Classifying Vocabulary, Skimming, and Scanning to Improve Reading Comprehension

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Abstract

This research aimed at showing the influence of classifying vocabulary, and using skimming and scanning strategies to improve reading comprehension. Participants were a group of 15 students whose ages ranged from 14 to 16. They had problems in reading comprehension and vocabulary. This action research was conducted at a private language institute. The instruments to collect data were pre- and post-surveys, pre- post-tests, learning logs, skimming and scanning forms, mini-quizzes and an interview. They provided quantitative and qualitative information. Results showed that there was a statistically significant improvement in parts of speech knowledge from the pre- to the post-test. The result was an average improvement of 28.2% in student performance. Cohen’s $d$ was calculated with a result of 1.09 which means there is impact in learning. There was also a steady improvement in skimming and scanning technique which was exemplified by the ability to correctly complete a skimming and scanning document. Lastly, students’ perspectives were positive to this innovation. Therefore, it is advisable to apply the same innovation with other learners in order to compare results of improvement of reading comprehension and overall proficiency.

*Keywords*: skimming, scanning, vocabulary recognition, parts of speech, reading comprehension.
Resumen

Esta investigación tuvo como objetivo mostrar la influencia de clasificar el vocabulario y utilizar estrategias lectoras para mejorar la comprensión de textos. Los participantes fueron 15 estudiantes, de 14 a 16 años, con problemas de comprensión de lectura y vocabulario de un instituto de idiomas en particular. Esta fue una investigación acción con un análisis de datos cualitativos y cuantitativos. Los instrumentos para recopilar datos fueron encuestas previas y posteriores, pruebas previas, registros de aprendizaje, formularios de escaneo y escaneo, minicuestionarios y una entrevista. Los resultados mostraron que hubo una mejora estadísticamente significativa en el conocimiento de las funciones de las palabras en contexto desde el pre al post examen. El resultado fue una mejora promedio del 28.2% en el rendimiento de los estudiantes. Se calculó Cohen d con un resultado de 1.09 que indica que hubo aprendizaje. La mejora constante en las estrategias lectoras fue ejemplificada por la capacidad de completar correctamente los formatos. De la misma manera, las perspectivas de los estudiantes fueron positivas para esta innovación. Por lo tanto, es aconsejable aplicar la innovación con otros alumnos para comparar los resultados de la mejora de la comprensión lectora y la proficiencia en general de inglés.

*Palabras clave:* idea general, escaneo, reconocimiento de vocabulario, partes del discurso, comprensión de lectura.
Classifying Vocabulary, Skimming, and Scanning to Improve Reading Comprehension

Reading and language proficiency are connected. Studies have found positive correlations between students who read substantially and high academic performance. This helps them expand their vocabulary and consequently gain knowledge in other academic content areas, not only in the target language (L2) but also in their mother tongue (Short et al., 2018). In this regard, the Programme for International Students Assessment (PISA) performed an assessment to measure the level of reading proficiency among member countries of the Organization for Economic Cooperation and Development (OECD, 2016). Results indicated that only 12 out of 42 countries have made progress since 2000. The others have either declined results or have stagnated at the same proficiency level. These alarming results force educators to reconsider the different aspects that influence literacy acquisition in students’ L1 in addition to that of a foreign language (OECD, 2016).

Ecuador has specific proficiency objectives related to English language education which include the skill of reading. One of the objectives of the Ecuadorian English Language Learning Standards is to apply correct reading comprehension techniques to understand any type of texts (Ministerio de Educación, 2012). However, that is not all. The Ecuadorian Curriculum for English Language states that all students have to achieve B1.2 level proficiency when they finish secondary school, in accordance with the proficiency bands established by the Common European Framework of Reference for Languages (CEFR). Thus, students have to master all skills. Despite this, Ecuador English levels are low. The EF English Proficiency Index (EPI) reports that the English level in Latin America (50.33%) is lower than in Europe (56.64%). This represents a low proficiency and a moderate proficiency respectively (English First, 2018), and Ecuador is in the 65th place of proficiency out of over 150 countries.
Unfortunately for Ecuadorians in general, reading is not well emphasized. The National Institute of Statistics and Census in Ecuador (INEC) reported that 26.5% of people do not possess the habit of reading. Some of the reasons are a lack of interest in reading, lack of time, and difficulties maintaining concentration. Similarly, in this report people stated that they like to read at home more than at school; and, prefer mainly to read newspapers (Instituto Nacional de Estadisticas y Censos, 2012). Further contemplation on the aforementioned data leads to the conclusion that Ecuadorian people do not have a literacy-rich culture when compared to countries that ranked higher than Ecuador in the EF EPI.

Not only is reading necessary for language development, but technology can greatly improve the teaching methods used to improve proficiency. Studies showed that incorporating Information and Communication Technology (ICT) into the teaching and learning of a new language has become a new tendency in this era of technologically-integrated education in order to motivate and expand upon traditional teaching methods (Ghavifekr et al., 2014). Díaz, Pérez, and Florido (2011) stated that ICT is an innovative form of applying new communicative approaches and methods but that its efficacy is contingent upon effective teacher planning. Collaborative e-tools like Google Docs and Padlet, for instance, allow students and teachers to create and share documents to expand their language knowledge (Manowong, 2017). Apart from the skills acquired from students using digital technologies, they create a link between, global culture and linguistically diverse students, who are in the process of learning a new language. Collaborative platforms facilitate authentic contact with the target language (Clark, 2013).

To conclude, participants of a private language institute were obtaining low scores in the reading section of tests. Thus, this study was conducted using new technologies and focusing on
word recognition through parts of speech, skimming and scanning techniques as a means to improve comprehension and proficiency.

**Literature Review**

The present study identified how students’ ability to distinguish word classes and the use of the skimming and scanning techniques helped improve reading comprehension through the use of Google Drive sheets. Both dependent and independent variables are supported with concrete definitions and theories. Since the innovation included communicative activities, Communicative Language Teaching (CLT) was also added in this literature.

**Communicative Language Teaching (CLT)**

This approach refers to practicing the target language in pairs or in groups where all students interact and have the same opportunities for conveying a message. Thornbury and Kerr (2017), in their study, supported that students are encouraged to produce rather than explicitly concentrate on a specified grammatical structure. This approach emphasizes the practice of authentic scenarios in which students use the target language inside and outside the classroom in real-life language settings (Alamri, 2018). Another study showed that CLT enables language learners to interact in the L2 by performing authentic tasks. Thus, it develops communicative competence only when in the process of learning it is acquired in real scenarios where learners convey a real message for the need of communicating (Finocchiaro & Brumfit as cited in Alamri, 2018).

**Reading Skill**

The basic elements of reading are to decode the message, comprehend the message, analyze it, and integrate the whole idea of a text. Therefore, reading is considered a step-by-step procedure which fosters development of higher-order thinking skills (Karademir & Ulucinar,
Some researchers advocated that children and teens have an important performance in reading accomplishment when they have a vast prior wisdom and words range domain (Lesaux, 2012; Snow, 2002; Vellutino, Tunmer, Jaccard, & Chen in Capotosto et al., 2017).

Abdullah (2018) stated that reading can be only improved by the use of some activities and techniques such as skimming and scanning. Also, Abdullah mentioned reading comprehension is improved when using repeated reading, timed-reading, rate–building reading, the use of hand pacing as well as skimming and scanning techniques. Jose and Dharma Raja (2011) pointed out that scanning is stopping reading until the information is found to answer a specific question while skimming is the process of grasping the main idea of the whole text.

Reading instruction possesses five elements which are: phonemic awareness, phonics, word recognition, vocabulary, and comprehension. They all allow the reader to obtain the basic reading skills to be an acceptable reader (Gunobgunob-Mirasol, 2019). At the level of primary and secondary school and language institutes research related to the impact of incrementing vocabulary to improve reading comprehension has not been done. However, lots of studies carried out at university levels showed that vocabulary size contributes to a better reading comprehension (Laufer & Ravenhorst-Kalovski, 2010). In another study carried out with one hundred fourteen fifth graders from five different public elementary schools of an urban area in the north of Israel, it was established that knowing the meaning of words is an effective tool to understand passages. It influences reasoning in reading comprehension as well (Shahar-Yames & Prior, 2018).

**Vocabulary**

According to Mofareh (2015), vocabulary is defined as the units of speech or writing needed to convey a message in written and spoken forms. Harmon and Wood (2018) stated that
the aim of vocabulary instruction is to improve and advocate for deep reading understanding. Similarly, in another finding it was evidenced that students may achieve the basic knowledge of lexical size to obtain an in depth reading comprehension (Rosado & Caro, 2018). Other researchers mention that devoting a lot of time to learn vocabulary is essential to master a language (Maximo as cited in Mofareh, 2015).

For greater improvement on the teaching of vocabulary, Mofareh (2015) mentioned some strategies and techniques teachers can apply such as focusing on form and on meaning, recalling short- and long-term memory, employing real objects, using cooperative learning strategies, incorporating a wide variety of learner preferences, applying total physical response, introducing lexical sets within a defined cultural context, drilling, and spelling. Nevertheless, McQuillan (2019) concluded that free reading was 1.70 more efficient to learn vocabulary rather than teaching vocabulary in short and long periods.

McCarten (2007) devised three main categories to organize lexical sets to help learners memorize a wide range of new words: real-world groups, language-based groups, and personalized groups. The greater the range of lexical sets that a language learner knows, the better their communicative abilities can be even when using inaccurate grammar structures due to their expanded range of comprehensible expression. However, without an adequate vocabulary repertoire, the ability to convey any concept is drastically hindered (Wilkins, 1972).

The impact on the development of reading is fundamental. In reading, learners get better scores when taking test because of the guessing of the meaning of some words and by relating meaning with the root of a word itself. In addition to raising communicative competence by developing vocabulary knowledge, learners also gain the peripheral advantage of performing better in written evaluations. A study conducted by Senoo and Yonemoto (2014) stated that new
words are only acquired when the learners have needs: the need to know what the word means, the need to find the significance of that word by themselves, and the need to compare the different meaning of words. Motivation is also important for reading so a good attitude to learn and acquiring new words is also vital. Thus, a reader may understand the text but if they are not motivated s/he may not be a good reader (Gunobgunob-Mirasol, 2019).

**Parts of Speech**

Skehan as cited in Ellis (2005) advocated that to achieve L2 communicative competence, students should possess a vast range knowledge of expressions and parts of speech to compile accuracy. As Porosoff (2018) mentioned, adjectives describe traits; verbs show behaviour; adverbs show how the actions are performed; nouns show who or which are the performers of the actions; conjunctions are used to combine or mix ideas in statements; and, pronouns replace the antecedents.

**Computer Assisted Language Learning (CALL)**

Although, technologies have a great influence to apply innovative methods of teaching, those implements do not assure the learning of content, but the development of other skills such as solving problems, using more imagination, and raising communication abilities (Sung, Chang, & Liu, 2016). A study supported the use of CALL which brings about good advantages for learners as they feel motivated, interested, and engaged. It also increases autonomous learning which boosts students’ mastery of language skills, specifically, in reading and writing. It is a learner-centered approach that allows students to work at their own pace and reduces their anxiety filters (Farrah & Tushyeh, 2011). Furthermore, Chiu (2013) in his research stated that CALL has a positive impact on learning vocabulary as it is a computer-based method that most learners are attracted to use to learn specifically new vocabulary.
Google Drive

It is a worthy e-tool to be used as online learning. The user needs a Google account and to open the feature Google Drive. Users can explore applications like Docs, Sheets, Slides, and Forms. It also lets teachers and students share files, send/receive emails, upload documents, and attach videos to edit by the participants in a shared document. Another advantage is that it saves the edition of the document automatically (Nevin, 2009). Drive sheets were used in this research to capture the number of new words students classified.

Due to the problematic areas that students had in reading tests, the purpose of the present study was to assess the impact of effectiveness of this study named “Classifying Vocabulary, Skimming, and Scanning to Improve Reading Comprehension”. This research was created to measure to what extent students can improve their reading comprehension when they know the meaning and function of the words in context. Therefore, the present research addressed the following research questions: (1) To what extent will students identify parts of speech in context? (2) To what extent will students improve their reading comprehension as result of identifying parts of speech in context? (3) What are students’ perspective to classifying parts of speech to improve reading comprehension on a Google Drive sheet?

Innovation

In order to help students improve their reading comprehension, this innovation aimed to extend students’ word recognition through classifying new vocabulary into parts of speech. The classification was done in a shared sheet document (one per group). In this regard, students had a Gmail account, they knew how to share documents and how to navigate within the Google sheets.
For the innovation, parts of speech were introduced and practiced. The teacher selected the passage according to students’ level and interests. New words for students were selected from passages and introduced at the beginning of the lesson with a variety of techniques. This new vocabulary was included in a sheet according to their function in context (parts of speech). The teacher’s role was to guide and scaffold these activities:

1. Introduce the selected words with varied vocabulary instruction.

2. Students were given the passage to find the introduced words in context to decide the function. Each student had to do this activity.

3. Then, they classified the words into the sheet. The teacher had to create the groups and share the sheet with each group. To this end, students knew how to access the document and how to classify the words in the sheet. Student’s work was monitored by the teacher who also provided feedback.

4. Reading comprehension activities (skimming, and scanning). The teacher introduced a form and completed it with students at the beginning (See appendix 1). Later on, students completed it individually. Once, the form was filled in, students compared with a classmate. The forms were corrected in class.

5. In every other class, students conducted individual practices regarding skimming and scanning. They had to complete the form on appendix 2.

Next, the class procedure was the following: Students were introduced new words in which they had to identify them and classify according to the function of the words in context. After that, they had to continue working with the readings and followed the same procedure described previously.
To monitor students’ acquisition of new vocabulary, students had mini-quizzes after every new vocabulary activity was carried out. They provided information of number of words students remember with the following information: definition, part of speech, or use in a sentence. This also gave insights of students’ improvement in word recognition and their function.

**Methodology**

This was an action-research with analysis of qualitative and quantitative data. Ravid (2015) defined action research as a tool used by practitioner researchers in their context to deal with problematic situations. This is a cyclical process. It starts by defining a problem, researching for possible solutions, applying an innovation, assessing the results, and continuing the process.

**Participants**

Students \((N=15)\) from a private English language institute participated in the study. There were eight females and seven males. Participants’ ages ranged from fourteen to sixteen years old. Their English level was intermediate to upper-intermediate (equivalent to Level B1 of the Common European Framework of Reference for Languages, CEFR). Their proficiency was determined based on the program they were immersed in- Teens 6.

The researcher, who also served as the class teacher, invited students to participate in the study. They were informed that their participation was voluntary. They were also assured that their test scores and survey responses would be kept confidential and would not affect their course grades.

Regarding the access they had to internet connection fourteen out of fifteen students answered they had access to the internet. In the pre survey related to the use of the application,
all of them had an e-mail account, but only three students knew how to use Drive Sheet which was the app used to insert new words and classify them into the different parts of speech.

**Instruments**

The following instruments were used in the study: (1) a demographics survey; (2) a pre- and post-tests about reading; (3) skimming and scanning format worksheet; (4) learning logs; (5) mini-quizzes; (6) a pre-post survey about vocabulary; (7) a pre and post survey about Google Drive; (8) a semi-structure interviewed. These instruments were presented in the target language and in students’ mother tongue, to ensure that the questions and instructions were easy to understand and answer.

**Demographic survey:** The researcher took this survey to gather information relevant to participants’ background such as age, gender, profession, English language proficiency and English language experiences during the last month of the semester.

**Pre-test and Post-test:** The pre-test was taken at the beginning of the intervention before students took the workshop of parts of speech and the post test was taken at the end of the intervention. The pre-test was administered to determine if they recognized and classified words correctly into their parts of speech. It also had another section that contained twenty items. It was graded over ten points. The post-test was used to assess the participants’ vocabulary improvement and effectiveness of the study, respectively. There was one closed question with fifteen items which was scored over ten points. Both tests were graded over 10 points.

**Skimming and scanning format worksheet:** This form allowed students to write about what they understood from the different readings they were working during the lessons. They were specially used to scaffold the reading comprehension strategies: skimming and scanning. It had a scanning part in which they had to introduce questions and the answers according to the
readings they read. In the second section, students had to identify the main idea of the text or reading. There was another similar form for independent practice that added a section for new words.

**Learning logs:** Learners wrote their reflections about what they learned at the end of the class. Similarly, the information obtained was a referent to compare and analyze the results. In these logs, there were open-ended questions which referred to vocabulary and reading comprehension reflections. This qualitative data was transformed to quantitative information.

**Mini-quizzes:** They were taken at the end of each new vocabulary introduction and they were used to know students’ progress. They consisted of three open-ended questions related to parts of speech and new words which were graded over ten points.

**Pre-post surveys about vocabulary:** They were used to have a general idea of the perspective and knowledge students had about reading comprehension and vocabulary. They were structured in thirteen closed questions with correspondent alternatives of choosing such as totally agree, agree, neutral, disagree and totally disagree and six open-ended questions. The two surveys were analyzed to get their reliability with the Cronbach’s Alpha coefficient. The pre-survey about vocabulary reading obtained a 0.68 mean calculation, indicating an acceptable internal consistency to carry the study.

**Pre-survey and post-survey about drive:** Learners had eight statements which they had to check as yes or no with their real information about the use of the sheets within Google drive and some other issues related to technology. This survey had three extra open-ended questions which were related to the expectations students had before and after the innovation. Those also helped to support the third question of the research.
Semi-structured interview: Four, randomly-selected students were interviewed and filmed. The interview was carried out individually at the end of the process to get information about the process of classifying words in the sheet, and the difficulties they had using the application for sorting out the words. There were eight open-ended questions for the interview.

Data Collection and Analysis

The study was conducted over a period of six weeks during the September through January semester. Quantitative data was analyzed with the use of SPSS statistical software. Means, standard deviations, and effect size were run to examine differences between pre- and post-test scores. Qualitative data were analyzed by identifying patterns in student responses to open-ended questions in the learning logs, mini-quizzes, skimming and scanning forms, and the interview. Information from the instruments was triangulated to validate results. To determine the impact of this study the Cohen’s $d$ was calculated.

Results

Research Question 1: To what extent will students identify parts of speech in context after classifying them in a shared sheet? Results are presented in table 1. The mean of the pre-test was 5.53 (SD=2.41). The post-test got 8.35 (SD=2.77). Cohen’s $d$ was calculated and it resulted in 1.09, which indicates a great effect. The $p$ value was 0.005 which means the results did not happen coincidentally.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error Mean</th>
<th>Cohen’s $d$</th>
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<tbody>
<tr>
<td>Pre-test</td>
<td>15</td>
<td>5.53</td>
<td>2.40</td>
<td>0.62</td>
<td>1.09</td>
</tr>
<tr>
<td>Post-test</td>
<td>15</td>
<td>8.35</td>
<td>2.77</td>
<td>0.71</td>
<td></td>
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</tbody>
</table>
In the pre and post survey from items 8 to 12 that are related to the improvement of the identification of parts of speech, the data was compared. Results show that there was an improvement from the results of the pre-survey with a mean of 4.04 to a mean of 4.59 obtained from the post-survey. Figure 1 also shows students’ perspectives of improvement related to different categories of words functions at the end of the innovation. It is evident that in the post test there was a positive change of improvement.

*Figure 1. Parts of Speech Improvement taken from the Pre and Post Surveys from Vocabulary*

From the data collected of the learning logs, there were two open-ended questions in four learning logs which were applied. This qualitative information was transformed to quantitative to make a better analysis. In table 2, there is a summary of students’ answers. Most of the students referred to the acquisition of the new words and their functions as nouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections. Thus, students considered they learned to identify the parts of speech of some words.
Another instrument that supported the idea that students learned new vocabulary, and was useful to improve their reading comprehension, is the data obtained from the mini quizzes. These questions assessed their comprehension of vocabulary and were graded over ten points each. Some students improved significantly, others maintained their average and other students’ scores still went down. The possible reason for which was that the readings were from a level intermediate to upper intermediate one, so the level of the vocabulary was challenging. The means go from high to low but it is still a good tendency because of the difficulty of the vocabulary in each reading.

*Figure 2. Mini-Quizzes*
Furthermore, within the interviews, participants mentioned that their level of vocabulary knowledge had increased. Here some extracts from what they said in the interviews: Participant 1: “I think my vocabulary has increased by 70 percent.” Participant 2: “I think 75 percent.” Participant 3: “I think 90 percent.” Participant 4: “My confidence has increased by 80 percent.”

**Research Question 2:** To what extent will students improve their reading comprehension as result of identifying parts of speech in context during the intervention with the use of Google Drive? The analysis of the scaffolding forms showed that learners steadily increased their reading understanding of most of the activities during the research. Those activities were graded over 10 points. Figure 3 displays the scores of the skimming and the scanning worksheets applied. It is important to highlight that the difficulty of the readings increased during the process from an intermediate passage to a high intermediate one.

*Figure 3. Skimming and Scanning Worksheets*

Figure 4 compares the pre and post survey between the items 6 and 7 regarding the knowledge of the skimming and scanning from students’ perspectives. The improvement is notorious with a *Mean* = 4.93 for both strategies.
The pre and post surveys about reading comprehension were compared in order to determine their improvement. Figure 5 presents the variation in the participants’ perspectives related to improvement.

The learning logs also evidenced that after every class, most students learned the strategies: skimming and scanning. Eleven students referred to the scanning and eight to the skimming strategy in the learning logs. Four logs were applied during the intervention.
**Research Question 3:** What will the students’ perspective be about classifying parts of speech to improve reading comprehension in Google Drive Excel Spreadsheet? An analysis of the learning logs showed they had a good attitude with the use of the innovation to learn parts of speech facilitated with the e-tool. The Google Drive sheet also reflected they all have worked and introduced words in the different categories. Table 3 shows that most students met their expectations with this innovation.

Table 3

*Excel-Met Expectations*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>13</td>
<td>86.7</td>
<td>86.7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>13.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

Additionally, the interview supported the data about the improvement they had achieved and the difficulties they had sorting parts of speech at the beginning. Here is an extract of some of the words taken from the dialogue of the interview videos:

Participant 1: **“I think the most difficult part in the reading was parts of speech.”**

Participant 2: **“for me the most difficult thing is to identify the parts of speech”**;

Participant 3: **“No, it was so easy because we have to put the words and do some easy things”**;

Participant 4: **“The most difficult part for me was the meaning of vocabulary words and parts of speech.”**

However, two out of the four students interviewed, mentioned that in the end, they had a good experience about knowing how to classify the parts of speech into the Excel-Spreadsheet into the Google Drive.
Participant 1: “the tool is humm… that is… it was easy…that I know…. the words that I know I put in the sheet. Besides this, the sheet was to improve my vocabulary because I recognize new parts in the sentence or texts.”; Participant 2: “it was easy because I can put the words in order and my friends helped me in some things for example when I put the answers according to the readings... my Friends help me to know how the readings and what are the things I have to do.”

In the post survey it is evidenced in item 9, that the majority of students mentioned that they consider Google sheets as an effective e-tool to learn new vocabulary to improve reading as seen in figure 6.

*Figure 6. Effective-Not-Effective E-tool*

![Excel-Sheet effective-non effective](image)

Similarly, they showed a positive attitude in the figure 7 for the use of Excel spreadsheet to keep learning vocabulary. Eight students had a neutral attitude while four agreed to use this e-tool to learn new words.
Discussion

The current study examined the impact that vocabulary, skimming and scanning techniques had on the process of improving reading comprehension. Findings of this study reflect an improvement of $d = 1.09$. The impact of the intervention is evident. As Maximo (cited in Mofareh, 2015), Harmon and Wood (2018), and Rosado and Caro (2018) stated in their study, the fundamental role of vocabulary to learn a language and booster reading comprehension, the bigger range of vocabulary they possess the better for deeper text’s comprehension.

In this research, students learned to identify the different parts of speech, and they classified them working on the mini-quizzes which displayed good progress. In the post survey related to vocabulary improvement students positively changed their knowledge about vocabulary recognition. While the pre survey, the mean was equal to 4.04, on the post survey, there was a mean of 4.59.

Furthermore, Gunobgunob-Mirasol (2019) stated that reading has five elements which are phonemic awareness, phonics, word recognition, vocabulary, and comprehension allowing the reader to obtain the basic reading skills to be considered an acceptable reader. Students’
performance on the scaffolding forms was acceptable as their improvement was evidenced through the grading done after every lesson.

While building word recognition skills, reading comprehension was impacted. The scaffolding forms scores, for example, captured that there was a significant improvement in their ability to read after the process, which is aligned to what the researchers mentioned in Capotosto et al., (2017) that learners have better performance when they have a vast range of vocabulary knowledge.

In the learning logs, students referred to two main strategies in this investigation which were skimming and scanning. Abdullah (2018) mentioned that apart from other language elements the skimming and scanning techniques are essential to booster reading comprehension. Also, most students mentioned in the post survey that they could use the skimming and scanning techniques.

Tang, Chung, Li and Yeung in their study mentioned that it is vital for learners to develop an affirmative learning attitude, set clear objectives, and increase a course for language awareness and use (2016). Motivation is also important for reading so a good attitude to learn and get new words is also vital. Thus, a reader may understand the text but if they are not motivated s/he may not be a good reader (Gunobgunob-Mirasol, 2019). However, table 8, 9 and 10 students showed that participants of this study felt satisfied with the skills and resources applied in this innovation. So, they recommended to continue with the same practices to improve reading.

Conclusions

In most public, state, private-funding, and particular primary, and secondary school, it is common to have the curriculum of English as a Foreign Language (EFL) classroom. However,
the great majority of the new words are introduced directly, and its practice is short-lived. Teachers concentrate only on meaning and pronunciation (Tang et al., 2016).

In this study, learners differentiated parts of speech in order to develop their vocabulary. With the use of the skimming and scanning form, they also improved their reading comprehension as the two techniques helped them understand some texts which seemed to be an enjoyable experience in the application of this study. Post results of the study showed that learners’ word knowledge and reading strategies were to a great extent effective to reach the objectives of this study.

Students demonstrated that their reading comprehension was boosted in great measurement by the identification of parts of speech and meaning of words. The mini-quizzes showed that the majority of them defined words well, created almost accurate sentences and identified various parts of speech in the quizzes.

The chart students worked on in the Drive sheet showed that ninety percent of the words that were introduced, were classified appropriately. Participants claimed to have learned more about how to classify parts of speech in context. The study also sheds light on the great potential of making use of existing technology for learning.

These results can be used to take pedagogical decisions to support comprehensive vocabulary instruction while reading. The application of effective e-tools will lead students to improve their vocabulary development, with long-term benefits in the learning of a language.

Finally, it is recommended that EFL teachers perform their lessons including lexical aspects such as form, significance, grammar, synonyms, antonyms, pronunciation, and so forth. In this way, students may grasp the basic knowledge of lexical size to obtain a deep reading comprehension (Rosado & Caro, 2018).
Limitations

Difficulties presented in this study are included in this section. They can be used as a point of reference for future studies. It has to be considered that there were not studies conducted at school, high school or institutional levels in order to have a better support of cases previously conducted.

Time was another influential factor on getting a better consistency of the data obtained. Sometimes, taking the mini-quizzes right after they finish an activity and then continuing with the process of the intervention was sort of rushed because students were in a hurry the majority of the time due to the limited sixty minutes they had in class.

The influence of the teacher as the researcher may also affect the veracity of the data, as some of them might feel the whole process was graded even they were explained from the very beginning that it did not have to do anything with grades or the normal course they were taken. Future studies should consider these limitations.

Recommendations

In the improvement of the present study some recommendations are made: First, this research can be replicated at a high school and language institute levels. Second, vocabulary to improve listening, speaking, and writing also has to be implemented to prove and compare validity. Third, more time should be given to students to work on all the activities they have in order to get accurate data from them, in this way researchers might obtain even much more accurate data.

Similarly, the time to carry out all the research has to be a minimum of at least two months, so all the students have a better and higher improvement of the reading skill. Students have to
attend classes during the whole process, so if they missed one class they have to catch-up in an extra class as an alternative for the analysis of the results later.

Furthermore, the planning of the instructional design has to have a variety of activities so that all the participants are addressed with one of their learning styles. So, they learn what is intended to be taught in the whole process of the research. Finally, this research can be applied to a different group of students who do not have the researcher as their teacher, or an assistant might help apply the research.
References


## Appendix No. 1

**Exercise for skimming and scanning. (Scaffolding form)**

<table>
<thead>
<tr>
<th>Scanning (specific information)</th>
<th><strong>Answer the next questions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skimming (identify the main idea)</th>
<th>Read the text and write the main idea in a short paragraph.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 drive sheet
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></td>
</tr>
</tbody>
</table>
Appendix No. 3

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improverereadingcomprehension” (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. Mayra Chamba

Candidata a Master.

DemographicInformation/Información Demográfica

Name: ____________________________
Nationality: _________________________

Checkschooltype/ Selecciones el tipo de institución:
Public (  ) Private (  ) Bilingual (  ) IB (  ) Foundation (  ) Co-financed (  )
Pública (  ) Privada (  ) Bilingue (  ) IB (  ) Fundación (  ) Cofinanciada (  )

Schoolname/Nombre de la institución: ____________________________

City/Ciudad: ____________________________

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

Religion: ____________________________

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

Ethnicity/Étnia: ____________________________

Social-economicclass/Clase socio-económica:
(  ) low-income/bajos ingresos (  ) middle class/clase media (  ) high-income/clase alta

Age/Edad:
(  ) 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/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:
None/nada ( )  Beginner/principiante ( )  Basic/básico ( )
Intermediate/intermedio ( )  Advanced/avanzado ( )

Professional/Employment Status-Estado professional/empleo:
Student/estudiante ( )  employed/empleado ( )  self-employed/independiente ( )
Retired/jubilado( )  Unemployed/desempleado ( )
Appendix No. 4

Semi-Structured Interview

Participant’s Name: ………………………………………………………………………

1. What was the most difficult part of the words given in the reading?
2. How much has increased your confidence after the intervention to improve vocabulary through reading?
3. Has your vocabulary increased after the intervention, mention the percentage from 10% the least and 100% the most?
4. How did you find the completion of the Drive –Excel sheet at home?
5. How important do you think vocabulary learning is? Why?
6. I look up words that are crucial to the understanding of the sentence or even paragraph in which it appears. True or False and Why?
7. What does it mean to you when you say you have learnt a word?
8. Do you do extra work in vocabulary learning other than the teachers’ requirements? How?

Appendix No. 5

Learning log 1 and 4
What did you learn today?
What facilitated that learning?
(Identifying parts of speech, skimming, scanning, other)

Learning log 2, 5
Which activity did you find challenging?
(Identifying parts of speech, skimming, scanning, other)
Which activity required more work for you to get the answer?

Learning log 3, 6
Which vocabulary activity do you remember the most?
Which class activity (individual-pair-group) was most enriching?
Which reading/passage do you enjoy best, why?
Appendix No. 6

Name ........................................... Date ....................................Score % ..............

PRE-TEST 1: PARTS OF SPEECH

For each underlined word in the following sentences, identify and then write the part of speech on the line next to the number. Each part of speech is used at least once. Each correct answer earns 5 points. Use the following abbreviations:
noun—N  adverb—ADV
pronoun—PRO preposition—PREP
verb—V  conjunction—CONJ
adjective—ADJ  interjection—INT

1. They attended the concert last weekend. .........................
2. Several cats ran into Rob’s garage. .........................
3. The truck driver delivered the packages quickly. .........................
4. Fast runners won all the awards at the track meet. .........................
5. My friends and I walked home after school. .........................
6. I wanted a peanut butter and jelly sandwich for lunch yesterday. .........................
7. She was counting the ballots during social studies class. .........................
8. Hey! That is my seat. .........................
9. Will they finish the test on time? .........................
10. The diagram was pretty complicated for us. .........................
11. He will practice his musical piece soon. .........................
12. Reggie saw the awesome sight from the air. .........................
13. Her sister is the oldest member of the group. .........................
14. Check the score, Tom. .........................
15. Will the students be able to find the answer by themselves? .........................
16. Are you sure of yourself? .........................
17. They slowly carried the couch down the stairs. .........................
18. Can you see beyond the hills from the top of the tower? .........................
19. Hurray! Our team has finally scored a touchdown. .........................
20. The troop had been scattered throughout the woods. .........................

Number correct --------------------- x 5= ---------------------%

Appendix No. 7

Name ........................................ Date ................................Score  % ............... 

POST-TEST 2: PARTS OF SPEECH

On the line next to the number, write the word indicated by the part of speech in the parentheses.

1. ......................(preposition) He walked around the corner.
2. ......................(pronoun) Paul hopes that she will sing with the choir.
3. ......................(pronoun) Can Jerry help him with the science project?
4. ......................(noun) Have you seen the eraser?
5. ......................(noun) The lock was stuck.
6. ......................(noun) She purchased the margarine with him.
7. ......................(adjective) Older people tire more easily.
8. ......................(adjective) He is agile.
9. ......................(adjective) Kind people are often rewarded.
10. ......................(adverb) The police officer ran fast.
11. ......................(adverb) My sister answered the question intelligently.
12. ......................(adverb) You really should see this art exhibit, Kenny.
13. ......................(preposition) Reggie fell by the stairs.
14. ......................(preposition) Can you jump over the hurdle?
15. ......................(preposition) May I sit between you two?

Appendix No. 8

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,

_Lic. Mayra Chamba_

Candidata a Master.

**Pre- survey. / Encuesta inicial**

<table>
<thead>
<tr>
<th>Nombre:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive Survey - / Encuesta sobre el uso de Drive.</td>
<td>Yes/ Sí</td>
<td>No</td>
</tr>
<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. / He usado excel antes para aprender palabras en inglés.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 this class? ¿Qué espera aprender en las próximas clases de inglés?
Suggestions for the teacher: Sugerencias para el docente.
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,

Lic. Mayra Chamba
Candidata a Master.

<table>
<thead>
<tr>
<th>Post-survey</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to use drive. <em>Se cómousar Drive.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can open an excel spreadsheet in drive. <em>Puedo abrir una hoja de excel en drive.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can share my document with others. Puedo compartir mis documentos con otros.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know certain functions of the excel spreadsheet. <em>Conozco ciertas funciones de excel.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will use excel on my own for learning more vocabulary. <em>Usaré Excel por mi cuenta para aprender vocabulario.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will use excel on my own to learn other subjects. <em>Usaré Excel por mi cuenta para aprender en otras materias.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will motivate my classmates to keep using excel to learn vocabulary. <em>Motivaré a mis compañeros a seguir usando excel para aprender vocabulario.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explain if your expectations were met/not met regarding the use of excel.

*Explique si sus expectativas fueron/no fueron alcanzadas en relación al uso de excel para aprender vocabulario.*

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

Explain if you consider this tool effective/not effective for learning. *Explique si considera a esta herramienta efectiva/no efectiva para aprender.*

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
Appendix No. 10

Design from Your Goals

Institution: FINE-TUNED ENGLISH
Year of study: LANGUAGE INSTITUTE
Student description: Teens 6 Program
They possess B1 Level because by this stage of the Teens programme they have to be able to perform specific tasks with the language. They are also aged 13 to 16 years old

Professor: Mayra Yadira Chamba Cañar.

Unit title: Unit 5: Dear Life couch; Unit 6: Everyday Mysteries; Unit 7: Encounters an exciting new thriller; Unit 8: Brilliant Birthdays; Unit 9: Teens Tips; all those academic readings taken from the Book: Achievers B1.

Weeks: 6 weeks
Hours: 60 minutes class

This course targets a B1 level students in English. It aims to improve reading comprehension skills and vocabulary on students by the application of communicative strategies and the skimming and scanning skills. It will last 6 weeks of a duration of 60 minutes each session. The different academic readings will be taken out from the book called Achievers B1. The extra activities of completing the Google-Drive Excel will be done at home.

I. Transfer Goal (Stage 1)
Standards the unit will work with:

Goal: I want my students to learn to distinguish parts of speech in new vocabulary obtained from academic readings so that, in the long run and on their own, they will be able to find out the meaning of words to understand texts from texts and also to use the new words in real contexts when prompting a specific topic.

Breakdown of transfer goal

A. If we see and hear them do this, they CAN transfer this learning.
B. If we see and hear them do this, then they CANNOT (yet) transfer:
C. What I will commit to doing differently in my classroom to ensure my results look like Column A.

---

1This unit design process was adapted from the Guillot Design Process worksheet (2017) Design from Your Goals based on Wiggins-McTighe Backward Design.
Use skimming and scanning techniques to improve comprehension.

Identify words and classify them according to their parts of speech such as nouns, verbs, adjectives, adverbs, conjunctions and pronouns.

Identify a variety of suffixes and prefixes to sort of words

Use this new vocabulary to improve their reading comprehension when taking a test.

Identify different reading techniques

Distinguish some of the parts of speech

Know how to use Google Drive

Know some of the suffixes and prefixes

Low comprehension reading texts because of a lack of vocabulary

- Explain and make them use skimming and scanning reading strategies to improve their reading comprehension
- Work on lots of texts and identify the new words and classify them according to the parts of speech in the Drive-Excel Sheet
- Workshop of Google-Drive
- Identify suffixes and prefixes and insert them in the Excel Sheet
- Work on online exercises, reading texts, giving definitions to key words to master English, taking reading texts, classifying words.

II. Summative Performance Assessment Task (Stage 2)

Goal Demonstrate comprehension of texts through a fair of projects.
Role Expositors.
Audience Classmates, English Area Coordinator, Parents, Audience that will read the cartoons.
Situation There is a fair in the school. Students will present a summary of the different texts studied using different resources.
Performance Students’ summarize information from the texts and explain to an audience.
Standards Reading for specific information, reading for main idea, summarizing.

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know

✓ Google Drive management
✓ Parts of Speech

The skills students will need to be able to do

+ Use Google Drive
+ Identify parts of speech
+ Classify the words into the Excel-Drive according to their function.
✓ Reading Techniques + Skim and scan - to improve reading comprehension
✓ Vocabulary Techniques + Apply a range of techniques to learn vocabulary.
✓ Suffixes and prefixes + Understand how the meaning and function of the words change if suffixes or prefixes are added.
                + Develop a story from a cartoon.

IV. Essential Questions (Stage 1)

| 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 can skimming and scanning techniques help me to improve students’ reading comprehension? |
| 2. How can the concepts about parts of speech help me to distinguish words and their meanings? |
| 3. How can we use new vocabulary to improve the reading skill in the target language of the reading comprehension and daily life? |

V. Learning Activities (Stage 3)

**Transfer goal:** I want my students to learn (content) to distinguish parts of speech in new vocabulary obtained from academic readings so that, in the long run and on their own, they (transfer goal) will be able to find out the meaning of words to understand texts from tests and also to use new words in real contexts when prompting a specific topic.

**Abbreviated Performance Task**

| Learning Activities (from student’s perspective) |
| Google Drive Use |
| Week 1 |
| Day 1 |
| Time 60 minutes (Introduction to the use of Drive Excel) |
| Application of pre-test |
| Students complete survey of use of drive. |
| Students complete survey of vocabulary. |
| Students will watch the process of how to open and use google drive. They all have a g-mail accounts because they were required in advanced to open one in case they did not have. (Acquisition) |
| Students will share their e-mail accounts and they will know how to work on the Drive Excel Sheet (Acquisition) |
| Students will see how some words are introduced into the Excel-spreadsheet as an example. Students will have some practice, with some of their e-mail accounts (Acquisition) |
**Week 1 - Time: 60 minutes period (Parts of Speech)**

*Day 2*

**Reading Title: Parts of Speech**

**Warm-up: (5 minutes)**
Watch a power point presentation about what is a noun, a verb, an adjective, an adverb, a conjunction and a pronoun. (Acquisition)

**Presentation: (10 minutes)**
Brainstorming words for parts of speech. (Acquisition)

**Practice: (20 minutes)**
Students will work on a reading in which they have to classify the words according to their function. Underline nouns, circle verbs, cross out adjectives, and highlight adverbs. (Making Meaning)

**Mini-quiz**

**Production: (20 minutes)**
In groups they write a story about what they did on the weekend in which they must use a range of words and then circle them according to the part of speech it corresponds. For example, they might use a blue marker to circle just verbs, and a yellow one to underline nouns, etc. They are using a graph paper to write and share with the class their stories. (Transfer)

They read aloud the different stories in groups. (Transfer)

**Wrap-Up: (5 minutes)**

**Learning Log 1:**
What did you learn today?
What facilitated that learning?

**Homework:** Write down on the Excel worksheets the new words learned from the reading. Classify them according to their function. Bring pictures of sports and their equipment for the next class.

**Week 1 - Time: 60 minutes period (Parts of Speech)**

*Day 3*

**Reading Title: Skimming and Scanning Strategies**

**Warm-up: (5 minutes)**
Ask some true/false sentences about the brain and its function.

**Presentation: (10 minutes)**
Teacher shows a short text about the brain and their functions. She asks them to read it quickly and tell her what the main idea of the text is. (Meaning making)

**Practice: (20 minutes)**
Then, she asks them to answer some specific questions about the reading. (Making Meaning)

- Where in your brain do you process heat and cold?
- Which side of your brain is associated with creativity?
- How many nerve cells are there in your brain?
- How much of your body’s energy does your brain use?
- Where in your brain do you process anger and fear?
- What are the special language centers of the brain called?
- Why is it a good idea to learn extra languages?

T. shares with students that what they just did were reading strategies: skimming and scanning.

**Production: (20 minutes)**

In groups, they will read the stories from the previous class and they will give what the main idea of those stories are. Then they will ask questions to the other students about some specific questions form the stories. (Transfer)

**Mini-Quiz**

**Wrap-Up: (5 minutes)**

**Learning log 2:**

Which activity did you find challenging?
(Identifying parts of speech, skimming, scanning, other)

Which activity required more work for you to get the answer?

**Homework:** draw a grid of 4 x 5 and classify some the words you learned in the lesson in order to classify them according to their part of speech. For example: nouns, verbs, adjectives and adverbs.

---

**Week 2- Time: 60 minutes period (Parts of Speech)**

**Day 4**

**Reading Title: Dear Life couch reading taken from the book Achievers B1**

**Warm-up: (5 minutes)**

Eliciting some answers for the questions.

*Do you like sports?*

*What sports do you do?*

*Why do you do sports?*
Presentation: (10 minutes)
Read the article and then place the missing sentences in there. Use the skimming strategy. (Meaning Making)

Practice: (20 minutes)
Read the text and then answer the questions. Use the scanning reading strategy. (Meaning Making)
Use the pictures to write about the rules of how to play each game. It is done in pairs. (Transfer)

Production: (15 minutes)
Read the text and make a chart about parts of speech to classify the new words from the reading. Present to the rest of the class. (Meaning making)

Mini-Quiz Production: (5 minutes)
Work in pairs and answer the questions. (Meaning making)
- How often do you do exercise?
- How long do you sleep on average?
- How often do you hang out with your friends?
- How many hours a day do you spend in front of the computer?
- How much TV do you watch?
- Do you think you have a healthy lifestyle?
- What could you do to live more healthily?

Wrap-Up: (5 minutes)
Learning Log 2:
Which activity did you find challenging?
Which activity required more work for you to get the answer?

Homework: Write down on the Excel worksheets the new words learned from the reading. Classify them and write their definitions. (Acquisition)
Talk about your exercising habits. (Acquisition)
Week 3 - Time: 60 minutes period (Parts of Speech)
Day 5
Reading Title: Everyday Mysteries: the science of our daily lives reading taken from the book Achiever B1
Warm-up: (10 minutes)
Introduce new key words from the reading by giving them a list of the new words and then by discussing the meaning of them.
Mini-Quiz
Presentation: (10 minutes)
Group discussion. Give your opinion about these questions: Use the scanning strategy.
(Meaning making)
• Why aren’t birds on power lines electrocuted?
• Why are stars only visible at night?
• Why doesn’t a huge metal ship sink?
• How does sunscreen work?
• How does the soft center get into chocolates?
• How is gas put into bottles of fizzy drinks?
Practice: (20 minutes)
Read the text and highlight the key words given at the beginning of the lesson. Use the scanning strategy. (Meaning Making)
Production: (15 minutes)
Read the text and decide if the sentences are true or false. Use the scanning strategy. (Meaning Meaning)
Wrap-Up: (5 minutes)
Write a learning log:
Which vocabulary activity do you remember the most?
Which class activity (individual-pair-group) was most enriching?
Which reading/passage do you enjoy best, why?
**Homework:** Write down on the Excel worksheets the new words learned from the reading. Classify them and write their definitions. (Acquisition)

---

**Week 4 - Time: 60 minutes period (Parts of Speech)**

**Day 6**

**Reading Title:** Teens Tips reading taken from the book Achiever B1

**Warm-up:** (10 minutes)

Introduce new key words from the reading. They work in pairs to find out key words.

**Mini-Quiz**

**Presentation:** (10 minutes)

Work in groups and discuss these questions. (Meaning Making)

- What new things would you like to learn next year?
- Would you like to study at university? What would you like to study?
- What job do you want to do?
- What can you do to help you achieve these ambitions?

**Practice:** (20 minutes)

Read the article and match the headings to the words. Skimming strategy. (Meaning Making)

Read the article and find the eight parts of speech in the text. Draw a chart and classify the words according to their function- parts of speech. (Transfer)

**Production:** (20 minutes)

In groups of three students, write a summary of what the most important tips are to follow to be a successful teenager. (Transfer)

**Wrap-Up:** (5 minutes)

Complete learning log.

What did you learn today?

What facilitated that learning?
Homework: Write down on the Excel worksheets the new words learned from the reading. Classify them and write their definitions. (Acquisition)

Week 5 - Time: 120 minutes period class (Vocabulary)
Day 7
In this week they will choose any of the topics given and have presentations about the topics given. They have to use the vocabulary learned according to each reading covered. (Acquisition)

- make a power point presentation about a movie review,
- make a power point presentation about what activities they do to stay in shape. They must explain details about the time they exercise, how many times a week, where, etc.
- make a role-play about a passage read,
- make a short movie scene from content of readings done in class,
- make a cartoon book about a story they created,
- make a video about some tips for teens to succeed in life,
- make a video about a report of weird birthday celebrations,
- make a video about an experiment they have done.

Week 6 - Time 120 minutes period class (extensive reading)
Day 8
In this week they will present their projects. They have to use a power point presentation, create an album or a collage to describe and explain the stories read. (Transfer)

Week 7 - Time 120 minutes period class (parts of speech)
Day 9
In this week they will take the post-test in order to compare their improvement from the first test they took. (Meaning-making)
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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>As I reflect on student learning, what will I do if my plan is not yielding my expected results?</td>
<td></td>
</tr>
<tr>
<td>In case my plan is not yielding my expectations, I will change some of my teaching activities and if it is necessary to start from scratch, I will do.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix No.11

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,

Lic. Mayra Chamba
Candidata a Master.

=================================

Pre-Post Survey vocabulary for reading

Encuesta sobre vocabulario para lectura.

Name:

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<tr>
<th></th>
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<th>Neutral</th>
<th>Agree</th>
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<tr>
<td></td>
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<td>En desacuerdo</td>
<td>De acuerdo</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._

I understand single phrases at a time.

_Entiendo frases cortas en inglés._

I pick up familiar words or phrases in passages.

_Reconozco palabras familiares o frases en lecturas en inglés._

I understand a short text with the first reading.

_Entiendo una lectura corta en la primera lectura._
<table>
<thead>
<tr>
<th>I understand a short text by rereading it.</th>
</tr>
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<tbody>
<tr>
<td>Entiendo una lectura corta después de leerla dos o más veces.</td>
</tr>
<tr>
<td>I can skim.</td>
</tr>
<tr>
<td>Puedo leer rápido para encontrar la idea principal.</td>
</tr>
<tr>
<td>I can scan.</td>
</tr>
<tr>
<td>Puedo leer rápido para encontrar datos específicos.</td>
</tr>
<tr>
<td>I can classify words according to their function in a sentence.</td>
</tr>
<tr>
<td>Puedo clasificar las palabras de acuerdo a su función en una oración.</td>
</tr>
<tr>
<td>I can recognize a noun.</td>
</tr>
<tr>
<td>Puedo reconocer un sustantivo.</td>
</tr>
<tr>
<td>I can recognize a verb.</td>
</tr>
<tr>
<td>Puedo reconocer un verbo.</td>
</tr>
<tr>
<td>I can recognize an adjective.</td>
</tr>
<tr>
<td>Puedo reconocer un adjetivo.</td>
</tr>
<tr>
<td>I can recognize an adverb.</td>
</tr>
<tr>
<td>Puedo reconocer un adverbio.</td>
</tr>
<tr>
<td>When I read I translate all the words.</td>
</tr>
<tr>
<td>Cuando leo traduzco todas las palabras.</td>
</tr>
</tbody>
</table>
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 ….
Pienso que aprender vocabulario en inglés es complicado……..

English words are/aren’t easy because
Las palabras en inglés son/no son fáciles porque
Appendix No. 12

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 13

E-PORTAFOLIO

https://mayrachamba1.wixsite.com/misitio/objective-of-the-masters
Appendix 14

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
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<th>ADVERB</th>
<th>ADVERB</th>
<th>PREPOSITION</th>
<th>CONJUNCTION</th>
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<th>VERB PHRASE</th>
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## Appendix 15

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Mean: 7.4, 8.5, 8.1, 8.0, 9.0, 8.9, 7.97

All of the form were tested over 10 points