



Self-assessment of Scanning to Improve Reading Comprehension

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Abstract

This study aimed at the improvement of reading comprehension in students by applying self-assessment of the scanning strategy. This action research was implemented at a public University in Guayaquil City in Guayas Province. It was conducted for six weeks, with 25 participants. This research applied a mixed method that combined quantitative and qualitative instruments: a pre and post-test, a scanning checklist, and learning logs. At the end of the innovation, there was a significant improvement in the post-test mean 34.40 than the pre-test 25.28. The findings showed that Cohen's $d = 4.33$, which indicated a large effect size. The results demonstrated that self-assessment in scanning improved students' reading comprehension. Participants improved in finding the identification of details in the passages and corrected their mistakes after rereading the texts. Their perspectives were positive at the end of the innovation. Thus, the implications of self-assessment in scanning are significant and benefit EFL teachers and researchers who want to improve their students' reading comprehension skills.

Keywords: self-assessment, scanning, reading comprehension, prediction.

Resumen

Este estudio tuvo como objetivo la mejora de la comprensión lectora en los estudiantes mediante la aplicación de la autoevaluación con la estrategia de identificación de las ideas específicas. Esta investigación-acción se implementó en una Universidad pública de la ciudad de Guayaquil en la provincia de Guayas. Se llevó a cabo durante seis semanas, con 25 participantes. Esta investigación aplicó un método mixto que combinó instrumentos cuantitativos y cualitativos: una prueba previa y posterior, una lista de verificación de escaneo y registros de aprendizaje. Al final de la innovación, hubo una mejora significativa en la media posterior a la prueba de 34,40 que en la prueba previa de 25,28. Los hallazgos mostraron un Cohen = 4,33, lo que indica un gran tamaño del efecto. Los resultados demostraron que la autoevaluación en la búsqueda de ideas específicas mejoró la comprensión lectora de los estudiantes. Los participantes mejoraron en la búsqueda de la identificación de detalles en los pasajes y corrigieron sus errores después de releer los textos. Sus perspectivas fueron positivas al final de la innovación. Por lo tanto, las implicaciones de la autoevaluación en la exploración son significativas y benefician a los profesores e investigadores de inglés como lengua extranjera que desean mejorar las habilidades de comprensión lectora de sus estudiantes.

Palabras clave: autoevaluación, identificación de ideas específicas, comprensión lectora, predicción.

Self-assessment of Scanning to Improve Reading Comprehension

English is a global language that is used in many countries around the world. Knowing English makes it easy to get help when living or visiting other places. The English language has four skills: listening, speaking, reading, and writing. Reading is one of the skills that L2 learners need to master the language (Chandran & Shah, 2019). Developing strong reading skills in English is the key to improving the comprehension of information and expanding vocabulary. Inderjit (2014) stated that reading skills have become a basis for success in life. Being an efficient reader can facilitate the completion of activities more efficiently. Students need to identify the main idea, precise details, answer questions, and usually make inferences about the texts they read.

Ecuadorian students struggle with reading comprehension and other problems related to reading tasks. Some of these problems include the lack of literacy programs, the inappropriate use of reading strategies, and reading comprehension assignments, especially in their L1, which will not let students transfer their knowledge to a second language (Perlaza, 2020). Tomlinson (2013) stated that efficient readers in L1 could transfer reading skills in L2. Andreou and Segklia (2017) held that many students or foreign language learners face considerable difficulty in mastering reading skills. But most learners have reading difficulties because they do not have the necessary strategies and English knowledge for an accurate reading (Abu-Rabia & Bluestein-Danon, 2012; Chen & Chen, 2015).

The lack of vocabulary knowledge is one of the most usual problems students face. Students have the tendency to repeat vocabulary and translate simple texts because they have not acquired reading skills during previous years (Touriz, 2020). This impedes the development of reading comprehension skills due to the fact that meaning is hard to reach when there is no knowledge of keywords. Vocabulary deficiency results in poor reading comprehension and therefore obstructs successful communication (Ruiz, 2019). Enhancing

vocabulary needs special attention from students and teachers. Krashen (1989) specified that vocabulary acquisition facilitates the achievement of the second language. Reading comprehension and vocabulary are topics that work together to increase the learning of English as a foreign language (Luguaña, 2019). The knowledge of vocabulary and reading strategies allow students to enhance reading comprehension skills.

The use of correct reading strategies can lead to the successful development of reading comprehension skills and the English language's improvement. Duke and Pearson (2002) added that reading comprehension includes guessing, predicting, and asking questions. Reading strategies are tools to solve issues and build meaning (Janzen, 2012). One of these strategies is scanning which can help students to find specific information in a passage (Touriz, 2020). Scanning strategy helps for reading comprehension's development. In this research, the scanning strategy was applied together with self-assessment to improve reading comprehension and the proficiency of the English language in university students.

There is evidence that self-assessment can help students to construct knowledge through active involvement in their performance. Self-assessment brings autonomy for learners (Shams & Tavakoli, 2014). Self-assessment consists of reflection, which is being used in a diversity of forms to evaluate skills, knowledge, and proficiency (Brown & Glasner, 2003, as cited in Chen & Li, 2016). Self-assessment can improve reading comprehension skills, but there is a lack of evidence that it works through self-assessment in EFL contexts. It is the gap this research wants to investigate to have proof that self-assessment in scanning improves reading comprehension skills.

There are some studies that concluded that scanning skills enhance reading comprehension in higher education. Those reports were positive in the scanning field that dealt with the reading comprehension which was facilitated by the use of WhatsApp messages (Alzubi & Hazaea, 2016; Khalaf, 2017). It also demonstrated that the students were at a

higher level and the researchers applied active reading by using smartphones (Alzubi & Hazaea, 2018). Students used certain mobile applications with responsibility, making decisions about reading materials, time and place of reading which had had positive results. Here in Ecuador there are two previous studies in higher education related to classifying parts of the speech and vocabulary to improve reading comprehension in EFL learners with positive results (Almache, 2019; Contreras, 2019), there are few investigations for Ecuadorian public schools which highlight that scanning and skimming strategies develop reading skills (Luguaña, 2019; Perlaza, 2020; Touriz, 2020). The studies for scanning are going to be taken into account in this project.

By the implementation of this research, the community will be benefited because students can provide their personal and professional service to their surroundings once they graduate or get their bachelor's degrees. Places like airports and other entities, such as calling centers, can work with graduates who know reading. The objective is to gradually reach the reading skills needed for them to have 25% of the proficiency required. They require to have an exit profile of a B1 level to graduate from university (Consejo de Educación Superior, 2016). The educational authorities require this level, so there would be no difficulty for students to reach the academic expectations in higher education.

This innovation was implemented in a public university in Guayaquil. This study aimed to determine the effect of self-assessment in scanning to improve EFL students' reading comprehension skills. The multiple problems in reading have been noticed by applying tests, participation in class, observations, peer works, and other activities.

Literature Review

This section displays the theoretical foundation and the support of all the data given in the research of self-assessment, reading comprehension, scanning, CLT, and instructional

design. The reading skill finds meaning in language acquisition, communication, and sharing information and ideas.

Reading Comprehension Skills

Reading comprehension is defined as a difficult cognitive process that endures significant challenges to students at the linguistic, cognitive, and metacognitive levels (Ramadan, 2017). Reading comprehension is described as the level of understanding of a text or message (Alef et al., 2016; Boanerges, 2014). When learners understand a text or message, they begin to expand comprehension of how the words fit together to form a piece of information that could be used for them (McNamara, 2004). Reading is considered as an important skill especially in learning a second language because reading holds a strategic role in learners' activities. Khaki (2014) said that people read for diverse purposes; sometimes to get the key idea, at times to find exact information, to learn something, and to synthesize the most important information.

Reading is a complex process that not only includes the identification of words but also involves a complicated development of making meaning for a variety of aims and in a variety of situations (Baghaei & Ravand, 2015). Reading also includes inferring information from signs that can be seen around commercial areas, on the road for directions to any destination in a city, town, or region, and to retell what has been read from a newspaper, magazine, or book (Badrasawi, 2019). Merga and Roni (2018) highlighted that reading skill is an independent skill which stimulates permanent literacy engagement. In other words, reading is seen as an essential tool in every professional field which allows readers to get engaged with the world and comprehend written or printed materials (Chandran & Shah, 2019).

Reading comprehension is considered an educational tool for life and students need to assure that it is developed. Reading in L2 is not straightforward since acquiring systemic knowledge and developing reading skills occur simultaneously whereas L1 (Uribe, 2015).

Because of reading, students have the capacity to become problem solvers, apply regulations and use instructions to the fullest of advantage, infer input in reports, or read a book, magazine, or any other type of material. Therefore, reaching a total reading understanding is very important (Kaya, 2015).

Students can develop their reading skills by practicing activities that activate prior learning with the vocabulary students already know. Despite the lack of knowledge and training, there was rapidly changing in the education realm in the quantity and variety of reading material. Koda (2005) has proven that comprehension occurs when readers can develop and combine learning from their reading with their previous knowledge. Individual growth in the reading aspect results in educational success, economic participation as a whole, and constant change in the next 20 years (Sabatini, 2015).

There are two types of approaches for teaching reading: top-down and bottom-up of models. Learners start with the top-down model by which they would think about the meaningfulness of the content; then, they would progressively move to the bottom-up model to ensure that they understand the writer's proposed meaning (Nutall & Alderson, 2005). Students interact with texts by using linguistic or systemic knowledge or bottom-up processing and schematic knowledge or top-down processing as they try to extract meaning (Gilakjani, 2016). The top-down approach provides total reading comprehension. Students activate their prior knowledge, which facilitates the process of understanding of the information they read (Birch, 2014; Nutall, 1996).

Reading is a component of every educational curriculum of a native or second language (Barreiro, 2019). Reading is a skill that must be prepared and developed inside and beyond the classrooms, no matter the reader's age. The objective is to get the comprehension of the text rather than to obtain meaning from single words or sentences (Gilakjani, 2016).

Scanning.

Scanning is a reading technique to distinguish specific information in a limited time (Berregui & Boulaachab, 2017). According to Glendinning and Holmstrom (2008), scanning is one of those reading skills individuals need to find specific information such as in the index of a textbook rapidly. Scanning involves a quick reading to find answers to exact questions concerned with particular topics such as names or dates (Milderred, 2009, as cited in Berregui & Boulaachab, 2017). This strategy allows learners to ignore the extensive meaning of a reading (Brown, 2001). It can facilitate the storage of new learning, increase memory, and recover information in a light and swift manner.

When the learner scans the page for more specific details, his/her eyes, mind, and concentration focus on the words (Ministerio de educación, 2016). For instance, when a word is scanned in a dictionary or is looking for as a contact name in a cell phone, the person has the general idea that the word in the dictionary or the contact in the cell is in alphabetical order, allowing the user to get to a word or contact without going through the whole list.

Some studies here in Ecuador showed that scanning improves reading comprehension skills. These investigations also used a skimming strategy to have good results (Luguaña, 2019; Perlaza, 2020; Touriz, 2020). Learners improved their reading comprehension; besides, students were responsible for their peers and their learning process (Perlaza, 2020).

Tamsi et al. (2013) conducted qualitative research at SMAN 21 Surabaya by using skimming and scanning strategies. The results also showed that this study was not entirely successful. The reason was that there were some steps that the teacher did not apply. However, Asmawati (2015) led another study in SMK Darussalam Makassar, the students showed good improvement in their reading skills. Looking at these results, it is recommended that teachers should train students extensively on the use of speed-reading strategies like skimming and scanning (Fauzi, 2018). These types of procedures, skimming, and scanning,

are used by the reader for them to enhance comprehension and correct any failure when reading comprehension is not reached.

Scanning is beneficial for students to discover exact evidence, to get answers from the questions in an assignment, and reduce their time to answer the interrogations in a reading (Fauzi, 2018). Encouraging the students to glance and search for specific information will help them get the general understanding and details in a text (Harmer, 2003). Knowing how a document is arranged could be useful before scanning because it will facilitate locating the information a lot quicker. Learners may also scan a text looking for image clues that can help them to identify new words.

Self-assessment

Self-assessment indicates that students gather any information and reflect on their knowledge. Self- assessment most generally involves a wide variety of tools and procedures through which students describe and probably give value or worth to the qualities of their learning process and product (Matsuno, 2009; Panadero et al., 2016). It also provides a chance for learners to monitor their progress, take responsibility for finding goals, and bring autonomy. For self-assessment to take effect, the student must know the abilities involved in getting a successful task.

The self-assessment process helps students to assess their work while learning (Moreira, 2020). Haseborg (2012) claimed an increase in students' stimulus based on independent learning choices. Castillo and Bonilla (2014) reported Colombian school students' boost in making decisions for learning, doing homework, increasing reading awareness, and motivation upon giving them the choice of reading resources. The objectives of such an assessment can have many types of requirements. For example, identify skill gaps when students' knowledge is weak to enhance it and set realistic goals during and after the learning process.

Accuracy of self-assessment depends a lot on the learners' autonomy in learning the language English skills. Tavakoli (2010, as cited in Shams & Tavakoli, 2014) argued that in self-assessment, students simultaneously create and experience the evaluation process, judging their accomplishment concerning themselves compared to their criteria based on their objectives and learning expectations. Matsuno (2009) believed that self-assessment could allow students to build up their experiences in language learning. This experience can motivate students to be involved in the classroom because they regulate their learning rather than just having the teachers tell them what they have to learn.

Self-assessment supports English language students to be interested to learn and reflect on their own English learning (Adams & King, 1995). However, second and foreign language users are generally at a disadvantage when it comes to evaluating their knowledge of English because they cannot compare themselves with the native English users of the language (Jamrus & Razali, 2019). During the acquisition of reading skills, self-assessment helps EFL and ESL students detect what they need to develop. It also gives them essential and personalized feedback about their improvements.

Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach is viewed as a learner-centered approach where learners progress and enhance their language learning (Nunan, 1988). CLT's primary issue is to develop communicative competence rather than grammatical competence (Richards, 2006). CLT focuses more on achieving communicative competence with innovative, collaborative, and real activities (Alamri, 2018, as cited in Moreira, 2020). The teacher's role is becoming a facilitator who creates a classroom environment that is helpful to language learning. The teacher provides opportunities for students to use and practice the language, to reflect on language use and language learning (Brown, 2001).

CLT supports self-learning, authentic group interaction, and peer teaching (Wan, 2017). Moreover, communicative competence could not be divided from sociolinguistic competence. It is the knowledge, and the practice of the language (Dörnyei, 2009; Richards, 2006). CLT in this research is focused on increasing students' reading comprehension skills. The goal of classroom activities in CLT would be authentic and meaningful to allow students to learn English by practicing reading as much as possible.

Backwards Design

The backward design was planned to make curriculum and assessment to promote students' achievement skills (Moreira, 2020). According to Wiggins and McTighe (2015), backward design identifies what learners need to know and lead teachers to teach language towards attaining the desired aims. Backward design (Wiggins & McTighe, 2001) is centered on using desired learning results as a base for development learning understandings and boosts early concern of the big ideas. This model suggests three stages; while working in the later stages, it is necessary to revise the early stages to know if everything is related.

Successful teaching starts with clarity about desired learning results and about the evidence that will prove that learning has taken place (Wiggins & McTighe, 2011). By using backward design, teachers determine which evidence they need before planning what they want to teach and how (Wiggins & McTighe, 2005, as cited in Yurtseven & Altun, 2016). Teachers are designers; these skills allow them to know students' needs; it helps students achieve their goals. When teachers provide a plan with meaningful performance tasks, learners build a life-long skill and experience a learning process that is aligned with their own necessities (Yurtseven & Altun, 2017).

In regards to this investigation, it was identified that students had difficulties with reading comprehension, reading tasks, and inappropriate use of reading strategies. This investigation applied self-assessment and scanning in order to help students make

improvements in reading comprehension. The results are discussed to have a better idea about the outcome of the concepts. The following questions came about to provide a better perspective on the issues:

Question 1. To what extent will self-assessment of scanning improve reading comprehension?

Question 2. What are students' perspectives about the self-assessment of scanning to improve reading comprehension?

Innovation

This action research was developed taking into account CLT principles with the aim to improve reading comprehension skills. The implementation of this innovation lasted six weeks with 24 periods in total. The class was elaborated using a backward design plan (Appendix A) with activities that include reading strategies to improve reading comprehension skills. At the end of the unit, the students identified different advertisements and jobs around the world and they had to create and perform an authentic interview for getting the job they were interested in based on given examples and personal knowledge.

Before the innovation, previous description about the innovation was given to the participants, they also took a diagnostic test to know their English level and filled a demographic survey (Appendix B) to be conscious about their context. From the first week, students performed reading activities by using a scanning strategy to improve reading skills. Learners self-assessed their reading tasks by applying a checklist (Appendix D) and learning logs (Appendix E) to correct mistakes and improve reading skills. At the end of the implementation, participants had to present an interview for getting a job. The teacher supported students' experiences during the learning process.

In the second week, students will elaborate a questionnaire and answer some questions as a prior exercise to elaborate an interview for getting a job. They read some texts about

advertising agencies and recognizing magazines in Ecuador and around the world to make a short presentation about advertising brands. After the presentation, students had to self-assess with the scanning checklist and write the second learning log. Peers commented and gave advice to the presenter, it offered him or her new ideas for the final performance task.

In the third week, participants reinforced reading skills by using synonyms. They read about rules and regulations in different jobs in Ecuador and other countries. In the fourth week, students worked on the performance task to have a good interview for the final presentation. They reviewed the interview using their own knowledge, the advice of peers, and the feedback of the teacher. Likewise, they checked the difficulties they had while reading texts by taking advantage of pictures and previous knowledge, synonyms, and new vocabulary.

In the fifth week, learners read about different types of jobs around the world and how they must make a correct advertisement with correct pictures, messages to convince the public and get a good job when presenting their interview. Students looked for information in the different web pages to enhance the interview. They applied the last scanning strategy checklist after reading texts and wrote the fifth learning log.

In the sixth week, before the presentation, they described the country where the interview is performed. Students interchange the interview to compare their work and make the last correction. Participants presented the interview after that; they answered some questions related to the presentation and shared their experiences about this innovation.

Methodology

This study analyzed qualitative and quantitative data. This action research has stages in which participants analyze their development while improving their reading comprehension. Action research is a process where educators analyze the educational practice

in a detailed and careful way, using the techniques of research (Ferrance, 2000). This section describes the information of the participants, instruments, data analysis, and ethical issues.

Participants

The population included 25 students ranging in age from 19 to 23 who were second semester students. They were all adult students from a public university in Guayaquil. The sample was convenient because the researcher applied the innovation to students that were assigned to her.

Instruments

To address the first research question: “*To what extent will self-assessment of scanning improve reading comprehension?*” The instrument was a pre and posttest (Appendix C), it was applied and assessed by the researcher. The pretest and posttest were the same to measure the effects of the innovation. They included five reading comprehension sections; students read the questions and chose one answer they think is correct.

To reinforce results from the first research question, a checklist (Appendix D) was applied to know the development of reading comprehension skills and analyze the improvements that participants made in the process while applying self-assessment of scanning. This instrument was used once a week, from the first to the last reading activities to see the progress of learners in reading.

For the second question: “*What are students’ perspectives about the self-assessment of scanning to improve reading comprehension?*” The researcher applied learning logs to know students’ perspectives about the self-assessment of scanning to improve reading comprehension skills. The learning log contained four questions that participants answered once a week for five weeks. The questions were: What did I learn today? How did I learn it? What facilitated that learning? What have I enhanced by applying the scanning strategy?

Data Analysis

For the first research question: “*To what extent will self-assessment of scanning improve reading comprehension?*” Averages of the tests were used for analysis. The results was entered in the Statistical Package for the Social Sciences (SPSS), to obtain descriptive statistics (minimum, maximum, mean, and standard deviation). This information was used to get the effect size to determine the impact that self-assessment of scanning had to improve reading comprehension skills. Finally, the data of the checklist were tabulated in an Excel worksheet to get the frequencies of each component.

For the second question: “*What are students’ perspectives about the self-assessment of scanning to improve reading comprehension?*” The instrument applied in this part was the learning logs. The questions on the learning logs were accomplished in the reading activities once a week. The researcher examined the students’ learning logs to meet participants’ opinions and perspectives about the importance of self-assessment of scanning.

Ethical Considerations

In this study, the researcher requested permission to the director for the previous approval of this study. The main purposes and the activities explained when getting the authorization. Participants informed about the benefits and implications of the study for their academic and professional growth. Additionally, the researcher addressed some letters to obtain the students’ consent. The letters described the process and its aim. For the importance of the application of innovation, ethical considerations were mentioned. It specified that participants’ identity would not be exposed and that they could decline their participation at any time of the process.

Results

This section presents the results obtained from the data collected during these six weeks to answer the two research questions from this action research. To answer the first

research question: *To what extent will self-assessment of scanning improve reading comprehension?* The researcher found out that learners did not understand the passages due to the lack of reading strategies at the beginning of the study. Table 1 shows that after the implementation, students increased their reading comprehension. Besides, the result shows the overall outcomes of the pre and post-test of this study. The mean difference is 9.12; this indicates a significant and positive increase in the post-test scores. Additionally, Cohen's *d* is 4.33 showing a large effect size.

Table 1

Descriptive statistic of pre-test and post-test

	N Sample	M Mean	SD St. Deviation	Minimum Grade	Maximum Grade	Effect Size <i>d</i>
Pre-test	25	25.28	2.57	21.00	31.00	
Post-test	25	34.40	1.50	32.00	38.00	4.33

Additionally, the researcher used the checklist about the use of the scanning and reading comprehension. The students' checklists were assessed by the teacher, and these results showed the improvement comparing the beginning with the end of the innovation as it is demonstrated in the table below:

Table 2.

Results of Checklist

QUESTIONS	Yes Pre-test	Yes Post-test	Observation
Do I understand what I read?	30 %	85 %	

Do I identify the main idea in the text without problems?	25 %	82 %	
Do I identify most of the details of the text?	25 %	83 %	
Can I identify specific information in a text?	23 %	80 %	
Do I search for new vocabulary in the text to improve reading comprehension skills?	70 %	95 %	
Do I reread to make sense when I do not understand?	60 %	92 %	
Does the use of scanning strategy allow me to read more effectively?	40 %	85 %	
Can I answer the questions in the text correctly?	25 %	79 %	
Do I monitor and self-assess my own learning process to clarify misunderstandings?	30 %	88 %	

In the previous table, results show the significant improvement that learners got after working with the innovation. Students increased and developed their abilities in reading comprehension through self-assessing their work using the scanning strategy. The most significant improvement was two items with a similar percentage of (58%); the first item was, “*Do I identify most of the text’s details?*” It focused on recognizing the specific details in a lecture. The second item was, “*Do I monitor and self-assess my own learning process to clarify misunderstandings?*” It focused on the task self-assessment to clarify any misunderstanding, overcoming the difficulties presented during the innovation. These findings show the improvement that learners faced and overcame using the self-assessment in scanning.

To answer the second research question: “*What are students’ perspectives about the self-assessment of scanning to improve reading comprehension?*” This action research looked to know students’ opinions about their self-assessment in scanning to improve reading

comprehension skills. The learning log was the specific instrument applied during the study to obtain results through the implementation. The results of each instrument are described below:

The learning logs were randomly chosen from eight participants and for their question “1. *What did I learn today?*” Students 2, 6, and 8 agreed that when they read more than once, they were able to identify more details in the text. “2. *How did I learn it?*” Students 1, 4, 5, and 7 mentioned reading exciting passages and looking for important information through the reading. “3. *What facilitated that learning?*” Participants 3, 5, and 7 said that researching and looking for new vocabulary to learn was essential, facilitating understanding texts better, and self-assessing their work was necessary for avoiding the same mistakes. “4. *What have I enhanced by applying the scanning strategy?*” Students 1, 4, 6, and 8 mentioned that self-assessing their work clarify the misunderstanding.

Discussion

The present action research tried to enhance reading comprehension through self-assessment of scanning. The findings in this study ratified the benefits of using the scanning strategy for reading comprehension improvement.

Question 1. To what extent will self-assessment of scanning improve reading comprehension? The results of the pre and post-tests scores show that self-assessment of scanning made improvements in the reading comprehension of the learners. The effect size was 4.33, which means a significant impact of this study on the participants' learning. These findings are in agreement with Hammer (2003) and Asmawati (2015) who said that scanning helps students get the general comprehension and specific information in a text to boost their reading skills. According to Moreira (2020) and Haseborg (2012), the self-assessment process facilitates students to assess their work while learning. Kaya (2015) indicated that utter

reading understanding is very important for the acquisition of L2. Studies here in Ecuador indicate that scanning develops reading comprehension (Luguaña, 2019; Perlaza, 2020; Touriz, 2020). These researchers demonstrated that self-assessment of scanning is recommended for improving reading comprehension.

Finally, the results point out that with the implementation of the innovation, students got better results in reading comprehension and overcame the difficulties while reading. The use of checklists helped students self-assess their own learning by applying scanning strategy in the development of each activity. McNamara (2004) expressed that when students understand a text or message, they increase comprehension. Participants could identify the key idea, details, new vocabulary and answer questions easily at the end of the innovation. The researchers Luguaña (2019) and Krashen (1989) affirmed that reading comprehension and vocabulary acquisition facilitates the achievement of the second language. The lack of vocabulary knowledge could result in low reading comprehension (Ruiz, 2019). Learners' reading difficulties are mainly because they do not have the required reading strategies (Abu-Rabia & Bluestein-Danon, 2012; Chen & Chen, 2015).

Question 2. What are students' perspectives about the self-assessment of scanning to improve reading comprehension? Learners' opinions about self-assessment of scanning were positive. The results of learning logs showed that students improved reading comprehension. Students said they feel they became autonomous by the use of self-assessment (Shams & Tavakoli, 2014). Furthermore, self-assessment is being used in diverse ways to self-evaluate skills, knowledge, and proficiency (Brown & Glasner, 2003, as cited in Chen & Li, 2016). Self-assessment could allow students to expand their experiences and reflect on their own English learning (Adams & King, 1995; Matsuno, 2009). The perspectives of participants towards using the scanning strategy help them to improve the reading skills and the others in the teaching and learning process.

The findings indicate that learners improved reading comprehension through self-assessment of scanning. The teacher-researcher supported the students in the whole implementation taking advantage of previous knowledge to get good results at the end of the study. Prior knowledge eases the process of understanding the information students read (Birch, 2014; Nutall, 1996). In addition, this study applied CLT principles to assist participants' weaknesses. CLT supports self-learning, authentic group interaction, and peer teaching to develop the ability to communicate effectively in L2 (Dörnyei, 2009; Wan, 2017).

Conclusions

This action research made students improve their reading comprehension in English as a second language by using self-assessment of scanning. It was necessary to work on their reading comprehension to encourage students to achieve their academic learning goals. Students were proposed to participate in the innovation as extra training classes to develop their knowledge in each session. It allowed them to find specific words and ideas from their basic level to the more difficult one. When the innovation finished, students understood the texts better, read faster, and comprehended passages better; they did not translate all the words at the final part, as they did it at the beginning of the study.

At the beginning of the innovation, students' grades were low, but those grades were improved step by step. Their scores increased considerably, and students reflected positively in the learning logs and the self-assessment scanning checklist about their understanding and knowledge. The results of the survey and learning logs show that self-assessment of scanning improved students' reading comprehension. The perspectives of students towards the new strategy were positive and significant at the end of the implementation.

Limitations

One of the main limitations shown at the beginning of the innovation was the lack of reading strategies of participants to work on the study. Another limitation was the short time set for implementing the innovation to provide more reliable and longer-lasting outcomes. It is essential to mention that students do not like to read in English, they have not created a reading habit at an earlier time, and their lack of vocabulary was very noticeable since their beginning. This is why they thought their tasks were more complicated than it is normal. Finally, the lack of a control group limited the possibility of generalizing results.

Recommendations

This action research should be replicated, adapting these little recommendations for future studies. University students must have more extensive prior English knowledge about vocabulary, reading comprehension, and the other essential skills to work better in these kinds of innovations. It is also recommended to have a control group in the next innovations to have data to compare and contrast the results. Besides, the innovation could be extended for more weeks to obtain better development in the learning sessions.

It is recommendable for the implementation of the technology and motivates students to investigate reading applications. Students feel better motivated to learn when they see attractive contexts to use and apply. By using innovative activities and applying technological resources, learners can develop comprehension reading easily.

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Appendixes

Appendix A

Design from Your Goals

Self-assessment of Scanning to Improve Reading Comprehension

Available upon request.

Appendix B

Demographic Survey

Available upon request.

Appendix C

Reading Test

Available upon request.

Appendix D

Self-assessment of Scanning Checklist

Available upon request.

Appendix E

Available upon request.