



**Peer Assessment for Skimming and Scanning to Improve Reading Comprehension:
An Action Research Study**

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Abstract

The purpose of this study was to demonstrate the impact of peer assessment of skimming and scanning strategies to improve reading comprehension in high school learners. The innovation was conducted in A1 level of students. They belonged to a public high school in Ecuador. They were in ninth grade. This study was implemented for six weeks. Students measured their advance through checklists during the process. In this action research, quantitative and qualitative instruments were applied to gather data. Pre-posttest and checklist were used to report quantitative data regarding improvement of reading comprehension; and pre-post surveys combined with open questions showed qualitative data about students' perspectives during the process. Pre and posttest results showed a difference in the mean among pre-posttests of 3.97 and p value of 0.000 which means the results are statistically significant. Cohen's $d = 0.27$. This means there was an impact in learning. These findings can contribute to future studies in the field of reading comprehension in EFL.

Keywords: peer assessment, skimming, scanning, reading comprehension.

Resumen

El propósito de este estudio fue demostrar el impacto de las estrategias de retroalimentación entre pares, leer rápido la idea principal y leer rápido datos específicos para mejorar la lectura comprensiva en alumnos de secundaria. Los estudiantes estaban en noveno grado y su nivel de inglés es A1. Ellos pertenecían a un colegio fiscal del Ecuador. Este estudio fue implementado durante seis semanas. El avance de los alumnos fue medido a través de listas de verificación durante el proceso. En esta investigación-acción se aplicaron instrumentos mixtos para recopilar datos. Pruebas previas, pruebas posteriores, listas de verificación para indicar de manera cuantitativa el mejoramiento de ellos en la lectura comprensiva y entrevistas previas y posteriores combinadas con preguntas abiertas para indicar datos cualitativos que muestren el cambio de sus perspectivas durante el proceso. Los resultados mostraron un notable incremento en el promedio entre pruebas previas y posteriores de 3.97, un valor de $p < 0.000$ lo que significa un resultado significativo en este estudio. Cohen $d = 0.27$ refleja un gran impacto en el aprendizaje. Estos hallazgos pueden contribuir para futuros estudios en campos de lectura comprensiva en inglés como lengua extranjera.

Palabras claves: retroalimentación entre pares, lectura rápida para encontrar idea principal, lectura rápida para datos específicos y lectura comprensiva.

**Peer Assessment for Skimming and Scanning to Improve Reading Comprehension: An
Action Research Study**

Nowadays, English language is considered the principal commercial language in the entire world. English as an international language gets a relevant impact in communication, education, and multicultural fields. In the educational field, learning English as a foreign language plays an important role in students of Latin America. English is an acknowledged passport to better education and employment opportunities (Riyak, 2016).

For this reason, the Ministry of Education in Ecuador promoted different ways to increase English proficiency skills levels. Local authorities launched the Go Teacher Program for four years of training at Kansas State University. This program supported English teachers learning to obtain B2 level based on CEFR; and acquire new techniques and methodologies to enhance students' learning process (Ministerio de Educación, 2012).

Furthermore, the government of Ecuador established as mandatory to teach English from second grade of basic education to third of baccalaureate in order to increase Ecuadorian proficiency English levels (Ministerio de Educación, 2014). Since 2016, the Ecuadorian National Curriculum has changed in all subjects with challenges to transform traditional to interactive classes especially in public schools and secondary centers where teachers must use strategies so students could get the ideal proficiency level at the end of basic grade and baccalaureate year based on Common European Framework for Languages (Ministerio de Educación, 2016).

However, one of English skills with high level problems for students in Ecuador educational centers is reading. Students do not like to read in their mother tongue. As a result, they will not read in a foreign language. PISA (Programme for International Students Assessment) took an evaluation in 2015 to 540.000 students. They were 14 years old of different schools, countries, and nationalities. The statistics showed that countries like

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Canada, Hong Kong and Estonia got high levels of performance and equity in education outcomes. On the other hand, in America countries such as: Chile, Uruguay, Costa Rica, Colombia, Mexico, Peru, and Brazil did not obtain the required level minimum in Reading proficiency.

In Ecuador, the reality is the same. Ecuador had 93 world ranking place among 100 countries in the domain of English and 19/19 ranking place in Latin America, which reflected the lower levels, and harder emergency situation (Education First, 2020). The last census showed that Ecuadorians in 26.5% did not spend time reading in Spanish. They (56.8) did not do it because they did not like it; and 31.7% did not read because they did not have time. This means that three of each ten Ecuadorians did not spend time reading in Spanish (Instituto Nacional de Estadística y Censos, 2012).

Thus, the government through the Ministry of Education in 2017 launched the campaign “Yo Leo” (I Read) with the purpose of increasing students' habits of reading in L1. Likewise in 2018 the Ministry of Education promoted a new campaign with the phrase “Sin lectura no hay educación” (“Without reading there is no education”). Due to all these background problems in students' mother tongue, it is a hard challenge for English teachers to get a better English comprehension in reading.

Febriyanti (2019) said that reading is a complex language skill that demands the use of many skills at the same time. Reading is considered a harder skill among the four language skills like writing, listening, and speaking. Reading and listening are receptive skills, both generate high thinking processes (Nunan, 2015 p.63). However, EFL learners face weakness in understanding written texts because they translate using their mother tongue in daily communication, use of English language just in the classroom, and limited vocabulary (Ahmadi, 2013 as cited in Febriyanti, 2019).

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Furthermore, there are other difficulties reading in English. Some researchers claimed that three factors interrupted reading comprehension acquisition process: problems of understanding in using the alphabetic principle, disabilities to transfer comprehension skills of spoken language to reading and the lack of motivation and interest for reading (Snow et al, 2006 as cited in Kamau et al, 2016). Reading is a difficult process that demands perceptual, linguistic, cognitive, and effective systems (Adams 2002 as cited in Kamau et al, 2016).

Furthermore, the description of the Common European Framework (CEF) involves lexical knowledge as part of the linguistic competence. The reception process is seen as one primary component for interaction. CEF can do for listening/reading are: students can understand posters or catalogues. According to the English Language Learning Standards A1, students in reading skill must “understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required” (p. 11). Additionally, in the Curriculum Guidelines, EFL ninth grade students should be able “to extract the gist and key information items from simple informational, transactional and expository texts” (p. 11) at the end of the year.

Barrios (2017), Luguana, (2019), and Rodríguez (2018) conducted studies related to reading comprehension, where skimming and scanning strategies were applied to increase reading skill in secondary students that presented low performance levels in reading skills. The first study was conducted with a based instruction strategy where results were collected through pre/post-test (Barrios, 2017). The second researcher used qualitative and quantitative instruments to collect results (Luguana, 2019). The last action research included the use of skimming and scanning to improve reading comprehension through a flipped learning approach (Rodríguez, 2018). In all cases, after the application of skimming and scanning strategies learners improved notoriously their reading comprehension.

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Some studies showed positive aspects of peer assessment in English skills. UK Quality Code -Advice and Guidance for Higher Education (2018) defined assessment as a fundamental aspect in students' learning experience. Assessment could be formative and summative. Also, it is a vehicle for obtaining feedback and reviewing performance. Other researchers used peer assessment strategy to increase English skills in learners. Wiyasa (2015) applied peer assisted learning to improve reading skill. He conducted his study in cycles: planning, acting, observing, and reflection. Students improved their reading comprehension. Double et al. (2019) conducted a meta-analysis 54 studies to evaluate the impact of peer assessment in all subjects on primary, secondary, and tertiary students' academic performance. The study results showed that peer assessment improved their academic performance.

Nevertheless, there are not similar research studies that combine both variables peer assessment and skimming, scanning strategies to improve reading comprehension in high school learners. Richards (2006) expressed that students become comfortable with peers, groups or pair work tasks, instead of relying on the teacher for a model.

This study was carried out in the city of Guayaquil with basic education students. The English level of 84.21% of the participants was below level A1 in English. Only six participants got the ideal A1 level according to the course. Participants of ninth grade of this public high school presented the following problems in reading comprehension: lack of previous vocabulary knowledge, limitations of exposure practices opportunities, lack of strategies and activities to understand texts, the lack of real materials, and lack of motivation activities to develop this skill in them.

The aim of this action research was to consider the positive effects of peer assessment of skimming and scanning to improve reading comprehension in students. Regarding

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technology, participants used Google drive that offers many tools to enhance skills. The following questions were considered in this study:

- To what extent does the use of skimming and scanning strategies improve students reading comprehension?
- To what extent do students improve in skimming and scanning?
- What are students' perspectives of this process?

Literature Review

This research involves the connections between Peer assessment of Skimming and Scanning to develop Reading Comprehension in learners. The dependent variable is reading comprehension and the independent variables are peer assessment, skimming and scanning. The goal of this section is to provide deeper concepts, theories, benefits and different research studies to valid this study.

Reading Comprehension

Reading comprehension plays a vital role in the acquisition process of learning a second language. As Febriyanti (2019) said, reading as a complex language demands to use many skills at the same time. Akubo (2019) highlighted reading is an active developmental process in which the reader constructs meaning by using information from the text as well as his prior or background knowledge. Free reading style is especially stronger to learners in learning English as a foreign language. Reading for communication purposes (“real-world” purposes for reading), and Reading for education purposes are two essential functions of reading (Anderson, 2008, as cited in Nunan, 2015, p.64).

Reading is an input process with cognitive, linguistic, and affective benefits in EFL learners. Thus, input in reading promotes built-in-review, background knowledge, vocabulary, syntax, and motivation in readers that facilitates reading comprehension

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(Krashen, 2007). The importance of scaffolding as a strategy in reading comprehension is necessary in order to associate L1 to comprehend L2 language. Grabe (1991 as cited in Maley & Prowse, 2013) said that interactive approaches involve interaction between lower level bottom-up skills and higher level cognitive skills like using schemata, forming a gestalt of the “aboutness” of the whole text (p.166).

Farrell (2018) defined input as the model language in which learners are exposed through listening and reading. Krashen’s (2005) claimed input hypothesis as a way to support students in acquiring language. Offering students enough comprehensible input that they get accurate vocabulary and grammar. Additionally, he stated that language acquisition occurs subconsciously while language learning is done in a conscious way (Krashen, 2005, p.2). Learners need “background knowledge” to comprehend readings (Kingsley, 2019).

On the other hand, Grabe (1995) mentioned implications for reading instruction. The author mentioned that combining L1 and L2 can be a reading strategy to comprehend complex texts. Also, this ability to connect L1 prior knowledge to L2 is appropriate for basic learners (p. 5). Anggita (2016) added that dilemmas in reading abilities in a second language must be considered in reading comprehension.

All these factors should be considered before teaching reading in young learners (Hughes, 2013). Young learners and adults do not learn in the same way and they have differing purposes in reading. Young learners' reading purpose is undefined. For this reason, they need a scaffolding process. In contrast, adults focused on readings for specific purposes (Hughes 2013). In students of early grades, they can comprehend when they select the reading they want to read (Krashen, 2009 as cited in Kingsley, 2019).

Intensive and Extensive are two types of reading. As Yamashita (2015) said in Extensive reading, students need to read a lot and variety of types of contexts to have a wide and diverse type of knowledge. As a result, ER is called a cognitive process. Intensive

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reading focuses on vocabulary, pretext activities for grammatical and other language study. Kramersch (1993) and Rosenblatt (1994: as cited in Maley & Prowse, 2013) said that intensive reading takes place when the teacher takes learners through a text by deconstructing it, explaining vocabulary, drawing attention to points of grammar or style (p. 167).

Reading Comprehension Strategies

Strategies are mental and communicative processes to develop learning in a foreign language (Nunan, 199, p. 310). One of the eight principles for teaching reading stated “encourage readers to transform strategies into skills” (Anderson, 2003 as cited in Nunan, 2015). Nunan (2015) defined strategies as tools to monitor the learning process (p. 70). Brown (2000) recommended ten strategies in reading comprehension that second language learners should apply as techniques: Identify the reading purpose, use of graphemic patterns, silent reading, skim, scan, or clustering, guessing, analyze vocabulary, know literal and implied meanings differences, and capitalize discourse markers relationships (p. 306-310).

Skimming.

Skimming is one strategy to read a text faster just moving the eyes for its gist. In addition, this strategy helps learners to predict the main idea, determine the purpose and identify supporting or secondary ideas in a text (Ulker, 2017). Skimming is a synonym of speed, it requires concentration, memory, recalling, reduction of sub vocalization, procrastination, interruptions, and stress. The authors also mentioned skimming followed three steps: read the first sentence, read the last sentence of each paragraph and read key words inside (Abdelrahman & Bsharah, 2014 as cited in Afla et al., 2017). There are three types of skimming before the previous reading, second to interpret by setting a goal, and, read specific information to complete an activity (Blitary, 2016 as cited in Luguña, 2019)

Scanning.

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Scanning is used to list a certain number of information (Brown, 2000, p. 308). It helps learners in finding specific or key information without understanding the overall content (Nunan, 2015, p.70). Its purpose is to quickly search particular and necessary information like dates, places, definitions, and names, among others without reading everything. This strategy purpose is answering specific questions through quickly reading in order to extract meaningful information (Luguaña, 2019). This strategy is ideal to look for information in schedules, manuals, and instructions, among others (Ulker, 2017).

Peer Assessment

Richards and Renandya (2002) said that assessment provided a valid measure on students' performances and what they can do in a foreign language (p. 336). Both researchers also mentioned that learning logs are beneficial in assessment because they help teachers to know how much students learn from classes and permit them to assess students without grading (p. 349). Peer assessment strategy helps students to reflect their critical thinking among them. The assessment is valid when students can transfer their learning to real life (Slavin, 2017 as cited in Febriyanti, 2019). Other researches recalled that peer assessment promotes opportunities to provide responsibility for analyzing, monitoring, and evaluating aspects in the product and the learning process of peers (Cheng & Warren, 2005).

Other studies indicated that students' feelings and attitudes increased using peer and self-assessment, they became more critical and reflective about their progress (Logan, 2009 as cited in Ndoye, 2017). Authentic assessment permits students to explore learning needs, understandings, and performances. According to Adhiyanti et al., (2018) recommended the use of anonymous peer review as an effective approach in improving students' writing skill.

Technology Tools

Technology can be a tool to engage learners in the teaching-learning process. It should be used to reinforce the learners' capacity to apply their knowledge and skills to

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analyze, to discern, to reflect and to communicate properly. It promotes a problem solving sense for a variety of situations (Ananiadou & Claro, 2009 as cited in Tondeur et al., 2017, p. 4). Lachs (2002, as cited in Courts & Tucker, 2012) explained that teachers and students need to develop and establish a communicative classroom environment that facilitates learning, it can include technology resources.

The use of technology in traditional classes must be focused to support learning and instruction (Fan et al., 2016). Social media promotes new possibilities in a foreign language to develop skills like reading and writing. Media has a potential in giving learners opportunities to communicate in authentic contexts with native or maybe non-native speakers of the target language (Zheng et al., 2018). For instance, they mentioned that tools like blogs, wikis, social networking sites and digital resources make learners get engaged in the activities that are assigned as well as create meaningful lessons.

Google Drive is an internal free app offered by Gmail. This application was launched on April 24, 2012 by Google. In this service, it is possible to make, save and share documents, emails, photos, and presentations with others in real time. Google Drive had some applications like google docs, google slides, and spreadsheet. Google docs promote inquiry and communication skills to facilitate engagement in students-centered learning. Documents and slides can be edited, viewed, made corrections, provided advice, shared in a collaborative way at the same time (Faulkner, 2019).

Communicative Learning Teaching - (CLT)

Brown (2000) defined it as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes” (p. 340). The CLT approach had connections in early years with *task-based language teaching* (TBLT; Nunan, 1999, p.7). It

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promotes the use of interactive activities to ensure students comprehension (Herrera & Hurry, 2011, p. 274).

The Communicative Language Teaching (CLT) approach focuses on communication rather than grammar. Classroom activities should be meaningful and involve real communication. Richards (2014) mentioned “Using English for social interaction in out-of-class situations provides many opportunities for learners to maintain and extend their proficiency in English” (p. 4).

The output hypothesis is equal to learners' language production. The output is the result of communication purposes, whether in oral or writing interaction (VanPatten, 2003 as cited in Farrell, 2018). Abebe and Deneke (2015) argued that class participation is an essential part in learning a foreign or/second language. Students must be engaged in the process.

Ellis (2005) indicated that a successful instructed language learning is an excellent opportunity for output, because teachers can help learners develop their personal voice (p. 218). Thus, Krashen (2013) indicated that it is “a great deal output method of communication" and "acquisition should take place, as opposed to analysis” thus promoting self-confidence in students (p. 3- 4).

Backwards Design

Lesson plans must be content effective strategies to guarantee knowledge. Davila (2018) defined the backward design as a tool that showed a template for better planning and understanding of both the teaching and learning processes. Wiggins and McTighe (2015) mentioned three stages of backward design that are useful ways in planning; they concluded that all activities must be useful, with real purposes in students' understanding and desired results.

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Furthermore, the criteria and validity topics are discussed, implementation of rubrics to differentiate students understanding results and students' needs in knowledge, cognitive schemata, and resources to achieve the desired understandings and performances (Wiggins & McTighe, 2015).

In addition, in the classroom is vital the creation of opportunities for students to promote interaction with the subject matter being studied (Herrera, 2010, p.105). For this reason, the use of photos, media, computer, drawings, charts, tables, diagrams and more are suggested to illustrate concepts and process in classroom instruction (Herrera & Hurry, 2011, p. 274).

Innovation

The innovation was conducted to develop reading skills focusing on comprehension using skimming, scanning strategies and peer assessment. This study was implemented for six weeks, it covered in one unit by five periods per week each period lasted 40 minutes. Students measured their advance through checklists during the process. Participants used technology for complementary activities.

Participants in week number one, took an online placement test to explore English knowledge (appendix 2), they completed a demographic survey to provide information to the researcher (appendix 3), and resolved three pretests of readings to know their reading proficiency (see appendixes 4).

After practice one, they wrote and shared a paragraph using Google doc to a peer and the teacher about a party experience. In the second reading exposure, participants wrote an email related to a trip experience on their vacations. Then, they sent it to a peer and the professor. In practice week four, students elaborated a power point online presentation about four unforgettable moments during their vacation. After that, they shared this presentation

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online and face to face with the professor and peers. The following week, they drew and shared with a classmate a horror comic about a personal experience.

Additionally, they read and answer five passages (one per week) using skimming and scanning strategies to improve their scanning and skimming strategies (Appendix 5).

Learners completed one reading worksheet per week. There were five practices of different types of readings related to the unit that connect their vacations and holidays experiences such as trips, parties, and other types of celebrations (appendix 5). Previous to completing each reading worksheet, they learned and explored vocabulary so they could answer questions quickly using scanning and skimming strategies. Beside each reading practice followed the same system structure, the lectures belonged to the unit, and they were over ten points (Appendixes 5).

Scaffolding activities were applied to support them during this study. Participants explored vocabularies, places, characters, grammatical tenses, identified main ideas, secondary ideas, concluding sentences, title, and topic. Students worked in individual, pair and group activities to support the process (Appendix 1). They interviewed a partner using three times the same peer checklist (Appendixes 6) to monitor their reading comprehension advance in the beginning, middle and the end of this study. During those reading practices students answered individually three learning logs (Appendix 7).

To reinforce English skills during this innovation, students did complementary activities using Google drive. For this reason, participants created their gmail account individually in the lab, created a gmail account and learned how to share and work in drive previous to realize activities at home or class. Students elaborated and shared complementary activities using google drive to a peer and professor in order to reinforce skills followed to rubrics or previous instructions. In the last week of this innovation, they took the posttests.

Methodology

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For this project the investigator carried out an Action Research that included mixed experimental methods. They are Quantitative and Qualitative methods. The study data were collected through pre and post-surveys and pre and posttests. Participants' results were analyzed and revealed in this study. This innovation was applied during the third partial of the Second Semester 2019 -2020 from December and January, with one experimental section.

The participants took an online English Placement exam in order to determine their English knowledge level (MM Online Placement Test). It showed that only six students of the forty got the ideal proficiency level for ninth basic grade. On the second day, participants took a demographic survey, on the third day they took a pre-survey. Two days after the participants took three different Reading Comprehension tests (A1-A2) which they took again at the end of this innovation as a post test. In the same way, they took a post survey on the last week.

Participants

The study was conducted at a public high school situated in an urban area in the center of Guayaquil city. In this research, 40 students participated. There were males (8), and females (32), their ages ranged from 13 to 14 years. All of them belonged to different sectors and neighborhoods of southern and northern Guayaquil. Their social economic condition was medium due to their families' backgrounds. Their mother tongue was Spanish, their race was mestizo, and half of participants presented problems with internet access at home. Regarding the abilities with technology, they indicated their performance was basic. The participants for this study research were in ninth grade of Basic Education.

Instruments

Referring to the first research question: *To what extent does the use of skimming and scanning strategies improve students reading comprehension?* Pre and post tests were

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applied to measure the level of comprehension. Participants took two times the same tests at the beginning and the end of this research. The tests were designed according to the descriptors of the CEF for levels A1 and A2. The three tests were marked over 30 points. Each evaluation had short readings, and multiple choice questions to practice skimming and scanning (Appendix 5).

In order to respond to the second research question: *To what extent do students improve in skimming and scanning?* The researcher provided participants a checklist that they used three times during the study: after first practice, (in the beginning), in the third practice (during), and in the fifth practice (see Appendix 6). After each reading practice, the participants used a checklist to provide feedback on reading comprehension.

The last research question: *What are students' perspectives of this process?* pre-post surveys were used. They were taken on the second day of this study. It is structured with 11 yes /no questions and 7 open ended questions. Most of them were answered using their mother tongue due to their low proficiency.

Data Analysis

The results of the pre and posttest for this study were analyzed using the SPSS Software Program. Descriptive statistics were run including: maximum, minimum, media means, and standard deviation. These results helped to measure and interpret the impact of this innovation in participants. The results of the pre and posttest, checklists, and surveys will be triangulated to validate the study.

Pre and posttest results were entered in an excel sheet of excel document, where it registered their grades of three tests designed for levels A1 and A2. The results were registered in a table to establish improvement.

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Checklist was classified by twelve yes/no questions. To measure their progress in reading, positive answers were considered during this study in three different moments first, third and fifth reading exposure. The results were saved in a sheet of excel. Frequencies were summarized in a table.

To analyze the answers of the pre and post surveys, the results were organized in an excel sheet, where the mean was calculated. Students' opinions were reported in paragraphs to transcript their experiences and development during this study. The results were classified related to their feelings, cognitive problems and positive/negative answers.

Ethical Considerations

In order to guarantee ethical laws in participants and to demonstrate that the study research is valid and reliable, the following measurements were taken into consideration: to get the consent of principal authority educational institution and parents or representatives to let their children participate in interviews and be in the study process. Participants were informed that all material developed in this study was used for academic purposes. For this reason, they were not required to write their names in the surveys and they were informed of their results during the innovation individually. All the study process was conducted with total honesty.

Results

This section is organized according to the research questions and main findings results are included in tables.

To what extent does the use of skimming and scanning strategies improve students reading comprehension? Pretest results evidenced that participants had low reading skill. According to the researcher's observations, participants lack prior knowledge of reading

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strategies, limited vocabulary and reduce exposure time. In contrast, posttest results showed students improved notably as it is reported in table 1.

Table 1

Descriptive statistics of Skimming & Scanning Reading Comprehension Pre/Post test

	N	Mean	SD
Pre	40	3.97	1.54
Post	40	6.92	1.03

The pair sample test indicates a $p = .000$ which means that the results are statistically significant and due to the implementation of this study. Cohen's $d = 0.27$. This means there was an impact in learning.

To report the second research question: *To what extent do students improve in skimming and scanning?* In order to determine the impact of students' improvement in reading comprehension a checklist was used. Participants controlled their progress using three times the same checklist during this study.

Table 2

Peer Assessment checklist.

	Checklist 1	Checklist 2	Checklist 3
Questions	YES	YES	YES
Can you identify the main idea in the text?	2	22	27
Can you recognize the concluding sentence in the text?	5	10	30
Can you skim the main idea quickly?	10	25	30

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Can you scan key information in the text easily?	10	20	25
Can you recognize secondary sentences in the text?	8	22	31
Can you recognize the characters in the text?	20	30	40

Table 2 shows the results of three checklists that were applied during the innovation. Students completed one checklist after each practice. For the purpose of this analysis, three were chosen: the first, the middle, and the last.

The chart showed participants opinions and progress during the process, In the beginning a minority group could recognize main and secondary ideas. In addition, they did not apply strategies like skimming and scanning to improve their reading comprehension. On the other hand, in column three observed a notable improvement due to a majority group able to understand texts using those strategies. At the end, all participants could recognize characters. However, 13 and 15 students had few advancements due to time pressure to complete tasks. It is recommended more reading practice using skim and scan to improve their time and comprehension.

To respond to the third research question: *What are students' perspectives of this process as a result of this innovation?* Results of the survey are shown in table 3. The survey had a Cronbach's Alpha of .686 which indicates the reliability is acceptable.

Table 3

Pre/Post Survey. Skimming and Scanning for Reading Comprehension

Questions	Mean Pre-survey	Mean Post-survey
I can understand a short text.	2.03	3.73

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I have used skim strategy to find the main idea in Readings.	2.03	4.18
I have used a scan strategy to find specific information in Readings.	1.35	4.25
I understand a long text with the first reading.	1.95	3.33
I understand a long text by rereading it.	2.58	4.38
I have a google account.	2.25	4.38
I know how to work with Google drive tools.	1.95	4.15
I can share online documents with others.	1.23	4.25
I have used a Peer Assessment Checklist to measure my leanings.	2	4.13

Results in table 3 revealed that participants have never applied reading strategies like skim and scan in the comprehension process. At the beginning, 2.025% of the students used and knew skimming to recognize the main idea in readings and 1.35% (2) have scanned without knowing this strategy to find specific information. At the end, 39 students knew and used skim strategy to identify the main idea in reading passages the percent was 4.175%. In addition, all students scanned to find specific information.

For the open questions, 20 students reported that when they saw a passage at the beginning of the innovation they experienced negative feelings like fear, sadness, and nervousness, confusion, and frustration due to their misunderstanding of the readings. Those

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feelings changed at the end, 35 students indicated that while they were reading they experienced positive feelings such as, confidence, excitement, well, and happiness because they could comprehend the readings.

At the beginning, 35 students mentioned that they had to read many times to understand overall reading. After the third reading practice, their level of comprehension improved. As a consequence, students started to understand the readings without rereading. A few learners understood the overall reading using an appropriate time.

Students indicated that understanding reading is complex and is not easy because they did not understand long texts, and English is difficult and complicated. Additionally, 5 participants said there are a lot of new words. For this reason, they could not understand. On the other hand, the post- survey showed that 30 participants mentioned that English readings were not complex and that they could scan and know new words.

Finally, in the beginning 25 participants reported they did not know what is or how to use peer checklists. They were not sure if it could help to improve their reading comprehension. Only 7 participants believed that it could help in the process. At the end, the post-survey revealed that 40 students agreed that the checklist helped them to know their improvement in reading comprehension.

Discussion

Reading as a complex skill demands to use many skills at the same time (Febriyanti, 2019). Skimming and scanning strategies were applied to increase reading skill in secondary students that presented low performance in reading skills. Positive results in this study are similar to those of Luguña (2019). The researcher indicated that using a skimming strategy helps to complete a reading task.

Skimming is one strategy that readers use to read a text faster just moving their eyes for its gist (Ulker, 2017). In this study students applied skimming to complete all reading

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tasks, but the time to complete was not faster as a consequence to their level. Thus, scanning strategy helped learners in finding specific or key information without understanding the overall content (Nunan, 2015, p.70). At the beginning, it was difficult to find some details in the passages. At the end, it was easy for them to scan for details. In addition, this strategy helped learners to predict the main idea, determine the purpose and identify supporting or secondary ideas in a text (Ulker, 2017)

At the beginning, students did not have prior knowledge related to the content of the passages so it was difficult for them to construct their meaning. After that, using scaffolding and strategies their skills improved. Some researchers claimed three factors that interrupted reading comprehension: problems of understanding in using the alphabetic principle, disabilities to transfer comprehension skills of spoken language to reading and the lack of motivation and interest for reading (Snow et al, as cited in Wairimu et al., 2016).

School learners need a lot of “background knowledge” to comprehend readings (Kingsley, 2019). In students of early grades, they could understand their selected reading (Krashen, 2009 as cited in Kingsley, 2019). In this research, elementary learners used previous controlling activities before starting to read like exploring new vocabulary, in pairs identifying main and secondary sentences, finding key information in pairs then, they started to work alone. Additionally, passages were chosen according to their level and topics that were similar to their mother tongue.

Authors as Wiyasa (2015) applied peer assisted learning to improve reading skill. He conducted his study by: planning, acting, observing and reflecting on their peer and self-assessment. They became more critical and reflective about their progress. In this study, 40 learners agreed on their advance in comprehension text. Peer assessment strategy was positive because they could support, recognize their improvement in readings by themselves. Besides Double et al. (2019) conducted a meta-analysis 54 studies and quasi-experimental to

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evaluate peer assessment impact in all subjects on primary, secondary, or tertiary students' academic performance. The study results showed that peer assessment improved their academic performance than no assessment.

Peer assessment strategy demonstrated some benefits that help students to reflect and improve their critical thinking (Slavin, 2017 as cited in Febriyanti, 2019). During three practices, participants applied peer assessment to monitor their reading comprehension process. Results were favorable way and helped in controlling their improvement in the reading comprehension process. Other researches recalled that peer assessment promotes opportunities to provide responsibility for analyzing, monitoring, and evaluating aspects in the product and the learning process of peers (Cheng & Warren, 2005).

Students' perspectives of this process changed as a result of this innovation. Pre-surveys revealed fears, and untrusted abilities to understand readings. At the end, results were different which means the strategies supported and improved students' reading comprehension. Some similar studies indicated that students' feelings and attitudes increased using quality and quantity methods after reading interventions (Barrios, 2017; Luguana, 2019, Rodríguez, 2018).

Conclusions

In order to help students improve in reading comprehension, this research helped students to meet standards. This implementation had an impact on learning. The use of strategies like skimming, scanning and peer assessment were positive strategies to understand texts. However, scaffolding techniques to support participants' backgrounds and prior knowledge were necessary in their improvement of reading comprehension.

As a result, they developed vocabulary knowledge, increased exposure in practice opportunities, and used real materials. Nevertheless, there are not similar research studies that

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combine the variables peer assessment and skimming, scanning strategies at the same time to improve reading comprehension in high school learners.

Due to students' English level, readings from the texts provided by local authorities were used. It included topics which were not new to them, that means, they had prior knowledge of the content in their mother tongue. L1 and L2 both were used by participants during the process in order to reduce their anxiety levels. However, it did not interrupt their advance in comprehension. Results of the post-surveys and tests indicated that there was a change from students not only in their grades but also in their perspectives.

Limitations

This study was conducted in a public school located in an urban area. Some limitations were: limitation of time to complete all reading practice activities, overcrowded classrooms, problems in using the computer lab every day, lack of internet access in all computers, students had to share one computer during practices, there were extra-curricular activities like cultural and civic patriotic celebrations, and some students did not have a computer at home to practice and complete activities on time.

Some students did not complete the activities due to lack of internet access at home. Parents or representatives thought that the results of the instruments would affect students' grades. A minor group of participants were not involved in the process during the acquisition process. Finally, personal researcher fears like students could not complete activities during the period of study, if the application of strategies to improve reading comprehension would be effective, and if the majority of participants could not get the desired results after applying this innovation.

Recommendations

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This study was carried out in a public high school for this reason it is important that A1 learners use their previous schemata, apply scaffolding activities, and effective strategies in classes. For overcrowded classes, it is recommended to work in teams, pairs and a few times in an individual way. Also, training them during the process of scanning and skimming to look for new words, specific details, identifying topic, title, characters, main or secondary ideas in readings, and promoting cooperative learning and pleasant environment to manage their feelings got good result levels in reading comprehension.

For future research related to this study, it is necessarily to focus on finding improvements in reading comprehension using skim and scan strategies in A1 learners due to a minority group results in this study were acceptables, but not desired. Beginners learners felt familiar using their mother tongue and foreign language during the period of implementation. However, it is necessary to manage its uses.

As notice that, TICs are positive tools in learning a foreign language for this reason, some google apps were considered also as part of this study in collecting data and practicing English skills. To conclude, formative assessment is important in learners to improve. In this study checklists were a good instrument to provide feedback among them.

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Appendix 1

Lesson Plan

Available upon request.

Appendix 2

MM Online Placement Test

Available upon request.

Appendix 3

Demographic Information/ Información Demográfica

Available upon request.

Appendix 4

Pre-Post Survey Skimming and Scanning for Reading

Available upon request.

Appendix 5

**Pre-Post Test-Reading Comprehension
Level A1- TEST 1**

Available upon request.

**Pre-Post Test-Reading Comprehension
Level A2- TEST 3**

Available upon request.

Appendix 6

Peer Assessment Checklist

Available upon request.

Appendix 7

Reading Comprehension - Practice 1

Available upon request.

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Appendix 8

Reading Comprehension - Practice 2

Available upon request.

Appendix 9

Reading Comprehension - Practice 3

Available upon request.

Appendix 10

Reading Comprehension - Practice 4

Available upon request.

Appendix 11

Reading Comprehension - Practice 5

Available upon request.

Appendix 12

Learning Logs

Available upon request.