



Peer Assessment of Skimming and Scanning to Improve Reading Comprehension.

Jimmy Javier Perlaza Estupiñan

Guide: María Rossana Ramírez Ávila

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Abstract

This research implemented peer-assessment, skimming, and scanning to improve reading comprehension. The research was applied at a public high school in Guayaquil. The sample was 25 students of second baccalaureate with a majority of them being at an A1 level with some students in an A2 English level. This action research was supported by qualitative and quantitative instruments. Skimming and scanning strategies were scaffolded, monitored and developed during the implementation with different activities. Results show that the impact of the innovation was Cohen $d= 3.29$ which indicates a large impact in learning. After applying the innovation, 76% of the students showed an improvement in their reading comprehension as evidenced in a pre and post-test. This result was supported by the changes in attitude that were observed during the process of the activities as well. This innovation demonstrated that by applying peer-assessment of skimming and scanning strategies learners can improve their reading comprehension in a second language.

Key words: Peer-assessment, Skimming, Scanning, Reading comprehension, EFL.

Resumen

Esta investigación implementó la evaluación entre pares, identificación de la idea principal e ideas específicas para el mejoramiento de la lectura comprensiva. La investigación fue aplicada en un colegio público de Guayaquil. La muestra fue de 25 estudiantes de segundo de bachillerato los cuales en su mayoría tenían un nivel A1, habiendo algunos estudiantes en un nivel de inglés A2. Esta investigación utilizó instrumentos cualitativos y cuantitativos. Se modeló, monitoreó y desarrollo la estrategia de búsqueda de la idea principal e ideas específicas durante la etapa de implementación con diferentes actividades. Los resultados muestran que el impacto de la innovación fue Cohen $d= 3.29$ el cual indica un gran impacto en el aprendizaje. Después de aplicar la innovación, el 76% de los estudiantes mostró una mejora en su comprensión lectora como se puede evidenciar en la comparación del pre y post-test. Este resultado fue respaldado por los cambios de actitud que se observaron durante el proceso de las actividades. Esta innovación demostró que aplicando la evaluación entre pares de la identificación de la idea principal e ideas específicas se puede mejorar la lectura comprensiva de una segunda lengua.

Palabras clave: Evaluación entre pares, idea principal, ideas específicas, lectura comprensiva, inglés como idioma extranjero.

Peer Assessment of Skimming and Scanning to Improve Reading Comprehension

Nunan (2003) mentioned that English is one of the most important languages in the world. Many countries have been increasingly implementing it as a compulsory subject. According to the 2016 curriculum on the official web page of the Ministry of Education, Ecuador was one of the countries that started to teach the English language from 2nd grade in that year (Ministerio de Educación, 2016). Avello, Camacho, Urquia, and del Campo (2019); and, Garton, Coplan, and Burns (2011) agreed that many governments have ensured an English-speaking workforce because of the demand for the language around the globe. Thus, the implementation of English at primary and secondary levels is important, so that students can be part of the global economy.

Several studies have indicated that learners have difficulties when learning a language, specifically in reading (Bernhardt, 2005; Fuchs, Fuchs, Seethaler, Cutting, & Mancilla-Martinez, 2019; Josephs & Jolivette, 2016). Some of these problems involve the lack of literacy programs, the incorrect use of reading strategies, and reading comprehension tasks, especially in their L1 which will not allow students to transfer their knowledge to a second language.

Additionally, students who lack English proficiency can compensate this problem by increasing awareness of reading strategies and learning how to use them appropriately to comprehend what they read (Mokhtari & Sheorey, 2002). However, this is something that many teachers do not tend to teach their students. Zaman and Asghar (2019) questioned whether or not teachers introduce reading strategies from an early age in public schools. This can also be observed in public schools in Ecuador.

For instance, students who skim and scan can get information without spending too much time; they are flexible readers who can get information according to their needs, even not knowing every word in the text (Fauzi & Raya, 2018). Skimming allows students to get

the gist of the text while getting the specific information when scanning (Sinaga, & Simanullang, 2019). This will allow learners to comprehend academic texts without having to read every single word in it.

Even though peer assessment is not a reading strategy, it is an effective pedagogical one in which students assess their peer's work (Li, Xiong, Zang, Kornhaber, Lyu, Chung, & Suen, 2016). Additionally, they will have the opportunity to take responsibility for analyzing, monitoring and evaluating their peers' learning process and product as well as their own (Basuki, 2016). Therefore, it can complement skimming and scanning, so that students can help each other to acquire these strategies better and faster while reading.

Peer-assessment has been explored within the reading skill context (Lan, Sung, & Chang, 2007; Vickerman, 2009), and authors have reported positive outcomes. Although peer-assessment can enhance students learning process, it has not been researched in combination with skimming and scanning strategies. Thus, there is a knowledge gap that this research can explore.

On the other hand, skimming and scanning skills are widely documented for higher education and its effects on reading comprehension. However, there are few studies that deal within the Ecuadorian contexts, and only one was found for public schools. This study focuses mostly on reading habits but does not focus on how reading strategies help students' comprehension (Jaramillo-Ponton, Vargas-Saritama, Cabrera-Solano, Vivanco-Rios, & Zuniga, 2019).

It is important to identify weaknesses in reading at an early stage to minimize risk of reading complications throughout the school years like the lack of use of reading strategies (Murphy & Farquharson, 2016). Bernhardt (2005) mentioned that to achieve literacy in a second language, learners' first language has to be strong. However, being exposed to reading comprehension activities is not common in nonnative English speakers (Fuchs, Fuchs,

Seethaler, Cutting, & Mancilla-Martinez, 2019). Even though, the National Reading Panel and the National Institute of Child Health and Human Development (2000) deemed that reading fluency is an essential aspect of literacy instruction, schools have faced challenges when implementing this skill (Josephs & Jolivette, 2016).

Moreover, the Ministry of Education has set standards, in accordance with the Common European Framework, that teachers must follow in order to help students be proficient in the language. Standards for reading consist of understanding and identifying specific information from simple texts, short phrases, as well as obtaining the main idea of different types of documents (Ministerio de Educación, 2014). In order to reach these two standards, reading strategies must be taught to students so that they can find the information they need from the readings.

This research focused on the reading skill and strategies of peer assessment of skimming and scanning for reading comprehension. Reading is one of the most important skills for input gaining, which will lead to the development of language (Guo, 2012). Moreover, Richards, Baker, Gersten, Baker, and Smith (2015) mentioned that reading can help improve English proficiency in struggling students. This is why this research was implemented to improve this skill, since it led to the improvement of the participants' language learning.

This innovation was carried out in a public school in the city of Guayaquil with high school students. A proficiency test was taken to determine students' level in the English language. The majority of them were in an A1 level, with a low score in reading comprehension. Additionally, a pre-test and posttest with readings from a range of A1 to B1 was applied. Additionally, field notes were used to identify students' reactions towards the use of the strategies. All the results and information gathered were analyzed to answer the following research questions.

1) To what extent does peer-assessment of skimming and scanning improve students' reading comprehension?

2) What are student's reactions when being assessed by their peers on what they have read?

Literature Review

This action research focused on peer assessment of skimming and scanning as strategies to improve reading comprehension. The independent variables involved peer assessment, skimming and scanning, and the dependent variable is reading comprehension. Theories and concepts that support this study are illustrated in this section.

Reading Comprehension

Reading comprehension is a complex process which essentially means understanding what is being read (Moore, McClelland, Alef, & Vogel, 2016). In this procedure the reader transforms the content in the text into meaning. This process starts with the information within each paragraph and ends with what the person acquires from it (Marliasari, 2017).

Consequently, the use of this skill should be paramount in every level, since constructing meaning will help students to become better readers that monitor their thinking while they read (McLaughlin, 2012). In conclusion, to be a better reader, students have to decode visual symbols, understand literal meaning, and interpret the author's intentions (Maley & Prowse, 2013).

Skimming.

Skimming is regarded as an essential academic reading skill that allows the reader to re through large amounts of information to find the general idea of the text in a short time (Hong, 2013). While skimming, learners move their eyes quickly to look for data in a short amount of time (Strukelj & Niehorster, 2018). When applying this strategy, students do not have to read each individual word in order to get an overview of the text (Yusuf, Yusuf, Yusuf, & Nadya,

2017). The data needed to get an overall idea involves reading the title, subtitle, headings, introductory paragraph, first sentence of subsequence paragraphs, graphic elements, and the conclusion (Wahyuningsih, 2018).

Scanning.

Scanning is a reading strategy where the reader looks for key words or phrases in a text (Lucantoni, 2017). This strategy is more limited. It is used only to retrieve a specific piece of information relevant to the activity or the reader (Abdelrahman & Bsharah, 2014). Also, students with rapid scanning abilities are the ones with the best accuracy when finding specific data (Maxwell 1972). Students find it easier to use this process since there is no need to understand every word or meaning, so they do not need other resources that would take them away from the task (Deveci, 2018).

Peer Assessment

Peer assessment is a process where groups of individuals rate their peers' work or performance (Falchikov, 1995). Many times this strategy is used during formative assessments, where learners provide mostly qualitative comments and sometimes mark to provide feedback (Gielen, Peeters, Dochy, Onghena, & Struyven, 2010). Moreover, facilitators expect that students take on the role of assessors, developing in them the criteria of what counts as quality work while also increasing peer relations (Harris, Brown, & Harnett, 2014).

However, as with many strategies there are positive and negative sides to take into consideration before applying them. Azarnoosh (2013) argued that teachers must be aware of students' bias which could provide negative information, or too much positive feedback due to their reluctance to fail their classmates.

Communicative Language Teaching

Communicative Language Teaching (CLT) in its core has communicative competences as a priority rather than grammar (Richards, 2006). It asks teachers to re-think classroom

practices, the type of materials they use for specific activities as well as the design of the lesson plan (Thornbury, 2016). According to Humphries and Burns (2015), CLT puts learners at the center. It focuses on meaning rather than form. Students are expected to negotiate meaning with almost no control from the teacher.

However, most studies show that this approach has not been implemented in the majority of schools and traditional ones are still prevalent (Jabeen, 2014). One of these issues is that there is not one constant definition which leads to multiple interpretations and a broad array of teaching practices. This makes people lose focus on the main goal of the approach and instead pick and choose certain characteristics of it (Liu, 2017).

Principles like meaning-based, learner-centered for L2 teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages are the driving force of CLT (Spada, 2007). These are the principles that this research focused on to improve students' reading comprehension.

Backwards Design

Backwards design is a curricular program where the development of students understanding is deepened by the ability to make knowledge into big ideas (Wiggins & McTighe, 2011). This is because this form of planning is focused on a long-term process which involves the desired results, evidence, and learning planning (McTighe & Wiggins, 2012).

Other concepts like transfer, understanding, and acquisition are important in backwards design. They entail the use of the information they are taught independently, the transferability of big ideas into provocative essential questions and the acquisition of the knowledge at the end of the unit (Yurtseven & Altun, 2017).

Scaffolding

Scaffolding refers to the different ways teachers facilitate learning, starting from an initial mental structure to a complicated content or skill by organizing learners new knowledge (Reiser & Tabak, 2014). Providing organization while teaching content will allow learners to better understand and apply this new knowledge.

It is a temporary but essential assistance in the classroom activities that helps learners complete the tasks successfully provided in the classroom (Gibbons, 2002). Without this assistance, many tasks can be too challenging, which might frustrate or intimidate learners, and this will lead to students to not do the activity and thus, not learning what is being taught.

However, as teachers become aware that learners acquire new skills facilitators start to withdraw that support, and provide it again in new tasks (Hammond & Gibbons, 2005), so that students start to apply what they have learned by themselves without the facilitator's assistance outside of school.

Therefore, Smit, Grift, Bot, and Jansen (2017) claimed that scaffolding has three stages. The first one is the support provided in the classroom. The second stage is the withdrawal of support, and thirdly which is the transfer of responsibility, where students take charge of their learning.

Innovation

The innovation was developed using a lesson plan taking into consideration backwards design and CLT principles. The implementation of the innovation lasted five weeks with 25 periods in total. The activities in the planning developed students reading strategies so that at the end of the unit they could create a poster session to present their favorite readings from the classes.

In order to improve reading comprehension of students where a majority of them have a A.1 level of English proficiency, the innovation included the introduction and practice of peer-

assessment of skimming and scanning. All the activities that were developed were explained step by step.

The strategies of skimming and scanning to improve reading comprehension were scaffolded when introduced by the researcher the first week of the application of the innovation (see Appendix 1). These activities were completed with the help of the teacher in order to get used to the strategies and the rubric for reading activities (see Appendix 2).

The readings that were used during this innovation were scaffolded as well. Each reading was marked with the level of proficiency that they demanded, as well as a set of questions that students used in order to look for information. This allowed learners to recognize the proper way to ask question for skimming and scanning when assessing their peers, which they had to do at the end of the activities.

In the first two days of innovation, students learned about the strategies and the process that they had to carry out with each one. They performed activities where they read questions only to recognize what strategy they had to follow and they tried to question each other to get possible answers.

The facilitator provided the correct answers at the end, so students could correct their responses. Also, at the end of the activities, the teacher and peers asked questions about the main ideas, supporting details and the use of strategies in their L1 in order to see if they understood where they made mistakes.

Starting the second week, students had to complete different types of tasks; individual, in pairs and groups tasks. When doing the peer assessment activities, they used a rubric to evaluate each other. The researcher monitored their progress and intervened only when needed. The activities started with a vocabulary game using the words from the readings that learners studied in that week. Then, they had reading activities where they had to get the main idea as well as specific information by questioning their peers.

The readings were increasing their level of difficulty each week, they started with A1 and ended in B1 texts. These texts were taken from Cambridge sample tests. They were related to the topic of the fifth unit of the student's book. The topics were about traveling, leisure activities, and telling past experiences. They performed activities relevant with the innovation from the book as well.

Each Friday students chose one of the readings that they found the most interesting to use in their poster session. Student helped each other by brainstorming on the specific ideas and the general information they put in as content and the type of graphics they used.

Methodology

This is an action research. Quantitative and qualitative instruments were used to answer questions about relationships within the variables. All the data collected during the innovation through field notes and pre and post-test was analyzed and interpreted to answer the research questions. This section introduced the participants as well as the instruments that were used in the innovation, the way in which the data was analyzed and ethical considerations that were considered before carrying out the study.

Description of Participants

Students from second baccalaureate from a public high school participated in this study through a convenience selection of the sample. There were a total of 25 students. Ages ranged between 16 and 18 years old. Their economic level was low, and they came from modest families in the northern sector of the city of Guayaquil. In the course, 60% were men while 40% were women. The ethnicity of the students was mestizo. Their mother tongue was Spanish. The majority did not have access to internet, although many of them had smartphones.

Students' weakest ability was reading comprehension. The evidence was a reading comprehension test taken before the implementation of this innovation. The proficiency test

showed that their knowledge of the English language was limited. The reason for this was that they did not have previous instruction in English for six months due to the lack of teachers. After that, they were assigned a teacher who was not trained in the foreign language area, the use of didactic resources was nonexistent, and strategies for language acquisition were not applied.

Instruments

To report the first research question: *To what extent does peer-assessment of skimming and scanning improve students reading comprehension?* A pre and a post-test were applied with different levels of texts that ranged from A1 to B1 according to the Common European Framework of Reference. Each level had a different marking: 8 points for A1, 5 points for A2, and 27 points for B1. This tested students' current level (A1) to the level that they should have in their school year (B1.1). In this evaluation, the following parameters were taken into account: a short paragraph with specific information, details of time, place, and activities for the A1 readings, and longer texts with multiple choice questions (see Appendix 2). The maximum grade students could obtain was 40 points in both the pre and posttest.

Moskal (as cited in Brookhart, 1999) described scoring rubrics as schemes that are developed by evaluators to guide the analysis of the products or processes of students' efforts. The rubric that was used in this innovation had five categories which were: Identifying main information, identify details, questioning, responding inquiries, and the process of skimming (Appendix 3). Each category had four levels. This rubric was used each time the innovation was applied with the students in the reading comprehension tasks.

To report the second research question: *What are student's reactions when being assessed by their peers on what they have read?* The researcher used field notes (Appendix 4) to record data from observation of the learners' reactions when they were assessing their peers. Field note is a descriptive instrument for acquiring qualitative data through observation

(Mulhall, 2003). The field notes focused on four statements: Students' reaction when starting and finishing peer assessment activities as well as their reactions when questioning their peers and when being questioned by them. This instrument was used each time the reading activities were performed to see the process that students did and how they felt when doing them.

Data Analysis

Data of pre and post-test were entered in Excel and exported to the SPSS program to get descriptive statistics (minimum, maximum, media, and standard deviation). This information was used to get the effect size. Furthermore, to confirm the results of the skimming and scanning process, a quantitative analysis of each level of the test was done since there are more scanning questions in the A1 and A2 questions than in the B1 section.

To answer the second research question, field notes were used to describe students' reactions each time that they were assessed by their peers. The information gathered in this instrument was organized according to frequent patterns to answer this research question.

Ethical Considerations

Before carrying out the present research study a written approval was obtained from the school Director and from the students of the second baccalaureate education level. Once the process was approved, the students were verbally informed about the innovation and its importance for the educational community, its objectives, time, and methodological approaches. The ethical considerations such as confidentiality were paramount, so authorization was provided to take photographs to record the process of the activities. It was stated that students' faces were not going to be displayed; pictures were kept only to provide evidence of students' performance. Students were communicated that they could refuse participation at any time of the process.

Results

Findings of this study are presented based on data collected during five weeks in order to answer the research questions. Regarding the first research question: *To what extent does peer assessment of skimming and scanning improve students reading comprehension?* Results showed low grades in the pre-test. Through these results, the researcher realized that learners did not comprehend the readings, which was attributed to the lack of reading strategies at the beginning of this research. The results can be seen in table 1.

After five weeks of the application of the innovation, students took a post-test as a final activity of the research. The results showed that after applying the strategy of peer-assessment of skimming and scanning, students had a significant improvement in their reading comprehension. Cohen (1988) defined a “ $d=.8$ ” as a large effect size, this innovation had a $d=3.29$. This value confirmed that the application of the strategies in the innovation had a large impact in learning.

Students got a higher score in the post-test than in the pre-test. The minimum and maximum grade were higher in the later test than in the former. The mean was doubled in the post-test, and the standard deviation was smaller in the post-test which means that most of student's scores were closer to mean.

There results from the post-test show a significant improvement when compared with the pre-test with a $p < .00$. This means that students could comprehend significantly more when reading the texts, the second time they took the test.

Table 1

Results of pre and posttest

	Pre	Post	$p < 0.05$
Minimum	3	6	0.00
Maximum	15	26	
Mean	10.08	21.67	
Standard Deviation	3.20	3.82	

Results from each level in the test also showed that learners put more effort into the most difficult section, in this case being the B1 level. The results can be observed in table 2.

Learners had a significant improvement in the B1 section compared to the A1 and A2 ones. In the A1 section of the test, students got a higher minimum, maximum and mean in the pre-test than in the posttest. Additionally, the scores showed a smaller standard deviation in the pre-test than in the post-test, even though the second time students did the test, they got a lower grade. In the A2 section, students got a slightly higher grade as a minimum, the maximum was the same on both the pre-test and post-test and a smaller standard deviation in the former one. This indicates that students had a score closer to the mean in the pre-test than in the post-test.

In the B1 section where students put more attention, they got a higher grade in the post-test than in the pre-test. The maximum grade was almost three times higher than in the first test. Additionally, the standard deviation was smaller in the post-test than in the pre-test, even though the mean was over two times higher in the post-test than in the pre-test. This means that most of the students got a score closer to the mean in the later test.

Students commented that because the B1 section had the most questions, and due to the lower difficulty on the first two levels which contained more scanning activities, the majority of them started with the later section and finished with the former ones. However, because of the time and mental exhaustion, many of them did not read the texts and questions carefully. Thus, the lower grades in the post-test in the A1 and A2 sections.

This would mean that learners applied the skimming strategy more than scanning. However, due to their decision to start with the B1 section and being mentally exhausted when they arrived to the first two sections, scanning was not applied appropriately by many of the students.

Table 2

Results of pre and posttest according to the level

	Pre A1	Post A1	Pre-A2	Post-A2	Pre B1	Post B1
Minimum	3	0	0	1	0	5
Maximum	7	5	3	3	5	18
Mean	5.08	3.12	1.44	1.80	3,88	12.24
Standard Deviation	1.32	1.33	1.08	.5	2,40	3.07

Regarding the second research question: *What are student's reactions when being assessed by their peers on what they have read?* Data collected through the field notes, helped to identify students' views on the strategy of peer-assessment of skimming and scanning, and how these views changed or did not change over time.

Firstly, most participants wanted to be paired with a close friend in order to feel more comfortable while doing the activities. This feeling did not change at any time during the implementation.

At the beginning few students used the words given to them to make questions to answer in English. They preferred to do it in Spanish because some partners asked them to speak faster than they could, thus they used their mother tongue to speak. However, this situation changed overtime in some students. As their partners were using the words to do the activities the others tried to do so as well.

Additionally, during the first three lessons students asked the researcher to model the activities, since the use of these strategies was new to them, they were afraid of making

mistakes. Thus, the researcher made the decision to do the activities with the students in the first week. After the fifth lesson, students felt like they could do the tasks on their own and stopped asking for help, however, the researcher kept monitoring every task and providing feedback when he felt that students were making a mistake.

Regarding the use of the rubric, many students noticed that their peers skipped one or two steps of the process of skimming; however, they did not want to grade their friends with a low score. Thus, the researcher explained that the activity where they had to use the rubric was a formative one, meaning that it was only to provide feedback and the score would not be used against them. After that explanation, students felt relieved and scored their peers with the grade they deserved. They even took notes of the feedback and kept them in mind for future practices.

Concerning student's emotions towards the peer-assessment of skimming and scanning activities, at the beginning one or two students felt confident enough to speak and write without stopping anytime they made a mistake in either in English or Spanish. However, as time went by, and because the researcher did not penalize them for those mistakes, each time more learners participated actively in each activity. At the end, half of the class mostly participated in English.

Discussion of Results

This study intended to improve student's reading comprehension through peer-assessment of skimming and scanning. Results indicate that the application of the strategies had a large impact in learning. This section presents the results in light of previous theories.

Regarding the extent to which students improved their reading comprehension, findings showed a significant impact Cohen $d = 3.29$ after having participated in the learning activities during the implementation of the innovation.

Even though reading comprehension is a complex process, where students have to understand what is being read as mentioned by Moore, McClelland, Alef, and Vogel (2016), students who applied peer-assessment of skimming and scanning strategies during reading activities comprehended more the texts than when the strategies were not used. This was demonstrated by Mokhtari and Sheorey (2002) who explained that even without being proficient in the language, learners can compensate this problem by increasing awareness of reading strategies and learning how to use them appropriately to comprehend the text.

This was observed in each of the sections independently. Even though the results showed a lower grade in the first two sections in the posttest, the researcher noticed that by applying the strategy, students were able to comprehend most of the text in the A1 and A2 sections, and some key information in the B1 readings.

Qualitative data obtained from field notes confirmed that when students help each other in their learning process they tend to do better the reading activities. This was also mentioned by Basuki (2016) who said that peer-assessment does not only help students take responsibility for analyzing, monitoring and evaluating their peer's learning process and product but also their own at the same time.

Another reason why the strategies helped students improve their reading comprehension was that every activity was scaffolded. Every activity was organized so that at the end students could understand how to use the strategies, as well as providing an initial model for each task. Reiser and Tabak (2014) said that scaffolding facilitates learning, starting from an initial mental structure to a complicated content or skill by organizing learner's new knowledge. This allowed students to apply what they learned in the test, thus the improvement in the overall results.

The researcher found that many theories in this study coincided with the results obtained at the end of the innovation. Participants who used peer-assessment of skimming and scanning

improved their reading comprehension without having a high level of English proficiency. Additionally, learners did not only improve their reading comprehension, but also, the innovation allowed students to be responsible for their classmate's as well as their own learning process.

Conclusions and Implications

In order to help students reach academic success, developing their reading skills is essential. Lack of strategies was the motivation to apply this research in this group of students.

It is important to note that skimming and scanning strategies have been researched by many authors; however, it has not been studied in combination with peer-assessment. Therefore, this research helps to reduce the gap on this topic.

This study confirms that peer assessment has a great impact for learning. Results showed that students who use the strategy not only improved their reading comprehension, but also increased their motivation and participation during the process of the activities. This was mainly due to the conditions of the tasks, like pairings between friends, the use of formative activities, scaffolding the strategy, and allowing without penalization the use of L1.

At the beginning of the study, students asked to be paired with someone with whom they had a close friendship. They said that if the pairing was done randomly, they might have gotten someone who they did not feel comfortable with. Many of them even refused to participate in the innovation if the pairing process was randomized. Therefore, in order to get a sizeable sample, the researcher allowed students to form pairs with their closest friend. This small concession in the process allowed learners to actively participate in the different activities. Many of them even use their L2 once they felt comfortable enough to do so.

Additionally, using formative activities where students do not worry about a score, allows them to be more active, they do not have to worry about making mistakes and they are more receptive to feedback from their peers when they finish evaluating each other.

Findings also revealed that using readings with different levels helped learners to feel like they were improving and that what they were learning worked. However, something that the researcher sees as paramount is to recycle vocabulary. As each reading contained a similar theme, each text shared a good amount of words. This allowed learners to practice their repertoire in different contexts while learning new words at the same time.

Lastly, the researcher realized that students should not be penalized for using their mother tongue, especially in their early levels of learning a language. Encouraging students to use both languages does not only allows them to practice their L2 each time they can but also, it allows learners to feel less pressured while using it.

Limitations and Scopes

The study was limited to 25 Ecuadorian EFL students from a public high school. It was also limited mostly to the classroom, having certain days of use of the laboratory, due to the national exams of third baccalaureate. The scope of the study was directed on the peer-assessment of skimming and scanning strategies.

Due to the inconsistency of student's attendance, the study was limited to one experimental group. The course was selected because the majority of the students attended school with regularity, and the majority of students wanted to participate in the implementation of the innovation.

The innovation lasted five weeks because of curricular concerns of the last unit, the extracurricular celebration activities in the institution, and the national strike in Ecuador.

Although there were many limitations, like students' lack of vocabulary, non-exposure to English outside of school, the amount of time left in the school year and having started learning the language in ninth grade due to not having teachers with pedagogical formation in teaching English; students from this course always showed the willingness to learn and parents demonstrated a desire to help their children increase their level of English. Additionally,

teachers of other areas like physical education and art gave me twenty minutes of their classes in order to complete the five hours each week.

Recommendations

This study addresses the following recommendations for future improvement: It is essential to have a control group as well as an experimental one in order to have more data to validate and contrast the results. Additionally, it is recommended to extend the duration of the research in order to get better results as well as to have the opportunity to use more readings with different levels of the language. It is important to implement activities that students are familiar with in the test or practice them during the implementation, and remind them to always start with the easiest part of the test to later continue with the most difficult tasks. Finally, it is also suggested to explore the use of technology to develop more engaging activities.

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Appendix 1

Lesson Plan

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

Institution:	Unidad Educativa Fiscal José Martínez Queirolo (public catholic institution)
Year of study:	Second Baccalaureate
Student description: (include English Level)	26 sixteen to eighteen years old EFL learners. The majority of students have an A-1 CEFR level. The majority of them come from homes with a low economic situation.
Professor:	Jimmy Javier Perlaza Estupiñan
Unit title:	Around the world
Weeks:	5 weeks
Hours:	25 periods

I. Transfer Goal (Stage 1)

Standards the unit will work with: A 1 CEFR learners 2018 updated version

- Reading for orientation

Can find and understand simple, important information in advertisements, in programs for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).

- Reading for information and argument

Can get an idea of the content of short informational material and short simple descriptions, especially if there is visual support:

A1: Can deduce the meaning of a word from an accompanying picture or icon.

Transfer:

I want my students to recognize specific and general information in texts, so that they can orally ask and answer questions orally to their friends in order to provide short opinions about them.

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)	C. What I will commit to doing differently in my classroom to ensure my
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	transfer:	results look like Column A.
<ul style="list-style-type: none"> • Skimming • Find specific information within text. • Respond and answer questions to their peers about the text. • Understand the general idea of text 	<ul style="list-style-type: none"> • They cannot find details to answer specific questions • They cannot respond and ask questions about the readings to their peers. • They cannot provide A general idea of a text. • They do not read. • They have problems with vocabulary. • Their participation is slow when reading. • Not all participate. 	<ul style="list-style-type: none"> • Provide more vocabulary tasks that will be used in the readings. • Provide engaging activities where students create questions using short simple information. • Provide activities with multiple options in order for them to select the correct general idea, until they can do it on their own.

II. Summative Performance Assessment Task (Stage 2)

Goal	To improve reading comprehension in EFL students from second bachelor course.
Role	Readers, inquirer, replier
Audience	Classmates and teacher
Situation	Students will read text about travels, leisure activities, and vacation stories, then they will provide the information they found (the main idea and specific information) in the readings. Finally, using a rubric they will assess themselves on the correct use of the skimming and

	scanning strategies.
Performance	Students will make a poster session using the texts they have read about travels, leisure activities and vacation stories inside the classrooms where learners from other rooms can see their work. They will find pictures related to the information they will share. Students will be assessed using a rubric which will contain a criteria for each of the following aspects.
Standards	<p><u>Their poster session should:</u></p> <p>Contain real images related to the topic.</p> <p>Show creativity and be connected with the topic.</p> <p>Content is clear and easy to understand.</p> <p>Presenter's response to questions demonstrated knowledge of subject matter and project.</p> <p><u>In their oral performance class, they have to:</u></p> <p>Ask and respond for specific and general information in readings.</p> <p>Find specific information in readings according to questions their peers have asked.</p> <p>Find general information in readings according to the information shares with their peers.</p>

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

What students will need to know	The skills students will need to be able to do
<ul style="list-style-type: none"> ● Vocabulary about the different readings, travels, holidays, vacations, personal stories, invitations, directions. ● Skimming and scanning procedure. ● Wh-questions ● Recycled vocabulary learned in the previous unit. 	<ul style="list-style-type: none"> ● Understand vocabulary according to the context of the readings. ● Use learned vocabulary to ask questions. ● Find specific and general information in readings. ● Ask and answer short questions. ● Write Wh- questions

IV. Essential Questions (Stage 1)

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

1. In what way do reading strategies help me improve my reading comprehension?
2. How do I feel when a peer assesses me during the reading process?
3. How does questioning and responding to questions help me comprehend better the text?

V. Learning Activities

Transfer goal: I want my students to give their opinion about readings by using the specific and general information they find in the text and from their peers using images and other visual aids to help them communicate appropriately.

Abbreviated Performance Task:

You want to provide information to your classmates and friends about the text you have read. Create a poster session using the information you have found from the texts. The topics are about traveling, vacation stories, following instructions, personal stories, and invitations. Share your poster with your classmates using visual aids for a better communication.

<ul style="list-style-type: none"> • Students will show in which of the three paragraphs they found the main idea and they will say why they think it is. • Students look at the answer sheet to see if their response was correct or not. • Students look at examples of wh- questions and say what each Wh-word conveys. • Students read the wh-questions and say what information they are asking for. • Students read the text and write one question using the vocabulary given. <p>4 Closing</p> <ul style="list-style-type: none"> • Students answer one of their peer’s questions, then check their answers in groups. 	<p>Formative assessment.</p>		<p>X</p>	
<p><u>Day 2 (1 period) (2 hours)</u></p> <ul style="list-style-type: none"> • Warm up • Watch a video about animal extinction in Ecuador. • Why do you think animals become extinct? • List the animals from the video and talk about the reasons they might be in danger. <p>2. Development Activities</p> <ul style="list-style-type: none"> • Students read the questions from the card and mark them in the parenthesis with (sk) for skimming and (sc) for scanning. 	<p>Hook Initiating</p>		<p>X</p>	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><u>EXTINCT ANIMALS</u></p> <p style="text-align: center;">Answer the three questions before your classmate(s), or before time runs out.</p> <p style="text-align: center;">1. What does the writer think about the extinction of the Caribbean Monk Seal? ()</p> <p style="text-align: center;">2. When did the Caribbean Monk seal become extinct? ()</p> <p style="text-align: center;">3. Why were the Caribbean Monk Seals not hunted? ()</p> </div> <ul style="list-style-type: none"> • Read the words from the new vocabulary then look at the 	<p>Developing</p>		<p>X</p>	

<p>images and guess what word belong to each image.</p> <ul style="list-style-type: none"> • Flip the image and see if you were correct or not. • Then complete the sentences using the words from the vocabulary. • Read the text and find the answers for the questions in the card. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">EXTINCT ANIMALS</p> <p>The Caribbean Monk Seal did not have good quality fur or tasty meat, and was therefore not hunted. However, as the Caribbean became a popular holiday destination, many hotels were built close to the sea and the seal lost places to look after its young. It became extinct midway through the 20th century. It is a shame that humans have caused an animal to become extinct just so they could build fancy hotels.</p> <p style="text-align: center;">A2 reading</p> </div> <ul style="list-style-type: none"> • Check with a classmate their answers. • Check again using the answer sheet provided by the teacher. <p>3. Assessment</p> <ul style="list-style-type: none"> • • Read the text and find the different details in order to create your own questions with a partner. • Make and answer questions to your partners about the text using the new information in it. Use different words (what-where-who-how-why-when-which-what time, etc.) to obtain a lot of information. 	<p>Formative Assessment</p>		<p>X</p>	
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EXTINCT ANIMALS

The Caribbean Monk Seal did not have good quality fur or tasty meat, and was therefore not hunted. However, as the Caribbean became a popular destination to travel during the summer, many residential houses were built close to the sea and the seal lost places to look after its babies. It became extinct midway through the 19th century. Local governments have caused an animal to become extinct just so they could build fancy houses.

A2 reading

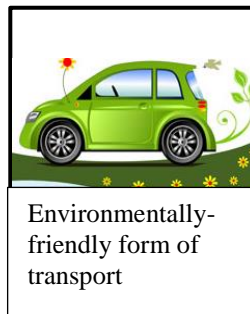
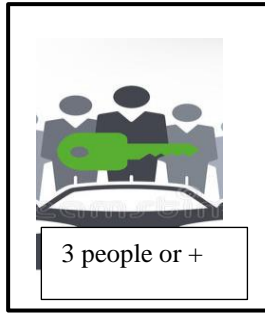
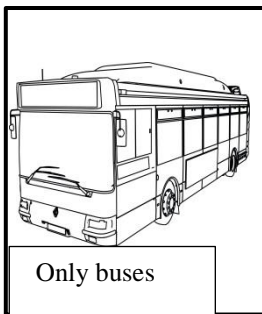
Day 3 (2 periods) (2 hours)

1. Warm up

- In pairs answer the following questions.
Is there any type of eco-friendly transportation in your city?
Name at least 3 types of renewable energy sources.
What can people do to conserve energy at home?

- Development Activities
- In pairs read the title of the text and guess what details they will find in the reading.
- Jigsaw game. Read part of the story and ask a partner for some information in order to complete it.

In pairs choose images provided by the teacher about the text.



Hook
Initiating

X

Developing

X

<ul style="list-style-type: none"> • Make a small collage with the pictures and write details of the text that correspond with each image • Use the scanning strategy to obtain specific ideas from the text. • Ask and answer questions to your partner about the general idea of the text. • Check the answers to see if you were correct. • Assessment 				
<p style="text-align: center;">Memorandum</p> <p>To all staff</p> <p>The hospital is always trying to cut its carbon footprint, and to do this, we want to encourage staff, visitors and patients to use environmentally-friendly forms of transport to and from the hospital. Therefore, we are making the following changes, which will come into effect from 1st April:</p> <p>Car Park A will stay as a staff car park, but, to encourage car sharing, it will only be available to cars containing 3 passengers or more. This rule will be in place between 7 am and 6 pm. A car park attendant will monitor users. Note that cars do not have to leave the car park with three passengers. The parking fee will remain at the current price of £1 an hour up to a maximum of £5 per day. If you are interested in car sharing and wish to find members of staff who live in your area or along your route, please click on the link on the human resources page of the hospital website. Car Park C, previously a staff-only car-park, will now be open to visitors at the increased cost of £2/hour up to 5 hours, and £1 an hour after that. These new rates will also apply to staff/visitor Car Park E. Car Park B will only be open to blue card holders. Only senior and emergency staff are eligible for this card.</p> <p>Service 57A will run from: Hebden Town centre, Hebden Station, Critchley Park and Ride, Grafton Street Train Station, Portchester City Centre (Bus Stop D on Mill Yard) to the hospital. The service will run 24 hours a day every 20 minutes between 7 am and 7 pm and once an hour during the night.</p> <p>Service 62A will run from: Oldgrave Town Centre, Kings Wood Park and Ride and Polegate Park and Ride to the hospital every 15 minutes between 7.30 am and 7.00 pm and once every 30 minutes thereafter.</p> <p>Car park D will no longer be in use, as it will make way for an improved bus park. The current bus service (Service 56D) from the city centre will be replaced by two services. The service will be available to staff, patients and visitors alike.</p> <p>The buses will have a flat rate of £1 per journey. Staff will be able to buy a bus pass valid for 20 trips for just £15. These can be purchased on the bus.</p> <p>Staff can also purchase a Go! pass from the human resources website. The Go! pass costs £45 and entitles users to park at any of the city's park and ride services for just £2 a day. It is valid for one year.</p> <p>There will also be an improved lock-up shed for bicycles and motorcycles in the former car park D. Hospital staff may wish to take advantage of the voucher giving 50% off all cycles and cycle accessories bought from <i>Ferkin's Wheels</i>, which is downloadable from the Human Resources website. Note that you will have to show your staff ID card at the store when making purchases. There will be a fix-it session once a fortnight in car park D on Fridays at 2pm- 5pm. At this time, bicycle mechanics from <i>Ferkin's Wheels</i> will give advice on bicycle upkeep and make minor bicycle repairs free of charge.</p> <p>We hope you will take advantages of these schemes.</p>	<p>Formative assessment</p>			<p>X</p>
<p style="text-align: center;"><u>Students will choose one of the readings from this week to use them in the poster session.</u></p> <ul style="list-style-type: none"> • Choose one of the texts from the week and write what you understood from it. • Make a short presentation using the images plus the information about what you understood about the reading 				

- Using the words learned from previous activities read the first paragraph and writes some questions to ask your classmate in order to get a general idea of the text.

Summer camp

There are many types of summer camps in the west coast. There is one for every type of child.

Here are two examples that people can find on the internet.

Studio Cambridge Sir Richard Camp
Sir Richard

COURSE TYPE: Junior
DURATION: 1 - 5 weeks
CLASSES PER WEEK: 20
AGE RANGE: 10 - 16 years old

Do you have a special interest in Dance? Or sports combined with arts and crafts? If so, why not try our Sir Richard summer camp for ages 10 to 16 – with Football, Dance, and Mixed Activity options. Every aspect of staying with us is included in the fees: English tuition, football/dance tuition, residential accommodation, meals, activities, 2 full day excursions per week, one half day excursion per week, insurance, return transfers from London Heathrow or Stansted.

Classic Programme
Lewis School Junior Centre

COURSE TYPE: Junior
DURATION: 1 - 4 weeks
CLASSES PER WEEK: 15
AGE RANGE: 11 - 17 years old


Our Classic Programme combines fun and challenging lessons with a full activities programme. As both a tourist and a language learner, you will have a truly unforgettable experience! Lessons are enjoyable and fast-paced, and are designed to build your confidence with spoken English

- With your partner divide the 2 remaining paragraphs find at least 5 facts each one.
 - Question your classmate about each fact so that he/she can quickly find the answer.
 - When both are over think about the general idea you wrote before and improve it.
3. Assessment
- With your partner using prompts tell what the reading is about to the rest of the class, give at least 8 support your ideas.
 - When all students are done, they will use the information

Formative
assessment

X

<p>from the text to write a short letter to their parents to send them to a camping trip, they have to tell the name of the camp, activities, and why they want to go.</p>				
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<p><u>Day 2 (1 period) (1 hour)</u></p> <p>1. <u>Warm up</u></p> <ul style="list-style-type: none"> • Look at the picture without reading the text then say where you can find this type of texts. • Say how many times you send this type of texts during the day. • Name some reasons you send text messages. <p>2. Developing activities.</p> <ul style="list-style-type: none"> • Read the first part of the text and make questions with a partner about the next part of the message. Example: What time do you think they will meet? Do you think they will meet at a restaurant or a park? 	<p>Formative assessment</p> <p>Developing</p>	<p>X</p> <p>X</p>		
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- Read the second part of the text and ask true or false questions to your classmate using the facts from the message.



Example

1. Aziz writes to Neira first.

True

False

- Using the questions, you wrote and answered with a classmate, now complete the following statement.

The reading is about two people that...

3. Assessment

Formative
assessment

<ul style="list-style-type: none">• Write a text message similar to the one in the reading, you have to invite a friend to an event or to hang out telling them the time, place, and activities to do.				
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<p>People nowadays have more free time than ever</p>				
<p>Images and information are constantly entering into</p>				
<p>What you want to realize in your free time</p>				
<p>You can choose whether or not to postpone it</p>				
<p>Make sure you have everything you need to enjoy</p>				
<p>Don't let anything else interrupts your free time</p>				
<p>we take the role of consumer Take on the role of producer for a change</p>				
<ul style="list-style-type: none"> Jigsaw game. Make questions to your partner in order to find the missing information 				
<p style="text-align: center;"><i>Make the Most of your Free Time</i></p> <p>1. Studies say that people nowadays have more free time than ever before. Then why doesn't it feel that way? These days, our free time is usually spent _____ using computers or communicating _____. Images and information are constantly flashing into our brains, so it's no wonder we don't feel as if we have really switched off. To really wind down and help us regain our energy levels, it is important to use our free time wisely.</p> <p>2. Think about what you want to achieve in your free time. Do you want _____, get creative or simply relax? Don't worry about what you "need" to be doing, just think about what _____</p> <p>3. Plan when you are going to enjoy your free time, and treat it in the same way as anything else on your calendar. If something else more important comes along, you can choose whether or not to postpone it, but never cancel it!</p> <p>4. Make sure you have everything you need to enjoy your free time in advance. If you're looking forward to a nice long bath, buy in _____. If you want to get out in the countryside, get your boots and map ready, and don't forget to check the weather forecast.</p> <p>5. Don't let anything else interrupts your free time. Ignore the washing up and the vacuuming. Don't check your inbox for messages and turn off your mobile phone. Otherwise, the lines between free time and everyday life will begin to blur, and you won't feel refreshed.</p> <p>6. In many free time activities, we take the role of consumer. When we watch TV, play video games or read, we are only passively involved. Take on the role of producer for a change. Build a model, write a _____ . You will use a different part of your brains and will feel more energized as a result.</p>				

<p style="text-align: center;"><i>Make the Most of your Free Time</i></p> <p>1. Studies say that people nowadays have more free time than ever before. Then why doesn't it feel that way? These days, our free time is usually spent watching television, using computers or communicating on our phones. _____ are constantly flashing into our brains, so it's no wonder we don't feel as if we have really switched off. To really wind down and help us regain _____, it is important to use our free time wisely.</p> <p>2. Think about what you want to achieve in your free time. Do you want to get fit, get creative or simply relax? Don't worry about what you "need" to be doing, just think about what will make you feel more content.</p> <p>3. Plan when you are going to enjoy your free time, and treat it in the same way as anything else on your calendar. If something else more important comes along, you can choose whether or not to postpone it, but never cancel it!</p> <p>4. Make sure you have everything you need to enjoy your free time in advance. If you're looking forward to a _____, buy in bath oil and candles. If you want to get out in the countryside, get your boots and map ready, and don't forget to check the _____.</p> <p>5. Don't let anything else interrupts your free time. Ignore the washing up and the vacuuming. Don't check your inbox for messages and turn off your mobile phone. Otherwise, the lines between free time and everyday life will begin to blur, and you won't feel refreshed.</p> <p>6. In many free time activities, we take the role of consumer. When we _____ or read, we are only passively involved. Take on the role of producer for a change. Build a model, write a blog or make an animation film. You will use a different part of your brains and will feel more energized as a result.</p>										
<ul style="list-style-type: none"> Using the information, you have gathered make questions to your classmate about each paragraph in order to select a heading to them. <table border="1" data-bbox="199 1075 997 1243"> <tr> <td>Why is it</td> <td>Establish your</td> <td>Set a</td> </tr> <tr> <td>Plan ahead</td> <td>Guard your</td> <td>Get</td> </tr> </table>	Why is it	Establish your	Set a	Plan ahead	Guard your	Get				
Why is it	Establish your	Set a								
Plan ahead	Guard your	Get								
<ul style="list-style-type: none"> Assessment Ask your classmate what type of activities he or she likes doing in their free time. Using the information from the text and your classmates' information, use images to make a schedule to a him/her with activities you might want to do together. Orally invite your classmate to several activities outside of school using the schedule you have created for him/her. 	<p>Assessment</p>			<p>X</p>						

coaster- skate park- gym- museum- theatre- rides.

- in groups of four divide the cities and find some interesting facts about them.

Discover America California

1 San Francisco
Fisher's Wharf is a historic marketplace on the waterfront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

2 Golden Gate Bridge
Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.

3 Alcatraz Island
Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

4 Santa Cruz
Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.

5 Venice Beach
This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

6 Hollywood
You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.

7 Los Angeles
Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.

8 Disneyland
One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of the Caribbean. A day in Disneyland is a day you will never forget!

e questions to your classmate about the city they have.

Example: Where can you go?

What is interesting about the city?



- Use the following question to brain storm in order to get the general idea of the document.

1) What does the brochure want us to know about the cities?

- Write a short paragraph to introduce the general idea of the text in the document.

This brochures shows people...

<ul style="list-style-type: none"> • In pairs: create your own brochure about any city in your country. Use images to support your claims. • Tell other classmates about the places you chose in your brochure in order to sell the place you chose. 	<p>Formative assessment</p>			
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<p><u>Day 2 (1 period) (1 hour)</u></p> <p>1. <u>Warm up</u></p> <ul style="list-style-type: none"> • Look at the two images and guess what stories from Ecuador they are from. • Mention briefly some facts that you know about these stories. • Talk about some other weird stories you may know. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Initiation Hook</p>		<p>X</p>	
<p>2. Developing</p> <ul style="list-style-type: none"> • Fill in the gaps with the words from the list <p>Strange- be born- look after- smiled- keep- knew- replied- same- found- both- twin- scared- died- denied.</p> <p>A baby_____ in the hospital.</p> <p>I _____ running in the park.</p> <p>A _____ object flew over the park.</p> <p>The pretty lady _____ at me at work.</p> <p>I _____ the answer in English class.</p> <p>Miss Laura _____ to the letter I sent.</p> <p>My dog _____ last year. I was very sad!</p> <p>The baby sister_____ the baby for us.</p> <p>I am_____ of that movie.</p> <p>I _____ two dollars on the floor.</p> <p>The criminal _____ having stolen my bag.</p> <p>My brother and I like the _____ clothes.</p> <ul style="list-style-type: none"> • Look at the picture and answer questions about it 	<p>Developing</p>	<p>x</p>		<p>x</p>

<div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p style="text-align: center;">Twin back from the dead (B1 Reading)</p> <p>Something very strange happened to Tamara. She never knew she had a twin sister until she started university!</p> <p>Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.</p> <p>When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara.</p> <p>This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"</p> <p>The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally, she asked someone for Adriana's email address.</p> <p>Tamara needed to ask her parents if it was true. One day she called her parents to ask them, but what she replied scared Tamara. She said that she had a sister but she died during labor and they only took one picture of her that was in the attic of their old house. They could not believe what she was telling them.</p> <p>Tamara wanted to call Adriana again so that their parents could hear from her, but she never answered again, and every friend that said she was alive before now denied everything, it was the strangest occurrence in her life.</p> </div> <p>3. Assessment</p> <ul style="list-style-type: none"> • Use drawings on the boards to tell a short story about a strange event that happened to you in your life. 	<p>Formative assessment</p>			<p>x</p>
<p><u>Day 3 (2 periods) (2 hours)</u></p> <p><u>Students will go to the audio visual room to watch a video.</u></p> <p><u>https://www.youtube.com/watch?v=SHN-4ve81TY</u></p> <p>1. Warm Up</p>				

<p>title.</p> <ul style="list-style-type: none">• Choose only one of the titles for you and your partner.• Scan the text to find as many facts to support your claim.• Make questions to each other about the information in the text to help your partner find different types of data. Example: what type of sport will people find easier. Use your L1 if necessary, but mix it with your L2 to gain vocabulary.• In front of the class you and your partner show the title and explain why you chose it. Use the specific and general idea you found.				
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At the end of the class the correct answer will be provided so that students know who got the response.

Here goes the title! _____

My first piece of advice to people who want to start getting fit is: don't buy an exercise bike. Typically, people who buy them use them for a week or so and then forget about them. They are effective if they are used regularly but you need to be determined. Most people will find it much easier to go for a gentle jog around the park.

As well as being easy to do, jogging is also relatively cheap compared to most other sports. You don't need to buy expensive clothes if you're just going running around the park or on the beach. The main thing is that they're comfortable, and that they keep you warm in the winter and cool in the summer.

There is one piece of equipment, however, that you will have to spend time and money on, and that's your running shoes. Remember that you are not looking for a fashion item, but for something that will support your feet and protect you from injury. They can be expensive, but if they are good quality they will last you a long time. It's always best to get expert advice, and the best place for that is a sports shop.

As for the actual jogging, the secret is to start gently, and not to do too much at the beginning – especially if you haven't had any exercise for a long time. Try a mixture of walking and running for ten minutes about three times a week at first. Once you are happy doing that you can then start to increase the amount you do gradually. After a few months you should hope to be able to run at a reasonable speed for twenty minutes three or four times a week.

It's important that you feel comfortable with whatever you do. If you do, you'll start to enjoy it and will probably keep doing it. If it makes you feel uncomfortable, you'll probably stop after a short time and return to your bad habits. In any case, training too hard is not very effective. Research has shown that somebody who exercises for twice as long or twice as hard as another person doesn't automatically become twice as fit.


3. Assessment

Students will choose one of the readings from this week to use them in the poster session.

- Other students from different classes will write in L1 some problems they have about doing exercise.
- Read the problems and using the information from the text provide advices for them so that they can improve their health.

Formative Assessment

X

<p>Week 4 - (5 periods) <u>Day 1 (2 periods) (2 hours)</u> 1. <u>Warm Up</u> <u>Students go to the audio-visual room to watch a video</u> https://www.youtube.com/watch?v=oxTUC5I22LU</p> <ul style="list-style-type: none"> • Watch the video and say how people communicate nowadays according to it. • List the ones you normally use to keep in touch with people. • Mime the actions and guess what type of method of communication it is. <p>2. Developing</p> <ul style="list-style-type: none"> • Look at the pictures and write the ending of the words. Use the word bank.  <p style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Mouth- conference-signal- chat-post</p> <ul style="list-style-type: none"> • Read the sentences and infer their meaning to learn the new vocabulary. I am going back home for the holidays. We remained sited during the anthem. Nowadays people watch Netflix instead of movies. My grandfather is 85, he is old. house means “casa” in Spanish. 	<p>Intentions</p> <p>Hook</p> <p>Developing</p>	<p>A</p> <p>X</p>	<p>M</p> <p></p> <p>x</p>	<p>T</p>

<p>People has polluted the earth overtime.</p> <ul style="list-style-type: none"> • Scan the 5 paragraphs and write 1 question for each one to ask your classmates. • Copy their answer and highlight it in the document. • Half of the students write a short paragraph saying what is the purpose of the text. • A classmate from the other half skims the text to asks questions to give feedback. <p>3. Assessment:</p> <ul style="list-style-type: none"> • In groups students create a new futuristic method of communication and presented to the class. • Write how people can get in touch with your idea using images and text. 	<p>Formative assessment</p>			<p>x</p>
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Highlight the phrase or sentence where you found the				
<p>Keeping Traditions Alive</p> <p>Fireworks are an American tradition on the Fourth of July. On that day in 1776, the thirteen colonies declared their independence from Great Britain. It was a historic moment that eventually led to the USA's independence. That is why this day is known as Independence Day and Americans celebrate the birthday of their country with _____ Parade _____ (example) on the streets, floats and extraordinary _____ (a) that light up the _____ (b)</p> <p>Even though fireworks were invented in China in the 7th century and were used to scare away evil spirits, today they are seen as spectacular displays that are out of this world and make people happy, not only on Independence Day, but also on New Year's Eve, at Christmas, as well as during important ceremonies in many countries worldwide!</p> <p>The Chinese New Year is also known as the Spring Festival. This old tradition marks the end of winter and the beginning of _____ (c), a time when there is heavy rain and lots of flowers blossom. Originally, the Spring Festival was celebrated to defend their villages from the mythical evil _____ (d) the Nian, who came to eat livestock like cows and horses, as well as fruit, vegetable crops and children. It was believed that putting food in front of their doors at the beginning of every year and wearing red clothes would prevent the Nian from attacking people. Nowadays, several customs are observed during this special celebration.</p> <p>The Chinese celebrate in style by buying gifts, food, clothing, and decorations. Houses are decorated with red paper cutouts, red _____ (e) to illuminate the village, and scrolls with poems about fortune and happiness. The day before the Chinese New Year, people have a family dinner, visit friends and relatives, give red _____ (f) filled with money and finish the night with firecrackers that make a loud noise when they explode.</p> <p>a. parade b. beast c. lantern d. fireworks e. envelope f. spring g. sky</p>				
<p>answer.</p> <ul style="list-style-type: none"> • Ask a classmate what answers he/she put and ask them to show where he/she got the answer. • If the answer is wrong give feedback to your classmate and tell him/her how you find it. • Skim the text and say in front of the class what you think the reading is about. Use the specific facts and vocabulary found in previous activities. • While listening take notes of what their peers say and add or correct some fact or the general idea if necessary. • Write an e-mail to a friend talking about what you are 				
Formative				x

<p>going to do this Christmas.</p> <p>Say what traditions you share with your family.</p> <p>Where you normally go.</p> <p>What you normally eat</p> <p>What presents you would like to get.</p>	<p>assessment</p>			
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<ul style="list-style-type: none"> In pairs scan the text and find the most important facts. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>To: Ellie Crest</p> <p>Subject: Surfing Holiday</p> <p>Hi Ellie,</p> <p>I'm so pleased you can come surfing in August! Paul, Rose and Kevin are coming too, so there will be five of us. We've decided to return to New Sands for a couple of days, because the surf board hire is so cheap there.</p> <p>I'm starting to think about accommodation. We won't camp again after last year! I hated staying in a tent in all that rain!</p> <p>Kevin wants to hire a caravan. There are some nice ones with 3 bedrooms, showers and cooking facilities. The problem is, none of the caravan parks take short bookings in the summer. The minimum stay is a week. It's a shame because there are several nice parks near the beach.</p> <p>There's a hostel for young people in New Sands. It's the cheapest option after camping, and there's a big kitchen and dining room where we can cook. The problem is, accommodation is in dormitories and I don't really want to sleep with strangers.</p> <p>There are a few guest houses in New Sands. Some have triple rooms, so we only need to book two rooms. We'll have to book soon if we choose that option, because many guest houses are already full. The hotels in New Sands are too expensive, although I'd love to stay at the Sunrise Pavilion with its large pool!</p> <p>The final option is to rent an apartment. I found one. It has three bedrooms – a double, a single and a twin, so two of us would have to share a bed! There's a big kitchen diner with a microwave, washing machine and dishwasher. The living room has a TV and DVD player. There's just one bathroom, but there's a separate WC. There's a nice garden too. The problem is, it's 5 miles from the beach.</p> <p>Let me know which option you prefer.</p> <p>Cheers,</p> <p>Natalie</p> </div>			
<ul style="list-style-type: none"> Each student states two facts they found in front of the class. Other students ask where their peer found the detail in case, they have not read it, or correct them if wrong. Using the details from your classmates find the purpose of the letter. Ask your classmate what information tells the purpose of the letter, correct them if they are wrong. Using one of the following topics write a letter to a friend. 	<p>Formative Assessment</p>		<p>X</p>

<ul style="list-style-type: none"> • Read the article quickly and choose the most suitable heading for each paragraph. (There are two extra headings.) a.Virtual tourism b.Tourist or traveller? c.Most popular destinations. • Ask your classmate where they got the information from in order to choose their heading. If incorrect give feedback. 				
<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Travel and tourism.</p> <p>Getting away from it all?</p> <p>1 _____ What's the difference between travel and tourism? Well, being a traveler is more than just being a holidaymaker. A holiday is just a short time away, and it normally involves relaxation. Tourists stay in holiday resorts, not travelers. Travelers go for the experience and their journeys are usually much longer and more challenging. For example, travelers tend to avoid tourist traps and like to go off the beaten track to discover new places. Travel is an age-old phenomenon, but tourism is a relatively recent invention. Thomas Cook is often described as the first travel agent because he arranged the "package tour": a 19-kilometre trip for 500 people, in 1841.2 _____ Going overseas in order to experience a different way of life is what many people think of as travel, but travel does not necessarily mean going abroad. How many people can say they have visited every part of their own country? Many people who live in vast countries such as Russia and the USA have only visited a small part of their own country, and so domestic travel is also very exciting. It's a surprising fact that about 75 percent of US citizens do not own a passport, so travelling does not mean leaving the country for them.3 _____ Some people can't travel or don't like the physical reality of travelling to faraway destinations. These days it is easy to be an "arm chair traveler". People can visit distant corners of the world or even little-known parts of their own country without leaving their living rooms. Television documentaries make the world a small place and some people argue that travel is no longer necessary. Perhaps soon people will use interactive computer programs and virtual travel will become common. Enthusiasts argue that by doing this we will have all the benefits of travel without the inconvenience.</p> </div> <ul style="list-style-type: none"> • Read the article again and answer the questions. • 1.How is a traveller different from a tourist? Give three examples. • 2.How did tourism start? • 3.What does the text say about people who live in large countries? • 4.What is an 'armchair traveller'? • 5.How has television affected attitudes to travel? • 6.How could travel develop in the future? 				

<ul style="list-style-type: none"> • Listen to your classmate’s answers and correct them if they are wrong, then help him/her find the right answer • Using the title and the information from the previous activity skim the text and write a short paragraph with the general idea of the text. • Each student will read each other’s short paragraphs and give feedback in case there are mistakes with some information. • Using images the teacher provides, advice a classmate a place to do tourism. <ul style="list-style-type: none"> -Say why you chose that place. -Things that they can do there. -What to eat -When to travel. 	<p>Formative assessment</p>			<p>x</p>
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RUBRIC FOR POSTER PRESENTATIONS				
Criteria	Expert	Proficient	Apprentice	Novice
Presentation of key ideas	Prominently positions title/authors of paper thoroughly but concisely presents main points of introduction, and conclusions in a well-organized manner Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation	Contains title/authors of paper adequately presents main points of introduction, and conclusions in a fairly well-organized manner Narration and/or answering of questions is adequate and adds to the presentation	Contains title/authors of paper presents main points of introduction, and conclusions but not as sufficiently and not as well-organized Narration and/or answering of questions is somewhat lacking	Title/authors absent Does not sufficiently present main points of introduction, and conclusions and is not well-organized Narration and/or answering of questions is lacking
Visual Presentation	Overall visually appealing; not cluttered; colors and patterns enhance readability; Uses font sizes/variations which facilitate the organization, presentation, and readability of the research Graphics (e.g., tables, figures, etc.) are engaging and enhance the text content is clearly arranged so that the viewer can	Overall visually appealing; not cluttered; colors and patterns support readability Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research Graphics (e.g., tables, figures, etc.) enhance the text content is arranged so that the viewer can understand	Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distracting Graphics (e.g., tables, figures, etc.) adequately enhance the text Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration	Not very visually appealing; cluttered; colors and patterns hinder readability Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting Graphics (e.g., tables, figures, etc.) do not enhance the text Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration

	understand order without narration	order without narration		
Use of L2	Uses L2 to explain the whole presentation, Including answering questions.	Uses mostly L2, but some ideas are provided in their L1.	Uses mostly their L1 language to present their arguments, and answering questions.	Does not use L2 in any way to present their arguments nor to answer questions.
Spelling & Grammar	Some spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes
Comments:				
<p>This rubric was adapted from: https://usm.maine.edu/sites/default/files/assessment/Rubric-PosterPresentation_1.pdf</p>				

Appendix 2

Reading Test

The following Reading test has 6 sections with 40 questions in total.

Read the instructions for each section carefully.

Read each question of each reading carefully, then answer it with the readings to each section.

Each question carries one mark, total of 40 points.

Do not write your names on the paper.

Use the number that will be assigned to you at the beginning of the test.

Disclaimer: The following readings were taken from Cambridge sample test (A1, A2 and B1).

Source: <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>

Number

ing

Do not write in this section

Number of questions answered: _____
Number of questions answered for: A1 _____ A2 _____
B1 _____
Marking: _____
Comments for the instructor:



My name's Richard, and I live in a small village with my older sister and my parents. My sister's name is Katy. Our village is very near a big, blue lake, and we love to go swimming in it.

Last Tuesday, my friend William came to our house and we went swimming together. When we were in the water, we saw some silver fish. Katy said, 'Look, I can swim faster than the fish!' William said, 'So can I!'

Then Katy said, 'Let's see who can swim across the lake the fastest! Let's have a race!' William likes to have competitions, and so does Katy, but I don't because I am the youngest and so I never win. I was last again. I felt tired and unhappy.

William said, 'OK. Let's have one more competition. Let's see who can jump the highest out of the water. Richard, you go first.'

I jumped up, then Katy jumped, then William. I jumped the lowest, and William jumped the highest. William shouted, 'I am the best at jumping! I am the best!' But when he was shouting, a beautiful gold fish jumped out of the water, much higher than William.

I laughed and said, 'No, William, that beautiful fish is the best!'

Answer the questions. Mark A, B, or C to respond.

5. Where do Richard and his family live?
A: City B: Small village C: A big camp site
6. Richard's friend is called...
A: Katie B: Mon C: William
7. What was in the water with the kids?
A: A fish B: A dog C: A turtle
8. What is the purpose of the story?
A: To say where Richard lives. **A1**
B: To say who was best at the competition.

Write the answer using one word

1. Who was the second child to jump out of the water?

2. What were the two competitions about?

3. When did Richard and his friends meet?

4. Who jumped the lowest in the second competition?

Questions 9-13

A2

Look at the text in each question.

What does it say?

Mark the correct answer A, B or C.



- A Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C Andy wants to go sailing with Julia on both Saturday and Sunday if possible.



- The note tells Sarah she
- A can buy new games now at a special price.
 - B can get new and used games in the current sale.
 - C can sell her used games to the shop.

Wanted:
 babysitter for regular work, two evenings per week -generally Monday and Wednesday, but this could change in future. Own transport essential; call Sue to discuss duties and pay details.

- The advertisement says
- A the babysitter should call Sue about weekly transport to her house.
 - B the jobs the babysitter is responsible for will change each week.
 - C the babysitter might work on different days each week.

Activ

Due to staff holidays, shop closes early on weekdays during August; Saturdays as normal.

- A The shop is closed during some weekdays in August due to holidays.
- B The shop's opening hours are different on Monday to Friday in August.
- C The shop is closing at different times at weekends in August.

Gym changing rooms
 Place personal items in lockers. Staff will remove anything on floor.

- A If staff find items on the floor, they will put them away in a locker.
- B You must only leave belongings in the areas provided.
- C Lockers are regularly checked by staff.

Activ

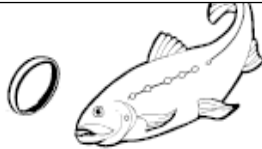
Questions 14-20

B1

Read the articles about a young man and a woman who lost a ring.

Are sentences (14-20) “Right (A) or “Wrong” (B)?

If there is not enough information to answer “Right (A) or “Wrong” (B)? choose “Doesn’t say” (C).



Thomas and Inger, who live in Sweden, are the happiest couple in the world. Two years ago, they were on a boat a few kilometres from the beach. Thomas asked Inger to marry him and he gave her a gold ring. He wanted to put the ring on Inger’s finger, but he dropped it and it fell into the sea. They were sure the ring was lost for ever.

That is, until last week, when Mr Carlsson visited them. He has a fish shop and he found the ring in a large fish which he was cutting up for one of his customers. The fish thought the ring was something to eat! Mr Carlsson knew that the ring belonged to Thomas and Inger because inside the ring there were some words. They were, ‘To Inger, All my love, Thomas’. And so Mr Carlsson gave the ring back to them.

Inger now has two rings. When they lost the first one, Thomas bought Inger another one. But they think the one the fish ate is the best one.

Thomas and Inger’s home is in Sweden.

A Right **B** Wrong **C** Doesn’t say Answer: 0 **A** **B** **C**

Thomas asked Inger to marry him when they were on a boat.

A Right **B** Wrong **C** Doesn’t say

Thomas put the gold ring on Inger’s finger.

A Right **B** Wrong **C** Doesn’t say

They returned from their boat trip without the ring.

A Right **B** Wrong **C** Doesn’t say

Mr Carlsson often visited Thomas and Inger.

A Right **B** Wrong **C** Doesn’t say

Mr Carlsson caught the fish.

A Right **B** Wrong **C** Doesn’t say

Mr Carlsson found the ring when he ate the fish.

A Right **B** Wrong **C** Doesn’t say

Thomas and Inger prefer the first ring.

A Right **B** Wrong **C** Doesn’t say

Questions 21 – 25

Read the text and questions below.

For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

Water-skiing barefoot
by Dan Thomas

Have you ever been barefoot water-skiing? It's just like normal water-skiing, being pulled along behind a boat at 40 mph – but without any skis! It sounds scary but it's amazing! My cousin used to take me water-skiing, and that's where I first learnt to stand up and balance. But I moved on to barefooting when I did it for a laugh with some mates. And I loved it!

Barefoot water-skiing is one of the most popular watersports there is – to watch, anyway! When someone jumps really high and then lands, it's awesome. And you don't need expensive stuff like boards, although a wetsuit's a good idea. But catching your toes on things in the lake can hurt. I guess you can't help getting water up your nose when you start learning, too, as you have to lie almost flat in the water before you pull yourself up – but it's OK.

Now I'm experienced, I've learnt not to attempt new moves in rough water as it never goes well. Instead, I make sure I limit myself to skiing directly behind the boat, where the water's calmer. I ask the boat drivers to warn me about big waves coming, although they can't always see them.

Finding time to practise regularly is hard as I'm still at school – but then it's not as if I'm into winning prizes and stuff. But if I want to learn a new move, I need to repeat it over and over, and that's not easy in winter when it's cold. Lots of skiers say they'll continue during cold weather, but not many do. So I'm often the only one out on the lake!

What does Dan think are the disadvantages of barefoot water-skiing?

- A Although not much equipment is needed, it isn't cheap.
- B If your feet hit something in the water, it's painful.
- C If you start in the wrong position, you breathe in water.
- D Although you jump higher without skis, it's harder to land.

What is Dan trying to do in this text about barefoot water-skiing?

- A explain why he's determined to become a champion
- B convince people that his sport is both safe and easy
- C suggest the best ways to begin learning his sport
- D describe what he does to get better at his sport

How does Dan feel about skiing in rough water?

- A confident that his boat drivers will keep him safe
- B annoyed about having to ski inside a limited area
- C unwilling to try anything he hasn't practised before
- D certain of his ability to handle difficult conditions

Dan started barefoot water-skiing when

- A he tried it out just for fun.
- B he realised how easy it was to do.
- C he was taught how to do it by his cousin.
- D he was persuaded by friends to have a go.

What might Dan write to a friend about his barefoot water-skiing?

A I'm one of the few people who avoids going once the weather gets a bit colder!

B The boat travels along in the water at quite a speed, but it's not as frightening as you'd think!

C It's a fantastic water sport to watch – it's just a shame more people don't enjoy going to see it.

D If I can fit enough practice of the sport in with my studies, I'm hoping to win a prize.

Acti
ve a c

Questions 20-25

Read the text and questions.

For each question, mark the correct letter **A, B, C** or **D**

Questions 26-30 **B1**

Read the text and questions.

For each question, mark the correct letter A, B, C, or D

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thank us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

What is the writer trying to do in this text?

- A describe how children make friends at a summer camp
- B suggest how parents should choose a summer camp for children
- C explain what it is like for children at a summer camp
- D advise children how to behave at a summer camp

What surprises the writer about the children who stay at the camp?

- A The youngest ones find it hard to be away from home.
- B They complain if they cannot phone their parents.
- C They miss meal times with their parents.
- D They seem grateful for their experience here.

What does the writer think about some parents?

- A They should visit their children instead of phoning them.
- B They don't need to keep on phoning the camp.
- C They shouldn't allow their children to bring phones to camp.
- D They need to be reminded to phone their children.

Which postcard might a child at the camp send home?

<p>A</p> <div style="border: 1px solid black; padding: 5px;"> <p>I was annoyed when they suggested I put on old jeans, but I guess they were right.</p> <div style="text-align: right; border: 1px solid black; width: 20px; height: 20px; margin-left: auto;"></div> </div>	<p>B</p> <div style="border: 1px solid black; padding: 5px;"> <p>It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.</p> <div style="text-align: right; border: 1px solid black; width: 20px; height: 20px; margin-left: auto;"></div> </div>
<p>C</p> <div style="border: 1px solid black; padding: 5px;"> <p>I've made some good friends but we're all bored because there isn't much to do here.</p> <div style="text-align: right; border: 1px solid black; width: 20px; height: 20px; margin-left: auto;"></div> </div>	<p>D</p> <div style="border: 1px solid black; padding: 5px;"> <p>I was really frightened every time we went rock climbing, so they let me do something else instead.</p> <div style="text-align: right; border: 1px solid black; width: 20px; height: 20px; margin-left: auto;"></div> </div>

What does the writer say about rock climbing at the camp?

- A Some children already know how to do it.
- B Some children prefer to swim or play table-tennis.
- C Some children refuse to take part.
- D Some children find it more enjoyable than they expected to.

For questions 30 – 40 you are going to read an article about a student accommodation in which four college students talk about the place. For questions 30-40, choose from the people (A-D). Each person can be chosen more than once.

Example

Which student says?

My accommodation seems quite expensive.

0	A
---	---

I have plenty of storage space.

--	--

My college doesn't provide accommodation.

--	--

My room is maintained to a high standard.

--	--

I have washing facilities in my room.

--	--

I would like to have more independence.

--	--

I had to buy some extra electrical equipment.

--	--

I would like to have more private space.

--	--

It's easy to keep in touch with people here.

--	--

My room is not very well-furnished.

--	--

This is the only place where I can afford to live.

--	--

Active
Ve a Cc

B Kerry Dummock

The city where I study is appalling for cheap accommodation, and the college has nothing of its own to offer you, but I was lucky, I found a room in a nice little terraced house with central heating which I share with three other girls. I have a yearly contract with a private landlady and I pay £220 a month for my study bedroom. This is not bad as it also has a large walk-in wardrobe where I put all my stuff. I share the bathroom, kitchen and a small living room with the other girls, and we split all the bills between us. We tried to make a rota for the washing up, cleaning and putting out the rubbish, but it's not always strictly followed. Cooking your own food is much cheaper than eating at college, and I like it because I have what I want when I want it.

D Karl Yorat

I made the big mistake of going to a college fairly near my home. It isn't so much the course that I don't like, but the fact that I'm stuck at my parents' house so I don't feel in touch with what's going on at campus. In some ways I'm lucky because I'm not paying out all the money for food and rent that other people have to find, and I have someone to do my washing, but I don't have the same amount of freedom or privacy as the people who're living away from home. I even have to share a room with my younger brother. When I told my parents I wanted to move out and go into college accommodation, they said they'd stop supporting me financially. So, in the end, I had to give up the idea, that hasn't made any of us very happy.

A Matthew Wren

I live in what's called a hall of residence where I get full board as well as a room. It's not exactly what you call cheap, though, I pay £87 per week for my single room and three meals a day. This also includes the use of a washing machine and ironing board. But I can't complain because my room has just been re-carpeted, the furniture's new and the cleaner comes in daily. The main drawback is sharing the bathroom with nine other students and we don't have any kitchen facilities. The first thing I did when I arrived was buy myself a mini-fridge, so I could have cool drinks whenever I wanted. But, we're on the university network, so I have access to the Internet and free e-mail from my room, and we get room phones so I can ring friends around the campus for nothing.

C Becky Martin

I live in a college-owned self-catering block. There's not much luxury, but I get value for money. For my £38 per week rent, I get a reasonably-sized room with an old wardrobe, a tiny desk, one shelf, a rather stained carpet and a sink. When I first moved in, I probably spent more on decoration than I did on food. My only real complaint, though, was that I had to buy a new pillow because the one I was provided with felt like a plastic bag full of old towels. I share the kitchen and bathroom with six other girls. One of them has a TV in her room, but she is a bit possessive about it. The fridge is not huge, so you're always trying to squeeze your food into the last remaining inch of space. It twice set off the fire alarm by burning my dinner, so I tended to give up on cooking after that. We eat a lot of take-aways. In the next block there's a games room where we hang out which has things like table football and satellite TV if you need a break from studying.

Appendix 3

Rubric for reading activities

CATEGORY	4	3	2	1
Identifies important information	Clearly states the main idea. Main idea is relevant to the story.	Generally, states the main idea. Main idea is relevant to the story.	Simply states the main idea. Main is somewhat relevant to the story.	Unclearly states the main idea. Main idea is not relevant to the story.
Identifies details	Students accurately identify specific details that are relevant to the main idea of the text.	Students can find most of the specific information that helps understand the texts.	Students can find a few specific details in the text, but missing information can make comprehension a bit difficult.	Students cannot find any specific information that can help to understand the text.
Questioning others about the Reading.	Asks different types of questions; about the text.	Can ask few questions and that are in the text.	Beginning to ask questions; unable to support with evidence from the text.	Unable to ask questions.
Responding to questions about the reading	Answers are clearly stated, accurate and well-supported with evidence from the text. Quotes and examples are complete and quoted accurately. Ideas are well explained.	Answer is complete and accurate with some explanation. Ideas are supported with evidence from the text. Quotes and examples are mostly complete and mostly quoted accurately.	Answer is not fully answered or may be somewhat inaccurate. ideas are supported with little evidence from the text. Quotes and examples are incomplete or not well chosen and partially quoted accurately.	Answer to question is not correct or no quotes/ evidence to support text.
Reads the title, subtitle, headline, introductory paragraph, graphic elements, first sentence of	Follows the process of skimming by reading all the elements that are necessary in the reading. Shows	Somewhat follows the process of skimming by reading most of the elements that are necessary in the	Follows few of the processes of skimming by reading few of the elements that are necessary in the reading, Shows	Does not follows any of the process skimming, none of the elements are read, and shows no comprehension

each paragraph, and conclusion of the Reading.	comprehension of the general idea of the text.	reading. However, shows comprehension of the text.	comprehension of some ideas of the text, but the main one is incomplete.	of the text.
This rubric was adapted from: https://es.scribd.com/document/368494174/skimming-and-scanning-rubric				

Appendix 4**FIELD NOTES**

Research study: Peer assessment for skimming and scanning to improve reading comprehension.

This field note was done from scratch using the information learned from Qualitative class.	
Field Notes from class observation NO 1	
Setting	Classroom” C”, 25 students
Date	Monday, 25 th November 2019
Role of researcher	Non- participant – Participant (Select on option)
<p>Students are asked to form pairs or groups in order to use the strategy, they get an explanation of what to do and how to do it.</p> <p>All of the students ask if they can pair up with a particular friend, they say that if it's not with a friend, they will not do the activity.</p> <p>Few students use the words that are given to speak in English while applying the strategy, and most of them speak in Spanish while applying it.</p> <p>Students ask the researcher to perform the activity with someone else, so that they can have a better idea of how to do it.</p> <p>After scaffolding the strategy, the students started to do the activity.</p> <p>Some students notice that their peers skipped one or two steps from the strategy which according to the rubric, it should lower their peer's score. The researcher tells them that this particular activity is a formative one. (I explain what a formative and summative activity was). Thus, the “score” is only to give feedback on their performance.</p> <p>Many students feel relieved that the activity did not matter in term of score, and applied a grade that their peer deserved.</p>	

Many students were reminded by their peers of how the strategy is applied, and many of them took additional notes.

All students participated in the activities. However, most of them used Spanish to communicate. Some students said that they felt pressure to speak fast by their peers and reason why they could not speak English.

Some students felt nervous at the beginning of the activity. However, they felt a little bit more secure after a few minutes due to their peers' help; they started to talk more confidently and louder than at the beginning.

Even though at the beginning only 4 or 5 students made questions when they realized the researcher is not penalizing for speaking in Spanish, the majority started to be more active.