Self-Assessment in Reading at an EFL Rural High School

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Abstract

This study implemented self-assessment to improve reading comprehension in students. The action research was applied at a public school in Portoviejo, Manabi- Ecuador. It was conducted for six weeks, and 30 participants had synchronous and asynchronous training. It combined quantitative and qualitative instruments: A pre and posttest, an open-questions survey, a Likert scale survey, and a pre and post checklist. At the end of the study, there was an improvement in the posttest mean compared to the pretest one. The results show Cohen's d= 3.08, which demonstrates a large impact on learning. Participants improved their understanding of texts. They also became more interested in reading when they found specific details by using scanning. The participants understood that texts would be more challenging every time. Thus, the implications of self-assessment in scanning are beneficial to EFL teachers and researchers who want their learners to improve reading comprehension.

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

Resumen

Este estudio implementó la autoevaluación para mejorar la comprensión lectora en los estudiantes. La investigación-acción se aplicó en una escuela pública en Portoviejo, Manabí- Ecuador. Se llevó a cabo durante seis semanas y 30 participantes tuvieron entrenamiento sincrónico y asincrónico. Combinó instrumentos cuantitativos y cualitativos: Una prueba previa y posterior, una encuesta de preguntas abiertas, una encuesta en escala Likert y una lista de verificación previa y posterior. Al final del estudio, hubo una mejora en la media posterior a la prueba en comparación con la anterior. Los resultados muestran un Cohen's $d = 3,08$, lo que demuestra un gran impacto en el aprendizaje. Los participantes mejoraron su comprensión de los textos. También se interesaron más en la lectura cuando encontraron detalles específicos mediante el escaneo. Los participantes entendieron que los textos serían cada vez más desafiantes. Por lo tanto, las implicaciones de la autoevaluación en la exploración son beneficiosas para los profesores e investigadores de inglés como lengua extranjera que desean que sus alumnos mejoren la comprensión lectora.

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

Self- Assessment in Reading at an EFL Rural High School

Reading is, most of the time, the language skills that help students learn English (Rachman, 2018). Albiladi (2018) expressed that reading in English within a second language (ESL) context has received much attention as researchers and second language educators have sought the most effective and beneficial ways to develop language learners' reading skills. Anderson et al. (1985) said that reading is a life skill, ensuring a child's success in school and even throughout his life. Hence, children need to learn different reading strategies in primary schooling (Sultana & Ahsan, 2013, as cited in Amid, 2019).

Although there has been a global increase in literacy in young learners, there are still disparities that need to be tackled (United Nations, 2015). In rural areas of the United States, most times, students graduate from school without reading competence (Peavy, 2018). In Latin America, some countries do not have reading disparities in rural and urban students (Peru, Argentina, Chile, and the Dominican Republic). Still, the opposite happens in others like Ecuador (Luschei & Fagioli, 2016).

According to Brown (2002), reading skills are challenging for English learners. For example, beginner readers need help finishing a text, which is a disadvantage in "comprehension" (Bastug et al., 2017). General considerations need to be taken into account. To improve reading skills, there must exist a straightforward action that aligns to 21st-century skills (United Nations, 2015), it is essential to select an appropriate reading strategy (Briere & Wilson, 2018). Besides, reading strategies should encompass students' needs and resources (Perkins, 2017).

The present study derived from the findings of international education exploring independent and conscious use of strategies for reading improvement in English second

learners. Strategies need to be modeled correctly (Ashegh, 2018) with significant

consideration of global reading strategies, problem-solving strategies (PSS), and support

strategies (Altay & Altay, 2017). Sanjaya et al. (2014) concluded that students, and not the

teacher, should be in charge of the process to achieve reading goals. In a more closely

related study, strategies positively affected reading comprehension scores and teenagers'

perspectives (Seedanont & Pookcharoen, 2019).

In Ecuador, related studies point to use assessment to foster skills but have not

explored self-assessment of strategies and reading skills altogether. Peñafiel (2014)

described and recommended a set of communicative strategies for reading comprehension,

including peer and self-assessment. Moreira (2020) reported an increase in reading

comprehension and supported the continued use of a checklist in each lesson for word

classification. Ontaneda (2019), on his part, explored self-assessment through the Strategy

Inventory for Language Learning (SILL) with positive speaking results.

The study adheres to current communicative competences summed by local

authorities (Ministerio de Educación, 2016). The Ecuadorian English Language Curriculum

states that English learners should be able to participate and achieve skills in the personal,

social, and intellectual domains. Specifically, there is a special mention on "the how of

communication" that is, the use of strategies for learning and having communicative skills.

On another topic, the text denotes that in secondary education (high school), there should

be a higher demand for assessments.

The present study participants were thirty adolescents of 10th grade from a rural high

school in Manabí, Ecuador. The researcher used a demographic survey to obtain

information about participants. Participants' access to and knowledge of technology was

limited, and home support from their parents is excellent. Participants had not received special reading guidance through their "very early stages" as recommended (Peñafiel, 2014). The placement test taken the last school year showed that the English level of participants is pre-A1; that is, five levels less than required A2.1, according to local authorities (Ministerio de Educación, 2016).

This action research contributes to reading comprehension, self-assessment, and social media as a tool. Teachers and learners could benefit from the findings due to the current sanitary crisis in the application of technology and communicative strategies. The activities were taken from the "pedagogical modules" (Ministerio de Educación, 2019), considered the technology access of students and their English level.

Literature Review

The present study explores the application of self-assessment in reading strategies to improve reading comprehension. Thus, the concept of those elements is included in this section with findings from some previous studies to which the research has aligned. Considering that teaching depends on planning the activities, there are brief notes on communicative principles and backward design.

Reading Strategies

According to Salem (2017), reading is a receptive skill in which the reader relies on prior knowledge to understand the current text. Logan (1997) described this process as "painful" for beginner readers, given that they carefully read each word or phrase. Strategies help students redirect their efforts and achieve reading competencies because they can use the strategy in a variety of contexts (Hunt & Beglar, 2005). Wang (2016)

described reading strategies as resources that learners use to be "effective", that is, achieve their learning outcome.

In a study on 215 young teens, Reynolds and Goodwin (2016) measured how the use of strategies affected reading comprehension, among other items. First, they assessed reading comprehension through true and false statements. Second, they used "scaffolding" during the activities, that is, provided support by meeting students at their current state and modeling the strategies to increase the difficulty gradually. Third, the authors used comprehension strategies like remembering known strategies, searching for evidence from the text, self-monitoring strategies, and using prior knowledge of words from the text. The authors questioned participants for them to self-assess their reading comprehension. They concluded that students were motivated, but in terms of scores, they had two different results, a negative and a positive one, due to two measuring instruments.

Nosrati (2015) explored the preference of reading strategies in a study on 23 young adults with an intermediate level of English. According to the author, reading comprehension derives from reading strategy use and recommends allowing students to choose the strategy. The author found that the most used strategies were reading the instruction, reading the questions first, looking for keywords, scanning the text, taking advantage of the clues, and rereading the text.

It is important to work these reading strategies together with parts of speech to improve students' reading comprehension, writing, vocabulary, and grammar. The four components of speech are nouns, verbs, adjectives, and prepositions. Nouns name people, places, and things. Verbs denote actions; adjectives point out properties and qualify nouns (Schachter & Shopen, 2007). Prepositions combine with a word to form a phrase or a

sentence. Hazaea and Alzubi (2016) stated that classifying parts of speech and identifying new words helped students in the reading process. It allows learners to build the meaning and promote an in-depth analysis of a text.

Besides, some of the strategies used in the present study are based on the Metacognitive Reading Strategies Inventory (MARSI; Mokhtari et al., 2018). The present study will focus on five metacognitive strategies 1) Read the instruction, 2) Set a purpose for reading 3) Look for keywords 4) Take advantage of the clues, and 5) Reread the passage. According to the authors, following these steps is only a guide for learners to answer comprehension questions.

Self-assessment in Reading

Self-assessment considers and evaluates the quality of students' work during the acquisition of knowledge. Self-assessment is more correctly defined as a process by which students self-monitor their reading comprehension. It is essential for learners with difficulties in reading (Hans & Hans, 2015). A second element of the self-assessment is making judgments about the development of one's learning is essential to the learning process (Spiller, 2012). The third component is that students select the following learning objectives and tasks to improve responses and correct mistakes to spread learning (McMillan & Hearn, 2008). This kind of evaluation involves students in the design of criteria for activities and supports them to expand their understanding of what establishes quality results in a determined topic.

Learners can measure how they interact and trigger knowledge when reading. According to Wung (2019), when students use reading strategies, they can examine themselves and become aware of how much progress they have made in understanding

what a text says after each reading instruction. Altay and Altay (2017) reported that applying self-assessment of strategies had no significant effect on students reading comprehension improvement. However, Seedanont and Pookcharoen (2019) found that students using reading strategies improved their scores, and they were expected to maintain the long-term strategy.

Communicative Activities through Social Networks

Brown (2002) stated through various chapters how learning should include comprehension and production. The author emphasized that teachers should engage students in communication in a "deliberate, but meaningful" manner. Similarly, in the text, the communicative approach is denoted as permitting learners to "use" the language considering current required competencies.

The Ecuadorian English Language Curriculum mandates the framework of lesson plans for state schools and activities derive from current EL principles (Ministerio de Educación, 2016). The report outlines how the lesson plan should be shaped. Classes should be engaging, interactive, collaborative, and engaging. Another characteristic is meaningful, that is, relevant to those who are involved. Activities should permit learners to negotiate to mean, elicit language resources, notice the use of language, and exchange it. There should exist a gradual process amongst lessons, where students are involved and explore independently their best ways to learn.

The present study aimed to answer the following research questions:

- To what extent will students improve reading comprehension through self-assessment of reading strategies?

- What are the participants' perspectives toward reading and self-assessment?

Innovation

The activities were built on to a final presentation: Predicting the future. The lesson plan included several self-assessments; participants sent pictures of their strategies lists and shared their progress in the chats; they had to express what they said or wrote. Also, they had to comment if they read or if they understood the task, their difficulties, and the achievements of their improvement. Participants posted pictures of their work on Facebook, where they commented, liked, and shared information depending on the lessons' task.

The coursebook was the "Pedagogical modules" divided into sections and lessons. The study involved completing Lesson A. The texts were explored using general questions that students answered using their "reading strategies." These reading strategies were developed in the lesson plan (Appendix A) using different activities like sentences, reflections, shorts writings, diagrams, mind maps, and other tasks shared in the class and posted on the Facebook page as evidence of the learners' progress. The study includes in the lesson plan the considerations of the literature.

Before this study, a proficiency test was taken to know the prior knowledge of students. The proficiency test (Appendix C) for reading comprehension included reading the instruction, reading the questions first, having a purpose in mind, looking for keywords, underlining or circling important information in the text, taking advantage of the clues, and rereading the text.

During the first week of the implementation of this action research, participants completed a demographic survey (Appendix B) to identify students' backgrounds. In the same week, students had to take a pretest (Appendix E) to know their fundamental

knowledge to guide the process. The pretest was evaluated using the self-assessment of each student. A pre-survey (Appendix E) was applied to introduce the reading strategies used to increase students' level, in which their English proficiency was in Pre-A1. Different reading strategies, like scanning strategy, were presented and used to support each activity's participants' work. All the tasks had the assistance of the teacher to be accomplished.

In the second week, students completed some tasks by applying the scanning and rereading strategies to make predictions about their future. These activities were performed individually. From this week to the fifth week, students fulfilled a self-assessment checklist (Appendix G) related to vocabulary and grammar of the readings and activities. They completed this checklist once a week to evaluate their improvements. At the end of this week, students made short presentations through videos posted on the Facebook page. Classmates had the opportunity to grade it by using a rubric elaborated for the performance.

In the third week, students continued developing the activities. For these classes, students thought about their plans by making predictions. They applied the scanning, rereading, and predicting strategy to analyze and evaluate information. From the fourth week, the learner had to reread the previous reading strategies to make diagrams, mind maps, and modeling a text by using some examples and the teacher's guide. In the fifth week, participants wrote a personal biography, and it had some cases to guide their writing. They applied new vocabulary words, time expressions, and other internet sources to complete their biographies.

In the last week, participants put the strategies in action to create a gypsys diagram and mind maps. Students had a clear idea about using prior knowledge to improve their

reading skills when working and self-assess their learning. Students fulfilled the post-survey (Appendix E), they answered the open-ended questions (Appendix F), and the post-test (Appendix H).

To improve reading comprehension, the teacher provided the correct answers to verify the results. In other cases, the teacher supported the learning process and corrected the mistakes in time. Finally, each activity was explained well to get a good understanding.

Methodology

The study is action research with the analysis of qualitative and quantitative instruments. In this section, there is information on the participants, instruments, and data analysis. The collection of data was the first step to analyze and interpret before and after the study. The design was mixed through quantitative results (scores) and qualitative results (perspectives and the strategies diagnostic).

Students answered the pretest (Appendix D) to be sure about their English level. They had to respond to the open-ended questions (Appendix F) to know their opinions about this innovation and their reading skills through self-assessment. Besides, they fulfilled the post-survey (Appendix E) and the post-test (Appendix H).

Description of Participants

Participants fulfilled two online documents to obtain information. First, a survey of reading habits (Appendix B) and a placement test (Appendix C) to know each one's level of knowledge, and the result was Pre-A1. The study was carried out with 30 students of the tenth level of the primary education of a public school in Portoviejo. The ages ranged from 14 to 15 years.

Most of the parents of these students have only finished their elementary education, so there was no support from the parents in the knowledge aspect. However, families were aware of the importance of education and provided reasonable control of their children in scholarly activities.

Instruments

The following paragraphs include a description of the instruments for the present study. To answer the research questions, the author included the Likert-type survey (Appendix E) is an adaptation of perception and attitudes tests (Guevara, 2019; Mullins, 2019; Smith et al., 2012). The pretest (Appendix D) and post-test (Appendix H) were reading comprehension questions from the British Council webpage for English levels A1 and A2 (Ministerio de Educación, 2019).

To report the first research question: To what extent students improved reading comprehension through self-assessment? The instrument was a pretest that involves three passages; the first passage is a multiple-choice six questions format, and the second passage contains six true and false questions. The pretest (Appendix D) and the readings for other activities used for the whole innovation were revised by the authorities of the school and two colleagues of the area to support the research work. The test was used for both pretest and posttest and sent via a link to an online app.

To report the second research question, what were participants' perspectives towards self-assessment of their reading strategies? The instrument was a Likert-type survey and an open-ended questions survey (Appendix F). Both surveys were in Spanish due to participants' English level. The ranking for the Likert scale survey was from 1, being the lowest (totally false), to 5, being the highest rank (totally true) for ten can-do

statements. The five open-ended questions aimed to answer questions about their interest in reading, their willingness to use the strategies in the future, and their thoughts on the changes partaken since the study. These open-ended questions were fulfilled for ten participants of the innovation who were randomly chosen to know their real perspectives about the innovation.

Data Analysis

Quantitative Data:

Research Question 1: To what extent students improved reading through self-assessment?

The information from the diagnostic test and reading tests was transferred to the SPSS statistical program to run descriptive statistics: minimum, maximum, means, and standard deviation. The t-test determined the effect size of the study, the p-value to verify that the results were statistically significant, which means that it was exclusively due to the variable to study.

Research Question 2: What were participants' perspectives towards self-assessment of their reading strategies?

The reliability of the survey (Appendix E) was tested with Cronbach's alpha. The open-ended questions (Appendix F) were organized based on positive and negative reactions and cross-referenced to the LTS to support the ideas.

Ethical Considerations

Before carrying out the implementation, authorization was requested from the Director of the elementary school. Once the Director approved it, students were informed about the innovation, the importance of the research, its purposes, the time to apply the

innovation, and the methodological level. Likewise, a letter asking for consent in the school was directed to the authorities.

Before starting with the implementation of the innovation, participants received an explanation of the change to prepare them for it and get the permission of their parents. The parents were informed that the English language is essential, and the study only benefited the learning process of their children with no display of their names or identities. Other requirements were observed, such as not showing the students' faces in photos or videos, and they were free to refuse participation.

Results

The results of the implementation of the innovation are shown in the following form:

For the first research question, to what extent did students improve reading comprehension through self-assessment of reading strategies? The results are demonstrated here below in Table 1.

Table 1

Descriptive statistics of the pretest and posttest results.

	N	Minimum	Maximum	Mean	Standard. Deviation.	Effect size. d
Pretest	30	4	12	8.47	2.51	
Posttest	30	11	25	18.13	3.65	3.08

Table 1 demonstrates the improvement of the participants from the pretest to the

posttest, after the application of the action research. Cohen's *d* showed a large and

significant effect size (ES) of 3.08. Moreover, the *p* value with an alpha of 5% was less

than 0.005, which demonstrated that the improvement was due to the innovation.

To reinforce question number 1, table number 2 shows the checklist with the

reading improvement through self-assessment, and word recognition improvement in

texts/passages, which participants achieved during the innovation.

Table 2.

Checklist about the reading through self-assessment, and word recognition improvement.

QUESTIONS	Pretest YES	Post YES
1. Do you recognize parts of speech?	14%	32%
2. Do you know what parts of speech are?	4%	36%
3. Can you give examples of parts of speech?	10%	40%
4. Can you recognize a noun?	8%	45%
5. Can you recognize a verb?	14%	60%
6. Can you recognize an adjective?	4%	40%
7. Can you recognize an adverb?	5%	38%
8. Can you recognize a preposition?	11%	45%
9. Can you scan the reading in order to find specific information?	8%	33%

In the previous table, it is noticeable that students demonstrated a good

improvement from the beginning, contrasted with the results shown in the last period of the

study. The item that showed more improvement was: *can you recognize a verb?,* results

showed that at the beginning, the answer was 14%, but in the final part, the product

increased to 60% that demonstrates that students are more efficient in recognizing verbs.

On the other hand, the item that was less improved was the one that asked about scanning

the reading to find specific information, which increased from 8% to 33%. The

improvement was the lowest among the items.

For the second research question, what were the participants' perspectives toward

reading and self-assessment? The results are shown in Table 3.

Table 3

Survey´s results of participants' perspectives toward reading and self-assessment.

Participants´ Perspectives Items	Previous Mean	After Mean
1.- I feel confident when I read.	1.67	3.67
2.- I feel confident when I use reading strategies.	1.97	3.57
3.- I can improve my reading skills with reading comprehension by using prediction.	2.07	3.83
4.- I can improve my reading comprehension by noticing the main idea.	1.50	3.63
5.- I can improve my reading comprehension when I am rereading the texts.	1.67	4.30
6.- I can improve my reading comprehension when I analyze the texts.	2.40	3.43

7.- I can improve my reading comprehension when I am evaluating a text.	1.30	3.20
8.- I can understand the texts from a book by applying the reading strategies.	2.13	3.53
9.- I can find specific details from a text in English by using the scanning strategy.	2.30	4.17
10.- I can improve in other subjects when I am a good reader.	2.23	3.23
11.- I feel happy when I receive a book.	2.50	3.33
12.- I read difficult texts in English and do not give up.	2.27	4.33

Table 3 shows significant differences in participants' perspectives concerning the results obtained from the pre and post previous and the after innovation' Likert-type survey (Appendix E) about the improvement of reading. There was an increase in the means of all the items, and the most substantial items were numbers 3, 5, 9 and 12 in reading.

Results confirmed that students have positive opinions regarding the newly implemented strategy skills at the end of the action research. The researcher checked all the papers and tabulated the data to describe students´ perspectives on reading strategies and self-assessment to improve reading comprehension.

It has been demonstrated in Table 3 that at the beginning of the innovation, students disagreed with the items of the survey. Their lack of knowledge and motivation was the principal constraint to begin the work. Nevertheless, the same Table 3 expresses how students change their perspectives.

To reinforce question number two about the students´ perspectives, Table 4 presents the results of the open-ended questions that students answered at the end of the innovation.

Table 4

Perspectives Survey – Open-Ended questions.

Questions	Answers	Total
When reading a story, what did you do first?	To translate the words.	4
	To read in silence.	1
	To read in a loud voice.	2
	Underline the words that I do not know.	3
What changes have you noticed in your participation in classes?	I understand words better.	3
	I know more vocabulary.	3
	I have noticed that I improved my English knowledge.	1
	I participate more in my classes.	3
Do you like to read? Why/why not?	Yes, because I like the English language.	1
	No, I do not like it because it is difficult for me.	1
	Yes, but I only know a few words.	2
	No, I think it is too complicated to learn.	4
	Yes, because I could learn a little more.	2
Are you a good reader? Why do you think so?	I do not think so. I need to improve more.	2
	I am a better reader than before.	2
	I need to practice more.	4
	I think yes. I want to learn more and more.	2
What strategy is the most likely you will	I want to use the skimming and scanning strategies.	4
	Reread the texts/paragraphs.	4

use in the future to read?	Extensive reading	1
	Silently reading.	1
How can you notice you have improved?	I know more vocabulary.	3
	I follow instructions in English.	2
	I recognize more words in a text.	5
Can you grade your own test or evaluation?	I do not think so. I believe I am not ready yet.	7
	I think I can do my best effort, but I am not ready yet.	1
	If the test is easy, yes.	1
	I believe it is too much responsibility for a student.	1

The results of the open-ended questions show ten participants with their answers regarding this innovation.

Findings show that most students translated the words when reading a story. At the end of the innovation, students participated more than at the beginning due their vocabulary improvement. However, they did not like to read, it was complicated for them, and they need to practice more and train their reading skills to be good readers. The strategies they prefer are skimming and scanning and reread the texts, and paragraphs. These strategies help them to improve reading and the recognition of words. Seventy percent of participants said that they could not grade their own test or evaluation, it was the highest percentage. This result demonstrated that students need to create reading habits to increase their reading skills.

Discussion

This study pretended to improve the reading skills of students at an EFL rural high school through self-assessment. Findings proved that the action research impacted learners and changed their perspectives toward reading and self-assessment.

Concerning the first question: To what extent will students improve reading comprehension through self-assessment of reading strategies? The results show improvements of the participants in the posttest. Cohen's d indicated a large and significant effect size. These outcomes indicate similarities with studies made before. Reading strategies are resources that learners use to achieve their learning outcomes in an effective way (Wang, 2016). Wung (2019) stated that when students use reading strategies, they can self-assess and become conscious about their understanding of a text. A study carried out by Seedanont and Pookcharoen (2019) found that reading strategies improved students' scores. Reading strategies should encompass students' needs and resources (Perkins, 2017). The difficulties related to reading presented at the beginning of the innovation were solved at the end of it. The results are consistent and indicate that self-assessment of reading strategies enhanced the reading skills of students at an EFL rural high school.

Concerning the second question: What are the participants' perspectives toward reading and self-assessment? The results of the Likert-type survey show that there are significant differences in participants' perspectives toward reading after the innovation. All the items had an increase in the means. These findings affirm that learners had positive opinions regarding reading and self-assessment because they improve their reading skills and reading comprehension by using self-assessment of scanning strategy and overcome some issues linked with reading.

According to Seedanont and Pookcharoen (2019), strategies impact positively on reading comprehension scores and teenagers' perspectives. Furthermore, the application of a checklist for self-assessing reading comprehension is a good tool for increasing this skill. Moreira (2020) reported an increase in word recognition and reading comprehension by applying a checklist in each lesson. Self-assessment allows students to choose the learning objectives and tasks to enhance answers and correct mistakes to develop learning (McMillan & Hearn, 2008).

To conclude, reading is an essential skill, which permits learners to succeed in school and in their personal development (Anderson et al., 1985). Likewise, self-assessment enables students to make judgments about the development of their learning, it supports them in the learning process (Spiller, 2012). When students employ self-assessment, they are capable of improving their skills by correcting their mistakes, taking the positive and negative aspects when performing the activities in each class. By means of this action research, students worked so hard in a synchronous and asynchronous manner, improving reading comprehension.

Conclusions

This action research enhanced students' reading comprehension in English through the use of self-assessment.

Students were invited to participate in the innovation in a complicated time which is the COVID-19 pandemic. The researcher created a Facebook group to share the activities. However, the sessions were not so effective because students missed the classes and did not connect to the sessions of classes prepared specifically for them. Unfortunately, students reduced in each session. The researcher took the decision of inviting them to home for

doing the activities. This strategy gave results, children self-assessing their tasks, and finally, it proved that students´ knowledge improved.

At the end of the innovation, students improved their reading strategies. When the innovation finished, students understood the texts better by rereading the passages. Students applied the scanning strategy to find specific items and ideas from the texts. The improvement motivated students to do better every time, and not to give up when they faced challenging activities.

Students' perspectives and attitudes were significant after the first classes, their self-assessment using the checklist was very useful because their understanding and knowledge increased positively. The results of the pre and posttest showed that self-assessment in students improved their reading comprehension.

Limitations

One of the main limitations was a short time to apply the innovation to produce more reliable and longer-lasting results. Another limitation was the lack of understanding that students have due to the low English knowledge. Students did not have any reading habits, and that is why at the beginning of the innovation, it was challenging for the students and the teacher. Additionally, the lack of a control group limited the opportunity to generalize results.

Finally, a big limitation is the current situation due to COVID-19; adapting the classes and strategies is critical to meet students' reality. For this reason, the sessions were given online, and the activities were posted on Facebook. The mentioned social media was the main tool to display the tasks of students.

Recommendations

It is recommended to have a control group in the next action research to have data to compare and contrast the results. Besides, the innovation could be a little longer to have more time to obtain a better perspective and better students' results. It is recommended to create WhatsApp groups, or Facebook small groups to control students; and it would be recommendable to establish a closer relationship with students especially in complicated times (COVID-19) to support them in the activities. Finally, it is recommendable to use technology to motivate students to investigate and look for some more reading strategies and become autonomous with the use of technology.

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Appendix A

Lesson plan

Available upon request.

Appendix B

Demographic Survey

Available upon request.

Appendix C

English Proficiency Test/Kite Lite English Test

https://www.kaplaninternational.com/free-english-test-online

Appendix D

Pre- Reading Comprehension Test

Available upon request.

Appendix E

Likert type scale survey

Available upon request.

Appendix F

Perspectives Survey – Open-Ended questions

Available upon request.

Appendix G

Checklist for self-assessment

Available upon request.

Appendix H

Post-test.

Available upon request.