Classifying Vocabulary into Parts of Speech to Improve Reading Comprehension

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Abstract

This research aimed to find out whether parts of speech classification can improve students’ reading comprehension in a private language school in Loja. A mixed-method design was used to gather quantitative and qualitative data. A pre-test and a post-test were used to measure students reading comprehension and to record the number of words classified according to parts of speech. Results demonstrated that there was an increase of classified words on the posttest compared with the pretest. Cohen’s $d$ was calculated and the result obtained was 0.22 (medium effect size). Furthermore, there was an improvement in the reading comprehension results with an increase of 1.83 points in the means of the pretest and the posttest scores.

Additionally, students’ perspectives towards reading comprehension were measured with a pre and a post survey through a Likert scale. Results revealed that participants changed positively after the intervention. Consequently, it was demonstrated that classifying parts of speech is an effective technique for students to improve reading comprehension. These findings have significant implications for both English teachers and learners in the academic field, particularly to those who want to improve reading comprehension.

*Keywords:* parts of speech, reading comprehension, word recognition.
Resumen

Esta investigación tuvo como objetivo descubrir si la clasificación de partes del discurso pueden mejorar la comprensión lectora de los estudiantes en una academia de Inglés particular en Loja. Se utilizó un diseño de método mixto para recopilar información cuantitativa y cualitativa. Se utilizaron una prueba previa y una prueba posterior para medir la comprensión lectora de los estudiantes y contabilizar el número de palabras clasificadas según las partes del discurso. Los resultados demostraron que hubo un aumento de palabras clasificadas en la prueba posterior en comparación con la prueba previa. Se calculó la D de Cohen y el resultado obtenido fue de 0.22 (tamaño de efecto medio). Además, hubo una mejora en los resultados de comprensión de lectura con un aumento de 1.83 puntos en los puntajes de la prueba previa y posterior. Además, las perspectivas de los estudiantes hacia la comprensión lectora se midieron con una encuesta previa y una posterior a través de una escala Likert. Los resultados revelaron que los participantes cambiaron de perspectiva positivamente después de la intervención. En consecuencia, se demostró que la clasificación de las partes del discurso es una técnica efectiva para que los estudiantes mejoren la comprensión lectora. Estos hallazgos tienen implicaciones significativas tanto para los profesores de inglés como para los estudiantes en el campo educativo, particularmente para aquellos que deseen mejorar la comprensión de lectura.

*Palabras clave:* partes del discurso, comprensión lectora, reconocimiento de palabras.
Classifying Vocabulary into Parts of Speech to Improve Reading Comprehension

English is an international language that has become predominant in several fields such as science, economics and most importantly, communication (Ammon, 2017; Lillis & Curry, 2013). In today’s globalized world, the importance of learning English is unquestionable since it serves as a communication tool that opens doors to new opportunities. Besides the fact that knowing English helps students access to undergraduate and graduate schools abroad as well as to written and oral publications of their interest, it also helps them to develop social and cultural awareness (Kawamura, 2011; Tochon, 2009).

Likewise, Ecuador as a multicultural country could not remain exempt from the impact that English has had in the world. In 2012, the Ministry of Education issued a document entitled “The English Language Learning Standards” with the purpose of describing the outcomes that students are expected to have at the end of certain years of general basic education (eighth, ninth, and tenth grades as well as first, second, and third year of high school). Moreover, these standards were based on the Common European Framework of Reference for Languages (CEFR) and developed around the four basic language skills: listening, speaking, reading and writing (Ministerio de Educación, 2014).

Furthermore, in the same year and with the purpose of reinforcing the English language teaching, the government of Ecuador in cooperation with Kansas State University initiated a scholarship program entitled “Go Teacher”. This program consisted of sending Ecuadorian teachers to this University to acquire skills and strategies to enhance their teaching practice and therefore improve the quality gap between public and private education (Leggett, 2016). Several English teachers benefited from this partnership.
In addition, in 2014 the Ministry of Education in its ongoing struggle to achieve the English language proficiency in students, issued another document entitled “English as a Foreign Language,” for teachers to know the rationale and framework of the developed English curriculum for Ecuadorian students. The core principles in the curriculum are: The Communicative Language Approach, Content and Language Integrated Learning (CLIL), international standards, thinking skills, and learner-centered approach (Ministerio de Educación, 2014).

These principles highlight the importance of developing the communicative skills rather than memorizing content from the textbook; they also support the use of authentic content-based and cross-curricular materials; the implementation of Information and Communication Technology (ICT) to develop cognitive and social skills. In addition, they emphasize the necessity of meaningful interaction among teachers and students during real or simulated situations so that they can be able to transfer these aptitudes to other situations in real life. Finally, they encourage teachers to recognize that learners are individuals that have different learning styles, personalities, interests, abilities and different levels of interest regarding learning English (Ministerio de Educación, 2014).

In light of the above, it is clear that the Ecuadorian teacher’s profile demands more than just delivering knowledge to students but involving them in a supportive learning environment in which they can develop the ability to use the language for a real purpose, which is communication. In order to achieve this goal, teachers must provide students with opportunities to experiment with the language by taking part in meaningful interaction activities (Savignon, 2002).
Even though Ecuador has gone through a transformation of the educational curriculum that sought for a model that promotes creativity, critical thinking, and the production of knowledge for communication purposes; the results obtained after this modification were not favorable. It was evidenced that in spite of the fact that public investment in education has increased, students were not able to attain the expected English level after they finished high school. This has become a critical issue in Ecuador since students face several problems when they enter the University (English First, 2018).

The problem presented above not only concerns the public education system but also the private one. Several reasons can cause this issue. In a study conducted in 2014, Ruiz and Ruiz found out that there are three important factors that influence the English teaching-learning process. First, teachers only use traditional resources such as the board and the textbook; they do not take advantage of the technological resources available nowadays. Second, teachers do not vary the activities in the classroom and students do not feel motivated to learn. Finally, even though small size classes facilitate students’ participation and engagement in task; in Ecuador, classes tend to be big, with a minimum of 25 or 30 students each (Ruiz & Ruiz, 2014).

The same situation is also evidenced in a private language school. After nine levels of English preparation courses, some students fail in their attempt to obtain the B2 level. The low performance on international tests can be associated to different reasons including lack of vocabulary. According to August, Carlo, Dressler and Snow (2005), English Language learners who lack vocabulary tend to have unsatisfactory academic achievement, since this limits their reading comprehension and also the development of metalinguistic skills. Moreover, Ellis (2005) stated that proficiency in a second language demands learners to acquire an abundant range of formulaic expressions to obtain fluency.
Due to the importance of vocabulary development to improve students’ English level, classifying parts of speech (POS) can help them develop a rich vocabulary repertoire and thus improve their reading comprehension. Even though there is a literature gap regarding POS classification and its influence on vocabulary acquisition or reading comprehension, other studies confirm the importance of POS in students’ language learning. According to Haslam (2019), understanding the characteristics of individual POS is beneficial for English teachers and learners since they have particular grammar behaviors that students need to master so they can achieve good English proficiency. Similarly, Sukanya and Nutprapha (2017) claimed that POS are an important factor in second language acquisition since they can contribute to students’ learning and efficient use of the target language. They also stated that when learners’ knowledge about POS is poor, they cannot produce the four basic skills: reading, listening, speaking and writing.

Moreover, in this project the ICT tool Google Drive sheets were used as a resource to increase students’ motivation and interest. In 2013, Godzicki, Godzicki, Krofel and Michaels, conducted a study in which they found out that students tend to engage more in classes when technology is involved. They also found out that technology-supported learning environments increase students’ motivation and participation in the class. Furthermore, Barker (1990) claims that students who are able to access material from a databank, can use the power of a technological device to boost their thinking abilities to process, organize, and select information electronically.

Based on what was explained above, the following research intended participants to classify parts of speech through Google drive sheets in order to improve their reading comprehension. This innovation was applied in private language school in Loja with the
objective of determining the impact of POS classification in expanding students’ word recognition and reading comprehension. The findings of the present study will contribute to EFL teaching and learning.

**Literature Review**

Many theories have been proposed to explain the connection between vocabulary knowledge and reading comprehension. However, there is a literature gap regarding POS and its influence in vocabulary acquisition or reading comprehension. In this section, there is a compilation of published material related to the topic under study. The main purpose is to provide a clearer understanding of the concepts that are relevant to the present research. Furthermore, this section reviews literature from key theorists and studies surrounding the areas of: (a) intensive reading, (b) vocabulary, (c) parts of speech, (d) reading comprehension, (e) skimming and scanning, (f) communicative language teaching, (g) backwards design, and (h) google sheets.

**Intensive Reading**

Tomlinson (2013) affirmed that intensive reading (IR) occurs when the teacher has students deconstruct a text carefully by doing some of the following activities: analyzing vocabulary, focusing on grammar points, answering questions about the text, and in some cases studying how it is constructed. Furthermore, Erfanpour (2013) concluded that IR helps beginners to recall prior knowledge that serves as a base to structure and vocabulary and thus reach higher levels. Additionally, some participants of this research explained that they benefited from IR because their reading comprehension level improved.

Nevertheless, Yang, Dai, and Gao (2012) claimed that IR processes that consist of critical analysis of text, mimicry-memorization drills, overuse of mechanical exercises, and spoon-
feeding activities have been criticized by some professionals and scholars since 1980 because they were conceived as bad habits difficult to break. They also stated that IR approach promotes slow reading due to the stop-and-go process students follow in order to understand the meaning of a phrase.

**Vocabulary**

According to Cronbach (1942), knowing a word is the capacity to discern it in memory or understanding. He also stated that understanding a word implies different aspects such as generalization, application, breadth of meaning, precision, and availability. Generalization refers to the ability to define a word. Application is the ability of using the word in appropriate situations. Breadth of meaning refers to the ability of recalling different meanings of the word in different contexts. Precision is the ability to apply the word to all possible situations even unfamiliar ones. Lastly, availability refers to the ability to use the word making use of its concept in reasoning and communication.

Vocabulary importance in reading comprehension dates back to 1979, when Anderson and Freebody conducted a study in which they found out that even though reader’s perspective on a text and text structure are important factors, word knowledge is essential for reading comprehension. They concluded that lack of knowledge of word meaning most likely results in poor reading comprehension. In addition, Laufer and Aviad-Levitzy (2017) conducted a study to find out which type of vocabulary knowledge better predicts reading comprehension: meaning recognition or meaning recall; the researchers found out that both types are good predictors of reading ability.

 Undoubtedly, vocabulary plays a central role in language development but most importantly in reading comprehension (August, et al., 2005; Quinn, Wagner, Petscher & Lopez,
2015). Low vocabulary development results in poor reading comprehension and therefore, impedes successful communication. In other words, students will not be able to express themselves if they do not have enough resources to do so (Alqahtani, 2015).

**Parts of Speech**

Dionysios Thrax initially defined the following as parts of speech: nouns, verbs, participles, articles, pronouns, prepositions, adverbs, and conjunctions. Nowadays, these parts of speech (except participles) continue to be important in English grammar and other languages (Bisang, 2015). Furthermore, according to Brown (1957), parts of speech are the words of a language distributed into different categories of formal equivalents.

Furthermore, Haslam (2019) claimed that parts of speech are called word classes and the English language has eight traditional classifications: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Likewise, Haslam presented the following definitions: nouns are words that name a person, place or thing; while pronouns are words that take the place of nouns. She also stated that verbs are divided into main verbs and auxiliary verbs; and, adjectives and adverbs are considered modifiers since they modify other words in a sentence. Likewise, Haslam claimed that prepositions are words used to add information about location, purpose, direction, and time; and conjunctions are words that join elements together.

**Reading Comprehension**

Reading with comprehension consists of making a consistent depiction of a text in memory. In other words, not only it is about recalling information from a text but also making inferences to determine implicit meanings (Hall, Vaughn, Barnes, Stewart, Austin, & Roberts, 2019). Likewise, Sofyan and Jayanti (2019) stated that reading comprehension is a process in which the reader creates a mental portrayal of the message of a text.
Oakhill, Cain, and Elbro (2014) claimed that the objective of reading is not the mere process of reading words, but understanding what is being read. They explained that reading comprehension is a complex process that involves a range of cognitive skills and abilities such as word reading, knowledge of vocabulary, syntactic skills, memory, and discourse skills. The authors also asserted that the importance of reading comprehension goes beyond understanding a text; since it contributes to deeper learning, successful education, employment, and even social life due to email and social networks.

**Skimming and Scanning**

Skimming and scanning are reading strategies that have an important role in developing and improving reading comprehension, (Fauzi & Raya 2018). Likewise, Fatmawati (2014) concluded that the application of these two strategies lead students to a better reading comprehension. The scanning technique consists of searching for key words or ideas and it involves moving the eyes fast to seek for specific information (Liao, 2011). Furthermore, Ngoc (2015) declared that scanning involves three steps: identifying the key words to look for, looking for them through the text, and reading around them to verify if they provide the needed information.

On the other hand, skimming is a strategy that requires readers to read quickly to obtain the general idea of a piece of text (Fauzi & Raya, 2018). Moreover, Liao (2011) asserted that this technique is done three of four times faster than normal reading. This strategy can be applied when there is a big amount of reading material and limited time or when trying to identify if the reading material meets the reader’s interest.

**Communicative Language Teaching (CLT)**
The sociolinguistic Dell Hathaway Hymes first introduced the communicative competence concept in the 1960’s (Ibrahim & Ibrahim, 2017). This communicative approach was conceived as an alternative method to traditional methods such as the grammar translation method, the structural approach, the audio-lingual method, and the direct method; which had failed in their attempt to enable students to communicate in English effectively (Ibrahim & Ibrahim; Sreehari, 2012). Later in the 1970’s, Henry Widdowson developed the CLT method based on the first concept of communicative competence. He conceived language learning as the ability to use the language for communicating, not merely the fact of knowing the language rules (Sreehari).

Richards, Platt and Platt (1992) defined CLT as an approach applicable in English as a Foreign Language (EFL) or English as a Second Language (ESL) classrooms which main goal is to develop communicative competence. This approach consists on a student-centered practice in which the teacher is a facilitator of meaningful tasks that enable students to use the English Language for real communicative purposes. It focuses on meaning rather than form. This approach will be observed in the development of this innovation to promote and support learning through communicative, and meaningful activities.

**Backwards Design**

Wiggins, Wiggins, and McTighe (2005) claimed that backwards design consists of identifying teaching and learning goals (desired goals) and then designing the curriculum (instructional activities) to meet those goals. According to the authors, even though the ideas about what to teach and how to teach are predominant, the purpose of this methodology is to focus mainly on the desired learning from which appropriate teaching will derived. Additionally, they highlighted the importance of setting transparent priorities so that students do not find daily work discouraging.
Google Sheets

According to Gale (2003), socially web-based learning consist of building up knowledge from the collaborative interaction with others. The author also stated that collaboration is important to complete an assignment since during the development of the task students create and negotiate meaning. Google classroom is a free learning environment that lets people work collaboratively in documents, spreadsheets, and presentations. (Liu & Lan, 2016). Google Sheets is an online application that allows users to create and format spreadsheets and simultaneously work with others (Google Developers, 2016).

All in all, reading comprehension is a topic that has been thoroughly studied and the literature is extensive. In regards to vocabulary and its impact on reading comprehension, a lot of material has been written and discussed as well. However, the relationship between POS and vocabulary learning has not been proved. Furthermore, there is no research on the effect of POS on reading comprehension. Therefore, the purpose of the study was to address the research gap existent between the variables mentioned above by fulfilling the following objectives:

**Objectives and Research Questions**

**General Objective**

Determine the impact of POS classification in expanding students’ word recognition in students’ receptive skills.

**Specific objectives**

Describe the impact of POS classification in expanding students’ word recognition; and describe the impact of POS classification in improving students’ reading comprehension.

**Research questions**
Given the low performance of students in achievement tests and the literature gap mentioned before, it is necessary to implement an innovation to overcome this problem. Therefore, the following hypothesis emerges “Classification of vocabulary words into parts of speech through the use of the ICT tool Google drive sheets helps students increase their vocabulary and improve their reading comprehension. Consequently, this hypothesis leads us to the following research questions:

1. To what extent will students identify parts of speech?
2. To what extent will students improve their reading comprehension by classifying POS?
3. What are students’ perspectives to classifying parts of speech to improve reading comprehension?

Innovation

This innovation consisted of classifying parts of speech through Google drive sheets to improve students’ reading comprehension. For the implementation, the researcher used the backwards design model. Furthermore, this project was based on intensive reading. Participants had to classify vocabulary words into the corresponding parts of speech category on a Google Drive sheet.

The innovation took place in a timeframe of three weeks resulting in a total of 30 hours (two hours per day). During the first week, the teacher introduced the tool: “Google Sheets” so that students familiarized with it. In addition, parts of speech were taught so that students learned to identify them; specially the ones that were considered for this project (noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection). Moreover, the researcher taught a lesson to introduce the reading strategies: skimming and scanning.
The researcher used the following procedure: (a) the lessons were developed according to the topics of the textbook that the participants were using at that moment (Summit 2, 3rd Edition); (b) the innovation was applied in Unit 3: Fears, Hardships and Heroism (this unit had five lessons); (c) the researcher considered all the reading passages, conversations scripts and short texts included in this Unit. Besides, extra reading passages were provided for extra practice at home; (d) students had to extract vocabulary words from the previously mentioned texts to classify them into the corresponding parts of speech, according to the context of the reading they were taken from; (e) during each class, students had to take notes of vocabulary words on their notebooks to complete later a classification poster displayed on the wall. This was done every two days to monitor students’ progress in class and assist them in case they needed help; (f) students had to create their own vocabulary classification on a Google Drive sheet and give access to the researcher so that she can monitor the development of the classification chart and its enrichment; and (g) all students had to work collaboratively to build and enrich a classification chart on a shared drive sheet, this was done as homework.

Furthermore, the researcher included worksheets, warm-ups, and varied activities to engage students in the process. See the lesson plan on Appendix 1.

**Methodology**

This study intended participants to classify parts of speech using Google drive sheets with the purpose of improving their reading comprehension. For this innovation, the researcher used a mixed-method design which is a combination of both quantitative and qualitative data (Creswell, 2008). This method helped the researcher obtain a better understanding of the research results than each of the methods itself.
In addition, the researcher applied an Action Research (AR). Creswell stated that AR observes procedures used by teachers or any other individual in the education field to obtain quantitative and qualitative data to focus on advancements in their educational environment, their teaching, and the learning of their students. Furthermore, Wallace (as cited in Mackey & Gass, 2005) claimed that action research is a form of examining teaching by methodically collecting data on the everyday practice and studying it in order to make decisions for improvement.

**Participants**

The researcher conducted the study in a private English teaching academy located in Loja city. The participants were selected through convenience sampling. According to Creswell (2008), convenience sampling occurs when the researcher selects participants because they are conveniently available to take part in the study.

The sample included six students whose ages range between 13 to 18 years old. There were three female and three male. They represented middle class educated populations. They were Spanish speakers and their nationality is Ecuadorian. These students were currently taking the last course in the academy syllabus to obtain the level B2 according to the Common European Framework of Reference (CEFR); this means that after this current course, students were ready to obtain a B2 level. A mock PET test was given to know the current students’ English level. According to CEFR, the English level ranged from A2 to B1 (Intermediate).

A preliminary survey indicated that all of them have access to technology from their homes. Half of the participants said they have knowledge of technology at an intermediate level, two had basic knowledge, and only one was at the advanced level. A survey about google drive showed that 100% of the participants had a Gmail account; however, only the 50% knew how to
use drive. Only 33.3% had used a spreadsheet; while the 50% could share a document with others. Besides, 66.7% of the sample knew certain functions of the sheet, while 50% had used it for learning other subjects. However, none of the participants has used the drive sheets to learn English or vocabulary.

Data Collection

In this research project, the researcher used the following instruments to measure the variables of the study: surveys, a pre, and a posttest. First, students were given a mock PET test to determine their English level. Furthermore, in order to document quantitative data, a pre survey was used to collect information about students’ preliminary knowledge and use of Google Drive. Additionally, there was a pre and a post survey to collect data about students’ perspectives toward vocabulary. According to Mackey and Gass (2005), some potential problems may emerge when analyzing the collected data, one of them is inaccurateness and incompletion of responses due to the difficulty of the language and the lower proficiency of participants; in order to avoid this inconvenience, the surveys were applied in English and in Spanish.

In addition, a pre-test and a post-test were used to measure students reading comprehension. This test contained five reading sections with different types of exercise such as matching, true or false, answering questions, and word completion. Additionally, participants had to classify POS at the end of the pre-test and post-test, using the words from the reading passages. Mackey and Gass stated that a difficult pretest with an easier post-test will suggest improvement after a treatment and the opposite scenario will imply no improvement. Therefore, in order to avoid this possible drawback and ensure the reliability of our measure, the researcher used a standardized PET mock test (Appendix 2 and 3).
The qualitative data in this project was collected through six learning logs that students completed throughout the application of the innovation. This form of collecting data allowed the researcher to obtain some perspectives about the language learning process that may be unreachable from the researcher’s viewpoint.

**Data Analysis**

**Quantitative data.** The information gathered with the demographic survey was organized in a spreadsheet to obtain manageable data and then it was transferred to SPSS to make a frequency table to describe participants. Furthermore, in order to answer research question 1, the number of words that participants classified in the pre-test and the post-test were analyzed to obtain descriptive statistics: the median and the mean, the minimum and the maximum; and to calculate the measures of dispersion: the variance and the standard deviation. Additionally, Cohen’s *d* was calculated to obtain the effect size of the intervention and a paired samples test was conducted to determine the reliability of the innovation.

Likewise, to answer research question 2, the scores of the pre-test and post-test were compared. Additionally, with the purpose of getting the impact of research, the researcher calculated the effect size. Finally, to answer to research question 3, the information gathered through the pre and post vocabulary survey was coded and transferred to SPSS. Furthermore, reliability and consistency were measured with Cronbach’s Alpha.

**Qualitative data.** The researcher applied different surveys at the beginning and at the end of the intervention to obtain information about students’ insights and expectations about the variables of this innovation: classifying parts of speech to improve reading comprehension. These data were organized and hand-analyzed to answer research question number three. Learning logs were also used to gather information about students’ insights into the process and
their progress during the innovation. Participants had to complete one learning log every two days.

**Ethical Standards**

It is important to mention that before starting the present study, the director of the academy was contacted to obtain the approval and permission to collect data. He was informed about the purpose of the study and the amount of time required to execute it. Furthermore, participants and their parents were informed about the activities that were going to be implemented and how data was going to be collected and used. Additionally, anonymity of study participants was protected by assigning numbers to each of them; keeping the identity of the individuals confidential.

**Results**

In this section, there is a contextual analysis of the data obtained throughout this study. These data represent the core findings derived from the analyzed information. Likewise, the results of the present study correspond to the three main research questions.

**Research Question 1: Students’ Recognition of Parts of Speech**

Results demonstrated that before the intervention, participants could not classify words into parts of speech. However, after the intervention 100% of the students learn to classify them. It was observed that the number of classified words increased significantly from the pre-test to the post-test (see Table 1). In the pre-test, there is a mean of 41.33 while on the post-test, the mean is 61.83. Additionally, in order to reinforce these results of quantitative data, it is important to mention that students in the post survey recognized that they could classify parts of speech

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
</tr>
</thead>
</table>

**Table 1**

*Number of classified words*
Table 1 shows an improvement in the mean of total words that students could classify at the end of the intervention. Furthermore, Cohen’s d was calculated and the result obtained was 0.22 (medium effect size).

Furthermore, the means of the pre-test and post-test were compared through a paired samples test to determine whether there is statistical evidence between these paired observations.

**Table 2**

*Paired Samples Test POS classification*

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>f</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Pre-Test Number of Words (POS) - Post-Test Number of Words (POS)</td>
<td>-20.500</td>
<td>17.097</td>
<td>6.980</td>
<td>-38.442</td>
<td>-2.558</td>
<td>-2.937</td>
<td>.032</td>
</tr>
</tbody>
</table>

Table 2 shows that the study was reliable and the innovation caused an improvement in students’ performance regarding POS classification. A small P value was obtained (less than 0.05) which means that the results were unlikely to occur by chance and are statistically significant.

**Research Question 2: Students’ Reading Comprehension**

It could be observed that before the intervention the lowest score obtained in the pre-test was 21 and the highest score was 33. On the other hand, after the intervention, the lowest score obtained was 25 and the highest was 33 as well.
Table 3

*Pre and Post Test Scores*

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test Reading Score</th>
<th>Post-Test Reading Score</th>
<th>Difference between scores (PRE AND POST TEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>33</td>
<td>30</td>
<td>-3</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Range</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27,33</td>
<td>27,00</td>
<td>21</td>
<td>33</td>
<td>12</td>
<td>5,125</td>
<td>26,267</td>
</tr>
<tr>
<td></td>
<td>29,17</td>
<td>29,50</td>
<td>25</td>
<td>33</td>
<td>8</td>
<td>2,858</td>
<td>8,167</td>
</tr>
</tbody>
</table>

Table 3 shows that there is an improvement in scores in 4 participants. There was an increase of 1.83 points in the means of the pre and posttest scores. In addition, Cohen’s $d$ was calculated and the result was 0.044345 (medium effect size).

**Research Question 3: Students’ Perspectives to Classifying Parts of Speech to Improve Reading Comprehension.**

In order to compare students’ perspectives towards reading comprehension eight items (questions) from the vocabulary survey (pre and post) were selected. Students answered to these questions through a Likert scale which was then measured with Cronbach’s Alpha to ensure reliability and consistency. The items selected to measure students’ perspective towards reading comprehension resulted in a good reliability coefficient 0.86.
Students’ perspectives (Pre-Post Vocabulary Survey for Reading)

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Pre-survey</th>
<th>Post-survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can understand a long, complex text</td>
<td>3.17</td>
<td>4.50</td>
</tr>
<tr>
<td>2</td>
<td>I understand single phrases at a time</td>
<td>4.50</td>
<td>5.00</td>
</tr>
<tr>
<td>3</td>
<td>I pick up familiar words or phrases in passages</td>
<td>4.50</td>
<td>4.83</td>
</tr>
<tr>
<td>4</td>
<td>I understand a long text with the first reading</td>
<td>2.67</td>
<td>3.33</td>
</tr>
<tr>
<td>5</td>
<td>I understand a long text by rereading it</td>
<td>4.33</td>
<td>4.67</td>
</tr>
<tr>
<td>6</td>
<td>I can skim</td>
<td>2.67</td>
<td>4.67</td>
</tr>
<tr>
<td>7</td>
<td>I can scan</td>
<td>3.83</td>
<td>4.67</td>
</tr>
<tr>
<td>8</td>
<td>When I read, I translate all the words</td>
<td>3.67</td>
<td>2.50</td>
</tr>
</tbody>
</table>

Table 5 shows that there was a difference in students’ perspectives in regards to the questions in the pre survey and the post survey. There was an increase in the means of all the questions except for the last one. This means that there was an improvement in all the items (1-7). However, in item 8 the mean decreased.

Besides, students described their perspectives throughout the implementation of the research project through the six learning logs. In learning log 2, the six participants claimed that the first exercise in which they had to classify parts of speech was challenging for them due to different reasons. Some of them stated that they were not sure about the function of some particular words in a sentence. For instance, participant A claimed, “completing the parts of speech chart based on the exam we took. I found it challenging because there were some words that I wasn’t sure what category they were.”

On the other hand, others claimed that after the explanation provided by the teacher, they became aware of the different meanings that a word can have, so it became difficult for them to sort the words into the corresponding category. For example, participant D stated, “I realized that a word can be a noun and a verb.” Others simply stated that it was confusing. For instance, participant B wrote, “some words are difficult to classify and we need a dictionary to help.”
In learning log 3, three participants claimed that classifying parts of speech was the activity they could remember the most due to different reasons. Participant F claimed that this activity was difficult and he took a while completing it. Likewise, participant E stated that he remembered this activity the most because he was able to use the dictionary and this facilitated the activity. Finally, participant B stated that this activity was constructive because he learned new vocabulary words. On the other hand, the other three participants catalogued the activity of classifying POS as enriching because they were able to learn from their classmates and get their help when needed.

In learning log 4, three participants stated that they learnt the importance of identifying parts of speech to understand reading passages. Furthermore, participant A stated that she learned how to identify the function of the words according to the context. Lastly, participant C claimed that she learned new meanings of some words she had known before. Additionally, they mentioned that the activities done in class and the online activities contributed to their learning process.

In learning log 5, participants described the activities that they found challenging. Two students stated that the integrated practice was quite difficult since they came across some confusing words; however, they could complete the task with the use of a dictionary. Participant E claimed that it was difficult for him to complete the required number of words in the classification chart at the end of the integrated practice; however, he could refer to the collaborative chart students created at the beginning every time he was confused with a word. Another participant declared that she had a hard time with the comprehension questions in the mini quiz she took the previous day.
Finally, in learning log 6 all participants asserted that the most enriching activity was the POS classification they had been doing throughout the process. Participant E stated, “the classification has helped me improve my vocabulary;” participant C claimed “I think my knowledge about vocabulary is better because in these weeks I learned a lot of new words.” Likewise, two participants claimed that their reading comprehension improved since when they read, they mentally identify word functions and they can think of a synonym of these words.

**Discussion**

This study was motivated by three different research questions, which aimed to analyze the effect of POS classification in students’ reading comprehension. The answers to these questions are presented in the present section through analysis and interpretation of the obtained results.

Regarding research question 1, which was about the extent to which students classify parts of speech in context, the results of the study indicate that before the research project students did not know about POS. However, after the intervention, students learnt to classify parts of speech according to their corresponding function in the sentence. These results are aligned to Sukanya and Nutprapha (2017) when they say that POS can contribute to students’ learning and efficient use of the target language. Likewise, Haslam (2019), stated that knowing POS is beneficial for learners since this knowledge helps them to achieve good English proficiency.

Likewise, there was an increase in number of classified words in the posttest compared to the pretest. Therefore, these results confirm that during the innovation students in fact increased their vocabulary knowledge and this was beneficial for their learning since according to authors (August, et al., 2005; Quinn, et al., 2015), vocabulary plays an important role in language development. Unfortunately, due to the research gap regarding POS, it was not possible to
contrast these results with previous studies. Nevertheless, this study provides a new insight into the relationship between POS classification and vocabulary increase.

Regarding research question number 2, results revealed that four participants had an improvement in their posttest compared to the pretest. These results are favorable since they show that students had a better performance on the test due to a better reading comprehension. Therefore, this reading comprehension improvement can be associated to POS classification. These results correlate with Anderson and Freebody results (1979) which revealed that word knowledge is an essential factor for reading comprehension. Besides, these results are aligned to August, et al. (2005) theory that states that English Language learners who lack vocabulary tend to have unsatisfactory academic achievement.

Nevertheless, there were some unexpected results: one participant obtained the same score in the pretest and the posttest and there was one strange case in which a participant obtained a lower score in the posttest. These results do not fit with the theory of reading comprehension improvement and can be associated with personal issues of the participants on the day of the test.

In regards to research question 3, participants claimed that POS classification contributed to their vocabulary acquisition. They stated that even though the classification was challenging, with practice they learnt to do it and their vocabulary improved. These results are positive as Sukanya and Nutprapha (2017) stated that when students’ knowledge about POS is weak, they cannot acquire the four basic skills: reading, listening, speaking and writing. Likewise, participants indicated that POS classification helped them improved their reading comprehension. These results indicate that the intervention helped students with the cognitive abilities: word reading and vocabulary knowledge, which according to Oakhill, et al. (2014) are important in the development of reading comprehension. Additionally, it was confirmed that this
innovation contributed to students’ meaning recognition and meaning recall; which according to Laufer and Aviad-Levitzky (2017), are good predictors of reading ability.

Furthermore, one participant stated that throughout the innovation, she learned new meanings of some words she had known before. This correlates with what Cronbach (1942) defined as breadth of meaning which is the ability of recalling different meanings of the word in different contexts.

In the final analysis, it was observed that POS classification had a positive effect on students vocabulary acquisition and thus reading comprehension. After the intervention, three positive results were obtained: students learnt to classify words into parts of speech according to their corresponding function in the sentence; 66.67% of the participants had an improvement in their posttest compared to the pretest; and finally, 100 % of the participants stated that POS classification contributed to their vocabulary acquisition.

Conclusions

The purpose of this study was to determine whether POS classification helps students improve their reading comprehension. In this section, there is a synthesis of the content and purpose of the present study. The main conclusions are posed in logical order in regards to the three main research questions. Furthermore, limitations of the study and recommendations for further research are also presented.

This research project proved to be effective for students to identify parts of speech in context. Even though at the beginning they were confused with the word categories and their functions, they ended up understanding and doing correct classification. It was demonstrated that the intervention contributed to students’ vocabulary acquisition and reading comprehension.
Classifying parts of speech has been shown to be a good technique for students to improve vocabulary and thus reading comprehension. Due to the importance of vocabulary learning in reading comprehension, classifying POS can be considered as an effective technique to acquire vocabulary. Once students learned to identify and classify different words according to their function in a sentence; they internalized and repeated this process of categorization every time they learnt a new word. To illustrate, when a new vocabulary word is introduced, students instantly associate it with its function. This can be considered as an advantage for students since before the innovation, they were used to learn a new word and associate it only with its meaning. Nevertheless, after the intervention, students got used to learn the word, associate it with its meaning and also with its function. This is a plus because by learning the word function, students can accomplish two things: use the word in context easily and find synonyms for the word; and this facilitates reading comprehension.

Lastly, it was confirmed that students’ perspectives to classifying POS to improve reading comprehension changed positively after the intervention. Participants claimed that POS classification contributed to their learning, especially in vocabulary acquisition and reading comprehension.

In conclusion, POS classification is a good technique to help students improve reading comprehension through vocabulary acquisition. These findings have significant implications for both English teachers and learners in the academic field, particularly to those who want to improve reading comprehension.

Limitations

In the present research, some limitations were found. Firstly, insufficient sample size for statistical measurement because of the reduced number of students in the intervention group. One
of the institution policies in which the present research was conducted is to maintain small class sizes and the maximum number of students is 8 per class. Therefore, it was difficult to ensure that the statistical results obtained in this research can be generalized to a larger population.

Second, some activities included in the lesson plan took more time than planned. Therefore, due to the time constraints, the researcher had to skip some. It was challenging to comply with the contents of the syllabus and the application of the innovation.

Another limitation was related to one of the instruments used to measure research question 3: learning logs. This instrument contained open questions that were not direct enough to collect the data required to answer this research question; the questions were related to vocabulary and not to reading comprehension directly.

Finally, prior research studies relevant to this research project were not available. This literature gap prevented the researcher from establishing a foundation for understanding the research problem.

**Recommendations**

Future researchers should select a larger sample to conduct the innovation so that the results can be generalized to a larger populations. Furthermore, the innovation should be piloted in advanced in order to avoid possible drawbacks during the study. To illustrate, while piloting the innovation, the researcher can identify the most adequate activities to be considered and disregard the ones that are not effective; with the purpose of using time efficiently.

Likewise, researchers should revise the questions of the learning logs and modify them in order to obtained more specific data to answer to research question 3. Finally, there is a strong need for further research in regards to this topic.
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Appendix 1

Backward Design - Lesson Plan

Course description

Institution: Brentwood Language Center
Students: Seven students (teenagers) with B1 level according to (CEFR)
Instructor: Lic. Rosa Ruiz
Unit: Fears, Hardships, and Heroism
Weeks: Three weeks
Hours: Two hours daily (30 hours totally)

Stage 1: Desired results

The English Language Learning Standards → Reading. Level B.1:
Understand and identify longer, more complex, expository, procedural, narrative, and transactional texts as well as simple persuasive texts.
Use appropriate interpretation strategies to deal with the corresponding text types.

Transfer goal:
I want my students to learn to classify parts of speech and to apply the strategies skimming and scanning so that in the long run, on their own, they will use these strategies to improve their reading comprehension.

Essential questions:
1. How can classifying parts of speech help me improve my reading comprehension?
2. Can Google Drive sheets be an effective tool to enrich my vocabulary?

Declarative Knowledge:
- Google drive
- Reading strategies: skimming (to find the gist) and scanning (to look for particular details).
- Vocabulary: Parts of speech.
- Language functions: Expressing frustration, empathy and discouragement.
Grammar: Clauses with no matter and Using so… (that) or such… (that) to explain results.

Procedural Knowledge:
- Use Google Drive sheets to create a vocabulary chart.
- Apply the strategies skimming and scanning.
- Identify parts of speech and classify them according to their function.
- Understand idioms and expressions.
- Understand meaning from context.

Breakdown of transfer goal

<table>
<thead>
<tr>
<th>A. If we see and hear them do this, they can transfer this learning.</th>
<th>B. If we see and hear them do this, then they cannot (yet) transfer:</th>
<th>C. What I will commit to doing differently in my classroom to ensure my results look like Column A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and enrich a vocabulary chart in a Google Drive sheet.</td>
<td>Cannot use Google drive sheets well.</td>
<td>Monitor students’ progress. Revise the vocabulary chart constantly. Provide assistance when necessary.</td>
</tr>
<tr>
<td>Classify words into parts of speech according to their function.</td>
<td>Classify words into parts of speech incorrectly.</td>
<td>Monitor students’ sheets. Review parts of speech. Scaffold the classification. Provide individual and group feedback.</td>
</tr>
<tr>
<td>Find the main idea of a text.</td>
<td>Cannot find the main idea of a text.</td>
<td>Scaffold skimming. Monitor students’ progress.</td>
</tr>
<tr>
<td>Find specific details of a text.</td>
<td>Cannot locate specific details of a text.</td>
<td>Scaffold scanning. Monitor students’ progress.</td>
</tr>
</tbody>
</table>
### Stage 2: Acceptable evidence

**Summative Assessment: Performance Task**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Apply reading strategies and vocabulary classification to understand complex texts, and extract the main idea and specific details. Write a short persuasive text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>School newspaper writer</td>
</tr>
<tr>
<td>Audience</td>
<td>School students.</td>
</tr>
<tr>
<td>Situation</td>
<td>You are the writer of the school newspaper. The principal has asked you to write a short report about two heroes (men or women) who had made a difference in our world. The purpose of this is to encourage students to overcome handicaps and hardships to succeed in their lives.</td>
</tr>
</tbody>
</table>
| Performance | Research and read the heroic actions of men and women who have made a difference in our world (science, medicine, war or other categories). Choose two heroes and write a report about these two people using these questions as a guide:  
  1. What did each person do that makes people consider him or her a hero?  
  2. What were the main influences on these heroes? |
3. What is your definition of a hero? Do you agree that the people you selected are heroes? How do these heroes influence or inspire you?

Standards

- Understand and identify longer, more complex, expository, procedural, narrative, and transactional texts as well as simple persuasive texts.
- Use appropriate interpretation strategies to deal with the corresponding text types.
- Produce short simple persuasive texts.

### Stage 3: Learning plan

**Day 1 (Two hours: 120 minutes) MONDAY**

**Learning activities:**

1. **Engage: Warm up: M&Ms discussion. 10 minutes**
   1.1. Teacher divides the class into two groups. Each of the groups has an M&M chocolate bag. Each team has to elect a timekeeper.
   1.2. Teacher plays some music while students pass around the chocolate bag; when the music stops, the student who holds the bag has to grab an M&M and answer a question, depending on its color. He or she will have 45 seconds to answer the corresponding question.
      1.2.1. **Red candy**: Who is your favorite person? Tell us about him or her.
      1.2.2. **Green candy**: What is something you do well?
      1.2.3. **Yellow candy**: What is something you cannot live without?
      1.2.4. **Orange candy**: If you could spend the day with one famous person, who would it be?
      1.2.5. **Brown candy**: Tell us about your most memorable or embarrassing moments.
      1.2.6. **Blue candy**: What English skill are you better at? Listening, reading, writing or speaking?

2. **Project Presentation. 20 minutes**
   2.1. Teacher introduces the Project and explains to students the purpose of it.

3. **Demographic survey. 10 minutes**

4. **Pre-test. (PET Mock Test) 80 minutes.**
4.1. Teacher gives students the instructions they need to follow to take the pre-test.
4.2. Students take the pre-test.

Day 2 (Two hours: 120 minutes) TUESDAY

1. **Engage. Warm up: What’s my problem?** 10 minutes
   1.1. Teacher writes problems related to vocabulary acquisition, parts of speech and reading comprehension; and stick one post-it note on each student’s back.
   1.2. Students must mingle and ask for advice from other students to solve their problem.
   1.3. Students should be able to guess their problem based on the advice they get from their peers.

2. **Pre-Survey: Use of Google Drive.** 10 minutes

3. **Acquisition ➔ Google Drive video explanation.** 20 minutes
   3.1. Link: [https://www.youtube.com/watch?v=nVNi6uSSckU](https://www.youtube.com/watch?v=nVNi6uSSckU). Students watch the tutorial and take notes about it.

4. **Acquisition ➔ Discussion.** 10 minutes
   4.1. In pairs, students share with their classmates what they learnt from the video.

5. **Acquisition ➔ Reflection.** 10 minutes.
   5.1. Individually, students write on a piece of paper what they learnt from the video and the discussion activity with their peers.

6. **Meaning Making ➔ Create a Google Drive Sheet.** 50 minutes
   6.1. Teacher divides the class into three pairs and provides a computer to each pair.
   6.2. Students who do not have an account have to create an account with the help of their peers and teacher’s assistance.
   6.3. Students create a Google Drive sheet and make a chart with five categories; the topic for the chart is students’ decision.
   6.4. The student who created the chart has to share the Google drive sheet with his or her peer.
   6.5. The peer logs in and completes the chart with the corresponding information.
   6.6. Students must share the document with the teacher and the rest of the class.

7. **Acquisition ➔ Reflection.** 10 minutes.
   7.1. Students share their experiences while working with Google Drive sheets.

8. **Transfer:** At home and on their own, students have to complete the charts that were shared during class.

Day 3 (Two hours: 120 minutes) WEDNESDAY

1. **Hook ➔ Reflection.** 15 minutes
   1.1. In pairs, students share what they learnt the previous class.
   1.2. Students share their experiences working with Google Drive sheets at home.

2. **Warm up ➔ The Hot seat.** 15 minutes
2.1. Teacher splits the class into two teams.
2.2. One person from each team has to sit in the Hot Seat, facing the classroom with the board behind them.
2.3. Teacher writes a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.

3. Pre- Survey: Vocabulary for Reading. 10 minutes

4. Pre- Discussion: Parts of Speech. 10 minutes
   4.1. In pairs, students share what they know about Parts of Speech.

5. Acquisition → Parts of speech. 40 minutes
   5.1. Teacher introduces the topic: “Parts of Speech” and the categories that will be considered for the project: Noun, pronoun, verb, adjective, adverb, conjunction, interjection, and preposition.
   5.2. Students watch a video about this and take notes on the most important details of the video. (link https://www.youtube.com/watch?v=v9fCKTwvPyA)
   5.3. Teacher pauses the video to explain some parts in detail.
   5.4. Teacher has students ask the question they have regarding the topic.

6. Post-Discussion: Parts of Speech. 10 minutes
   6.1. With a different partner, students share what they learnt about parts of speech in the video.

7. Making meaning: Pair work. 15 minutes
   7.1. With the same peers from exercise 6, students have to write eight sentences on a piece of paper, 4 each.
   7.2. Students exchange the pieces of paper, read the sentences, and identify the existent parts of speech. They must label all the words in the sentences.

8. Transfer: With the same peer they worked on the first Google Drive Sheet, students create their second Google Drive sheet entitled: “Parts of Speech”. Students must create a chart in which they add all the eight categories of Parts of Speech, with the corresponding definition and examples.

   Day 4 (Two hours: 120 minutes) THURSDAY

1. Learning Log 1 → 10 minutes
   1.1. Students complete their first learning log about day 2 and 3.
       1.1.1. What did you learn in these two days?
       1.1.2. What facilitated learning?

2. Meaning Making → Parts of speech poster. 20 minutes
   2.1. Teacher distributes sheets of paper containing information about the video: parts of speech categories, their descriptions and examples.
2.2. Individually, each student comes to the front and grabs three sheets of paper: a category, its definition, and the corresponding example.

2.3. In triads, students create a poster collaboratively with the sheets of paper they previously picked.

2.4. Gallery walk: Posters are displayed on the wall and students have to read all of them.

3. **Transfer → Mini Boards Competition. 15 Minutes**
   3.1. Students are grouped into pairs.
   3.2. Each pair receives a mini-board.
   3.3. Teacher shows a sentence on the board and students have to classify all the words that this sentence contains into the corresponding parts of speech.
   3.4. Students have to present their result on the mini-boards.
   3.5. The pair who finishes first gets one point.

4. **Acquisition → Skimming and Scanning. 15 minutes**
   4.1. Students watch a video about the topic.
       (Link: https://www.youtube.com/watch?v=F1wPYHa5nUg)
   4.2. In pairs, students discuss about the difference between skimming and scanning.

5. **Meaning Making → Worksheet. 60 minutes**
   5.1. Individually, students read the paragraphs about skimming and scanning. (5 minutes)
   5.2. In pairs, students answer the questions. (5 minutes)
   5.3. Individually students read the advertisement to complete the second activity. (5 minutes)
   5.4. Activity 3. (4 minutes)
   5.5. Activity 4. (4 minutes)
   5.6. Activity 5. (4 minutes)
   5.7. Activity 6. (5 minutes)
   5.8. Activity 7. (8 minutes)
   5.9. Activity 8. (8 minutes)
   5.9.1. Students order the points logically and then share their answers with the class.
   5.10. Individually, students work on exercise 9. (7 minutes)
   5.11. Activity 10. Students write their answers and share them with a partner. (5 minutes)

6. **Transfer: Integrated Practice No. 1**
   6.1. Teacher shares a document with a short reading passage. Students work on their own, they must apply the strategies Skimming and Scanning to answer the comprehension questions. Besides, they must build up their own parts of speech chart.

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**Day 5 (Two hours: 120 minutes) FRIDAY**

**Textbook: Summit 2 Unit 3**

**Preview: Pages 26-27**
1. **Hook → Self-test (Page 26): How chicken are you? 10 minutes**
   1.1. Teacher writes on the board, *You’re chicken!* And asks students what they think this means? (that you’re afraid or not brave enough to do something)
   1.2. Teacher calls on a student to read the title of the self-test eliciting that it is asking *How afraid are you?*
   1.3. Teacher asks a student to read the instructions and has students take the test.
   1.4. Teacher circulates and clarifies vocabulary if needed
   1.5. Students read the scoring information and tally their responses.

   **1.6. Clarification:** In the title *How chicken are you?*, the word *chicken* is used like an adjective. It means how afraid are you? Teacher explains that the word can also be used as a noun (e.g., in the sentence *You’re a total chicken*). She also points out that it is possible to use *chicken* in verb form: *to chicken out* (I wanted to jump out of the plane, but I chickened out.

2. **Pair work. (Acquisition) 5 minutes**
   2.1. In pairs, students compare tests and see if they are afraid of the same things. Teacher writes on the board: *Which one of you is more chicken?* Teacher elicits that this means which one of you is *more afraid / more of a coward.*

3. **Three corners. (Acquisition) 10 minutes**
   3.1. Teacher assigns a number to each classroom corner. (3 totally)
      3.1.1. **Corner 1:** Not scary.
      3.1.2. **Corner 2:** Somewhat scary.
      3.1.3. **Corner 3:** Very scary.
   3.2. Teacher reads a situation and students have to go to the corresponding corner according to their position.

4. **POSTER: Parts of Speech Classification. (Meaning Making) 5 minutes**
   4.1. Teacher displays a big poster on the wall. Each student has to highlight two words from page 26 and write under the corresponding category.

5. **Page 27 → Spotlight: Skimming and Scanning. (Meaning Making) 10 minutes**
   5.1. Students skim the text to identify the gist (main idea)
   5.2. Students scan to answer the following questions:
      5.2.1. What’s wrong with Michel? (He was supposed to propose to his girlfriend but he didn’t; he got scared.)
      5.2.2. How does his girlfriend feel? (upset)
      5.2.3. Does Michel still want to be with her? (yes)
      5.2.4. What’s the problem? (He just gets nervous and panics at the thought of getting married.)
      5.2.5. Do you think Luiz makes Michel feel better? (yes)
   5.3. Students read and listen to the text to practice pronunciation.

6. **Understand idioms and expressions. (Meaning Making) 10 minutes.**
6.1. Teacher invites a volunteer to read the first idiom and asks the class to find the idiom in Exercise D.
6.2. Teacher calls on another volunteer to read Michel’s part where he uses the idiom. Then, she reads the choices and elicits the answer.
6.3. Teacher has students work in pairs to complete the rest of the exercise.
6.4. To complete this activity, students have to refer to the conversation and context to determine the correct answer.
6.5. Teacher circulates and assists as needed.
6.6. LANGUAGE NOTE: Lovey-dovey means overly romantic. The idiom to chill can also be used as chill out, which also means to relax instead of feeling anxious or nervous about something; an even more informal variation is take a chill pill, which means to calm down or relax.

7. Extension. (Meaning Making) 10 minutes.
7.1. Teacher has students find each idiom or expression in Exercise D and replace it with the definition from the matching expression in Exercise E.
   E.g.: I’m just in trouble with Emilie.

8. Challenge. (Transfer) 10 minutes
8.1. Teacher divides the class into pairs and assign each pair one of the idioms or expressions.
8.2. Pairs prepare short role plays consisting of 4–5 exchanges.

9.1. Teacher divides the class into pairs and writes on the board:
   • who: (Michel)
   • problem: (He has cold feet about getting married.)
   • resolution: (I would wait a little while.)
   • speculation: __________________________
9.2. Pairs discuss what might happen next. (Possible answer: He will propose a little later.)
9.3. Students must present various scenarios.
9.4. Finally, students discuss the two types of fear and have them share which one scares them more. They must provide examples.

10. SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes
10.1. Students select and highlight 10 new words from pages 26 and 27.
10.2. They look for the meaning of these words on the dictionary.
10.3. Students classify these words into the corresponding category on their individual sheets.
10.4. Teacher checks students’ work.

11. Worksheet 1: Skimming and Scanning. (Meaning Making) 15 minutes

Day 6 (Two hours: 120 minutes) MONDAY
Lesson 1: Express frustration, empathy, and encouragement. Pages 28-29

1. Learning Log 2. (Acquisition) 10 minutes.
2. Mini Quiz No. 1 (Transfer) 15 minutes
3. Vocabulary: Expressing frustration. (Acquisition) 5 minutes
   3.1. Teacher explains that empathy refers to the ability to understand other people’s feelings or problems; frustration refers to being upset or impatient because you cannot change a situation in order to get something you want or need; encouragement refers to giving someone courage and confidence to help them overcome a problem.
   3.2. Teacher focuses on empathy and the line That must be discouraging / frustrating / disappointing. Teacher explains that the three participial adjectives are close in meaning but have slight differences.
      - Discouraging means causing a loss of confidence or enthusiasm;
      - Frustrating means causing annoyance or upset (particularly when something stands in the way of one’s progress)
      - Disappointing means failing to fulfil one’s hopes or expectations.
4. Listen to Predict. (Meaning Making) 10 minutes
   4.1. Teacher has students listen and answer the questions individually. If necessary, have students listen again.
   4.2. For each item, teacher asks: What is being expressed—frustration, empathy, or encouragement? (1. empathy, 2. empathy, 3. encouragement, 4. encouragement, 5. encouragement)
5. Grammar. (Acquisition) 10 minutes.
   5.1. Teacher explains the grammar structure: No matter clauses.
   6.1. After students complete the exercise individually, they check answers with a partner.
   6.2. Teacher circulates and assists as needed.
7. Grammar Worksheet. (Meaning Making) 10 minutes
   7.1. Students reinforce the grammar structure.
8. Pair work. (Meaning Making) 10 minutes.
   8.1. Look and say technique: Teacher has students repeat the phrases in the dialogue until they get familiarized with the pronunciation.
   8.2. Teacher has students fill in the blanks in all the items on their own. Then, they role-play the dialogues with a partner, one person reading A and the other person reading B. They must alternate roles.
9. Conversation Spotlight. (Acquisition) 5 minutes.
   9.1.1. Students identify the conversation strategies. These conversation strategies are implicit in the model:
      9.1.1.1. Use Is something wrong? to notice a problem.
      9.1.1.2. Use What’s going on? to find out what’s happening.
      9.1.1.3. Use Well, basically to introduce a situation.
9.1.1.4. Use *Hang in there* to express encouragement.
9.1.1.5. Use *Anytime* to respond to a thank you.
9.1.2. Students listen to the conversation.

10. Rhythm and Intonation (Acquisition) 5 minutes

11. Notepadding. (Making Meaning) 5 minutes
11.1. Students fill in the notepad with *No matter clauses*.

12. Conversation Activator. (Making Meaning) 10 minutes
12.1. In pairs, students use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.

13. SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes
13.1. Students select and highlight 10 new words from pages 28 and 29.
13.2. They look for the meaning of these words on the dictionary.
13.3. Students classify these words into the corresponding category on their individual sheets.
13.4. Teacher checks students’ work.

14. Homework → Collaborative classification. (Transfer)
14.1. Students have to add eight words to the Collaborative Google Sheet.

Day 7 (Two hours: 120 minutes) TUESDAY

Lesson 2: Describe how fear affects you physically. Pages 30-31

1.1. Teacher writes 6 different scenarios on the board.
1.1.1. No matter how hard I exercise, I cannot lose weight.
1.1.2. My parents do not buy me a cellphone, no matter how well I behave.
1.1.3. No matter how much I study, I never get good grades.
1.1.4. No matter how long I sleep, I never get up early.
1.1.5. My teacher never gives me a 10, no matter how much I try.
1.1.6. No matter what I say, my friends always bully me.
1.2. Teacher divides the class into 3 pairs. Each group receives a die.
1.3. Each student rolls the die. The rolled number will indicate scenario.
1.4. Students role play the conversation according to the scenario.
1.5. During this activity, the teacher role is as a monitor and facilitator.

2. Grammar spotlight. (Acquisition) 15 minutes.
2.1. Teacher asks students to look at the photos of the three people and read the names, ages, and cities where they live.
2.2. Students listen to the article as they read along.
2.3. Teacher checks comprehension:
2.3.1. What happens to Kenji when he’s scared? (He gets sweaty palms and his hands shake.)
2.3.2. What is an example of a situation that can cause this? (meeting his fiancée’s parents)
2.3.3. What happens to Jorge? (He gets terrible palpitations; sometimes he loses his voice.)
2.3.4. What type of situation can cause this? (being stuck on a flight due to mechanical problems)
2.3.5. What happens to Isil? (She gets awful butterflies in her stomach.)
2.3.6. What situation can cause this? (having to speak English on the phone)

3. **Relate to personal experience (Meaning Making) 10 minutes.**
   3.1. Teacher reviews the causes for physical reactions to fear mentioned in the article. (meeting fiancée’s parents, being stuck on a flight, having to speak English on the phone)
   3.2. In pairs, students will discuss which situation they can relate to the most. They must provide examples from their lives.

4. **Grammar. (Acquisition) 15 minutes**
   4.1. Students read the first explanation and example sentences. Teacher checks comprehension:
      4.1.1. What happened as a result of it being so stormy? (I was afraid to get on the plane.)
      4.1.2. What happened as a result of her leaving so quickly? (She forgot her umbrella.)
   4.2. Students read the second explanation and example sentences. Teacher checks comprehension,
      4.2.1. What happened as a result of my wearing such uncomfortable shoes? (I couldn’t walk.)
      4.2.2. What happened as a result of my making such salty soup? (No one could eat it.)
      4.2.3. What happened as a result of her having such a bad accident? (She never drove again.)
   4.3. Students read the Be careful! note to themselves.
   4.4. Teacher focuses on the last explanation and example sentences and checks comprehension.
      4.4.1. What will happen as a result of there being so many people there? (We won’t be able to find each other.)
      4.4.2. What happened as a result of there being so much lightning? (The passengers on the plane were terrified.)
      4.4.3. What happened as a result of us eating so few meals out last month? (We saved a lot of money.)
      4.4.4. What is the result of there being so little ice on the road? (It is safe to drive.)
   4.5. Students underline the noun in each phrase with so (people, lightning, meals, ice) and asks:
      4.5.1. Which are count nouns? (people, meals)
      4.5.2. Which are non-count nouns? (lightning, ice)
4.6. A student reads the **Remember note**. Teacher points out that in the example sentences **many** and **few** are used with **count nouns**, **much** and **little** with **non-count nouns**.

5. **Grammar Practice (Meaning Making) 10 minutes**

5.1. Students focus on the model item. Teacher asks:

   Why is **so** used in the sentence? (It intensifies the adjective—terrible.)

5.2. Students to first identify which word or phrase will be intensified in each sentence. (2. many accidents, 3. late, 4. awful, 5. bad, 6. stormy day).

5.3. Students decide whether **so / such . . . that** will be used to intensify and connect the sentences.

6. **Grammar Practice (Meaning Making) 10 minutes**

6.1. Students scan the exercise and underline all the count nouns (1. flights, 3. people, 4. seats) and circle all the non-count nouns (2. trouble, 3. time).

6.2. Students complete the exercise. They must think about meaning as they decide between **much / little (non-count)** and **many / few (count)**.

6.3. Students compare answers with a partner.

7. **Vocabulary. (Acquisition) 10 minutes**

7.1. To warm up, teacher focuses students’ attention on the cartoons and ask them what each person is doing. (1. giving a speech, 2. traveling through turbulence, 3. meeting someone, 4. getting ready to jump from a plane)

7.2. Students read and listen about the physical effects of fear and repeat the words chorally.

7.3. They focus on the details in the images that illustrate the physical effects. Teacher asks: What is happening in the first picture? (The man’s hands are shaking.) The second? (The “Thump! Thump!” indicates that the woman’s heart is beating quickly.) The third? (The man’s hands are wet with sweat.) The fourth? (The man’s stomach feels nervous.)

8. **Activate the vocabulary. (Meaning Making) 10 minutes**

8.1. Teacher reads the direction line and tells students they will be referring to the Grammar Spotlight on page 30.

8.2. On the board, teacher writes: 1. Which physical effect(s) of fear did the person experience? 2. What caused the physical effect(s) of fear?

8.3. To model, teacher focuses on **Jorge Pardo** and asks a student to reread the quote and then elicit answers to questions on the board.

8.3.1. (1. He got such terrible palpitations that it felt like his heart was going to jump right out of his chest. He lost his voice.

8.3.2. 2. He became panicked on a flight when the landing gear got stuck.)

8.4. Teacher points out the use of the grammar **such . . . that**.

8.5. Having gathered the information, teacher asks a volunteer to paraphrase the situation that caused the physical effect of fear to happen. The student must restate the paraphrase in a way that used the **so / such . . . that** structure if possible.

8.6. Students work in pairs to paraphrase the other two people’s situations and effects of fear. Teacher circulates and assists as needed.
9. **Notepadding. (Acquisition) 10 minutes**
   9.1. Teacher calls on a volunteer to read the prompts on the notepad and has students take notes about the situation.
   9.2. Teacher refers students to the Vocabulary in Exercise F on page 31 and the grammar in Exercise C on page 30.

10. **Discussion Activator. (Meaning Making) 10 minutes**
   10.1. For more support, teacher plays the Discussion Activator Video before students do this activity.
   10.2. Teacher divides the class into pairs and has students use their descriptions from the notepadding to talk about the people.
   10.3. Teacher focuses on the *Recycle This Language* box and elicits an example for *No matter . . .* in the context of physical effects of fear. (Possible answer: No matter what I did, I couldn’t calm down.)
   10.4. Teacher encourages students to ask a lot of follow-up questions to increase the interest of the stories.

11. **SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes**
   11.1. Students select and highlight 10 new words from pages 30 and 31.
   11.2. They look for the meaning of these words on the dictionary.
   11.3. Students classify these words into the corresponding category on their individual sheets.
   11.4. Teacher checks students’ work.

12. **POSTER: Parts of Speech Classification. (Meaning Making) 5 minutes**
   12.1. Students highlight two words from pages 30-31 and write them under the corresponding category.

13. **Transfer: Integrated Practice No. 2**
   13.1. Teacher shares a document with a short reading passage. Students work on their own, they must apply the strategies Skimming and Scanning to answer the comprehension questions. Besides, they must build up their own parts of speech chart.

14. **Homework → Collaborative classification. (Transfer)**
   14.1. Students have to add eight words to the Collaborative Google Sheet.

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**Day 8 (Two hours: 120 minutes) WEDNESDAY**

**Lesson 3: Discuss overcoming handicaps and hardships. Pages 32-33**

1. **Learning Log 3. (Acquisition) 10 minutes.**
2. **Mini Quiz No. 2 (Transfer) 15 minutes**
3. **Reading Warm-up (Acquisition) 5 minutes**
   3.1. Teacher asks a volunteer to read the questions and writes physical handicaps on the board.
3.2. Students discuss about other hardships that people are faced with and have to overcome in life. They mention people they know or have read about who have battled a handicap or hardship.

4. Reading (Meaning Making) 10 minutes

4.1. Students look at the picture and try to deduce from the lesson title and warm-up that the woman likely has overcome some handicap or hardship.

4.2. As students read and listen, they underline information in the article that will help them answer the focus question in the direction line (If you had to choose one adjective to describe her, what would it be?).

4.3. Volunteers share their answers to the focus question. (Possible answers: inspirational, courageous)

5. Worksheet 2: Skimming and Scanning. (Meaning Making) 15 minutes

5.1. Students complete the worksheet → Reading strategies

6. Understanding meaning from context. (Meaning Making) 10 minutes

6.1. Students number the paragraphs in the article, assigning number 1 to the one in purple shading down to number 8.

6.2. Then, in pairs, have students write sentences with the terms. Students write sentences about unrelated information so they do not simply copy the sentences from the article.

7. Summarize (Meaning Making) 10 minutes

7.1. Students skim the list of people and institutions that contributed to Matlin’s success.

7.2. Teacher calls on volunteers to share any information they remember from the first reading. Students write the summaries. Tell students that each summary should be a short statement in their own words, capturing the main idea.

8. Discussion (Meaning Making) 10 minutes

8.1. Teacher divides the class into groups of three and has students discuss the questions.

9. Frame your ideas (Meaning Making) 10 minutes

9.1. Students choose a person or character to focus on. Teacher encourages students to think of people in their own lives, celebrities, or even fictional characters from movies, TV shows, books, etc.

9.2. Teacher elicits factors that can help a person overcome a handicap. (Possible answers: hard work, persistence, positive outlook)

9.3. Students to fill in the notepad.

10. Discussion (Meaning Making) 10 minutes

10.1. In pairs, students compare people from their notepads.

10.2. Teacher brings the class together and focuses on the factors that helped individuals overcome their handicaps.

10.3. Students analyze for recurring factors.

11. SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes

11.1. Students select and highlight 10 new words from pages 32 and 33.

11.2. They look for the meaning of these words on the dictionary.
11.3. Students classify these words into the corresponding category on their individual sheets.
11.4. Teacher checks students’ work.

12. **Homework ➔ Collaborative classification. (Transfer)**
12.1. Students have to add eight words to the Collaborative Google Sheet.

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**Day 9 (Two hours: 120 minutes) THURSDAY**

**Lesson 4: Examine the nature of Heroism. Pages 34-35**

1. **Hook. Listening Warm-up 10 minutes**
   1.1. To introduce the topic, teacher writes adjective, adverb, noun on the board. Teacher reviews each part of speech as needed:
   1.1.1. A noun names a person place, thing, or abstract idea. Nouns can be concrete (people, places, and things) or abstract (ideas, emotions, feelings, or qualities you cannot touch).
   1.1.2. An adjective describes a noun.
   1.1.3. An adverb describes a verb, an adjective, or another adverb.
1.2. After students listen and read, they focus on the nouns. Teacher asks: Are these nouns concrete or abstract? (abstract)
1.3. Teacher clarifies the meaning of any unfamiliar words or has students look them up. Then she asks: What do these words have in common? (Possible answers: They are related to bravery and heroism. They can be used to discuss difficult or challenging experiences.)
1.4. Students listen and read again.

2. **Listen to activate parts of speech (Acquisition) 15 minutes**
   2.1. Students look at the photo. Teacher tells them they are going to hear about a man’s heroic act after a plane crash.
   2.2. **Pre-listening**: Students look at the sentences and decide if each missing word should be a noun, an adjective, or an adverb. (1. adjective, 2. adverb, 3. noun, 4. adjective, 5. noun)
   2.3. **Listening**: Students listen to the news report and complete the sentences. If an answer is an adjective or adverb, tell students to circle the word it modifies.
   2.4. Teacher brings the class together and go over the answers.

3. **Listen for details (Meaning Making) 15 minutes**
   3.1. **Pre-listening**: Students read through the exercise items. If they think they know some answers, they circle them with a pencil.
   3.2. **Listening**: Students listen to the magazine story again and complete the exercise. If necessary, students listen again to check their answers.

4. **Listen to retell a story (Meaning Making) 15 minutes**
   4.1. **Listening**: Students listen to the news report and take notes of important details. They have to write their paragraphs retelling the story using many details.
4.2. Teacher reminds them to use at least three of the words from the word study chart in Exercise A on page 34.
4.3. If necessary, students listen again to check their information and add any details they may have overlooked.

5. **Notepadding (Meaning Making) 10 minutes**
5.1. On the board, teacher writes hero. Students brainstorm things that come to mind when they see this word. (Possible answers: courage, bravery, willingness to risk one’s life).
5.2. Teacher writes students’ responses on the board and asks a student to read the Recycle This Language box. Teacher encourages students to use the phrases in their definitions.
5.3. Pairs complete their definition.

6. **Discussion (Meaning Making) 10 minutes**
6.1. To preview, students look at the photos and read the captions. Then, they read the profiles individually. As they work, teacher creates a three-column chart on the board and writes each person’s name at the top of a column.
6.2. Teacher divides the class into groups and tell students to copy the chart.
6.3. Students discuss ways each person is a hero, writing adjectives in the chart.
6.4. Finally, students look back at their notepad and decide which person’s behavior comes closest to the description they wrote in Exercise A.

7. **Debate (Meaning Making) 20 minutes**
7.1. Teacher writes the names of the three heroes on the board: Rosa Parks, Dr. Khan, and Alicia Sorohan
7.2. Each student chooses which person they think is the most heroic and write a few notes explaining why.
7.3. Teacher divides the class into groups, making sure a variety of the heroes are represented in each group. Students to argue why they think their chosen person is the most heroic.

8. **SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes**
8.1. Students select and highlight 10 new words from pages 34 and 35.
8.2. They look for the meaning of these words on the dictionary.
8.3. Students classify these words into the corresponding category on their individual sheets.
8.4. Teacher checks students’ work.

9. **POSTER: Parts of Speech Classification. (Meaning Making) 10 minutes**
9.1. Students highlight two words from pages 34-35 and write them under the corresponding category.

10. **Homework ➔ Collaborative classification. (Transfer)**
10.1. Students have to add eight words to the Collaborative Google Sheet.

11. **Transfer: Integrated Practice No. 3**
11.1. Teacher shares a document with a short reading passage. Students work on their own, they must apply the strategies Skimming and Scanning to answer the comprehension questions. Besides, they must build up their own parts of speech chart.

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**Day 10 (Two hours: 120 minutes) FRIDAY**
Writing: Reducing Adverbial clauses (Page 36) - Review (Page 37)

1. **Hook. Stop my hand** *(Meaning Making)* **15 minutes**
   1.1. On the top of a page each student writes the following parts of speech categories:
       - Noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.
   1.2. Teacher says a letter and students have to write a word to complete each of the categories.
   1.3. The student who writes more words gets a point.

2. **Learning Log 4. (Acquisition) 10 minutes.**

3. **Mini Quiz No. 3 (Transfer) 15 minutes**

4. **Writing skill (Acquisition) 20 minutes.**
   4.1. Teacher writes *clause* and *phrase* on the board and elicits that a *clause is a group of words that contains a subject and verb* and a *phrase is a group of words.*
   4.2. Teacher calls on a volunteer to read the first explanation. Students read the example sentences to themselves. Teacher asks: How are the adverbial phrases different from the adverbial clauses? *(When an adverbial clause is reduced to an adverbial phrase, there is no subject and the form of the verb changes.)*
   4.3. Teacher writes the first example sentence on the board and circles the subject in each clause. Teacher points out that when the *subjects are the same,* the clause *can be reduced to a phrase.*

   4.4. Teacher reads the *Be careful!* note to illustrate that when subjects of the two clauses are different, they cannot be reduced. Teacher writes another example on the board: My sister called me while I was sleeping; and asks: Can we reduce this sentence? *(no) Why not? (The subjects differ: my sister, I.)*

   4.5. Teacher illustrates what would happen if the sentence were reduced: My sister called me while sleeping. This doesn’t make sense.

   4.6. Teacher asks a student to read the note about punctuation and has students focus on each example sentence and notice how when the clause or phrase is at the beginning of the sentence, a comma follows. When it’s at the end of a sentence, there is no comma.

5. **Practice (Meaning Making) 20 minutes**
   5.1. Students look at the sentences and underline the subject of each clause. *(1. she, Alicia Sorohan; 2. Dr Khan, several nurses; 3. she, Rosa Parks; 4. she, Marlee Matlin; 5. Seol, he)*

   5.2. Then they identify which clauses can be reduced and reduce them.

   5.3. Teacher tells students to compare answers with a partner.

6. **Apply the writing skill (Meaning Making) 30 minutes**
   6.1. Teacher tells students they will write a report about a dangerous or frightening event and refers them to the essay in Exercise B as a model.

   6.2. Teacher refers students to the Writing Process Worksheet in Active Teach for guidance with pre-writing and peer feedback.

7. **SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes**
7.1. Students select and highlight 10 new words from page 36.
7.2. They look for the meaning of these words on the dictionary.
7.3. Students classify these words into the corresponding category on their individual sheets.
7.4. Teacher checks students’ work.

8. **Homework ➔ Collaborative classification. (Transfer)**
   8.1. Students have to add eight words to the Collaborative Google Sheet.

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**Day 11 (Two hours: 120 minutes) MONDAY**

**Review (Page 37)**

1. **Hook. Digital Game (Making Meaning) 10 minutes.**
2. **Review: Listening (Making Meaning) 15 minutes**
   2.1. Teacher reviews different problems people might have, such as health problems, career problems, or family problems.
   2.2. Teacher elicits a sentence with no matter to illustrate one of the problems students name. For example, No matter what I do, I can’t lose any weight.
   2.3. Students listen to the descriptions of the three problems and complete the exercise.
3. **Grammar practice (Meaning Making) 15 minutes**
   3.1. Students look at the word or phrase following each blank and think which question word best fits in the sentence to express a frustration.
   3.2. Students fill in the blanks (more than one answer may be possible).
   3.3. Students compare answers in pairs.
4. **Grammar practice (Meaning Making) 15 minutes**
   4.1. Students underline the word after the multiple choices and identify the part of speech.
5. **Vocabulary practice (Meaning Making) 15 minutes**
   5.1. Students complete the exercise.
   5.2. Teacher refers them to Exercise A on page 34 if they need to review vocabulary.
6. **Worksheet 3: Skimming and Scanning. (Meaning Making) 15 minutes**
   6.1. Students complete the worksheet.
7. **Writing practice (Meaning Making) 10 minutes**
   7.1. Students work individually to write the conversations. Then they share their answers with a partner.
   7.2. Teacher encourages pairs to role-play the various scenarios.
8. **SHEETS: Parts of Speech Classification. (Meaning Making) 10 minutes**
   8.1. Students select and highlight 10 new words from page 37.
   8.2. They look for the meaning of these words on the dictionary.
9. **POSTER: Parts of Speech Classification. (Meaning Making) 10 minutes**
   9.1. Students highlight two words from pages 37 and write them under the corresponding category.
9.2. Students classify these words into the corresponding category on their individual sheets.
9.3. Teacher checks students’ work.

10. **Homework ➔ Collaborative classification. (Transfer)**
   10.1. Students have to add eight words to the Collaborative Google Sheet.

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**Day 12 (Two hours: 120 minutes) TUESDAY**

1. **Learning Log 5. (Acquisition) 10 minutes.**
2. **Mini Quiz No. 4 (Transfer) 15 minutes**
3. **Grammar review. (Meaning Making) 50 minutes**
   3.1. Teacher reviews the grammar and students practice with a worksheet.
4. **Speaking Practice (Meaning Making) 40 minutes**
   4.1. Students practice speaking with the speaking booster.
5. **Transfer: Integrated Practice No. 4**
   5.1. Teacher shares a document with a short reading passage. Students work on their own, they must apply the strategies Skimming and Scanning to answer the comprehension questions. Besides, they must build up their own parts of speech chart.
6. **Homework ➔ Collaborative classification. (Transfer)**
   6.1. Students have to add eight words to the Collaborative Google Sheet.

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**Day 13 (Two hours: 120 minutes) WEDNESDAY**

1. **Hook: Warm up (Acquisition) 15 minutes**
2. **Writing Booster. (Meaning Making) 40 minutes**
3. **Summit Video (Meaning Making) 30 minutes**
   3.1. Students watch the on-the-street interview and fill in the worksheet.
   3.2. Teacher checks answers.
4. **POSTER: Parts of Speech Classification. (Meaning Making) 10 minutes**
   4.1. Students highlight 16 words from the previous pages and write them under the corresponding category.
   4.2. Students classify these words into the corresponding category on their individual sheets.
   4.3. Teacher checks students’ work.
5. **Summative Assessment Announcement. (Acquisition) 10 minutes**
   5.1. Teacher explains to students the guidelines for them to follow in order to work on the summative assessment.
6. **Homework ➔ Collaborative classification. (Transfer)**
   6.1. Students have to add eight words to the Collaborative Google Sheet.
Day 14 (Two hours: 120 minutes) THURSDAY

1. Learning Log 6. (Acquisition) 10 minutes.
2. Mini Quiz No. 5 (Transfer) 15 minutes
3. Worksheet 4: Skimming and Scanning. (Meaning Making) 20 minutes
   3.1. Students complete the worksheet.
4. Test taking skills (Reading and Listening) (Meaning Making) 30 minutes
5. Assessment (Transfer) 40 minutes
   5.1. Students take the assessment test based on Unit 3
6. Homework → Collaborative classification. (Transfer)
   6.1. Students have to add eight words to the Collaborative Google Sheet.

Day 15 (Two hours: 120 minutes) FRIDAY

1. Summative assessment (Meaning Making) 25 minutes
   1.1. Peer feedback. Students read their classmates’ tasks and provide feedback.
2. Post-test (Transfer) 65 minutes
3. Post-Survey Vocabulary 10 minutes
4. Post-Survey Google Drive 10 minutes.
Appendix No. 2

Pre-test

READING AND WRITING SAMPLE PAPER 1

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Candidate Name

Centre Number

Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
PRELIMINARY ENGLISH TEST
PAPER 1 Reading and Writing
SAMPLE PAPER 1

1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES
Write your name, Centre number and candidate number in the spaces at the top of this page.
Write these details on your answer sheets if they are not already printed.
Answer all questions.
Write your answers clearly on the separate answer sheets. Use a pencil.

You may use the question paper for any rough work, but you must write your answers in pencil on the answer sheets. You will have no extra time for this, so you must finish in one and a half hours.

At the end of the examination, you should hand in both the question paper and the answer sheets.

INFORMATION FOR CANDIDATES
READING
Questions 1-35 carry one mark.

WRITING
Questions 1-5 carry one mark.
Part 2 (Question 6) carries five marks.
Part 3 (Question 7 or 8) carries fifteen marks.

This question paper consists of 14 printed pages and 2 blank pages.
CLASSIFYING VOCABULARY TO IMPROVE READING COMPREHENSION

Reading

Questions 1-5

Look at the text in each question. Then choose the correct answer. A, B, or C on your answer sheet.

Example:

NEVER LEAVE LUGGAGE UNATTENDED

Answer: B

A. Remember your luggage when you board.
B. Do not let someone take your luggage.
C. Check your luggage at all times.

Reading 1-5

A. Do not enter the lift before pressing the button.
B. Press the button to close the doors.
C. Press the button to open the doors.

A. Please check the contents of the box carefully.
B. Please check the contents of the box carefully.
C. Please check the contents of the box carefully.

A. You must stay with your luggage at all times.
B. Do not let someone take your luggage.
C. Remember your luggage when you board.
Questions 6-10

The people below are all looking for a book to buy.

Decide which book would be the most suitable for the following people.

For questions 6-10, mark the correct letter (A-H) on your answer sheet.

6. All enjoys reading crime stories which are carefully written so that they hold his interest right to the end. He enjoys trying to guess who the criminal really is while he is reading.

7. Monica is a history teacher in London. She enjoys reading about the history of people in other parts of the world and how events changed their lives.

8. Silva likes reading true stories which people have written about themselves. She is particularly interested in people who have had unusual or difficult lives.

9. Daniel is a computer salesman who spends a lot of time traveling abroad on planes. He enjoys detective stories which he can read easily as he gets interested a lot.

10. Takumi doesn't have much free time so he reads short stories which he can finish quickly. He likes reading stories about ordinary people and the things that happen to them in today's world.

Recommended New Books

A. London Alive
   This author of many famous novels has now turned to writing short stories with great success. The stories tell of Londoners' daily lives and happen in eighteen different places - for example, a story takes place at a table in a cafe, another in the back of a taxi, and another in a hospital.

B. Burnham's Great Days
   Joseph Burnham is one of Britain's best-loved painters these days, but I was interested to read that during his lifetime, it was not always so. An historian Peter Harvey looks at how Burnham's work attracted interest at first but then became less popular.

C. The Missing Photograph
   Another story about the well-known policeman, Inspector Manning. It is written in the same style but successful way as the other Manning stories - I found it a bit disappointing as I guessed who the criminal was halfway through!

D. Gone West
   A serious book about one of the least-known regions of the United States. The author describes the empty villages which thousands left when they were persuaded by the railway companies to go West in search of new lives. The author manages to provide many interesting details about their history.

E. The Letter
   The murder of a television star appears to be the work of thieves who are quickly caught. But they escape from prison and a young lawyer says he knows the real criminals are. Written with intelligence, this story is so fast-moving that it demands the reader's complete attention.

F. Let us tell you...
   The twenty stories in this collection describe the lives of different people who were born in London in 1925. Each story tells the life history of a different person. Although they are not true, they gave me a real feeling for what life used to be like for the ordinary person.

G. The Lost Journey
   John Reynolds' final trip to the African Congo two years ago unfortunately ended in his death. For the first time since then, we hear about where he went and what happened to him from journalist Tim Holden, who has followed Reynolds' route.

H. Free at Last!
   Matthew Hall, who spent half his life in jail for a crime he did not do, has written the moving story of his long fight to be set free. Now out of prison, he has taken the advice of a judge to describe his experiences in a book.
Questions 11-20

Look at the sentences below about a journey to the Arctic on board a ship.
Read the text on the opposite page to decide if each sentence is correct or incorrect.

11. This trip is for people who like peace and quiet.
12. Many different activities are organised on board.
13. The voyage begins in Scotland.
14. The ship follows a fixed route.
15. There are different types of accommodation.
16. Passengers serve themselves in the dining room.
17. Whales can be seen in the morning near Tromso.
18. There are some examples of traditional buildings in Tromso.
19. The ship stays overnight in Tromso.
20. Bear Island used to be a busy fishing centre.

Exploring the Arctic

The Arctic is one of the few places in the world untouched by pollution where you can see nature at its wildest and most beautiful. Join our ship the Northern Star from 2 to 18 July, for a 17-day voyage to the Arctic. During the voyage you are able to relax and get away from it all. There are no parties or film shows to attend, guides to enter, or entertainers to watch. However, we do have specialists on board who are willing to answer any of your questions about the Arctic and who will talk about the animals and birds that you see on the trip.

After setting off from Scotland, we go north along the coast of Norway to Bear Island.
Along the way you'll see thousands of seabirds and wonderful scenery, with cliffs of ice and huge cliffs. You will have the chance to see reindeer, polar bears, and other Arctic animals. Although we have a timetable, experience has shown that we may have to change our direction a little, depending on the weather and on which animals appear.

The Northern Star is a very special ship and our past voyages have been very popular.
Our cabins all have the same excellent facilities, which include a private bathroom and refrigerator. Our chefs are happy to prepare any food for people on special diets. Choose just what you want to eat from the wide variety available from the dining room buffet. There is a library, shop, cinema and plenty of space for relaxation. If you need some exercise, why not go jogging every morning around the decks, or go swimming in the indoor pool.

Prices include economy class air travel and 16 nights on board the Northern Star, all meals and excursions and all cruises.

Day 1  Board the Northern Star.
Day 2-7  We sail slowly north along the coast of Norway, stopping at places of interest.
Day 8  Tromso. You need to get up at sunrise to see the whales as we sail towards Tromso. Visit Tromso to see the Arctic Museum, the cathedral and the beautiful old wooden houses. In the evening we sail away along the west coast to Bear Island.
Day 9-10  Bear Island. We arrive here in the early evening and stay overnight. Bear Island once had an active fishing industry, but today little of this remains. We will explore the island, looking out for Arctic flowers.
Day 11-12  Svalbard. A place of mountains and rivers of ice, it is home to a large variety of animals.
Day 17  Leave the ship in Svalbard and fly to London from Tromso.

Turn Over
CLASSIFYING VOCABULARY TO IMPROVE READING COMPREHENSION

Questions 21-25
Read the text and answer the questions below.

Always Harriet

The theme has been a lot of cooking and I thought it was very much the same. I was a part-time cook in the past and have been cooking for several years. I've had a lot of experience and I know the family must have been a part-time cook for quite a long time. I think it was very much the same. I was a part-time cook in the past and have been cooking for several years. I've had a lot of experience and I know the family must have been a part-time cook for quite a long time. I think it was very much the same.

21. What is the main purpose of the text?
A. To encourage home cooking
B. To discuss the cooking plans
C. To talk about the family's meals
D. To introduce the person

22. What would make them laugh?
A. Jokes about food
B. Fails in the kitchen
C. Experiences with family
D. None of the above

23. What did Harriet say about herself?
A. She loves cooking and meeting people.
B. She is very similar to her father.
C. She enjoys cooking for her family.
D. She enjoys spending time with her family.

24. What did Harriet say about her cooking?
A. She would like to appear on TV.
B. She enjoys cooking alone.
C. She enjoys cooking for her family.
D. She enjoys spending time with her family.

25. Which of the following best describes Harriet?
A. The popular TV cook who enjoys cooking for her family.
B. The cook and comedian who enjoys cooking and making people laugh.
C. The popular TV cook who enjoys cooking for her family.
D. The popular TV cook who enjoys cooking and making people laugh.

[Images and text on the right side of the page]

D. The popular TV cook who enjoys cooking and making people laugh.

[Images and text on the right side of the page]
Deep Sleep

Deep sleep is important for (0) _______. The actual (26) _______ of sleep you need depends (27) _______ your age. A young child (28) _______ to sleep ten to twelve hours, and a teenager about nine hours. Adults differ a lot in their sleeping (29) _______. For most of them, seven to eight hours a night is (30) _______, but some sleep longer, while others manage with only four hours.

For a good night, having a comfortable (31) _______ to sleep is very important. Also, there should be (32) _______ of fresh air in the room. A warm drink sometimes helps people to sleep; (33) _______. It is not a good idea to drink coffee immediately before going to bed.

(34) _______. You have to travel a very long distance, try to go to bed earlier than usual the day before the (35) _______. This will help you to feel more rested when you arrive.

Select as many words as you can from the Reading passages and classify them into parts of speech.
UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
PRELIMINARY ENGLISH TEST
PAPER 1 Reading and Writing
SAMPLE PAPER 2 1 hour 30 minutes

Additional materials:
Answer sheets
Soft clean eraser
Soft pencil (type B or HB is recommended)

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES
Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheets if they are not already printed.
Answer all questions.
Write your answers clearly on the separate answer sheets. Use a pencil.
You may use the question paper for any rough work, but you must write your answers in pencil on the answer sheets. You will have no extra time for this, so you must finish in one and a half hours.
At the end of the examination, you should hand in both the question paper and the answer sheets.

INFORMATION FOR CANDIDATES
READING
Questions 1-35 carry one mark.

WRITING
Questions 1-5 carry one mark.
Part 2 (Question 6) carries five marks.
Part 3 (Question 7 or 8) carries fifteen marks.

This question paper consists of 14 printed pages and 2 blank pages.
Questions 6-10

Part 2

6

Dionysis works in the city centre and wants to take up a sport that he can do regularly in his lunch hour. He enjoys activities which are fast and a bit dangerous.

7

John and Betty already play golf at weekends. Now they have retired, they want to learn a new activity they can do together in the mornings in the countryside.

8

In six weeks’ time, Juan is having a holiday on a Caribbean island where he plans to explore the ocean depths. He has a 9-to-5 job and wants to prepare for this holiday after work.

9

Tomiko and Natalie are 16. They want to do an activity one evening a week and get a certificate at the end. They would also like to make new friends.

10

Alice has a well-paid but stressful job. She would like to take up a sport which she can do outside the city each weekend. She also wants to get to know some new people.

Sporting Opportunities

A

Suzanne’s Riding School
You can start horse-riding at any age. Choose private or group lessons on any weekday between 9 a.m. and 5 p.m. (30 p.m. on Saturdays). There are 10 kilometres of tracks and paths for horse-riding across familiar and open country. You will need a riding hat.

B

Linkford Sailing Club
Our Young Sailing Course leads to the Stage 1 Sailing qualification. You’ll learn how to sail safely and be a member. Have fun with other course members afterwards in the clubhouse. There are 10 weekly two-hour lessons (Tuesdays 6 p.m. – 8 p.m.)

C

Adonis Diving Centre
Our experienced instructors offer one-month courses in deep-sea diving for beginners. There are two evening lessons a week, in which you learn to breathe underwater and use the equipment safely. You only need a swimming costume and towel. Reduced rates for couples.

D

Windward Tennis Academy
Learn to play tennis in the heart of the city and have fun at our tennis weekends. Arrive on Friday evening, learn the basic strokes Saturday and play in a tournament on Sunday. There’s also a disco and swimming pool. White tennis clothes and a racket are required.

E

Hilton Ski Centre
If you take our 20-hour course over a weekend or two before your skiing holiday, you’ll enjoy your holiday more. Learn how to use a ski-lift, how to slow down and most importantly, how to stop. The centre is open from 8 a.m. to 10 a.m. Snacks and boots can be hired.

F

Aron Watersports Club
We use a two-kilometre length of river for speedboat racing and water-skiing. A beginner’s course consists of ten 30-minute lessons. You will learn to handle boats safely and confidently, but must be able to swim. The club has a government contract and is open daily from 9 a.m. to 6 p.m., with lessons all through the day.

G

Glenmore Golf Club
After a three-hour introduction with a professional golfer, you can join the club. The course stretches across beautiful rolling hills and is open from dawn until dusk daily. There are regular social evenings on Saturdays in the club bar. You will need your own golf equipment.

H

Hadlow Arch Club
Enjoy a different view of the countryside from one of our two water-fall caravans. After a 90-hour course with our qualified instructor, you could get your own licence. Beginner’s lessons for over 15s are arranged on weekdays after 4 p.m.
CLASSIFYING VOCABULARY TO IMPROVE READING COMPREHENSION

Questions 11-20

Look at the sentences below about the Orkney Islands. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

11 Some of the islands are home to animals rather than people.
12 Farming on the Orkney Islands has increased in importance over the years.
13 There are some ruins on one of the islands.
14 There is an Arts Centre in the capital of the Orkney Islands.
15 If you go to the Arts Centre, you can see some examples of modern art.
16 The fishing industry has changed what it catches.
17 To get the most from an Orkney holiday, it is necessary to go to several islands.
18 A taxi can take you to all the tourist places on Hoy.
19 You can fly direct from London Heathrow to Kirkwall.
20 One hotel includes tickets for the Arts Festival in its price.

The Ancient Islands of Orkney

Off the north coast of Scotland, there are seventy islands which form the Orkney Islands. Some are no more than tiny rocks with just sheep and sea birds on them, others have human populations. Apart from Rousay and Hoy, the islands are low-lying and good for farming. Although tourism is now the main industry, farming is still as important to island life as it was thousands of years ago. People have farmed here for more than 4,500 years and you can still see parts of a village from that time on the largest island, which is called the Mainland. The stone house boats that are left show us that the inhabitants used to sleep sitting up rather than lying down!

THINGS TO DO
The Orkney Islands are great for walking and one of the best places in the British Isles for water sports. There are seven lochs, or lakes, to fish in and excellent sea fishing. The capital of the islands is the beautiful old town of Kirkwall, where there are shops offering special varieties of cheese and fish. The fishing port of Stromness has a museum, three bookshops and an Arts Centre, which has a good collection of late twentieth-century art. In the harbour there are plenty of fishing boats to see, although the boats no longer catch whales as they once did. Every year there is an Arts Festival in June, which has music, drama, dance, poetry and exhibitions of paintings.

It is best to spend most of your time in the Orkney Islands on the Mainland, as there is so much to see and do. However, you can also visit one or two of the other islands such as the island of Hoy, which is particularly famous for its high cliffs. Tours are available to drive you round Hoy, but you will need to walk up to the top of the cliffs. When tourists reach the cliff edge, particularly in bad weather, they find the safest way to see the view is by lying down on their stomachs!

HOW TO GET THERE
BA Express flies to Kirkwall daily except Sundays from Glasgow and Edinburgh, and there are connecting services with London Heathrow. There is a ferry every day from Scrabster and weekly ferries from Aberdeen.

WHERE TO STAY
There are many excellent hotels and inns to choose from. Most do very good fish dishes in their restaurants. The Stromness Hotel also offers seven nights from £199 during the Arts Festival and the price includes a meal before or after the concerts.

(Turn Over)
CLASSIFYING VOCABULARY TO IMPROVE READING COMPREHENSION

Questions 21-25
Read the text and questions below.
For each question, mark the correct letter A, B, C or D on your answer sheet.

21 In this text, Doug Allan is describing
A the challenges of the environment he works in.
B the career opportunities in TV camera work.
C the difficulties of having to work alone.
D the beautiful scenery of the Arctic.

22 What does Doug say about his early career?
A He wanted the years he spent as a scientist.
B It was a good chance to learn about filming.
C He was bored by working only in the Antarctic.
D It taught him how to become a skilled diver.

23 When talking about killer whales, Doug says that
A he will only film them from a safe distance.
B he has always been careful when diving with them.
C he tries to avoid any danger by keeping them.
D he believes there are safe opportunities to film them.

24 How does Doug describe his experience with a polar bear?
A The animal was much more afraid than Doug was.
B Doug felt nervous that the bear might come back.
C The bear seemed to know Doug wasn't a danger.
D Doug realized he was wrong to trust polar bears.

25 What might Doug say about his job as a cameraman?
A Now I've reached fifty, I realize the dangers involved in getting the best pictures are too great.
B I'm glad I gave up working as a scientist because I'm now in a position to be able to retire early.
C Although I had the work more difficult because I'm not as young, I still have other film projects I'd like to do.
D I've made wildlife films in every country in the world, but I want to keep filming until I get too old.
Questions 26-35

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A lots B much C several D many

Answer: B A C D

26 A hoped B invited C pleased D wished

27 A operated B played C performed D produced

28 A few B some C each D all

29 A over B more C close D near

30 A planning B thinking C considering D wanting

31 A what B who C which D whose

32 A memory B idea C habit D choice

33 A same B likely C similar D equal

34 A bring B add C join D use

35 A so B too C such D enough

Select as many words as you can from the Reading passages and classify them into parts of speech.

School's Art Sale

Last Friday parents helped collect (0) _______ of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (26) _______ parents came and look. All the pupils (27) _______ a work of art and (28) _______ painting went on sale at £5.

Hundreds of parents and relations came and, together, they spent (29) _______ £2,000.

Now the school is (30) _______ of making the exhibition bigger next year by also contacting businesses (31) _______ operate in the local area. One of the school-children's parents first had the (32) _______ after going to (33) _______ exhibitions in her home country, South Africa.

The school has decided to (34) _______ the money to buy books and CD players.

The Head Teacher said he was delighted to see the school (35) _______ full and he was very proud of the children.
Appendix No. 4

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. Rosa Yanella Ruiz Quizhpe
Candidata a Master.

Demographic Information/ Información Demográfica

Name: ________________________
Nationality: ______________________________
School name /Nombre de la institución: ______________________________
City/Ciudad: __________________________________________
Course-parallel/level – Curso-paralelo/nivel: __________
Religion: ______________________________
Gender/Género: Male/ Masculino ( ) Female/ Femenino ( )
Ethnicity/Étnia: ______________________________
Social-economic class/ Clase socio-económica:
( ) low-income/bajos ingresos ( ) middle class/clase media ( ) high-income/clase alta

Age/Edad:
( ) 12 ( ) 13 ( ) 14 ( ) 15 ( ) 16 ( ) 17 ( ) 18

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

Marital status/Estado Civil:
single/soltero(a) ( ) married/casado(a) ( )
widowed/viudo(a) ( ) divorced/divorciado(a) ( ) separated/separado(a) ( )
other/otro ______________________________

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. 5

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. Rosa Yanella Ruiz Quizhpe
Candidata a Master.
=====================================================================

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

Nombre: ___________________________________________________________

<table>
<thead>
<tr>
<th>Drive Survey - / Encuesta sobre el uso de Drive.</th>
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<th>No</th>
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<td>I know how to use drive.</td>
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<tr>
<td>Se cómo utilizar el Drive.</td>
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<tr>
<td>I can open an excel spreadsheet.</td>
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<td></td>
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<tr>
<td>Puedo abrir una página de excel en Drive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can share my document with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puedo compartir la página de excel con mis compañeros u otras personas.</td>
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</tr>
<tr>
<td>I know certain functions of the excel spreadsheet.</td>
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</tr>
<tr>
<td>Conozco ciertas funciones de excel.</td>
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</tr>
</tbody>
</table>
I have used excel spreadsheet for learning any subject before. *He utilizado excel para aprender cualquier materia antes.*

<p>| | |</p>
<table>
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</table>

I have used excel spreadsheet to learn English. *He usado excel antes para aprender Inglés.*

<p>| | |</p>
<table>
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</table>

I have used excel spreadsheet to learn vocabulary. *He usado excel antes para aprender palabras en inglés.*

<p>| | |</p>
<table>
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</thead>
</table>

What are your expectations regarding the usage of this e-tool to learn English words?

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

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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

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

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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,

*Rosa Yanella Ruiz Quizhpe*

Candidata a Master.

**Post-survey Google Drive Sheets**

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<thead>
<tr>
<th>I know how to use drive. <em>Se cómo usar Drive.</em></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
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<td>I can share my document with others. <em>Puedo compartir mis documentos con otros.</em></td>
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<td></td>
</tr>
<tr>
<td>I know certain functions of the excel spreadsheet. <em>Conozco ciertas funciones de excel.</em></td>
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<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>
</tbody>
</table>
I will use Excel on my own to learn other subjects.  
_Usaré Excel por mi cuenta para aprender en otras materias._

| I will motivate my classmates to keep using Excel to learn vocabulary.  
_Motivaré a mis compañeros a seguir usando excel para aprender vocabulario._ |

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. 7

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

Gracias por su participación libre y voluntaria.
Atentamente,
Lic. Rosa Yanella Ruiz Quizhpe
Candidata a Master.

Pre-Post Survey vocabulary for reading

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<th>Name:</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<tr>
<td></td>
<td>Totally en desacuerdo</td>
<td>En desacuerdo</td>
<td>De acuerdo</td>
<td>De acuerdo</td>
<td>Totalmente de acuerdo</td>
</tr>
</tbody>
</table>

- I can understand a long, complex text.
  
  *Puedo entender un texto largo y complejo 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 long text with the first reading.
  
  *Entiendo una lectura larga a en la primera lectura.*
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<thead>
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<th>I understand a long text by rereading it.</th>
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</thead>
<tbody>
<tr>
<td>Entiendo una lectura larga después de leerla dos o más veces.</td>
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</tr>
<tr>
<td>I can skim.</td>
<td></td>
</tr>
<tr>
<td>Puedo leer rápido para encontrar la idea principal.</td>
<td></td>
</tr>
<tr>
<td>I can scan.</td>
<td></td>
</tr>
<tr>
<td>Puedo leer rápido para encontrar datos específicos.</td>
<td></td>
</tr>
<tr>
<td>I can classify words according to their function in a sentence.</td>
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<tr>
<td>Puedo clasificar las palabras de acuerdo a su función en una oración.</td>
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</tr>
<tr>
<td>I can recognize a noun.</td>
<td></td>
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<tr>
<td>Puedo reconocer un sustantivo.</td>
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<tr>
<td>I can recognize a pronoun.</td>
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</tr>
<tr>
<td>Puedo reconocer un pronombre.</td>
<td></td>
</tr>
<tr>
<td>I can recognize a verb.</td>
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<tr>
<td>Puedo reconocer un verbo.</td>
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<tr>
<td>I can recognize an adjective.</td>
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</tr>
<tr>
<td>Puedo reconocer un adjetivo.</td>
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<tr>
<td>I can recognize an adverb.</td>
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<tr>
<td>Puedo reconocer un adverbio.</td>
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<tr>
<td>I can recognize an interjection.</td>
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<tr>
<td>Puedo reconocer una interjección.</td>
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</tbody>
</table>
I can recognize a conjunction.  
*Puedo reconocer una conjunción.*

I can recognize a preposition.  
*Puedo reconocer una preposición.*

When I read I translate all the words.  
*Cuando leo traduzco todas las palabras.*

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

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

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

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

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

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

English words are/aren’t easy because  
*Las palabras en inglés son/no son fáciles porque ......*
Appendix No. 8

Skimming and Scanning Worksheet

Name:_____________________________  Date:__________________________

TOP TIP: **Skimming** and **scanning** are two very different strategies for speed reading. They each have a different purpose, and they are not meant to be used all of the time.

**Skimming** is used to quickly identify the main ideas of a text and is done at a speed three to four times faster than normal reading.

**Scanning** is a technique you often use when searching for key words or ideas. In most cases, you know what you’re looking for, so you concentrate on finding a particular answer. Scanning involves moving your eyes quickly down the page looking for specific words and phrases. Remember that it is usually not necessary to read and understand every word in a text to find the answers to questions.

**Activities**

1. **Discuss these questions with a partner.**
   - a. When you want to find something quickly in a text, how do you read it? Which reading skills do you use?
   - b. When you read something for pleasure, such as a book or a magazine, do you read it in the same way as you read a school Chemistry textbook?
   - c. What other ways are there to read a text?

2. **Look at the advertisement for Datasource products. Answer these two questions.**

   You have ten seconds!
   - a. How many different products are advertised?
   - b. Which product is the most expensive?

3. **Which reading skill or skills did you use to answer Activity 2?**

4. **Answer the following question. Do not write anything yet.**
   - a. Which product has the biggest percentage reduction?

5. **Which of the following is the best answer to the question in Activity 4?**
   Is more than one? If so, why?
   - a. Datasource Trainer has the biggest percentage reduction.
   - b. The product with the biggest percentage reduction is Datasource Trainer.
   - c. It’s Datasource Trainer.
   - d. Datasource Trainer.

**TOP TIP**

Often, you do not need to write full sentences for your answers. Sometimes a single word, a few words, or even a number, will be enough. However, you must show that you have understood the question and you must provide all of the information required. If you are writing numbers, be careful to spell them correctly. Also, if the answer is a quantity, make sure you include a symbol or a unit of measurement – for example $35, 10 kilometres, 2 hours.
e. Trainer

6  With your partner, ask and answer the following questions. 
Do not write anything yet.

   a  How many products have a normal download price of less than $5?  
   b  How can you save an additional $5? 
   c  Which product offers the smallest cash saving? 
   d  How many Datasource Puzzle Finder apps were sold in a month in the USA? 
   e  Give three advantages of joining the Datasource loyalty scheme. 
   f  Which product offers you 60 minutes free of charge? 
   g  Which product is available in different languages?

7  Write the answers to the questions in Activity 6. 
Exchange your answers with a different pair and check them. 
Use the Top Tip to help you.

8  What is the best strategy for addressing short-answer questions? 
Put the following points into a logical order. Be prepared to explain your order.

   a  Search likely sections of the text.  
   b  Read the question. 
   c  Underline the key word/s. 
   d  Ask yourself what information the question is asking for.

9  Look at these questions based on the You Write! webzine. 
Do not write anything yet. Find and note down the key word/s in each question.

   a  Who is You Write! for? 
   b  When can you read the next publication? 
   c  How many sections are there in the webzine? 
   d  What is the maximum number of words for a creative story? 
   e  If something has made you angry, for which section should you write? 
   f  Which section does not tell you how many words to write? 
   g  After you have finished your writing, what do you have to do? 
   h  How long can the title for your writing be? 
   i  If you select the final box, what will you not receive?

10  Now write the answers to the questions in Activity 9.
Keep your answers short, but remember to include all the information that the questions ask for. Exchange your answers with a partner and check them.
Appendix No. 9

Learning Logs

Learning log 1 and 4
1. What did you learn today?
2. What facilitated that learning?

Learning log 2 and 5
1. Which activity did you find challenging?
2. Which activity required more work for you to get the answer?

Learning log 3 and 6
1. Which vocabulary activity do you remember the most?
2. Which class activity (individual-pair-group) was most enriching?
3. Which reading/passage do you enjoy best, why?