, scanning, parts of speech.
Resumen

Esta investigación implementó la idea principal, ideas específicas y la clasificación del vocabulario en partes del discurso a través de las hojas de Google para mejorar la comprensión lectora. La investigación se aplicó en una escuela pública en Quito. La muestra fue de 29 estudiantes de décima educación básica con un nivel de inglés A1. Esta investigación se apoyó en instrumentos para obtener datos cuantitativos y cualitativos. Se asistió y modeló buscar la idea principal e ideas específicas durante la investigación con diferentes actividades para respaldar el estudio. Los resultados muestran que el impacto de la innovación fue Cohen $d = 1.89$ que indica un alto impacto en el aprendizaje. Después de aplicar la innovación, el 70% de los estudiantes mejoró su comprensión lectora como se evidencia en la comparación del pre y post-test. Este resultado se reconfirmó con los cambios observados durante el proceso. La clasificación de “partes del habla” facilitó la retención de las palabras. Esto se reflejó en las mini-pruebas que los alumnos completaron. Estos resultados demuestran que la clasificación de partes del habla, las estrategias de lectura y el uso de herramientas tecnológicas pueden mejorar la comprensión lectora en el idioma extranjero así como también el nivel en general de los alumnos.

Palabras claves: Hojas de Google Drive, idea principal, ideas específicas, partes del discurso.
**READING COMPREHENSION**

**Reading Comprehension through Skimming, Scanning, and Parts of Speech**

The use of English has grown significantly ranking third in the world (Smith, 2015). The primary objective of learning English is communication among people for different purposes and in different areas. English language teaching is based on four essential skills that students must manage and acquire. These four skills are reading, writing, listening, and speaking. This research focused on skimming, scanning, and parts of speech to improve reading comprehension using Google sheets as a technological tool.

Reading is vital for academic success (Levine, Ferenzo, & Reves, 2000). During the process of reading, students usually respond to the meaning of words and sentences (Pressley, El-Dinary, Wharton-McDonald, & Brown, as cited in Royanto, 2012). Knowledge of vocabulary is strongly associated with the ability to understand reading (Carroll, as mentioned in Cain & Oakhill, 2014). Therefore, reading comprehension and vocabulary are topics that go hand in hand to improve the learning of English as a foreign language.

Even though the importance of vocabulary for reading comprehension, there are not research studies that have explored these two variables. There is extensive research for grammar to improve writing, as reported in a meta-analysis conducted by Graham and Perin (2007). Other authors have explored the success of grammar for writing at the children level (Koster, Tribushinina, De Jong, & Van den Bergh, 2015). The authors demonstrated positive outcomes in writing after grammar instruction.

On the other hand, skimming and scanning have been explored at the higher education context with positive outcomes (Siti, 2016). This author taught these skills as meta-cognitive strategies and reported that students increased their involvement in the lessons too. Asmawati (2015) conducted a similar research at elementary level. This author reported that experimental group outperformed the control group, and concluded that skimming and
scanning also accelerated students’ reading comprehension. There were not found studies conducted at high school level in this regard which indicates a gap in this regard.

In Ecuador, English as a foreign language has been strengthened in recent years. The Ministry of Education has implemented this subject in the curriculum as mandatory from elementary school. The primary objective is that students at the end of high school must have reached a B1 level as described in the Common European Framework of Reference (Ministerio de Educación, 2014).

Foreign language teachers in Ecuador must follow and comply with standards. The standards are organized into five domains: language, culture, curricular development, evaluation, professionalism, and ethical commitment. The five criteria are linked with the four skills of speaking, reading, listening, and writing (Ministerio de Educación, 2012).

The standards for reading involve understanding and identifying essential information from simple texts, picking up new vocabulary, short phrases, and the main idea (Ministerio de Educación, 2012). Additionally, students can understand more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g., recipes, short personal stories, and travel forms). The documents should all contain the highest frequency vocabulary.

Standards also require teachers to use technological tools during the teaching process (Ministerio de Educación, 2012). Current studies are reporting the benefits of technology in the educational field, the use of technological tools (ICT) around the world has allowed students to surge their interest in learning. Strategies with the use of digital resources increase students’ motivation. Technological tools help the development of the teaching-learning process (Blumenfeld, Soloway, Marx, Krajcik, Guzdial, & Palincsar, 1991).

This innovation was carried out in a public school in the city of Quito with tenth-grade students. During the first weeks of the school year, the students were evaluated through
a diagnostic test that indicated a low score in reading comprehension. These results were a motivation to apply the innovation with this group of students. Taking into account that the Educational Institution does not have a technological laboratory to use and apply ICT, computers of the local municipality called Gobierno Autónomo Descentralizado (GAD) of Llano Chico community were requested. This laboratory is near the educational Institution where the innovation was implemented. The place has free internet service to the general public. It was the best option for students to work with ICT during the development of this innovation.

The objective of the innovation was to improve students’ reading comprehension through skimming, scanning, and parts of speech using Google sheets. Also, students’ perspectives towards learning vocabulary before and after the innovation were determined. Due to the necessities of the participants in this research, the following questions were addressed to complete the aims of the present study:

- To what extent do skimming and scanning improve reading comprehension skills?
- To what extent do students remember parts of speech and classify them correctly?
- Do students’ perspectives of learning vocabulary change as a result of the innovation?

**Literature Review**

This research involved skimming, scanning, and parts of speech to improve reading comprehension with Google sheets. The independent variables were skimming, scanning, and classifying words into parts of speech using Google sheets and the dependent variable was reading comprehension. Theories, definitions, and concepts are explained in this section.

**Reading Comprehension**

Reading comprehension is a process in which the meaning of the text is understandable for the reader. The principal objective is to give an overview of what is described in the document instead of following the meaning of words or sentences in isolation (Pickle, Tao, &
Reading Comprehension is a method that starts at an early age and develops in two primary settings: home and school (Sheridan, Edwards, Marvin, & Knoche, 2009). Therefore, reading comprehension allows the development of skills in which, the prior knowledge is immersed within the teaching-learning process, and it is acquired through experience. Reading Comprehension is a fundamental skill for each person because it allows them to understand what they are reading (Moore, McClelland, Alef, & Vogel, 2016).

**Strategies of Reading**

During the research process, skimming and scanning strategies were used, which are quick reading processes to find specific information within the text (Asmawati, 2015). The two approaches quickly capture large amounts of material with only a preview. These reading strategies are used to find relevant information.

Skimming is the process of reading only the main ideas within a fragment or complete text to obtain an overall opinion of the content of the reading (Miles, Huberman, & Saldana, 2014). Furthermore, skimming is a process of quickly moving of eyes through the text to find the main ideas (Brown, 2001). Among the activities that skimmers practice are: read only the title of the text, examine the first part of the book or document, the introduction or the first paragraph, analyze just the first sentences of each section, look in the text graphics, tables, and images that relate to the passage. There are three types of skimming; the first is the previous reading, the second refers to a reading to interpret the text followed by a plan; and, finally review skimming that is to read in a particular way the information to be able to complete an activity (Blitary, 2016).

On the other hand, scanning is an effective strategy for extracting meaningful information without reading the full text (Brown, 2001). The purpose of scanning is to do a quick reading and search for specific information to answer specific questions about the text. It helps to organize better the information extracted from the text. That is, scanning is the
most effective method when looking for information to answer questions. The two techniques before-mentioned help students to understand texts.

**Vocabulary and Reading Comprehension**

Vocabulary acquisition is essential in learning foreign languages (Alqahtani, 2015), and it is vital to understand readings (Moghadam, Zainal, & Ghaderpour, 2012). Through vocabulary, students can make grammar connections of sentences as well as phrases that allow them to have a clear idea of the text to be read (Frodesen & Wald, 2018). The right learning to acquire vocabulary is based on the following activities: repetition, focus on the form and meaning of words, interaction, negotiation, and commitment (Celce-Murcia, Brinton, & Snow, 2014).

Research in reading comprehension shows that teaching vocabulary may be challenging because many teachers are not self-confident about the best preparation in vocabulary teaching (Berne & Blachowicz, 2008). Therefore, it is necessary to acquire knowledge about teaching vocabulary to apply the best techniques, exercises, and skills in classes. English teachers should know that teaching vocabulary will be something new and different from the student's native language (Alqahtani, 2015). Students learn vocabulary in their mother tongue (L1) with the help of the interaction of the environment in which they develop, while in another language (L2) students must understand each word according to the context to be used (Moeller, Ketsman, & Masmaliyeva, 2009). The innovation considered the intentional and incidental learning of vocabulary (Celce-Murcia, Brinton, and Snow, 2014).

**The Importance of Parts of Speech**

On the other hand, both teachers and students immersed in the teaching-learning process of a foreign language must follow a means to acquire this knowledge. The critical issue is the parts of speech, known as a term for classifying the types of words that are
grammatically distinguished within a language (Schachter & Shopen, 1985). This classification allows to understand the context of the reading because the parts of the speech help students interpret the meaning of the words written in the sentences that form a passage.

The first notion that the student must know to develop the parts of the speech is how to make a sentence. The most used classification of speech parts are: nouns that refer to people, things, and animals that can be countable or uncountable; verbs that are the actions or states of being such as: is, are, feels, among others, that are performed within the sentence or phrase; adjectives that are those that describe the noun; and finally, pronouns that are used to replace the nouns (Croft, 2000).

**Technological Resources**

Instructional technology within the teaching-learning process has increased advantages and opportunities for both teachers and students, making it resourceful the use of technological tools in education (Slough & Chamblee, 2017). During the innovation, students have the opportunity to work with ICT to interact effectively and quickly within the teaching and learning process.

Google Drive is an internal application of Gmail. The most important aspect of this technological tool is that it is free (Crane, 2018). It is a place to store and share files in real time with different users around the world. This tool has a capacity of 15GB of online storage to save documents, photos, designs, recordings, among others. In July 2012 Google launched the Google Drive service that improved Google Docs Company Google was made. Another characteristic of this technological instrument is that it can be accessed from a smartphone, computer or tablet. The files can be shared through emails and once downloaded you can access them without an internet connection.
**Innovation**

In order to improve reading comprehension of level A1 students, the innovation included the introduction and practice of skimming, scanning, and parts of the speech using technological tools. All the activities developed are explain step by step.

Reading comprehension subskills chosen for this innovation were skimming and scanning. The researcher introduced a form to scaffold these subskills in the text (see Appendix 1). It was completed with students at the beginning. Later on, students completed it individually (see Appendix 2). Once, the form was filled in, students compared with a pair to check if ideas were similar. The teacher provided correct answers at the end, so students corrected if necessary. Scanning activities were developed through questions. Students asked and answered the questions as an oral practice. They also asked what the main idea was, what the supporting details were, among others.

Since the innovation included the use of Google sheets, students had to create an account in Gmail. Only three students of the group (29) had one already. Later, the use and function of the tools were introduced, that is, how to share documents and how to navigate in the sheets; all these activities were learned and practiced during the innovation.

The innovation included a general review of the parts of the speech. Several exercises were practiced to familiarize the students with word recognition strategies for six weeks. During this period, they had five hours of class per week, and each class hour lasted 40 minutes. Four hours in the classroom, and one hour in the laboratory.

Students classified new words into the parts of the speech according to the context of the reading. This activity was carried out in Google sheets. Students worked individually and in groups, updated the list of new words during the innovation in different moments.

First, readings according to students’ level and interests were selected. New words were introduced in different activities. The new vocabulary was uploaded in the Google sheets.
according to its function in context during classes. The sequence of activities in the innovation was:

1. The vocabulary exercises were taken from the students’ book, and the teacher explained the meaning of words in context.
2. Words that students did not know from that passage were selected and introduced with visuals aids from the teacher.
3. Students looked up the added words from the reading in the previous exercise to decide the function (parts of speech).
4. Then, groups were assigned by the teacher. Google sheets were created for each group. Students in groups classified the words into the sheet. Students were monitored to know if they accessed the document, and fed the sheets with the new words.

Students conducted individual practices. To monitor students’ acquisition of new vocabulary, students made short sentences about the readings. Students took mini-quizzes to check their improvement in word recognition and their function in context. They were corrected in class. Oral practices were added, once the class had the correct answers. See the detailed lesson plan in Appendix 3.

**Methodology**

The methodology for this research was action research. Quantitative instruments were used to answer questions about relationships within quantifiable variables (Leedy, 1993). All the data collected during the innovation through surveys, pre and post-test were analyzed and interpreted. On the other hand, qualitative data analysis is a large and complex multidimensional subject (McMillan, & Schumacher, 2010). The analysis of Google Drive supported post-test results.

**Description of Participants**
Students from tenth basic education level in a public high school participated in this study. There was a total of 29. Ages ranged between 14 and 16 years old. Their economic level is medium, and they come from humble families in the northern sector of the city of Quito. The majority of students are Roman Catholic. In the course, 70% are men while 30% are women. The ethnicity of the students is mestizo. Their mother tongue is Spanish. Their access to technology is good, and most of them had the internet at home.

Students' weakest ability was reading comprehension. The evidence was a diagnostic test at the beginning of the school year. Their knowledge was limited in the foreign language since they did not have previous instruction in English. The reasons why the students did not have prior knowledge of English were the lack of teachers during previous school years, they were assigned teachers who were not trained in the foreign language area, there were few didactic resources to increase their motivation, and few hours of English in the schedule.

**Instruments**

To report the first research question: *To what extent does skimming and scanning improve reading comprehension skills?* skimming and scanning scaffolding were used at the beginning and at the end to know the progress of the students in the understanding of a reading (see Appendix 1 and 2). In addition to this, a rubric was created with four components to reinforce the results obtained in the scaffolding process with the open questions of the pre-posttest of reading comprehension to know the perspective of the students.

A pre and post-test were applied with a short evaluation according to the Common European Framework of Reference to the level of students (A1). In this evaluation, the following parameters were taken into account: basic vocabulary, a short paragraph with specific information, details of time, place, and activities. The test had four multiple-choice
To respond to the second research question: *To what extent do students remember parts of speech and classify them correctly?* the researcher used mini quizzes. They were developed after each vocabulary activity. It was an individual activity that the students did in 10 minutes. These mini quizzes had three exercises that were: list words they remember and define them, second activity write a sentence with the vocabulary word, and finally identify the parts of the speech in the sentence (see Appendix 6). In addition, the participation of the students in the Google Drive exercises that they carried out to classify parts of the speech was used to reinforce this question.

Finally, to answer the third research question: *Do students' perspectives of learning vocabulary change as a result of the innovation?* the instrument was a pre and post survey about vocabulary learning (see Appendix 7). The first part had questions with a Likert scale. The questions were related to vocabulary and reading comprehension. The second part had open-ended questions of personal opinion regarding the innovation.

**Data Analysis**

Research question #1: *To what extent do skimming and scanning improve reading comprehension?* Data of pre and post-test were entered in Excel and exported to the SPSS 20 program to get descriptive statistics (minimum, maximum, media, and standard deviation). This information was used to get the effect size through an online calculator. Furthermore, to confirm the results of the skimming and scanning process, a quantitative analysis was made using the rubric and a qualitative analysis of the open questions of the survey.

Research question #2: *To what extent do students remember parts of speech and classify them correctly?* To obtain the number of words that students remembered correctly after performing an exercise, mini quizzes were applied. The information collected was
tabulated according to the number of words that each student remembered both at the beginning and at the end of the investigation to make a comparison. On the other hand, the participation of the students in the Google Drive sheet was considered, where they worked in 6 groups classifying parts of the speech.

Research question #3: Do students’ perspectives of learning vocabulary change as a result of the innovation? For this analysis pre and post vocabulary surveys were used to know student’s opinion about the innovation. The answers obtained were grouped according to the variables of the study. Therefore, the results were categorized according to reading comprehension and parts of speech.

Ethical Considerations

It was necessary before carrying out the present investigation the prior written approval was obtained of the school Director and with the students of the tenth basic education level. Once the process was approved, the students were verbally informed about the application of the innovation. It was necessary to inform the importance of the study, its objectives and purposes, working time, and methodology. Ethical considerations such as confidentiality, authorization to take photographs and videos were observed. It was important to mention that students’ faces were not displayed in the visual records and that they were free to refuse participation. Students agreed to participate in the study and with all the explanations detailed above.

Results

Findings of this study are presented based on the research questions collected during six weeks of the research.

Regarding the first research question: To what extent do skimming and scanning improve reading comprehension? results evidenced that the grades of the students were low in the pre-test. Their reading comprehension was minimum, and they did not know the
meaning of the words. The results obtained can be seen in table 1. The maximum grade for this test was 10 points. Seventy-nine percent of the group got low grades (< 7/10) in the pre-test.

After six weeks of work, students took a post-test as a final activity of the research. Only four students got a grade of 5/10. The rest of the students got average scores of 7/10 and 10/10 in the post-test. These results show that after applying innovation together with the technological tool, students significantly improved their word recognition, retention, and thus it helped them get better results in the reading comprehension exercises. Cohen (1988) says that an effect size obtained greater than $d = 0.8$ is known as a significant effect. This value confirms that after applying the innovation, the result was favorable.

Table 1.

*Descriptive statistics of pre and posttest.*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
<th>Mean Difference</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE TEST</strong></td>
<td>29</td>
<td>4,828</td>
<td>5,000</td>
<td>1,9968</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>POST TEST</strong></td>
<td>29</td>
<td>8,448</td>
<td>10,000</td>
<td>1,8193</td>
<td>-3,63</td>
<td>1,8951</td>
</tr>
</tbody>
</table>

Figure 1 shows that the results obtained using the rubric to compare and contrast the skimming and scanning process in reading comprehension. At the beginning 17 students did not have a clear idea about what they read, the other 12 students had a partial idea in the reading. At the end of the research process, the data change gradually only 5 students are in the last two options with a partial idea about the reading. Additionally, the data indicates that most of the students understood the main idea of the reading.

*Figure 1. Comparison of Skimming and Scanning Scaffolding Process.*
Here are the results in the research question #2: To what extent do students remember parts of speech and classify them correctly? To report the results in this question, there were mini quizzes. They are reported in figure 2. The first asked to define new words, the second to write a sentence, and the last to identify the parts of speech in a sentence. Results of the first type, in which the objective was to define in their own words the vocabulary they remembered, at the beginning of the study only six students knew the meaning of 5 words at the end of the evaluation 17 students understood the meaning of 12 words on average.

In the second type, students were asked to write a sentence with the words they remember. Comparing the first and the last, four students did the exercise compared to the previous in which 16 students successfully achieved this exercise that represents the 55% in the group. In the last type, comparing the first and the previous mini quiz of this type, at the beginning of the study, only five students did the exercise correctly, and at the end of the study 16 students were able to accomplish this goal.
To report the second part of the research question, figure 3 shows the process of collaborative work of the students when they went to the laboratory. The positive results obtained using Google Drive sheets to remember vocabulary words were useful for students. They practiced and worked using this technological tool to improve their knowledge and acquire new vocabulary words. The positive comments at the end of the research from the students confirms that this tool improves students’ word recognition in English.

*Figure 3. Use of Google Drive Sheet*
To respond to the third research question: *Do students’ perspectives of learning vocabulary change as a result of the innovation?* The results and opinions in the pre-survey were low, students said that they did not understand short and simple texts. Results are reported in table 2. At the end in the post survey the answers had positive comments. Post-survey results indicated that 72% of the students recognized words or phrases in readings in English.

Table 2.

*Pre and post survey regarding vocabulary*

<table>
<thead>
<tr>
<th>Scales</th>
<th>Vocabulary Complexity Pre Survey</th>
<th>Vocabulary Complexity Post Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Valid Percent</td>
</tr>
<tr>
<td>Valid Complex</td>
<td>21</td>
<td>72,4</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>17,3</td>
</tr>
<tr>
<td>Not complex</td>
<td>3</td>
<td>10,3</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Discussion**

Reading comprehension can be improved by skimming and scanning at high school level. This was demonstrated by Cohen’s $d$ of 1.89 which indicates the impact of this innovation for learning. Same outcomes were provided in studies conducted at other levels like higher education and elementary school (Asmawati, 2015; Siti, 2016).

After analyzing the results, one of the most evident is that 72%, of the participants, indicated that they recognize words and phrases in English. These results can be compared with what the authors say in their different investigations. One of the most outstanding was through vocabulary; students can make grammar connections of sentences as well as phrases that allow them to have a clear idea of the text to be read (Frodesen & Wald, 2018). The positive results of mini quizzes can be compared with the research mentioned above.
As a final point, technological tools help the development of the teaching-learning process (Blumenfeld et al., 1991) the student's perception was significantly good. In Table 3 their comments about perspectives of learning vocabulary, strategies used during the study helped to improve their knowledge into parts of the speech.

Conclusions

In order to help students succeed in their academic and professional lives, reading has been proven to be an important resource in this research. English proficiency limitations of this group of students were the motivation to implement this innovation that involved two skimming and scanning as well as classification of vocabulary into parts of speech to improve reading comprehension. It is important to mention that skimming and scanning have been explored by other authors; however, there is a gap in the research that involved classifying parts of speech and its impact in reading.

The following conclusions reflect that the research questions set out in the study were successfully achieved. Results obtained indicated that students improved in their reading comprehension not only in the summative assessment (post-test) but also during the process. At the beginning of the investigation, 79.3% of the students got a low grade in the pre-test, after six weeks of work, more than 70% of the students obtained good grades in the post-test.

The research confirmed that the use of technological tools with appropriate activities and according to the level of knowledge of students generates positive outcomes within the research. This research is a significant and practical contribution within the field of education and in the area of a foreign language.

The group of students has never worked with this type of activities or technological devices to learn English. The students have not experienced activities in a digital laboratory since the public schools do not have the necessary resources, so they had move to a laboratory outside the school.
All in all, this research addressed three main limitations in education. First, students’ low proficiency and poor reading skills. Second, students’ knowledge and application of technology to boost their learning. Lastly, it can be the starting point to explore the classification of parts of speech and its incidence in reading comprehension.

**Limitations**

The institution where the innovation was applied did not have a laboratory or access to the internet. This difficulty was solved through a written request to the GAD of Llano Chico. After sending the application, it was possible to attend with the students according to the schedule established in the lesson plan. The laboratory with internet access was a great help to carry out the vocabulary activities in Google sheets.

The second limitation, was the time for using the laboratory since it was a public space in the community and the students attended in the first hour of class. The time to move from the school to the laboratory consisted of 10 minutes. That time was not recoverable and the class time in the lab was shortened for this reason.

The third limitation, teaching materials were scarce and had to be created with the students. The use of posters and images was minimal in the investigation.

The fourth limitation was the possibility to find enough literature related to the topic.

**Recommendations**

Among, the main recommendations that can be given for future studies are: extend the research to a minimum of six months so that students can learn, practice, and acquire more knowledge. In the lesson plan, activities must be included for students with educational needs. In the application, there should be two research groups, one of control and the other experimental to compare and contrast the process and results developed in the study. In addition, more didactic materials and activities should be used to work with students to increase motivation.
Also, it is essential to manage with authorities and parents the creation of a laboratory with Internet access, so that students can work within the Institution and avoid leaving it, fundamentally in public schools.

Finally, as it was mentioned previously, there is not enough literature about parts of speech influencing the reading comprehension. A recommendation is to promote the research to improve reading comprehension by teaching parts of speech and reading comprehension or vice versa. In this mode, the literary improvement of this field of study is added.
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Appendix No. 1

Exercise for skimming and scanning. (Scaffolding form)

Read the text and identify the meaning of the words in red.

**Adventure Tales**

A group of school students took a tour of a natural park for their summer vacation. The tour guide knew the trails of the **region** very well. In the afternoon, he invited the school kids to join him in an **adventurous** hike to a waterfall. The kids’ screams of excitement did not let the guide finish his instructions on how to begin the trail and continue the climb to the waterfall. Some kids walked really fast when they reached a barbed-wire fence. One girl had a cut on her arm, so a teacher had to go back to the town with this girl to see a doctor. Then two other students took a **shortcut** and ended up **lost**, so the guide cancelled the trip to the waterfall to start the **search** along with the local police for these two students. In the evening, the authorities were looking for the two students while the group was walking back to the hotel. Three hours later, while the group was watching a video of the waterfall, the phone rang. The police officers were searching for the kids while they were trying to set up a tent in the forest; it was midnight. They were fine, yet both were tired and scared.

**a. Region means:**
1. area  
2. city  
3. park

**b. Adventurous means:**
1. audacious  
2. timid  
3. generous

**c. Shortcut means:**
1. road  
2. trail  
3. shorter route

**d. Lost means:**
1. found the way  
2. missed the way  
3. on the way

**e. Search means:**
1. exploration  
2. lose  
3. call

**f. Scared means:**
1. happy  
2. sad  
3. frightened

**Answer the questions:**

Where did students go? ___________________________________________

Did students go to a waterfall? ______________________

What is the main idea of the reading? ___________________________

Was the end of the story? _____________________________

Who found the students? _______________________________________
<table>
<thead>
<tr>
<th>Scanning (specific information)</th>
<th><strong>Answer the next questions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1. What is the title of the text?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2. The tour was with students from:</strong></td>
</tr>
<tr>
<td></td>
<td>a. School students.</td>
</tr>
<tr>
<td></td>
<td>b. Kindergarten students.</td>
</tr>
<tr>
<td></td>
<td>c. University students.</td>
</tr>
<tr>
<td></td>
<td><strong>3. The tour was in:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Summer vacations.</td>
</tr>
<tr>
<td></td>
<td>b. Spring vacations.</td>
</tr>
<tr>
<td></td>
<td>c. School vacations.</td>
</tr>
<tr>
<td></td>
<td><strong>4. The tourist guide said:</strong></td>
</tr>
<tr>
<td></td>
<td>a. A poem.</td>
</tr>
<tr>
<td></td>
<td>b. Instructions.</td>
</tr>
<tr>
<td></td>
<td>c. A song.</td>
</tr>
</tbody>
</table>

| Skimming (identify the main idea) | **Read the text and write the main idea in a short paragraph.** |
# Appendix No. 2

## Skimming and scanning form

Individual practice No.____

**Instructions:**
1. Read the text.
2. Find the new words: meaning, and part of speech.
3. Classify in the excel-spreadsheet
4. Answer the questions.
5. Write the main idea.

<table>
<thead>
<tr>
<th>New words in this passage</th>
<th>(List the words, find the meaning, identify the part of speech, and upload to spreadsheet). Individual activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming (find the main idea)</td>
<td></td>
</tr>
<tr>
<td>Scanning (specific information)</td>
<td>Comprehension questions provided by the teacher. Generic questions:</td>
</tr>
<tr>
<td></td>
<td>The trip went to the countryside or to the city?</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>Did she/ he enjoy the trip?</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>Did she/he walk through a forest?</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>London is a country or city?</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________________________</td>
</tr>
</tbody>
</table>
# Travelling Around the World

Look at the pictures and the descriptions of the cities and match them.

<table>
<thead>
<tr>
<th>Acapulco</th>
<th>New York</th>
<th>London</th>
<th>Paris</th>
</tr>
</thead>
</table>

- **Acapulco**: A very modern city in the USA, it's also called the Big Apple or 'The City that Never Sleeps'. Nearly 9 million people live here. There are hundreds of skyscrapers in its centre and beautiful parks as well. The most famous one is Central Park. You may see many film stars in this city.

- **New York**: The city of love and romance! Couples on honeymoon adore this city. Cruising down the river Seine is a truly romantic programme. Women love this city for other reasons as well, it is often referred to as the 'European capital of fashion'.

- **London**: This city is the home of the world's most famous royal family and most people immediately associate to Buckingham Palace when they hear about Queen Elizabeth II. The beautiful churches and museums here all tell us a lot about the city's rich past.

- **Paris**: One of the most popular seaside resorts in Mexico and worldwide as well. Elvis Presley shot one of his many films here, its title was: 'Fun in A ...'. Lots of sunshine, beautiful beaches, modern hotels: this place really offers an unforgettable holiday!
My Holiday in Vancouver

My summer holidays are often a little boring, but my summer holiday last year was great – my family and I got onto an airplane and flew to Vancouver! It was our first time to visit Canada. We got up very early almost every day and did lots of really fun and interesting things. On our first day, we visited Stanley Park and the Vancouver Art Gallery. Later in the week, we visited some museums and then got on a special boat to watch whales. It was fantastic! I took lots of photos. Of course, we also visited our cousins who live in Vancouver. One evening, they had a barbeque and we ate at their home. After we finished our food, we invited them to come to our home one day. Unfortunately, we didn't swim in the ocean because the water was too cold, but we did do many other fun things. Finally, after two weeks, before we left Vancouver, my family and I went shopping and bought lots of souvenirs to help us remember our time in Canada. Maybe we can travel again during my next summer holiday. Maybe we can make plans to visit Japan or Brazil!
Appendix No. 3

Lesson plan - Design from Your Goals[1]

Instructional design of units for transfer of learning to real life contexts

<table>
<thead>
<tr>
<th>Institution:</th>
<th>“Abelardo Moncayo” School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of study:</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Student description:</td>
<td>Students from tenth basic education level from a Public School in Quito. A2.1 Level.</td>
</tr>
<tr>
<td>(include English Level)</td>
<td></td>
</tr>
<tr>
<td>Professor:</td>
<td>Lic. Adriana Luguaña</td>
</tr>
<tr>
<td>Unit title:</td>
<td>Travel and Adventure</td>
</tr>
<tr>
<td>Weeks:</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Hours:</td>
<td>6 weeks</td>
</tr>
<tr>
<td></td>
<td>5 hours per week</td>
</tr>
</tbody>
</table>

I. Transfer Goal (Stage 1)

Standards the unit will work with:

Reading comprehension

Use suitable vocabulary, expressions, and language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)

Goal:

I want my students to improve their reading comprehension through parts of the speech and vocabulary using technological resources to understand what they read and apply that knowledge in the future to improve others skills like writing and speaking.

Breakdown of transfer goal

<table>
<thead>
<tr>
<th>A. If we see and hear them do this, they CAN transfer this learning.</th>
<th>B. If we see and hear them do this, then they CANNOT (yet) transfer:</th>
<th>C. What I will commit to doing differently in my classroom to ensure my results look like Column A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### II. Summative Performance Assessment Task

<table>
<thead>
<tr>
<th>Goal</th>
<th>Apply reading strategies to interpret short texts, classifying vocabulary, and using technological tools in the teaching-learning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Travel agents</td>
</tr>
<tr>
<td>Audience</td>
<td>General public</td>
</tr>
<tr>
<td>Situation</td>
<td>A family wants to spend vacation in an exotic place of Ecuador. Travel agents have to provide different options.</td>
</tr>
<tr>
<td>Performance</td>
<td>Students are knowledgeable of three different exotic places in Ecuador to suggest the public. In order to this, they will have to search, read, compare different texts, to provide the best details of three exotic places to persuade people to go.</td>
</tr>
<tr>
<td>Standards</td>
<td>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. Extract the gist and key information items from simple informational, transactional, and expository texts.</td>
</tr>
</tbody>
</table>
III. Knowledge and skills

<table>
<thead>
<tr>
<th>What students will need to know</th>
<th>Students will need to know about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary about travel</td>
<td>Word recognition</td>
</tr>
<tr>
<td></td>
<td>Skimming</td>
</tr>
<tr>
<td></td>
<td>Scanning</td>
</tr>
<tr>
<td>Parts of speech</td>
<td>Describe habits, routines, past activities and experiences within the personal and educational domain.</td>
</tr>
<tr>
<td></td>
<td>Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)</td>
</tr>
<tr>
<td></td>
<td>Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.</td>
</tr>
</tbody>
</table>

IV. Essential Questions

Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.

1. How might the vocabulary help me to improve reading comprehension?
2. How could we use Google Drive-Excel to learn English?
3. How can parts of the speech and grammar help me to expand what I read in English?
V. Learning Activities

**Transfer goal:** I want my students to improve their reading comprehension through parts of the speech and vocabulary using technological resources to understand what they read and apply that knowledge in the future to improve others skills like writing and speaking.

**Abbreviated Performance Task:**

The class theme will be "travel and adventure," using the present and past simple, verbs and simple vocabulary in different activities. Students will have the opportunity to learn and practice exercises with grammatical rules, transfer acquired knowledge and interact with classmates using technological tools.

**Length of Lesson:** 4 days from Monday to Thursday (40 minutes of class). English classes five hours per week according to the schedule of Ministry of Education for this level.

It is important to mention that the lesson plan is for level A2.1, students who are in a Public school, and they don't have technological resources in the Institution. It is a significant challenge to be able to work with the group of students since their level of foreign language is very basic. The activities proposed in the lesson, are adapted to the reality of the students. Simple exercises that in their development comply with the established to complete the assigned task successfully.
## Learning Activities (from student’s perspective)

### Week 1 November from 12\textsuperscript{th} to 15\textsuperscript{th}, 2018.

**Monday - 1 hour (40 minutes)**
- General information about the research. (10 minutes)
- Students take a **survey** about demographic information. (15 minutes)
- Students answer a **pre-test about vocabulary**. (15 minutes)

**Tuesday - 2 hours (80 minutes)**
- Introduction about research. (10 minutes)
- Students will receive general information about the project. (10 minutes)
- The students will know the class activities and the activities to work with the use of ICT. (15 minutes)
- An overview of the project will be made through a video for the use of Google and its tools. (10 minutes)
- Students will become familiar with the vocabulary, commands in class. (10 minutes)
- General review about present simple. (10 minutes)
- Exercise about the structure of a sentence; noun, verb, and complement. (10 minutes)
- Students write vocabulary words and fill in the learning logs (English’s folder). (5 minutes)

**Wednesday – 1 hour (40 minutes)**
- Introduction about how to use Google- Drive excel. The activity will be in the classroom. Teacher uses her computer, a projector to share this information with the students. (15 minutes)
  [https://www.youtube.com/watch?v=HU9Z5gtQVk](https://www.youtube.com/watch?v=HU9Z5gtQVk)
- Students write personal information (name, age, favorite color, preferences, favorite song, activities during free time, and an objective for the school year). (15 minutes)

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Intention</th>
<th>A</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>General information about the research.</td>
<td>Initiating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students take a survey about demographic information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students answer a pre-test about vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction about research.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The students will know the class activities and the activities to work with the use of ICT.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Students will become familiar with the vocabulary, commands in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General review about present simple.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise about the structure of a sentence; noun, verb, and complement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write vocabulary words and fill in the learning logs (English’s folder).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction about how to use Google- Drive excel.</td>
<td>Initiating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write personal information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36
Students interact with the teacher to ask questions about the project. (10 minutes)

**Thursday – 1 hour (40 minutes)**

Students move from the school to the laboratory. (10 minutes)

In the laboratory, students receive information about the use of the computers, rules in the laboratory, place to work and the number of the machine. During the research, each student has the same place to work. As homework, students need to create a Gmail account for the next class. (20 minutes)

Students move from the laboratory to the school. (10 minutes)

**Week 2 November from 19th to 22nd, 2018.**

**Monday – 1 hour (40 minutes)**

Students move from the school to the laboratory. (10 minutes)

In the laboratory students open a Gmail account and send to an email to the teacher with personal information. (10 minutes)

Teacher answer the email to the students. (5 minutes)

Students explore the Gmail account. (5 minutes)

Students move from the laboratory to the school. (10 minutes)

**Tuesday – 2 hours (80 minutes)**

Vocabulary game. (10 minutes)

Review about parts of the speech. (15 minutes)
Grammar explanation about parts of the speech with examples. (15 minutes)

Create a list with examples in groups, with the pre-knowledge vocabulary. Read a short paragraph in the book and find more examples. (10 minutes)

Students write and classify on post-it the vocabulary words. Teacher uses a big poster for each group and students stick the post-it according to the function. After that students classify words, they can walk around the class and read the others. (10 minutes)

Write 5 sentences using the grammar class and the vocabulary learnt.(Subject + verb + complement). (10 minutes)

Students fill in learning log 1. (10 minutes)

**Wednesday – 1 hour (40 minutes)**

Mini-quiz 1.

Brainstorming words for parts of the speech. (5 minutes)

Students read a short story about “Traveling around the World.” (10 minutes)

Students circle new words vocabulary on the text. (5 minutes)

Work in pairs to find the definitions for new words and identify parts of the speech. (10 minutes)

**Thursday – 1 hour (40 minutes)**

Students move from the school to the laboratory. (10 minutes)

Teacher shares a spreadsheet to students to classify nouns, verbs, adjectives, and pronouns from the last reading. Students open their Gmail accounts and work in the activity. (10 minutes)

Then, students interact in the class to compare and contrast their answer about the activity. (5 minutes)

Finally, students work in a new spreadsheet with the correct answers. The objective of this activity is that students know and acquire new vocabulary words. (5 minutes)

Students complete learning log 2.

Students move from the laboratory to the school. (10 minutes)
Week 3 November from 26\textsuperscript{th} to 29\textsuperscript{th}, 2018.

**Monday – 1 hour (40 minutes)**

- Students recalled what they did yesterday (intro for past tenses). (10 minutes)
- Teacher writes a list of different verbs in past from students participation. (5 minutes)
- Teacher writes yes/no questions about what students did yesterday for an oral practice. (5 minutes)
- For the next activity teacher divides the class in groups of five students. The objective is that they create a short paragraph about the last weekend. (10 minutes)
- Then, one student per group read the paragraph in front of the class. (5 minutes)
- Finally, students write vocabulary words and fill in the learning log 3. (5 minutes)

**Tuesday – 2 hours (80 minutes)**

- Students move from the school to the laboratory. (10 minutes)
- Mini quiz 2. (10 minutes)
Students work on the text to circle words (given by the teacher) and identify their parts of the speech with different colors. Then, they classify them in the spreadsheet. (5 minutes)

Students find the main idea (skimming) and write questions to ask their peers about the reading (scanning). (5 minutes)

Students circle new words to them and share in their groups. Later they feed the spreadsheet. (5 minutes)

Students move from the laboratory to the school. (10 minutes)

**Homework collect bottles for the next class.**
Thursday – 1 hour (40 minutes)

Check the recycle material to create didactic material in class “The Alphabet”. (5 minutes)

Classify the bottles and bands. Cut the cards and write on them the vowels and consonants. (15 minutes)

Students work in class to make didactic material as in the example for the future activities. The objective is that all the student’s work in groups to create vocabulary words and classify into parts of the speech. (20 minutes)

Week 4 December from 3rd to 6th, 2018.

Monday – 1 hour

Mini quiz 3 (focused on verbs). (10 minutes)

Students read and complete the next exercise. (10 minutes)
Then, students interchange the exercise between them to correct the answers. (10 minutes)

Volunteer students read the correct answers to check the answers. (5 minutes)

Students provide their real information regarding this text. (5 minutes)

**Tuesday – 2 hours (80 minutes)**

Vocabulary Game about travel. (10 minutes)
Classification of vocabulary using visual aids. (15 minutes)

Read a short story in the students’ book to identify new vocabulary. (10 minutes)

Collaborative work in class, students find the main idea and write comprehension questions and ask/answer in pairs. Teacher monitors and provide feedback. (15 minutes)

Write sentences about their preferences using new vocabulary. (10 minutes)

Work in pairs to write a short paragraph about their last holiday. (10 minutes)
Students fill in learning log 4. (10 minutes)

**Wednesday – 1 hour (40 minutes)**

Students move from the school to the laboratory. (10 minutes)

In the laboratory, students search for exotic touristic places in Ecuador. After brainstorming places, the teacher assigns one place to each group. They search for three sources and find the main idea and specific information to provide information (10 minutes)

For homework: they add new words to the spreadsheet.

Students complete learning log 5. (10 minutes)

Students move from the laboratory to the school. (10 minutes)

**Thursday – 1 hour (40 minutes)**

Mini-quiz 3 (10 minutes)

A review of last class is done. Individually, students brainstorm ideas and write a short paragraph of the place they will talk about. Then they gather in groups and combined their drafts into one. (30 minutes)

**Week 5 December from 10th to 13th, 2018.**

**Monday – 1 hour (40 minutes)**

Vocabulary game. (5 minutes)

Students work in groups of five students to make a competition. The objective is to use the didactic material to create vocabulary words learnt in the last four weeks. Students go through different stations, read the passage, form words and classify them into parts of speech according to the text. The winners are the group with more accurate attempts (spelling and correct part of speech). (20 minutes)

Finally, students complete learning log 5. (5 minutes)

**Tuesday - 2 hours (80 minutes)**

Mini-quiz 4. (10 minutes)

Reading comprehension exercise “Tourist attractions in Quito”. (10 minutes)
Quito offers a wide variety of tourist places to come and go. The sites tell us about the history of Quito, its widespread culture, beliefs, and diversity. The websites tell us about its lifestyles, single daily, nights, enjoyment options and its assets.

At your right is the menu with the different tourist attractions of Quito, divided by areas. A large more comprehensive description is given to the Downtown in the central area which is better known as the Historical Center or Colonial Town of Quito. It is the reason why Quito was declared Prime World Cultural Heritage Sites by UNESCO.

At the northern, you will find a variety of tourist attractions, like the small town of Mindo. The touristic Ciudad Mitad del Mundo (the Middle of the World city), passing through the center of entertainment and festivities in Quito.

In contrast, in the southern sector, you will find the train station of Quito, the Interactive Museum of Science and the legendary Teatro Mexico, all located at the south, which is known for its rapid movement of small shops, the river Machángara, and parks.

Students move from the school to the laboratory. (10 minutes)

Students go to lab to practice vocabulary exercise. They need to classify new words from this passage in three columns; nouns, verbs, adjectives. (10 minutes)

Students underline what they know about Quito and color new information. (5 minutes).

Students interact in class to compare and contrast the answers. (10 minutes)

Students find the main idea and write comprehension questions to ask/answer in pairs. Teacher monitors and provide feedback. Students role-play a short conversation between a tourist and a local providing information of Quito. (15 minutes)

Students return from the laboratory to the school. (10 minutes)

**Wednesday – 1 hour (40 minutes)**

Vocabulary game. (5 minutes)

Teacher writes questions to elicit students’ daily routines. (10 minutes)
Students complete the next exercise. (10 minutes)

**MINI-CONVERSATIONS**

**PRESENT SIMPLE**

This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2. Approximate Time: 15 minutes.

<table>
<thead>
<tr>
<th>go to work</th>
<th>climb up a tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy cat food</td>
<td>go on-line</td>
</tr>
<tr>
<td>play baseball</td>
<td>eat Mexican food</td>
</tr>
<tr>
<td>drink a cup of tea</td>
<td>buy onions</td>
</tr>
<tr>
<td>go fishing</td>
<td>listen to the radio</td>
</tr>
<tr>
<td>sleep all day</td>
<td>wash my car</td>
</tr>
<tr>
<td>talk to a policeman</td>
<td>take a nap</td>
</tr>
<tr>
<td>have lunch</td>
<td>take photos</td>
</tr>
<tr>
<td>do some exercise</td>
<td>study French</td>
</tr>
<tr>
<td>chat with my friends</td>
<td>cook dinner</td>
</tr>
</tbody>
</table>

A: What do you usually do after class?
B: I usually .......... 
A: Where do you ..........?
B: I .......... (place).
A: Why do you ..........?
B: I .......... because (reason).
A: Continue with your own Questions and Answers!

Students check and correct the answers. Students act out the questions and answers. (10 minutes)

Students complete learning log 6. (5 minutes)

**Thursday - 1 hour (40 minutes)**

Students move from the school to the laboratory. (10 minutes)

Collaborative work: students find the main idea and write comprehension questions. T. monitors and provide feedback as needed. Each group post their ideas on a wall paper (one per group). There is a gallery walk to read other groups ideas. (10 minutes)
Students feed the spreadsheet with new words from this passage. (10 minutes)

Students return from the laboratory to the school. (10 minutes)

**Week 6 December from 17th to 20th, 2018.**

**Monday – 1 hour (40 minutes)**

Mini-quiz 5 (10 minutes)

Students collect all the didactic material, readings, and different exercise to create an English folder as an evidence during the research. Students decorate the folder and work in groups. Students role play a scene in a travel agency where they describe an exotic place in Ecuador. (30 minutes)

**Tuesday- 2 hours (80 minutes)**

Game vocabulary “Hangman”. (10 minutes).

Students answer a post-test about vocabulary. (15 minutes)

Writing exercise. Students write a short paragraph using vocabulary words learnt during the research process about their last holiday individual exercise. (15 minutes)

Reading exercise. Volunteer students share their writing exercise in drive. (15 minutes)

Collaborative work; students review and comment peer’s writings. They also pick some words to be classified into noun, verbs, adjectives, and adverbs. The objective is that students interact and apply the knowledge that they learnt during the research process. (15 minutes)

Students complete learning log 7. (10 minutes)

**Wednesday – 1 hour (40 minutes)**

Students move from the school to the laboratory. (10 minutes)

Students take a reading comprehension test from englishteststore.net.

Students move from the laboratory to the school. (10 minutes)

**Thursday- 1 hour (40 minutes)**

For the final class, teacher divides the students into parts of the speech, for the next activity. (5 minutes)
The objective is to share experiences gained during the research work. Students will perform written and oral exercises to exchange ideas. (15 minutes)

At the end they will share snacks to finish the collaborative work. (20 minutes)

Learning process:  A = Acquisition, M = Meaning Making, T = Transfer

Intention:  Hook, formative assessment, initiating, developing, review, closure, research, other.

Indicate Week 1, 2, etc. and number of hours.

VI. On-going Self-Assessment

As I reflect on student learning, what will I do if my plan is not yielding my expected results?

From my point of view, after implementing the research with students I will try to use more interactive activities with them in class. Use more videos, apply the ICT activities, work in groups and I will monitor all the activities.

Vocabulary to travel

- archaeological sites
- historic sites
- art galleries
- castles
- museums
- monuments
- theme parks
- palaces, stately homes
- mountains
- lakes, rivers
- national parks
- coasts
- music, arts festivals
- religious festivals
- carnival
- parades
- theatre
- concert halls
- nightclubs
- casinos
- zoos
- shopping
- sports centres, stadiums
- ENT & LEISURE
- EVENTS
- BUILT
- NATURAL
Phrasal Verbs Travelling

- **See off**
  Go to the airport or station to say goodbye to someone

- **Set off**
  Start a journey

- **Get in**
  Arrive (train, plane)

- **Take off**
  When a plane departs or leaves the ground

- **Hold up**
  Delay when travelling

- **Check in**
  Arrive and register at a hotel or airport

- **Check out**
  Pay the bill when leaving a hotel

- **Get away**
  Go on holiday or for a short break

- **Get off**
  Leave a bus, train, plane

- **Get on**
  Enter a bus, train, plane
Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificacion 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,

Lic. Doris Adriana Liguaña Gualoto
Candidata a Master.

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

Nombre:

<table>
<thead>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a gmail account. Tengo una cuenta de correo electrónico en Gmail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to use drive. Se cómo utilizar el Drive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can open an excel spreadsheet. Puedo abrir una página de excel en Drive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can share my document with others. Puedo compartir la página de excel con mis compañeros u otras personas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know certain functions of the excel spreadsheet. Conozco ciertas funciones de excel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used excel spreadsheet for learning any subject before. He utilizado excel para aprender cualquier materia antes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used excel spreadsheet to learn English. He usado excel antes para aprender Inglés.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used excel spreadsheet to learn vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>He usado excel antes para aprender palabras en inglés.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are your expectations regarding the usage of this e-tool to learn English words?
¿Cuáles serían sus expectativas en relación al uso de Excel para aprender palabras en inglés?

What do you expect to learn in this class?
¿Qué espera aprender en las próximas clases de inglés?

Suggestions for the teacher:
Sugerencias para el docente.
Appendix No. 5

Pre-post-test Evaluation

Read the next paragraph and complete the questions.

Questions 1–4 are about the following announcement.

Student Volunteers Needed!
On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Make posters</td>
<td>1 P.M.–4 P.M.</td>
<td>December 5th</td>
</tr>
<tr>
<td>Set up gym</td>
<td>11 A.M.–4 P.M.</td>
<td>December 11th</td>
</tr>
<tr>
<td>Help performers</td>
<td>9 A.M.–4 P.M.</td>
<td>December 12th</td>
</tr>
<tr>
<td>Welcome guests</td>
<td>10 A.M.–2 P.M.</td>
<td>December 12th</td>
</tr>
<tr>
<td>Clean up gym</td>
<td>4 P.M.–7 P.M.</td>
<td>December 12th</td>
</tr>
</tbody>
</table>

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

What time will the festival begin?
10 A.M.
11 A.M.
1 P.M.
2 P.M.

In line 3, the word feature is closest in meaning to _______.
look
keep
include
entertain

What job will be done the day before the festival begins?
Making posters
Setting up the gym
Cleaning up the gym
Helping the performers

Who is told to talk to Ms. Braxton?
Parents
Students
Teachers
Performers
Mini-quizzes.

This is an individual task. This should take 10 minutes. This is taken after each vocabulary activity.

No. 1
- Which words do you remember?
- Define as many as you can.

No. 2.
- Which words do you remember?
- Write a sentence with the words you remember.

No. 3
- Which words do you remember?
- Write a sentence and next to it the part of speech.
Appendix No. 7

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificacion 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,

Lic. Doris Adriana Luguaña Gualoto
Candidata a Master.

Pre-Post Survey vocabulary for reading
Encuesta sobre vocabulario para lectura.

**Name:**

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<tr>
<td></td>
<td>Totalmente de acuerdo</td>
<td>En desacuerdo</td>
<td>De acuerdo</td>
<td></td>
<td>Totalmente de acuerdo</td>
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</table>

I can understand a short, simple text. 
*Puedo entender un texto pequeño y fácil en inglés.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

I understand single phrases at a time. 
*Entiendo frases cortas en inglés.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

I pick up familiar words or phrases in passages. 
*Reconozco palabras familiares o frases en lecturas en inglés.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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</tbody>
</table>

I understand a short text with the first reading. 
*Entiendo una lectura corta en la primera lectura.*

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

I understand a short text by rereading it. 
*Entiendo una lectura corta después de leerla dos o más veces.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I can skim. 
*Puedo leer rápido para encontrar la idea principal.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| I can scan.  
*Puedo leer rápido para encontrar datos específicos.* |
|--------------------------------------------------|
| I can classify words according to their function in a sentence.  
*Puedo clasificar las palabras de acuerdo a su función en una oración.* |
| I can recognize a noun.  
*Puedo reconocer un sustantivo.* |
| I can recognize a verb.  
*Puedo reconocer un verbo.* |
| I can recognize an adjective.  
*Puedo reconocer un adjetivo.* |
| I can recognize an adverb.  
*Puedo reconocer un adverbio.* |
| When I read I translate all the words.  
*Cuando leo traduzco todas las palabras.* |

I see a passage and I feel….  
*Veo 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 ….  
*Piens que aprender vocabulario en inglés es complicado….*
English words are/aren’t easy because
Las palabras en inglés son/no son fáciles porque
Appendix 8

Estimados Estudiantes:
La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificacion 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,
Lic. Doris Adriana Luguaña Gualoto
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
( ) 11 ( ) 12 ( ) 13 ( ) 14 ( ) 15 ( ) 16 ( ) 17 ( ) 18

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

English level/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/Sí (   ) 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:
None/nada (   ) Beginner/principiante (   ) Basic/básico (   )
Intermediate/intermedio (   ) Advanced/avanzado (   )
### Appendix 9

**PRE AND POST TEST RESULTS**

#### Descriptive Statistics

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#### Statistics

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### Appendix 10

#### Demographic Information

**Descriptive Statistics**

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## Appendix 12

### Survey vocabulary

**Descriptive Statistics**

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### Reliability

**Reliability Statistics**

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Appendix 13

Wix

https://adriana1619.wixsite.com/misitio