Question-Generation Strategy to Improve Students’ Reading Comprehension in an EFL Class: An Action Research Study

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Abstract

This research study implemented Question Generation strategy to enhance reading comprehension. The research was applied at a public university in Azogues. The sample was 23 EFL students with an A2 English level according to the CEFR. This action research was supported by qualitative and quantitative instruments: pre and post-test, pre- post surveys, rubric, and interviews. Results demonstrated the impact of this innovation was Cohen $d=0.61$ which indicates a positive impact for learning. Quantitative data showed that after the application of the innovation students improved their reading comprehension skills and their capacity to state question using ideas from the reading passages. Through the qualitative analysis of the interviews about students’ perspectives towards their reading skills, they confirmed that the innovation was effective for comprehension of texts. Based on the results, it could be concluded that question-generation strategy was appropriate to improve students’ reading comprehension in an English as a Foreign Language (EFL) class in the Ecuadorian context. Implications of this study involve other English teachers who would like to improve reading in their classes in a context different to university levels.

*Keywords*: Questions, self-questioning, reading strategy, reading comprehension
Resumen

Este estudio de investigación implementó la estrategia de generación de preguntas para mejorar la comprensión lectora. La investigación se aplicó en una universidad pública en la ciudad de Azogues en Ecuador. La muestra fue de 23 estudiantes de EFL con un nivel de inglés A2 según el MCER. Esta investigación de acción fue apoyada por instrumentos cualitativos y cuantitativos: pre y post prueba, encuestas pre post, rúbrica y entrevistas. Los resultados demostraron que el impacto de esta innovación fue Cohen $d = 0.61$, lo que indica un impacto positivo para el aprendizaje. Los datos cuantitativos mostraron que después de la aplicación de la innovación, los estudiantes mejoraron sus habilidades de comprensión de lectura y su capacidad para formular preguntas utilizando ideas de los pasajes de lectura. A través del análisis cualitativo de las entrevistas sobre las perspectivas de los estudiantes hacia sus habilidades de lectura, confirmaron que la innovación fue efectiva para la comprensión de los textos. Con base en los resultados, se podría concluir que la estrategia de generación de preguntas era apropiada para mejorar la comprensión lectora de los estudiantes en una clase de inglés como idioma extranjero (EFL) en el contexto ecuatoriano. Las implicaciones de este estudio incentivan a probar esta estrategia a otros profesores de inglés a quienes les gustaría mejorar la lectura en sus clases en un contexto diferente a los niveles universitarios.

_Palabras clave:_ preguntas, auto-preguntas, estrategia de lectura, comprensión de lectura.
Question-Generation Strategy to Improve Students’ Reading Comprehension in an EFL Class: An Action Research Study

One of the vital factors in the process of learning English language is reading comprehension (Habibian, 2015). Largely, reading itself is considered a complete activity which involves the use and development of high-level language and metacognitive skills because this process has a high degree of complexity (Snow, 2002).

The Ministry of Education in Ecuador designed the National Curriculum of English Language which aimed for students to reach the B1 level and develop the four macro skills. This was set in order to help students be independent English language speakers at the end of their third year of baccalaureate that is when they finish high school (Ministerio de Educación, 2012). Thus, Ecuadorian high school-graduate students start university with an English background, and they are expected to be placed at B1 CEFR level, according to the National Curriculum objectives for Higher Education. However, the problem dawns upon the fact that when taking a placement test, most of them are placed on A1.2 level CEFR.

Learners struggle to reach the objectives required by the curriculum, especially regarding reading skills which is considered the weakest skill in Ecuadorian Learners (British Council, 2015) since L2 exposure in class or outside the class is minimum. Recent studies have found that many Ecuadorian students have poor reading habits (Araujo, 2015; Velasteguí, Sánchez, & Ramos, 2017) even in their first language. To illustrate, in a research conducted to 502 EFL students, in Ecuador, it was found that 45% of learners accepted not having a frequent reading habit; on the other hand, the 15% of the respondents “attributed their weak skills to the education system, including poor curriculum design” the rest of respondents about the 40% included other reasons such as: weak teachers, short time of studying the language, etc. (British Council, 2015, p. 38). L2.
Thus, the identified problem in reading inside the class is that the time students have for thinking, reflecting, and questioning over what they have read is minimum. So, they do not internalize their understanding. This makes learners feel reluctant to read. In fact, it was observed in a study conducted by Ness (2016) of “2,400 minutes of direct classroom observation, a total of 82 minutes (3%) were dedicated to reading comprehension instruction” which was not enough for guiding students on how to construct their understanding (p. 56). Moreover, Freahat and Al-Faoury (2014) emphasized the fact that EFL reading training reflects a deficiency on comprehension skills. Forthwith, the effectiveness of understanding a text, according to O’malley and Chamot, depends on the learner’s awareness of strategies (as cited in Habibian, 2015, p. 61). Guiding students on the proper use of metacognitive strategies to enhance their reading comprehension, seems to be an efficient way to build up students’ reading skills. (Habibian, 2015, p. 61).

In this context, reading becomes an essential skill that needs to be worked with students in class by training them with strategies that in the future can give them the opportunity to become independent learners as it is stated in the National Curriculum of Higher Education of Ecuador. There are studies on EFL reading comprehension strategies in general (Barreiro, 2019; Escudero et. al, 2019; Lopez & Campoverde, 2018; Parra, 2017; Ruiz, 2019), which have been conducted in Ecuadorian EFL contexts; however, none of them have analyzed question-generation or self-questioning strategy on reading. Thus, this action research addressed reading comprehension by training university students with an A2 English level on the question-generation strategy.

Therefore, this study and innovation application will consider A2 English level standards, ‘Can-do’ descriptors (Council of Europe, 2018) according to CEFR, in which, regarding reading, students are required to:

- Understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.
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- Understand short narratives and descriptions of someone’s life that are written in simple words.

The purpose of this innovation is to train students on question-generation as a strategy for reading comprehension with activities provided throughout communicative activities included in the lesson plan in order to determine whether or not generating questions improves reading comprehension in A2 English level students.

Literature Review

This section will explore basics concepts regarding reading comprehension and question-generation strategy. Previous studies with positive and negative effects on reading comprehension will be analyzed. This will also describe some theories of active learning, CLT and finally, the backward model design used to elaborate the lesson plan of this innovation.

Reading Comprehension

Reading is a complex process. Koda (as cited in Meniado, 2016) pointed out the following factors as key factors in this process: vocabulary, previous knowledge, grammar, metacognition, syntactic, and reading strategies. Reading itself involves comprehension which is a process that, according to Duke and Pearson (2009), takes time and effort. It needs to be uninterrupted. In other words, to solidify students’ reading comprehension skills, they need to understand and internalize information that is read, make connections to their reality, and their previous knowledge which is a way of enhancing their metacognitive skills. Snow (2002) defined the process of reading comprehension as a simultaneous construction and extraction of meaning of words that also involves production. In other words, students need to be able to be conscious of the reading content in order to question or reflect over those ideas.

Although Maley and Prowse (2013) affirmed that reading is a skill that people are not born with, learners need to be given the opportunity to develop and rediscover reading,
especially in L2. Thus, in order to help students be aware of what they read; it is necessary
to activate students’ metacognition. Particularly, students need to be able to question what
they read and “think about their thinking before, during and after.” (Boulware-Gooden,
Carreker, Thornhill, & Joshi, 2007, p.70). This strategy also called self-questioning
stimulates students’ cognitive and metacognitive skills, and since students are required to
be aware of the text content, reading comprehension is enhanced (Khansir & Dashti, 2014)

Learners who start a reading process in L1 in their early years are also likely to have
acquired effective reading skills that can have a significant influence in their L2 reading
skills, habits, and strategies. Thus, they can read effectively, and are likely to enjoy
reading. The reason is they had developed cognitive skills from early years because they
had been read stories at bedtime during childhood (Duke & Pearson, 2009, p.107; Maley &
Prowse, 2013). To put it differently, EFL students need to be presented with reading
activities in which they can retrieve skills that have been acquired in their L1 in order to
transfer them to their L2 skills and “reshape their mental processes to those of the new
language” (Maley & Prowse, 2013 p.165). At the same time, exposing students into
cognitive processes of reading comprehension will help them be more comfortable reading
in the second language.

**Metacognition in Reading**

Boulware-Gooden et al. (2007) stated that when trying to improve reading
comprehension, the amount of time learners spent on the reading activity is not as
important as how accurate the strategies before, during, and after reading are used. Thus,
students’ awareness of the strategies, metacognition, used during this process seem to help
them become successful readers. This is supported by Hare (1982) who mentioned that
better readers are the students who know the strategies they use for developing their skills.

Metacognition has been studied in many areas of learning and different areas of
study in order to develop personal and academic learning. However, it is necessary to
conduct an analysis of the appropriate meaning to be applied in Second Language acquisition and how it can be used. According to Kuhn (2000), metacognition is defined as the “awareness of what one believes[,] how one knows” and how the learner is able to “control in application of the strategies that process new information” (p. 178). In other words, it is referred as the individuals’ ability to walk into the process of being conscious of their progress and acquisition of new abilities or information.

On the other hand, Livingston (1997) described metacognition as a high-level order skills of thinking which “involves active control over the cognitive processes engaged in learning” (p. 3). The author affirmed that every individual goes through a metacognitive process in daily routines since everyone plans how to achieve a goal every day. Regarding education, it is necessary to help students be aware of the objective and the process of how to get into the objectives.

Flavell (1979) defined metacognition as a person’s self-knowledge and consciousness of what affects their performance or results of different cognitive processes. The author pointed out that metacognitive knowledge can be classified into categories in order to have a most understandable view of how metacognitive process work. Table 1 shows the different categories, the definitions, and classroom examples. It was adapted from John Flavell’s (1979) theory of metacognition. Examples are from the researcher’s teaching experience.

Table 1

Levels of Metacognitive Knowledge

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>General knowledge of how a person learns and how processes information. Individual knowledge of one’s own way of learning</td>
<td>A student can be conscious that underlining words will help him/her remember words more.</td>
</tr>
<tr>
<td>Task</td>
<td>A learner is conscious about the effort and demand of the task</td>
<td></td>
</tr>
</tbody>
</table>
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Refers to how the learners manage them and how likely they are to be successful on the task. h/she is performing. In reading some learners know that remembering the main idea is easier if they use their words.

Strategy

The knowledge of what and how strategies work for accomplishing goals or tasks.

Students can come to know that it is easier to remember new words if they associate to previous knowledge So, they will use this strategy consciously because of its effect.

Therefore, as Flavell suggested, a strategy combination of the different levels of knowledge is required in order to have information store in the long-term memory, or regarding reading, it reaches better comprehension levels. All in all, using metacognitive strategies for developing reading skills involve some tasks; such as, being conscious of the reading process, monitoring comprehension, evaluating the reading process and checking effectiveness of the strategies (Flavell, 1979; Jun, 2001). In this action research study students will use question generation strategy in order to create their own questions to evaluate and monitor their reading comprehension of reading texts and passages students will assess themselves with the use of a rubric for activities in class.

Question- Generation and Self-questioning Strategies

Among metacognitive strategies that can be used for reading comprehension; Self-questioning and question-generation strategies allow students ask themselves questions so their knowledge and understanding of the text is enhanced (Joseph et al., 2015; Lopes-Rizzi, 2016; Rosenshine et al., 1990).

In a systematic review conducted by Joseph (2015), it was analyzed and classified the different types of self-questioning and question-generation techniques used in previous research studies to improve reading comprehension. The most common application of the strategy in different studies are summarized in table 2.

Table 2
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**Self-questioning and questions generation strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWA (think before reading, think while reading, and think after reading)</td>
<td>Students try to think on the writer’s purpose of the text just by scanning key words and thinking about what they can learn from it. Then, while reading, learners connect the topic with background knowledge in the after reading stage students ask and answer questions and identify main ideas and summarize the text.</td>
</tr>
<tr>
<td>ART (ask, read with alertness, tell)</td>
<td>Students formulate questions based on the reading title. Then, they read the passage and check the passages they understand. Finally, they answer the questions they formulated at the beginning.</td>
</tr>
<tr>
<td>KWL (what I know, what I want to know, and what I learned)</td>
<td>Students need to use a chart in which they include the three letters K, W and L and include information K: what they know of the topic. W: what they want to know about the text topic and L: a little summary of what they have learned while reading the text.</td>
</tr>
<tr>
<td>RAP–Q (read, ask, question)</td>
<td>Learners have to read a paragraph and formulate questions based on the main idea and details. Then, they read the text and answer the questions using details from the reading.</td>
</tr>
</tbody>
</table>

The different research studies analyzed on the systematic review showed that most of the participants who used self-question generation strategies or question generation strategies in class had improvement in reading comprehension (Joseph, 2015). Mihara (2011) determined that questioning and self-questioning strategies seem to work better than other reading strategies, e.g.: pre-teaching vocabulary. Therefore, it was concluded that helping students formulate questions before or while reading, motivates them to read and make an effort to understand the text in order to respond questions (Mousavian & Siahpoosh, 2018). Thus, giving students a purpose to read.

Another quasi-experimental study conducted by Mousavian and Siahpoosh (2018), reported positive results in an intervention where twenty EFL participants were trained to use questioning strategy in order to analyze the effect that this has on reading.
comprehension ability. It was determined that pre-questioning strategies have a positive effect on students’ reading comprehension and are consider pre-reading skills that help students activate previous knowledge in order to connect with the content and information read.

Similarly, Davey and McBride (1986) tested question generation strategy on elementary school students in order to evaluate whether their reading comprehension levels improved. The passages and texts were carefully selected according to students’ levels and interests and two type of questions were included in order to test students reading comprehension: Literal and inferential questions. The findings of this study revealed that there were positive effects, also as a result of the process of training students on generating question, a positive insight was found: While students went through the process of generating question, specific information on the text was stored, which led authors to the conclusion that good high order questions involves a thorough mental process-metacognitive skills development.

Overall, question generation strategy focuses principally on instructing students on the process to formulate questions during reading using principally the main ideas in order to build a better comprehension of the text. According to Look (2011), this process involves these steps: read the text, find the important idea, turn the important idea into an integrative question, and finally, answer the question. This process needs to be scaffolded in order to facilitate students’ formulation of the questions, that they are valid, appropriate, and integrative (Look, 2011).

**Integrative Questions or High Order Thinking Questions**

Integrative questions also known as high order thinking question are complex questions that require students to use more than just the information from the text in order to answer them; it requires students to make inferences and analyze what is being read, and most of the time it cannot be answered in one or two simple sentences (Look, 2011).
Integrative questions normally have wh- questions such as how, why or what more than closed questions which can be easily answered by just searching the information in the text. Look (2011) pointed out that it is important for students to scaffold the steps of creating Integrative questions by receiving instructors’ help every time they find a difficulty. The scaffolding process that the author suggested is starting from the simplest step, e.g finding an important idea in the text, until the students can create an integrative question by himself and answer it.

Communicative Language Teacher (CLT) Approach

Today’s new approach of student-centered classes requires students and teachers explore new approaches based on students’ learning styles, needs and objectives. Moreover, teachers from this new century need to enhance students’ problem solving and critical thinking skills facilitating and presenting different, meaningful and communicative tasks, in order to develop students English language skills. At the same time, it is necessary to “teach [them] diverse learning strategies and assist the learners in finding the methods that best suit them” (Bajramia, 2015, p. 426). Little (as cited in Bajramia, 2015) added that autonomous learners “are those who understand why they are learning specific topics, accept responsibility for their learning, take the initiative in planning and executing learning activities and are willing to assess their own learning”. Thus, in order to promote learners’ autonomy in the class, the teachers should facilitate and train students to be autonomous. A way of creating these opportunities is guiding learners reflect on their learning.

As it is required in the communicative instructional settings, students are being prepared to communicate in a real-context situation or, in Richards’ words (2006), “skills situations that go beyond the language classrooms” (p. 26).
Backwards Design

Backwards design model, proposed by Wiggins and McTighe (1998) is a model of planning in which teachers decide the objectives to be reached before planning the lesson, content and techniques to be used (Wiggins & McTighe, 2005). This model is a new way of viewing and transforming traditional planning, and according to Graff (2018) its structure facilitates educators transform knowledge content course into pedagogical content. The backwards design model has three stages: desire results, evidence and learning plan (Wiggins & McTighe, 2011). Components of the planning model such as big ideas, enduring understanding or skills have as a principal aim present information to students in order to be transferred to their real lives. This design model will be part of the innovation design used in this research in order to answer the following research questions:

1) To what extent does question generation help students improve reading comprehension?

2) How do students’ change their perception on the question-generation strategy before and after the application?

3) How do students perceive their reading comprehension after specific training on question generation?

Innovation

This innovation aimed to train students on question-generation to be used for reading comprehension, so in the long run students are able to use this strategy independently. The innovation is an adaptation of the RAP-Q model described in the systematic review conducted by Joseph (2015) in which learners have to read a paragraph and formulate questions based on the main idea and details. Then, they read the text and answer the questions using details from the reading. Moreover, it also takes suggestions made by
Question Generation process by Look (2011) in order to formulate integrative question or critical thinking questions as described beforehand.

The application lasted eight consecutive weeks—24 hours of class. During this time, students were instructed on questions generation and the prerequisite skills for question generation as described by Look (2011). Therefore, during the first week of the implementation, students were introduced to the generation-question strategies and its importance for reading comprehension: students were guided to generate questions, as follows:

- Formulate written questions and answer them
- Turn a statement into a WH-question and answer the question.
- Identify important ideas of a text.
- Turn an important idea statements into integrative question.
- Answer integrative questions

From the fourth week, after the training process, students worked on reading comprehension activities applying the strategy in six passages adapted from two books: the book All New Easy True Stories and the current course book used by participants Touchstone 2. Until the end of the innovation students worked on six reading passages, generating questions for each of them in order to solidify their comprehension of the texts.

Lessons included the CLT approach and the activities included leading students to share their outcome in an interactive online platform. Implementing self-questioning strategy did not only require the use the texts and readings but also it will include of authentic digital tools to share the reading outcomes of each lesson. Thus, participants used Padlet as digital tool to share the questions to the whole class, in this way students could interact in an authentic environment and see their classmates’ questions and answers.
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Methodology

This was an action research to improve reading comprehension by using question generation. This research included the analysis of quantitative and qualitative data.

Participants

The researcher conducted the study in a public university in Azogues city in Ecuador. The participants were selected through convenience sampling. The sample included twenty-three students whose ages range between 18 to 26 years old. There were three male and twenty female participants. Fifty percent of the participants represent the middle class of the social economic status and the other fifty represented the low-income class. They were Spanish speakers and their nationality is Ecuadorian. These students were currently taking the third level of English to obtain the B1 CEFR required by the university in order to graduate. A mock PET test was taken at the beginning of the semester to know the current students’ English level. According to CEFR, the participants’ English level ranged from A1 to A2. Since most of them were placed on A2. This study considered A2.1 standards in order to plan the activities.

Instruments

In order to answer question one: To what extend does question generation strategy improve reading comprehension skills? Pre and post tests on reading comprehension from A2 Key Cambridge test on Reading Comprehension with similar characteristics were applied. The Cambridge test reading task part one consisted on six multiple choice questions where students were presented six read-world texts to identify the main message. On the other hand, part two of the pre-test consisted on seven multiple matching questions in which students exposed to three short texts on the same topic to match the questions to the texts. Finally, part three consisted of five multiple choice questions in which students had to read one long text for detail understanding and main ideas. The total scale on correct
answers is 18. Students were expected to get the 50% of the scale, and after the implementation are expected to improve the score up to 70% or more.

In order to solve question two: How do students’ change their perception on the strategy question-generation before and after the application? A pre and post survey to assess students’ perceptions before and after the application of the innovation was hold on participants related to question generation and a rubric on how students stated questions before and after the implementation was applied by the teacher researcher to support the students’ perceptions on the strategy. The criteria to evaluate the question formation was: Relation of the question to ideas of the text, meaning, accurate grammar Structure, and level of knowledge or metacognition.

Finally, in order to answer question three: How do students perceive their reading comprehension after specific training on question generation? Interviews were applied to students at the end of the implementation period. Three questions were included in the interviews in students’ L1: What’s your opinion about question-generation strategy in L2-English language? Do you think this strategy helps you improve your reading comprehension of a text? How? Will you use this strategy in the future? Why?

Data Analysis

Data from the innovation were analyzed related to two search questions explained below: RQ#1: To what extent does question generation help students improve reading comprehension skills? The pre and posttest were graded evidence of students reading compression levels at the beginning and at the end of the application of the innovation. The information was registered in an excel sheet and then exported to SPSS program in order to obtain the descriptive data like mean, mode, median, and standard deviation. With the descriptive statistic data collected, the effect size results of the innovation was calculated.

RQ#2: How do students’ change their perception on the strategy question-generation before and after the application? A survey before and after the implementation period was
answered by students in order to analyze students’ perceptions of question-generation strategy. Students responded to twelve “I can statements” in the survey according to each statement and the answers will be based on the Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree. The results from the survey provided essential data about the perspective of students towards the strategy before and after the implementation period. Additionally, teacher used a rubric to evaluate how participants stated questions before and after the implementation to support the students’ perceptions on the strategy. The criteria to evaluate the question formation was: Relation of the question to ideas of the text, meaning, accurate grammar Structure, and level of knowledge or metacognition.

**RQ#3 How do students perceive their reading comprehension after specific training on question generation?**

Interviews were applied to the participants at the end of the implementation period. Three questions were included in the learning log in students’ L1: What’s your opinion about question-generation strategy in L2- English language? Do you think this strategy helps you improve your reading comprehension of a text? How? Will you use this strategy in the future? Why? The data collected from the interviews were organized and tabulated in excel to classify data to patterns and main categories related to each question to support the quantitative results.

**Ethical Considerations**

The researcher got the permission from the Director of University Language department (UNAE) in the city of Azogues to conduct the research. The participants were volunteers. No names were disclosed, and participants were assigned a number in order to keep their activities and participation anonymous.

**Results**
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The study sought to determine the success of question generation to improve reading comprehension. The quantitative and qualitative instruments provided information to answer the following research questions.

**RQ#1: To what extent does question generation help students improve reading comprehension skills?** The results obtained from the pre-test and the post-test showed significant results. A paired sample t-test showed a significant difference between pre-implementation (M= 6.78 SD=3.17) and post-implementation (M=8.60, SD=2.87) scores when examining all the sample together; $t(22)=-5.7$, $p = 0.00009$. The results of the tests are shown in table 3. This data was used to obtain the effect size. There is a moderate Cohen’s $d= 0.61$.

Table 3
*Pre-test and post-test*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>23</td>
<td>6.78</td>
<td>3.176</td>
<td>.662</td>
</tr>
<tr>
<td>Postest</td>
<td>23</td>
<td>8.65</td>
<td>2.994</td>
<td>.624</td>
</tr>
</tbody>
</table>

**RQ#2: How do students’ change their perception on the strategy question-generation before and after the application?** A Likert scale survey before and after the implementation period was applied in order to analyze participants’ perceptions on their question-generation capacity. Table 4 shows the results of the pre and post survey. It was evidenced by the mean from the pre-test (3.09) and post-test (3.68) that students felt more capable to formulate a question in English using everyday familiar words after the application.

Table 4.
## Pre-test and post-test results on question-generation survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Pre-test</th>
<th>Mean Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can formulate questions on familiar, concrete situations using high frequency everyday language.</td>
<td>3.09</td>
<td>3.68</td>
</tr>
<tr>
<td>2. I can answer questions on familiar, concrete situations using high frequency everyday language.</td>
<td>3.18</td>
<td>3.64</td>
</tr>
<tr>
<td>3. I can turn a statement into a question.</td>
<td>3.32</td>
<td>3.59</td>
</tr>
<tr>
<td>4. I can recognize important Ideas of a text to form a question.</td>
<td>3.14</td>
<td>3.68</td>
</tr>
<tr>
<td>5. I can recognize supporting details of a text.</td>
<td>3.9</td>
<td>3.64</td>
</tr>
<tr>
<td>6. I know what an integrative question is.</td>
<td>2.68</td>
<td>3.91</td>
</tr>
<tr>
<td>7. I can formulate an integrative question.</td>
<td>2.59</td>
<td>3.50</td>
</tr>
<tr>
<td>8. I can formulate a high level thinking question based on the main ideas of the text.</td>
<td>2.55</td>
<td>3.64</td>
</tr>
<tr>
<td>9. I can answer high level thinking question using some details from the reading.</td>
<td>2.50</td>
<td>3.36</td>
</tr>
</tbody>
</table>

In regards to the ability of students to recognize main ideas of a written text in English to form or state a question - statement 4, the mean of pre-test (3.14) and post-tests (3.68) demonstrated that the innovation had a positive impact and students felt more confident on recognizing parts of a text after the application. To illustrate, before the implementation 45.5% of the participants were neutral after the implementation most of the students, 72.7% of the participants agreed that could recognize main ideas of a text.

Moreover, regarding the statement I know what a critical thinking question is, 54.4% of the respondents were neutral about what a critical thinking question was before the implementation and 27% of them strongly disagree or disagree on having knowledge about critical thinking questions. It was supported by the mean of pre-test (2.68) and post-test (3.91) results.

Similarly, the results showed that after the application students felt more capable of formulating a critical thinking question based on the reading passage main and supporting
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ideas, statement 8. The means of pre-test (2.55) and post-test (3.36) demonstrated that after the application of the innovation, data results changed from students feeling ‘neutral’ (45.4%) to students ‘agreeing’ (59%) on the statement.

On the last statement I can answer critical thinking questions using my ideas and details from the reading, showed a slight difference between pre and post test results. Before the application 59% of those surveyed responded they felt neutral about answering questions and 0% agreed or strongly disagreed on that. On the other hand, after the application still 45% of participants felt neutral about this; however, there was a positive increment of participants 36.3% who agreed on being able to do it. It is also evidenced on the means of the pre-test (2.50) and post-test results (3.36).

Finally, to support student’s perceptions on the use of the strategy the researcher applied a rubric on how students stated questions before and after the implementation. The criteria to evaluate the question formation was: Relation of the question to ideas of the text, meaning, accurate grammar structure, and level of knowledge or metacognition. The results from the rubric analysis applied by the teacher showed that the mean of the general score before the implementation was 4.09 which meant developing in the scoring criteria of the survey; on the other hand, before the implementation it increased to 8.43 over twelve points that included the overall grade, which means a level of competent on the scoring criteria. Therefore, students’ perceptions on their improvement was accurate.

RQ#3 How do students perceive their reading comprehension after specific training on question generation? Interviews were applied to participants at the end of the implementation period. Three questions were included as part of the interview, and it was done in students’ L1.

The data collected from interviews to students present the following results: it can be said that question- generation has a meaningful effect to improve reading comprehension. Students remarked that questions generation allowed them know and explore more about
QUESTION-GENERATION FOR READING COMPREHENSION

the passage topic. Finally, they added that they felt more confident and expressed that when creating questions during and after the reading, also helped them keep focused on the reading content.

Furthermore, after the training and application process students felt more confident in generating questions based on the reading main ideas and details as well as creating critical thinking questions. Besides their progress on questions-generation strategy, students seemed to be more confident when identifying main and secondary ideas of reading passages as well as creating questions that went beyond the passage; thus, activating their metacognition and critical thinking skills.

This study encouraged the researcher scaffolded the process providing students feedback, question models, questions starters, communicative activities and the use of authentic materials in order to facilitate the application of the strategy. By guiding students into the use of this strategy to develop their reading skills made them feel better readers as stated by Hare (1982).

Discussion

The aforementioned results show the success of question generation strategy on reading comprehension skill. Students demonstrated a progress on reading comprehension after the application of the innovation as the study conducted by Joseph (2015) in which after applying self-question generation strategies in class, students’ reading comprehension improved.

According to the first research question: To what extent does question generation help students improve reading comprehension skills?, question-generation had a positive impact on students’ comprehension skills as the study with similar characteristics conducted by Mousavian and Siahpoosh (2018) in which EFL learners used self-questioning as a strategy to improve their reading comprehension skills and had a positive impact. Unlike their study which was focused on two reading comprehension strategies –
QUESTION-GENERATION FOR READING COMPREHENSION

vocabulary, questioning—this innovation aimed attention at questions-generation strategy and gave students the opportunity to be trained on the use of it before applying. Moreover, different from other mentioned studies, this research also included a training part in which students could reinforce their capacity to form or state questions in English since this tends to have a lexical from L1 interferences (White et. al, 1991).

As a result, the training process that question generation included as part of the innovation was greatly useful for students’ comprehension as this builds up students’ metacognitive process which make them better readers as it was stated by Hare (1982). Thus, at the moment of reading in L2 students are more conscious of the ideas and content of the passage, making connection with questions they create as well as previous knowledge related to the information exposed.

For the second question: How do students’ change their perception on the strategy question-generation before and after the application? Most of the participants changed their perspective towards questions generation and the use of it. It was evident that students before the application did not feel confident on their abilities to create or generate questions or how to use it in for improving reading comprehension. However, after the scaffolded process suggested by Look (2011) students went through, they started feeling more confident about question structure and about recognizing main and secondary ideas which are two of the most important steps of the process of question generation.

To illustrate, before the application, 50% of the participants responded they felt “neutral” about their ability to formulate questions on familiar, concrete situations using high frequency everyday language; however, after the application 63% of the participants felt positive about formulating questions in English. Even though most of the students had an improvement on their skills, a few of students still presented difficulties on question generation as so for developing reading comprehension skills. For example, 20% of the
students still felt unable to formulate a question even after the application was over and despite the fact it was one of the course requirements.

When students were asked in a final interview about the factors that disrupt them from formulating questions correctly, they mentioned two principal factors: Lack of vocabulary for understanding the reading passage and lexical and grammar problems. Thus, students could not formulate questions due to the many nontangible words in the reading passages because they were not able to relate the question to the content of the text. Similarly, students mentioned that they could formulate the question in their L1; however, when trying to transfer it to L2 they would always have the wrong or intangible question. As Maley & Prowse (2013) stated, students’ difficulties might have a close relation to L1 reading limitations that sometimes are transferred to their L2 skills habits, and strategies. Overall, students’ perceptions of their reading comprehension was positive; however, other lexical factors are involved on the development of reading comprehension and that can be an impediment for them to develop Reading skills in L2 successfully.

Finally, for the last research question: How do students perceive their reading comprehension after specific training on question generation? Based on results of the interviews applied to students after the application; the students affirmed that questions generation allowed them know and explore more about the passage topic corroborating what Khansir & Dashti (2014) mentioned about self-questioning, which stimulates students’ cognitive and metacognitive skills, and since students are required to be aware of the text content, reading comprehension is enhanced.

Even though students found question generation difficult at the beginning, after going into the training process they felt more confident and expressed that when creating questions during and after the reading, also helped them keep focused on the reading content. This supports Duke and Pearson (2009) affirmation that the Reading skills is process and building comprehension takes time and effort, and as many researchers on this
area (Flavell, 1979; Joseph et al., 2015; Lopes-Rizzi, 2016; Rosenshine et al., 1990) suggested to activate students different levels of knowledge to help students reach better comprehension and understanding of the text. Therefore, the implementation of Questions Generation as part of reading skills development seems to have a positive impact on students not only on the skill itself, but also on critical thinking skills and metacognitive awareness.

**Conclusion**

After the eight weeks application of the innovation, the pre and post-test results, survey and interview demonstrated that the majority of participants had an efficient reading comprehension when using question-generation strategy. The study concluded that question-generation has positive effects. It activates students different levels of knowledge that helps students reach better comprehension of the text and had a positive impact on students not only on the reading itself, but also on critical thinking skills and metacognitive awareness.

Students’ perspectives were evidenced when they expressed their opinions on the interviews that question generation was a tool that they might use in the future in order to improve and endure their understanding on reading skill. Another important point participants tackled in is that during the process of question generation they kept focused on topic, so that the reading was easier to understand.

When responding to the *Can statements survey* most of the students presented positive advances after the application in contrast to the pre-test results. The results were positive, even though some students still did not feel completely confident on their skills as it was explained and detailed in the discussion.

Overall, it was demonstrated that question generation can be considered an effective strategy for reading comprehension improvement. Even though this study had participants from EFL students from university, the strategy can be implemented in other contexts.
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where students have reached the A2 English level according to the CEFR (Shang & Chang-Chien, 2010) as minimum or students who speak English as their first but need to develop Reading comprehension and metacognitive skills as in the studies conducted by Davey, B., & McBride, S. (1986) applied in High-school with English native speakers or Look (2011) on fourth or third graders (lopes, 2016) students.

Limitations

Even though the results of this application were positive, some limitation arose when implementing the strategy that should be considered from further research.

First, the researcher could not compare the results to a control group. Since the groups assigned to the researcher did not have similarities on age, English level or course objectives and syllabus, it was not considered a control group to which compare results. Thus, other researcher could replicate the study comparing results to a control group with similar characteristics.

Second, because of the time assigned to the course level and objectives, it was not possible to pilot the instruments applied such as readings passages, interview questions, survey, tests etc. Even though most of the instruments applied on this study where adapted from existing materials, it would be more appropriate to adapt and edit the material according to the actual contexts of each study. Thus, the instruments for future application should be piloted with the participants before the actual application since this would help on having more reliable results and correct or clarify any unclear statement that students may have about them.

Third, the training time for question generation training was limited. This study had three-week training for question-creation as part of the study. However, since few students did not have enough basis on question creation. Not all of them had positive results. It’s recommended to have three- four weeks for training according to your students’ needs.
Finally, the application sample was short. It was expected to have a sample 26; however, 21 students participated in the study. This might have affected reliability and a given a higher variability. For future studies, the research should consider having a larger sample size since this empowers the statistical results and give a more real effect size estimation.

**Recommendations**

Relating to the limitations, future researchers should consider having a control group in order to give more reliability to the strategy. Besides the instruments applied in this study, researchers could also include other instruments type such as daily journals or keep a record with observations and learning logs.

Future studies should also consider a longer period of training for question generation in order to help students focus more in reading that stating the question itself. In the study there was three weeks- eight hours- of training for A2 English level students; however, it is recommended to have at least five weeks training- 10 hours- for revising questions- creation.

Before implementing the strategy, teachers should also get acquainted with the question generation strategy process since the strategy demand time and attention of the researcher in the whole process. It is also recommendable to teachers or researchers to be prepared with aid material for students who find difficulties with stating questions during the training process.

Future researchers should consider a larger sample of randomly selected participants in order to have more acquainted results. All in all, the research should consider having a larger sample size since this empowers the statistical results and give a more real effect size estimation.
References


QUESTION-GENERATION FOR READING COMPREHENSION


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PP7&dq=Wiggins+%26+McTighe,+2011&ots=4in_9S06FV&sig=TeD7nHGPWv8HxidVzLFP1gwqlpc#v=onepage&q=Wiggins%20%26%20McTighe%2C%202011&f=false
Appendix 1.

Demographic Information/ Información Demográfica

Nationality: ________________________________

Check school type:
Public ( ) Private ( ) Bilingual ( ) IB ( ) Foundation ( ) Co-financed ( )

Religion: ________________________________

Gender: Male ( ) Female ( )

Ethnicity: ________________________________

Social-economic class:
( ) low-income  ( ) middle class  ( ) high-income

Age:
( ) 11 - 17  ( ) 18 - 22  ( ) 23 - 26  ( ) 27 - 30

School name: ________________________________

City: ________________________________

Type of school: ________________________________

Course /level: ________________________________

Language: Spanish ( ) English ( ) Quichua ( )

Marital status: single ( ) married ( ) widowed ( ) divorced ( ) separated ( ) other ( )

English level: Beginner ( ) Basic ( ) Intermediate ( ) Advanced ( )

English learning background:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Special needs:
________________________________________________________________________

Other skills:
________________________________________________________________________

Access to technology: Yes ( ) No ( )

Access to technology from: Home ( ) School ( ) Municipality ( ) Other ( )

Confidence using technology

Professional/Employment Status: student ( ) employed ( ) self-employed ( )
student ( ) retired ( ) out of work ( )

**For researcher:**

English classes / periods per week:

---

**Appendix 2.**

**Design from Your Goals**

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

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Universidad Nacional de Educación.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of study:</td>
<td>Second semester</td>
</tr>
<tr>
<td>Student description:</td>
<td>The participants of this study are 24 male and female University students between 18 and 24 years old with an A2 level CEFR which corresponds to the third level at the University institute where the study is conducted.</td>
</tr>
<tr>
<td>Professor:</td>
<td>Valeria Alexandra Chumbi Landy</td>
</tr>
<tr>
<td>Unit title:</td>
<td>Question- generation (Reading strategy )</td>
</tr>
<tr>
<td>Weeks:</td>
<td>8</td>
</tr>
<tr>
<td>Hours:</td>
<td>24 (3 hours each week)</td>
</tr>
</tbody>
</table>

---

I. Transfer Goal (Stage 1)

**Standards the unit will work with:**

Reading skills A2 level students according to CEFR, ‘Can-do’ descriptors (Council of Europe, 2018), required to:

- Understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.
- Understand short narratives and descriptions of someone’s life that are written in simple words.

---

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

I want my students to learn Question-Generation strategy and improve reading comprehension so that, in the long run and on their own, they are able to use this strategy on their own when reading a text or passage.

Breakdown of transfer goal

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. If we see and hear them do this, they CAN transfer this learning.</td>
<td>B. If we see and hear them do this, then they CANNOT (yet) transfer.</td>
<td>C. What I will commit to doing differently in my classroom to ensure my results look like Column A.</td>
</tr>
</tbody>
</table>

- Identify important ideas of a text
- Create a question based on context read in the text.
- Give a possible answer to the question using content (supporting details) from the text.
- They are unable to identify important ideas from a text
- They are unable to create a question based on the idea considered important
- They are unable to give a possible answer to the question using ideas from the same reading.

- Guide students on identifying important and key ideas of a text.
- Provide students with model and prompts so they can use them as guidance when generating the question.
- Instruct students on text parts, so that they have a clear idea of main ideas and supporting details.

II. Summative Performance Assessment Task (Stage 2)

| Goal | Students in groups perform and adapt a short story that they have selected. The audience generate/state questions about the story plot, characters message etc. and post them on Padlet app. Everybody collaborate and answer the questions with their own ideas about the story. |
QUESTION-GENERATION FOR READING COMPREHENSION

<table>
<thead>
<tr>
<th>Role</th>
<th>Students will perform roles of a story in an open house-event type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Classmates and students from other classes.</td>
</tr>
<tr>
<td>Situation</td>
<td>After reading some real life stories, students have to choose the story they like the most and perform in an open house event.</td>
</tr>
<tr>
<td>Performance</td>
<td>Students in groups adapt the story and perform the principal parts of the stories they have read. They have to also watch other groups’ performances and state questions on the stories’ plot, characters and message.</td>
</tr>
<tr>
<td>Standards</td>
<td>· Understand short narratives and descriptions of someone’s life that are written in simple words.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What students will need to know</th>
<th>The skills students will need to be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Questions structure</td>
<td>- Recognize questions structures in present Simple tense (like, love, can/ enjoy / prefer).</td>
</tr>
<tr>
<td>- Important parts of a text:</td>
<td>- Being able to write a question with the correct grammar structure</td>
</tr>
<tr>
<td>Main idea and supporting details.</td>
<td>- Turn statements into questions (prompts)</td>
</tr>
<tr>
<td>Steps to create a question and answer it.</td>
<td>- Identify main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>- Be able to create a question based on the identify main idea</td>
</tr>
<tr>
<td></td>
<td>- Identify relevant information on the text to give a possible answer to the questions.</td>
</tr>
<tr>
<td></td>
<td>- Comprehend a text</td>
</tr>
</tbody>
</table>

IV. Essential Questions (Stage 1)
Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.

1. How questioning help students understand the text better?
2. Why is it important to use information of the text to give possible answers?
3. How does identifying main ideas and supporting details help me create questions?

**Transfer goal:**

I want my students to generate questions using main ideas from the text so that in the long run and on their own, they will be able to build their comprehension on familiar passages in the target language.

**Abbreviated Performance Task:**

<table>
<thead>
<tr>
<th>V. Learning Activities (from student’s perspective)</th>
<th>Intention</th>
<th>A</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 – (3 hours)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1: (90 minutes)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) <strong>Warm up: (Find a person who…)</strong> 20 min</td>
<td>Hook</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Students will read different sentences such as:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find a person who reads very often.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find a person who does not like to read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find a person who has a lot of books in her/his house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find a person who only read novels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. Find a person who likes borrowing books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) <strong>Research presentation</strong> 20 min</td>
<td>Initiating</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Students will be explained and presented the objectives of the research to be conducted.

3) **Demographic Survey** 20 min (Appendix 1.)

4) **Pre-test of reading comprehension - A2 Key exam from Cambridge** (Appendix 3) 30 min

**Day 2 (90 minutes)**

1) **Inner outer circles Discussion** 20 min

   Students are asked to form circles and discuss some ideas.
   - How often do you read?
   - Do you like reading?
   - How often do you read English texts?
   - What do I do when I read the passage for the first time?

2) **Listing** 10 min

   Students in groups will list at least three strategies that they use for reading comprehension and put them in cards.

   Students will exchange cards and discuss in their groups what they think the strategy is about.

3) **Students will be introduced to the Question-Generation strategy** 20 min

   Students in group will discuss their ideas over Questions-Generation and how it can be useful for reading Comprehension.

4) **Pre-survey: Use of the Question-generation Strategy for reading Comprehension.** (Appendix 6) 20 min
5) **Input-section about Question generation.**

Students will get to know what is the Question Generation strategy, questions template and information useful for generating questions. **20 min**

### Week 2:

#### Day 1: Making Friends Unit (90 minutes)

1) **Warm up:** What do you like more …? **15 min**

Students will be shown questions and they will move to the right or left (Left if the answers is Option 1 and Right if the answer is Option 2)

**Questions:**

- Do you prefer Friday or Monday?
- Do you prefer Black & White or Color?
- Do you prefer Netflix or Youtube?
- Do you prefer Face to face or WhatsApp?
- Do you prefer Hamburger or French Fries
- Do you prefer Cook or Eat out?
- Do you prefer Soup or Salad?

2) **Questionnaire** **20 min**

Students complete individually an information questionnaire included in their book p. 2. Then, they will find people with similar answers using the questions written there.

3) **Creating questions** **20 min**

- Student will create questions related to the following Topics School/ work, Home/ family, free time, Favorite thing/
Lifestyle. They will write one question on a paper plane and then make it fly. Students need to pick another paper plane, read the question and answer it. They will repeat the process three or four times.

- Students will report answers in their groups.

4) Questions- structures in present simple

Students will review questions used in the questionnaire and Complete structure of questions.

<table>
<thead>
<tr>
<th>Structure:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>o</td>
<td>You</td>
<td>ive</td>
<td>lone</td>
</tr>
<tr>
<td>Question 2</td>
<td>hat</td>
<td>oes</td>
<td>your best friend</td>
<td>o</td>
</tr>
<tr>
<td>Question 3</td>
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<tr>
<td>Question 4</td>
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<tr>
<td>Question 5</td>
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<tr>
<td>Question 6</td>
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</tbody>
</table>

Classify and Create  **30 min**

Students will include additional questions to the chart and create 5 more on their own.

**Questions** to be included in chart:

Do you have a boyfriend?
Does your mom work in a company?
Where are you from?
Why do you travel a lot?
Do you like to study in this university?

Assessment: Students will create a short questionnaire related to topics studied in class: School/ work, Home/ family, free time, Favorite thing and interview students and teacher of other classes.

Day 2 Lesson: Leisure Time (90 minutes)

1) Words-chain
20 min
Students will be shown 5 Instagram popular sites and will work in groups of three and list as many words as they can. They should be related to the pictures.

2) Discussion Time: Students will discuss the following: 10 min
- What do you do on your leisure time? Why?
- Are you interested in learning new things?
- Are you good at sports?
- What are your hobbies?

1) Questionnaire Completion
15 min
Students will check the reading at p. 12 and Choose the correct questions to complete the conversation

2) Reading: Licence, Please
30 min
Pre-reading (Discussion)
- Do you drive?
- Do you like driving?
- How do you find driving? Why?
- Do you always take with you your documents?
- What are the consequences for not having the documents with you?
Students will be shown pictures and they will put them in the order they think is correct.

**Reading:** Students will silently read the passage in silence.

**Post-reading:** Students will be shown chosen sentences from the reading and in groups they will turn the statement to a question (Information question.)

Students will individually select other four statements and transform them in questions.

**Assessment:** Students will select statement from the reading and transform them in questions using the creating questions a prompt They will post the questions created in Padlet

**Learning log:** Students will write a learning log about the two first skills practiced (Creating questions, and turning a statement into a question)

### Week 3- Day 1

#### 1) Warm up

20 min

**Graphic organizing Information Circles:** Students will in groups fill in a graphic organizers where the main idea is in the center circle. They have to brainstorm words related to the central statement. Students exchange graphics until every group has contributed to all the graphics.

- Dolphins are good learners
- Pets are more intelligent than cats
- Cats are humans’ best friends
- English is necessary for your academic life

#### 2) Main ideas and supporting details recognition

20 min
Students will see examples of main ideas and supporting details adapted from the book Main Idea & Details (Reading Passages That Build Comprehension by Linda Ward Beech.)

3) Identifying the main idea of two readings
   20 min

4) Create Bubble charts with main idea and details 10 min

5) Students will create posters and talk about the main ideas of the different readings

**Week 3- Day 2**

1) Warm-up- Create important ideas
   15 min
   Students will be given bubble charts with the supporting details included. They have to write the main idea that belongs to the supporting details.

2) Introducing Integrative questions- Juicy vs Dry questions
   20 min
   Using the main ideas from the previous activity students will create a question. Then, teacher will explain Juicy vs Dry questions.

3) Mixing them up
   20 min
   Students receive cards with words that form yes-no questions. In groups they will unscramble the cards and they will have an extra card to form a different question that are “Juicy”.

4) Two- Colum chart:
   20 min
   Students will be given a reading passage and they have to create dry and juicy questions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Initiation</th>
<th>Developing</th>
<th>Formative</th>
<th>Review</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify main idea of two readings</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Bubble charts with main idea and details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students will create posters and talk about the main ideas of the different readings</td>
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<td></td>
</tr>
<tr>
<td>Warm-up- Create important ideas</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Introducing Integrative questions- Juicy vs Dry questions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mixing them up</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Two- Colum chart</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Week 4- Day 1

#### Reading Passage 1: Music Expert!  20 min

1) **Warm up:** Students will listen to different rhythms and try to identify what is. They have to listen and run and tap on the type of music they think the music you’re playing on the board.

2) **Ask students complete the chart**  *I love, I like, I don’t care, I can’t stand* with the different types of music.  20 min

3) **Pre-reading:** Music  15 min

4) **Reading**  15 min

5) **Question-Generation process**  20 min

Students will, using the templates, write and answer four questions. Students will have the teachers’ evaluation rubric to know the criteria.

6) **Sharing:** students will post their question in Padlet in order to let other students answer them.

### Week 4- Day 2: Reading passage 2 Blogs  

1) **Warm up:** Students will be presented two online blogs that can be used to practice the language  10 min

2) **Discussion:** Students will be asked some questions:  10 min

   - Do you use blogs?
   - How often do you use them?
   - What are some useful blogs that you have used?
   - What is a blog for?
### Vocabulary generation for reading comprehension

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Vocabulary: Students will be presented four key words and predict what words would appear on the text based on the words presented.</td>
<td>15 min</td>
<td>Input</td>
</tr>
<tr>
<td>4) Read and identify main ideas.</td>
<td>15 min</td>
<td>Developing</td>
</tr>
<tr>
<td>5) Generation of questions process.</td>
<td>15 min</td>
<td>Formative</td>
</tr>
<tr>
<td>6) Students will use the rubric criteria to assess their own questions.</td>
<td>5 min</td>
<td>Assessment</td>
</tr>
<tr>
<td>7) Debate: Students present their high level order questions to their groups in order to select 2 questions to present the whole class and create a debate on the questions they have created</td>
<td>20 min</td>
<td>Initiating</td>
</tr>
</tbody>
</table>

### Week 5 - Day 1

**Lesson: Reading passage 3: Healthy Lifestyle**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Warm up: used to practice the language</td>
<td>10 min</td>
<td>Presenting</td>
</tr>
<tr>
<td>2) Vocabulary Presentation: Students will be introduced vocabulary about Health problems with pictures and gestures.</td>
<td>10 min</td>
<td>Developing</td>
</tr>
<tr>
<td>3) Discussion: Students will be asked some questions in order to elicit answer and target grammar structure which is zero conditional (if/when)</td>
<td>10 min</td>
<td>Developing</td>
</tr>
<tr>
<td>• What do you do when you have a cold?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What do you drink if you have a stomachache?</td>
<td></td>
<td></td>
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<tr>
<td>• Do you have any allergies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What do you do if you have a clue?</td>
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<td></td>
</tr>
</tbody>
</table>
4) Grammar focus: Students in groups will complete these ideas and analyze the grammar structure of them.

- When I have too much work to do…
- I feel sleepy at university when …
- If I have really difficult homework, I …
- If I have free time, I …
- If I get hiccups when …

5) Students will look at some pictures and write things that they do on those situations.

6) Students will read “Healthy lifestyle” and complete the question generation worksheet (appendix 8). Student will assess their own questions using the question generation rubric.

7) Students will in groups will select two questions for each student in order to create a healthy lifestyle survey and interview classmates.

Week 5- day 2

Reading 4: Celebrations!

1) Students will see keywords related to a celebration. In groups, students will try to guess what celebration is the one you’re referring to. (Graduation, wedding, birthday, carnival, new year’s day, among others)

2) Vocabulary presentation: Students will see pictures and months related to celebrations, and will try to remember the vocabulary words. In order to practice saying months of the year, students will respond to a month’s questionnaire in groups.

- Which is the shortest month of the year?
- Which month has the shortest name?
- Which month has the longest name?
- Which three months begin with the same letter?
### QUESTION-GENERATION FOR READING COMPREHENSION

<table>
<thead>
<tr>
<th>3) Students will test their knowledge by responding to questions related to celebrations in their city or country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What date is Christmas?</td>
</tr>
<tr>
<td>• What date is Halloween?</td>
</tr>
<tr>
<td>• What date is Valentine’s day?</td>
</tr>
<tr>
<td>• What date is the Independence of Cuenca?</td>
</tr>
<tr>
<td>• What date is the foundation of Cuenca?</td>
</tr>
<tr>
<td>• What date is the battle of Pichincha?</td>
</tr>
<tr>
<td>• What date is Women’s day?</td>
</tr>
<tr>
<td>• What date is Teachers’ day?</td>
</tr>
</tbody>
</table>

#### 4) **Reading:** As a pre-reading activity students will complete bubble charts with activities that people do during three celebrations: weddings, birthdays, New years’ eve. Then, students in groups of 4 will complete a puzzle reading activity. They will have 5 min each to read the part of the reading assigned and then 10 more minutes to share with the group what they have read.

#### 5) **Questions Generation:** Students will complete the question generation worksheet (Appendix 8). Students will assess their own questions using the question generation rubric. (Appendix 7.)

#### 6) Finally, students will interview two other classmates on the same questions they have created.

Week 6 - day 1

**Reading passage 5:** Teenage years - Growing up
Warm up: students will try to guess teacher’s information shown on the whiteboard: activity and year (time expression in the past) it was done. If students guess teacher’s information correctly, they will get a point.

**Previous Knowledge:** Students will see teacher modeling answers to two questions and then, they will answer with their own answers: When were you born? And where were you born?

Talking circles: Students will talk about their memories in the past, answering the following questions.

- What was your favorite food?
- Which was your hobby?
- What was your favorite food?
- What was your favorite place?
- What was your favorite toy?

**Reading**

**Unscramble the sentences:** As a pre-reading activity, students will in groups unscramble key sentences taken from reading “Teenage years”. Students will discuss the ideas in the sentences they unscrambled and predict what the reading is about. Then, student will choose 4 questions that the reading include and read the answers. Students will create 4 more questions on the interview using the Question Generation worksheet (Appendix 8). Student will assess their own questions using the question generation rubric. (Appendix 7).

**Interview and report:** students will use the questions created to interview other students, record them and create a short report using Google Sites.

**Week 6- Day 2**

**Reading passage 6:** Exploring the City

**Warm up:** show students pictures of different places or cities: park, Museum, commercial center, forest, etc. Ask students to think
and brainstorm the things that there is and there are there and things they can do in those places.

**Opening:** ask students to name places that they would like to travel to and why?

Show students city or country tours that are offered in the web (include prices, days and plans for those day) Students will decide which would they choose and why.

Students will in groups read one day of the tour explained in “exploring the city” reading.

Students will explain their classmates the day they read about.

Students will create questions using the Questions Generation.

Students will answer these questions from the reading:

a) What is a borek?

b) What sights can you see on the boat trip?

c) How did the Blue mosque get its name?

d) Which three places would you like to see on this tour? Why?

e) Are there any places you would not go to? Why?

Ask students to create poster of a city, country or place they would like to visit. After students are finished with the poster, they will invite other students go and read them. Each student should state at least two questions to any of their classmates’ posters.

**Week 7**

- Project Open house event organization: Students will read 4 real life stories summaries. Then, students will in groups of 5 select the summary they liked the most and read the whole story for the next class. Students will create questions using the Question Generation worksheet.

| Presenting | ✓ |
| Developing | ✓ |
| Assessment | ✓ |
- Students will assign roles and adapt the dialogues for the role-play presentation in the open house Event
- During the event, other students will have the opportunity to state questions related to the story on a Padlet board that students will have access with a QR code.

**Week 8**
- After the intervention period students will complete their reading comprehension posttest.
- Students complete learning logs about their experiences on the innovation.

| Learning process: A = Acquisition, M = Meaning Making, T = Transfer | √ |
| Intention: Hook, **formative assessment**, initiating, developing, review, closure, **research**, other. |

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

**VI. On-going Self-Assessment**

| As I reflect on student learning, what will I do if my plan is not yielding my expected results? |
| If my students are not able to form questions or are grammatically incorrect, I will provide students extra sections for helping them generate questions. |
Appendix 3.

Pre-test

Identification Number: ____________________

Questions 1 – 6

Part 1

For each question, choose the correct answer.

1. Go upstairs if you want to

   A. buy a dress for a party.
   
   B. pay less for something to read.
   
   C. find a game for a teenager.

2. A. Greta has forgotten when the next maths class is.
   
   B. Greta hopes Fiona will help her find her maths notes.
   
   C. Greta wants to know what the maths homework is.

3. A. Students not going on the trip cannot have a day off school.
   
   B. Students have to decide today if they would like to join the trip.
   
   C. Students going on the trip must come to school first.
**QUESTION-GENERATION FOR READING COMPREHENSION**

4

**Concert tickets**

*Buy these on the school website, then collect them from the office*

A. Pay for tickets online before picking them up at school.

B. Check the website for information about when tickets will be available.

C. Let the office know soon if you are planning to buy tickets.

5

What should Andy do?

A. invite some friends to play football

B. tell Jake if he can join him later

C. show Tom where Woodside School is

6

**Swimming Competition**

*To enter the races, you must be able to swim more than 200 metres.*

A. Swimmers at all levels can enter this competition.

B. This competition is for people who can swim over 200 metres.

C. The races in the competition will be 200 metres long.
Part 2

Questions 7 – 13

For each question, choose the correct answer.

<table>
<thead>
<tr>
<th></th>
<th>Amy</th>
<th>Flora</th>
<th>Louisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Whose class learnt about the garden competition from a TV programme?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>8</td>
<td>Whose class grew some vegetables?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>9</td>
<td>Whose class won a trip in the school garden competition?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>10</td>
<td>Whose class painted flowers on their garden wall?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>11</td>
<td>Whose class learnt about the insects in their garden?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>12</td>
<td>Whose class got help from someone in a pupil’s family?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>13</td>
<td>Whose class chose flowers that were the same colour?</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>
School gardens competition

Amy

Our class has just won a prize for our school garden in a competition – and they’re going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she’s learning about gardening at college. We’re planning to grow some vegetables next year. I just hope the insects don’t eat them all!

Flora

Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There’s a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it’s amazing.

Louisa

The garden our class entered in the competition is very special. The flowers we’ve grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.
Part 3

Questions 14 – 18

For each question, choose the correct answer.

Starting at a new school
By Anna Gray, age 11

I’ve just finished my first week at a new school and I’d like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We’re best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They’re longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it’s getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!
14 How did Anna feel about moving to a new school?
   A worried about being with lots of older children
   B happy about the idea of doing something different
   C pleased because she was bored at her primary school

15 Who has become Anna's best friend at her new school?
   A someone from her primary school
   B someone she knew from her home area
   C someone she met in her new class

16 What does Anna say about the timetable at her new school?
   A It includes subjects she didn't do at primary school.
   B She has shorter lessons than she had at her old school.
   C It is quite difficult to understand.

17 Why couldn't Anna find her classrooms?
   A She couldn't read a map.
   B There was little time between lessons.
   C The school building was very large.

18 What does Anna say about the homework she has now?
   A She gets more help from some teachers than others.
   B She thinks it is the hardest part of school life.
   C She remembers everything she's told to do.
Appendix 4 Post-test

Identification Number: _________________

Questions 1 – 6

For each question, choose the correct answer.

1

For Sale
Women’s bicycle (small)
11 years old - needs new tyres
Phone Debbie - 0794587454

A The bicycle that’s for sale was built for a child.
B Some parts of the bicycle must be changed.
C Debbie is selling the bike because she’s too big for it now.

2

Hi Ben
I’ve booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?
Tim

A Tim thinks Ben should look on the concert website.
B Tim hopes that Ben will be able to come with him.
C Tim wants to know if Ben can pay him back today.

3

ADVENTURE PARK
Half-price tickets for groups of 12 or more
Ask at entrance

A You get into the park by going this way.
B It is more expensive to go here alone.
C You will have fun if you come with friends.
4

Lynne
Kim's party starts at 8 p.m. but of course you don't finish work until 9. Shall we go together at 9.30? I'll pick you up.
Emma

A Emma knows that Lynne can't be at the party when it starts.
B Emma wants to go to the party a bit later than Lynne.
C Emma wants to go out with Lynne but not to the party.

5

DAN'S ICE CREAMS
Buy one, get one free!
(Special offer 12 - 2 p.m. only)

A The ice cream shop is open for only 2 hours.
B Two ice creams will cost the same as one.
C You can get free ice creams all afternoon.

6

Anna,
Sorry you missed today's class. Don't forget about the history project we're working on together - the teacher wants it by Friday. Call me!
Sophie

Why did Sophie write this message?
A to check if Anna has completed her homework
B to let Anna know what they did in class today
C to ask Anna to contact her about the homework
### Part 2

**Questions 7 – 13**

For each question, choose the correct answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Tasha</th>
<th>Danni</th>
<th>Chrissie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who writes both a magazine and a blog?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Who says that studying and writing a blog at the same time can be hard?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Who answers questions from other people who read her blog?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Who plans to stop writing her blog soon?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Who didn't have many people reading her blog in the beginning?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Who asks a member of her family to help her write her blog?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Who says writing a blog is easier than some other types of writing?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
**Young blog writers**

**Tasha**

Last year I wrote for my college magazine, which I found really difficult, but I don’t think it’s hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we’re writing about different subjects. We don’t discuss what we’re planning, but we read each other’s blogs sometimes. I like giving advice to people who write in asking for it – it’s good to know I’ve helped.

**Danni**

I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they’ve seen, and I put these on my blog for everyone to read. I’m still at college, so I’m careful about spending too long on my blog, which is difficult as writing well takes time. I don’t think I’ll write it for much longer. I’m busy, and it’s time to do something new.

**Chrissie**

I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I’m still writing it now! The blog’s new for me, and I write about daily life. I get ideas from friends or my sister when I can’t decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I’ve had some lovely comments.
A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice’s daughter Demi started learning ballet as soon as she could walk. ‘I never taught her,’ says Alice, ‘because she never let me.’ Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice’s husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. ‘When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I’m watching television!’ he says.

Last month, Demi was invited to dance in the ballet Swan Lake. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, ‘I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!’ Demi was wearing a dress that Hannah made for Alice many years before.

‘It was very exciting for all of us,’ says Hannah. ‘Demi’s way of dancing is very like Alice’s. I know I’m her grandmother, but I think she has a great future!’
14. What is Alice Watson's job now?
   A. dancer
   B. teacher
   C. dress-maker

15. Demi had her first ballet lessons
   A. at a very young age.
   B. at the National Ballet Company.
   C. from her mother.

16. Jack helped his wife and daughter by
   A. moving to a larger house.
   B. letting them use the living room for dancing.
   C. making a place for them to practise in.

17. What was the best thing about the Swan Lake show for Demi?
   A. It was her first show with the company.
   B. All her family were there.
   C. She was wearing a new dress.

18. Hannah says that Demi
   A. will be a star one day.
   B. is her favourite granddaughter.
   C. dances better than Alice did.
Appendix 5

Encuesta sobre la generación preguntas durante la Lectura de Comprensión

Question-generation Strategy to Improve Students’ Reading Comprehension in an EFL Class

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Question-generation Strategy to Improve Students’ Reading Comprehension in an EFL Class.” (Estrategia de Generación de Preguntas para Mejorar la Comprensión Lectora de Estudiantes de Inglés como Segunda Lengua”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Lcda. Valeria Chumbi Landy

Candidato(a) a Máster.
**Appendix 6.**

*Encuesta sobre la generación preguntas durante la Lectura de Comprensión.*

<table>
<thead>
<tr>
<th></th>
<th>Muy de acuerdo</th>
<th>De acuerdo</th>
<th>Neutral</th>
<th>En desacuerdo</th>
<th>Muy en desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can formulate a question on familiar, concrete situations using high frequency everyday language.</td>
<td></td>
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</tr>
<tr>
<td><em>Puedo formular una pregunta sobre situaciones familiares y concretas utilizando un lenguaje cotidiano de alta frecuencia en inglés</em></td>
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</tr>
<tr>
<td>I can answer questions on familiar, concrete situations using high frequency everyday language.</td>
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</tr>
<tr>
<td><em>Puedo responder preguntas sobre situaciones familiares y concretas usando un lenguaje cotidiano de alta frecuencia en inglés</em></td>
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<tr>
<td>I can turn a statement into a question.</td>
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<tr>
<td><em>Puedo convertir una oración afirmativa en una pregunta.</em></td>
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<tr>
<td>I can recognize important Ideas of a text.</td>
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<tr>
<td><em>Puedo reconocer ideas principales de un texto escrito en inglés.</em></td>
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<tr>
<td>I can recognize supporting details of a text. <em>Puedo reconocer ideas secundarias de un texto escrito en inglés.</em></td>
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<tr>
<td>I know what an integrative question is.</td>
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<tr>
<td><em>Sé lo que es una pregunta integradora</em></td>
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</tr>
<tr>
<td>I can formulate an integrative question.</td>
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</tr>
<tr>
<td><em>Puedo formular una pregunta integradora en inglés</em></td>
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</tr>
<tr>
<td>I can formulate a high-level thinking question based on the main ideas of the text.</td>
<td></td>
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</tr>
<tr>
<td><strong>Puedo formular una pregunta crítica basada en las ideas principales de una lectura en inglés</strong></td>
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</tr>
<tr>
<td><strong>I can answer high level thinking question using some details from the reading.</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Puedo responder preguntas críticas usando algunos detalles de la lectura en inglés.</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Adapted from Look (2011) pre-requisite list for question Generation
### Appendix 7.

**Questions generation Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Absent</th>
<th>Developing</th>
<th>Competent</th>
<th>Advanced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relation to ideas of the text.</strong></td>
<td>The question doesn’t show any relation to the text main or secondary ideas.</td>
<td>The question stated has little relation to the text main or secondary ideas</td>
<td>The question stated is somewhat related to the text main or secondary ideas</td>
<td>The question stated is related to the text main or secondary ideas</td>
<td></td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
<td>The question stated doesn’t show accurate meaning or cohesion.</td>
<td>The meaning of the question stated is unclear. It is little accurate and is not completely coherent.</td>
<td>The meaning of the question stated isn’t completely accurate.</td>
<td>The meaning of the question stated is accurate and coherent.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar Structure</strong></td>
<td>The structure and form of the question is grammatically incorrect.</td>
<td>The structure and form of the question has two grammar mistakes.</td>
<td>The structure and form of the question has one grammar mistake.</td>
<td>The structure and form of the question is grammatically correct.</td>
<td></td>
</tr>
<tr>
<td><strong>Level of knowledge</strong></td>
<td>The question stated does not involves students’ critical thinking. The answer to the question is always the same or it is yes/no.</td>
<td>The question stated has a low critical thinking level. The answer to the question is most of the time the same.</td>
<td>The question stated has a neutral critical thinking level. The answer to the question can sometimes vary from others.</td>
<td>The question stated has a critical thinking level. The answer to the question can be varied and will depend on students’ reflection and personal experiences.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8.

Question formation template - Scaffolding process.

**Important idea from the Reading:**

____________________________________________________________________

____________________________________________________________________

**Detail 1**

____________________________________________________________________

____________________________________________________________________

**Detail 2**

____________________________________________________________________

____________________________________________________________________

**Ask a question**

*Write a juicy question from the idea or detail you selected*

____________________________________________________________________

**Answer the question**

*Read the text again/completely to answer the question or find out the answer on the internet*

____________________________________________________________________

____________________________________________________________________