



Reading Comprehension Using Skimming and Scanning Strategies through Collaboration

Facilitated by WhatsApp

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Abstract

This research study implemented skimming and scanning strategies through collaboration facilitated by WhatsApp to enhance reading comprehension. The research was applied at a public high school in Guayaquil. The sample was 40 students of third Baccalaureate education at an A2 English level. This action research was supported by qualitative and quantitative instruments: pre and post-test, pre and post-surveys, rubrics, and learning logs. Results demonstrated the impact of this innovation was Cohen $d= 3.93$ which indicates a high impact for learning. Quantitative data showed that after the application of the innovation, 80% of the students improved their reading comprehension. Through the qualitative analysis of the learning logs about students' perspectives, they confirmed that the innovation was effective for comprehension of texts. Based on the results, it could be concluded that skimming and scanning strategies through collaboration facilitated by technological tools were appropriate to improve students' reading comprehension in an English as a Foreign Language (EFL) class in the Ecuadorian context. Implications of this study involve other English teachers who would like to improve reading in their classes and researchers with similar topics of investigation.

Key words: Skimming, scanning, collaboration, reading comprehension.

Resumen

Este estudio de investigación se implementó las estrategias de idea principal e idea específica a través de colaboración facilitada por WhatsApp para mejorar la comprensión lectora. La investigación fue aplicada en un colegio en Guayaquil. La muestra fue de 40 estudiantes de tercero de educación de Bachillerato con un nivel de inglés de A2. Esta investigación - acción fue apoyada por instrumentos cualitativos y cuantitativos: prueba inicial y final, entrevistas inicial y final, rúbricas y registros de aprendizaje. Los resultados demostraron el impacto de esta innovación fue Cohen $d= 3.93$ el cual indica un impacto alto para el aprendizaje. Los datos cuantitativos mostraron que después de la aplicación de la innovación, el 80% de los estudiantes mejoraron su comprensión lectora. Mediante el análisis cualitativo de los registros de aprendizaje sobre las perspectivas de los estudiantes, los alumnos confirman los resultados positivos de esta innovación para mejorar la comprensión lectora. Con base en los resultados, se concluye que las estrategias de idea principal e idea específica a través de la colaboración facilitada por herramientas tecnológicas fueron apropiadas para mejorar la comprensión lectora de los estudiantes en un contexto Ecuatoriano de ILE (Inglés como Lengua Extranjera). Las implicaciones de este estudio se dirigen a otros profesores de inglés a quienes les gustaría mejorar la comprensión lectora en sus clases y quienes tengan temas similares de investigación.

Palabras claves: Idea principal, idea específica, colaboración, comprensión lectora.

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Reading Comprehension Using Skimming and Scanning Strategies through Collaboration

Facilitated by WhatsApp

Nowadays, English is the leading language to communicate across borders when it comes to meet people who do not speak the same native language (Lu, 2011). Moreover, English is the most spoken language around the world (Mahu, 2012). In this globalized world, learning English allows people to have access to different sources of information which are available to research in any field from different countries (Alrashidi & Phan, 2015). English has become a big requirement, especially in an education setting.

The Ecuadorian Ministry has modified the system of instruction in Ecuador of the English language subject. With regards to the new National English Language Curriculum, guidelines, and high school indicators, (Cortez, Espinosa, & Soto, 2015). These are valuable tools that help English teachers develop the lesson plan, teaching, and assessment of English as a foreign language subject in the classroom at high school. The Ecuadorian Ministry of Education aims at providing Ecuadorian students with both the foreign language knowledge and the skills needed to succeed in today's globalized world (Ministerio de Educación, 2012).

In order to comprehend the English language, students must focus mainly on the reading skill, since most of the books or textbooks are written in English. (Ministerio de Educación, 2012). This skill helps them to understand if students are taught proper steps and strategies. The Ministry of Education has standards to improve reading instruction in English (Ministerio de Educación, 2012).

As one of the language skills, reading contributes to the success of language learning together with the other skills (Bin Tahir & Aminah, 2014). However, students are not used to reading during previous school years. For this reason, students tend to repeat vocabulary and translate simple texts in the English language. Abebe and Deneke (2015) stated that “Students often do not respond to questions asked by teachers and students do not volunteer answers or

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initiate questions” (p. 75). Learners tend to use their L1 instead of using the L2 (Bentz, & Winter, 2014). Teachers also recognize the fact that students do not produce answers unless they are called on (Tsui, 1996). This situation was observed in the group of participants during this study.

Another disadvantage is that most learners have reading problems because they lack the specific strategies necessary for efficient reading (Chen & Chen, 2015). In addition, most of students lack knowledge of appropriate EFL reading strategies. The use of EFL reading strategies is considered to be one of the important factors contributing to successful language learning (Ikeda & Takeuchi, 2006).

Reading is the process of interpreting a text by efficiently reading for information and reading for fun (Dyson & Haselgrove, 2000). There are two main strategies which are skimming and scanning in reading comprehension. Skimming strategy means reading for the gist while scanning strategy means reading for specific information. Both strategies are required to read quickly and efficiently (Liu, 2010).

There are several studies for skimming and scanning. There are two that used the same application as this study. Both studies (Hazaea & Alzubi, 2016; Khalaf & Mohammad, 2017) reported positive results in skimming and scanning for reading comprehension facilitated by WhatsApp. Different from this study, participants were from the university level (Hazaea & Alzubi, 2016) and from high school students in Jordan (Khalaf & Mohammad, 2017). There are not similar studies reported in Ecuador.

Due to the lack of proper activities, interest in reading, and also reading comprehension of the participants in this research, the following questions were addressed:

- To what extent do skimming and scanning strategies help improve reading comprehension through collaboration groups facilitated by WhatsApp?
- What are students’ perspectives towards this innovation?

Literature Review

The present research investigated the effectiveness in the application of skimming and scanning strategies to improve students' reading skills in the classroom, through the use of WhatsApp. This section summarizes concepts and definitions of the variables. Some definitions of Communicative Language Teaching (CLT) were added because CLT methodology was applied during classes. The design of class observed the backwards design model; therefore, there is a paragraph that explains this also.

Reading

According to Nurhadi (2017), reading is the construction of meaning from a printed or written message. Learning to read is crucial for students' literacy growth. Readers have to connect information from written message to previous knowledge. Beginner's literacy learners whose native language is not English have additional barriers to learning to read that most native speakers do not have (Burt & Peyton, 2003).

Readers are more likely to understand simple texts more easily once they are familiar with the topics, especially for beginner's-level readers (Grabe, 2009). Students need to boost their awareness by reading (Santoso, 2017). In other words, students should improve their knowledge to have good reading skills.

Reading Comprehension

Reading comprehension is the process by which people understand texts they read (Kirby, 2007). According to Macceca (2007), reading is a dialogue between the reader and the author. Mikulecky and Jeffries (2004) stated that comprehension is part of life. In addition, Delores (1990) stated that comprehension is the essence of reading. In addition, reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van den Broek & Espin, 2012). Coiro

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(2003) emphasized that the reader must employ reading strategies to unlock the meanings behind the texts.

Strategies of Reading

There are many alternative strategies to engage students in reading activities (Bin Tahir & Aminah, 2014). However, this research is focused on skimming and scanning as strategies to support the process of reading comprehension. These strategies helped to find the main idea of the passages and to get details as well as specific information that readers need in order to get meaning from the texts (Khoshsima & Rezaeian, 2014).

Skimming refers to the process of reading only the main ideas of the content selected while scanning is a reading technique to be used to find specific information quickly (Li, 2014). Based on Aritonang et al. (2018), skimming allows students to easily summarize the essence of a reading by finding keywords in the text; also skimming is a way of reading quickly for general information (Oumelkhir & Wafa, 2017).

Gebhard (1996) stated that scanning is a quick technique of reading to locate specific information. Brown (2001) said that scanning means quickly searching for some particular pieces of information in a text. By scanning readers only need to extract specific information without reading throughout the whole text. Therefore, scanning is extremely useful for students to find specific information to get the answers from the questions in the assignment.

Thus, the most effective way to practice skimming and scanning strategies is to set a time limit for the students to read (Brevik, 2014). Skimming and scanning are important strategies in the reading classes to increase students' speed in reading and understanding as well.

Technological Resources

It should be noted that the advent of the digital and information age has made the development of critical and creative thinking, and higher order thinking skills vital to future success (Ali, 2012). In addition, this indicates that the advancement of ICT (Information and

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Communication Technologies), benefits students as well as the teachers to develop their thinking skills. and to search for all the information needed. Mobile phones have become a learning tool with great potential in both classrooms and outdoor learning in education (Sung, Chang, & Liu, 2016). Students can share information. They can be used to develop students' reading skills (Yunus, & Suliman, 2014).

Moreover, Hwang and Tsai (2011) explained that a mobile is used for students in education to practice activities across different settings, in contexts, and environments. Regarding the pedagogical roles that mobile devices play in education, most research has used mobile devices primarily as a sort of reinforcement tool to stimulate motivation and strengthen engagement (Frohberg, Goth, & Schwabe, 2009).

The impact of WhatsApp can create a positive effect when it is used in education (Al-Omary, El-Medany, & Isa, 2015). Moreover, WhatsApp helps teachers in setting up a friendly environment, so that students do not only work inside the classroom but in and out of class time. WhatsApp facilitates assignments and the delivery of course materials (Willemse, 2015). The popularity of WhatsApp as a social communication tool is an aid to integrate into teaching (Raiman, Antbring, & Mahmood, 2017).

However, Smartphone abuse to addiction or distraction is becoming more problematic nowadays because most students are addicted to applications found on smartphones like WhatsApp (Kibona & Mgaya, 2015). Lots of barriers have been related to using social media in the course of teaching and learning. WhatsApp has identified to be addictive; most students may hardly study effectively when it is installed in their phones (Oriji & Anikpo, 2019).

Communicative Language Teaching

The communicative approach has brought innovation to teachers' classroom practices (Karavas, 1996). CLT (Communicative Language Teaching) promotes different tools available for meaningful learning. The communicative approach is considered as the most effective

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theoretical model in English language teaching since the early 1970s. The need for communicative skills in the English language suggests that the communicative ability should be the goal of language teaching. In other words, to teach English language using communicative approach becomes essential. Thus, CLT is generally regarded as an approach to language teaching (Richards & Rodgers, 2001).

Collaboration in Learning

Collaborative learning is a way to organize classes (Slavin, 1982). According to Sangadji (2016), collaborative learning is a small group of students who work as a team to solve a problem, complete a task or doing something to achieve the goal. In addition, it promotes an active classroom atmosphere and student's participation. Collaborative learning is regarded as the most popular teaching strategy now (Wang, 2012). It can be implemented in any grade and in any discipline (Johnson & Johnson, 1989).

Backwards Design

The framework outlined in Understanding by Design offers a three stage, backward design process to assist teachers in centering their curriculum and assessments on big ideas, essential questions, and authentic performances. (Wiggins & McTighe, 1998) Being prepared to teach students can often be a tough job for the majority of professors but the backwards design can make the job easier (Rusznyak & Walton, 2011). With the incorporation of this design, students answer essential questions so they can ignite their critical thinking. Through this, there is clear evidence the understanding.

Innovation

The innovation included the practice of skimming and scanning strategies. The main purpose was to enhance reading comprehension with the help of WhatsApp that is well-known by young learners. This facilitated the participation of students in the class and also out of the

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class. This study was implemented in a classroom of 40 students of the third Baccalaureate, which is the last year in high school.

Throughout this innovation, there were various passages to look for specific information and the main idea in context to improve reading comprehension. The passages were taken from the textbooks from the Ministry of Education. Students had three hours of class per week. Each period of the class hour lasted 40 minutes.

Scaffolding activities were used in various passages. Students completed the activities individually. The teacher provided the correct answers at the end, so students corrected if necessary. Additionally, students asked and answered the questions as an oral practice. They also asked what the main idea was, what the supporting details were, among others.

The teacher made sure that all the students had WhatsApp installed on all the mobile phones. The teacher created WhatsApp groups to raise participation. Students interacted during the class with each other. They had the possibility to compare and share their answers only in English with questions from the readings.

Students were provided with individual and group practices which could be done within the WhatsApp group in class. This application allowed the teacher to monitor student's participation and quality of their responses. Before the class finished, they received the correct answers.

Teaching Procedures during the Innovation

For teaching reading skills, the following procedures were divided into three types:

1. Pre

- Students were given the explanations by the teacher about the goals to be achieved in the teaching material.
- The teacher also explained that the material was about understanding reading comprehension by using skimming and scanning strategies.

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- Students were given a reading or passage by the teacher that was discussed. The teacher and students conducted questions and answers activities. This activity related to the title and topic of the article to be discussed (e.g. strategies to minimize students' insecurity in learning).
- There was as a brainstorming activity to connect students' prior knowledge to the passage.
- Students were asked to express their opinions about the reading or passage. Students were able to use skimming and scanning strategies for seeking information from the reading or passage.
- The teacher explained the steps to use skimming and scanning strategies in reading a text or passage.

2. While

- Students were given time limits when skimming and scanning activities took place. The time was 10 minutes.
- The teacher provided a stopwatch to set time limits. The teacher rang the alarm as a sign that the activity began and ended.
- Students were given worksheets about the unit. They had 15 minutes to finish the activity. This activity measured how much time students took to understand the content of the reading or passage.
- The teacher shared rubrics to monitor the progress of the reading strategies as well as students' participation in the WhatsApp groups.
- These rubrics were also used by students to monitor their progress.

3. Post

- Students discussed about the material that was taught with the teacher.
- The teacher provided further explanation of the material.

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- Students were asked to express their opinion about the application of skimming and scanning strategies with the reading and passages activities.

Finally, students conducted individual and collaborative practices. In order to check their progress, students read short passages and completed learning logs to check their advance in reading comprehension using skimming and scanning strategies. They corrected their own quizzes in class through class activities. Reading practices were applied during all the classes (See in the detailed lesson plan in Appendix No.1).

Methodology

The methodology that was applied for this research was action research. Both qualitative and quantitative data collection tools were used for this research. Quantitative research is explanatory and deductive with numerical data being collected to test a theory (Sim & Wright, 2000). Quantitative data was collected during the innovation through surveys, pre and post-test which were analyzed and interpreted. Qualitative research is based on interpretive the philosophical concept that there is not just one truth but multiple truths or realities (Higgins & Green, 2008). Learning logs were the instruments used in this investigation for qualitative data.

Description of Participants

This research study was conducted with students from third Baccalaureate educational, which is the last year of studies of public high school in Guayaquil, in which according to the Common European Framework of Reference for languages the students must possess a B1 level. However, after students took a proficiency test the results were that their reality is that their level is A2 from a public high school in Guayaquil. There were 40 students in this research in which there were 12 female students that represented 30% of the sample, while 28 male students that represented 70% of the sample in this study. Their ages ranged between 16 and 18 years old.

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Besides, their economic status was medium, and they came from humble families in the northern and southern sectors in the city of Guayaquil. They are culturally and ethnically homogeneous and monolingual. Finally, their access to the internet was mostly from home.

Reading comprehension was the weakest ability for students to decode their understanding of the English language. Moreover, the evidence was shown through a diagnostic test which was taken at the beginning of the school year. Their knowledge was limited in the foreign language.

Description of Instruments

To answer the first research question: To what extent do skimming and scanning strategies help improve reading comprehension through collaboration groups facilitated by WhatsApp? Pre and post-tests were applied to know the progress of the learners, according to the Common European Framework of Reference to the level of students (A2). In this evaluation, the following parameters were taken into account: basic vocabulary, a short paragraph with specific information, details of time, places, and activities.

In order to check students' progress in skimming and scanning strategies a rubric was used, which was carried out in the classroom. In the rubric there were considered the next components: identify important information (use of skimming), identify details (use of scanning), and identify facts (use of scanning). This rubric was of great help for the teacher and students throughout the phase of the innovation.

Additionally, students' progress was checked by using a "Collaboration facilitated by WhatsApp group rubric", which was implemented in the classroom. In the rubric there were considered the following components: contribution, questions and answers, attitude, and working with others. In the pre-survey there were questions to know how well their understanding was, their knowledge of WhatsApp, and there were open-ended questions of

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personal students' opinions regarding the innovation. The post survey had the same question to confirm what they learned during the innovation process.

Finally, to answer the second research question: What are students' perspectives towards this innovation? There were three instruments a pre and post survey about skimming and scanning for reading comprehension, learning logs, and a pre and post checklist regarding collaboration facilitated by WhatsApp.

The first instrument was a pre and post survey of reading comprehension. It was made up of seven items and had a Likert scale. Students had to check from strongly agree to strongly disagree. The second instruments, learning logs, were completed during the innovation. There were five learning logs in total. Students had to answer four questions related to their difficulties in skimming and scanning. They provided the researcher with valuable information on students' learning and any gap that needed to be addressed within the implementation. The last instrument was a pre and post checklist about collaboration facilitated by WhatsApp. It was made of a checklist of eight items regarding the use of the application and collaboration.

Data Analysis

Research question #1: To what extent do skimming and scanning strategies help improve reading comprehension through collaboration groups facilitated by WhatsApp?, Data of pre and post-test was entered in Excel and exported to the SPSS 20 program to get descriptive statistics (minimum, maximum, media, and standard deviation). This information was used to get the effect size through an online calculator. Furthermore, to confirm the results of skimming and scanning process, a quantitative analysis was made using the rubric and a qualitative analysis of the open questions of the survey. The information was tabulated and organized according common answers related to the variables of the study.

Research question #2: What are students' perspectives towards this innovation? For this analysis, three instruments were applied. The pre and post vocabulary surveys were tallied.

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Results are reported in graphics. Information from the learning logs was organized according to similar answers.

Ethical Considerations

A prior written approval from the high school Director was asked before the implementation of this investigation. Once the process was approved, students and parents were informed verbally and in written form about the application of the innovation, the importance of the study, its objectives, purposes, working time, and methodology.

Ethical considerations such as confidentiality, authorization to take photographs, and videos were observed. It is essential to mention that students' faces were not shown in the visual records and that they were free to refuse participation.

Results

The results are organized according to the research question. With respect to the first question: To what extent do skimming and scanning strategies through collaboration improve reading comprehension facilitated by WhatsApp? Results showed that students' grades in the pretest were poor. Their comprehension of reading was limited. They did not know the meaning of the words. Table 1 displays the results obtained. In the pre-test, 100% of the sample had low grades (<7/10).

Students took a post-test as a final activity of the research after six weeks of work. All of the students obtained grades above 7/10. Results showed students had significantly improved their reading comprehension abilities after applying the innovation. Cohen (1998) said that an effect size greater than $d=0.8$ is regarded as a significant effect. This study had a Cohen's $d=3.93$ which confirmed that the innovation had an impact in learning.

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Table 1

Descriptive Statistics of pre and posttest

	N	MEAN	S. D	MIN	MAX	Cohen's d
PRE TEST	40	4.40	1,05	2,00	6,00	3.93
POST TEST	40	8,12	,822	7,00	10,00	

A rubric was used to monitor the application of the strategies during the innovation. This rubric was used by the teacher and students. The researcher considered pertinent to add information from this instrument to reinforce the quantitative data. The results of this rubric are displayed by component and show students' self-assessment of skimming and scanning. Results of the first and last rubric were considered.

Table 2 summarizes the frequency students used each skill. At first, 31 students had no clear idea of what they were doing in reading; the other students had a partial idea. At the end of the research process, only five students still had difficulties in using the strategies. The data shows that most students grasped the reading's main idea. Students had difficulties with the scanning strategy at the beginning. At the end, students improved significantly their understanding with the application of the strategies. Skimming strategy was the strategy students enhanced the most. Students also reported that they found details faster than facts in the passages.

Table 2

Comparison of Skimming and Scanning Strategies Scaffolding Process

COMPONENT	N	PRE				POST			
		MIN	MAX	MEAN	STD	MIN	MAX	MEAN	STD
SKIMMING	40	1.00	3.00	1.95	.50	2.00	4.00	2.95	.52
SCANNING (DETAIL)	40	1.00	2.00	1.37	.49	1.00	3.00	2.22	.47
SCANNING (FATCS)	40	1.00	2.00	1.10	.30	1.00	2.00	1.47	.50

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An important component of this research was collaboration. It was monitored with a rubric during this innovation. This rubric was used by the teacher. It was shared with the students in the last two weeks. The results obtained were positive. Students' collaboration and participation was evidenced in the WhatsApp group. The highest result was in the component "Working with others".

Table 3

Collaboration facilitated by WhatsApp

COMPONENT	N	PRE				POST			
		MIN	MAX	MEAN	STD	MIN	MAX	MEAN	STD
CONTRIBUTION	40	1.00	3.00	1.85	.66	1.00	4.00	2.42	.63
QUESTIONS & ANSWERS	40	1.00	2.00	1.37	.49	1.00	2.00	1.95	.22
ATTITUDE	40	1.00	2.00	1.30	.46	1.00	2.00	1.70	.46
WORKING WITH OTHERS	40	1.00	2.00	1.10	.30	1.00	2.00	1.90	.30

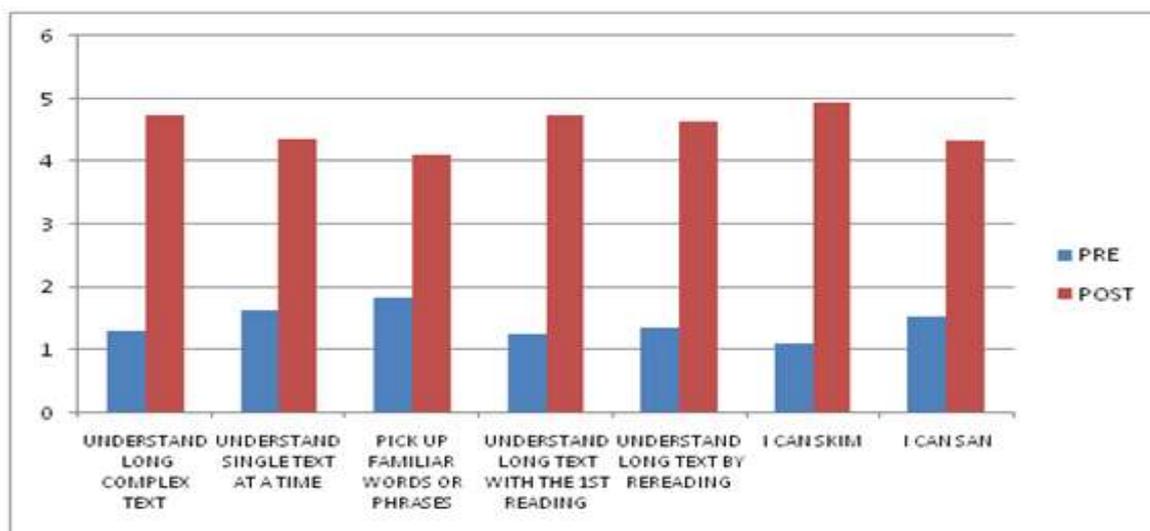
Three instruments were applied to answer the second research question: What are students' perspectives towards this innovation?

Pre and post survey of skimming and scanning for reading comprehension

The pre-survey results and opinions were low. Students said they did not comprehend short and simple texts. Findings in figure 1 report that responses were positive at the end of the post-survey. Post-survey results showed that 80% percent of students recognized the main idea and specific words in English readings, according to their point of view.

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Figure 1 Students' perspective of reading comprehension.



Learning logs.

Learning logs were used to write what students learned in the classes and how they used the reading strategies. In the first question of this instrument, students were asked: What did you learn today? In general, students answered the topic of the class: National and international news, and Qualities of a Good News Report and the strategies they were introduced (skimming and scanning).

In the second question, students were asked: What or who facilitated that learning? Students' responses were varied: 33% of the students said that the teacher facilitated the learning, 28% indicated that it was facilitated by the use of WhatsApp, 18% mentioned that the textbook was the main source of learning, 10% said it was the use of posters or pictures, and a 13% pointed out the support of peers.

In the third question, students were asked: Did you skim? What difficulties did you encounter? At first students mentioned that it was new for them because they were not used to reading or how to do it. At the end, their answers were positive towards skimming strategy because students reported they could understand and comprehend what they were reading, and improve their reading speed to grasp the main idea from a text or passage.

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In the fourth question, students were asked: Did you scan? What difficulties did you encounter? Scanning strategy was also new for students since it required a background of knowledge of vocabulary to read faster. At the end of the innovation, their answers were positive to find specific information such as details and facts from a text or passage.

Pre and post survey of collaboration facilitated by WhatsApp.

Results of this survey indicate that a high percentage (88%) of students had this application at the beginning. That percentage increased a 10% at the end. Students that did not have the application also did not know how to use it. Less than 50% of this sample knew how to form a WhatsApp group and how to interact in it. Even though they had the application, 57% reported that they did not use this application for learning purposes. Students had high expectations at the beginning and at the end; they are motivated to continue using it for learning different subjects.

Table 4
Results of Pre-survey about WhatsApp

	Pre		Post	
	YES	NO	YES	NO
I have WhatsApp installed in my mobile phone or smartphones.	88%	12%	98%	2%
I know how to use WhatsApp.	88%	12%	99%	1%
I can send texts through WhatsApp.	88%	12%	100%	0%
I know to interact with WhatsApp group in an educational context.	47%	53%	100%	0%
I know how to create a WhatsApp <i>group</i> .	40%	60%	97%	3%
I have used WhatsApp <i>group</i> before to learn English.	43%	57%	100%	0%
I have used WhatsApp to ask and answer questions in English.	43%	57%	100%	0%
I will motivate my classmates to keep using WhatsApp <i>group</i> to learn all kinds of subjects.	96%	4%	100%	0%

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This survey included open questions. The first was: What are your expectations regarding the use of WhatsApp to improve reading comprehension in English? Students said that they were willing to apply the strategies. In addition, they also hoped to read faster to comprehend and to be able to participate in class. Moreover, they wanted to learn new vocabulary so they could understand better what they read and increase their knowledge in the English Language. At the end, they mentioned that they increased their level of understanding of texts through the use of this technological tool. Students had the opportunity to learn how to use WhatsApp in an academic setting.

A second question was: What do you expect to learn in the next classes using WhatsApp? Answers of the pre-survey showed that most of the students were willing to use WhatsApp to improve in reading skills in class and outside the class as well. In the post-survey, students confirmed that they practiced reading comprehension in class and outside the class.

Lastly, students had to write suggestions for the teacher. In the pre-survey, most of the answers obtained reflected positive comments or suggestions for the teacher to improve this investigation or similar projects. Besides, students would like to be given homework to continue practicing the reading skills. They suggested applying more strategies to improve their reading comprehension skills. In the post-survey, students ratified the positive comments. They added that they wanted to integrate this technological tool to work in different subjects in order to improve their understanding in a variety of topics.

Discussion

Through skimming and scanning strategies at high school level, reading comprehension can be enhanced to facilitate the learning process. This was determined by Cohen's of 3.52 that shows the learning impact of this innovation. Adopting new strategies for reading comprehension instruction are crucial to develop collaborative innovation in the classroom (Silver, Kogut, & Huynh, 2019).

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After analyzing the results the most noticeable is that 80% of the participants increased their understanding in the reading comprehension. It is important to mention that from students' point of view they also considered to have improved their comprehension of texts. These results can be compared with Coiro (2003) who emphasized that the reader must employ reading strategies to unlock the meanings behind the texts.

With respect to the research on the use of skimming (main idea) and scanning (specific words) strategies, the expectations towards them were met according to the students' results at the end of the study. These strategies are really significant to find the main idea of the passages and for detail information that readers are required to understand (Khoshsima & Rezaeian, 2014). Students used skimming and scanning strategies in the post-test, the findings showed an increase in the students' awareness of how to use the strategies in the strategies proposed.

During the process, students participated in all of the activities proposed. Students had a deep practice of reading in different contexts. Deci and Ryan (2000) stated that when a student's needs are met; he or she is more likely to be engaged in classroom activities. As a result, reading comprehension helps students to participate in the class to learn English actively to develop their ability of reading (Martin & Marsh, 2009).

Finally, the teacher considered including WhatsApp group in the classroom because it is an application currently well-known for almost all young learners. The impact of WhatsApp can create a positive effect when it is used in education (Al-Omary, El-Medany, & Isa, 2015). Students in this innovation showed their interest to participate in asking questions and answering them to compare and contrast their ideas and thoughts. The popularity of WhatsApp as a social communication tool is an aid to integrate into teaching (Raiman, Antbring, & Mahmood, 2017). Students were motivated to have used this application; they mentioned their willingness to continue using this application not only for learning English abut in all other subjects.

Conclusions

After the analysis of the study, it was revealed that by using reading comprehension strategies, students of third Baccalaureate at a public high school obtained higher test scores than before. This shows the importance of this resource in this research.

Reading is one of the key abilities that everyone needs to learn, particularly for students. Students must learn reading skills to understand what they read in order to obtain from text the intended knowledge. By the use of skimming and scanning strategies students increased their understanding in a dynamic and active participation in class. In addition, students also need to learn what kind of text they are reading in order to understand basic passages.

Third baccalaureate students had high expectations about using WhatsApp to learn English. Answers to the open questions in the survey indicated that those expectations were met and they are motivated to transfer this use to other subjects. Students demonstrated their eagerness to learn new strategies that assist them in reading better.

The study demonstrated that the use of technical resources with suitable activities and based on the level of the student awareness produces positive results within the reach of the goals. This work represents a significant and realistic contribution in the field of education and the foreign language sector for future investigation. Even though this application is used daily, students did not know how to form groups or interact in them for learning purposes. Thus, students need to be guided to explore learning uses of the applications.

Limitations

During the innovation there were various limitations which are mentioned in this section:

The institution where the innovation was applied did not have internet access. This difficulty was solved through asking students to bring their own smartphones in the days of the English class hour. By this request, students were provided with activities to use the technological tool of WhatsApp in an educational setting and follow the lesson plan.

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Furthermore, with the help of smartphones students interacted in the class period. The time to check their progress was assigned after they understood the activities they must had followed in each lesson with the necessary amount of time to be completed at home to practice as well. That time was taken into account in order to finish as homework. It has also shown that the time assigned in the schedule is not enough to complete all the activities.

In addition, student's knowledge was limited in the foreign language. Since the previous preparation in reading activities was not carried out according to the required level, which caused the students nervousness and, sometimes, they did not want to participate in the class. It was necessary to teach some important vocabulary in the Unit 5 from the textbook. Students also showed that reading was not so common in their L1 and was hard at first for them to apply this innovation.

Finally, the limited time to teach in order to reinforce the knowledge was a huge disadvantage in the innovation. As a consequence, some students asked the teacher to give more time at the end of the class to be sent as homework. Thus, it is necessary to provide extra time for the assessments or tasks in future research studies.

Recommendations

There are some recommendations which can be applied in future studies such as: One key guideline is to add a total of two more weeks in order to have more time for students to practice, reinforce, and acquire more experience. The skill of reading comprehension needs to be included in the lesson plan with more exercises to develop their reading comprehension in various contexts.

In addition, using technology tools increased students' progress to learn to read. By integrating those in class make students participate more in class actively. By providing feedback from the teacher and collaborating with their peers help students to read better.

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Another recommendation is to advise students that the reading comprehension skill cannot only be practiced in the classroom but also through constantly reading from different topics outside the class. Making the reading culture as a habit or a hobby can be the only solution to improve students' performance. For example, by creating a reading club in which they read a book or magazine of their choice to discuss about it and develop students' reading comprehension.

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READING COMPREHENSION

Communication_Technology_ICT_Tools_in_Teaching_and_Learning_Literature_Component_in_Malaysian_Secondary_Schools/links/56a03cf908ae2c638eb7f579.pdf

Appendix No. 1

Lesson plan - Design from Your Goals

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

Institution:	“Unidad Educativa Fiscal Vicente Rocafuerte” High School
Year of study:	2019-2020
Student description: (include English Level)	Students from third Baccalaureate educational level from a public high school in Guayaquil. A2 Level.
Professor:	Lcdo. Pedro Touriz
Unit title:	In the News Unit 5
Weeks:	6 weeks
Hours:	3 hours per week

I. Transfer Goal

Standards the unit will work with:

Reading comprehension

Use suitable vocabulary, expressions, and language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to face interactions. (Example: incorporate selected primary sources from formal discussion of familiar subjects that students exchange factual information and discuss solutions from practical problems, etc.)

Goal:

I want my students to improve their reading comprehension through skimming and scanning strategies by using technological resources to find specific and predictable information in short and simple narrative passages, so they understand what they read and apply that knowledge in the future in order to produce on their own reported speech.

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Breakdown of transfer goal

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
<p>Find the main idea.</p> <p>Search specific information.</p> <p>Recognize significant points in straightforward newspaper headlines in current local news (authentic material) on familiar subjects.</p> <p>Manage mobile WhatsApp in an education setting.</p> <p>Predict meaning of unfamiliar words and sentences by using context clues.</p>	<p>Identify the main idea.</p> <p>Take too much time to locate specific information.</p> <p>Guess incorrectly the words.</p> <p>Cannot understand some words.</p>	<p>Monitor and provide individual and group feedback.</p> <p>Scaffold scanning.</p> <p>Look up to understand the meaning of the words.</p> <p>Check WhatsApp group.</p> <p>Provide examples of how to handle WhatsApp in educational context.</p>

II. Summative Performance Assessment Task

Goal	Implement reading strategies to interpret short texts and using technological tools in the teaching-learning process.
Role	Report current news.
Audience	General public
Situation	You are a reporter in a local newspaper and are in charge of an entertainment column, where you offer advice to the readers.
Performance	Students read, skim and scan different texts about three activities, events or places. They will offer their readers the most relevant information, so the audience can choose the best option.
Standards	Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational, transactional, and expository texts.

V. Learning Activities

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

Abbreviated Performance Task:

The class theme was "In the News" students predicted meaning of unfamiliar words and sentences by using context clues in future tense, verbs and simple vocabulary in different activities.

Length of Lesson: 3 days from Tuesday to Friday (40 minutes of class). English classes three hours per week according to the schedule of the Ministry of Education for this level.

It is important to mention that the lesson plan is for level A2, students who are in a public high school, and they do not have technological resources in the Institution. It is a significant disadvantage to be able to work with a group of students since their level of foreign language is very basic. For this reason the activities proposed in the lesson, are adapted to the reality of the students. Simple exercises were established in the assigned time to complete successfully to help their development of their reading comprehension.

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Learning Activities (from student’s perspective)	Intention	A	M	T
<p>Week 1</p> <p>Tuesday - 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ The teacher introduced to the students about the research. Students also received general information about the project. (10 minutes) ➤ Students took a survey about their demographic information.(10 minutes) ➤ The teacher introduced of skimming and scanning strategies and the use of WhatsApp in an educational setting context. (10 minutes) ➤ The teacher used a visual poster (see in Appendix No. 2). (10 minutes) <p style="text-align: center;"><u>Skimming and scanning</u></p>  <p>When you're reading you don't have to read everything. Sometimes you need to be able to read a text very quickly.</p> <p>For example, to look up the word 'valuable' in the dictionary you wouldn't start at the letter A and read every word. The best way is to turn to the letter V and then find the word you want.</p> <p>This is called scanning through the dictionary. Scanning is one type of fast reading. You are looking for specific information.</p> <p>Skimming is another type of fast reading. You might use skimming to look through a text quickly to get the gist (the general idea). So, if you want to know what's going on in the news, you might skim through a newspaper or a news website. You wouldn't have much detail but you would find out the main points.</p> <p>Skimming and scanning are both quick reading techniques but they have different purposes.</p> <p>You might use scanning to:</p> <ul style="list-style-type: none"> • look up a word in a dictionary or index • find an address or a phone number in a directory • check what time your programme is on television • look up details or prices in a catalogue • Can you give another example of scan reading? <p>You might use skimming to:</p> <ul style="list-style-type: none"> • see what's in the news in a paper or on a website • browse through a book to see if you want to read it • look through the television guide to see what's on one evening • Can you give another example of skim reading? <p style="text-align: right; font-size: small;">ISLCollective.com</p> <p>Wednesday - 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ The teacher reinforced to the students about the research given in the previous classes. (5 minutes) 	<p>Hook</p> <p>Initiating</p> <p>Developing</p> <p>Initiating</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p></p> <p></p> <p>X</p> <p></p>	<p></p> <p></p> <p></p> <p></p>

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- The students were introduced about the use of ICT (Information and Communication Technology) in educational context. (10 minutes)



- As homework, students needed to create a WhatsApp group with the whole class to be used from the next class. (5 minutes)
- Students answered a survey about reading comprehension. (10 minutes)
- Students became familiar with the vocabulary, related to the project in class. (5 minutes)
- Students reviewed vocabulary about future simple tense. (5 minutes)

Thursday – 1 hour (40 minutes)

- The teacher introduced to students how to use WhatsApp group in an educational setting in class activities. The activity was in the classroom. The teacher used his computer and a projector to

Developing

X

Formative Assessment

X

Initiating

X

Developing

X

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<p>share this information with the students. (15 minutes)</p> <ul style="list-style-type: none"> ➤ Students completed personal information (name, age, preferences, activities during free time, and an objective for the project). (15 minutes) ➤ Students interacted with the teacher to ask questions about the project. (10 minutes) 	<p>Formative Assessment</p>			<p>X</p>
<p>Friday – 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Students were asked as a warm-up: How important is to know about current news? (10 minutes) ➤ Students discussed the topic of the Unit “In the News” (10 minutes) ➤ Students listened to a radio program and reported what was stated. (10 minutes) ➤ Students read a script about a radio program and reported with their own comments. (10 minutes) 	<p>Initiating</p> <p>Developing</p> <p>Formative Assessment</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Week 2</p> <p>Tuesday – 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Students were asked as a warm-up: How do you keep up-to-date with recent news from around the world? (10 minutes) ➤ Students brought a newspaper to read headlines and articles (from the newspaper). (10 minutes) ➤ Students read the newspaper headlines, articles, reported to be able to talk about current news, and shared in the WhatsApp group. (10 minutes) ➤ Students commented on the answers in the WhatsApp group to confirm the correct answer. (5 minutes) ➤ Students discussed about the articles. (5 minutes) 	<p>Initiating</p> <p>Developing</p> <p>Formative Assessment</p> <p>Initiating</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Wednesday – 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Warm up: Students were asked to tell a sentence then repeated what the other students said. (5 minutes) ➤ The teacher explained grammar about reported speech with examples. (10 minutes) 	<p>Developing</p>	<p>X</p>	<p>X</p>	

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<ul style="list-style-type: none"> ➤ Students read a short paragraph in the book and found more examples. (10 minutes) ➤ Students used a big poster for each group and students stuck the post-it according to the function. (5 minutes) ➤ Students skimmed the main idea; they walked around the class and read the others. (10 minutes) 	<p>Formative Assessment</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Thursday– 1 hour (40 minutes)</p>			<p>Initiating</p>	<p>X</p>
<ul style="list-style-type: none"> ➤ Students brainstormed and skimmed from the passages to write in the WhatsApp group. (10 minutes) ➤ Students read extracts from a newspaper about “The Forest” from page, 63 to acquire new vocabulary and identify the main idea of this passage and made comments in the WhatsApp group. (10 minutes) 	<p>Developing</p>			
				
<ul style="list-style-type: none"> ➤ Students scanned for facts. Students wrote questions about the passage and they asked to 				

READING COMPREHENSION

<p>classmates, so they scanned and answered the questions. Students made a list of questions and passed them to a partner to answer them aloud. (10 minutes)</p> <p>➤ Students worked in pairs to find the definitions for new words and discuss about the topic. (10 minutes)</p> <p>Friday– 1 hour (40 minutes)</p> <p>➤ Students had the opportunity of raising their hands by answering: What kind of stories do you like to read in the newspapers? (10 minutes)</p>	<p>Formative Assessment</p>	<p>X</p>	<p>X</p>	<p>X</p>
	<p>Initiating</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>➤ The teacher shared the question about Headlines from the textbook in the WhatsApp group to students from page 64. (10 minutes)</p>	<p>Developing</p>	<p>X</p>	<p>X</p>	<p>X</p>

READING COMPREHENSION

<ul style="list-style-type: none"> ➤ Then, students interacted in the class to compare and contrast their answers about the activity about reported speech with the correct answers .(10 minutes) ➤ Students completed learning log 1. (10 minutes) 	<p>Formative Assessment</p>			
<p>Week 3</p>		<p>X</p>		
<p>Tuesday– 1 hour (40 minutes)</p>				
<ul style="list-style-type: none"> ➤ Students recalled what they did last class (intro of reported past tenses). (10 minutes) 	<p>Initiating</p>			
<ul style="list-style-type: none"> ➤ The teacher wrote a list of different verbs in the past from students’ participation. (5 minutes) 			<p>X</p>	
<ul style="list-style-type: none"> ➤ Students wrote yes/no questions about what they did yesterday for an oral practice. (5 minutes) 	<p>Developing</p>			
<ul style="list-style-type: none"> ➤ For the next activity the teacher divided the class into groups of five students. The objective was that students read and they summarized, so they created a story similar to the reading. (10 minutes) 	<p>Formative Assessment</p>			<p>X</p>
<ul style="list-style-type: none"> ➤ One student per group read in order to switch papers and wrote to follow up questions. (10 minutes) 		<p>X</p>		
<p>Wednesday – 1 hour (40 minutes)</p>		<p>Initiating</p>		
<ul style="list-style-type: none"> ➤ Students brought a couple of different newspapers to class to read from national and international news. (10 minutes) 				
<ul style="list-style-type: none"> ➤ Students interviewed a partner about Where and How do they obtain the information? After that they wrote their answers in reported speech. (10 minutes) 			<p>X</p>	
<ul style="list-style-type: none"> ➤ Students worked on the text to circle words (given by the teacher). (5 minutes) 				
<ul style="list-style-type: none"> ➤ Students found the main idea (skimming) and write T/F sentences, so the classmates had to read again and provide the answers. (5 minutes) 	<p>Developing</p>			<p>X</p>
<ul style="list-style-type: none"> ➤ Students circled new words and shared in their groups and in groups found the meaning to make sure that they had the correct meaning according to the context of the passage. Later they shared their ideas WhatsApp group. (10 minutes) 	<p>Formative Assessment</p>	<p>X</p>		

READING COMPREHENSION

Thursday – 1 hour (40 minutes)	Initiating		X	
<ul style="list-style-type: none"> ➤ Students recapped what comments they wrote in reported speech. (10 minutes) ➤ Students were asked what the text is about and then, they read and completed the newspaper headlines using the word bank (vocabulary from the lesson) (10 minutes) ➤ Students read and completed the text with some verbs in the Word Bank (10 minutes) ➤ Students completed learning log 2. (10 minutes) 	Developing			
Week 4	Formative Assessment	X		X
Tuesday – 1 hour	Initiating			
<ul style="list-style-type: none"> ➤ Students were asked what the passage is about according to the picture by raising their hands. Then they read and completed then exercise. (10 minutes) ➤ Then, students made connections with them, or with other texts. They wrote comments next to the passage or what was new to them. (10 minutes) ➤ Students read the correct answers to check the answers. (10 minutes) ➤ Students provided their real information regarding this text. (10 minutes) 	Developing		X	X
Wednesday – 1 hour (40 minutes)	Formative Assessment	X		
<ul style="list-style-type: none"> ➤ Students used pictures to help predict the meaning of unfamiliar words. (5 minutes) ➤ Students predicted what the story is about showing some pictures. Then, students read a short story in the students’ textbook to identify skim and scan some verbs. (5 minutes) ➤ Students read and completed the text about The World’s News Superpower page, 154. (10 minutes) ➤ Students found the main idea and also read what they learned in the passage and write it on a 	Initiating			
	Developing	X		X
	Formative Assessment			

READING COMPREHENSION

<p>poster (Collaborative work in class). (10 minutes)</p> <ul style="list-style-type: none"> ➤ Students’ progress was checked by using the WhatsApp group rubric implemented in the class (see Appendix No. 10). So all stood up and read each other’s comments in the WhatsApp group. (10 minutes) 	<p>Initiating</p>	<p>X</p>		
<p>Thursday – 1 hour (40 minutes)</p>		<p>Developing</p>		<p>X</p>
<ul style="list-style-type: none"> ➤ Students recapped of the weeks’ about the last reading. (5 minutes) ➤ Students had to write scripts about previous news program they chose. Every member offered a piece of advice or suggestions about ways of Improving them. (5 minutes) ➤ Students searched for three sources and found the main idea and specific information to provide information (10 minutes) ➤ Students answered: How you prefer reading the news on the Internet or in paper form? (10 minutes) ➤ Then, students gathered in groups and combined their drafts into one. (10 minutes) 	<p>Formative Assessment</p>		<p>X</p>	
<p>Friday – 1 hour (40 minutes)</p>		<p>Initiating</p>		
<ul style="list-style-type: none"> ➤ Students looked up the expressions from the Word Bank with the correct meaning in context. So they read from different newspapers and filled in the gaps to have a better understanding, (Page, 68- students’ textbook) (15 minutes) 	<p>Developing</p>			<p>X</p>
<ul style="list-style-type: none"> ➤ Students completed a kwl chart - stands for “What I Know, What I Want to Know, and What I Have Learned.” what else they liked to know about this topic (see Appendix No. 15). (10 minutes) ➤ Students used the information provided in the text and looked up the meaning of the word. (15 minutes) 		<p>Formative Assessment</p>	<p>X</p>	
<p>Week 5</p>				

READING COMPREHENSION

<p>Tuesday – 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Students volunteered to brainstorm and write on the board about the qualities of a good news report. (10 minutes) ➤ Students read the passage from student’s book, page 69. Students worked in groups of five students to find the correct answers. (10 minutes) 	<p>Initiating</p>	<p>X</p>		
 <p>Qualities of a Good News Report</p> <p>Accuracy: The overall article must give an accurate portrayal of an event or situation; a poor selection or improper emphasis of details can distort the truth.</p> <p>To ensure accuracy, check and double check every detail and question sources carefully. Remember, some sources may intentionally misinform, so reporters often need to check with more than one source.</p> <p>Balance: Balance, closely related to accuracy, is the selection of significant details. Balance involves giving facts proper emphasis and linking to other facts. A balanced story is also a complete story where both sides of an issue are presented, particularly if it is controversial.</p> <p>Objectivity: News is a factual report of an event, not a report as seen by a biased person or reporter. The reporter should be as impartial and honest as possible. In fact, if a reporter does have a prejudice, he or she should decline to cover the story, or try his or her best to make sure both sides are covered equally.</p> <p>Clarity: The most important information should come first. Begin with an introduction that gives a brief overview of the whole story and helps the reporter to present the information in an easy-to-understand manner. Writing simply allows the average reader to understand, even if he or she has no background or previous knowledge of the subject.</p> <p>Recent: Timeliness is very important in news coverage. Other factors being equal, an editor will choose one story over another because of its timeliness.</p> <p>a. A news report should be...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. a fictional report. <input type="checkbox"/> 2. a biased report. <input type="checkbox"/> 3. a factual report. <p>b. A brief overview of the whole story should be in the...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. introduction. <input type="checkbox"/> 2. main body. <input type="checkbox"/> 3. conclusion. <p>Give your Presentation</p> <p>News Presenter</p> <ul style="list-style-type: none"> - Greet your audience. - Introduce your program and yourselves. - Pass live to correspondents. <p>Correspondents</p> <ul style="list-style-type: none"> - Greet the news presenter. - Deliver the news. - Pass back to the studio. 	<p>Developing</p>	<p>X</p>	<p>X</p>	<p>X</p>
<ul style="list-style-type: none"> ➤ Students skimmed and scanned the main idea and specific information about the reading of “Qualities of a good news report” (10 minutes) ➤ Students completed learning log 3. (10 minutes) 	<p>Formative Assessment</p>	<p>X</p>		
<p>Wednesday - 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Students were asked by the teacher: What kind of problems were they struggling at the moment? (5 minutes) 	<p>Initiating</p> <p>Developing</p>	<p>X</p>		

READING COMPREHENSION

<ul style="list-style-type: none"> ➤ Students read dialogue about News Struggle. (5 minutes) ➤ Students skimmed and scanned to compare and contrast the answers. (10 minutes) ➤ Students found the main idea and wrote comprehension questions to ask/answer in pairs. The teacher monitored and provided feedback. (10 minutes) ➤ Students did a role-play, a short conversation between a reporter and interviewer. (10 minutes) 	Formative Assessment	X	X	X
<p>Thursday – 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ The teacher wrote questions to elicit students if they were aware of current news in their community. (10 minutes) ➤ Students completed a Quiz Time activity. (10 minutes) ➤ Students checked and corrected the answers. (10 minutes) Students acted out the questions and answers. (10 minutes) 	Initiating Developing Formative Assessment	X	X	X
<p>Friday - 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Students found the main idea and wrote comprehension questions. Teacher monitored and provided feedback as needed. (10 minutes) ➤ Each group posted their ideas on a wall paper (one per group). There was a gallery walk to read other groups ideas. (10 minutes) ➤ The teacher asked some questions in the WhatsApp group with new words from the passage and students gave the correct answer. (10 minutes) ➤ Students completed learning log 4. (10 minutes) 	Initiating Developing Formative Assessment	X	X	X
<p>Week 6</p>			X	
<p>Monday – 1 hour (40 minutes)</p> <ul style="list-style-type: none"> ➤ Students collected all the didactic material, readings, and different exercises to create an English folder as evidence during the research. (20 minutes) 	Initiating Developing			X

READING COMPREHENSION

- Students worked in groups. Students did a role-play about a scene in a dramatization of current news. (20 minutes)

Wednesday- 1 hour (40 minutes)

- Students answered a post- survey about Reading comprehension. (10 minutes)
- Students read a story about *India's Ragpickers Find Their Voice* (see Appendix No. 5) and completed the activities in the reading (5 minutes)

Lesson 3
Finding Your Voice

1. Answer the following questions.

a. What do you think it would be like to live with no money, food or shelter? b. Use the photo below as a clue to predict what you think the word *ragpicker* means in the article's headline. c. After identifying the meaning of *ragpicker*, predict what you think the article might be about.

2. Read the newspaper article and check your predictions.

Reading Strategy I
Predictions are not wild guesses. They are based on context clues within the text such as pictures, synonymous and antonymous words, and the plot or context of the surrounding sentences and words. Context clues can also come from readers' prior knowledge about the content.

India's Ragpickers Find Their Voice

Adapted from The New York Times (4/10/07)

Formative Assessment

X

Initiating

READING COMPREHENSION

After a hard day at work, Manorama Begum has problems not getting sick due to the horrible smell that sticks to her clothes.

Ms. Begum is one of 300,000 trash collectors in India's capital who perform the important role of **rifling** through the city's trash. While they search the trash, they recycle what they can and **dispose** of the rest.

More than 95 per cent of New Delhi has no formal system of house-to-house trash collection, so the city's ragpickers, one of India's poorest groups, provide this basic service.

They are not paid by the state, so they have to depend on donations from local people and on **meager** profits from the sale of discarded items. However, these profits are so small that it is almost impossible to survive on them. Now, finally, after centuries of submissive silence, the trash collectors are demanding respect.

Mr. Arora, a representative from the Delhi state government, says that the government has agreed to make a small but significant concession. It will supply about 6000 ragpickers with protective gloves and boots. According to Mr. Arora, this is an important step because it is the first time the government has recognized this group of essential workers.

But the waste collectors are not happy with the government's donation. Ms. Begum says that they don't want gloves. They want wages, pensions, healthcare, education, houses to live in and uniforms that they hope will stop police **harassment** (ragpickers are frequently bothered and beaten by the police).

Ragpicker: trash collector, term used to talk about the lower levels of Indian society, who literally "pick rags" from the community's trash.



Reading and Writing

India's waste disposal system is informal, but very organized. Its capacity to recycle is more efficient than most recycling programs in the West. In a society where millions live in **poverty** with no food, housing or education, everything has a value.

Ms. Begum, now 35, has been working as a ragpicker for 14 years. She says that the donations she receives from the local communities are not enough to support her family.

That's why she also collects the food she finds in the trash to give to farmers who feed it to their cows in exchange for milk to help fill her children's stomachs.

In her home made from recycled trash, Ms. Begum expresses anger about her life and the government's donation. "It is the poverty that makes us do this work. If I had an alternative, I wouldn't be doing it. They are providing us with gloves and boots just so we don't get sick and stop working."

3. Go back to the text and find the words in red. Predict their meaning using context clues.

a. **Rifling:** context clue: *rifling through the city's trash. While they search the trash...*
 Prediction: *rifling means to search or look through something*

b. **Dispose:** context clue: _____
 Prediction: _____

c. **Meager:** context clue: _____
 Prediction: _____

d. **Harassment:** context clue: _____
 Prediction: _____

e. **Poverty:** context clue: _____
 Prediction: _____

4. Answer the following questions using reported speech.

a. According to Mr. Arora, what will the government give the state's ragpickers?
Mr. Arora mentioned that the state would supply 6000 ragpickers with protective gloves and boots.

b. Why did Mr. Arora consider the government's concession an important step?

Reading Strategy II

Use context clues in a text to make predictions about a sentence or unknown word before and during reading. Use information provided in the text and make logical conclusions to figure out the meaning of the word.



➤ The teacher asked students to volunteer to share their answers in the WhatsApp group. (5 minutes)

X

Developing

X

READING COMPREHENSION



- Students interacted and applied the knowledge that they had learned during these activities. (10 minutes)

Thursday – 1 hour (40 minutes)

- Students were told to remember the lesson so they could complete The Glossary Activities about Unit 5 (10 minutes)
- Students shared their answers of the Glossary from Unit 5 activities. (10 minutes)

Formative Assessment

Initiating

Developing

Formative Assessment

Initiating

X

X

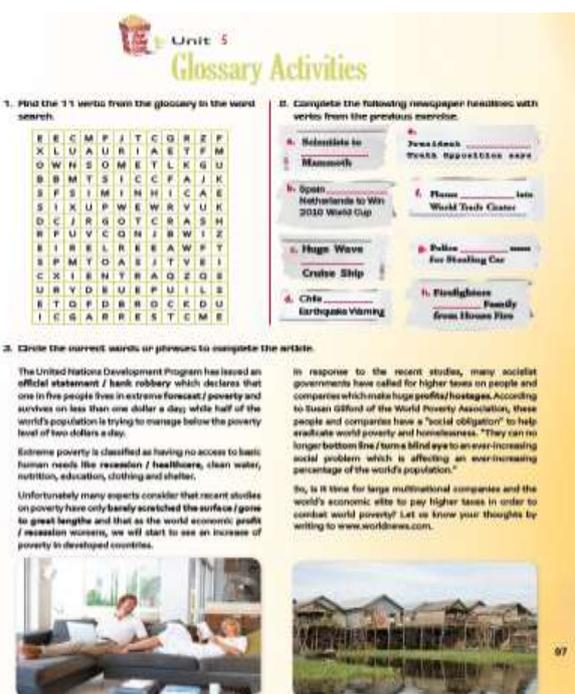
X

X

X

X

READING COMPREHENSION

 <p>Unit 5 Glossary Activities</p> <p>1. Find the 11 words from the glossary in the word search.</p> <p>2. Complete the following newspaper headlines with verbs from the previous exercise.</p> <p>3. Circle the correct words or phrases to complete the article.</p> <p>The United Nations Development Program has issued an official statement / bank robbery which declares that one in five people lives in extreme forecast / poverty and survives on less than one dollar a day; while half of the world's population is trying to manage below the poverty level of two dollars a day.</p> <p>Extreme poverty is classified as having no access to basic human needs like recreation / healthcare, clean water, nutrition, education, clothing and shelter.</p> <p>Unfortunately many experts consider that recent studies on poverty have only barely scratched the surface / gone to great lengths and that as the world economic profits / recession worsens, we will start to see an increase of poverty in developed countries.</p> <p>In response to the recent studies, many socialist governments have called for higher taxes on people and companies which make huge profits / hostages. According to Susan Gilford of the World Poverty Association, these people and companies have a "social obligation" to help eradicate world poverty and homelessness. "They can no longer bottom line / have a blind eye to an ever-increasing social problem which is affecting an ever-increasing percentage of the world's population."</p> <p>So, it is time for large multinational companies and the world's economic elite to pay higher taxes in order to combat world poverty? Let us know your thoughts by writing to www.worldnews.com.</p>	<p>Developing</p>	
<p>➤ Students compared their answers as a group. (10 minutes)</p> <p>➤ Students took a post test about Reading comprehension. (10 minutes)</p> <p>Friday- 1 hour (40 minutes)</p> <p>➤ For the final class, the teacher divided the students into parts of speech, for the next activity. (5 minutes)</p> <p>➤ The objective was to share experiences gained during the research work. Students showed a poster of skimming and scanning using a Mind map. (15 minutes)</p> <p>➤ At the end, students shared their experience about the use of skimming and scanning strategies to improve reading comprehension. (20 minutes)</p>	<p>Formative Assessment</p>	

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

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

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

VI. On-going Self-Assessment

READING COMPREHENSION

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

From my perspective, after implementing the research with students I will try to use more interactive activities with them in class. Moreover, I will provide feedback for the students to improve their performance. Thus, as a teacher, my job is to facilitate student learning by creating a positive learning environment that is centered on the student, not the teacher.

Appendix No. 2

Skimming and Scanning explanation

Skimming and scanning



When you're reading you don't have to read everything. Sometimes you need to be able to **read a text very quickly**.

For example, to look up the word 'valuable' in the dictionary you wouldn't start at the letter **A** and read every word. The best way is to turn to the letter **V** and then find the word you want.

This is called **scanning** through the dictionary. Scanning is one type of fast reading. You are looking for specific information.

Skimming is another type of fast reading. You might use skimming to look through a text quickly to get the gist (the general idea). So, if you want to know what's going on in the news, you might skim through a newspaper or a news website. You wouldn't have much detail but you would find out the main points.

Skimming and scanning are both quick reading techniques but they have different purposes.

You might use scanning to:

- look up a word in a dictionary or index
- find an address or a phone number in a directory
- check what time your programme is on television
- look up details or prices in a catalogue
- Can you give another example of scan reading?

You might use **skimming** to:

- see what's in the news in a paper or on a website
- browse through a book to see if you want to read it
- look through the television guide to see what's on one evening
- Can you give another example of skim reading?

Appendix No. 3

Pre and Post test Reading Comprehension Questions

Reading Test

<p>The following Reading test has 6 sections with 40 questions in total.</p> <p>Read the instructions for each section carefully.</p> <p>Read each question of each reading carefully, then answer it with the readings corresponding to each section.</p> <p>Each question carries one mark, total of 40 points.</p> <p>Do not write your names on the paper.</p> <p>Use the number that will be assigned to you at the beginning of the test.</p>	<p>Number</p>
---	---------------

Do not write in this section

Number of questions answered: _____

Number of questions answered for: A1 _____ A2 _____ B1 _____

Marking: _____

Comments for the instructor:

READING COMPREHENSION

Questions 1–4 are about the following announcement. (A1)

Student Volunteers Needed!

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

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

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

- What time will the festival begin?
 - 10 A.M.
 - 11 A.M.
 - 1 P.M.
 - 2 P.M.
- In line 3, the word feature is closest in meaning to _____.
 - look
 - keep
 - include
 - entertain
- What job will be done the day before the festival begins?
 - Making posters
 - Setting up the gym
 - Cleaning up the gym
 - Helping the performers
- Who is told to talk to Ms. Braxton?
 - Parents
 - Students
 - Teachers
 - Performers

Questions 5–11 refer to the following story. (A2)

"Did you see that?" Joe said to his friend Bill.

"You're a great shooter!"

Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.

5 "Bill, you never miss!" Joe said admiringly.

"Unless I'm in a real game," Bill complained.

"Then I miss all the time."

Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

10 "Maybe you just need to practice more," Joe suggested.

"But I practice all the time with you!" Bill objected.

15 He shook his head. "I just can't play well when people are watching me."

"You play well when I'm watching," Joe pointed out.

"That's because I've known you since we were five years old," Bill said with a smile. "I'm just not comfortable playing when other people are around."

20 Joe nodded and understood, but he also had an idea.

The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.

"Practice without me," Joe said to his friend. "I'll be back in a minute."

25 Joe hurried through the school building, gathering together whomever he could find—two students, a math

5. What would be the best title for the story?

- Joe Joins the Team
- Practice Makes Perfect
- Bill Wins the Big Game
- Bill's Basketball Problem

6. In line 8, the word performed is closest in meaning to _____.

- acted
- played
- moved
- changed

7. Why is Bill upset?

- He plays better in practice than he does during games.
- The school yard is not a good place to practice.
- Joe watches him too closely when he plays.
- His team loses too many games.

8. Why does Bill play well when Joe is watching him?

- He is comfortable with Joe.
- Joe tells him how to play better.
- He does not know that Joe is there.
- He wants to prove to Joe that he is a good player.



teacher, two secretaries, and a janitor. When Joe explained why he needed them, everyone was happy to help.

30 Joe reminded the group to stay quiet as they all went toward the school's basketball court. As Joe had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.

35 "Hey, Bill!" Joe called out finally.

Bill turned. A look of surprise came over his face.

"I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"

9. Why does Joe decide to gather a group of people?

- A. Because he wants more players for his team
- B. Because he wants to help Bill feel less nervous
- C. Because he wants to show them his talent
- D. Because he wants more people to see the next game

10. At the end of the story, all of the following people watch Bill practice EXCEPT

_____.

- A. Joe
- B. a janitor
- C. a math teacher
- D. the basketball coach

11. Why does the group have to be quiet when they go to the basketball court?

- A. Because Joe is telling Bill what to do
- B. Because they do not want Bill to know they were there
- C. Because Bill likes to practice alone
- D. Because the group needs to listen to Joe's instructions

Questions 12–20 are about the following passage. (B1)

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them.

5 However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

10 Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.



12. Which title best summarizes the main idea of the passage?
 - A. Wild Animals in Art
 - B. Hidden Prehistoric Paintings
 - C. Exploring Caves Respectfully
 - D. Determining the Age of French Caves
13. In line 4, the words *pays heed to* are closest in meaning to _____.
 - A. discovers
 - B. watches
 - C. notices
 - D. buys
14. Based on the passage, what is probably true about the south of France?
 - A. It is home to rare animals.
 - B. It has a large number of caves.
 - C. It is known for horse-racing events.
 - D. It has attracted many famous artists.
15. According to the passage, which animals appear most often on the cave walls?
 - A. Birds
 - B. Bison
 - C. Horses
 - D. Wild cats
16. In line 10, the word *depict* is closest in meaning to _____.
 - A. show
 - B. hunt
 - C. count
 - D. draw
17. Why was painting inside the Lascaux complex a difficult task?
 - A. It was completely dark inside.
 - B. The caves were full of wild animals.
 - C. Painting materials were hard to find.
 - D. Many painting spaces were difficult to reach.
18. In line 14, the word *They* refers to _____.
 - A. walls
 - B. artists
 - C. animals
 - D. materials
19. According to the passage, all of the following have caused damage to the paintings EXCEPT _____.
 - A. temperature changes
 - B. air movement
 - C. water
 - D. light
20. What does the passage say happened at the Lascaux caves in 1963?
 - A. Visitors were prohibited from entering.
 - B. A new lighting system was installed.
 - C. Another part was discovered.
 - D. A new entrance was created.

Appendix No. 4

NAME:

Exercise for Passage - Skimming and Scanning Practice. (Scaffolding form)

THE HISTORY OF UFOS.

Unidentified Flying Object (or "UFO") is a term commonly used to describe lights or shapes in the sky. It was first coined by the United States Air Force in 1952 to describe sightings of mysterious objects in the sky that could not be explained even after careful investigation. Nowadays UFOs are spotted frequently, and feature in numerous movies and TV shows. Another popular name for such an object is, "Flying Saucer," in reference to the round shape of many UFOs.

The first widely publicized UFO sighting was in 1947, by a pilot called Kenneth Arnold. Following this event, public sightings of UFOs increased dramatically. Movies and TV shows began featuring visitors from outer space, arriving on earth in flying saucers. With the popularity of these images, many people claimed to have seen lights in the sky. Some experts believe that people simply think they see UFOs because of the influence of TV and movies.

However, experts estimate that as little as 5% of these sightings could be called "unidentified." Usually these lights are made by aircraft, satellites, or weather balloons. Top secret air force activities during the Cold War may have been responsible for many of the UFO sightings in America and Europe. Although not actually aliens, the secretive nature of these flying objects is definitely unidentified.

Another popular idea concerning UFOs concerns the role of world governments. Specifically, people believe that the US government has discovered alien life and operates a "cover-up" to hide the truth from the public. The most widely believed cover-up is that of the Roswell Incident. In July, 1947, a UFO supposedly landed in Roswell, New Mexico, and was examined and hidden by government agents. There have been many investigations into the Roswell Incident; however, these reports always claim that no such event occurred.

QUESTIONS

1st Reading Comprehension (Skimming)

2. Why are UFO sightings so controversial?

Read through the article and answer each of the following questions.

1. What is the purpose of this report?

- a) To describe the history of alien life.
- b) To describe government cover-ups.
- c) To describe the history of UFO sightings.
- d) To describe UFOs in popular movies.

- a) They have never been proved.
- b) There are many sightings.
- c) The government covers up sightings.
- d) There are very few UFO sightings.

READING COMPREHENSION

2nd Reading (Scanning)

Read the text carefully and answer each of the following questions in the form of a sentence or a short paragraph.

1. Why is Kenneth Arnold famous among UFO believers?

- a) He was at Roswell in 1947.
- b) He found a UFO in 1952.
- c) He saw a UFO in 1947.
- d) He saw a UFO in 1952.

2. How do experts explain many UFO sightings?

- a) There are many alien visitors to earth.
- b) TV and movies make people believe they see UFOs.
- c) Government cover-ups make people paranoid.
- d) They have no idea why there are so many sightings.

3. What do many people believe happened at Roswell?

- a) Famous movies were made.
- b) Kenneth Arnold was born.
- c) The first UFO sighting.
- d) A UFO landed there.

Circle the best answer for each question about the reading passage

4. Which of the following is true?

- a) The first UFO was spotted in 1952.
- b) The word "UFO" was first used in 1952.
- c) The Roswell Incident occurred in 1952.
- d) A UFO landed in America in 1952.

5. What influence did the Cold War have upon UFO sightings?

- a) American pilots saw a UFO in the Cold War.
- b) More UFO movies were made in the Cold War.
- c) Lots of government cover-ups occurred.
- d) Top secret air force activities caused more sightings.

3 rd State whether the following statements about the reading are true (T) or false (F) according to the information in the passage.		
	T	F
1. Kenneth Arnold saw the first UFO.		
2. The Roswell Incident occurred in 1952.		
3. Experts say many normal things account for UFO sightings.		

Appendix No. 5



Lesson 3

Finding Your Voice

1. Answer the following questions.

<p>a. What do you think it would be like to live with no money, food or shelter?</p>	<p>b. Use the photo below as a clue to predict what you think the word <i>raggpicker</i> means in the article's headline.</p>	<p>c. After identifying the meaning of <i>raggpicker</i>, predict what you think the article might be about.</p>
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2. Read the newspaper article and check your predictions.



Reading Strategy I

Predictions are not wild guesses. They are based on context clues within the text such as pictures, synonymous and antonymous words, and the plot or context of the surrounding sentences and words. Context clues can also come from readers' prior knowledge about the content.

India's Raggpickers Find Their Voice

Adapted from The New York Times (1/10/07)

After a hard day at work, Manorama Begum has problems not getting sick due to the horrible smell that sticks to her clothes.

Ms. Begum is one of 300,000 trash collectors in India's capital who perform the important role of **rifling** through the city's trash. While they search the trash, they recycle what they can and **dispose** of the rest.

More than 95 per cent of New Delhi has no formal system of house-to-house trash collection, so the city's raggpickers, one of India's poorest groups, provide this basic service.

They are not paid by the state, so they have to depend on donations from local people and on **meager** profits from the sale of discarded items. However, these profits are so small that it is almost impossible to survive on them. Now, finally, after centuries of submissive silence, the trash collectors are demanding respect.

Mr. Arora, a representative from the Delhi state government, says that the government has agreed to make a small but significant concession. It will supply about 6000 raggpickers with protective gloves and boots. According to Mr. Arora, this is an important step because it is the first time the government has recognized this group of essential workers.

But the waste collectors are not happy with the government's donation. Ms. Begum says that they don't want gloves. They want wages, pensions, healthcare, education, houses to live in and uniforms that they hope will stop police **harassment** (raggpickers are frequently bothered and beaten by the police).

Raggpicker: trash collector; term used to talk about the lower levels of Indian society, who literally "pick rags" from the community's trash.



Reading and Writing

India's waste disposal system is informal, but very organized. Its capacity to recycle is more efficient than most recycling programs in the West. In a society where millions live in poverty with no food, housing or education, everything has a value.

Ms. Begum, now 35, has been working as a ragpicker for 14 years. She says that the donations she receives from the local communities are not enough to support her family.

That's why she also collects the food she finds in the trash to give to farmers who feed it to their cows in exchange for milk to help fill her children's stomachs.

In her home made from recycled trash, Ms. Begum expresses anger about her life and the government's donation. "It is the poverty that makes us do this work. If I had an alternative, I wouldn't be doing it. They are providing us with gloves and boots just so we don't get sick and stop working."

3. Go back to the text and find the words in red. Predict their meaning using context clues.

- a. **Rifling**: context clue: *rifling through the city's trash. While they search the trash...*
Prediction: *rifling means to search or look through something*
- b. **Dispose**: context clue: _____
Prediction: _____
- c. **Meager**: context clue: _____
Prediction: _____
- d. **Harassment**: context clue: _____
Prediction: _____
- e. **Poverty**: context clue: _____
Prediction: _____

Reading Strategy II

Use context clues in a text to make predictions about a sentence or unknown word before and during reading. Use information provided in the text and make logical conclusions to figure out the meaning of the word.

4. Answer the following questions using reported speech.

- a. According to Mr. Arora, what will the government give the state's ragpickers?
Mr. Arora mentioned that the state would supply 6000 ragpickers with protective gloves and boots.
- b. Why did Mr. Arora consider the government's concession an important step?

- c. What did Ms. Begum say that the ragpickers wanted?
- d. What did Ms. Begum say about the donations she receives from local communities?
- e. According to Ms. Begum, what makes her work as a trash collector?

5. Write a news article about an event or situation of interest.

Paragraph 1:

Summary of event or situation

Paragraphs 2&3:

Detailed description of event or situation

Paragraph 4:

Conclusion – comments and action taken

Writing Strategy

Use context clues to help readers understand difficult words and complex sentences while reading.

Project Stage 3

- Write the scripts that each person will be responsible for.
E.g. News Presenter: "And now we are going to pass to our Reuters' correspondent, Shelly Rowe, live in Syria."



Appendix No. 6

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Reading Comprehension Using Skimming and Scanning Strategies through Collaboration Facilitated by WhatsApp” (“Comprensión lectora usando las estrategias de lectura rápida y global a través de Colaboración Facilitado con WhatsApp”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Pedro Touriz

Candidato a Máster.

Demographic Information/ Información Demográfica

Names: _____

Nationality: _____

School name /Nombre de la institución:

City/Ciudad: _____

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

Religion: _____

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

Ethnicity / Etnia: _____

Social- economy class/ Clase socio-económica:

Low-income/bajos ingresos () Middle class/clase media () High-income/clase Alta. ()

Age/Edad:

15 () 16 () 17 () 18 () 19 ()

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

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

Intermediate/intermedio () Advanced/avanzado ()

READING COMPREHENSION

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: _____

Do you have internet? /Tiene internet: Yes/Si () No ()

From/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 profesional/empleo:

Student/estudiante () Employee / empleado ()

Self-employed/independiente ()

Appendix No. 7

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Reading Comprehension Using Skimming and Scanning Strategies through Collaboration Facilitated by WhatsApp” (“Comprensión lectora usando las estrategias de lectura rápida y global a través de Colaboración Facilitado con WhatsApp”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Pedro Touriz

Candidato a Máster.

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

Nombre: _____

WhatsApp Survey / Encuesta sobre el uso de WhatsApp.	Yes/ Si	No
I have WhatsApp installed in my mobile phone or Smartphone. <i>Tengo WhatsApp instalada en mi teléfono móvil o teléfono inteligente.</i>		
I know how to use WhatsApp. <i>Sé cómo usar WhatsApp.</i>		
I can send texts through WhatsApp. <i>Puedo enviar textos a través de WhatsApp.</i>		
I know to interact with WhatsApp group in an educational context. <i>Sé cómo interactuar con grupo de WhatsApp en un contexto académico.</i>		
I know how to create a WhatsApp group. <i>Conozco cómo crear un grupo de WhatsApp.</i>		

READING COMPREHENSION

I have used WhatsApp <i>group</i> before to learn English. <i>He usado WhatsApp antes para aprender inglés.</i>		
I have used WhatsApp to ask and answer questions in English. <i>He usado WhatsApp antes para hacer y responder preguntas en inglés.</i>		
I will motivate my classmates to keep using WhatsApp <i>group</i> to learn all kinds of subjects. <i>Motivaré a mis compañeros a seguir usando grupo de WhatsApp para aprender toda clase de materias.</i>		

What are your expectations regarding the use of WhatsApp to improve reading comprehension in English?

¿Cuáles son sus expectativas en relación al uso de WhatsApp para mejorar comprensión lectora en inglés?

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

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

Suggestions for the teacher:

Sugerencias para el docente:

Appendix No. 8

Estimados Estudiantes: “Reading Comprehension Using Skimming and Scanning Strategies through Collaboration Facilitated by WhatsApp” (“Comprensión lectora usando las estrategias de lectura rápida y global a través de Colaboración Facilitado con WhatsApp”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Pedro Touriz

Candidato a Máster.

Post- survey. Use of WhatsApp/ Encuesta Final– Uso de WhatsApp.

Nombre: _____

WhatsApp Survey / Encuesta sobre el uso de WhatsApp.	Yes/ Si	No
I have WhatsApp installed in my mobile phone or Smartphone. <i>Tengo WhatsApp instalada en mi teléfono móvil o teléfono inteligente.</i>		
I know how to use WhatsApp. <i>Sé cómo usar WhatsApp.</i>		
I can send texts through WhatsApp. <i>Puedo enviar textos a través de WhatsApp.</i>		
I know to interact with WhatsApp group in an educational context. <i>Sé cómo interactuar con grupo de WhatsApp en un contexto académico.</i>		
I know how to create a WhatsApp group. <i>Conozco cómo crear un grupo de WhatsApp.</i>		

READING COMPREHENSION

<p>I have used WhatsApp <i>group</i> before to learn English. <i>He usado WhatsApp antes para aprender inglés.</i></p>		
<p>I have used WhatsApp to ask and answer questions in English. <i>He usado WhatsApp antes para hacer y responder preguntas en inglés.</i></p>		
<p>I will motivate my classmates to keep using WhatsApp <i>group</i> to learn all kinds of subjects. <i>Motivaré a mis compañeros a seguir usando grupo de WhatsApp para aprender toda clase de materias.</i></p>		

Appendix No. 9

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Reading Comprehension Using Skimming and Scanning Strategies through Collaboration Facilitated by WhatsApp” (“Comprensión lectora usando las estrategias de lectura rápida y global a través de Colaboración Facilitado con WhatsApp”). Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Pedro Touriz

Candidato a Máster.

=====

Pre-Survey for Reading Comprehension Strategy

Encuesta Inicial para La Estrategia Comprensión Lectora

Name: _____

	Totally disagree Totalmente en desacuerdo	Disagree Endesacuerdo	Neutral	Agree De acuerdo	Totally Agree Totalmente de acuerdo
I can understand a long, complex text. (skimming) <i>Puedo entender un texto largo y complejo en inglés.</i>					
I understand single phrases at a time. (scanning) <i>Entiendo frases cortas en inglés.</i>					

READING COMPREHENSION

<p>I pick up familiar words or phrases in passages. <i>Reconozco palabras familiares o frases en lecturas en inglés.</i></p>					
<p>I understand a long text with the first reading. <i>Entiendo una lectura larga a en la primera lectura.</i></p>					
<p>I understand a long text by rereading it. <i>Entiendo una lectura larga después de leerla dos o más veces.</i></p>					
<p>I can skim a simple text. <i>Puedo leer rápido para encontrar la idea principal un texto fácil..</i></p>					
<p>I can scan quickly. <i>Puedo leer rápido para encontrar datos específicos.</i></p>					

Appendix No. 10

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Reading Comprehension Using Skimming and Scanning Strategies through Collaboration Facilitated by WhatsApp” (“Comprensión lectora usando las estrategias de lectura rápida y global a través de Colaboración Facilitado con WhatsApp”). Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Pedro Touriz

Candidato a Máster.

=====

Post Survey for Reading Comprehension Strategy

Encuesta Final para La Estrategia Comprensión Lectora

Name: _____

	Totally disagree Totalmente en desacuerdo	Disagree Endesacuerdo	Neutral Neutral	Agree De acuerdo	Totally Agree Totalmente de acuerdo
I can understand a long, complex text. (skimming) <i>Puedo entender un texto largo y complejo en inglés.</i>					
I understand single phrases at a time. (scanning) <i>Entiendo frases cortas en inglés.</i>					

READING COMPREHENSION

<p>I pick up familiar words or phrases in passages. <i>Reconozco palabras familiares o frases en lecturas en inglés.</i></p>					
<p>I understand a long text with the first reading. <i>Entiendo una lectura larga a en la primera lectura.</i></p>					
<p>I understand a long text by rereading it. <i>Entiendo una lectura larga después de leerla dos o más veces.</i></p>					
<p>I can skim a simple text. <i>Puedo leer rápido para encontrar la idea principal un texto fácil..</i></p>					
<p>I can scan quickly. <i>Puedo leer rápido para encontrar datos específicos.</i></p>					

Appendix No. 11

Rubric for WhatsApp group

The assessment process for the WhatsApp group is done by the course instructor. This rubric is designed for evaluating the role of students' participation or collaboration in the WhatsApp group.

Category	4 points	3 points	2 points	1 point
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. <u>A leader who contributes a lot of effort.</u>	Usually provides useful ideas when participating in the WhatsApp group and in classroom activities. <u>A strong group member who tries hard!</u>	Sometimes provides useful ideas when participating in the WhatsApp group and in classroom discussion. <u>A satisfactory group member who does what is required.</u>	Rarely provides useful ideas when participating in the WhatsApp group and in classroom discussion. May refuse to participate.
Questions and Answers	Actively participate in the activities in the WhatsApp group. By Creating questions and ask them.	Refines participation suggested by others.	Does not suggest or refine solutions, but is willing to try out to participate by others.	Does not try to participate or help others in the activities or work.
Attitude	Never criticize publicly of the participation or the work of others. <u>Always has a positive attitude about the task(s).</u>	Rarely criticize publicly of the participation or the work of others. <u>Often has a positive attitude about the task(s).</u>	Occasionally criticize publicly of the participation or the work of others. <u>Usually has a positive attitude about the task(s).</u>	Often criticize publicly of the participation or the work of others. <u>Often negative about the task(s).</u>
Working with Others	Almost always responses, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually responses, shares, with, and supports the efforts of others.	Often responses, shares with, and supports the efforts of others.	Rarely responses, shares with, and supports the efforts of others.

Developed by: Pedro Touriz

Appendix No. 12

Rubric for the Innovation According to Skimming and scanning

The assessment process for the **Skimming and scanning** is done by the course instructor. This rubric is designed for evaluating the role of students' individual and collaborative participation in the classroom.

Category	4 points	3 points	2 points	1 point
Identifies important Information (Use of skimming)	Student identifies the main point of the reading or passage quickly.	Student identifies the main point of the reading or passage, but takes much time.	Student identifies the main point, using the reading or passage, but takes more time than expected, and does not fully developed.	Student is unable to identify important information accurately.
Identifies details (Use of Scanning)	Student recalls several details from the reading or passage without looking referring directly to the text.	Student recalls several details for each main point, but needs to refer to the text occasionally.	Student is able to locate most of the details when looking at the text.	Students cannot locate details with accuracy even looking at the text.
Identifies facts (Use of Scanning)	Student accurately locates the 5 facts in the reading or passage to match them with the respective explanation.	Student locates 4 facts in the reading or passage and matches them with their respective explanation.	Student accurately locates 3 or 2 facts in the reading or passage.	Student has difficulty locating facts in the reading or passage and provides only one or none matching.

Developed by: Pedro Touriz

Appendix No. 13

Skimming and Scanning strategies

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?
- c. What other ways are there to read a text?

2- Which reading skill or skills did you use to answer Activity?

3- Did you read every word in the text? Did you read quickly or slowly?

4- What is the best strategy for addressing short-answer questions?

5- Put the following points into a logical order. Be prepared to explain your order.

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

Appendix No.14

Learning Logs

Learning log 1 and 2

1. What did you learn today?
2. What or who facilitated that learning?
3. Did you skim? What difficulties did you encounter?
4. Did you scan? What difficulties did you encounter?

Learning log 3 and 4

1. What did you learn today?
2. What or who facilitated that learning?
3. Did you skim? What difficulties did you encounter?
4. Did you scan? What difficulties did you encounter?

Appendix No. 15

KWL Chart

Name _____ **K.W.L Chart** Date _____

Topic _____

What I Know	What I Want to Know	What I Have Learned