Universidad Casa Grande

Reading Comprehension through Summarization of Narrative Stories: An Action Research

Study.

Marjory Estefanía Lechon De La Cruz

Guide: Maria Rossana Ramírez Ávila

Proyectos de Investigación

Certifico que Marjory Estefanía Lechón De la Cruz ha cumplido satisfactoriamente su investigación acción como pre-requisito de graduación de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés.

Su investigación es parte del proyecto Summarization to Improve Reading Comprehension cuyo objetivo general es mejorar la comprensión lectora a través de la aplicación de resúmenes.

El proyecto se implementa en diez contextos y niveles de eficiencia en inglés diferentes. En este proyecto, cada participante desarrolla la investigación-acción en un contexto educativo diferente. Las secciones de introducción, literatura y metodología (instrumentos y análisis de datos) son las mismas.

Particular que comunico para los fines consiguientes.

María Rossana Ramírez Avila
Coordinadora de Titulación

Abstract

This innovation focused on implementing summarization as a strategy to improve student's reading comprehension. It involved 25 students who had different English levels proficiency from A2 to B1. There were 5 elementary, 9 pre-intermediate and 11 intermediate students from a public university in Riobamba. Considering the participants' English proficiency, they had to read and summarize eleven different stories implemented during a period of 25 pedagogical hours. This innovation was conducted by two methods: quantitative and qualitative. Therefore, the quantitative instruments were pre-test and post- tests. The qualitative instruments were "KWL Charts" and a semi structured interview. Regarding the pre and post reading test, participants improved their reading comprehension from the pre-test to the post-tests significantly since the effect size (Cohen's d) is 0.73, which means there is a large effect size. Additionally, to the $p=0.00$ it is interpreted as summarization strategy has given significant results on reading comprehension. Furthermore, outcomes demonstrated participants perceived summarization significantly helped them to increase their reading comprehension. It is concluded that summarization strategy improves English reading comprehension. This study is aimed at the teachers of English as a foreign language from other institutions, who wish to enhance their students, reading comprehension.

Keywords: reading comprehension, summarization, KWL charts, EFL.

Resumen

Esta innovación se implementó para mejorar la comprensión lectora de los estudiantes mediante la aplicación de la estrategia de la elaboración de resúmenes. Participaron 25 estudiantes que tenían diferentes niveles de competencia en inglés de A2 a B1. Entre ellos 5 estudiantes con nivel A1, 9 de nivel A2 y 11 con nivel B1 en una universidad pública de Riobamba. Teniendo en cuenta el dominio del inglés de los participantes, tuvieron que leer y resumir once historias diferentes implementadas durante un período de 25 horas pedagógicas. Esta innovación se llevó a cabo mediante dos métodos: cuantitativo y cualitativo. Los instrumentos cuantitativos fueron pre-test y post-test. Los instrumentos cualitativos fueron "formatos KWL" y una entrevista semiestructurada. Con respecto a la prueba previa y posterior a la lectura, los participantes mejoraron significativamente su comprensión lectora desde la prueba previa hasta las pruebas posteriores, ya que el tamaño del efecto (d de Cohen) es 0,73, lo que significa que hubo un gran impacto. Adicionalmente, según el valor p = 0,00 se indica que la estrategia de resumen ha dado resultados significativos en comprensión lectora. Además, los resultados demostraron que el desarrollo de resúmenes como estrategia ayudó significativamente a mejorar la lectura comprensiva. Se concluye que la estrategia de resumen mejora la comprensión de lectura en inglés. Este estudio está dirigido a los profesores de inglés como lengua extranjera de otras instituciones, que deseen mejorar la comprensión lectora de sus alumnos.

Palabras clave: comprensión lectora, resumen, gráficos KWL, EFL.

Reading Comprehension through Summarization on Narrative Stories: An Action

Research Study.

Reading is key in the university context, being an important part in academic and scientific activities, in connection with the community, as a means of access to information and knowledge, and as an essential element for the acquisition of competences. professional skills and a general culture. University students require the habit of reading to carry out the multiple learning tasks, which they face on a daily basis, based on the demands of consulting a variety of physical and digital bibliography and searching on the internet and as a means of doing a good use of free time (Echeverría et al., 2019).

Reading strategies are necessary and 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, reading comprehension in the English language (Ministerio de Educación, 2012). As Ness (2016) claimed, comprehension is the most relevant fact in reading.

After, an application of the summarization strategy in Iran, summarization strategy helped fifth grade learners 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 bring up: 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).

Learners of public universities in Ecuador usually encounter reading comprehension problems due to several factors such as lack of reading habits in L1 that could be transferred to L2. The present research has been directed with this particular group as students receive

academic writing. A limited use of vocabulary and poor comprehensive reading skills have been determined through the pre-test when identifying main and secondary ideas. The participants presented problems in the skill of comprehensive reading because they do not have reading habits or clear reading strategies that allow the development of academic writing. Reading skills need to be strengthened as this will have a direct impact on academic writing skills. Low English proficiency and particularly the absence of implementation of reading strategies when teaching reading avoid learners having an appropriate understanding when reading. Therefore, this action research study focused on improving reading comprehension through summarization strategy to enhance reading comprehension.

Literature Review

This section labels the topics considered in the current action research in order to analyze 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 the researcher's goal, the topics are Reading Comprehension, Summarization strategy, Elements of summarization on narrative stories, Blogs and KWL Charts.

Communicative Language Teaching (CLT)

In this regard, Communicative Language Teaching (CLT) approach was also considered to conduct this research study. CLT approach conducts teachers toward meaningful and authentic lesson plans omitting traditional methods during reading classes. This is since the goal of CLT in reading is to make learners enjoy and comprehend reading through communicative lessons, for instance JigSaw activities (Richards, 2006). A differentiation of mixed-level classes was key to be taken into account in this research work since learners have different proficiency levels. In this case, the complexity of reading materials should be differentiated and assigned to learners

according to their level. Differentiated activities are relevant to consider since when there are mixed-level learners in a class, advanced learners can feel they are not learning too much and in turn, beginner learners 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. This non-traditional focus can wake up language learners' interest.

Reading Comprehension

Gilakjani and Sabouri (2016) explained in their research that comprehension of texts is when readers find meanings of what they have read throughout their 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 on the readers' and text characteristics (for example, the reader's cognitive capacities and type of text as its genre influences reading comprehension).

Gilakjani and Sabouri (2016) suggested that to have a meaningful reading comprehension, EFL teachers should make learners 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 levels, 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 learners. This is because reading comprehension is not centered on knowledge but the interaction among text, reader and contextual factors (Hock, Brasseur-Hock & Deshler, 2015).

Summarization strategy.

According to Duke and Pearson (2009), the summarization strategy aids in improving learners' 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 learners to write a summary after reading. On the contrary, it implies to teach learners 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 learners 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).

Therefore, Graham and Hebert (2011) reported that the effect sizes for extended writing activities, summary writing, note taking, and asking or answering questions were all positive, ranging from 0.28 to 0.68. They also found that writing about reading had a positive impact on the comprehension of weaker readers/writers. In twelve studies with researcher designed reading comprehension measures, a statistically significant weighted ES of 0.64 was obtained, with 83 percent of studies yielding a positive effect.

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 on 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 that 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 learners 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 highly 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 experimentation had a big acceptance of learners since blogs facilitated and contributed to their learning. It made all involved, especially when seeing and commenting peers' tasks (Churchill, 2009). In conclusion, blogs take a big role in the teaching learning process due to their free access, simplicity above all, their appealing and diverse usage.

To contrast the advantage of blogs, Riesch (2013) considered blogs brings some limitations for users. These 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.

KWL Charts

This research based strategy "helps learners to activate prior knowledge, combine new information with background knowledge and learn increase comprehension and metacognitive skills related to a thematic unit." (Tompkins, p.89 2010). Teachers' help and input are a necessity in order to make KWL charts as effective as possible. The teachers need to guide the learners through the process by directing, scribing and monitoring the development of the KWL chart. However, the students are the ones that are providing their input, talking through their prior knowledge with the teacher and other students, as well as making the KWL chart their own by asking questions that they are wondering about. "Students use talk to explore ideas as they create the K and W columns and to share new knowledge as they complete the L column." (Jones, 2012)

In short, in order to help learners, overcome the deficiency of reading comprehension in L2, summarization strategy was used to assist those difficulties. Besides blogs were utilized by learners 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 learners' perspectives when using summarization to evidence reading comprehension?

Innovation

This study addressed fourth level in a language institute of the English language Center from a public university. Considering an online modality thought the pandemic COVID -19. The innovation for this study lasted 25 pedagogical hours in five weeks (40 minutes each). The classes were synchronous and asynchronous. A lesson plan was designed considering an online modality (Appendix A). Throughout the implementation of the innovation, the content covered

for this innovation was academic writing. Learners had chosen a "Harry and the Sorcerer Stone" reading book and current magazines to write summaries during the innovation period.

During the first week of the innovation, students were introduced to prewriting techniques (identifying main ideas, synthesizing information) that should be useful to comprehend text. To write those reading features, there was a graphic organizer (Appendix B) denominated "Elements of a Summary".

From the second week until week five, students reviewed skimming and scanning reading techniques to read and summarize the chapters of the book they chose, stories, podcasts, and videos. The summaries were posted on their blog and Padlet galleries in order to evidence their reading comprehension progress. Students collaborated by reading, commenting, and recommending their classmates summaries posted in their blog and Padlet galleries. Additionally, they reflected about regarding summarization and reading comprehension by using the "KWL Chart" (Appendix C).

Once students finished their summaries they completed a checklist to determine if they had included the elements of the texts. In the stories the students read, they identified main ideas, supportive details, kind of text, author's purpose (informing, persuading or describing). The organization was chronologically organized according to the events, and the problem and the solution in order to summarize each story. Additionally, students wrote down in their language logs what they learnt in some sessions about the activities and the new knowledge they acquired.

During all the implementation of this innovation student summarized eleven different kinds of texts: a reading book, magazine articles, blogs, videos, online podcast, and academic articles. All of the bibliographic sources to read were obtained from internet. Students incorporated the

components of a summary and sequencing information using accurately transitional words. A rubric was used to provide a continuous feedback to student's summaries composition.

Methodology

The present research proposal has already been developed with a different population and it seeks to replicate the proposal in a different socio-cultural context with a different level of students in a public university in the country. This innovation was conducted by two methods quantitative and qualitative. Before running the implementation of the innovation, students took an English placement test to evidence their English level.

Participants

There were 25 students who participated in this study. Through an analysis of the background of the participants, it was determined that they are a totally varied group due to their different careers, reading habits   Each student was analyzed as an individual with different needs. The participants belonged to fourth Level of the English language Center from one public university. The fourth level's syllabus cover Academic Writing contents. The modality was online. When students took the EF SET Test, it determined that the class was mixed English Proficiency level from A2 to B1. There were 5 elementary, 9 pre-intermediate and 11 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

Before the innovation took place, two surveys were implemented on the first day; students' demographics (Appendix D) and student's reading habits experience (Appendix E). To answer the first research question: *To what extent will students improve their reading*

comprehension thought writing summaries? A pre- test (Appendix F) and post-test (Appendix G) was taken before and after respectively to analyses the impact of the innovation. These tests include reading exercise that has three parts; *Think before reading* to familiarize and recognize some vocabulary in a completion exercise, *while reading,* this section include narrative stories and multiple choice questions. The last section is called, *after reading* and here students write a short summary about the text. In this way, these tests permit to know how much and how effective their reading comprehension skills were. These test contrived to compare and determine if learners had improved and improve their reading comprehension skills.

There was also a rubric (Appendix H) linked to the pre-test and post-test to assess specific indicators in written summaries (conflict, events, resolution, characters, and setting plot) to support the results of the study. Frequently, learners completed a checklist to evaluate their reading process (Appendix I). This checklist allowed participants to carry out a continuous self-assessment that allowed them to connect their previous knowledge with the necessary content for the application of this strategy to improve comprehensive reading skills. Additionally, this self-assessment process led to reflection in order to establish short-term goals and solutions, guaranteeing an authentic follow-up process.

To answer the second research question: What are student's perspectives when using summarization to evidence reading comprehension? KWL Charts (Appendix C) and learning Logs (Appendix J) were used to know the perceptions about the sessions during the study and how useful it would be in their future academic performance. On the one hand the KWL charts provided a continuous peer evaluation to the researcher as the students shared their concerns and recommendations. These KWL charts (Appendix C) helped to redefine the objectives of each class according to the needs of the participants. Learning Logs (Appendix J) were applied

weekly to compare the takeaways of the classes and the reflection of how what was learned would be put into practice. Furthermore, in order to measure if student's perceptions changed they fulfilled a pre post survey (Appendix D). The surveys aimed to analyze student's perspectives towards narrative texts integrations as summary structure, kinds of text, skimming and scanning techniques and summaries strategies. The survey has a scale from; totally disagree, disagree, neutral, agree, and totally agree. Finally, a semi structured interview (Appendix K) was applied to 9 participants. These participants represented the different proficient English Level (considering 3 elementary, 3 pre- intermediate, 2 intermediate) to know whether writing and commenting their classmate's posts would improve their reading comprehension.

Data Analysis

Data analysis from the innovation were interpreted to the following research questions explained below:

RQ#1: To what extended does summarization improve reading comprehension? Pre-test and post-test were graded. Results were added in a spreadsheet in excel and later exported to SPSS (Statistical Package for Social Sciences) The main features that this statistical software displays are the mean scores and standard deviation. Also, the effect size (Cohen's *d*) between the variables was obtained.

RQ#2: What are learners' perspectives when using summarization to evidence reading comprehension? Three questions were included in the KWL charts. The information collected was analyzed and classified in an excel to organize according patterns and main categories.

A survey and an interview were used to determine and assess learner's thoughts about the innovation. A final semi-structured interview was performed to know the final perspectives of

the innovation. The information collected were analyzed by re-reading the transcripts from the interviews to find out patterns and by choosing quotes to support the interpretation.

Ethical Standards

To carry out this study the teacher, who is also the researcher, requested permission. It is important to mention that permissions of the Language Center director were granted for the research. Learners were deeply explained about the purpose of the study and its benefits. Authorities signed out a commitment letter that evidence their support from the beginning until the end of the study.

Results

The results were gathered from the qualitative and quantitative data. The two research questions were answered.

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 the pre-test to the post-tests significantly since the effect size (Cohen's *d*) for the whole group is 0.73, which means there is a large effect size. The mean from the pre-test (8.19) showed a notable improvement in the post test (9.7) Additionally, the *p*-value is less than 0.05 so it is interpreted as summarization strategy has given significant results on reading comprehension.

Table 1.

*Descriptive Statistics between Pre-test Post-test*

	Mean	Min	Max	Std. Derivation
Pre-test	8.19	5.00	10.00	1.66
Post-test	9.17	7.75	10.00	0.90

Second research question, *what are learners' perspectives when using summarization to evidence reading comprehension?* A pre post survey was applied to demonstrate which elements students include in summaries as learner's perspectives. Therefore, Figure 1, contrast both; pre and, post survey demonstrating the most significantly result have been in the question "I know the elements of a summary" to which the majority have responded that after the innovation they have a clearer vision of the elaboration of summaries. This question has a direct impact with the question "I can understand a long, complex text" because both the reading comprehension skills and writing summaries are directly proportional and help to increase the literary skills of the participants.

Figure 1. Pre-post survey
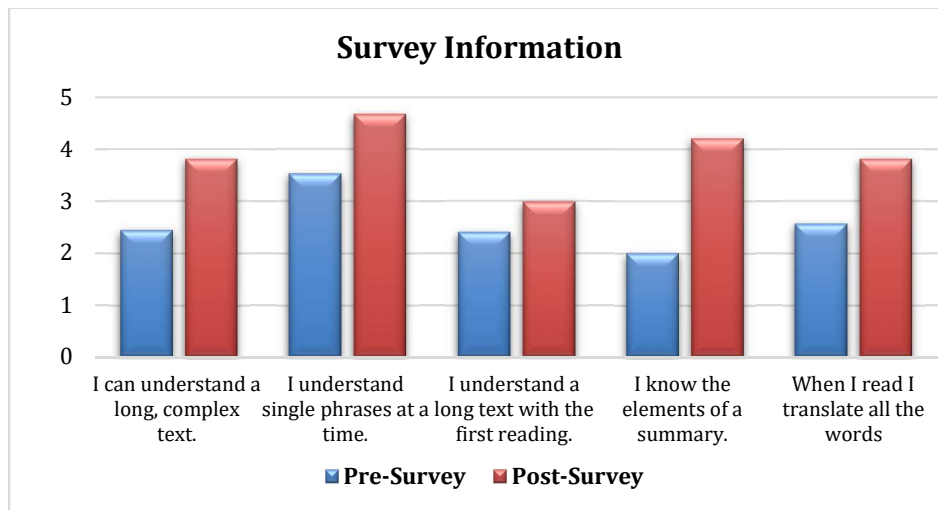
On the other hand, to support these quantitative results, participants demonstrated their perspectives by using "Time to Reflect" template (Appendix L) in which, there were four reflective questions. The participants completed a learning log weekly. Throughout these reflections, learners argued that writing and being familiar with vocabulary helped them to understand the different texts, they indicated that writing is not complicated when the text is understood and they have a higher literacy level. Few students per each level mentioned that at

the beginning of the innovation they feel frustration and confusion as a result of this insecurity, they had to read the text more than twice most of the time. Some of the reasons of their insecurity were related to: they do not know too much English and vocabulary, and lack of reading techniques. As part of the feedback and follow-up of the innovation, a KWL chart instrument was added to determine the difficulties of the students. Most of the students had problems identifying the purposes of the different authors and they confused secondary ideas with main ones, especially in opinion essays, since they took a point of view that did not allow them to be objective.

Finally, a semi-structured interview (Appendix I) was developed to collect the qualitative results of this innovation in a coding results interview (Appendix J). The participants were satisfied with the results obtained. Many of them at the beginning of the innovation felt confused and desperate since, from previous experiences, associating reading in English could be complicated. One of the participants mentioned that he feels a bit elongated and did not think that he could improve his reading skills since it is something that he does not do even in his native language. However, during the application of the innovation, he changed his mind and the book chosen allowed him to know more details and helped him to identify the main ideas. The first days when they posted the information on their blogs, some of the students mentioned that they felt insecure about what their classmates might think, since they were aware that the class had students with different proficient English levels. During the application of the innovation, this difficulty became a strength because elementary level students used as a model and guide the intermediate's task in order to improve.

Based on the results of the pre-post survey, the KWL charts, and the learning logs the students expressed that summaries facilitated their reading comprehension skills. A pre- post

survey on reading habits was applied at the beginning and at the end of the research respectively. The results obtained reflect that participants understand simple sentences and associate them with the contexts of the different text compositions. Despite the levels of knowledge of the language, 10 from 25 students mentioned that they commonly associate the new vocabulary with that of their native language, so they usually translate sentences in order to understand the different texts. The application of the innovation accomplishes the initial purpose which was to improve reading comprehension through the application of summaries. It is recommended to apply this strategy with all levels considering the interests of the students in the selection of different kinds of texts.

Discussion

This action research gave insights that summarization could be an innovative strategy to improve reading comprehension skills. 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 questions; to what extent does summarization improve reading comprehension? According to Duke and Pearson (2009), the summarization strategy aids improves learners' written summaries as well as enhances comprehension when taking reading tests. Therefore, considering the results obtained and contrasting the pre and posttest results Table 1 affirms, the application of summarization to increase reading comprehension was effective and significant because its p-value is less than 0.05. These results coincide with Özdemir (2018) who demonstrated using a Turkey study that summarization helped not only enhances writing skills but also increases reading comprehension.

Regarding Table 1, and contrasting the mean obtained in the pre and posttest. It coincides with Graham and Hebert (2011) who reported that the effect sizes for extended writing activities, summary writing, note taking, and asking or answering questions were all positive ranging from 0.28 to 0.68 determining a positive impact on the comprehension of weaker readers/writers.

For the second question; what are learners' perspectives when using summarization to evidence reading comprehension? Using Figure 1, the results obtained in the pre-post survey have been compared, it shows that most students feel they can understand simple sentences to take them to comprehend long complex text, they are skeptical and still do not feel the confidence to understand long text with a first reading. This pattern is due to the fact that was mentioned by McCardle (2016) who argued that, reading comprehension can be defined as the result of decoding and language comprehension in which, despite its complexity and time consumption, comprehension becomes satisfying and productive for readers. These findings are similar to Duke and Pearson's (2009) action research who highlighted that the process of reading comprehension can vary depending on the readers' and text characteristics (for example, the reader's cognitive capacities and type of text as its genre influences reading comprehension).

Lastly, Hutchins (1987) said that, after reading long texts, general ideas are commonly retained and details are omitted, in consequence. In other words, recognizing kinds of text and elements of narration are key components that need to be recognized while reading before summarizing stories.

According to the participant's thoughts expressed in their learning lgs and KWL charts at the beginning of the innovation, the majority felt insecure and frustrated but the feeling was disappearing as the reading and writing strategies were strengthened. A key factor that helped learners to feel more confident was the knowledge of the elements of a summary and the analysis

of the different types of text. These perspectives coincide with Özdemir (2018) and Mwinyi, Alja'am and ElSeoud (2017) who expressed that recognition of important elements of texts are helpful for understanding stories and summarizing does not simply mean to say to learners to write a summary after reading. On the contrary, it implies to teach learners what and how to do it.

Considering the participants who were interviewed at the end of the innovation to know how much writing and commenting classmates' summaries on blogs influenced in their reading comprehension, they declared these activities helped highly to comprehend new texts and promoted teacher and learner's interaction specially in the online modality. These positive perspectives coincide with Lee and Bonk's (2016) findings who argued that blogs have been highly used with the intention of keeping an active, engaging and rich interaction among learners and instructors.

Conclusion

Once the time allotted for this innovation was over, it is necessary to determine that writing summaries enhances and improves participants' reading comprehension skills. According to the results obtained in a pre and post evaluation, it is verified that the research has been positively significantly at all levels of proficiency.

Moreover, learners' perspectives toward summarization to improve reading comprehension were positive. The results obtained in the pre and post survey demonstrate the new perspectives developed by the students and the fact that they are aware that the implementation of reading techniques helps to improve their literary ability through writing. These literary skills developed go beyond the teaching of a language since several of the students in the interviews stated that the writing and reading techniques will be useful in their different

subjects of their career that are in their native language. Students feel more confident with their compositions and have developed a metacognitive skill "constructive criticism and synthesis".

Through continuous monitoring and feedback, they have been able to improve and give critical and constructive criticism to their peers. A crucial role has been the follow-up and feedback that the researcher provides to the participants through the KWL, which has allowed them to know in a timely manner and in time to solve the difficulties that have arisen throughout the innovation process.

Limitations

Despite the significant results obtained in the application of this innovation, it is necessary to underline that it was applied in a completely online mode due to the global pandemic that has directly affected the world. This innovation has been completely adapted to respond to a virtual education. Several tools and technological resources as Teams, Moddle, Podcasts Cloud, Padlet and blogs were used as a consequence of this, it caused certain insecurity and uncertainty in learners. Due to misunderstanding or lack of a stable internet connection, several instructions were distorting. Despite this, keeping focus on socio-emotional approach was essential to the world situation by creating a space of trust and dialogue with those investigated. The students chose a book for the reading club, but not all agreed so that the students who disagreed were not totally satisfied with the activities. Another drawback that arises was that a small group of students do not have confidence in their knowledge and they prefer to use translators.

Recommendations

In the development of this innovation, it is recommended that future researchers focus virtual education on socio-emotional development and the interaction of students through virtual

platforms. These types of activities can help create an environment of trust, security for the development of constructive criticism, and self-assessment. It is recommended to incorporate various types of texts to make summaries since in this way students can practice the different types of writing, have a more literary vision and develop reading comprehension. Additionally, it is recommended to present topics of interest in current and reliable readings of interest. Finally, it is recommended to review reading techniques since according to the pre-survey it has been found that most students do not have the habit of reading even in their native language.

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Appendix A

Lesson Plan

Available upon request.

Appendix B

Graphic Organizer - Elements of a Summary

Topic: _____

Available upon request.

Appendix C
K-W - L Chart

Available upon request.

Appendix D

Learners' Demographics

Available upon request.

Appendix E
Learners' Experience with Reading

Available upon request.

Appendix F

Pre Test

Available upon request.

Appendix G

Post Test

Available upon request.

Appendix H

Rubric for Grading Reading Comprehension of narrative texts.

Available upon request.

Appendix I

Checklist for Learners to Evaluate their Reading Comprehension.

Available upon request.

Appendix J

Learning Logs

Available upon request.

Appendix K

Semi-Structured Interview

Available upon request.

Appendix L (Coding of interview)

Available upon request.