Reading Comprehension through Summarization of Narrative Stories: An Action Research Study.

Paulina Elizabeth León Pucha

Guide: Maria Rossana Ramirez Avila

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Abstract

This study focused on implementing summarization as a strategy to enhance reading comprehension of narrative stories. It involved 33 participants who had different English levels proficiency: 15 elementary, 10 pre-intermediate and 8 intermediate level. Taking into account the participants’ English proficiency, they had to read and summarize seven stories implemented during a period of 25 pedagogical hours. The quantitative instruments were pre-post survey, pre-post-test and pre-post checklist while qualitative instruments were “Time to reflect” template and an interview. Regarding the pre-post reading test, participants took two different passages (i and i+1). The results evidenced a $p$-value of 0.021 on pre-post-test $i$ and 0.000 on pre-post-test $i+1$. Fractioned results displayed that elementary, pre-intermediate and intermediate level scored a $p$-value of 0.014, 0.024 and 0.388 on pre-post reading test $i$ and a $p$-value of 0.000, 0.034 and 0.776 on pre-test $i+1$ respectively. Furthermore, outcomes demonstrated participants perceived summarization significantly helped them to increase their reading comprehension. It is concluded that summarization strategy seems to be plausible to improve English reading comprehension, especially applied with elementary levels and with the consideration of the $i+1$ principles.

Keywords: reading comprehension, summarization, narrative stories, differentiated English levels, $i+1$ principles.
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Resumen
Este estudio se enfocó en la implementación de resúmenes como una estrategia para mejorar la lectura comprensiva de textos narrativos. Participaron 15 estudiantes con nivel elemental, 10 nivel pre-intermedio y 8 nivel intermedio. Cada grupo leyó y resumió siete textos narrativos durante un periodo de 25 horas pedagógicas. Estos textos fueron diferenciados de acuerdo a la proficiencia de inglés de cada grupo. Los instrumentos cuantitativos fueron una encuesta, una prueba y una lista de cotejo; todos ellos fueron aplicados al inicio y al término del estudio. Los instrumentos cualitativos fueron una plantilla “Tiempo para reflexionar” y una entrevista. Los participantes tomaron pruebas diferentes (i y i+1). Los resultados generales evidenciaron un p-valor de 0,021 en el pre-post test i y 0,000 en el pre-post test i+1. El nivel elemental, pre-intermedio e intermedio puntuaron un p-valor de 0,014, 0,024 y 0,388 en el pre-post test i y un p-valor de 0,000, 0,034 y 0,776 en el pre-post test i+1 respectivamente. Los participantes percibieron que los resúmenes les ayudo significativamente a mejorar la lectura comprensiva. En conclusión, la estrategia de resúmenes luce recomendable para optimizar la lectura comprensiva en Ingles, especialmente aplicada con niveles elementales y con la consideración de los principios i+1.

Palabras clave: lectura comprensiva, resúmenes, textos narrativos, niveles de inglés diferenciados, principios i+1.
Reading practice enriches individuals since it stimulates the multiple cognitive skills in order to facilitate and develop different kinds of understandings, reflection, reasoning and argument capacities, critical thinking skills, personal identity acquisition, and autonomy (Jorge, Bargalló, & Puig, 2006). For young people, according to Sullivan (2014), reading promotes the acquisition of new vocabulary and new ideas which are extremely beneficial for having a better comprehension and absorption of new information and concepts. Likewise, reading helps people to show and develop great literacy competences (Krashen, 2016). Krashen also mentioned that children need to be surrounded by books to become engaged in reading; in turn, children read less due to the lack of access to books. When they are exposed to books around, they read more often, and they read better. In fact, the Organization for Cooperation and Economic Development (Organización para la Cooperación y el Desarrollo Económicos [OECD], 2011) cited that students who enjoy reading, unlike who do not, have a high probability to be effective learners and to perform better at school. Due to that fact, learners should read more frequently and have spaces to express their feelings freely after reading (Harmer as cited in Ministerio de Educación, 2016b).

However, the culture of reading does not form part of all the societies. Studies made by the Programme for International Student Assessment (PISA) have demonstrated that many countries that sometime scored highly on reading have suffered a notorious decrease on reading for enjoyment (OECD, 2011). Likewise, results of a Latin America Survey of Cultural Habits and Practices in 2013 reported that Latin American read an average of 3.6 books per year (Organización de Estados Iberoamericanos [OEI], 2014). In Ecuador, according to the local
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statistics institution (Instituto Nacional de Estadísticas y Censos [INEC], 2012), 56% of people of six cities do not read because of the lack of interest. Cuadra (2017) manifested that as heirs of the Spanish settlements where manual jobs were more relevant than being able to read, the absence of reading pleasure comes from this age. This is because reading was not as important as praying which simply was necessary to use memorizations for singing the prayers.

Additional results from the survey of adult skills have demonstrated Ecuadorians present a low literacy skills proficiency which means they are not good at responding and comprehending properly to written texts (OECD, 2019). Similarly, PISA for Development (PISA-D), based on their literacy evaluations done in Ecuador, claimed almost 50% of students who are about 15 years old reached the minimum average in reading comprehension (OECD, 2018). Likewise, an English test of EF Education First in 2017 demonstrated most of the students, at the end of 10th year of Educacion General Basica and 3rd year Bachillerato General Unificado, scored insufficient English proficiency. This issue was critically evidenced specially in reading and listening skills comprehension. These low reading results can be due to the low English proficiency of students since studies have demonstrated that L1 reading skills are transferred to L2 reading when L2 linguistic abilities are proficient enough (Yamashita & Shiotsu, 2015). Nevertheless, lack of reading is the most likely reason why students are not good at reading in L1 because, according to Guo (2018), learners who are active readers in L1 reading activities have more possibilities to transfer general reading strategies to L2 reading. In consequence, learners succeed in L2 and demonstrate several retributions such as affective cognitive and linguistic benefits (Maley & Prowse, 2013).

Due to these setbacks, the Ministry of Education has proposed and activated new strategies and ways to involve teachers and students in cultural changes. One of these mechanisms is the
insertion of the reading culture in schools (Educar Ecuador, 2018). Therefore, for students to comprehend various sorts of texts, they should have in mind different reading strategies which are used to help learners organize and comprehend a text (Gilakjani & Sabouri, 2016; Ministerio de Educación, 2016a). Some examples of strategies are: predicting, forecasting, deducing, summarizing, examining, and evaluating (Gilakjani & Sabouri, 2016) or as local educational authorities recommended, skimming and scanning, reading for gist and for detail, making inferences and predictions (Ministerio de Educación, 2016b). Effective reading strategies are necessary to be incorporated and used to help learners reflect on what they have read, what they did and did not figure out and how they feel when reading a text; evidencing so, a real reading comprehension in the English language (Ministerio de Educación, 2012). As Ness (2016) claimed, comprehension is the most relevant fact in reading.

In order to achieve effective reading comprehension, this paper was focused on summarization strategy due to different factors that have evidenced summarization contributed for reading comprehension improvement. For instance, after an application of the summarization strategy in Taiwan, this summarization strategy helped fifth grade students develop their comprehension abilities notoriously (Al-Alwan, 2012). Oczkus (2018) manifested something similarly by announcing that despite the complexity of summarizing, there are many advantages that summarization skills provide: recalling important events and details, sequencing, paraphrasing, and synonyms or picking vocabulary. Summarization can also help meet the Ecuadorian learning standards that are based on the Common European Framework of Reference for Languages (CEFR). Ecuadorian learning standards explain that students who are at 1st year of BGU should reach an A2 English level that allow them to understand and identify longer,
more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms).

In this regard, Blogs, Communicative Language Teaching (CLT) approach and a differentiation of mixed-level classes were also considered to conduct this research study. Blogs are effective and innovative tools to record students’ activities and create an online interaction among learners and teachers (Churchill, 2009). Whereas CLT approach conducts teachers to implement meaningful and authentic learning activities in lesson plans instead of traditional methods during reading classes. Likewise, the goal of CLT in reading is to make students enjoy and comprehend reading through communicative lessons, for instance Jig Saw activities (Richards, 2006). A differentiation of mixed-level classes was key to be taken into account in this research work since students have different English proficiency. In this case, the complexity of reading materials should be differentiated and assigned to students according to their level. Differentiated activities are relevant to consider since when there are mixed-level students in a class, advanced students can feel they are not learning too much and in turn, beginner students can present multiple misunderstandings (Bekiryazici, 2015). As such, summarization strategy combined with blogs and CLT approach were potential options in this field since there was not any evidence of a reading comprehension research done until then with students who are at the 1st year of BGU in public schools of Ecuador.

In conclusion, students of public schools in Ecuador usually encounter reading comprehension problems due to several factors as lack of reading habits in L1 that could be transferred to L2. Low English proficiency and particularly the absence of implementation of reading strategies when teaching reading skills have avoided learners having an appropriate
understanding when reading. For this motive, the present action research study focused on summarization strategy to improve reading comprehension in students of 1st year of BGU.

**Literature Review**

This section labels the topics to be considered in the current action research in order to provoke a deep analysis of this research study and facilitate a better understanding of summarization in reading comprehension. This section also includes a combination of critical inquiry of the theories and ideas of experts related to the topic. Based on researcher’s goal, the topics are Reading Comprehension, Reading Strategies, Summarization strategy and its advantages, Elements of summarization on narrative stories, Blogs and CLT approach on reading skills.

**Reading Comprehension**

The Gilakjani and Sabouri’s research (2016) explained that comprehension of texts is when readers find meanings of what they have read throughout reading skills application. Examples of reading skills are word recognition, fluency, lexical knowledge, and previous knowledge. In other words, reading comprehension can be defined as the result of decoding and language comprehension (McCardle, 2016) in which, despite its complexity and time consumption, comprehension becomes satisfying and productive for readers (Duke & Pearson, 2009). Likewise, McCardle (2016) highlighted that the process of reading comprehension can vary depending of the readers’ and text characteristics (for example, the reader’s cognitive capacities and type of text as its genre influence reading comprehension).

Gilakjani and Sabouri (2016) suggested that to have a meaningful reading comprehension, EFL teachers should make students improve their reading comprehension by using appropriate
and different kinds of texts and reading strategies. Hock, Brasseur-Hock and Deshler (2015) also coincided that in order to turn learners into proficient comprehenders, teachers should be well-prepared and outstanding when teaching reading comprehension strategies. That is, teachers need to research and be flawless on what reading strategies and comprehension activities are usable to engage students. This is because reading comprehension is not centered on knowledge but the interaction among text, reader and contextual factors (Hock, Brasseur-Hock & Deshler, 2015).

**Reading Strategies**

Since reading is constantly present during the whole education stages and it progressively increases its complexity level, Blachowicz and Ogle (2017) announced learners must be taught to develop and learn strategies that allow them to deal with different types of texts from early ages. In that sense, Duke and Pearson (2009) mentioned that an effective reading comprehension is reflected when readers receive effective instructions and enough time to read, write, and discuss the text. That is, effective reading strategies are reflected on when reading skills are fruitfully developed by readers, particularly when applying intensive reading. Unlike extensive reading where learners read for pleasure, intensive reading is the practice of specific “reading skills, language features and close linguistic study of text” which is frequently applied in a class (Erguvan, 2016, p. 137.).

A second-language reading process is acquired by different reading models: the bottom-up model, the top-down model, and the interactive model (Gilakjani & Sabouri, 2016). Gamboa (2017) explained in detail more about these three models. Through the bottom-up model, readers limit on deciphering letters and words in order to comprehend clauses, sentences and paragraphs of texts. In turn, top-down model focuses on prior students’ knowledge, assumptions and questions related to the text which means, readers first analyze those points before beginning
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reading any text. It enables them to confirm or disconfirm their expectations along the reading. Whereas interactive model is practically the combination of both bottom-up and top-down processes.

As it should be, there are multiple reading strategies; however, Gilakjani and Sabouri (2016) detailed seven of the most effective reading strategies: 1. Activating and Using Background Knowledge, 2. Generating and Asking Questions, 3. Making Inferences, 4. Predicting, 5. Summarizing, 6. Visualizing and 7. Comprehension Monitoring. According to Gilakjani and Sabouri (2016), there are a lot of activities that teachers can implement to apply reading strategies. For example, through visualization, readers develop images in their minds which assist them to ask questions and become good visualizers that in result, unlike the ones who do not imagine anything, it improves their reading comprehension (Gilakjani & Sabouri, 2016). Similarly, predictions address readers to guess or predict the events that will occur later during the reading. When predicting, readers can do activities to activate their prior knowledge, preview, and overview which facilitate them to have a better comprehension in front of new ideas found in the text (Duke & Pearson, 2009). In all, because of the virtues of all the mentioned reading strategies, the present research focuses reading strategies as potential tools to improve reading comprehension.

Summarization strategy.

According to Duke and Pearson (2009), the summarization strategy aids in improving students’ written summaries as well as enhancing comprehension when taking reading tests. Similarly, Duke and Pearson mentioned that summarization strategy principally requires readers use main ideas to start writing their summaries which only demands practice to turn into good
readers. As such, readers can write their summaries by using their own words in order to demonstrate what they have read about (Gilakjani & Sabouri, 2016).

Özdemir (2018) alleged that every reading level should include in their studies summarization strategy. This is because according to his research study done in Turkey with a sample of 35 candidates and 140 summary texts, the results demonstrated that in comparison with the pre-test model, the post-test model increased reading comprehension.

However, summarizing does not simply mean to say to students to write a summary after reading. On the contrary, it implies to teach students what and how to do it (Özdemir, 2018). In that sense, Gilakjani and Sabouri (2016) considered summarization can follow some rules as the elimination of useless information, elimination of repeated information, replacing new words with synonyms and the selection or invention of topic sentences. Bazerman (2010) coincided that the key of summarization is to focus on the most relevant sentences and delete the less important sentences of the readings. Bazerman recommended three techniques (selection and deletion, note taking, and miniaturizing). They can aid to produce a short, readable, and precise summary.

Equally, after summarizing and making generalizations from content, readers can relate them to the purpose of the text (Blachowicz & Ogle, 2017). Likewise, in order not to be bored when summarizing, Oczkus (2018) claimed there should be creativity at the summarizing stage for students to feel engaged; for instance, dramatization of a text and representation of certain scenes with drawings. In short, summarization is extremely important since it helps learners build up an entire understanding of a text, story, chapter, or article (Oczkus, 2018). In other words, through summarization, the reader tries to identify and write the principal or most relevant ideas into a coherent whole (Ness, 2016).
However, Hutchins (1987) said after reading long texts, general ideas are commonly retained and details are omitted, in consequence, the abstraction would become insufficient. Likewise, Hutchins (1987) expressed summarization can become difficult to do since it demands advanced cognitive and writing skills.

**Elements of summarization of narrative stories.**

The absence of relevant information extracted from texts is the maximum problem to design precise summarization (Zopf, Botschen, Falke, Heinzerling, Marasovic, Mihaylov, & Frank, 2018). However, when the important elements: the action, the subject and object, the time, and the environment are extracted from a text, redundant information is omitted and summarization is automatically generated (Liao, Sun & Liu, 2016). Similarly, Mwinyi, Alja'am and ElSeoud (2017) expressed the recognition of important elements of texts are helpful for understanding stories. According to Liao, Sun and Liu (2016) in their experimentation paper, they encountered these elements of summarization (the action, the subject and object, the time, and the environment) are applicable only for narrative stories. These elements allow students not only to analyze what and how their stories should be well structured but also to enhance their writing skills (Herrera, 2013). Finally, elements of summarization on narrative stories will help learners visualize and identify the most important aspect in a text.

**Blogs**

Blogs have been used in different educational purposes as humanities, management, communication, and teacher education with the intention of keeping an active, engaging and rich interaction among learners and instructors (Lee & Bonk, 2016). For instance, in an experimental study done by Churchill (2009), multiple activities were done in blogs during a whole semester such as posting reflections and learning tasks, contributing and commenting to peers’ tasks. This
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experimentation had a big acceptance of students since blogs facilitated and contributed to their learning. It made all be involved, especially when seeing and commenting peers’ tasks (Churchill, 2009). In conclusion, blogs take a big role in teaching learning process due to their free access, simplicity to be used and above all, their appealing and diverse usage.

To contrast the advantage of blogs, Riesch (2013) considered blogs brings some limitations for users. This is blogs are not professional sites, therefore, they limit writers to enhance writing abilities. Findings of Riesch (2013) explained that blogs are commonly used by informal people who just pretend to keep connection with others for fun and do not focus on improving cognitive skills.

Theory of i+1

Krashen (2013) stated humans acquire a language when they understand messages said by others or when they comprehend what they are reading. In other words, people assimilate a language when they previously have acquired some notions of language. However, how do individuals acquire what they do not know yet? The more explicit answer is i+1 comprehension theory, in which “i” means the current learner’s linguistic ability and “+1” reflects stages beyond where learners currently stand (Herrera, 2026). In this case, the role of teachers is to push pupils move their language level “i” to language level “+1” through comprehensible input and consequently, the language is automatically acquired (Payne, 2011). To be more precise, the input the learners receive should be a level higher of their existing language competence (Namaziandost, Nasri & Ziafar, 2019). Likewise, in the field of reading, Namaziandost, Nasri and Ziafar (2019) pointed out that when learners are exposed to read texts higher that their present level, their reading comprehension will raise significantly.

Teaching Mixed English Levels
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Standards of Common European Framework of Reference for Languages (CEFR) have set different English levels as: A1 for beginners, A2 for pre-intermediate, B1 for intermediate, B2 for an upper-intermediate, C1 for advanced and C2 for experts. In this regard, Castro and Lopez (2014) affirmed it is primordial teachers identify the kind of learners they count with in order to be inclusive into language teaching-learning process and obtain efficient results. Werner (2018) reflected that despite its challenging, teaching mixed language levels implicate to have differentiated instruction which means to assign the same activities, material or tasks but in different versions. Additionally, since some learners tend to perceive materials, tasks, strategies, topics, among others enjoyable and appealing and others could sense the opposite, teachers necessarily should evaluate those differences and adapt the resources according to students’ abilities (Kaur, 2010). These differentiations and considerations help select appropriately the resources in classes where there is a mix of English levels: elementary, pre-intermediate, intermediate, etc. proficiency.

CLT Approach on Reading Skills

Through CLT (Communicative Language Teaching) approach, while teachers now have become facilitators, they have to monitor language learners undergo an active, cooperative, and collaborative participation in classrooms (Richards, 2006). CLT approach focuses on making language learners communicate in the target language through classroom activities that foster interaction in authentic contexts. This non-traditional focus can wake up language learners’ interest. CLT is centered on meaning rather than linguistics structures (Alamri, 2018). This is mainly because CLT goal is to promote and achieve communicative abilities (Saputra, 2018).

In short, in order to help students overcome the deficiency of reading comprehension in L2, summarization strategy was used to assist those difficulties. Besides blogs were utilized by
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students to write and comment their summaries and create an online interaction. Thus, the study addressed the following research questions:

1. To what extent does summarization improve reading comprehension?
2. What are students’ perspectives when using summarization to evidence reading comprehension?

Innovation

First of all, it is worth recalling that the innovation for this study was focused on a lesson plan (Appendix A) based on the CLT approach. Likewise, this innovation counted with 33 students of 1st year of BGU. The study lasted 25 pedagogical hours (40 minutes each).

Throughout the implementation of the innovation, seven stories were utilized for students to read and demonstrate their reading comprehension through the summarization strategy.

During the first week, the teacher explained how the innovation process would be run. Therefore, after reading, it was expected students identify the most important elements of a story (such as Topic, characters, setting, conflict, events, and resolution). To write those reading features, there was a graphic organizer (Appendix H) denominated “Elements of a Summary”. The graphic organizer served for students to get the big idea and to write short summaries by using the ideas written in the graphic organizer. Likewise, students used a checklist (Appendix I) weekly during every summarization activity. The checklist allowed students to prove if the required elements had been identified or not and to corroborate whether they were demonstrating and increasing reading comprehension. During this stage, there were group activities to have a deep interaction among students in order to help each other and assimilate the process much easier.
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From the second week until week five, students started reading and summarizing the stories. The summaries were posted on their blogs which had been created previously in order to see their reading comprehension progress. Students read, commented, recommended, and analyzed their classmates’ summaries posted in their respective blogs. Sequentially, participants also wrote their reflections regarding summarization and reading comprehension by using “Time to Reflect” template (Appendix J).

Methodology

The present section discusses the participants, instruments, data analysis and ethical standards which were conducted by quantitative and qualitative methods. The quantitative instruments were pre-post survey, pre and post reading tests and a pre-post checklist. While the instruments for qualitative methods were “Time to Reflect” template and an interview. Before running the implementation of the innovation, students took an English placement test to evidence their English level.

Participants

There were 33 students who participated in this study. The participants belonged to 1st year of BGU. When students took the placement test, it determined that the class was mixed English level. There were 15 elementary, 10 pre-intermediate and 8 intermediate students. Due to this factor, the passages did not have the same text complexity for everybody. In other words, the complexity level of stories was delivered to students according to their English proficiency.

Instruments

In order to describe the sample, there were two surveys implemented in the first day: students’ demographics (Appendix B) and students’ experience with blogs (Appendix C). To answer the first research question: To what extent does summarization improve reading
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comprehension? a pre-test (Appendix E) and post-test (Appendix F) were taken by students at the beginning and at the end of the innovation respectively. These tests included narrative stories and multiple-choice questions. In doing so, these reading tests were given according to students’ English level to know how much and how effective their reading comprehension was. Students took two passages in the pre-test and two passages in the post-test. This was mainly because one of the passages was one level higher than the current student’s English level.

These tests served to compare and identify whether Leaners had improved and increased their reading comprehension at the end of the innovation when taking the post reading tests. The tests had multiple choices questions about stories.

There was also a rubric (Appendix G) linked to the pre-test and post-test to verify whether students comprehended the stated story as a whole as: conflict, events, resolution, characters, and setting. Additionally, a pre and post checklist was utilized to evaluate students’ Reading Comprehension. The checklist had components which arose to know how much summarization helped students enhance reading comprehension from the beginning to the end.

In relation to the second research question: What are students’ perspectives when using summarization to evidence reading comprehension? Reflections were implemented after every time students read and made summaries to notice if students’ perceptions went changing when using summarization to evidence reading comprehension. Likewise, in order to measure if students’ perspectives changed from the beginning phase of the implementation compared to the end, students responded the pre-post-survey (Appendix D). The surveys were based on semantic differential scales in which, the answering options were totally disagree, disagree, neutral, agree and totally agree. Moreover, at the end of the implementation, there was a semi-structured interview (Appendix K) applied to 10 participants. These participants were mixed English levels
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(3 elementary, 3 pre-intermediate and 4 intermediate) chosen by the researcher. The purpose of the interview was to know whether writing and commenting their summaries on blogs aimed them to increase their reading comprehension.

Data Analysis

Data analysis of the innovation was interpreted by following the research questions:

RQ#1: To what extent does summarization improve reading comprehension? Pre-test, post-test and pre-post checklist were analyzed and graded to verify whether students’ reading comprehension level on narrative texts had increased or not during the innovation. Likewise, the information was typed in SPSS (Statistical Package for the Social Sciences) program to obtain descriptive statistical results, in which, the mean, the standard deviation, the effect size and p-value were calculated. After obtaining the descriptive statistics, the results were interpreted.

RQ#2: What are students’ perspectives when using summarization to evidence reading comprehension? relevant participants’ information obtained from the “Time to Reflect” template was collected and typed. The Pre-Post survey was coded and typed in SPSS to compare the students’ perspectives from the beginning to the end of the innovation and analyzed according to commonalities and unexpected findings. In addition to the previous instruments, the semi-structured interview was considered to determine students’ perspectives toward summarization as a strategy to improve reading comprehension.

Ethical Standards

To avoid possible issues, parents, authorities, and the students were deeply explained about the purpose of this study and its benefits. Authorities signed up a commitment letter that evidenced their support from the beginning until the end of the study. The researcher covered up
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all the expenses that were made during the innovation in order to avoid any participants’ budget. Equally, the researcher behaved extremely respectful with all the participants’ performance during the entire process of the innovation with the intention of eluding bias among them.

Results

This section presents the results of the action research study which was run to enhance reading comprehension of narrative stories. The results of the two research questions were gathered through the utilization of quantitative and qualitative instruments. In which, the researcher obtained significant findings from the beginning to the end of the innovation. The innovation lasted five weeks and had a population of N=33 participants. The participants were divided in three groups according to their English level; N=15 elementary, N=10 pre-intermediate and N=8 intermediate students. The three participants’ English level results were interpreted separately to compare and analyze their differences.

The first research question, to what extent does summarization improve reading comprehension? is answered in Table 1. In general terms, the majority of participants improved their reading comprehension from pre-test to post-tests significantly since the effect size (Cohen’s d) for the whole group is 0.589 on pre-post-tests $i$ and 1.197 on pre-post-tests $i+1$ which means, there is a large effect size (d) particularly between pre-post-tests $i+1$. Likewise, the $p$ value with an alpha of 5% is less than 0.05. Therefore, $p$-values of pre-post-tests of the innovation can be interpreted that summarization strategy has given significant results on reading comprehension. Even though, the most relevant results go for pre-post-test $i+1$ since their $p$-value is 0.000, a number highly significant.
Table 1.

Descriptive Statistics of Pre-post-tests i and Pre-post-tests i+1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>&lt;0.05</th>
<th>d</th>
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<tr>
<td>Reading Pretest i</td>
<td></td>
<td>6.36</td>
<td>1.655</td>
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<td>Reading Posttest i</td>
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<td>6.45</td>
<td>2.611</td>
<td>0.000</td>
<td>1.197</td>
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</table>

Note: N= Sample. M= Mean. SD= Standard Deviation. d=effect size

On the other hand, on Table 2, detailed results of the differentiated groups are displayed.

These results reflect that unlike the elementary and pre-intermediate participants, the intermediate level group was who obtained a small size effect (d) 0.445 on pre-post-tests i and 0.145 on pre-post-tests i+1 and a p-value of 0.388 and 0.776 on pre-post-tests i and pre-post-tests i+1 correspondingly which means, their reading improvement was not very significant.

Table 2

Descriptive Statistics of Pre-post-tests i and Pre-post-tests i+1 according to English levels.

<table>
<thead>
<tr>
<th>Students' English Level</th>
<th>Pretest i</th>
<th>Posttest i</th>
<th>Pretest i+1</th>
<th>Posttest i+1</th>
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<td>Elementary N=15</td>
<td>Mean</td>
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<td>3.47</td>
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<tr>
<td></td>
<td>Std. Deviation</td>
<td>1.060</td>
<td>1.995</td>
<td>2.031</td>
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<tr>
<td></td>
<td>Effect Size</td>
<td>0.957</td>
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<td></td>
<td>p-value</td>
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<tr>
<td>Pre-Intermediate N=10</td>
<td>Mean</td>
<td>5.40</td>
<td>4.60</td>
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<tr>
<td></td>
<td>Std. Deviation</td>
<td>2.066</td>
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<tr>
<td></td>
<td>Effect Size</td>
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<table>
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<td>1.685</td>
<td>1.727</td>
</tr>
</tbody>
</table>

Effect Size

<table>
<thead>
<tr>
<th>p-value</th>
<th>0.445</th>
<th>0.145</th>
</tr>
</thead>
<tbody>
<tr>
<td>p-value</td>
<td>0.388</td>
<td>0.776</td>
</tr>
</tbody>
</table>

Table 3 points out that throughout the pre and post checklist, the three groups reported significant percentages which mean they were able to read comprehensively. In special, when they read they could identify the elements of the stories (characters, setting, conflict, resolution, and ending) easily to be written on summaries. Nevertheless, there are some differences among the three groups. Pre-intermediate and intermediate learners were abler to read and do summaries with less difficulties than elementary level participants.

Table 3

*Pre-Post Checklist to evidence reading comprehension.*

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>Elementary</th>
<th>Pre-Intermediate</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read and choose essential sentences easily.</td>
<td>55%</td>
<td>67.3%</td>
<td>62.5%</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>60%</td>
<td>75%</td>
</tr>
<tr>
<td>I read and eliminate unnecessary information easily.</td>
<td>47.6%</td>
<td>72%</td>
<td>64.5%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>90%</td>
<td>87.5%</td>
</tr>
<tr>
<td>I read and find the elements of the stories (characters, setting,</td>
<td>34.7%</td>
<td>52%</td>
<td>70%</td>
</tr>
<tr>
<td>conflict, resolution, and ending) easily.</td>
<td></td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>I reread to search for more details, information, characters, and plot.</td>
<td>73.3%</td>
<td>90%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>90%</td>
<td>75%</td>
</tr>
</tbody>
</table>

The second research question, *what are students’ perspectives when using summarization to evidence reading comprehension?* pre and post surveys were conducted with a range codified
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in SPSS with numbers; strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Therefore, Figure 1 and Figure 2 explain that in contrast to pre-survey, post-survey highlights the three groups have notoriously changed their perspectives toward summarization. Despite some skeptical perspectives toward long complex text, on post-survey, the majority of participants expressed they could summarize a passage and understand single phrases at a time.

Figure 1. Pre-Survey
On the other hand, to support these quantitative results, participants demonstrated their perspectives by using “Time to Reflect” template (Appendix J) in which, there were four reflective questions (See Appendix L). Throughout these reflections, the majority of participants manifested summarization helped them improve their reading comprehension and did not see summarization difficult. However, elementary students alleged they sometimes felt a little confused while summarizing since their English proficiency is low and new vocabulary was an obstacle to comprehend the stories easily.

Finally, the semi-structure interview had five questions (See Appendix M) where all interviewees revealed using blogs to write and comment classmates’ summaries was quite weird and unconfident in the first days but on the way they started to get familiar with them and have fun. According to participants, blogs aided them in enhancing their reading comprehension since they felt forced to do the best summaries to be read and commented by others and likewise, they
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enjoyed reading and commenting the different classmates’ stories. Reading classmates’ stories allowed them to acquire a considerable repertoire of new words which facilitated them to understand better other stories during the innovation.

**Discussion**

This action research gave insights that summarization could be an innovative strategy to enhance reading comprehension. This is principally because its two research questions results demonstrated participants reached significant outcomes on reading comprehension during the five-week innovation.

With regard to the first research question; to what extent does summarization improve reading comprehension? Table 1 affirms, in general terms, the application of summarization to increase reading comprehension was effective and significant since its p-value is less than 0.05 (p=0.021 and 0.000 on pre-post-tests i and pre-post-test i+1 respectively). These results coincide with Duke and Pearson (2009) and Özdemir (2018) who stated summarization helps not only enhance writing skills but also increase and demonstrate reading comprehension on post-tests.

Likewise, another relevant result shown on Table 1 is post-test i+1 had better results than post-test i. The effect size of Post-test i+1 is d=1.197 and Post-test i is d=0.589, a significant difference which can be interpreted in the findings of Payne (2011) who manifested that when students are pushed to move beyond their axe (from i to i+1), they highly improve their learning and get significant results. Essentially, on reading field, Namaziandost, Nasri and Ziafar (2019) mentioned that the higher reading texts are for students, the higher reading comprehension increases. In this regard, the consideration of input i+1 for enhancing reading comprehension is recommended to be applied by reading researchers.
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With regard to Table 2, it shows that there was a substantial variation in the results among English levels differentiation. Elementary and pre-intermediate students were the ones who enhanced their reading comprehension more than intermediate participants. Intermediate level participants obtained a p-value of 0.338 and 0.776 on pre-post-test i and pre-post-test i+1 each which arises, summarization did not aim them to increase their reading comprehension significantly. These unexpected outcomes can be explained and contrasted with the following authors’ research. Firstly, Kaur (2010) and Werner (2018) claimed that when teaching mixed levels, participants perceive the tasks or activities differently so that, differentiated instructions should be present into teaching process. Secondly, because elementary levels coped with unknown words and they had to decode in order to understand, decoding could encourage them to have better reading results. This factor is aligned with McCardle (2016) who explained reading comprehension is the action of decoding despite its complexity. Thirdly, readers and text characteristics influence in reading comprehension (McCardle, 2016). Perhaps, regardless the level differentiation of passages, intermediate students did not feel comfortable reading narrative texts. Likewise, probably intermediate students adapt better with extensive reading rather than intensive reading since this first is done for pleasure and the other one demands decoding. Decoding suits better to low levels due to their insufficient vocabulary acquisition. Therefore, the most feasible is to select passages according to students’ age and preferences and most likely to do a quick survey before implementing the innovation in order to get familiar with participants’ reading inclinations.

To finish discussing the first research question, Table 3 and table 4 which belonged to Pre and Post survey respectively, come up that at the end of the innovation, the three groups of learners could read and identify the elements of a story better than the beginning. These elements
allowed them to write summaries with ease, essentially to pre-intermediate and intermediate students. These favorable effects agree with Liao, Sun and Liu (2016) whose arguments are addressed to take into consideration important elements of narration (the action, the subject and object, the time and the environment) to spontaneously provoke summarization since they avoid unnecessary information. In short, elements of narration are key components that need to be recognized while reading before summarizing stories.

Regarding the second research question, what are students’ perspectives when using summarization to evidence reading comprehension? Pre-survey on Figure 1 compared to Post-survey on Figure 2 and the analysis of reflections (Time to Reflect) show that elementary participants are still a little skeptical with some components of reading implications and summarization strategy mostly due to the lack vocabulary they possess. In spite of that, participants’ perspectives have changed relevantly and positively in relation to summarizing passages in order to elevate reading comprehension. These optimistic results are compared to CLT principles highlighted by Saputra (2018) and Alamri (2018) who stated traditional strategies should be replaced by authentic and meaningful activities to captivate learners’ interest. Thus, these results infer that summarization can be appealing for many other students to increase reading comprehension.

According to the participants who were interviewed at the end of the innovation in order to know how much writing and commenting classmates’ summaries on blogs influenced in their reading comprehension, they declared this innovative activity helped highly to comprehend new texts. This was principally because they always tried to polish their summaries before being written on blogs to attract their classmates’ attention. Also, when reading classmates’ stories, they unconsciously learned new vocabulary, which permitted them understand other texts with
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less struggles. These positive perspectives coincide with Churchill’s (2009) findings in his experimentation which explained that the interaction and involvement among students when commenting on blogs arose significant learnings. Likewise, creativity is relevant when summarizing (Oczkus, 2018) so participants were engaged of the idea of publishing their summaries in the blogs.

Lastly, Duke and Pearson (2009) mentioned effective reading comprehension needs time to read, write and discuss the text. This online resource (blog) was an advantage for students since they had the time to read, write and when they read their peer’s summaries, they did not discuss but learn in another way. However, Hock, Brasseur-Hock and Deshler (2015) pointed out when there is the interaction among text, reader and contextual factors, reading comprehension comes up. Therefore, it can be deduced blogs were just the venue as students interacted with the text when they have to write. Probably, this interaction was what worked since they had to read and reread not only the text but their summaries before publishing it on blogs.

Conclusion

The present research study concludes that summarization increased students’ reading comprehension of narrative stories. Reading comprehension enhanced since students learned to write summaries by identifying the elements of summarization of narrative stories. Even though these findings also demonstrated summarization strategy gave higher results to elementary and pre-intermediate students, intermediate students reflected more confidence to write summaries. This was principally because they identified the elements of summarization easily. In the same vein, it can be said that the application of readings i+1 was what aimed more to students to improve their reading comprehension.

Moreover, students’ perspectives toward summarization to improve reading comprehension was positive. Results analyzed on post-survey, reflections and interview
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evidenced summarization could help most students increase reading comprehension.
Nevertheless, there are some inconvenient found generally by elementary participants since
according to them, they coped with unknown words. To contrast, perspectives of pre-
intermediate and all intermediate participants showed summarization was fun and fruitful to
improve reading comprehension. In addition, to learn to use blogs to write, read and comment
summaries of other classmates in this online resource allowed them to do accurate summaries
and increase their vocabulary repertoire. This, in turn, improved their reading comprehension,
and becomes satisfying and productive for readers (Duke & Pearson, 2009).

Limitations

 Despite of obtaining significant results, the researcher observed mostly elementary and
some pre-intermediate students tended to use dictionaries to look up for unfamiliar words. This
action sometimes limited them to follow the process in the same pace as intermediate students.
Another limitation is there were some stories that did not look attractive for intermediate
participants. In consequence, this group of participants sometimes lost the interest for the
innovation. As a third limitation, researcher had a direct control until a 70% in the activities since
the innovation was finished online. The participants had to read and do the process until writing
the summaries at home. To do the post-test and interview, Google forms and Zoom app were
utilized respectively. However, Google forms could provoke the use of dictionaries to resolve the
post-test since participants did the test alone and the interview of Zoom app did not allow to have
the same eye-contact that give confidence with the interviewees as in person.

Recommendations
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In the course of improving this research study, it is recommended for future researchers to conduct a research study in order to teach techniques for getting meaning from context and so, avoid the frequent use of dictionaries. Alternatively, due to the results of this study, in future research works researchers could address these questions: is summarization strategy more effective for low English level learners than high levels? are narrative texts suitable for higher English levels? what is more useful for students to improve reading comprehension: summarization, text interaction or blogs?

On the other hand, it is acclaimed to teach different ways of summarization for different kind of texts to avoid basing only on narrative texts. Likewise, teachers should consider the implementation of summarization in their lesson plans as a strategy to enhance reading comprehension.
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References


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### Appendix A

**Design from your Goals**

**Institution:** “Daniel Alvarez Burneo” High School.

**Year of study:** 2019-2020

**Student description:** Elementary, Pre-intermediate and Intermediate level students.

**Professor:** Paulina Leon Pucha.

**Weeks:** 5 weeks

**Hours:** 25 pedagogical hours (40 minutes each)

1. **Transfer Goal (Stage 1)**

**Reading Comprehension**

Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

**Goal**

I want my students to identify the most important elements of a story to link them in a chronological order so that, in the long run and on their own, they will understand narrations and be able to write summaries in order to evidence reading comprehension.

**Breakdown of Transfer Goal**

<table>
<thead>
<tr>
<th>A. If we see and hear them do this, they CAN transfer this learning.</th>
<th>B. If we see and hear them do this, then they CANNOT (yet) transfer:</th>
<th>C: What I will commit to doing differently in my classroom to ensure my results look like Column A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify relevant elements and information of a story.</td>
<td>- Unable to identify essential information in a story.</td>
<td>- I will implement summarization strategies for students to find relevant and essential information from stories so they will be able to write effective summaries.</td>
</tr>
<tr>
<td>- Summarize stories and events in the past.</td>
<td>- Unable to narrate stories through summary strategies.</td>
<td>- Monitor the process with checklists.</td>
</tr>
<tr>
<td>- Write a summary.</td>
<td>- Unable to differentiate the past form of verbs since summaries should be written in past.</td>
<td>- I will verify all students deeply and truly understand the</td>
</tr>
</tbody>
</table>
2. Summative Performance Assessment Task (Stage 2)

<table>
<thead>
<tr>
<th>Goal</th>
<th>The students are active bloggers and want to write and share their narrative stories. They have to read and summarize several texts to be posted on their blogs sites. Likewise, students participate in an open house to tell, compare and contrast their stories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Bloggers will read other bloggers’ summaries. Bloggers will narrate and discuss their stories.</td>
</tr>
<tr>
<td>Audience</td>
<td>Classmates, teacher, and students from other classrooms.</td>
</tr>
<tr>
<td>Situation</td>
<td>Students want to read their classmates’ summaries from their blogs in order to provide some feedback or give some comments. Students participate in an open house to tell, compare and contrast their stories.</td>
</tr>
<tr>
<td>Performance</td>
<td>Students will read stories, share ideas, identify important elements, write summaries, post summaries on blogs sites, and comment others summaries.</td>
</tr>
<tr>
<td></td>
<td>In an e-portfolio doing in groups, students will narrate, compare and contrast their stories taking into account the elements of a story (Characters, setting, conflict, solution).</td>
</tr>
<tr>
<td>Standards</td>
<td>For reading, Understand a story better, identify its most important elements. Use a graphic organizer to visualize those elements clearly For writing, Summarize a story, identify the most basic and essential information so that students get the big picture.</td>
</tr>
</tbody>
</table>

3. Knowledge and Skills (Stage 1)
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**What students will need to know**

- Vocabulary related to different kind of Greek Myths and Fairytale stories as:
  - *Queen, king, knight, straw, giant, sword, shield, magical sandals, ogre, monsters, prince, princess, ghosts etc.*
  - Adverbs of manner: Mysteriously, Suddenly, Strangely, Suddenly, Luckily, etc.
  - Sequence words: First, Second, Then, After that, Next, Finally, etc.
- Past and Past Participle form of regular and irregular verbs.
- Elements of a summary.

**Skills students will need to be able to do**

<table>
<thead>
<tr>
<th>Identify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of a story: Topic, Characters, Setting, Conflict, Resolution, Ending, main ideas and details.</td>
</tr>
</tbody>
</table>

Use correctly adverbs of manner and sequence words.

Summarize.

---

4. **Essential Questions (Stage 1)**

- Is it important to read?
- How do I know I have understood the reading?
- Are summaries a good strategy to improve reading comprehension?
- Do I have some difficulties with understanding the stories? Why?
- Is summarization easy or difficult? Why?

---

5. **Learning Activities**

**1st WEEK**

**Day 1-(40 minutes)**

Students will fill out Students’ Demographics (Appendix B), Students’ Experience with e-tools (Appendix C) and Students’ Experience with Reading (Appendix D).

**Day 2-(80 minutes)**

Students will take a placement English test.

[File Location: file:///C:/Users/thepa/Downloads/Placement%20Test%20(1).pdf]
<table>
<thead>
<tr>
<th>Day 3-(80 minutes)</th>
<th>Students will take the pre reading comprehension tests (Appendix E).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd WEEK</td>
<td>Day 4-(40 minutes)</td>
</tr>
<tr>
<td></td>
<td>Students will create a Blog site.</td>
</tr>
<tr>
<td>Day 5-(80 minutes)</td>
<td>Students will read a story. They will read and observe the images to predict what the story is about.</td>
</tr>
<tr>
<td></td>
<td>Students will talk about those stories in pairs.</td>
</tr>
<tr>
<td></td>
<td>Students will write a summary about the stories after observing the teacher’s summary.</td>
</tr>
<tr>
<td></td>
<td>At home, students will write their first summaries in their Blog sites.</td>
</tr>
<tr>
<td></td>
<td>Students will use the Template-Time to Reflect (Appendix J) to write their first reflection regarding their experience in summarization. They will write the reflections on their blog sites.</td>
</tr>
<tr>
<td>Day 6 (80 minutes)</td>
<td>Teacher introduces what summary is and how they should be done after reading.</td>
</tr>
<tr>
<td></td>
<td>Teacher and students read a story.</td>
</tr>
<tr>
<td></td>
<td>Teacher and students will fill out the graphic organizer (Appendix H) using information from the story as model for students.</td>
</tr>
<tr>
<td></td>
<td>Teacher and students will use sequence words (First, Second, Then, After that, Next, Finally, etc.) to connect the information written in the Graphic organizer and so write a summary.</td>
</tr>
<tr>
<td></td>
<td>Students will use the Template-Time to Reflect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Day 7 (80 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will read another story.</td>
</tr>
<tr>
<td></td>
<td>Students will use the graphic organizer to identify the elements of the stories.</td>
</tr>
<tr>
<td></td>
<td>Students will use sequence words (First, Second, Then, After that, Next, Finally, etc) to write their second summary.</td>
</tr>
</tbody>
</table>
### SUMMARIES OF NARRATIVE STORIES

<table>
<thead>
<tr>
<th>Students will have the checklist (Appendix I) to verify if summaries are having what required before being posted on blogs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will do a comic about their stories to be shared in class.</td>
</tr>
<tr>
<td>At home, students will write their summaries on their blog and read and comment other classmates’ summaries.</td>
</tr>
<tr>
<td>Students will use the Template-Time to Reflect.</td>
</tr>
</tbody>
</table>

#### Day 8  (80 minutes)

- Students will read another story. 
- In groups of three, students will complete the graphic organizer. 
- In groups of three, students will write the summary using transition words or adverbs of manner. 
- Students will have the checklist (Appendix I) to verify if summaries are having what required before being posted on blogs. 
- In groups of three, students will do a Jig-Saw activity to share their stories.

#### Day 9  (40 minutes)

- Groups will present their stories in class. 
- At home, students will write their summaries on their blog and read and comment other classmates’ summaries. Also, they will briefly write on their classmates’ blogs about their stories. 
- Students will use the Template-Time to Reflect.

### WEEK 4

#### Day 10  (80 minutes)

- Students will choose a story according to their preference provided by the teacher. 
- Students will read those stories. 
- Students will use the graphic organizer to identify the elements of the stories. 
- Students will use Adverbs of manner or sequence words to connect the elements of the stories and write their summary. 
- Students will have the checklist (Appendix I) to verify if summaries are having what required before being posted on blogs.
Students will use their phone to tell something about their stories.

The recordings will be heard in class.

At home, students will write their summaries on their blog and read and change endings of other classmates’ summaries.

Students will use the Template-Time to Reflect.

**Day 11 (80 minutes)**

Students will recommend stories to their classmates. (the stories will be provided by the teacher)

Students will read the story.

Students will use the graphic organizer to identify the elements of the stories.

Students will use Adverbs of manner or sequence words to connect the elements of the stories and write their summary.

Students will have the checklist (Appendix I) to verify if summaries are having what required before being posted on blogs.

In groups of three, students will share their stories and combine their information in order to create a new story.

**Day 12 (40 minutes)**

The combined stories will be written on a poster and presented in class as a small open house.

At home, students will write their summaries on their blog and read and add more information (what would happen after the ending) of other classmates’ summaries.

Students will use the Template-Time to Reflect.

**WEEK 5**

**Day 13 (80 minutes)**

Students will read another story.

Students will use the graphic organizer to identify the elements of the stories.

Students will use Adverbs of manner or sequence words to connect the elements of the stories and write their summary.
SUMMARIES OF NARRATIVE STORIES

Students will have the checklist (Appendix I) to verify if summaries are having what required before being posted on blogs.

In groups of five, students will do a mini book as a performance task which their stories (summaries) will be written there. The mini book will content 5 stories.

The mini book will be given to a child. The students will have to preset a photo as an evidence the mini book has been given.

At home, students will write their summaries on their blog and read other classmates’ summaries and write whether they like those stories or not and why?

Students will use the Template-Time to Reflect.

**Day 14 (80 minutes)**

Students will read stories that have been read by other classmates in the previous classes.

Students will use the graphic organizer to identify the elements of the stories.

Students will use Adverbs of manner or sequence words to connect the elements of the stories and write their summary.

Students will have the checklist (Appendix I) to verify if summaries are having what required before being posted on blogs.

Students will do an big open house to present all the stories read during the innovation process.

At home, students will write their summaries on their blog and read other classmates’ summaries and write whether they like those stories or not and why?

Students will use the Template-Time to Reflect.

**Day 15-80 minutes**

Students will take the post reading comprehension tests.

Students will use the final Template-Time to Reflect.

---

**6. Ongoing Assessment**

- When students do not demonstrate reading comprehension at all, I will give them feedback.
### Appendix B

**Students’ Demographics**

Estimados Estudiantes:
La información de la siguiente encuesta se utilizará para el estudio denominado “Evidencing Reading Comprehension through Summarization (Evidenciando Comprensión Lectora a través de Resúmenes)”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.
Atentamente,

Lic. Paulina Elizabeth Leon Pucha.
Candidato(a) a Máster.

**Demographic Information/ Información Demográfica**

| Name: __________________________ |
| Nationality: __________________________ |
| Religion: __________________________ |
| Gender/Género: Male/ Masculino ( ) Female/ Femenino ( ) |
| Ethnicity/Étnia: __________________________ |
| Social-economic class/ Clase socio-económica: ( ) low-income/bajos ingresos ( ) middle class/clase media ( ) high-income/clase alta |

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

| English level/ Nivel de inglés: Beginner/principiante ( ) Basic/básico ( ) Intermediate/intermedio ( ) Advanced/avanzado ( ) |

**English learning background/Describa su experiencia aprendiendo inglés** (donde, por cuánto tiempo, dificultades):

__________________________________________________________________________________________

**Special needs/Necesidades especiales:**

__________________________________________________________________________________________

**Other skills/otras destrezas:**

__________________________________________________________________________________________

**Access to technology/Tiene acceso a tecnología:** Yes/Si ( ) No ( )

**Access to technology from/Tiene acceso a tecnología desde:**

Home/casa ( ) School/institución educativa ( ) Municipality/Municipio ( )

**Other/otro:**

__________________________________________________________________________________________

**Do you have internet/Tiene internet:** Yes/Si ( ) No ( )
SUMMARIES OF NARRATIVE STORIES

From/Desde:  
Home/casa ( )  
School/institución educativa ( )  
Municipality/Municipio ( )  
Other/otro: ____________________________________________________________

Knowledge about technology/ Conocimientos sobre tecnología:

None/nada ( )  
Beginner/principiante ( )  
Basic/básico ( )  
Intermediate/intermedio ( )  
Advanced/avanzado ( )
Appendix C
Students’ Experience with blogs

Estimados Estudiantes:
La información de la siguiente encuesta se utilizará para el estudio denominado “Evidencing Reading Comprehension through Summarization (Evidenciando Comprensión Lectora a través de Resúmenes)”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad. Gracias por su participación libre y voluntaria.
Atentamente,
Lic. Paulina Elizabeth Leon Pucha.
Candidato(a) a Máster.

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

Nombre: ___________________________________________________________

<table>
<thead>
<tr>
<th>Blog Survey - / Encuesta sobre el uso de Blogs.</th>
<th>Yes/ Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a gmail account.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tengo una cuenta de correo electrónico en Gmail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to create a Blog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Se cómo crear un Blog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use a Blog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puedo utilizar un Blog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know certain functions of a Blog site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conozco ciertas funciones de un sitio de Blog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used a Blog for learning any subject before. He utilizado un Blog para aprender alguna materia antes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used a Blog for sharing something before. <em>He utilizado un Blog para compartir algo antes.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used a Blog to learn English. <em>He usado un Blog antes para aprender Inglés.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have used a Blog before to post any kind of information in English. <em>He usado un Blog antes para postear cualquier información en inglés.</em></td>
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</tbody>
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What are your expectations regarding the usage of Blogs?

¿Cuáles son sus expectativas en relación al uso de Blogs?

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____________________________________________________________________
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What do you expect to learn in the next classes using Blogs sites?

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

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Suggestions for the teacher:

*Sugerencias para el docente:*

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Estimados Estudiantes:
La información de la siguiente encuesta se utilizará para el estudio denominado “Evidencing Reading Comprehension through Summarization (Evidenciando Comprensión Lectora a través de Resúmenes)”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.
Gracias por su participación libre y voluntaria.
Atentamente,
Lic. Paulina Elizabeth Leon Pucha.
Candidato(a) a Máster.

Pre-Post Survey for Reading Comprehension

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<td>Totally en desacuerdo</td>
<td>En desacuerdo</td>
<td>Neutral</td>
<td>De acuerdo</td>
<td>Totalmente de acuerdo</td>
</tr>
</tbody>
</table>

I can understand a long, complex text.  
*Puedo entender un texto largo y complejo en inglés.*

I understand single phrases at a time.  
*Entiendo frases cortas en inglés.*

I understand a long text with the first reading.  
*Entiendo una lectura larga a en la primera lectura.*
### SUMMARIES OF NARRATIVE STORIES

| I understand a long text by rereading it.  
*Entiendo una lectura larga después de leerla dos o más veces.* |   |   |   |   |
|---|---|---|---|---|
| I can skim.  
*Puedo leer rápido para encontrar la idea principal.* |   |   |   |   |
| I can scan.  
*Puedo leer rápido para encontrar datos específicos.* |   |   |   |   |
| I can summarize a passage.  
*Puedo resumir un lectura.* |   |   |   |   |
| I know the elements of a summary.  
*Conozco los elementos de un resumen.* |   |   |   |   |
| When I read I translate all the words.  
*Cuando leo traduzco todas las palabras.* |   |   |   |   |
Appendix E

Pre-test

Passage 1

Read the story and answer questions and, finally write a summary about it.

THE LEGEND OF FAERIES

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically, pretty and female, like Tinkerbell in Peter Pan, they usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think these creatures were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

(3) Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for this idea is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. This might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that fairies stole new babies and replaced them with a 'changeling' – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

(4) While most people no longer believe in fairies, only a hundred years ago some people were very willing to think they might exist. In 1917, 16-year-old Elsie Wright took two photos of her cousin, nine-year-old Frances Griffiths, sitting with fairies. Some photography experts thought they were fake, while others weren't sure. But Arthur Conan Doyle, the writer of the Sherlock Holmes detective stories, believed they were real. He published the original pictures,
SUMMARIES OF NARRATIVE STORIES

and three more the girls took for him, in a magazine called The Strand, in 1920. The girls only admitted the photos were fake years later in 1983, created using pictures of dancers that Elsie copied from a book.

Are the sentences True or False or is the information Not given?

1. Fairies are not usually male.
   True          False          Not given
2. Newer religions changed how people thought of fairies.
   True          False          Not given
3. People used iron to protect themselves from fairies.
   True          False          Not given
4. People thought very good babies were presents from the fairies.
   True          False          Not given
5. Arthur Conan Doyle created some fake photos.
   True          False          Not given
6. Elsie and Frances were surprised Arthur Conan Doyle believed them.
   True          False          Not given

Circle the correct answer.

1. In paragraph 2, the words these creatures refer to …
   a) tree and rivers.
   b) the spirits of trees and rivers.
   c) the Ancient Greek people.
2. In paragraph 2, the word They refers to …
   a) pagan gods.
   b) pagan religions.
   c) Greek and Roman gods.
3. In paragraph 3, the words this idea refer to …
   a) the idea that fairies were based on people.
   b) the idea that fairies used metal weapons.
   c) the idea that fairies used stone tools.
4. In paragraph 3, the word This refers to …
   a) the fact that fairies were thought to be afraid of iron.
   b) stolen food.
   c) the possibility that hiding people stole food and attacked villages.
Write a summary about “The Legend of Fairies” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).
Read the story and write T/F in the following sentences and, finally write a summary about it.

STAR WARS AND THE HERO MYTH


In his book, Campbell analyses myths from all over the world to describe the 'monomyth' – a pattern that you can see in myths from every culture. In short, a hero sets off from home on a journey, where he overcomes obstacles and defeats enemies to return with a prize. It's a tale that has been told for thousands of years, from the Ancient Greeks with The Odyssey to JK Rowling's Harry Potter books.

George Lucas was one of the early film directors to directly base his story on the 17 stages of the hero's journey. Typically the hero starts the story living an ordinary life, but something happens that calls them to an adventure that changes everything. At the beginning of Star Wars, Luke lives an ordinary life with his aunt and uncle, repairing robots. When he finds Princess Leia's message to Obi-Wan Kenobi inside the robot R2D2, it is 'the call to adventure' that starts the hero on his journey.

According to Campbell, the hero at first refuses the call to adventure, but a mentor appears who helps them and they decide to 'cross the threshold' and travel into the 'special world' where the adventure happens. The next stage consists of passing tests, fighting enemies and meeting friends as the hero prepares to face their biggest challenge. For Luke the mentor is, of course, Obi-Wan, the friends are Han Solo and the robots R2D2 and C3PO and the enemy is Darth Vader inside the special world of the Death Star.
Next, the hero overcomes obstacles on the way to facing their greatest challenge. There often comes a moment when they face death or loss and that experience gives them the strength to finally defeat the enemy. Luke loses his mentor when he sees Darth Vader kill Obi-Wan, which helps him find the strength he needs later on. When heroes succeed, they return from the special world, changed by their experiences forever. Luke's change comes when he remembers Obi-Wan saying, 'Use the force', and he uses it to help him aim his laser into the heart of the Death Star. Luke takes his first steps to becoming a Jedi, and the hero myth restarts in The Return of the Jedi, except this time his mentor is Yoda.

TRUE or FALSE

1. """"Joseph Campbell’s original book cover has links to the Star Wars films.

2. """"The Ancient Greeks also based their stories on Campbell’s ideas.

3. """"Other film directors after George Lucas have carefully followed the hero myth structure.

4. """"Obi-Wan Kenobi sends Luke a message and starts his adventure.

5. """"The hero is always willing to accept the call to adventure.

6. """"The hero often finds strength from some kind of loss.

Write a summary about “Star Wars and The Hero Myth” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).
PASSAGE 3

MYSTERY TRAIN

‘The ghost train is for children!’ said Claire.

‘People look afraid when they leave,’ said Peter. He tried to pull her to The World’s Best Ghost Train. ‘It’s fun!’

‘They know it’s not real, so why are they afraid? I’m going home.’

‘OK,’ Peter said. He bought a ticket for himself.

But there was one thing left to do at the fair – buy a candyfloss. It was very difficult to finish a candyfloss. They were too big and too sweet. It’s possible, she thought, as she paid for the big pink sugar cloud. And tonight I’m going to eat a whole one. For that, she needed time. I’ll walk home by the train tracks, she decided.

It wasn’t very dark yet. Of course, Claire knew not to walk on train tracks – it was dangerous. Last year some boys in the city died playing on the tracks. But there was nothing dangerous here because there were no trains in Fellside. There wasn’t even a train station. The tracks just finished.

It was a mystery, but an old one and nobody thought about it now. They were just there, and that was it. Claire thought about another mystery. Where does candyfloss go when you eat it? It disappeared in her mouth so fast. There was a lot left. She needed to walk slower.

The tracks vibrated as she walked. She could feel it and then she could hear it too. It was getting stronger and louder. She looked back. A round light, small but getting bigger, was coming. It wasn’t possible!

A train.

Claire fell to the right, off the track. The train passed her, empty, and then slowed and stopped.
Where is it going? she thought. The tracks end soon.

A man put his head out of the window and shouted. ‘What are you doing? It’s dangerous on the tracks!’

‘But … there aren’t any trains!’ Claire said. Maybe there were no trains before, but there was a train now. It’s not real, she told herself.

‘This isn’t real,’ she said. But the heat coming from the train felt real.

‘You can’t walk on the tracks,’ the driver said. ‘You have to come on the train.’

‘No!’

‘Are you afraid?’ he asked. ‘It isn’t real, remember? So what are you afraid of?’ They were her own words to Peter.

She didn’t want to, but she climbed the stairs of the train, candyfloss in hand.

‘Sit,’ he said, and the train slowly started moving again.

‘Where are we going?’ Claire asked.

‘End of the line,’ he said.

‘Oh!’ That wasn’t far because the tracks ended near here.

She didn’t want the candyfloss. It takes forever to eat it all, she thought. It’s not possible.

‘How long until we get there?’ Claire shouted, because it was noisy inside the train too.

‘The time it takes to eat all the candyfloss,’ the driver of the real ghost train said. He turned his face. But now there was no face. There was nothing under his cap at all. ‘Forever.’

Nicola Prentis

Circle True or False for these sentences.

1. Claire is afraid of the ghost train at the fair.
   True False
2. Claire buys her first candyfloss.
   True False
3. No one knows why there’s a train track in Fellside.
   True False
4. The train feels real.
   True False
5. Claire eats all of the candyfloss.
   True False
6. The driver is going to take Claire home.
   True False
Circle the best answer to these questions.

1. Claire walks home by the train tracks because …
   a. she wants a change.  b. it’s faster.  c. it’s longer.

2. When the train comes, she …
   a. hears it before she sees it.  b. sees it before she hears it.  c. can’t see it.

3. Claire doesn’t finish her candyfloss because …
   a. it’s not real.  b. it’s not possible.  c. she doesn’t have time.

4. The train driver …
   a. is real.  b. is a ghost.  c. works for the fair.

Write a summary about “Mystery Train” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).
JAPAN MOST FAMOUS DOG

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive—just look for the crowds.

Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Eisaburo Uyeno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive.

Choose the correct answer.

1. Hachiko’s statue is small in comparison to:
   a) Life sized dogs.
   b) Huge billboard signs.
   c) Huge neon signs.

2. People get together at the statue of Hachiko because:
SUMMARIES OF NARRATIVE STORIES

a) They like to visit the bronze statue and pray for the dog’s soul.
b) It serves as a meeting point for lovers.
c) People await there to meet with their friends.

3. Where did the professor work?
a) In a primary school.
b) at a university.
c) at a train station.

Select True or False or Doesn’t say.

1. The statue of Hachiko is small.
   - Right
   - Wrong
   - Doesn’t say
2. The statue isn't difficult to find because there are so many people there.
   - Right
   - Wrong
   - Doesn’t say
3. The professor worked in a school.
   - Right
   - Wrong
   - Doesn’t say
4. The professor died at work.
   - Right
   - Wrong
   - Doesn’t say
5. The dog waited every day at the station.
   - Right
   - Wrong
   - Doesn’t say
6. Nobody gave the dog any food.
   - Right
   - Wrong
   - Doesn’t say
7. The dog died before the statue was put outside the station.
   - Right
   - Wrong
   - Doesn’t say

Write a summary about “Mystery Train” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).

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Passage 1

The Iditarod Trail

Alaska, as the mail and supplies were carried across this trail. People also used it to get from place to place, including the priests, ministers, and judges who had to travel between villages. In the winter, the settlers’ only means of travel down this trail was via dog sled.

Once the gold rush ended, many gold-seekers went back to where they had come from, and suddenly there was much less travel on the Iditarod Trail. The introduction of the airplane in the late 1920’s meant dog teams were no longer the standard mode of transportation, and of course with the airplane carrying the mail and supplies, there was less need for land travel in general. The final blow to the use of the dog teams was the appearance of snowmobiles.

By the mid 1960's, most Alaskans didn’t even know the Iditarod Trail existed, or that dog teams had played a crucial role in Alaska’s early settlements. Dorothy G. Page, a self-made historian, recognized how few people knew about the former use of sled dogs as working animals and about the Iditarod Trail’s role in Alaska’s colorful history. To raise awareness about this aspect of Alaskan history, she came up with the idea to have a dog sled race over the Iditarod Trail. She presented her idea to an enthusiastic musher, as dog sled drivers are known, named Joe Redington, Sr. Soon the Pages and the Redingtons were working together to promote the idea of the Iditarod race.

Many people worked to make the first Iditarod Trail Sled Dog Race a reality in 1967. The Aurora Dog Mushers Club, along with men from the Adult Camp in Sutton, helped clear years of overgrowth from the first nine miles of the Iditarod Trail. To raise interest in the race, a $25,000 purse was offered, with Joe Redington donating one acre of his land to help raise the funds. The short race, approximately 27 miles long, was put on a second time in 1969.

After these first two successful races, the goal was to lengthen the race a little further to the ghost town of Iditarod by 1973. However, in 1972, the U.S. Army reopened the trail as a winter
exercise, and so in 1973, the decision was made to take the race all the way to the city of Nome—over 1,000 miles. There were many who believed it could not be done and that it was crazy to send a bunch of mushers out into the vast, uninhabited Alaskan wilderness. But the race went! 22 musher finished that year, and to date over 400 people have completed it.

Choose the correct answer.

1. The primary purpose of this passage is to
   a) recount the history of the Iditarod trail and the race that memorializes it
   b) describe the obstacles involved in founding the Iditarod race
   c) outline the circumstances that led to the establishment of the Iditarod Trail
   d) reestablish the important place of the Iditarod Trail in Alaska’s history

2. Based on information in the passage, it can be inferred that all of the following contributed to the disuse of the Iditarod Trail except
   a) more modern forms of transportation
   b) depleted gold mines
   c) highway routes to ghost towns
   d) reduced demand for land travel

3. As used in paragraph 2, which is the best definition for mode?
   a) formula
   b) way
   c) preference
   d) option

4. According to the passage, the initial Iditarod race
   a) was funded through the sale of musher entrance fees
   b) was founded by an advocate for Alaskan history
   c) ended at the ghost town of Iditarod
   d) boasted a total of 400 entrants

5. As used in paragraph 3, the phrase “self-made historian” implies that Dorothy G. Page
   a) was employed by the state to keep its dog sled history alive
   b) was determined to honor the glories of the gold rush in spite of her questionable credentials
   c) had pursued the study of Alaska’s history out of her own interest
   d) had personally educated others about Alaska’s history

6. In 1925, when a diphtheria outbreak threatened the lives of people in the remote town of Nome, the government used the Iditarod Trail to transport medicine nearly 700 miles to the town. If the author chose to include this fact in the passage, it would best fit in
   a. paragraph 1
7. Based on information in the passage, it can be inferred that because the U.S. Army reopened the Iditarod Trail in 1972,

a. more people could compete in the Iditarod race  
b. the mushers had to get permission from the U.S. Army to hold the race  
c. the trail was cleared all the way to Nome  
d. the Iditarod race became a seasonal Army competition

Write a summary about “The Iditarod Trail” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).

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Passage 2

The Story of the Aral Sea

April 2010  One Sunday afternoon in Kazakhstan last August, three dozen fishermen met near the shore of the North Aral Sea. They brought food to eat and they had races and throwing contests. Afterwards, they relaxed telling stories and singing songs about the Aral Sea and fishing and how much they loved both of these things. For many years before this, there had been no reason to celebrate. The Aral Sea in Central Asia, once the fourth largest lake in the world, had shrunk because of irrigation and drought. Then in 2005, the Kazakh government and the World Bank constructed a dam that separated the northern and southern parts of the sea, allowing the northern part of the Aral Sea to start to recover. There are fish in the water again and for the past four years, fishermen have come here to celebrate. Philip Micklin is a scientist who has been studying the sea since the 1980s. ‘Nature can come back.’ he says.

October 2014  Satellite images released this week show that the eastern part of the Aral Sea is completely dry. ‘It is likely the first time it has completely dried up in 600 years,’ said expert Philip Micklin. The Aral Sea once covered 67,300 square kilometres. It’s actually a freshwater lake, not a saltwater sea, since two of Central Asia’s biggest rivers, the Amu Darya and the Syr Darya, flow into it. The Aral Sea used to be a busy place. It provided work for 40,000 people and supplied the Soviet Union with a sixth of its fish. As the lake dried up, it separated into several small lakes which together were only a tenth of the lake’s original size. The eastern part nearly dried up in 2009, but it recovered in 2010 after substantial rainfall. Now, it’s completely dry.

June 2015  Yusup Kamalov, a scientist from Uzbekistan, is my guide. We’re standing looking at a vast desert. Except that it’s not like any other desert – there are abandoned fishing boats lying on the sand. Fifty years ago, the southern shore of the Aral Sea was right where we stand. Now it is 80 kilometres away to the northwest and we set off to drive to the water’s edge. On the way, we pass oil and natural gas rigs standing on the sand. ‘Each year a few
more are put up,’ says Kamalov. ‘Can you imagine,’ he says, ‘that 40 years ago the water was 30 metres deep right here?’ Eventually, we see a silver line sparkling on the horizon. We reach the water and I try to swim – but the water is so salty I just float on the surface. And with 110 grams of salt per litre of water (compared to about 35 grams in the world’s oceans), no fish are able to survive here. ‘This is what the end of the world looks like,’ says Kamalov.

Choose the correct answer.

1. What happened to the Aral Sea over the period of the news stories?
   a. It dried up more.
   b. It filled up more.
   c. The water level didn’t change.

2. Which of these things are NOT mentioned as having an effect on the Aral Sea water level?
   a. fishing
   b. irrigation
   c. the dam

3. How many areas of the Aral Sea are mentioned?
   a. two
   b. three
   c. four

Read the article again and choose the correct option.

4. Which term describes the first news story?
   a. negative
   b. optimistic
   c. pessimistic

5. According to the first news story, what happened after the building of the dam?
   a. The Aral Sea returned to its former size.
   b. There was more water available for irrigation.
   c. There were more fish in the northern part of the Aral Sea.

6. According to the second news story, ...
   a. the Aral Sea has shrunk into ten small lakes.
   b. the eastern part of the Aral Sea has never been dry before.
   c. the water in the Aral Sea comes from rivers.

7. According to the second news story, ...
   a. about 40,000 fishermen used to fish in the Aral Sea.
   b. most of the fish people in the Soviet Union ate came from the Aral Sea.
   c. the Aral Sea used to provide food and jobs.

8. According to the third news story, the southern Aral Sea now produces ... instead of fish.
   a. oil
   b. salt
   c. sand

9. According to the information in the third news story, what can you assume is true?
   a. It’s too dangerous to swim in the Aral Sea.
   b. Only saltwater fish live in the Aral Sea.
   c. The Aral Sea is saltier than the Pacific Ocean.

10. According to the third news story, what is Kamalov’s view of the Aral Sea’s future?
    a. negative
    b. neutral
    c. positive
Write a summary about “The Story of the Aral Sea” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).
Passage 3.

THE RESCUE OF PERSEPHONE

Long ago, in the mountainous island of Sicily, there lived a goddess called Demeter, the goddess of harvest and fertility. She allowed people to collect fruits, vegetables, and animals to eat. She and her beautiful daughter, Persephone, lived happily, but one day this changed.

It all started when Hades, the god of the underworld, wandered into Persephone’s garden. All of a sudden, he was shot by an arrow sent by Eros, the god of love, who made him fall in love with Persephone. Sometime later, when this girl was picking some flowers, she magically vanished from the earth. Zeus, the king of gods, witnessed everything.

Demeter looked for her daughter angrily and worriedly, but she could not find her. She felt so sad that she stopped blessing the earth. Plants stopped growing, seeds didn’t sprout, so animals died.

Soon, Zeus realized the terrible consequences of these happenings. So, he told Demeter that Hades had kidnapped Persephone and had taken her as a prisoner in his realm. Zeus asked Hermes, the messenger of the gods, to look for Persephone in the underworld. But, Zeus warned Demeter, “I can only bring her back if she has not eaten any food from the underworld.”

Meanwhile, Persephone was tempted to eat some fruits, but she knew she couldn’t, “If I eat them, I will never get out of this place.” She thought. Unfortunately, the underworld gardener tricked her, “It won’t do you any harm to smell their fragrance.” She thought. Persephone took the fruits. They reminded her of the outside world, so she ate them thoughtlessly. Sadly, by the time Hermes arrived, Persephone had already eaten the fruits. “She cannot leave, she just ate some fruits, now she’s my wife,” said Hades to Hermes.

When Demeter found out about her daughter’s fate, she begged Zeus to change her terrible destiny. “If you don’t help her, I won’t fertilize the soil anymore and all people will die.” Zeus, almighty, decided that Persephone could stay with her mother for two-thirds of the year. She had to stay with her husband in the underworld for the other third.

In the end, Demeter accepted the conditions. Every time Persephone came out of the underworld, the warm touch of Demeter was felt all over the earth for eight months. Seeds grew and blossomed. Once Persephone had to go back to the underworld to stay with her husband, for the next 4 months, Demeter’s sadness made the earth sterile. This happened year after year.

Choose the correct answer.

1. Based on the passage, why was the earth not blessed?
REASONING COMPREHENSION THROUGH SUMMARIZATION

1. a. Because Zeus was angry.
   b. Because Persephone was sad.
   c. Because Demeter was sad.

2. As used in paragraph 1, which is the best definition of HARVEST?
   a. Crop
   b. Garden
   c. Infertile

3. As used in paragraph 2, which is the best definition of VANISH?
   a. Appear
   b. Show up
   c. Disappear

4. Why did Persephone vanish from her garden?
   a. Because she was kidnapped by Hades.
   b. Because she was kidnapped by Eros.
   c. Because she was kidnapped by Zeus.

5. Why couldn’t Demeter find Persephone when she went around the world looking for her?
   a. Because she was playing very far from her garden.
   b. Because she was underworld with Hades.
   c. Because she went to Zeus to the Olympus.

6. What would the consequences be if plants stopped growing and seeds didn’t sprout?
   a. Demeter would die and Persephone’s garden would disappear.
   b. Humans would have other kind of lands and food.
   c. There would not food so the humans would die.

7. As used in paragraph 6, the phrase “HER DAUGHTER’S FATE” means that:
   a. Demeter realized about the terrible Persephone’s destiny.
   b. Demeter found out that Persephone didn’t want to return home.
   c. Demeter realized Zeus didn’t want to help Persephone to return home.

8. According to the passage, what was Zeus’ decision at the end?
   a. Zeus decided Persephone would stay the entire twelve months with Hades and Demeter would visit her.
   b. Zeus decided Persephone would stay eight months with Demeter and the other four months with Hades.
   c. Zeus decided Persephone would stay eight months with Hades and the other four months with Demeter.

9. Based on information in the passage, what natural phenomenon does this myth explain?
   a. It tries to explain the reasons why the plants die.
   b. It tries to explain the reasons why there are plants.
   c. It tries to explain the reasons why there are seasons.

Write a summary about “The Rescue of Persephone” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).
Passage 4.

WHY CATS CHASE RATS. A CHINESE STORY

Thousands of years ago, the Jade Emperor of China organized a race for animals. The first 12 animals to finish were to be given a place in the Chinese Zodiac, and have a year named after them.

The cat and the rat, both late-risers asked the ox to wake them at dawn on the day of the race.

Came the day. The ox tried to wake the cat and the rat, but without success. They would open their eyes, turn to the other side and go back to sleep. The race was about to start. Unwilling to leave them, the ox coaxed them onto his back and started running. The rat woke up just as the ox was crossing the last hurdle, a river. The sly rat knew that he could never beat the cat in the race. He took the chance fate offered him and pushed the cat off the ox’s back. When the ox reached the other side, the rat jumped off and scampered to victory, just ahead of the ox. The tiger came third, but he cheated. He crossed the river by using the backs of the animals swimming across as stepping stones, leaping from one to another.

So the 12-year cycle of the Chinese Zodiac begins with the rat. After him comes the ox who is followed by the tiger. After them come the rabbit, dragon, snake, horse, goat, monkey, rooster, dog and pig, in that order. The cat, it must be noted, has no place in the zodiac. She wasn’t among the first twelve. In fact she was lucky to finish, having almost drowned in the river.

So is it any wonder that cats chase rats? They can never forget the humiliation heaped on their ancestor by a tricky rodent!

Choose the correct answer.

1. The primary purpose of this passage is to:
   a. To understand why the cat is not in the Chinese Zodiac
   b. To understand why the cats chase rats.
   c. To understand why there are animals in the Chinese zodiac.

2. As used in paragraph 2, which is the best definition for RACE?
   a. Competition
   b. Party
   c. Ceremony
3. Based on information in the passage, it can be inferred that:
   a. The cat is not in the Chinese Zodiac because it lost the race
   b. The cat is not in the Chinese Zodiac because it hates rats.
   c. The cat is not in the Chinese Zodiac because he cheated during the race.

4. What does the phrase “THE OX COAXED THEM” refer to?
   a. The ox started the race abandoning the rat and the cat.
   b. The ox put the rat and the cat on his back to start the race.
   c. The ox couldn’t wake up the rat and the cat for the race.

5. As used in paragraph 3, which is the best definition for HURDLE?
   a. help
   b. Obstacle
   c. Advantage

6. The passage does not tell how:
   a. The rat won the race.
   b. The tiger got the third place.
   c. The dragon came to the end of the race.

7. Why did the rat win the race?
   a. Because he woke up early and started very quickly the race.
   b. Because he pushed the cat off from the ox’s back.
   c. Because he was helped by the tiger during the race.

8. Based on information in the paragraph 4, we can understand that the cat was lucky because:
   a. She could finish the race getting in the 12 place.
   b. She could finish the race because the rat helped her.
   c. She could finish the race after almost being drowned.

Write a summary about “Why Cats Chase Rats. A Chinese Story” story. Include the elements of a story (Setting, Characters, Problem, Events, Resolution).

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________________________________________________________________________
## Appendix G

### Pre-Post Rubric for Grading Reading Comprehension.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCALE</th>
<th>PROFICIENT (2 points)</th>
<th>DEVELOPING (1.5 points)</th>
<th>EMERGING (1 point)</th>
<th>BEGINNING (0.5 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td></td>
<td>Student retells the story and understands the problem presented in the story.</td>
<td>Student retells the story and understands most of the problem presented in the story.</td>
<td>Student retells the story and alludes to the problem presented in the story.</td>
<td>Student retells the story without mention of the problem presented in the story.</td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td>Student sequentially retells all the important events that lead to the resolution.</td>
<td>Student sequentially retells most of the important events that lead to the resolution.</td>
<td>Student sequentially retells some of the important events that lead to the resolution.</td>
<td>Student retells events that lead to the resolution, but they are non-sequential or less important.</td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
<td>Student understands and explains how the problem is solved.</td>
<td>Student has a decent understanding of how the problem is solved.</td>
<td>Student, when prompted, shared how the problem was solved.</td>
<td>Student retells the story without mention of how the problem was solved.</td>
</tr>
<tr>
<td>Characters</td>
<td></td>
<td>Student retells about the characters so others have a good idea of what they are like.</td>
<td>Student mostly retells about the characters so others have an idea of what they are like.</td>
<td>Student retells the characters but does not tell too much of what they are like.</td>
<td>Student confuses the characters or does not name them.</td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td>Student’s summary helps others get a clear picture in their head of when and where the story took place.</td>
<td>Student’s summary mostly helps others get a picture in their head of when and where the story took place.</td>
<td>Student’s summary gives some details about when and where the story took place.</td>
<td>Student’s summary needs to describe when and where the story took place so the reader can picture it.</td>
</tr>
</tbody>
</table>

**Final Grade:**

**Student’s name:**

**Date:**

**Class:**
Appendix H

Graphic Organizer - Elements of a Summary

Topic:-----------------------------

CHARACTERS

SETTING

CONFLICT

FIRST IMPORTANT EVENT

SECOND IMPORTANT EVENT

RESOLUTION
Appendix I

Checklist for Students to Evaluate their Reading Comprehension.

<table>
<thead>
<tr>
<th>Reading title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarization Activity N.-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>YES/NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stop and hesitate at an unknown word constantly. <em>Me detengo y dudo ante una palabra desconocida constantemente.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I stop an unknown word and appeal for help. <em>Me detengo ante una palabra desconocida y pido ayuda.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I reread to confirm reading. <em>Leo nuevamente para confirmar la lectura.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read and choose essential sentences easily. <em>Leo y escojo oraciones importantes fácilmente.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read and eliminate unnecessary information easily. <em>Leo y elimino información innecesaria fácilmente.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I request help after making several attempts when summarizing. <em>Pido ayuda después de hacer algunos intentos en el momento de resumir.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read and find the elements of the stories (characters, setting, conflict, resolution, and ending) easily. <em>Leo y encuentro los elementos de las narraciones (personajes, escenario, conflicto, resolución, y final)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I reread to search for more details, information, characters, and plot. <em>Leo nuevamente para buscar más detalles, información, personajes, y trama.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I reread to gather information to clarify confusions. <em>Leo nuevamente para encontrar información y clarificar confusiones.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I appropriately use adverbs of manner or sequence words to connect the elements of the stories when summarizing. <em>Uso apropiadamente los adverbios de frecuencia o palabras de secuencia para conectar los elementos de las narraciones en el momento de resumir.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONCLUSIONS:**

## Appendix J

### Pre-During-Post Reflections

<table>
<thead>
<tr>
<th>TIME TO REFLECT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When you read you highlight the most important information? Why? Why not?</strong></td>
<td><strong>Is summarization easy for you? Why? (Resumir es fácil para ti? Por qué?)</strong></td>
<td><strong>How do you feel when summarizing? (frustrated, lost, confused, don’t know what to do, comfortable, relaxed) Why? Cómo te sientes cuando resumes un texto (frustrado, perdido, confundido, no sabes qué hacer, relajado) Por qué?</strong></td>
</tr>
<tr>
<td>Cuando lees un texto tienden a resaltar la información más importante? Por qué?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**READING COMPREHENSION THROUGH SUMMARIZATION**
Appendix K

Semi-Structured Interview

1. How was your experience with Blogs from the beginning to the end?

2. Did you like writing your summaries on blogs?

3. How did you feel using blogs to write, read, analyze and comment your classmates’ summaries?

4. Did writing your summaries, reading, analyzing and commenting your classmates’ stories on blogs help you to improve your reading comprehension? If so, How?

5. Would you recommend Blogs to learn English in somehow? Which manners?
## TIME TO REFLECT RESPONSES

<table>
<thead>
<tr>
<th>When you read you highlight the most important information? Why?</th>
<th>Is summarization easy for you? Why?</th>
<th>How do you feel when summarizing? (frustrated, lost, confused, don’t know what to do, comfortable, relaxed) Why?</th>
<th>Do you consider summarization can help you improve reading comprehension? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three groups (elementary, pre-intermediate and intermediate) alleged they tend to highlight the most important information since this technique helps them identify, understand, and retain the key ideas to be able to do summaries easily.</td>
<td>The majority of elementary and pre-intermediate students expressed summarizing is not that easy for them since they sometimes do not understand certain texts and cannot find the relevant ideas easily. This is mainly because their English level is low.</td>
<td>Few elementary and pre-intermediate students manifested that when they find unknown words, they sometimes feel a little confused and frustrated.</td>
<td>All the participants coincided that summarization can help them to enhance their reading comprehension.</td>
</tr>
<tr>
<td>Some students’ responses examples are as follow:</td>
<td>Some students’ extracts are shown:</td>
<td>Repeated answers were found:</td>
<td>Extracts responses are as follow:</td>
</tr>
<tr>
<td>“Yes, because I can identify the most important things of text to do summaries easily”. “Yes, to do summaries easily”. “Yes, because it is easier to do summaries”. “Yes, because it is important to write the main idea of a story when writing”.</td>
<td>“No, because it is difficult to find the main idea. “In English, it is a little complicated because I don’t understand everything easily”. “Sometimes, it is easy because I understand the topic”. “No, since sometimes the texts are complicated for me and I can’t identify their elements”.</td>
<td>“Sometimes a little confused since I got lost in unknown words”. “A little confused because I don’t understand the text well”. “A little lost and sometimes I don’t know what to do because I don’t understand much English”. “Frustrated because of some words I don’t know”.</td>
<td>“Yes, it helps a lot because I can learn new words to improve my comprehension”. “Yes, because I can get the main ideas to understand better”. “Yes, because it helps a lot and it is a good method to have a good reading comprehension”. “Yes, because it helps to develop reading abilities”</td>
</tr>
</tbody>
</table>
**READING COMPREHENSION THROUGH SUMMARIZATION**

<table>
<thead>
<tr>
<th>Intermediate learners announced summarization is easy since after reading they quickly comprehend the text and know what they have to use to summarize. Likewise, many of them said they have read and practiced summarization since their childhood.</th>
<th>However, the majority of the three groups (elementary, pre-intermediate and intermediate) pointed out summarizing makes them feel relaxed and comfortable because of different reasons as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are detailed:</td>
<td>Extracts are detailed:</td>
</tr>
</tbody>
</table>
| “Yes, because I do it since childhood”.  
“Yes, because I read a lot of books since childhood”.  
“Yes, because I only read the text and get the main ideas of each paragraph”.  
“Yes, because I have to understand the text and the summarize with my words” | “Relaxed because it is easy to make a summary following the structure”.  
“Good because so I can learn to read better and summarize”.  
“Relaxed because after understanding the text it is easy to summarize”.  
“I feel very relaxed and fun since it is so interesting to read in English”.  
“I feel normal because it is an easy activity and I can practice my English” |
### SEMI-STRUCTURED INTERVIEW RESPONSES

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your experience with Blogs from the beginning to the end?</td>
<td>All manifested using blogs was quite weird and unconfident in the first days since they had never used Blogs before and they thought Blogs were difficult to be utilized. But, due to the practice, they started to get familiar and so that, they began to explore all its benefits to be able to personalize their blogs to get a good appearance.</td>
</tr>
<tr>
<td>Did you like writing your summaries on blogs?</td>
<td>Yes.</td>
</tr>
<tr>
<td>How did you feel using blogs to write, read, analyze and comment your classmates’ summaries?</td>
<td>This experience was enjoyable since they had the opportunity to interact and share thoughts and comments with their classmates virtually. Also, they stated Blogs were innovative and practical to write their summaries and comment others. This was principally because it forced them in somehow to write better summaries everyday in order to impress their classmates.</td>
</tr>
<tr>
<td>Did writing your summaries, reading, analyzing and commenting your classmates’ stories on blogs help you to improve your reading comprehension? If so, How?</td>
<td>Interviewees manifested positively since they had the option to read multiple stories written. By reading classmates’ stories, they learned a high repertoire of new words which facilitated them to understand the stories easier. Likewise, to comment, suggest or give feedback to classmates, they expressed they had first to comprehend well the stories which means this activity helped them to improve reading comprehension.</td>
</tr>
<tr>
<td>Would you recommend Blogs to learn English in somehow? Which manners?</td>
<td>Every interviewee said “yes”. In first place, participants pointed out Blogs would be recommended to learn English due to the positive results they got using Blogs during the innovation. Hence, they recommended to use Blogs to write their inspirational stories as it were a diary. Also, blogs could be used to learn and improve other English abilities. For instance, uploading appealing videos and audios to practice listening comprehension, posting grammatical tips to write with more accuracy, etc.</td>
</tr>
</tbody>
</table>

### ANALYSIS OF PARTICIPANTS’ BLOGS SITES

<table>
<thead>
<tr>
<th>Students’ Comments, Feedback and Thoughts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of students’ blogs presented interesting designs. Their summaries were combined with images and typed using appropriate colors that made the stories appealing. On the other hand, researcher read various supportive comments, points of view, “I really like your summary, it leaves us a great teaching”. “I really like your summary, it helps me better understand the reading”. “Well, the summary is well done, more specifically it meets everything, therefore it has been done correctly”. “Good job but use the rules of a summary. Thank you”. “You do very good summaries, I just think you could improve them using the connectors”.</td>
</tr>
</tbody>
</table>
feedback and even feelings under stories as follow:

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Several people in history have died just by touching a box?”</td>
<td></td>
</tr>
<tr>
<td>“I don't like much because the principal characters in the story die”</td>
<td></td>
</tr>
<tr>
<td>“The summary is fine, but what I do not like is that an important finding such as a mummy has not been cared by anyone, and the second thing, I do not like is that it is understood that the titanic sank because of the mummy. Why it happened so?”</td>
<td></td>
</tr>
</tbody>
</table>