Universidad Casa Grande

Classifying Vocabulary, Skimming, and Scanning to Improve Reading Comprehension

Mayra Yadira Chamba Cañar

Guide: María Rossana Ramírez Ávila

Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. CES: RPC-SO-25-N˚.4162016. Cohort 2017 – 2019. Guayaquil, September 9th, 2019.

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 & Brumfitqtd 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, 2017). 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 objetcs, 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 preand 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 presurvey 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.

<div align="center">

Results

</div>

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.
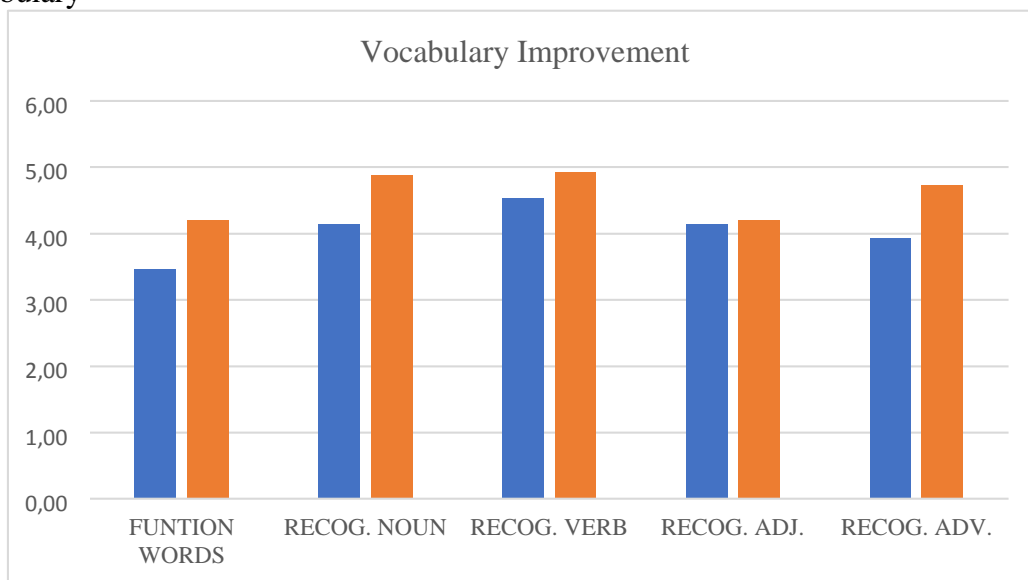
Table 1

Pre-Post test results

	N	Mean	Standard Deviation	Standard Error Mean	Cohen's *d*
Pre-test	15	5.53	2.40	0.62	1.09
Post-test	15	8.35	2.77	0.71	

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.

Table 2

Learning Logs and Vocabulary Development

Opinions and Comments	Log 1	Log 2	Log 3	Log 4
Parts of Speech	14	7	3	4
New Words	X	X	6	5
Other Answers related to reading comprehension	1	8	6	6
Total	*15*	*15*	*15*	*15*

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
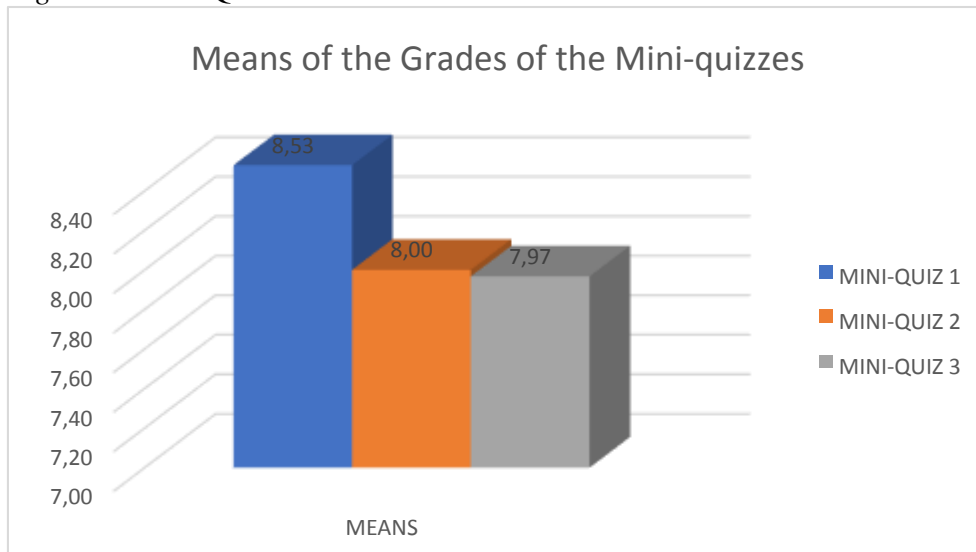
Furthermore, within the interviews, participants mentioned that their level of vocabulary knowledge had increased. Here some extracts from what they said in the interviews: Participant 1: *"I think my vocabulary has increased by 70 percent."* Participant 2: *"I think 75 percent."* Participant 3: *"I 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.
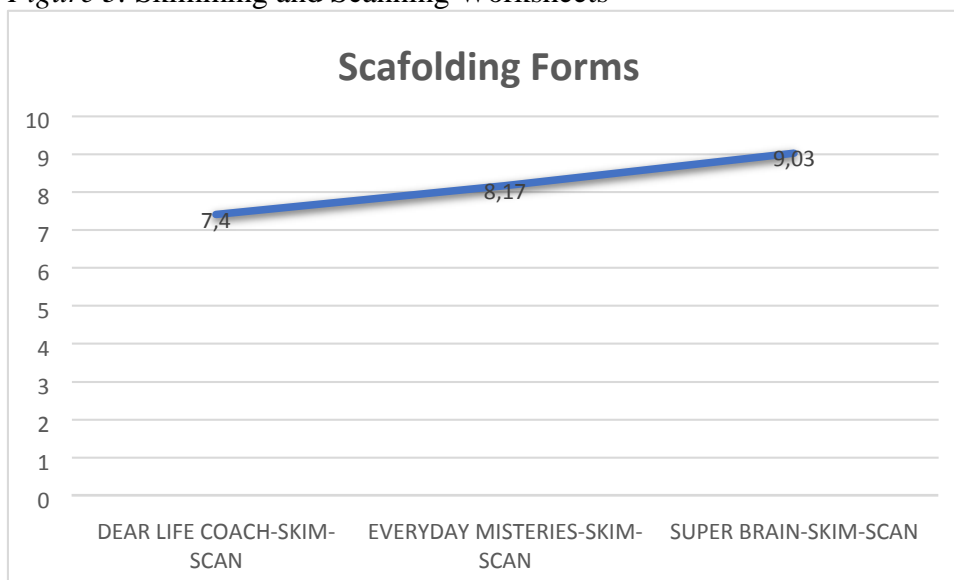
Figure 3. Skimming and Scanning Worksheets

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.

Figure 4. Skim and Scan Strategies Improvement for Reading Comprehension

Skimming and Scanning for Reading Comprehension
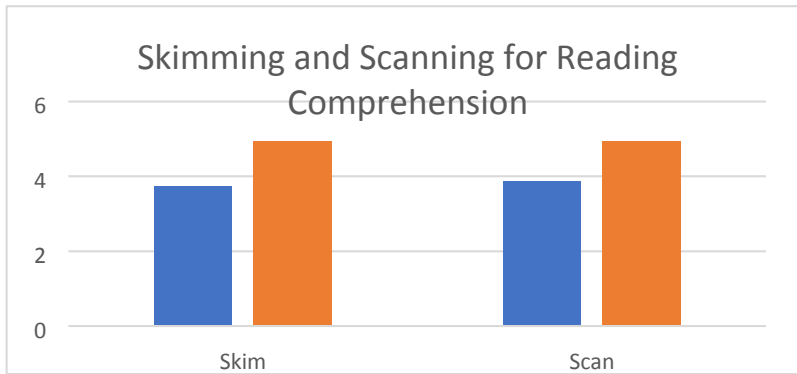
The pre and post surveys about reading comprehension were compared in order to determine their improvement. Figure 5 presents the variation in the participants' perspectives related to improvement.

Figure 5. Pre-Post Survey Reading Comprehension

Reading Comprehension Impact
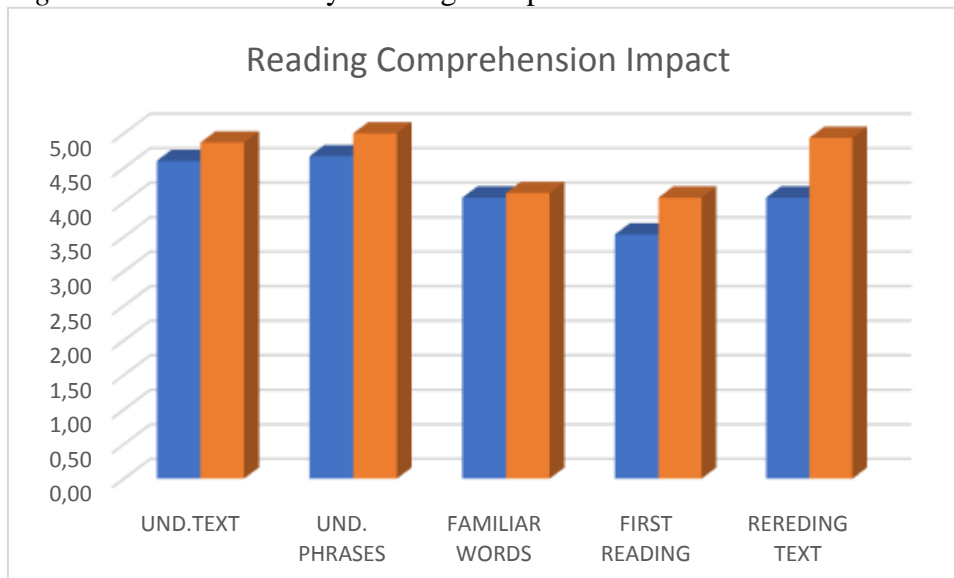
The learning logs also evidenced that after every class, most students learned the strategies: skimming and scanning. Eleven students referred to the scanning and eight to the skimming strategy in the learning logs. Four logs were applied during the intervention.

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	86.7	86.7	86.7
	No	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

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
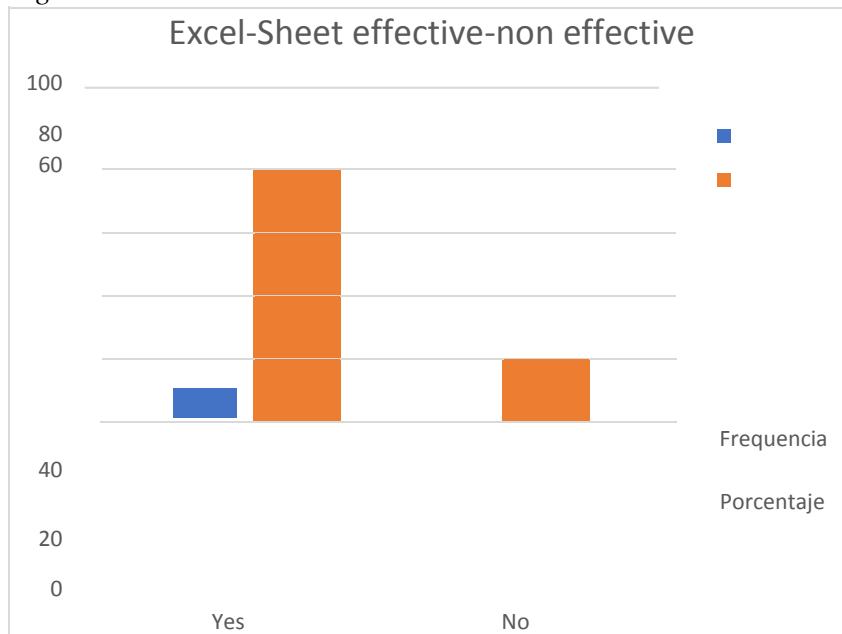
Similarly, they showed a positive attitude in the figure 7 for the use of Excel spreadsheet to

keep learning vocabulary. Eight students had a neutral attitude while four agreed to use this etool

to learn new words.

Figure 7. Excel-Learn- Vocabulary

E-tool to Learn New Vocabulary
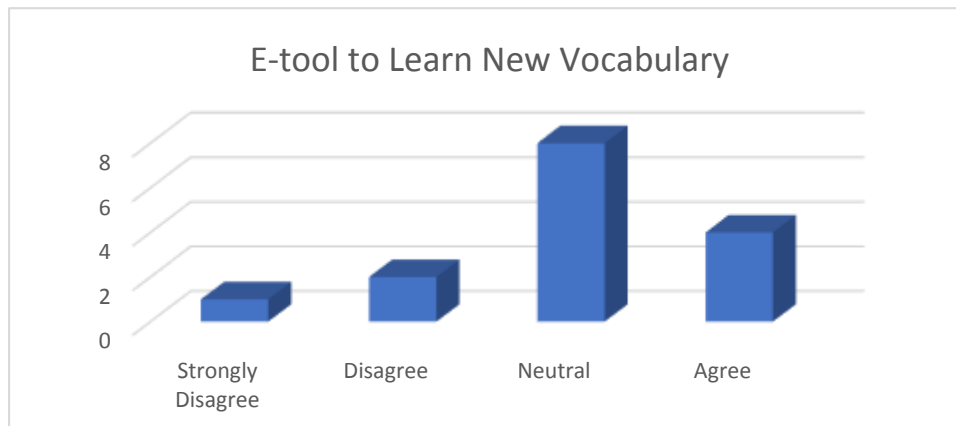
Discussion

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

Abdullah, M. (2018). Reading Speed and Comprehension Enhancement in Hybrid Learning

Delivery Mode. *Advances in Language and Literary Studies*, *9*(3), 25-33. doi:

10.7575/aiac.alls.v.9n.3p.25-33.

Alamri, W. (2018). Communicative Language Teaching: Possible Alternative Approaches to

CLT and Teaching Contexts. *English Language Teaching*, *11*(10), 132-138. doi:

10.5539/elt.v11n10p132

Capotosto, L., Kim, J., Burkhauser, M., Oh Park, S., Mulimbi, B., Donaldson, M., & Kingston,

H. (2017). Family Support of Third-Grade Reading Skills, Motivation, and Habits. *AERA*

Open, *3*(3), 1-16. doi: 10.1177/2332858417714457

Chiu, Y. (2013). Computer-assisted second language vocabulary instruction: A metaanalysis.

British Journal of Educational Technology, *44*(2), E52-E56. doi: 10.1111/j.1467-

8535.2012.01342.x

Clark, M. (2013). *The Use of Technology to Support Vocabulary Development of English*

Language Learners (M.S. Literacy Education Dissertation, St. John Fisher College).

Retrieved   from

https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1239&context=education_ETD_mast

ers

Díaz, J., Pérez, A., & Florido, R. (2011). Impacto de las Tecnologías de la Información y la

Comunicación (TIC) para disminuir la brecha digital en la Sociedad Actual. [Impact of

Information and Communication Technologies to diminish the digital gap in actual

society.]

cultrop[online]   2011,   *vol.32*(1)   pp.81-90.   Retrieved   from:

http://scielo.sld.cu/pdf/ctr/v32n1/ctr09111.pdf

Ellis, R. (2005). Principles of Instructed Language Learning. *Asian EFL Journal, 7(3)* 209-224. Retrieved from https://www.asian-efl-journal.com/9016/quarterly-journals/principles-ofinstructed-language-learning/#squelch-taas-tab-content-0-3

English First. (2018).*EF English Proficiency Index*. Retrieved from https://www.ef.com/epi/

Farrah, Mohammed, & Tushyeh, Hanna. (2011). Enhancing the English Reading and Writing Skills of Palestinian English Majors by Using CALL. *Hebron University Research Journal,* 5, 259-282. Retrieved from http://www.hebron.edu/journal

Ghavifekr, S., Razak, A., Ghani, M., Ran, N., Meixi, Y., &Tengyue, Z. (2014). ICT Integration in education: Incorporation for teaching & learning improvement. *Malaysian Online Journal of Educational Technology*, 2(2), 24-45. Retrieved from https://eric.ed.gov/?q=ICT+Integration+In+Education%3a+Incorporation+for+Teaching+%26+Learning+Improvement+Simin

Genç, B., & Bada, E. (2010). English as a world language in academic writing. *The Reading Matrix, 10*(2), 142-151. Retrieved from

http://www.readingmatrix.com/articles/sept_2010/bilal_genc.pdf

Gunobgunob-Mirasol, R. (2019). Vocabulary size, reading motivation, reading attitudes and reading comprehension performance among Filipino college learners of English. *International Journal of Evaluation and Research in Education (IJERE)*, *8*(1), 64. doi: 10.11591/ijere.v8i1.15335

Harmon, J., & Wood, K. (2018). The vocabulary-comprehension relationship across the disciplines: Implications for Instruction. *Education Sciences*, *8*(3), 101. doi: 10.3390/educsci8030101

Instituto Nacional de Estadísticas y Censos. (2012). *Hábitos de Lectura en Ecuador* [Reading

    Habits in Ecuador]. Retrieved from

    http://www.celibro.org.ec/web/img/cms/ESTUDIO%20HABITOS%20DE%20LEC

    TURA%20INEC.pdf

Jose, R., & Dharma Raja, B. (2011). Teachers role in fostering readings: effective and successful

    reading. *I-Manager'S Journal On English Language Teaching*, *1*(4), 1-10. doi:

    10.26634/jelt.1.4.1599

Karademir, E. & Ulucinar, U. (2017). Examining the relationship between middle school students'

    critical reading skills, science literacy skills and attitudes: A structural equation modeling.

    Journal of Education in Science, Environment and Health (JESEH), 3(1), 29-39. Retrieved

    from https://files.eric.ed.gov/fulltext/EJ1125758.pdf

Laufer, B., & Ravenhorst-Kalovski, G. (2010). Lexical threshold revisited: Lexical text coverage,

    learners' vocabulary size and reading comprehension. Reading in a Foreign Language,

    22(1),

    15-30. Retrieved from http://nflrc.hawaii.edu/rfl

McCarten, J. (2007). *Teaching Vocabulary: lessons from the corpus, lessons for the classroom*.

    Cambridge: Cambridge University Press.

Manowong, Supaporn. (2017). Incorporating Online Tools to Promote English Reading for EFL

    learners: An Action Research Study. *PassaParitat Journal,* 32, 98-124. Retrieved from

    http://www.culi.chula.ac.th/publicationsonline/files/article2/Uz8VwjDfrZMon32902.pdf

McQuillan, J. (2019). The Inefficiency of Vocabulary Instruction. *International Electronic*

    Journal of Elementary Education, 11(4), 309-318. doi: 10.26822/iejee.2019450789

Ministerio de Educación. (2012). *Estándares de Calidad Educativa:* [Educational Quality

    Standards]. Retrieved from

    http://educacion.gob.ec/wpcontent/uploads/downloads/2012/09/estandares_2012_ingles_op

    t.pdf

Mofareh, Alqahtani (2015). The importance of vocabulary in language learning and how to be

    taught. *International Journal of Teaching and Education*, *3*(3), 21-34. Doi:

    10.20472/TE.2015.3.3.002

Nevin, Roger. (2009). Supporting 21st Century Learning through Google Apps. *ERIC, 37*(2)*,* 35-

    38. Retrieved from

    https://eric.ed.gov/?q=Classifying+Parts+of+Speech+through+Google+Drive+%E2%80%

    93+Excel+&id=EJ869558

Organization for Economic Cooperation and Development [OECD]. (2016). PISA 2015 Results

    (Volume I): *Excellence and Equity in Education.* Paris: OECD Publishing. Retrieved

    fromhttps://www.oecd-

    ilibrary.org/docserver/9789264266490en.pdf?expires=1564898092&id=id&accname=gues

    t&checksum=5295096E7538242CE8F

    EEA06B4FE3ED6

Porosoff, L. (2018). How our word choices can empower our students. *Phi Delta Kappan*,
100(3),

    51-54. doi: 10.1177/0031721718808265. Retrieved from
    https://eric.ed.gov/?q=nouns+verbs%2c+adjectives%2c+adverbs%3a+immpotance&id=EJ

    1194714

Ravid, Ruth. (2015). *Practical Statistics for Educators.* Maryland: Rowman & Littlefield.

Rosado, N., & Caro, K. (2018). The relationship between lexis and reading comprehension: a

    review. *English Language Teaching*, *11*(11), 136. doi: 10.5539/elt. v11n11p136

Senoo, Y. and Yonemoto, K. (2014). Vocabulary Learning Through Extensive Reading: A Case

    Study. *The Canadian Journal of Applied Linguistics*, [online] 17(2), pp.1-22. Retrieved

    from: https://files.eric.ed.gov/fulltext/EJ1064814.pdf

Shahar-Yames, D., & Prior, A. (2018). The challenge and the opportunity of lexical inferencing

    in language minority students. *Reading and Writing*, *31*(5), 1109-1132. doi:

    10.1007/s11145-

    018-9830-0

Short, D., Becker, H., Cloud, N., Hellman, A., Levine, L., & Cummins, J. (2018). *The 6*

    principles for exemplary teaching of English learners. Danvers, MA: Anita Draper.

Sung, Y., Chang, K., & Liu, T. (2016). The effects of integrating mobile devices with teaching
and

    learning on students' learning performance: A meta-analysis and research synthesis.

    Computers & Education, *94*, 252-275. doi: 10.1016/j.compedu.2015.11.008

Tang, E., Chung, E., Li, E., & Yeung, S. (2016). Online independent vocabulary learning

    experience of Hong Kong University Students. *IAFOR Journal of Education*, [online] 4(1).

    Retrieved   from:

    https://eric.ed.gov/?q=Online+Independent+Vocabulary+Learning+Experience+of+Hong+

    Kong+University+Students++Eunice+&id=EJ1100577.

Thornbury, S., & Kerr, P. (2017). *Scott Thornbury's 30 language teaching methods*. Cambridge:

    Cambridge University Press.

Wilkins, D. (1972). *Linguistics and Language Teaching.* London: Edward Arnold National middle

school association.

Appendix No. 1

Exercise for skimming and scanning. (Scaffolding form)

Available upon request.

Appendix No. 2

Skimming and scanning form

Available upon request.

Appendix No. 3

Demographic Information/Información Demográfica

Available upon request.

Appendix No. 4

Semi-Structured Interview

Available upon request.

Adapted from Ho, (2008) and Li, S. (2011). *Vocabulary learning beliefs, strategies and language learning outcomes: A study of Chinese learners of English in higher vocational education*. Saarbrücken, Germany: LAP Lambert Academic Publishing. Retrieved from: http://aut.researchgateway.ac.nz/handle/10292/1064

Appendix No. 5

Learning logs

Available upon request.

Appendix No. 6

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

PRE-TEST 1: PARTS OF SPEECH

Available upon request.

Appendix No. 7

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

POST-TEST 2: PARTS OF SPEECH

Available upon request.

Appendix No. 8

Pre- survey. / Encuesta inicial Nombre: --

Available upon request.

Appendix No. 9

Post-survey

Available upon request.

Appendix No. 10

Design from Your Goals[1]
Instructional design of units for transfer of learning to real life contexts
Available upon request.

Appendix No.11

Pre-Post Survey vocabulary for reading

Available upon request.

---

[1] This unit design process was adapted from the Guillot Design Process worksheet (2017) *Design from Your Goals* based on Wiggins-McTighe Backward Design.

Appendix No. 12 Mini-quizzes.

Available upon request.