



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TITLE

THE IMPROVEMENT OF READING COMPREHENSION THROUGH THE USE OF SCAFFOLDING TEACHING STRATEGIES AMONG STUDENTS OF NINTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

AUTHOR

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CERTIFICATION

LCDO. JHIMI BOLTER VIVANCO LOAIZA. MG. SC, PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA,

CERTIFIES

The present research work entitled THE IMPROVEMENT OF READING COMPREHENSION THROUGH THE USE OF SCAFFOLDING TEACHING STRATEGIES AMONG STUDENTS OF NINTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR, under the responsibility of the undergraduate student: **YENNY ROCÍO COLLAGUAZO HUANCA** has been thoroughly revised and fully analyzed; therefore, I authorized the presentation of the thesis for the pertinent aims.

Loja, September 2nd, 2019



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THE AUTHOR

DEDICATION

First of all, I want to dedicate my thesis to God Almighty for giving me the strength, ability and opportunity to do all this research work and finish my career. I must also thank my mother, María Huanca Duarte, for the great love and devotion that she has shown me and for having trained me to be a good woman. In addition, I dedicate my thesis to my husband Christian Garzón and my sons Francisco and Dario because they are my support and my inspiration to continue learning every day. Finally, I want to dedicate my thesis to Lcdo. Orlando Vicente Lizaldes Espinoza, Mg. Sc., who guided me in my thesis project, and to my thesis advisor Lcdo. Jhimi Bolter Vivanco Loaiza, and my undergraduate academic requirements teacher Dra. Carmen Enith Dávila Vega, who has been very patient and have guided me to finish successfully this research.

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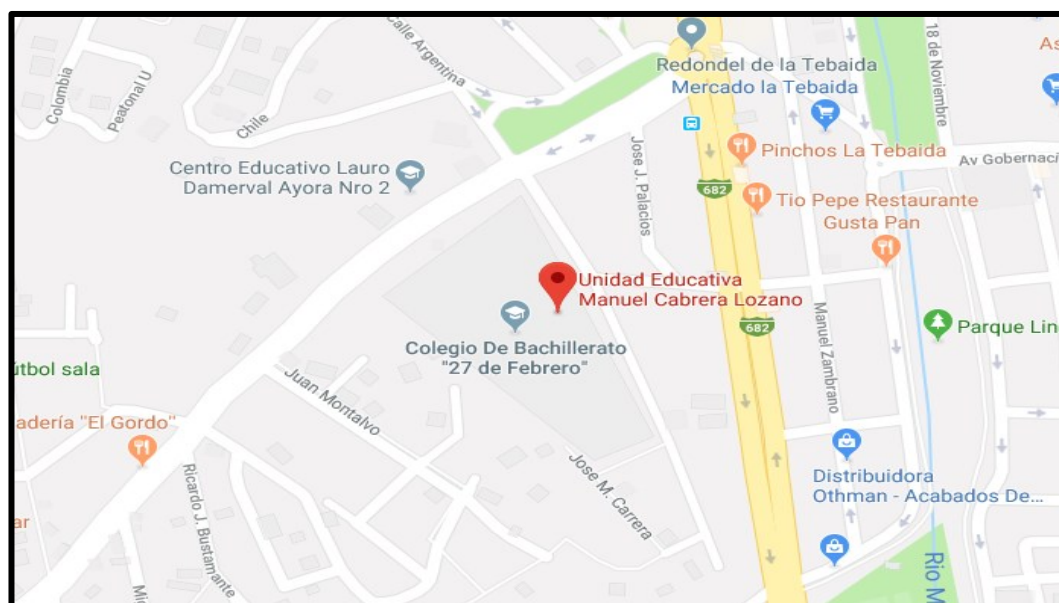
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a. TITLE

THE IMPROVEMENT OF READING COMPREHENSION THROUGH THE USE OF SCAFFOLDING TEACHING STRATEGIES AMONG STUDENTS OF NINTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El objetivo de este trabajo de investigación fue mejorar la comprensión lectora mediante el uso de estrategias de enseñanza de andamiaje en los estudiantes de noveno año "C" de Educación Básica, sección vespertina en la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, en la ciudad de Loja durante el año lectivo 2018 -2019. Los métodos que se utilizaron en esta investigación son los siguientes: científico, descriptivo, estadístico y analítico-sintético, que fueron útiles para recopilar, describir, interpretar y analizar los resultados. Los instrumentos utilizados para recopilar datos fueron: pruebas y cuestionarios aplicados a 15 estudiantes. Igualmente, se usaron hojas de observación y notas de campo para registrar el progreso y la actitud de los estudiantes. Los resultados indicaron que las estrategias de enseñanza de andamiaje proporcionaron un buen apoyo para la comprensión lectora de los estudiantes; identificando información relevante en un texto y profundizando en el significado de las lecturas. Como conclusión, las estrategias de enseñanza de andamiaje tuvieron un impacto satisfactorio en la comprensión lectora de los estudiantes y a ser más independientes en el proceso de aprendizaje del inglés.

ABSTRACT

The objective of this research work was to improve reading comprehension through the use of scaffolding teaching strategies among students of ninth year "C" of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The following methods were use in this research: scientific, descriptive, statistical, and analytical-synthetic, which were useful to gather, describe, interpret and analyze the results. The instruments used to collect data were tests and questionnaires applied to 15 students. Equally, observation sheets and field notes were used to record the students' progress and attitude. The results indicated that scaffolding teaching strategies provided a good support of reading comprehension of students; identifying relevant information in a text and digging deeper into the meaning of readings. As a conclusion, scaffolding teaching strategies had a satisfactory impact on the students' reading comprehension and became students more independent in the English learning process.

c. INTRODUCTION

The skill of Reading Comprehension is a key to communication in which information is transferred from a transmitter to a receiver. The action of reading involves the use of grammar, vocabulary and knowledge of the word in order to understand a text or respond to it. Regardless, some educational institutions do not involve students enough in reading comprehension as other skills. For that reason, students are not motivated to improve that skill, due to they are not able to understand texts, to find information from texts or answer simple questions about the text.

Those students' reading problems inspired the researcher to investigate how the use of Scaffolding Teaching Strategies improve reading comprehension among students of ninth year "C" of Basic Education, Afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

As an answer for students' problems in reading comprehension, Scaffolding Teaching Strategies were chosen to help them to improve their reading comprehension. These strategies help students to get an excellent guide in order to improve the aforementioned issue. Teachers can follow scaffolding teaching strategies as a support for students.

To carry out this research work it was necessary to accomplish specific objectives related to the general problem such as; research the theoretical and methodological references about scaffolding teaching strategies and their use on

reading comprehension; diagnose the issues that limit the reading comprehension in the English language among ninth year C students; design an intervention plan based on Scaffolding teaching Strategies; apply the most suitable Scaffolding teaching strategies in order to improve reading comprehension; and validate the results obtained after the application of Scaffolding teaching strategies.

Some research methods were used in this research work such as: the *Scientific Method*, it provided the main information about the two variables and supported the results obtained from the data collection; the *Descriptive Method* was used to describe the stages of the intervention plan and enabled the different phases of the study and the kind of resources used by the researcher, the *Analytical-synthetic Method* was applied to analyze and interpret the results obtained from tests and questionnaires; and the *Statistical Method* was used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires, observation sheets and field notes.

This research work has the following parts; at the beginning the *Abstract* which refers to the general objective, a description of the principal Methods, Techniques and Materials, the main results obtained from the data collection. The *Introduction* includes the contextualization of the searched problem, central problem, the reason why the theme was chosen, the specific objectives of the study, and the methodology used. Next is the *Literature Review*, which has detailed information about the two variables; Scaffolding Teaching Strategies and Reading comprehension, the *Material and Methods* section holds the different materials, the design of the research and techniques and instruments that were

used to collect the information and the population who participated in this research. Afterwards, in the *Results* section shows tables, figures with the corresponding interpretation and logical analysis. Thereupon, makes part it a *Discussion*, in which includes a general analysis about the results obtained, and finally the *Conclusion* and *Recommendations* for future researches.

d. LITERATURE REVIEW

SCAFFOLDING TEACHING STRATEGIES

Scaffolding

According to a definition from the Oxford Dictionary (2004), scaffolding is an expression used in building construction which means poles and boards that are joined together to make a temporary structure for supporting building or modifying of another structure. However, this term has also been commonly used in learning science (Huong Dinh, 2016, p. 4).

The term scaffolding first appeared in educational contexts in 1976. In a study titled “The Teacher’s Role of Tutoring in Problem Solving to Support Children’s Learning” (Wood, Bruner, & Ross, 1976). According to Wood et al. (1976), children who receive scaffolding, which just is timely help and assistance in problem solving from an adult or expert, can better perform in dealing with more complex tasks than they would without help. In conclusion, scaffolding in the learning process is considered a temporary support which is focused on providing aid to the fulfillment of more complex activity and tasks.

Taking into account both definitions, it can be said that scaffolding is considered an instructional strategy that provides some guidance in the initial stages of teaching, such as guidelines and support to solve problems with difficult activities and demonstrate the process of how they should be completed tasks as strategies for students to learn to work independently.

“Scaffolding” is linked to the Social Constructivism Theory pioneered by the Soviet psychologist Lev Vygotsky and his well-known concept about the Zone of Proximal Development (ZPD). Which is described in Vygotsky’s own words as: “The distance between the actual developmental level as determined by independent problem solving and the level of potential problem solving as determined through problem solving under adult guidance or in collaboration with more able peers”. In conclusion, the ZPD refers to a range of learning tasks that is only achievable by children with adequate help and guidance from teaches or peers.

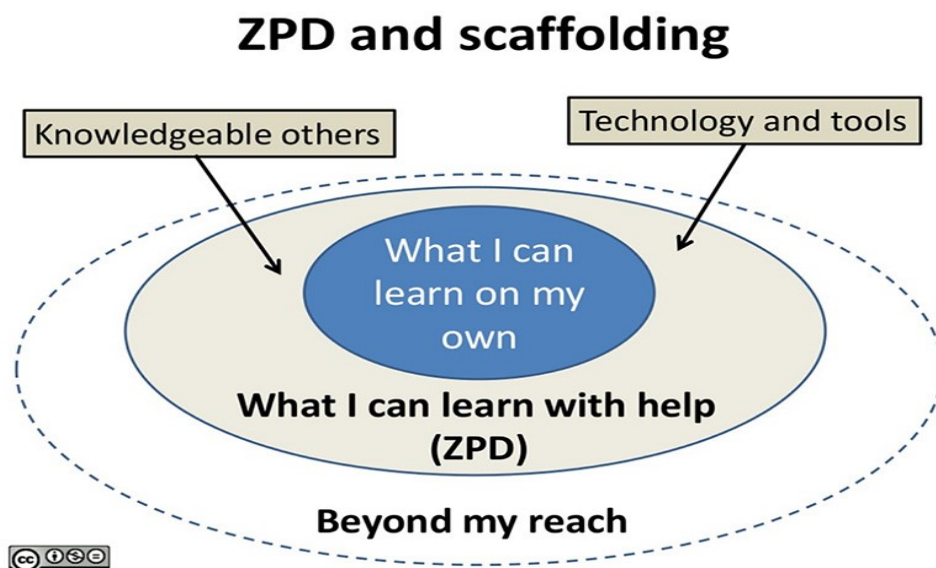


Figure 1. The Zone of Proximal Development (Steve Wheeler, University of Plymouth, 2013)

Process of scaffolding

Walqui (2016) reported that Instructional Scaffolding for English language learners is carried out on six steps:

- Modeling where clear examples of what is taught are given to students by teachers.
- Bridging where only new concepts and language will be learned by students activating learners' prior knowledge.
- Contextualizing where language learning should be facilitated by including visuals, authentic objects, sources of information, and accessible and engaging language.
- Schema building where teachers should introduce knowledge by discussing the general or broad aspects of it first before studying the main details, it means processing information from the top down. For example, the student should preview a book before reading
- Representing text where students are invited to grab the new language by meaningful activities.
- Develop metacognition is related to how teacher carries out specific tasks or model strategies explicit to foster learner's autonomy". For instance, think-aloud before reading.

To conclude, these six steps of the scaffolding process should be taken into account by educators when guiding students for successful task development.

Scaffolding stages

It is said that scaffolding comes in three separate stages. First, scaffolding is related to provide a support structure and assistance to students so as to develop certain skills and where some activities are needed to enable. Second, scaffolding is the stage where particular activities are implemented and carried out in the

classroom. And third, scaffolding involves the collaboration process (Walqui, 2016). It has been shown that scaffolding in English foreign language and English as a second language focus on two parts: Macro & Micro levels.

The Macro level is focused on the activities planned by the teacher to then be applied to the learners. There are some activities such as the teacher considering the students' prior knowledge and experience, relationship and sequencing tasks, group learning configuration (in pairs, individual and groups), and visual support (videos, posters and internet) to facilitate the learning process and role of language. The Micro-levels focus on the activities that students and teachers work on together in order to facilitate learning and comprehension. The teacher provides some techniques such as asking students to connect to their prior experiences, asking learners to construct verbal discourses and providing ideas, provides clues or hints to support students' interaction.

In conclusion, the macro level refers to the planned curriculum activities over time to be applied to the students and to facilitate the English learning process and the micro level focuses on the particular classroom activities that both students and teachers work together.

Ways to use scaffold in an instruction

There are different ways to scaffold instruction for students. According to Bransford, Brown and Cocking (2000), some educators favor an apprenticeship model whereby an expert models an activity, provides the learner with advice and uses examples to guide the student in practice and then tapers off support until the student can do the task alone; others prefer methods that encourage ongoing use of

tools and consultation with other people, arguing that in real life few people ever work exclusively on their own. Most agree that scaffolding is particularly effective in areas in which students need to be more self-reliant, such as technology-based learning.

Table 1 represents scaffolds and ways that could be used in an instructional setting.

Table 1: *Scaffold and Ways to use Scaffolds in an Instructional*

Scaffold	Ways to use scaffolds in an instructional
Advance Organizers	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Clue cards	Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concepts and mind maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task.

Examples	Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.
Handouts	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking
Hints	Suggestions and clues to move students along: “place your foot in front of the other,” “use the escape key,” “find the subject of the verb,” “add the water first and then the acid.”
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as “Go,” “Stop,” “It’s right there,” “Tell me now,” “What toolbar menu item would you press to insert an image?”, “Tell me why the character acted that way.”
Question cards	Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.

	Incomplete sentences which students complete:
Question stems	Encourages deep thinking by using higher order
Stories	Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.
Visual scaffolds	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information

Source: (Alibali, 2006)

Overall, Bransford et al. (2000), said that the different ways that educators use to scaffold lead students to become independent when developing complex tasks.

Scaffolding teaching strategies

Walsh and Sattes (2015) assert that the Scaffolding strategy is a temporary assistance by which the teacher guides the students how to do something through authentic tasks or activities that allow all learners to be successful. Besides, they claim that scaffolding is a special kind of support that helps students to learn new concepts, skills or levels of understanding, so that then learners will be able to do similar tasks on their own without the assistance of their teacher.

Ustunel (2016) claims that in language teaching, scaffolding is considered as an instructional strategy that provides some guidance techniques in the initial

teaching stages such as cues and support to solve the problems with difficult activities and demonstrate the process of how chores must be completed as strategies for learners to become able to work in an independent way.

Functions of scaffolding teaching strategies

Carr and Bertrando (2012) said that the functions of scaffolding teaching strategies are: to help learners to acquire new knowledge, skills, and levels of understanding with a view to increasing learner's independence and allowing all learners to be successful. Scaffolding helps to make lessons effective and efficient. However, it decreases as the learners become able to solve their tasks or problems independently, and until they take control of their own learning process.

That is to say that the functions of scaffolding teaching strategies that Carr and Bertrando describe in their theory focus on the support from educators to students to acquire new knowledge, skills and level of understanding in order to increase student's independence to achieve tasks by themselves.

Scaffolding teaching strategies to improve reading comprehension

Lopez (2012), has reported that scaffolding strategies are used by teachers to help students achieve their learning objectives and considering that the applied strategies in scaffolding teaching and learning must be carefully designed and appropriate according to the students' levels of understanding as higher levels of language and thinking are built and some of them are describe below:

Patricia Babbitt (2002) says that scaffolded learning experiences can support and improve the performance of students before, during, and after reading. Such experiences help students develop essential skills for understanding and extracting

meaning from text and boost their performance on reading comprehension assessments. In addition, students who benefit from scaffolded learning are better able to function as independent readers and to express ideas in a variety of ways.

Context clues strategy

According to Sharon M. Draper (2011), context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Because most of their vocabulary is gained through reading, it is important that students be able to recognize and take advantage of context clues

Jessica Hathaway (2014) said that “Students should use context clues as a strategy to surmise the meaning of unknown or multiple-meaning words”. Context can provide clues about the meaning of words through word relationship, such as synonyms, antonyms and analogies (p. 54). Edwards and her colleagues (2012) recommend teaching students five different types of context clues: definition, synonym, antonym, example and general.

Types of context clues.

There are at least four kinds of context clues that are quite common.

- **Definition:** refers to when the author explicitly states the meaning of a word within the context of the sentence or selection.
- **Synonym:** a synonym context clue provides meaning for a vocabulary word by using a word similar in meaning within the same sentence or passage.

- **Antonym:** an antonym context clue suggests the definition of the vocabulary words by contrasting it with a word of opposite meaning.
- **Explanation:** the unknown word is explained within the sentence or in a sentence immediately preceding.
- **General:** words can be understood through general context clues, on several words or statements that give meaning to the target word. The goal of this strategy is teach students to identify and use these five types of context clues to infer meaning about unknown vocabulary words Sharon M. Draper (2011).

Text representation strategy

This is about graphic organizers, which provide a visual map for the readers, and can be placed next to the text as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

Comparison/Contrast: These organizers can help students consider the similarities and differences between stories, plots, themes, and characters.

An example of such an organizer is a Venn diagram, which consists of interlocking circles or ellipses. The area common to both circles shows similarities between two items, while the areas unique to each circle show differences between the items.

Hierarchy diagram: This graphic organizer can assist students who are reading informational texts of all kinds, whether related to language arts or to

other content areas. The hierarchy diagram offers the opportunity to apply literary terms to the reading, make connections between the parts of a concept, or analyze the author's craft. For example, consider placing characterization at the top of the graphic organizer as the overarching concept. The next level of this graphic organizer can then be assigned to characters, and the last level can deal with methods of characterization, including the use of dialogue, author description, and action.

Matrix diagram: This organizer is effective in representing comparisons and contrasts. For example, students can use the matrix diagram to compare and contrast the styles of various authors by entering key elements of style at the top and then filling in the lower cells with the similar or different approaches of the authors they are considering (Patricia Babbitt, 2009). These three kinds of text representation are particularly useful in helping readers to understand the structure of a narrative or of an argument.

Summarizing strategy

Duke and Pearson (2002), suggested that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content. Thus, instruction in summarization can be considered to meet dual purposes: to improve ESP students' ability to summarize text and to improve their ability to comprehend text and recall. Summarizing can be highly effective for helping students identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. It is especially

worthwhile when used with other strategies such as generating questions and answering questions (Pardis Zafarani, 2014, p. 1964).

READING SKILL

In the words of Guthrie, Benneth & McGough (2007, p. 9), "Reading skill is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life". It is evident that reading involves the understanding not only of written words, but also of symbols, signs and sentences that are connected. It provides a holistic understanding of a text.

UK Essays (as cited in Longman Dictionary of Applied Linguistics, 2013), manifests that reading is "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. Saying a written text aloud (oral reading). This can be done with or without understanding of the content". Reading is a natural activity that involves the use of grammar, vocabulary and knowledge of the world in order to understand a text or respond to it.

Reading comprehension

Reading comprehension is the main goal of reading and a difficult skill to master since it applies to the process of decoding, it is the combination of letters and sounds from which students can discover the meaning of words, which they have heard but have not seen printed before; and language comprehension, which is a most complicated process in which students have to extract the meaning of a spoken and written language. It involves different aspects such as the use of

background knowledge, vocabulary, and the understanding of texts at word, sentence and whole-text level. Both elements, decoding and language comprehension are the basis for developing reading comprehension. Hence, no element has to be omitted since if there is no comprehension of what is read, there is no real reading (Hansen, 2016, p. 15).

Types of reading

In a language classroom two types of reading may occur. They are intensive and extensive reading, and both are complementary and necessary.

Intensive reading

Brown (1987), mentioned that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like". The aim of intensive reading is to achieve an understanding not only of what the text is about, but of how it is structured, specifically focusing on examining the language rather than the text itself.

Extensive reading

According to Carrell and Carson (1997), "extensive reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language" (p. 49-50). The purpose of extensive reading is for pleasure, enjoyment and understanding. In addition to this, Davis (1995) says that to provides a more complete definition of extensive reading from a classroom implementation perspective: An extensive reading program is a supplementary

class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Nevertheless, despite it being the student who assumes the main role in extensive reading, teachers are also key pieces since they provide guide and models for students. Extensive reading involves two specific types of reading, reading for gist or skimming and reading for specific information or scanning.

Elements that influence reading comprehension

Reading comprehension is influenced by various elements that work together, they are: vocabulary, motivation, metaphors, sayings and idioms, grammatical and morphological knowledge.

Vocabulary

Cook (2008) mentions that knowing a word means knowing “its spoken and written forms, its grammatical and lexical properties and its meaning. It impinges on all areas of language acquisition and is not just learning sets of words and meanings” (p. 52). This means that the understanding of a word or concept directly influence the comprehension of a reading. It is highly linked to students’ development in reading.

Motivation

Hansen (2016) says that students with high motivation invest more effort and concentration in the reading than students with low reading motivation, and they portray more perseverance and ability to handle and overcome challenges in the reading process, resulting in reading excessively more than readers with low

motivation (p. 20). Consequently, high motivation for reading is intertwined with excessive reading, and therefore the reading itself helps to develop the essential elements that are part of a good reading comprehension (Wigfield & Tonks 2004, in Bråten 2007).

Metaphors, sayings and idioms

Other aspects of language that cause problems for comprehension are metaphors, sayings, and idioms. These concepts are parts of a language where explicit knowledge of the concepts often is necessary for comprehension. The concepts may not be interpreted from translating the words literally, and it is often not possible to guess the meaning. This makes idioms, sayings, and metaphors difficult for young pupils, and for learners of languages (Hansen, 2016, p. 22).

Grammatical and morphological knowledge

According to Hansen (2016) (as cited in Sol Lyster, 2011) “knowledge about how words are constructed and a consciousness about the principles for constructing words influence reading and promote reading development. She adds that working with morphological elements in a language will promote reading comprehension” (p. 23). That is to say, their construction, grammar, semantics and different morphemes, obtaining a good understanding of reading and a greater vocabulary can be hard for students. Hence, to increase reading comprehension it is necessary to work with these components and focus on them. All components in a text, as structure, vocabulary, genre and content, are important and essential in understanding the content of it.

Reading comprehension through scaffolding teaching strategies

Gibbons (2002), suggested that sometimes “ELLs are not as comfortable using English at school or with unfamiliar people when they feel they have not mastered the language” (p. 1). Gibbons stressed some strategies and activities that mainstream teachers can incorporate into the classroom to help enhance reading skills through scaffolding, they should serve two purposes: (a) to make sure the readers understand what they are reading and (b) to the readers should know what ongoing strategies should be used with other readings, texts or passages.

Fitzgerald and Graves (2004), mention that “One powerful tool that teachers of English language learners can use to enable “maximal” reading and learning experiences is instructional scaffolding” (p. 5). Fitzgerald and Graves explain that three-phase scaffolding strategies should take place before, during and after reading to increase English language learner’s performance levels in reading.

Pre-reading strategies

The aim of pre-reading strategies is to help students understand the entire meaning of the text, reading or passage by stimulating their prior knowledge and building up relevant new knowledge or skills. Several strategies have been suggested such as; use word predictions by doing a web of words in a story. Students can be convinced to predict what the story is about by knowing the title or first sentence and allowing them to work in groups to predict what the story might be discussing through the use of visual aids. Providing students with pictures and asking them to put them in sequential order in which they think the story might happen is another strategy into this level. Another suggested strategy

is to ask them to provide questions that they would like to know about the story, relate it to their lives and make a storytelling through the use of images. Eventually, allow them to use their native language to tell the story and ask the students to share it briefly in groups what they already know about the new content (Gibbons, 2002).

During-reading strategies

During reading strategies focus on helping students to improve comprehension skills. Gibbons (2002), suggested "model the story by reading aloud and instruct the students to skim the book before reading. Instruct the students to reread after they have read at least once" (p.87). "Silent reading is another strategy where students should be encouraged to read independently. This during-reading activity was suggested to be critical for English language learners" (Fitzgerald and Graves, 2004, p. 21).

Use word masking by pulling various clues from the reading to allow the children to guess what they are according to the context. Pause and predict by stopping in the middle of a story to ask students what they think might happen next is another useful and suitable during-reading strategy. In addition to this, allowing students to summarize what has been read is also another strategy, similarly jigsaw reading can be used in cooperative reading groups (Gibbons, 2002).

Post-reading strategies

The post-reading strategies are used after the students have become comfortable with readings, where they can demonstrate what they have comprehend on a deeply way. In this stage learners' understanding is checked

It has been described how story innovation can be led by the teacher by using words from the story to develop a different story. The students can work in groups to write a new ending to the story. Create cartoon strips by using dialogue from the original story. Perform a play by using dialogue from the story. Do a wanted poster by using characters in the story. Students should illustrate a character from the story and write whatever they can about the character. Teachers instruct the students to do a story map, model and have them to complete time lines about the story. Text reconstruction will allow the students to take paragraphs from the story to put into the correct order of story. Create jumbled sentences by writing sentences from the story on to sentence strips and then cut them up. At last, instruct the students to put the sentences in the correct order are some useful post-reading strategies (Gibbons, 2002, p. 91).

Reading comprehension aspects

Reading for specific information or Scanning

It is used to extract the relevant and specific information in a text, such as dates, names, numbers, and so on. In scanning, the reader's attention is only in specific and clear details, not in the understanding of the text. "Scanning involves

quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed” (Verma, 2015, p. 302).

Inferring meaning through context

Contextual analysis is not nearly as effective as direct instruction for acquiring the meaning of a specific word, but there is considerable evidence that teaching students to develop their ability to use context clues holds promise for enhancing their ability to acquire many words meanings through independent reading. (Susan E. Israel, 2017, p. 88).

Analyzing Text

“Analyzing involves digging deeper into the meaning of the text. It goes beyond memorizing facts, dates, and names. It requires more than main ideas and details. Analyzing means forming an educated opinion about what you have read” (Hutchison, 2008, p. 1). According to Biddulph (2002) “analyzing text involves seek for story grammar (or story structure) elements (including narrative story parts, such as character or events, as well as the ways that content-area texts are organized)” (p. 3). It is an extensive reading element that focuses on directing students to re-read a given text several times so as to obtain a deeper meaning. Text Analysis is a way for readers to gather specific information, details, main ideas and structures of a text in order to gain an overall understanding about it.

Summarizing

Duke and Pearson (2002) suggested that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content. Thus, instruction in summarization can be

considered to meet dual purposes: to improve ESP students' ability to summarize text and to improve their ability to comprehend text and recall. Summarizing can be highly effective for helping students identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. It is especially worthwhile when used with other strategies such as generating questions and answering questions (Pardis Zafarani 2014, p. 1964)

How to teach reading comprehension

According to Bales (2018) there are simple strategies to improve reading comprehension that parents and teachers can employ. The most important step is to ask questions before, during, and after reading. Ask students what they think the story is going to be about based on the title or cover. As you're reading, ask students to summarize what they've read so far or predict what they think will happen next. After reading, ask students to summarize the story, identify the main idea, or highlight the most important facts or events. Bales make emphasis in the students' connections between what they've read and their experiences and what they would have done if they had been in the main character's situation or if they've had a similar experience. Consider reading challenging texts aloud. Ideally, students will have their own copy of the book so that they can follow along. Reading aloud models good reading techniques and allows students to hear new vocabulary in context without disrupting the flow of the story.

How to assess reading comprehension

As mentioned in ("Examples of assessment reading comprehension", 2018), There are two different methods to assess reading comprehension formal and

informal assessments. Informal assessments are more casual, observation-based tools, these assessments allow teachers to get a feel for student progress and identify areas in which they might need more instruction. Informal assessments can help teachers pinpoint students' strengths and weaknesses and guide planning for upcoming lessons. Formal assessment includes tests, quizzes, and projects that help to provide a systematic tool for teachers to measure a student's knowledge and evaluate learning progress through some activities such as:

Question answering: It is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns using story stems to quiz one another on the reading.

Following are examples of typical story stems:

- Explain why....
- Explain how....
- How does...affect...?
- What is the meaning of...?
- Why is ...important?
- What is the difference between ... and...?

Graphic organizers and story structure: which provide a visual map for the reader, can be placed next to the text as learners read in groups or individually,

aloud or silently. They are particularly useful in helping to assess readers about the understanding structure of a narrative or of an argument.

e. MATERIALS AND METHODS

Materials

Three kinds of resources were necessary for the development of this research work. The first one is human resource, which involved the researcher who search the most suitable strategies, designed and performed the intervention plans; 15 students from ninth year “C” of Basic Education and the teacher in charge of the English subject as assessor and proved in the design and of the intervention plans. The second one is the material resources which include reading passages, charts, diagrams templates, worksheets. The third one is technical resources used to develop the research were a computer to type all the information needed, internet connection to navigate and search all the information for the elaboration and implementation of this work.

Design of the research

The present research work was based on the action research process and theory proposed by Burns (2010), who defines action research as a process of investigation in which participants get involved to find out immediate solutions related to the teaching-learning environment. Burn establishes six steps to carry out an action research. The first step is the identification of problematic situation in teaching-learning process; second, to collect data about students learning issue that the participants consider worth looking deeply, and systematically; third, to analyze aspects in the problematic situation; fourth, propose solutions to the problem; fifth, to design an action plan and sixth, reflect on the results.

To develop this research the six steps that Burns establishes were followed the first step was to identify a problematic situation or issue in learning English as a Foreign Language through an observation to students of ninth year C of Basic Education at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the academic period 2018-2019, in which it was concluded that students faced problems with reading comprehension skills. After that, the researcher collected information about how to improve students reading comprehension; then an action plan was designed including the scaffolding process and scaffolding teaching strategies; finally, the researcher reflected on the results gathered after the implementation of Scaffolding Teaching Strategies.

Methods

The following general methods were applied during this research work:

The scientific method supports the study of Scaffolding Teaching Strategies to improve reading comprehension in English as a foreign language. In the same way, it favored the elaboration of instruments applied in the intervention and supported the analysis of the data collected with theory. *The descriptive method* was suitable to describe the different stages of the research work, at the beginning, during and after the intervention and how scaffolding teaching strategies improve reading comprehension. Also it served to describe the results obtained from the pre and post intervention represented on the tables and graphs. *The analytic-synthetic method* was used to analyze and interpret the result obtained from the observation checklist, tests and questionnaires. It also helped to draw up the conclusions. *The statistical method* was used to make a quantitative statistical

analysis of the data obtained from the test and the qualitative data from the questionnaire. Also the information was interpreted into tables and graphs.

Techniques and instruments

In order to collect quantitative and qualitative data to support this research work some instruments were designed, such as tests, questionnaires, observation sheets and field notes applied at the beginning, during and after the period of the intervention plan.

Tests

A *Pre-test* and *Post-test* with four multiple choice questions and one open question were given at the beginning and at the end of the intervention plan; at the beginning it was given to measure the students reading comprehension; and at the end to gather results about the progress in the reading comprehension achieved by the students after the intervention plan designed with the activities applied with the scaffolding teaching strategies.

Questionnaires

A *Pre* and *post- questionnaire* which contained five multiple choice questions was applied. Two questions related to the frequency of the application of strategies in the classroom and three questions associated to student's attitudes and feelings toward scaffolding teaching strategies. The data collected by questionnaires supported the qualitative interpretation of results.

Observation sheets

Observation sheets were useful for the researcher to record accurately and relevant information about the students' progress in front of the indicator during the student's improvement of the reading comprehension.

Field notes

The researcher used field notes to record the description of events, activities and the participants' behaviors, attitudes and feelings in each lesson toward the scaffolding teaching strategies.

Population

The population who participated in this research work was students of the ninth year "C" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. They were fifteen students all about twelve and thirteen years old; the teacher in charge of the subject and the researcher of this study who took part in this research work.

f. RESULTS

This section details how the objectives were achieved.

The first objective was accomplished through the study of theoretical and methodological references about Scaffolding Teaching Strategies for the improvement of reading comprehension. These theoretical references supported the design of the intervention plan, instruments, the interpretation of the results and to give some recommendations.

The second objective which was to diagnose the issues that limit the reading comprehension in English language as a foreign language was achieved through the pre-test results, which are shown in Table number 1

The third objective was fulfilled with the design of intervention plan, which included eight lessons with different strategies based on the theory about scaffolding teaching strategies.

The fourth objective was to apply the most suitable teaching strategies of scaffolding in order to improve reading comprehension among ninth-year students during a period of forty hours distributed in two months. This objective was attained through the post questionnaire results, which are shown in Tables 2,4,5,6 and 7

Finally, the fifth objective was reached through the results of the post-test shown in Table 7 that was useful to validate the effectiveness of scaffolding teaching strategies.

Pre-Test Results

Objective two: To detect the difficulties that limit to ninth year students of basic education at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in Loja city to improve their reading Comprehension.

a. Table 1

Pre-Test Scores of the Eighth Year Students in Reading Comprehension Aspects

Students' code	SC	AT	IMTC	SM	SCORE
	/2.50	/2.50	/2.50	/2.50	/10
UEDMACL9C01	1.25	0.00	0.00	2.50	3.75
UEDMACL9C02	1.25	0.00	0.60	2.50	4.35
UEDMACL9C03	0.62	0.20	0.00	0.00	0.82
UEDMACL9C04	1.25	0.30	1.25	2.50	5.30
UEDMACL9C05	0.85	1.25	1.25	0.00	3.35
UEDMACL9C06	2.00	0.00	0.60	0.00	2.60
UEDMACL9C07	1.70	0.00	1.80	0.00	3.50
UEDMACL9C08	1.25	0.00	0.00	0.00	1.25
UEDMACL9C09	2.20	0.00	0.60	2.50	5.30
UEDMACL9C10	2.00	0.60	1.25	0.00	3.85
UEDMACL9C11	1.25	0.60	1.25	0.00	3.10
UEDMACL9C12	1.40	0.00	1.25	0.00	2.65
UEDMACL9C13	1.80	0.00	0.60	2.50	4.90
UEDMACL9C14	1.40	0.60	0.60	2.50	5.10
UEDMACL9C15	1.20	0.00	1.25	0.00	2.45
MEAN	1.43	0.24	0.82	1.00	3.48

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 01= Students' code, SC= Scanning, AT=Analyzing Text, IMTC=Inferring Meaning Through Context, SM=Summarize.

b. Interpretation and Analysis

According to the information obtained in the Table 1, students achieved a total mean score of 3.48/10, in reading comprehension, which corresponds to the failing qualitative score range (see grading scale, p.141). The highest mean score

gotten was 1.43 /2.50, in the aspect of scanning, which shows that students were able to read quickly the text in order to catch specific and relevant information. However, students did not know what words are adjectives that describe each famous character, which limited students' improvement in their reading comprehension. On the other hand, the lowest mean score was 0.24/2.50, in the aspect of analyzing text, which evidenced that although students were good recognizing word' meaning in insolated way, they were not capable to identify the correct main ideas, structure and story grammar elements from the reading that allowed them to form an adequate overall understanding. Students showed a good performance in the ability to scan text, but they faced problems digging deeper into the meaning of readings. Hence in reading comprehension, students presented limitations related to infer meaning through context and summarizing.

As Hansen (2016) says, reading comprehension is the main goal of reading and a difficult skill to master since it applies to the process of decoding, which is the combination of letters and sounds from which students can discover the meaning of words. Moreover, it involves different aspects such as: the use of background knowledge, vocabulary, and the understanding of texts at word, sentence and whole-text level. Both elements, decoding and language comprehension are the basis for developing reading comprehension. Hence, no element has to be omitted since if there is no comprehension of what is read, there is no real reading.

Comparison of the Pre-Post Questionnaires Results

Objective Four: To apply the most suitable teaching strategies of scaffolding in order to improve reading comprehension among of the students of ninth year “C”

of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

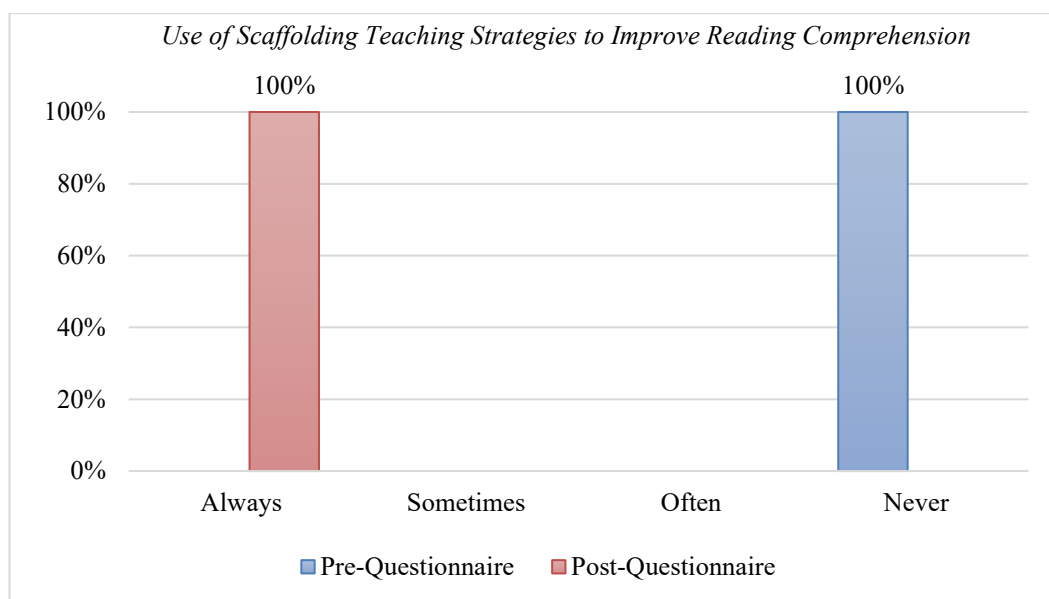
Question 1: How often does the teacher apply scaffolding teaching strategies to improve your reading comprehension?

a. Table 2

Application of Scaffolding Teaching Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	15	100
Sometimes	0	0	0	0
Often	0	0	0	0
Never	15	100	0	0
TOTAL	15	100	15	100

b. Figure 1



c. Interpretation and Analysis

The information exposed in Table 2, indicates that before of the application of the intervention plan all students (100%) affirmed that scaffolding teaching strategies were never used to improve their reading comprehension. This demonstrates that students were not familiarized with the term about scaffolding teaching strategies due to reading activities were focus only in the reading tasks that their books present. However, after applying the intervention plan, the students' appreciation to the frequency of the application of scaffolding teaching strategies changed totally and all of them (100%) specified that scaffolding teaching strategies were always used into the classroom in order to improve their reading comprehension. Hence, students realized that the constant application of scaffolding teaching strategies were useful. They were more independent in performing reading activities such as: extract main information in order to accomplished reading tasks, understand meanings of words in context and summarize reading passages.

Babbitt (2002) says that, the experiences of using scaffolding teaching strategies can support and improve the performance of students before, during, and after reading. Such experiences help students to develop essential skills for understanding and extracting meaning from texts and boost their performance on reading comprehension assessments. In addition, students who were benefited from scaffolding strategies are better able to answer as independent readers and express ideas in a variety of ways.

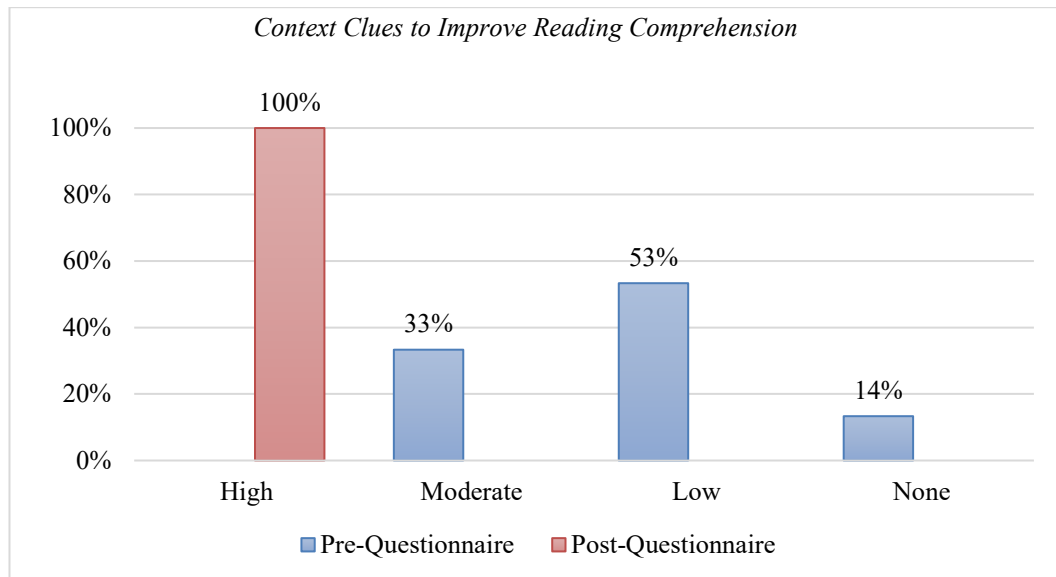
Question 2: In what extend do you consider that your teacher uses context clues to improve your reading comprehension?

a. Table 3

Context Clues to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	0	0	15	100
Moderate	5	33	0	0
Low	8	53	0	0
None	2	14	0	0
TOTAL	15	100	15	100

b. Figure 2



c. Interpretation

The results presented in the Table 3, show that before the intervention plan more than half of students (53%) answered that the use of context clues was low

to improve their reading comprehension. This indicates students were not get immerse enough in readings to facilitate them to comprehend meaning of words through context. On the other hand, at the end of the intervention plan, the findings showed that all of students (100%) thought that the use of context clues was high to improve their reading comprehension. This means students reflected on the context of the reading, understand more words of the reading content and take advantage of context clues to infer meanings of words to increase their vocabulary.

Hathaway (2014) said that “Students should use context clues as strategy to surmise the meaning of unknown or multiple-meaning words”. Context can provide clues about the meaning of words through word relationship, such as synonyms, antonyms and analogies.

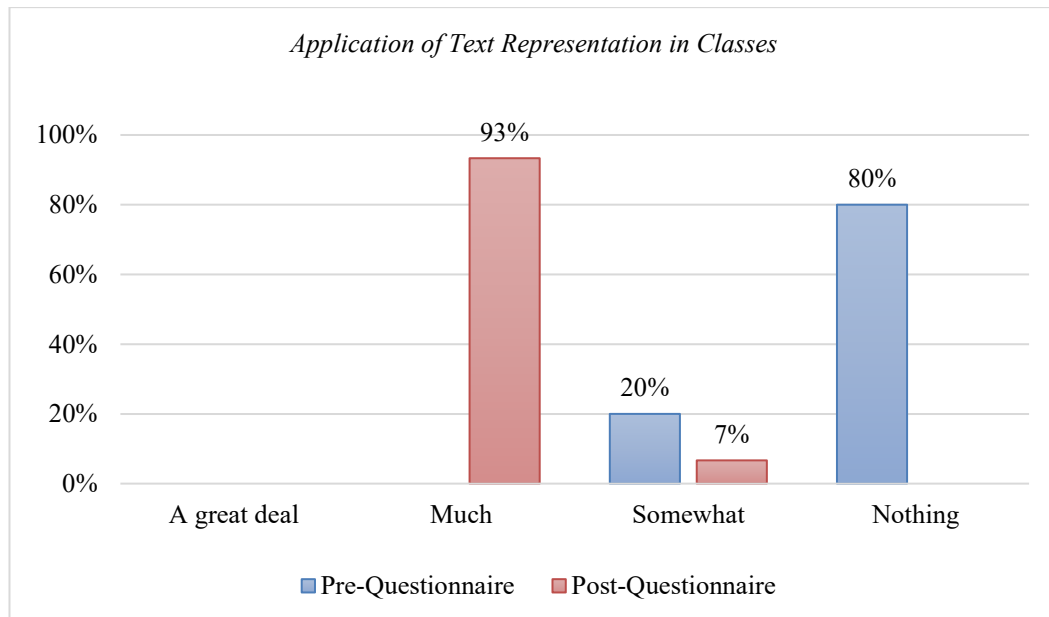
Question 3: How much do you improve your reading comprehension when your teacher applies text representation in classes?

a. Table 4

Application of Text Representation in Classes

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A great deal	0	0	0	0
Much	0	0	14	93
Somewhat	3	20	1	7
Nothing	12	80	0	0
TOTAL	15	100	15	100

b. Figure 3



c. Interpretation

The result in Table 4, represented that many of students (80%) considered that they did not have an improvement of their reading comprehension with the application of text representation. This shows that students did not use constantly visual maps to represent the text to denote how the text is structure. However, after the application of the intervention plan most of students (93%) answered that they improve much in their reading comprehension by using text representation. This data indicates that students realized about the usefulness of handle visual maps that help them to consider the similarities and differences between stories, plots, themes, and characters, to apply literary terms to the reading, make connections between the parts of a concept, or analyze the author's style.

According to Babbitt (2002), graphic organizers provide a visual map to represent the text for the readers and can be placed next to the text as learners read

in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument.

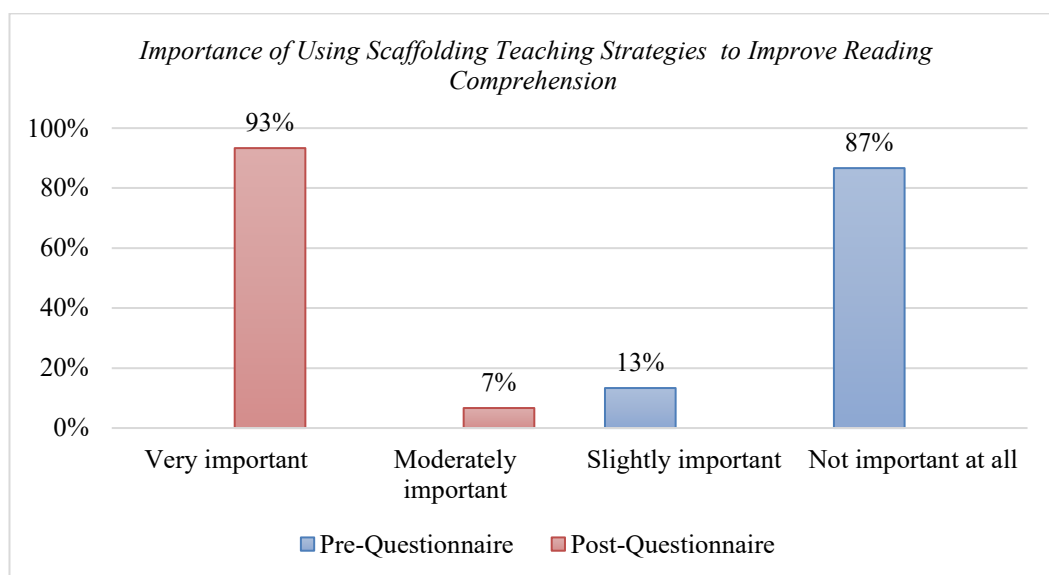
Question 4: How important do you consider the use of scaffolding teaching strategies to improve your reading comprehension?

a. Table 5

Importance of Using scaffolding Teaching Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	0	0	14	93
Moderately important	0	0	1	7
Slightly important	2	13	0	0
Not important at all	13	87	0	0
TOTAL	15	100	15	100

b. Figure 4



c. Interpretation

In Table 5, the results show that almost all of students (87%) manifested that the use of scaffolding teaching strategies was not important at all to improve reading comprehension. This results evidence students' unfamiliarity with the use of different kind of scaffolding strategies in order to improve their reading comprehension. However, after the application of the intervention plan, most of students (93%) considered that the use of scaffolding teaching strategies is very important to improve their reading comprehension. Therefore, students changed their perception about scaffolding strategies. They think that these strategies made them feel supported and motivated when developing reading tasks successfully.

Reiser (2004), points out that the importance in scaffolding is the focus on learners receive support and assistance, so that they will successfully perform certain tasks and move to more complex ones. For students to become more responsible for their learning, more motivated, and more successful, they need be guided, supported and provided with the necessary attributes (Vacca, 2008).

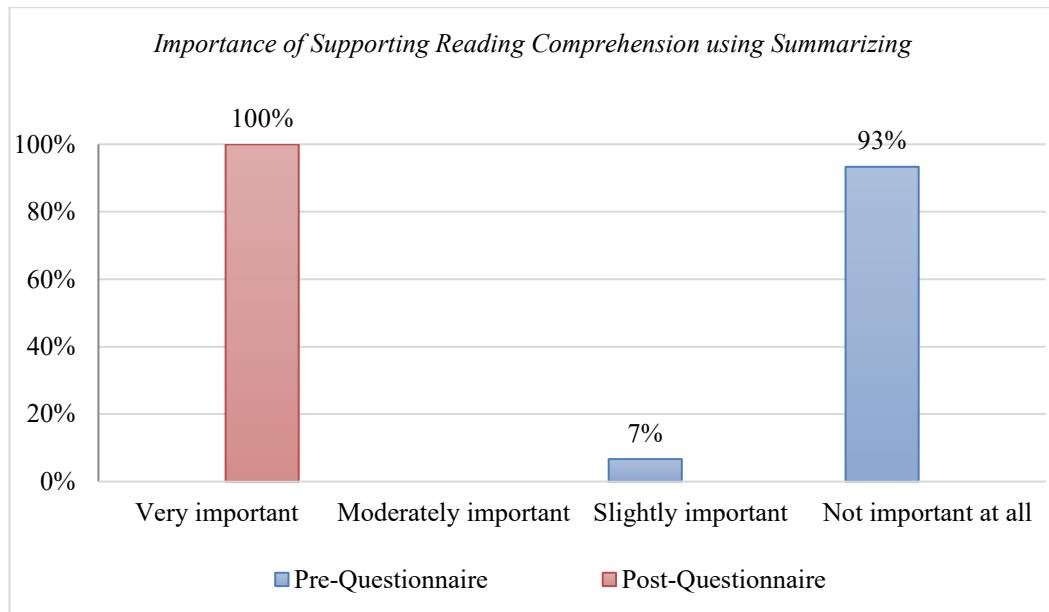
Question 5: How important is for you that the teacher supports your reading comprehension using summarizing?

a. Table 6

Importance of Supporting Reading Comprehension Using Summarizing

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	0	0	15	100
Moderately important	0	0	0	0
Slightly important	1	7	0	0
Not important at all	14	93	0	0
TOTAL	15	100	15	100

b. Figure 5



c. Interpretation

The data shown in Table 6 indicates that almost all of students (93%) mentioned that summarizing is not important at all to support their reading comprehension. This demonstrates that students did not consider useful the application of summarizing in order to understand the content of readings. Nevertheless, after the application of the intervention plan, all of students (100%) said that summarizing was very important to improve their reading comprehension. It means that students are aware not only of the importance of summarizing text, but also the overall comprehension of text content.

Duke and Pearson (2002) say that summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.

Post- test Results

Objective Five: To validate the results obtained after the application of scaffolding teaching strategies to improve reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 7

Post-Test Scores of Ninth Year Students in Reading Comprehension Aspects

Students' Code	SC	AT	IMTC	SM	SCORE
	/2.50	/2.50	/2.50	/2.50	/10
UEDMACL9C01	2.34	2.00	2.50	2.50	9.34
UEDMACL9C02	2.16	1.20	2.50	0.00	5.86
UEDMACL9C03	2.5	1.60	2.50	0.00	6.60
UEDMACL9C04	1.88	1.20	2.50	2.50	8.08
UEDMACL9C05	2.16	2.00	1.80	2.50	8.46
UEDMACL9C06	2.22	1.50	2.50	0.00	6.22
UEDMACL9C07	2.34	2.00	2.50	0.00	6.84
UEDMACL9C08	2.10	2.00	2.50	2.50	9.10
UEDMACL9C09	2.50	2.00	1.80	2.50	8.80
UEDMACL9C10	2.50	2.50	2.50	2.50	10.0
UEDMACL9C11	2.50	0.80	1.80	0.00	5.10
UEDMACL9C12	1.84	0.80	2.50	2.50	7.64
UEDMACL9C13	2.20	1.60	2.50	2.50	8.80
UEDMACL9C14	2.16	1.60	2.50	2.50	8.76
UEDMACL9C15	2.02	1.20	2.50	0.00	5.72
MEAN	2.23	1.60	2.36	1.50	7.69

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 01= Students' code, SC= Scanning, AT=Analyzing Text, IMTC=Inferring Meaning Through Context, SM=Summarize.

b. Interpretation and Analysis

The results in Table 7 indicate that students achieved a total mean score of 7.69/10, which corresponds to the average qualitative score range, in reading comprehension (see grading scale, p.141). The highest means score gotten was 2.36/2.50, in inferring meaning through context. It means that in spite of students took too much time trying to infer the meaning of difficult words; they improved their ability to understand texts by inferring meaning of words through context. On the other hand, the lowest score was 1.50/2.50 in summarizing. This means students are able to identify main ideas to eliminate redundancies but they failed at the moment to organize and join the information in a coherent summary. After the application of the intervention plan, students showed an evident improvement inferring meanings from context that allow them to acquire new vocabulary. Although students had an enthusiastic performance doing summarizing tasks, they demonstrated some limitations to domain whole texts. In addition, students improved in the aspects of scanning that helped them to find the piece of information of the reading and in analyzing text to gain a clear and overall understanding about what they have read.

According to Guthrie, Benneth & McGough (2007), Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. Reading comprehension also encompasses the ability to understand words and their meaning in a variety of contexts. López (2012), has

reported that scaffolding strategies are used by teachers to help students achieve their learning objectives and considering that the applied strategies in scaffolding teaching and learning must be carefully designed and appropriate according to the students' levels of understanding as higher levels of language and thinking are built.

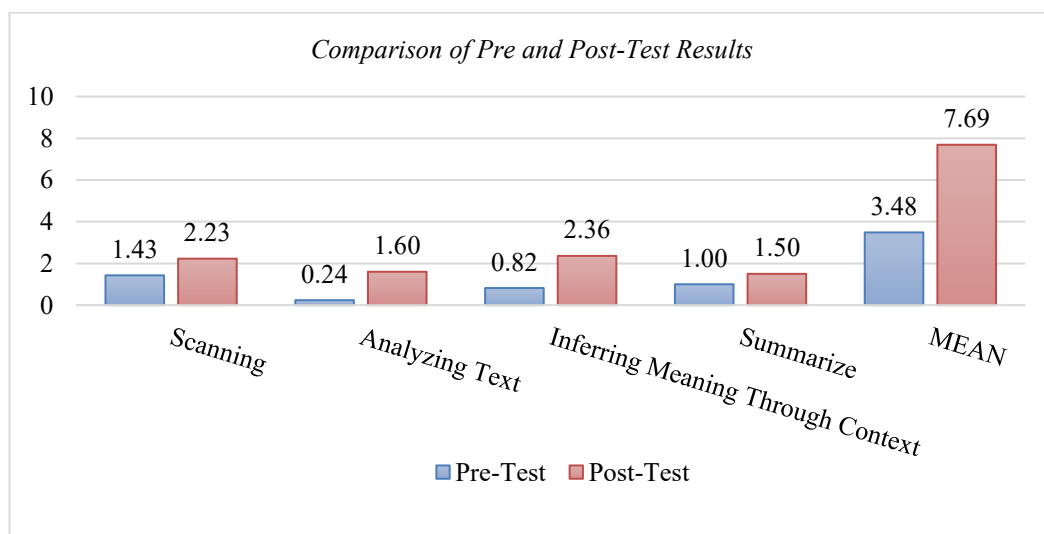
Comparison of the Pre and Post-Test Means

a. Table 8

Comparison of the Pre and Post-Test Means of Ninth Year Students in Reading Comprehension

Aspects	Pre-Test	Post-Test
Scanning	1.43	2.23
Analyzing Text Structure	0.24	1.60
Inferring Meaning Through Context	0.82	2.36
Summarize	1.00	1.50
MEAN	3.48	7.69

b. Figure 7



c. Interpretation and Analysis

The data obtained in Table 8 indicates the difficulties that ninth year students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano high school handled before the intervention plan was implemented were overcome. At the beginning students obtained the total mean score of 3.48/10, gotten in each indicator the following scores: in Scanning 1.43/2.5, analyzing text 0.24/2.5, inferring meaning through context 0.82/2.5, summarize 1.00/2.5. Nevertheless, after the application of the intervention plan, it is totally clear that students achieved a good level in their reading comprehension. They accomplished a significant improvement in their reading comprehension and it is denoted in the total mean score of 7.69/10. This shows that students accomplished an expected level of effectiveness (see grade scale, p. 141) through the implementation of scaffolding teaching strategies to ninth year group since it.

g. DISCUSSION

This research work reflects important results in response to the question posed before the intervention plan, which was: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year? The results obtained from the pre-test showed noticeable limitations in reading comprehension. However, the meaningful improvement in students reading comprehension is demonstrated with the results of the post-test which total mean score increase from 3.48/10 to 7.69/10. This enhancement agrees with Carr and Bertrando (2012) who say that “scaffolding strategy is used by teachers to temporarily support students while they build new skills, and knowledge- at a higher level than they could reach without such assistance” It helps learners to acquire new concepts, skills, and levels of understanding.

Four aspects were taken into account to evaluate students’ reading comprehension which were scanning, analyzing text, inferring meaning through context and summarizing. The pre-test results exposed that students failed in the development of all aspects aforementioned. In scanning, students confused the getting information to accomplish tasks. In analyzing text, students were not capable selecting the correct main ideas, story structure and elements that allow them to form an adequate overall understanding about texts. Likewise, in inferring meaning through context students took too much time trying to infer the meaning

of difficult words. Finally, in the case of summarizing students did not have a clear idea about how to recall a text in a correctly. After the intervention plan, the post-test results indicated an improvement in the reading comprehension aspects abovementioned through the use of scaffolding teaching strategies.

At the beginning of the intervention plan the students' attitude in front of scaffolding teaching strategies was not negative at all because they realized which was the purpose of the class activities and they needed a lot of support and explanation to develop properly each planned activity. During the intervention plan, students started to feel more confident developing the tasks, for that reason teacher' support was not necessary all the time and the students' progress was increasing. At the end of the intervention plan, student's attitude to scaffolding teaching strategies changed totally. They were more independent in completing tasks and understand texts.

Additionally, this research work evidence some strengths and limitations that supported and affected the students' reading comprehension. Some strengths were the positive collaboration of students in classes. Also, the number of students were convenient for monitor the progress of each student in the advance of activities; the material designed was very attractive and useful for students' progress. On the other hand, some difficulties that limited the students' performance in a successful way of the students' improvement in reading comprehension were the deficiency of electric energy in the classroom that did not allow the use of electronic devices that help in the development of the classes. Another issue that participants faced

was the lack of confidence in the use of language to express their ideas or to give answers.

The use of scaffolding teaching strategies contributed greatly to accomplish the general researcher's objective, which was to improve reading comprehension through scaffolding strategies among students of ninth year at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. Once the intervention plan finished, the results allowed the researcher the verification of the improvement of reading comprehension in ninth year students and it was confirmed that scaffolding teaching strategies contributed to improve students' reading comprehension.

h. CONCLUSIONS

Students of ninth year of Basic Education at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano afternoon session faced some difficulties related to the reading comprehension. Students presented problems in scanning texts, analyzing texts, inferring meaning through context and summarizing. In consequence their reading comprehension and participation in English classes were evidently limited.

The application of scaffolding teaching strategies (context clues, text representation and summarizing) supported learners to overcome their weaknesses in understanding of readings; acquiring new abilities through the analysis of texts. Also, the use of these strategies helped students to be more confident developing reading tasks by themselves.

The results obtained from the post-test, showed the effectiveness of the application of scaffolding teaching strategies. However, students accomplished a satisfactory improvement in their reading comprehension. Also they felt motivated to use different strategies in the process of reading. These strategies directed them to participate actively in the development of reading comprehension tasks.

i. RECOMMENDATIONS

Based on the conclusions indicated before, the following recommendations can be given:

Teachers should assess and diagnose their students' reading comprehension frequently through the use of formal assessment that includes tests, quizzes, and projects that help to provide a systematic tools for teachers to measure a student's knowledge and informal assessment that is more casual which includes field notes, diaries and rubrics that help teachers pinpoint students' issues and weaknesses that limit their learning and planning the application of the most suitable scaffolding teaching strategies to improve the students' reading comprehension.

Teachers should apply the most suitable scaffolding teaching strategies as a temporary support in their classes to improve students' reading comprehension. Furthermore, learners will be capable to develop tasks on their own without the assistance of their teacher. Scaffolding teaching strategies like context clues, text representation and summarizing allowed students to increase their confidence when get involved into the readings and had a better overall understanding about what they are reading.

Teachers should be aware of the usefulness of different scaffolding teaching strategies to apply them properly, and take advantage of the benefits of these ones

in order to improve students' reading comprehension. As a result students be more confident when they read to accomplish tasks for achieve learning objectives.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA **FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN** **ENGLISH LANGUAGE DEPARTMENT**

THEME:

THE IMPROVEMENT OF READING COMPREHENSION THROUGH THE USE OF SCAFFOLDING TEACHING STRATEGIES AMONG STUDENTS OF NINTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

This thesis project is a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

AUTHOR:

YENNY ROCÍO COLLAGUAZO HUANCA

LOJA-ECUADOR

2019

a. THEME

THE IMPROVEMENT OF READING COMPREHENSION THROUGH THE USE OF SCAFFOLDING TEACHING STRATEGIES AMONG STUDENTS OF NINTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The prestigious high school Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” was founded through a resolution of the council of Universidad Nacional de Loja, on September twenty eighth of nineteen seventy one, as part of the Facultad de Filosofía, Letras y Ciencias de la Educación. At that time, the objective was to create a center for teaching practices of the mid-level professional that was being trained in the university.

The ministry of education and culture, answering the request of the authorities at that time, authorized the functioning of the first course of Basic Education beginning from 1971-1972, through the resolution N° 95 of January 29 of 1972, having as the first director to Lic. Mario Enrique Jiménez.

Today, Unidad Educativa "Dr. Manuel Cabrera Lozano" works in the afternoon session from 1:00 p.m. to 6:40 p.m. The staff is divided between twenty-four female teachers and seventeen male teachers and a total of eight hundred seventy-eight students. The institution occupies the facilities of the 27 de Febrero High school that is located in the canton of Loja belonging to the province of Loja, seven zone, Ecuador. In the neighborhood of Santa Teresita, Pablo Palacios 21-51 and John F Kennedy streets.

The first main authority that is in charge of the institution is Mg.sc Ángel Hurtado as Director and as a second main authority is Mg.sc Miguel Chávez as

Vicerrector. The inspector of the institution is Lic. Rolando Pérez Salas and Lic. Jenny Viteri is the actual director of the English Department.

Unidad Educativa Dr. Manuel Agustín Cabrera Lozano counts with a building with a block of three floors and it is occupied for both institutions U.E. Manuel Agustín Cabrera Lozano and 27 de Febrero high school.

The purposes managed by the staff of the institution in the teaching process are detailed on the mission and vision, which declare as a vision: To be a prestigious Educational Institution, with an integral social and humanistic educational proposal, where democracy and respect for cultural identity are developed, with an academic education, give to the society of creative men and women, who face with courage the challenges of the society in which they operate. And as mission: To educate infants, children and youth with an integral, intercultural and even, through a social and humanistic scientific training of quality and warmth, promoting the full development of their capacities and their potential society.

The English Department count with three English teachers which are distributed in the following way: Lic. Jenny Viteri is in charge of 1st BGU and 10th EGB; Lic. Antonio Maldonado is in charge of 8th EGB and 3rd, BGU and Lic. Jorge Luis Ortiz is in charge of the 2nd BGU and 9th EGB.

Current situation of the research problem

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language that is why everyone needs to learn the language in order to get in touch

on an international level. To dominate English language will help to interact with people from countries all over the world.

Therefore, one of the objectives of the Ecuadorian curriculum for English as a foreign language for Educación General Básica and Bachillerato (2016) is “to read straightforward texts on subjects of interest. Understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc.” In addition, students upon their graduation in third of Bachillerato are expected to reach at least level B1 according to the Common European Framework of Reference o (CEFR). Therefore, the ninth- grade students are expected to reach the A.1.2 level of the CEFR.

Unfortunately, ninth year students of Unidad Educativa “Manuel Cabrera Lozano” currently do not show that they can reach all the standards to make a good reading, understand texts and develop different reading activities in English language. The researcher realized through a non-participant observation demonstrates that students have problems developing activities like scanning, inferring meaning through context, read aloud and analyzing text. This is due to their lack of practice of reading, which is essential component in order to achieve to goal of the national curriculum aforementioned. Students’ learning is focused more on grammar structures rather than meaningful communication, which is accomplished just following established contents in their textbooks. It is important to mention that grammar structures are essential in meaningful communication, but students need to do more extra reading activities to be independent in the comprehension of texts.

In response to this problem, this research project proposes to investigate several options for making the ninth year students aware of the importance of reading. This will allow them to comprehend texts better through activities of reading like scanning, inferring meaning through context, read aloud and analyzing text. Also, scaffolding teaching strategies help students to support the improvement of reading skills and students will be able to do tasks which are beyond their current capabilities. Finally, students are more likely to become strategic learners, analytical, independent, and creative thinking skills are matters to improve when students learn to construct, and comprehend a text independently.

Research problem

Considering the aforementioned issues, it is crucial to research the following problem.

HOW DOES THE USE OF SCAFFOLDING TEACHING STRATEGIES IMPROVE READING COMPREHENSION AMONG STUDENTS OF NINTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research

Timing

This research will be developed during the school year 2018-2019

Location

The present project will be applied at Unidad Educativa “Dr. Manuel Agustin Cabrera Lozano” which is a public school located in the city of Loja at 21-51 Pablo Palacios street and Jhon F Kennedy streets.

Participants

The participants of this research work are 15 ninth-year “C” students at Unidad Educativa “Dr. Manuel Agustin Cabrera Lozano” and the teacher candidate of this study who is going to take part in the project of research.

Sub problems

- What theoretical and methodological references about scaffolding as teaching strategies are adequate for improvement of reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What are the issues that limit the reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What are the steps of the intervention plan that help successfully to the reading comprehension among ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

- What kind of scaffolding teaching strategies are apply to improve the reading comprehension among of the students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- How effective are the application of scaffolding strategies for the improvement of reading comprehension among of the students of ninth – year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The purpose of this research work is to improve reading comprehension through scaffolding teaching strategies among ninth year “C” students at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano during the 2018-2019 school year. Reading is one of the essential skills for the successful comprehension of a language. However, most of the students have many problems in mastering English texts and as a result they feel frustrated to read in English. Based on the aforementioned, some effective pedagogical strategies for reading comprehension are the use of scaffold which according to (Benson, 1997; Lipscomb, Swanson, & West, 2004; Haghparast & Mall-Amiri, 2015) scaffolding can be provided by experts as well as more experienced people around the student; teachers, parents, and even peers at the same class. Likewise, scaffolding secures opportunities for students to learn how to solve problems, do certain tasks, and transform information rather than just memorize certain scenarios to undertake some actions. On the other hand, the application of this project will help to the teacher candidate to gain experience through managing the classroom using the correct methodological resources. Moreover, it will benefit its future development as a professional increasing the ability to use strategies to improve reading comprehension, and at the same time to prove the effectiveness of these strategies. Finally, this investigation is a previous requirement of the Universidad Nacional de Loja to obtain the Bachelor’s Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

To improve reading comprehension through the use of scaffolding teaching strategies among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Specific

- To research the theoretical and methodological references about Scaffolding as teaching strategies for improvement of reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To diagnose the issue that limits the reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To design an intervention plan based on scaffolding as teaching strategies in order to improve reading comprehension among ninth year “C” of Basic Education, afternoon session at Unidad

Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year

- To apply the most suitable teaching strategies of scaffolding in order to improve reading comprehension among of the students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To validate the results obtain after the application of scaffolding teaching strategies to improve reading comprehension among students of ninth year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

SCAFFOLDING

Scaffolding, according to a definition of oxford dictionary (2004), is an expression used in building construction which means poles and boards that are joined together to make a temporary structure for supporting building or modifying of another structure. However, for ages this term has been also used commonly in learning science (Huong Dinh, 2016, p. 4).

The term scaffolding was first appeared in educational contexts in 1976. In their study about “The role of tutoring in problem solving” (Wood, Bruner, & Ross, 1976), to support children’s learning, Wood et al. used the metaphor of scaffolding in building construction to first introduce the concept of scaffolding. According to them, children who receive scaffolding, which is just in time help and assistance in problem solving from an adult or expert, can better perform in dealing with more complex tasks than they would without helps (Wood, Bruner, & Ross, 1976),

“Scaffolding” is linked to the Social Constructivism Theory pioneered by the Soviet psychologist Lev Vygotsky and his well-known concept about the Zone of Proximal Development (ZPD). Which is described in Vygotsky’s own words as: “The distance between the actual developmental level as determined by independent problem solving and the level of potential problem solving as determined through problem solving under adult guidance or in collaboration with

more able peers. In other words, the ZPD refers to a range of learning tasks that is only achievable by children with adequate help and guidance from teaches or peers (Puntambekar & Hubscher, 2002).

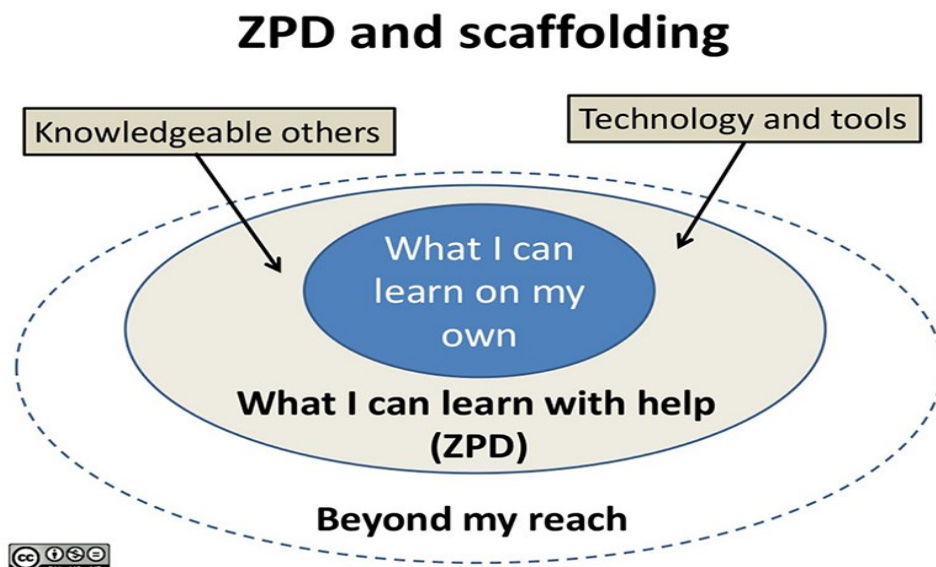


Figure 1. The Zone of Proximal Development (Steve Wheeler, University of Plymouth, 2013)

Vygotsky (1978) argued that learning in the zone of proximal development (ZPD) is activated “only when a child is interacting with people in his environment” (p. 90), highlighting interaction as the agent for the novice’s development. It is being reported that (Mehri, 2014)

According to McKenzie (1999), say that a clear direction, purpose, and expectation are the features defining of successful scaffolding. Results include on-task activity; better student direction; reduced uncertainty, surprise, and disappointment; increased efficiency; and palpable momentum. “...Scaffolding requires continuous sorting and sifting as part of a ‘puzzling’ process—the

combining of new information with previous understandings to construct new ones. Students are adding on, extending, refining and elaborating. It is almost as if they are building a bridge from their preconceptions to a deeper, wiser, more astute view of whatever truth matters for the question or issue at hand”.

There are different ways to scaffold instruction for students. According to Bransford, Brown and Cocking (2000), some educators favor an apprenticeship model whereby an expert models an activity, provides the learner with advice and examples, guides the student in practice and then tapers off support until the student can do the task alone; others prefer methods that encourage ongoing use of tools and consultation with other people, arguing that in real life few people ever work exclusively on their own. Most agree that scaffolding is particularly effective in areas in which students need to be more self-reliant, such as technology-based learning (Banaszynski, 2000).

Scaffolding stages

It is said that scaffolding comes in three separate stages. First, scaffolding is related to provide a support structure and assistance to students so as to develop certain skills and where some activities are needed to enable. Second scaffolding is the stage where particular activities are implemented and carried out in the classroom. And, third scaffolding involves the collaboration process (Walqui, 2016). It has been shown that scaffolding in an English foreign Language and English as a second language focus on two parts: Macro & Micro levels. The macro level refers to the planned curriculum activities over time to be applied to the students and to facilitate the English learning process. The micro level focuses

on the particular classroom activities that both students and teachers work together. It is often spontaneously and improvised (At-Mahrooqi, 2014). Walqui (2006) denoted that, “scaffolding is premised upon the notion of handing over (by the teacher) and taking over (by the student), assistance provided should always be only ‘just enough’ and ‘just in time’ (p.164).

Scaffolding Teaching Strategy

Walsh and Sattes (2015) assert that Scaffolding strategy is a temporary assistance by which the teacher guides the students how to do something through authentic tasks or activities that allow all learners to be successful. Besides, they claim that scaffolding is a special kind of support that helps students to learn new concepts, skills or levels of understanding, so that then learners will be able to do similar tasks on their own without the assistance of their teacher.

Ustunel (2016) claims that in language teaching, scaffolding is considered as an instructional strategy that provides some guidance techniques in the initial teaching stages such as cues and support to solve the problems with difficult activities and demonstrate the process of how chores must be completed as strategies for learners to become able to work in an independent way.

Likewise, Alexandrov, Velarde, and Alesandrov (2012) and Hammond (2001) express that scaffolding strategy in the learning process is considered as a temporary support or instructional strategy which is focused on providing aid to the fulfillment of more complex activities and tasks, but the use of scaffolding will go decreasing slowly until the learners take control of their own learning.

Carr and Bertrando (2012, p. 79) “scaffolding strategy is used by teachers to temporarily support students while they build new skills, and knowledge- at a higher level than they could reach without such assistance” It helps learners to acquire new concepts, skills, and levels of understanding. So that the learners will later be able to apply their own knowledge in an independent way, in groups, or in individual learning tasks in the classroom.

Al-Mahrooqi (2014) argues that strategy in an EFL and ESL context focus on two parts macro and micro levels. The macro level is focused on the activities planned by the teacher to then be applied to the learners. There some activities like teacher considering the students’ prior knowledge and experience, relationship and sequencing tasks, group learning configuration (in pairs, individual and groups), and visual support (videos, posters and internet) to facilitate the learning process and role of language and micro-levels focused on the activities that students and teachers work together in order to facilitate learning and comprehension. The teacher provides some techniques such as ask students to connect their prior experiences, ask learners construct verbal discourses and providing ideas, provides clues or hints to support students’ interaction.

Scaffolding Teaching Strategies

It has been suggested different scaffolding teaching strategies that provide guidance, temporary support and aid to the fulfillment of simple and more complex activities and tasks in the learning process (Alibali, 2006). Table 1 represents scaffolds and ways they could be used in an instructional setting.

Ustunel (2016) claims that in language teaching, scaffolding is considered as an instructional strategy that provides some guidance techniques in the initial teaching stages such as cues and support to solve the problems with difficult activities and demonstrate the process of how chores must be completed as strategies for learners to become able to work in an independent way.

Table 1: *Ways to use Scaffolds in an Instructional*

Scaffold	Ways to use Scaffolds in an Instructional
Advance Organizers	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Clue cards	Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concepts and mind maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Examples	Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.

Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works
<hr/>	
Handouts	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking
<hr/>	
Hints	Suggestions and clues to move students along: “place your foot in front of the other,” “use the escape key,” “find the subject of the verb,” “add the water first and then the acid.”
<hr/>	
Prompts	Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as “Go,” “Stop,” “It’s right there,” “Tell me now,” “What toolbar menu item would you press to insert an image?”
<hr/>	
Question cards	Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
<hr/>	
Question stems	Incomplete sentences which students complete: Encourages deep thinking by using higher order “What if” questions.
<hr/>	
Stories	Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.

Visual scaffolds	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information
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Source: (Alibali, 2006)

Types of scaffolding

Alibali (2006) suggested that a variety of scaffolds can be used by the teacher as students' progress through a task. Scaffolding is adapted to the current and different student's level of knowledge, which means that a more complex content may require a series of scaffolds at different times to help students master the knowledge or skill.

Visual Scaffolding

According to Harrell and Jordan (2013) visual scaffolding is one of the most suitable strategies that can be used to teach English learners. It is used to assist learners with language support through the use of a variety of visual images that include a variety of didactic materials for instance pictures, graphic organizers (maps, diagrams, and charts), objects, films and power point presentations, among others. The use of visual scaffolding provides students a comprehensible input that allows them to construct conceptual or narrative meanings according to each image's characteristics. Visual scaffolding guides the learning process and helps to construct and support new knowledge and skills as well.

Verbal Scaffolding

According to, Scarlett (2015) verbal scaffolding “means using deliberate forms of questioning and speaking that help English learners to develop language skills while also engaging in higher levels of thinking” (p, 252). It is assumed that verbal scaffolding focuses on language development, whose main objective is to provide effective interaction, communication between teacher and students and improve students’ linguistic skills in the classroom as well as to develop their comprehension’s skills and critical thinking. Some activities and tasks can be applied in the classroom, such as think-aloud, ask learners to verbalize their thoughts and express out loud what they are thinking, making predictions, formulate a summary of the reading and creating images about what they were reading, meanwhile, modeling pronunciation activities are focused on the demonstration and pronunciation where students are given the opportunity to hear the correct sound pronunciation and then mimic and practice it, while they are monitoring their comprehension (Paccha Jose, 2018, p. 8).

The process of Scaffolding

“It is being reported that Instructional Scaffolding for English language learners is carried out on six steps: (a) modeling where clear examples of what is taught are given to students by teachers; (b) bridging where only new concepts and language will be learn by students activating learners’ prior knowledge; (c) contextualizing where language learning should be facilitated by including visuals, authentic objects, sources of information, and accessible and engaging language; (d) schema building where teachers should introduce knowledge by

discussing the general or broad aspects of it first before studying the main details, it means processing information from the top down. For example, the student should preview a book before reading; (e) representing text where students are invited to grab the new language by meaningful activities; and (f) develop metacognition is related to how teacher carries out specific tasks or model strategies explicit to foster learner's autonomy". For instance, think-aloud before reading (Walqui, 2006).

Functions of Scaffolding Teaching Strategies

Carr and Bertrando (2012) said that "scaffolding strategy is used by teachers to temporarily support students while they build new skills, and knowledge- at a higher level than they could reach without such assistance" (p.70). It is widely understood to be a way to help learners to acquire new knowledge, skills, and levels of understanding with a view to increasing learner's independence and allowing all learners to be successful. It describes the assistance provided by the teachers to learners so as to help them to achieve a task or facilitate their learning of new concepts. It helps to make lessons effective and efficient. However, it goes decreasing as the learners become competent to solve their tasks or problems independently, and until they take control of their own learning process.

Scaffolding Teaching Strategies to Improve Reading Comprehension

Scaffolding teaching strategies are the utmost ways teachers use to support the learning process while helping students move towards a new step to become independent and competent, as well as to achieve an overall understanding of new knowledge. Lopez (2012) has reported that scaffolding strategies are used by

teachers to help students achieve their learning objectives and considering that the applied strategies in scaffolding teaching and learning must be carefully designed and appropriate according to the students' levels of understanding as higher levels of language and thinking are built.

Question answering

It is the typical but useful strategy that consists on to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Learners can take turns using story stems to quiz one another on the reading. Following are examples of typical story stems:

Explain why....

Explain how....

How does...affect...?

What is the meaning of...?

Why is ...important?

What is the difference between ... and...?

(Patricia Babbitt, 2009)

Question generating

In question generating students can write questions about the story as a post-reading exercise. These questions can then be integrated into formal tests or informal questioning games. Educator might want to suggest that students

generate questions by adapting sentences from the text. Students can also generate questions to identify their own uncertainties about the text. They can then try to answer these questions by consulting you or other students (Patricia Babbitt, 2009)

Summarization

Duke and Pearson (2002) suggested that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content. Thus, instruction in summarization can be considered to meet dual purposes: to improve ESP students' ability to summarize text and to improve their ability to comprehend text and recall. Summarizing can be highly effective for helping students identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. It is especially worthwhile when used with other strategies such as generating questions and answering questions (Pardis Sajad, 2014, p. 1964)

Context Clues Strategy

Context Clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Because most of their vocabulary is gained through reading, it is important that students be able to recognize and take advantage of context clues. Sharon M. Look (2011)

Jessica Hathaway (2014) said that “Students should use context clues as strategy to surmise the meaning of unknown or multiple-meaning words”. Context

can provide clues about words meaning through word relationship, such as synonyms, antonyms and analogies (p. 54).

Edwards and her colleagues (2012) recommend teaching students five different types of context clues: definition, synonym, antonym, example and general.

Types of context clues.

There are at least four kinds of context clues that are quite common.

Definition: Refers to when the author explicitly states the meaning of a word within the context of the sentence or selection.

Synonym: A synonym context clue provides meaning for a vocabulary word by using a word similar in meaning within the same sentence or passage.

Antonym: An antonym context clue suggests the definition of the vocabulary words by contrasting it with a word of opposite meaning.

Explanation: The unknown word is explained within the sentence or in a sentence immediately preceding.

General: Words can be understood through general context clues, on several words or statements that give meaning to the target word. The goal of this strategy is to teach students to identify and use these five types of context clues to infer meaning about unknown vocabulary words Sharon M. Look (2011).

Text Representation Strategy

This is about graphic organizers, which provide a visual map for the readers, can be placed next to the text as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure

of a narrative or of an argument. Following are descriptions of three types of organizers.

Comparison/Contrast: These organizers can help students consider the similarities and differences between stories, plots, themes, and characters.

An example of such an organizer is a Venn diagram, which consists of interlocking circles or ellipses. The area common to both circles shows similarities between two items, while the areas unique to each circle show differences between the items.

Hierarchy Diagram: This graphic organizer can assist students who are reading informational texts of all kinds, whether related to language arts or to other content areas. The hierarchy diagram offers the opportunity to apply literary terms to the reading, make connections between the parts of a concept, or analyze the author's craft. For example, consider placing characterization at the top of the graphic organizer as the overarching concept. The next level of this graphic organizer can then be assigned to characters, and the last level can deal with methods of characterization, including the use of dialogue, author description, and action.

Matrix Diagram: This organizer is effective in representing comparisons and contrasts. For example, students can use the matrix diagram to compare and contrast the styles of various authors by entering key elements of style at the top and then filling in the lower cells with the similar or different approaches of the authors they are considering (Patricia Babbitt, 2009)

Think Aloud Strategy

The strategy of thinking-aloud is a highly important in terms of both teacher's setting a model for students in order to transfer their thought processes and making the thoughts and mind of students visible. The strategy of thinking-aloud can be examined under two titles as the teacher's thinking-aloud and the student's thinking-aloud (Yasemin Sönmez , Süleyman Erkam Sulak, 2018).

Teacher's Thinking-aloud

As students learn better when they see a good model, teachers can voice their own thoughts by drawing attention to the important points for those having the weaknesses of comprehension ability while reading aloud. In this strategy, teachers open up their minds when they read aloud. Meanwhile, students are quiet listeners and focus on how their teachers explaining. In this way, they learn how the strategy is used and how the comprehension occurs (p. 169).

The steps in the implementation process of the thinking-aloud strategy are explained by Davey as follows: Make predictions. (Show how to develop hypotheses.); Describe the picture you're forming in your head from the information. (Show how to develop images during reading.); Share an analogy. (Show how to link prior knowledge with new information in text.); Verbalize a confusing point. (Show how you monitor your ongoing comprehension.); Demonstrate fix-up strategies. (Show how you correct your lagging comprehension.) This process, starting with the modeling of the teacher and progressing on the way that the student is an independent user of the thinking-

aloud strategy, is very useful in terms of enabling teachers to make internal and external observations (p. 170).

Student's Thinking-aloud

The thinking-aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, about their reading process. By means of this strategy, students can be asked questions to think by the teachers during reading, and students' thoughts can be observed. Teaching the thinking-aloud strategy ensures that students are aware of their own comprehension processes. Thanks to this awareness, they can be independent readers.

The following five steps should be taken into account when using the thinking-aloud strategy: Students should develop hypotheses by making predictions about the text; Students should create mental images from the information that has been read; Students should establish links between previous and new information through analogies; Students should observe their comprehension by making explanations at contradictory points; Students should arrange their comprehension by showing strategies (p. 171).

The thinking-aloud strategy, which includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills (Teacher visison, 2016).

READING SKILL

“Reading is an act of communication in which information is transferred from a transmitter to a receiver”(Smith, 1973, p.2).

Using the words of Guthrie, Benneth & McGough (2007, p. 9). "Reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life". It is evident that reading involves the understanding not only of written words, but also of symbols, signs and sentences that are connected. It provides a holistic understanding of a text.

UK Essays (as cited in Longman Dictionary of Applied Linguistic 2013) manifests that reading is said as "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. Saying a written text aloud (oral reading). This can be done with or without understanding of the content" (p. 1). Reading is a process of interpretation of written or spoken words as well where people learn to understand the meaning of it based on the context it is written or said. It is a natural activity that involves the use of grammar, vocabulary and knowledge of the world in order to understand a text or respond to it.

"Reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct meaning" (Harvey & Goudvis, 2000, p.5).

As Harvey and Goudvis point out in this graphic. On the left are mentioned the essential skills that help to master the code, which are also taught at the beginning of reading instruction, where students need the teacher's help when they read. Once students have understood the code, the skills listed on the right occurs

naturally. However, it occurs with few students while others still require instruction in reading.

"Reading is both the code and meaning behind that code: teaching reading is both teaching the code and teaching students how to make the text meaningful for them" (Gear, 2006, p. 10).

Types of Reading

In a language classroom two types of reading may occur. They are intensive and extensive reading, both are complementary and necessary.

Intensive Reading

Brown (1987) mentioned that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like" (p. s.p). The aim of intensive reading is to achieve an understanding not only of what the text is about, but of how it is structured, specifically it focuses on examining the language rather than the text itself.

Extensive Reading

According to Carrell and Carson (1997), "extensive reading... generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language" (p. 49-50).

In addition to this, Davis (1995) says that to provides a more complete definition of extensive reading from a classroom implementation perspective: An extensive reading program is a supplementary class library scheme, attached to an

English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather than for literary merit. It is assumed that it involves read extensively, where readers 'interest in the readings can change. Some parts of it can be analyzed in detail while others can be read quickly, even so the focus of it is understand the whole text. (p. 329)

It is assumed that it involves read extensively, where readers 'interest in the texts can change. Some parts of it can be analyzed in detail while others can be read quickly; even so the focus of it is understand the whole text (p. 330).

The purpose of extensive reading is for pleasure, enjoyment and understanding, where students can feel free to read what they choose, individually, at their own speed and level. Nevertheless, despite being the student who assumes the main role in extensive reading, teachers are also key pieces since they provide guide and models for students.

Extensive reading involves two specific types of reading, reading for gist or skimming and reading for specific information or scanning (ibid).

Reading for gist or Skimming

The purpose of reading for gist or skimming is to read quickly a text in order to know the general idea of what the text or passage is about. “Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it” (MacLeod).

Reading for specific information or Scanning

It is used to extract the relevant and specific information in a text, such as dates, names, numbers and so on. In scanning the reader’s attention is only in specific and clear details, not in the understanding of the text. “Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed” (Verma, 2015, p. 302).

In simpler words, skimming involves a thorough overview of a text and implies a reading competence, while scanning is more a limited activity, only retrieving information relevant to a purpose. Skimming and scanning are sometimes referred as types of reading and at other times, as skills. Often, skimming and scanning are used together when reading a text. For example, the reader can may skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note (Verma, 2015, p. 302).

Reading Comprehension

The ability “to read” involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding; the ability of

putting words together, with comprehension; the result of interpreting linguistic elements (Hansen, 2016, p. 9).

Gough & Tunmer (1986) describe reading comprehension as the following pattern: “Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)” (p. 7).

Reading comprehension is the main goal of reading and a hard skill to master since it applies the process of decoding, which is the combination of letters and sounds where students can discover the meaning of words, which they have heard but have not seen before printed; and language comprehension, which is a most complicated process where students have to extract the meaning of a spoken and written language. It involves different aspects such as the use of background knowledge, vocabulary, and the understanding of texts at word, sentence and whole-text level. Both elements, decoding and language comprehension are the basis for developing reading comprehension. Hence, no element has to be omitted since if there is no comprehension of what is read, there is no real reading (Hansen, 2016, p. 15).

Elements that influence Reading Comprehension

Reading comprehension is influenced by various elements that work together, they are: vocabulary, motivation, metaphors, saying and idioms, grammatical and morphological knowledge.

Vocabulary

Cook (2008) mentions that knowing a word means knowing “its spoken and written forms, its grammatical and lexical properties and its meaning. It impinges

on all areas of language acquisition and is not just learning sets of words and meanings” (p. 52). It means that the understanding of a word or concepts influence directly the comprehension of a reading. It is highly linked to students’ development in reading.

Motivation

Hansen (2016) says that students with high motivation invest more effort and concentration in the reading than students with low reading motivation, and they portray more perseverance and ability to handle and overcome challenges in the reading process, resulting in reading excessively more than readers with low motivation (p. 20).

Consequently, high motivation for reading is intertwined to excessive reading, and therefore the reading itself helps to develop the essential elements that are part of a good reading comprehension (Wigfield & Tonks 2004, in Bråten 2007).

Metaphors, sayings and idioms

Other aspects of language that cause problems for comprehension are metaphors, sayings, and idioms. These concepts are parts of a language where explicit knowledge of the concepts often is necessary for comprehension. The concepts may not be interpreted from translating the words literally, and it is often not possible to guess the meaning. This makes idioms, sayings, and metaphors difficult for young pupils, and for learners of languages (Hansen, 2016, p. 22).

Grammatical and morphological knowledge

According to Hansen (2016) as cited in (Sol Lyster, 2011) “knowledge about how words are constructed and a consciousness about the principles for

constructing words influence reading and promote reading development. She adds that working with morphological elements in a language will promote reading comprehension” (p. 23).

Specifically, without enough knowledge of the words; that is to say, their construction, grammar, semantics and different morphemes, obtaining a good understanding of reading and a greater vocabulary can be hard for students. Hence, to increase reading comprehension it is necessary to work with these components and focus on them. All components in a text, as structure, vocabulary, genre and content, are important and essential in understanding the content of it (p. 28)

Comprehension Reading Strategies

“Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension” (Adler, p. 1).

They are useful and effective activities that help readers understand a text (Biancarosa & Snow, 2006; Shanahan, 2006). The following strategies help students or readers to grasp a text:

Predicting: determine what you think will happen in the text.

Visualizing: create a mental image of settings, participants and main points of the text.

Questioning: ask questions to check that the text make sense, and for further information reread the text.

Connecting: is about what you already know about the text. To relate the text to yourself, your knowledge and your environment.

Identifying: shed light on important details, the main ideas and themes of the text i.e. to determine the author's purpose.

Inferring: Using signals or clues throughout the text to discover what is misstated to draw conclusions.

Evaluating: Do you agree or disagree with the text? Form your own opinion about the events of the text.

That is to say, reading comprehension strategies support students to learn and understand a reading as well as helping to monitor their progress.

Reading Comprehension Models

“Theories of reading in a second language have changed since the mid-1970s from exclusively bottom-up models to models that describe reading as an interaction between bottom-up and top-down processes” (O'Malley & Valdez Pierce, 1996, p. 94) as cited in (Carrell, Devine, and Eskey 1988; Grabe 1988; Samuels and Kamil 1988).

Interactive model

The word “interactive” in this model refers not to the interaction between the reader and the text (as in schema theory) but to the interaction between bottom-up and top-down processing skills. The interactive model acknowledges that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automatic, higher-level skills will become more engaged (Debat, 2006, p. 13).

Bottom-up model

“It model focuses on developing the basic skill of matching sounds with the letters, syllables, and words written on a page” (Debat, 2006, p. 8).

“It refers to the decoding of individual linguistic units on the printed page, working one’s way up from smaller to larger units to obtain meaning and to modify one’s prior knowledge” (O'Malley & Valdez Pierce, 1996, p. 94) as cited in (Carrel 1988).

Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by which readers decode a text word by word, linking the words into phrases and then sentences. (Gray and Rogers 1956, cited in Kucer 1987) as cited in (Debat, 2006, p. 9)

This model focuses on processing and understanding sounds first and then matching them with letters. The core of bottom-up model is the study of phonics, where students understand the sounds of spoken languages and then associate these sounds with letters, with sentence patterns.

Top-down model

“It begins with the reader’s hypotheses and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed text” (O'Malley & Valdez Pierce, 1996, p. 94).

“It focuses on the background knowledge a reader uses to comprehend a written text. It is associated with schema theory” (Debat, 2006, p. 8).

Nunan (1999) affirms that “schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences” (p.201).

Schema theory describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student’s knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schema, or background knowledge, is fundamental for efficient comprehension to take place (Debat, 2006, p. 10).

Schema theory

“Schema theorists make a distinction between formal schemata (knowledge about the structure of a text) and content schemata (knowledge about the subject matter of a text)” (Debat, 2006, p. 10).

“Carrell (1984) states that prior knowledge of content and formal schemata enables readers to predict events and meaning as well as to infer meaning from a wider context” (Debat, 2006, p. 10).

Content Schemata

“Content schemata refers to the message of the text, and, if the topic is familiar, the reading task will be more productive and efficient” (Debat, 2006, p. 10).

Anderson (1994) explains that “a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message” (p.469).

Formal Schemata

Formal schemata refers to the way that texts differ from one another; for example, a reading text could be a letter to the editor, a scientific essay, or a work of fiction, and each genre will have a different structural organization. Knowledge of these genre structures can aid reading comprehension, as it gives readers a basis for predicting what a text will be like (Smith 1994); (Debat, 2006, p. 10).

Reading Comprehension through Scaffolding Teaching Strategies

Gibbons (2002) suggested that sometimes “ELLs are not as comfortable using English at school or with unfamiliar people when they feel they have not mastered the language” (p. 1). Gibbons (2002) has being stressed some strategies and activities that mainstream teachers can incorporate into the classroom to help enhance reading skills through scaffolding, they should serve two purposes: (a) to make sure the readers understand what they are reading and (b) to the readers should know what ongoing strategies should be used with other readings, texts or passages.

Fitzgerald and Graves (2004) mention that “One powerful tool that teachers of English language learners can use to enable “maximal” reading and learning experiences is instructional scaffolding” (p. 5). Fitzgerald and Graves (2004) has been explained that three-phase scaffolding strategies should take place before, during and after reading to increase English language learner’s performance levels in reading.

Pre-reading Strategies

The aim of pre-reading strategies is to help students understand the entire meaning of the text, reading or passage by stimulating their prior knowledge and building up relevant new knowledge or skills. Several strategies have been suggested such as; use word predictions by doing a web of words in story. Students can be convinced to predict what the story is about by knowing the title or first sentence and allowing them to work in groups to predict what the story might be discussing through the use of visual aids. Provide students with pictures and ask them to put them in sequential order in, which they think the story might happen is another strategy into this level. Another suggested strategy is to ask them to provide questions that they would like to know about the story relate it to their lives and make a storytelling through the use of images. Eventually, allow them to use their native language to tell the story and ask the students to share it briefly in groups what they already know about the new content (Gibbons, 2002).

During-reading strategies

During reading strategies focus on helping students to improve comprehension skills, (Gibbons, 2002) suggested "model the story by reading aloud and instruct the students to skim the book before reading. Instruct the students to reread after they have read at least once" (p.87). "Silent reading is another strategy where students should be encouraged to read independently. This during-reading activity was suggested to be critical for English language learners" (Fitzgerald and Graves, 2004, p. 21).

Use word masking by pulling various clues from the reading to allow the children to guess what they are according to the context. Pause and predict by stopping in the middle of a story to ask students what they think might happen next is another useful and suitable during-reading strategy. In addition to this, allowing student to summarize what has been read is also another strategy; similarly jigsaw reading can be used in cooperative reading groups (Gibbons, 2002)

Post-reading strategies

The post-reading strategies are used after the students have become comfortable with readings, where they can demonstrate what they have comprehend on a deeply way. In this stage learners' understanding is checked

It has been described how story innovation can be led by the teacher by using words from the story to develop a different story. The students can work in groups to write a new ending to the story. Create cartoon strips by using dialogue from the original story. Perform a play by using dialogue from the story. Do a wanted poster by using characters in the story. Students should illustrate a character from the story and write whatever they can about the character. Teachers instruct the students to do a story map, model and have them to complete time lines about the story. Text reconstruction will allow the students to take paragraphs from the story to put into the correct order of story. Create jumbled sentences by writing sentences from the story on to sentence strips and then cut them up. At

last, instruct the students to put the sentences in the correct order are some useful post-reading strategies (Gibbons, 2002, p. 91).

Reading Comprehension Aspects

Scanning

“Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything” (Beale, 2013, p. 1).

Scanning is a skill that demands students to read quickly a reading text while they are looking for specific information. In order to scan a reading text, students must start at the top of it and then move their eyes quickly towards the bottom. In general, scanning is a technique that is useful when students go in search of the answer to a known question (M., 2011).

Inferring meaning through context

In a contextual analysis is not nearly as effective as direct instruction for acquiring the meaning of a specific word, but there is considerable evidence that teaching students to develop their ability to use context clues holds promise for enhancing their ability to acquire many words meanings through for independent reading. A study demonstrates that generalized instruction in context clues or instruction in specific context clue type to promote the ability to infer words meanings through context (Susan E. Israel, 2017, p. 88).

Analyzing Text

“Analyzing involves digging deeper into the meaning of the text. It goes beyond memorizing facts, dates, and names. It requires more than main ideas and

details. Analyzing means forming an educated opinion about what you have read” (Hutchison, 2008, p. 1).

According to Biddulph (2002) “analyzing text involves seek for story grammar (or story structure) elements (including narrative story parts, such as character or events, as well as the ways that content-area texts are organized)” (p. 3).

It is an extensive reading element that focuses on directing students to re-read a given text several times so as to obtain a deeper meaning. Text Analysis is a way for readers to gather specific information, details, main ideas and structures of a text in order to gain an overall understanding about it.

Read aloud

Teaching strategies for engagement, such as interactive read alouds, increases comprehension because students are interacting with the texts. There are a number of elements that go into selecting texts that are engaging for students and ways to make less interesting texts more engaging. Choosing texts that students can relate to is one way to do this. When students can make connections between characters or situations and their own lives, they become more involved and interested. Interactive read aloud are another way to engage students in texts. Interactive read aloud allow students to participate with the book, the teacher, and their peers as they read. Students can ask questions, make connections, discuss characters, etc. Interactive read aloud involve participation from students in which they interact with the teacher and the text as opposed to just listening. During the interactive read aloud, teacher could paused to ask questions, answer questions, summarize,

make connections, clarify vocabulary, etc. Students then answer a set of comprehension questions following each reading (Kelly Hazzard, 2016, p. 5).

f. METHODOLOGY

Design of the research

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action research can be undertaken by undergraduate and postgraduate students' assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This research has the aim of improving the reading comprehension through scaffolding teaching strategies. Action Research allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different scaffolding teaching strategies to improve reading comprehension in the English Foreign Language among ninth-year C students at Unidad Educativa Dr Manuel Cabrera Lozano during the academic period 2018-2019.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of reading comprehension in which the students have showed some problems experimenting of reading comprehension as a foreign language due to the lack of scaffolding teaching strategies to improve reading comprehension.

Methods, techniques and instruments

Methods

In this research work the researcher will use different methods which will help her to carry out this project. The following general methods will be applied along the descriptive research:

The analytic/ synthetic method will help the researcher to analyze all the information found through of the observation checklist, questionnaires and the pre and post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

The statistic method through which the researcher will collect and analyze all the answers which will be represent in graphics to indicate the percentages and results got in the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The Scientific method will facilitate the study of scaffolding teaching strategies to improve reading comprehension in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments will come from questionnaires and observations sheets.

Tests: The test will allow students to perform tasks in relation to the reading comprehension skill. Therefore, tests will produce a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the reading comprehension that students have; and, at the end to measure the reading comprehension achieved by the students after the intervention plan designed in this research project with the activities applied with the scaffolding teaching strategies in order to make a pretest-posttest comparison of the comprehension dimension of the performance of reading of the participants (ninth-year C students at Unidad Educativa Dr. Manuel Cabrera Lozano) being treated.

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward scaffolding teaching strategies to improve reading comprehension. A pre and posttest questionnaire will be given to make a comparison

between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during an environment as lived by the ninth-year C students at Unidad Educativa Dr. Manuel Cabrera Lozano during their English classes. There will be two types of observation as detailed below.

In **nonparticipant observation** the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation. The instrument for the nonparticipant observation is the observation sheet.

Observation sheet. During the nonparticipant observation, the researcher will need an observation sheet to note the participants' behaviors shown on the performance of the reading comprehension. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation. In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of scaffolding teaching strategies in order to improve reading comprehension among the ninth-year C students at Unidad Educativa Dr. Manuel Cabrera Lozano during the academic period 2018-2019. The instrument of this participant observation is the field note sheet.

Field notes. The researcher will record a description of the events, activities, and people. The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to improve reading comprehension (the issue), through the scaffolding teaching strategies.

Population sample

The population was fifteen students of the ninth year "C" students at Unidad Educativa Dr. Manuel Cabrera Lozano. They are all about twelve and thirteen years old; they are fifteen students, ten girls and five boys and the teacher candidate of this study who was going to take part in the intervention plan.

Intervention plan

The intervention plan is designed based on lesson plan model that contain three stages: Activation (before), connecting (during) and affirmation (after) Herrera, Holmes, & Kavimandan, 2011. These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Jorge Luis Ortiz

Teacher Candidate: Yenny Rocío Collaguazo Huanca

Participants: 9th EGB

School Year: 2018-2019

Topic: The Food Pyramid

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> To compare, contrast and interpret the meaning of words from a text about Healthy food To develop hypotheses by making predictions about the text Diets 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures <p>Countable and uncountable nouns Some and any for undetermined quantities.</p> <ul style="list-style-type: none"> Expressions 	<p>ACTIVATION</p> <ul style="list-style-type: none"> Games that activate prior student’s knowledge in order to continue with the classes like: <p>Pictionary: It consists on interaction between two teams that are challenge to guess words through picture that each member of team draws on the board.</p> <p>Cards game: It game encourages students to complete a circuit in which each member of the team is demanded to complete a command according to the card that he or she takes.</p>	<ul style="list-style-type: none"> Reading passages about the topic Worksheets Assessment sheets

<p>Veggies: vegetables/ Yummy: delicious</p> <ul style="list-style-type: none"> • Key Words <p>Words related to food: Healthy, grains, fruits, Meat and beans, oil,</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • Before the reading teacher presents pictures and encourage students to make a brainstorming about the topic of the reading. • Through a text about Healthy and Unhealthy Food, students are going to find and underline specific words related to food. • Using the same reading, teacher scaffolds students with a guide with words that are underlined in which they are going to infer the meaning of the sentences through synonyms of that underlined words • One time students are familiar with the reading, teacher presents a Ven diagram template in which in pairs students are going to analyze the text and recognize the similarities and differences between Health and unhealthy food. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students identify specific information from a text about diets to build hypothesis in order to predict meanings from the reading. Then Students analyze the reading in order to compare and contrast the information. 	
<p>MONITORING PLAN: Data Source 1: Pre- test/ Pre-questionnaire Data Source 2: field notes Data Source 3: Quiz</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th, to May 10th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”
Teacher: Lic. Jorge Luis Ortiz
Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB
School Year: 2018-2019
Topic: Healthy Recipes

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To analyze words into context and diagram the parts of the reading about healthy Food. To create mental images from the information during the reading to understand passages 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE/ NEEDED
<ul style="list-style-type: none"> Expression’s lesson Hold on a second: Wait a moment <ul style="list-style-type: none"> Structures How much / How many and Imperatives	ACTIVATION <ul style="list-style-type: none"> Games that activate prior student’s knowledge in order to continue with the classes like: Board race: In this game students are going to participate in a race in which they would to write words related with a topic on the board as much as the can. Tic-tac-toe: In this activity teacher shout the tic-tac words for any time at the same moment that students pass a balloon among them. When teacher says the word toe, students introduce words according with the topic. 	<ul style="list-style-type: none"> English Students book English Teacher book Reading passages about the topic Assessment sheet

<ul style="list-style-type: none"> Key Words <p>Food quantities, measurements words and containers and ways of cooking.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> Teacher support students through images into the text about healthy recipes to make predictions and understand better the topic. Students find the words in the text that they think best represent each picture and after check the correct answer. Teacher asks students to introduce details of underlined words in the text in order to create mental images from the information that has been read. One time students analyzed each part of the reading students organize and complete a SWBST Anchor Chart with the information from the reading about Healthy recipes, while discuss their personal opinion about the topic. <p>AFFIRMING</p> <ul style="list-style-type: none"> Individually, students analyze words into context and diagram the parts of the reading in an assessment sheet following the grammar rules about two topics that teacher writes in it. Students draw their mental images from the information during the individual reading. 	
<p>MONITORING PLAN: Data Source 1: Field note/Assessment sheet Data Source 2: Quiz</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th, to May 17th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syukur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”

Teacher: Lic. Jorge Luis Ortiz

Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB

School Year: 2018-2019

Topic: Eating Well

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To identify time expressions and the sequence of the reading and infer the meaning trough context. • To establish links between previous and new information through analogies and classify the text. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Key Words Words related to food groups and quantities. • Connectors Firs, next, after that, then, finally. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Games that activate prior student’s knowledge in order to continue with the classes like: Word jungle race: Students work in pairs and teacher gives to each peer a bunch of words. Ss unscramble words in order to complete sentences. Finding the word game: First, teacher prepares a bunch of words and put them in a bag. Students are divided into two teams. Next, teacher sticks a flip chart with a reading per team. Next, each member of the team chooses a word from the bag and find it in the reading in less time possible. The first team that completes the game is the winner. <p>CONNECTION</p>	<ul style="list-style-type: none"> • Reading passages about the topic • Worksheet

	<ul style="list-style-type: none"> • Teacher gives students a reading about how to eat well in which some words are highlighted, students pay attention to the context of that highlighted words. Then teacher writes on the board synonyms or antonyms of those words and students join in pairs and pick words and replace that highlighted words, giving the same sense to each sentence. • Once time students are familiar with the context of the sentences. Teacher explains students that each sentence is part of a short paragraph about How to eat well, and they will put in the correct order using connectors and write it in a sheet of paper that teacher facilitates them. • Teacher brings to the class a Context Clue Anchor Chart. Teacher writes on the board a list of five common kinds of clues (direct definition, definition after a comma, antonym, synonym, and example) with an example of each. Then, students analyze the context of each example and suggest meanings for the underlined words in the examples. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students relate the meaning of new vocabulary according to the words into the sentence, which surround the unknown word. Then, students replace them with synonyms or similar words that can be applied in the same. Students read silently and classify information in a Context Clue Anchor Chart. 	
<p>MONITORING PLAN: Data Source 1: Field notes/ worksheet Data Source 2: Story map template Data Source 3: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”

Teacher: Lic. Jorge Luis Ortiz

Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB

School Year: 2018-2019

Topic: It’s Finger-Licking Good!

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summaize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To distinguish the structure in a famous people reading to organize the information in a chart following the clues. • To express fluently their comprehension by making explanations about words or phrases into context. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Informal words to describe food preferences like: <i>It is not my cup of tea.</i> <i>It makes my mouth water.</i> <i>It’s finger-licking good.</i> 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Games that activate prior student’s knowledge in order to continue with the classes like: Hot seat: It game consists on guess words by mimics. Cards game: Before the class starts, teacher writes in sheets of paper commands for each card and sticks them around the classroom. Then the class is divided into two teams that would be complete each command. <p>CONNECTION</p>	<ul style="list-style-type: none"> • Reading passages bout the topic • Colloquial expression flash cards • Wall chart with the reading • Wall chart with the structured, the purpose and clue words of the text • Quiz

	<ul style="list-style-type: none"> Teacher forms groups of three students to work in a reading about food preferences in which each group need to recognize and take specific information to classify in graphic organizers that it required. Teacher gives to each group a template with some clues that help them to recognize information. The first group works in a graphic where shows the description like characteristics, features and examples from the text. The second group gets information about the sequence of the reading for instance what happen first, next, then, last, before and after. The third group compares and contrasts information of the reading what are alike and what of them are different. The fourth group recognizes the cause and effect when something makes something else happen. Finally the fifth group works in the problem and the solution of the reading. Once that all the information is organized teacher draws a chart on the board in which each group shares their information that they take from the text. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students analyze information and organize the structure of the reading about famous people achievements in a chart. Students read a text about free time activities and complete a chart according with the structure of the text following the clue words on it. 	
<p>MONITORING PLAN:</p> <ul style="list-style-type: none"> Data Source 1: field notes/worksheets Data Source 2: Quiz 		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May27th to May 31st, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”

Teacher: Lic. Jorge Luis Ortiz

Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB

School Year: 2018-2019

Topic: Famous Characters

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To distinguish the text structure of a reading organization following the clues words. • To demonstrate capability to analyze and organize clue information from a reading 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Structures <p>Simple Past tense with the verb to be</p> <ul style="list-style-type: none"> • Key Words <p>Hardworking, passionate, successful, compassionate, brave, science, politics, religion, arts</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> • With rhythm: All the group form a circle in the center of the classroom and teacher start with a category for example “colors” the rest of the students say colors if any student repeats the same answer of another it pay for a penitence and it continue with another categories until ten students failed. • Fitting in: Teacher brings items in which could keep things and shows to the students and they must to say things that it items could keep. For instance teacher shows them a bag pack and students say things like: books, notebooks, pencils, and something like that. <p>CONNECTION</p>	<ul style="list-style-type: none"> • Readings passages about the topic • Graphic organizer templates. • Cootie catcher template. • Quiz

	<ul style="list-style-type: none"> • Teacher forms groups of three students to work in different readings for each group about funny anecdotes in which some clue words are in bold, each group need to recognize and take specific information to classify in a graphic organizer sequentially following steps. • Teacher explains students that they are free to design their own graphic organize to be the activity more creative but it graphic need have a logic sequence at the moment of organize the information, teacher gives each group a wallpaper to do this activity. Teacher monitors each group in order to help them when they need it. • Once that all the groups finishes to locate the information in their graphics organizers stick them on the board and teacher draws a chart on a side of the board in which each group shares their information that they take from the text. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Individually, in an assessment sheet students read shorts parts of a text and distinguish the text structure according with the organization of the text and write in the parenthesis what kind of text structure is it. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes/Worksheet Data Source 2: Quiz</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd, to June 7th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”
Teacher: Lic. Jorge Luis Ortiz
Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB
School Year: 2018-2019
Topic: World History

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To recognize information and give order readings to complete the information in a chart following the reading clues. • To interpret fluently the meaning of phrases into context and order that information in charts. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Expression’s lesson Actually, no / Smart • Structures Questions in the Simple Past tense Yes / No and Wh- questions 	ACTIVATION <ul style="list-style-type: none"> • Word chain: Teacher grouping students in a circle way and the first student starts saying any word and the next student continued with the same word and add another. The purpose of the activity is creating a funny history putting together all he words. • Empty Comics: Teacher brings to the classroom a comic strip and wipe out the words from the bubbles. The students should guess what the comic characters are saying according with the actions of characters. 	<ul style="list-style-type: none"> • Reading passages about the topic • Sheet of papers • SWBST clue cards • Quiz

<ul style="list-style-type: none"> Key Words <p>Words related to personality and values: Hardworking, passionate, successful, compassionate, brave, science, politics, religion, arts</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> Students watch words sticking on the board and visualize and add more examples, teacher write that words on the board then they would to find that words on the readings. Teacher provides students in a disorder way a set of statements that are part of a reading about different topics for each group. Teacher organizes the class in groups and gives to each group sets of the reading and they could to organize the reading. Then, students use the set of cards in which included for each one some clue words (Somebody, Wanted, But, So, Then) that students could to follow to organize the text. Students take those parts of the reading and analyze which part match with the cards. In a wall chart each group restate their text and explains how they determine the clue words with the parts of the reading. Finally, students read their summaries for the entire class. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students organize the information in their own graphic organizes in order to identify the text structure. Students use clue words from a worksheet to restate a text in a short paragraph showing understanding. Students read and recognize information to order each part of a reading about Christopher Columbus and his amazing trip following clue words to order the text and restate in a short paragraph. 	
<p>MONITORING PLAN: Data Source 1: Field notes/Worksheet Data Source 2: Quiz</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th, to June 14th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”
Teacher: Lic. Jorge Luis Ortiz
Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB
School Year: 2018-2019
Topic: Inspirational Lives

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To apply their knowledge identifying clue words in a reading coaching activity to demonstrate comprehension. To design their own matrix diagrams in order to organize a text. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures <p>Questions in the Simple Past tense Yes / No and Wh- questions</p> <ul style="list-style-type: none"> Key Words <p>Words related to personality, values and important events in</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> Noun and verb game: Teacher asks for a list of nouns (engine, ruler, pencil, tree). Then make a list of verbs (sipped, stole, rushed, wished). The game is to invent sentences that include a noun and a verb from the lists. This can be fun if the nouns and verbs do not match in any sensible way. Drop in: Teacher provides a simple sentence and asks the students to 'drop in' a something extra, e.g. adjectives, adverb, a phrase or clause. Be wary of students dropping in too much! Of course - teacher could add to a sentence by attaching a bit either end as well. 	<ul style="list-style-type: none"> Reading passages about the topics. Worksheet Sheet of papers Pieces of puzzle Quiz

<p>History: Hardworking, passionate, successful, compassionate, brave, science, politics, religion, arts, Albert Einstein's theory of Relativity was a success. Mother Theresa was a successful nun.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> Teacher gives each student a text that after the reading analyze it with the entire class for instance what will this text be about?, What does the title tell me?, What do I already know about the topic?, What do I want to learn?. At the moment that students are familiarized with the reading teacher gives an order to read aloud the text and during the reading students make stops to analyze and answer some question like what would do you do if you are in the same situation of the main character of the text?, How is the character filling?, What have I learn so far?, Does this make sense for you' if not explain why? Infer what will happen next? Those are included into the context to make sure student's comprehension. After reading students group in pairs and teacher gives them a worksheet in which each pair answer some questions as What is my opinion about the text?, What was the author message?, What did I learn?, What was the main idea?, What new words did I learn? And so on. Finally each couple share whit the rest of the class their opinion about the reading <p>AFFIRMING</p> <ul style="list-style-type: none"> Teacher reads aloud one time a reading. Then students take turns to read in which teacher corrects pronunciation mistakes, punctuation and stress of words that are repeated two more times. Finally students read again and teacher records each reading participation in order to register reading student's progress. 	
<p>MONITORING PLAN: Data Source 1: Field notes/worksheet Data Source 2: Quiz</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th, to June 21th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Cabrera Lozano”
Teacher: Lic. Jorge Luis Ortiz
Teacher Candidate: Yenny Rocio Collaguazo Huanca

Participants: 9th, “C” EGB
School Year: 2018-2019
Topic: Success Against All Odds!

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of ninth- year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their reading skill using scaffolding teaching strategies focused in the following aspects: Scanning, Inferring meaning through context, Analyzing text, Summarize.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> To recognize the content through clue words of the reading about a close encounter with a bear through time-reading passages. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions <p>The sky was the limit. Against all odds. A losing battle.</p> <ul style="list-style-type: none"> Structures <p>Questions in the Simple Past tense</p> <p>Yes / No and Wh- questions</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> Finishing sentences: Teacher gives students the beginning, middle or end of a sentence and they have to try to complete it and also a list of conjunctions and students write sentences in joined all the parts of sentences using conjunctions to make it coherent. Categories: Teacher thinks of a category, such as movies, food and so on. Students take turns and think of a movie title. If any student takes too long to give an answer (teacher should count to five) then that students is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. 	<ul style="list-style-type: none"> Reading book Worksheet Pieces of puzzle Quiz

	<p>CONNECTION</p> <ul style="list-style-type: none"> Teacher brings to the class some pictures to help students infer the topic of the reading in which students practice some vocabulary pronunciation. Teacher encourages them to continue working in pairs and allow enough time for the completion of underlined the words reviewed before in a reading that teacher provides. While teacher go around the classroom to provide help if needed. Then, invite them to cross-check answers with another pair of students before socializing them as a class. Students take turns to read and analyze each passage of the reading. When all the text was analyze. Teacher gives to each pair a set of questions related with the text and students take turns to choose a question and answer according with the text and complete the worksheet. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students take turns to read in which teacher corrects pronunciation mistakes, punctuation and stress of words that are repeated two more times. And the rest of the students answer some question about the reading. Finally students read again while teacher records each reading participation. 	
<p>MONITORING PLAN: Data Source 1: Post -test /Post questionnaire Data Source 2: Field notes/ Worksheet Data Source 3: Quiz</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June24th to June 28th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Organization and management of the research

Resources

Human

- ✓ The researcher
- ✓ The ninth year
- ✓ The teacher
- ✓ The teacher advisor

Material

- ✓ Scripts
- ✓ Paper
- ✓ Tape
- ✓ Cardboard
- ✓ Worksheet

Technical

- ✓ Computer
- ✓ Printer
- ✓ Printer
- ✓ Internet

EXPENSES	COST
Internet connection	\$100
Print of reports	\$70
Print of the project	\$50
Print of the final report and thesis	\$300
Unexpected expenses	\$250
Total	\$850

The financing of the expenses derived from the present research work will be assumed by the research author. All the expenses related to the present work will be assumed entirely by the research conducting the investigation.

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OTHERS ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Yenny Collaguazo

OBSERVATION SHEET					
Observation: #1 Topic: Pre-questionary Objective of the session: To diagnose the students attitude in front of scaffolding teaching strategies	Date: May 6 th , 2019 Time: 17:20-18h00 Participants: Students of Ninth year "C"			Role of the researcher: Nonparticipant observer Duration of the observation: 1 hour	
Things to be observed (Indicators)	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Scanning					
Inferring meaning through context					
Analyzing text					
Summarize					

Annex 2: Field notes



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Yenny Collaguazo

FIELD NOTES		
Observation #: 1 Topic: Objective of the session:	Date: Time: Class size: Participants: Students of Ninth year "C" & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3. Pre and Post Test



UNIVERSIDAD NACIONAL DE LOJA FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE TEST

Student's code:

Date:

1. Read each description of three famous characters of the history and complete the following items about them. **Scanning** (2.5 points)

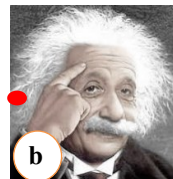
a. Match the picture with the correct famous character's description.

1. Hypatia of Alexandria was a Greek mathematician who contributed greatly to astronomy and science. She was a rebel, not a typical girl from her time; she liked to wear a philosopher's cloak, not dresses, and she had a chariot. She demonstrated that women were equally able to study and teach.



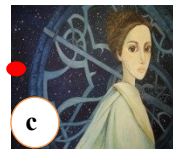
a

2. Vincent Van Gogh, the Dutch painter, was not afraid of failure. He was a passionate hardworking artist, but he was poor and only sold one painting, The Red Vineyard, during his lifetime. Because he was not successful, many people considered he was fighting a losing battle. However, he was convinced that art was his only means to be happy.



b

3. Albert Einstein (1879-1955) He was born in Germany. He was a successful physicist. He wasn't a philosopher, but he was respected and recognized for his ideas about physics and life. His most important work, the Theory of Relativity, was very popular and revolutionary.



c

b. Underline with **blue** color, **ten** adjectives of the three paragraphs.

- c. Mark with a (✓) the correct option of the profession of each famous character.
- | | | | |
|------------------------|------------------------------------|--|--|
| Hypatia of Alexandria: | <input type="checkbox"/> Scientist | <input type="checkbox"/> Painter | <input type="checkbox"/> Mathematician |
| Albert Einstein: | <input type="checkbox"/> Physicist | <input type="checkbox"/> Mathematician | <input type="checkbox"/> Scientist |
| Vincent Van Gogh | <input type="checkbox"/> Painter | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Physicist |

- d. Choose the number of the paragraph that the words is in.
- | | | | |
|----------------------------------|----------------------------|----------------------------|----------------------------|
| /Typical, equally, chariot/ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| /recognized, respected, popular/ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| /successful, fighting, poor/ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

2. Complete the graphic organizers to distinguish all parts from the text about “The Renaissance”. **Analyzing Text Structure** (2.5 points)

The Renaissance



The Renaissance **Fair** is a popular event in the United States that imitates a period in history called the Renaissance. It was a cultural movement from the 15th to the 16th century. The main idea of the Renaissance Fair is to represent a typical village in England during the **reign** of Queen Elizabeth I. This period was important for the progress of the arts in England. Famous characters like the writer William Shakespeare and the explorer Sir Francis Drake were born around that time.

During the Renaissance Fair, people usually dress up as characters of the past like kings, pirates, or queens. They also enjoy musical events, eat typical medieval food and buy objects of **ancient** history. One of the best attractions is the group of actors that represents famous historical characters like Shakespeare, Henry VIII or Queen Elizabeth. People can interact with them and ask them questions about their lives. The Renaissance Fair is an interesting event where people have **fun** and at the same time learn more about the world’s history.



DESCRIPTION	COMPARE AND CONTRAST	CAUSE AND EFFECT
<p><i>a. Characteristics:</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p><i>c. What is alike?</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p><i>e. Cause:</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><i>b. Features:</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p><i>d. What is different?</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p><i>f. Effect:</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

3. Pay attention to the bold words from the reading of the question number 2, and then choose with a (X) the best definition for each one according to their context. **Inferring meaning through context** (2.5 points)

1	Fair	a	Treating or affecting everyone in the same way	
		b	A place here you can ride on big machines for and play games to win prizes	
2	reign	a	To be the king or queen of a country	
		b	The kingdom	
3	ancient	a	To feel frustrate	
		b	from a very long time ago	
4	fun	a	Something that gives you enjoyment or pleasure	
		b	The Fantasy	

4. Read the following text about the “Summer by the sea”. **Summarize** (2.5 points)

Use as a guide the **Wh- question words** to find the main information from the text.

Text: Summer by the sea	Clue: Wh-question words
My favorite memory is about a summer trip. It happened a long time ago before my brothers got married and moved out. My parents had seven children. All seven of us piled into one car for a summer vacation by the beach. We traveled in that crowd car for two days! Finally we arrived at a small house near the beach. It had one big room with many beds and another room for eating and cooking. The kids spent all day outside. We played together in the water. Sometimes my mother made a picnic dinner. We sat on the sand to eat and watch the sun go down. This wonderful summer vacation was the best experience of my life.	What? My favorite memory is about a summer trip.
	When? It was a long times ago until my brothers got married and move out.
	Where? At a small house near the beach.
	.Why? To enjoy from a wonderful summer vacation
	Who? My parents and their seven children.
	How? We played together in the water. Sometimes my mother made a picnic dinner. We sat on the sand to eat and watch the sun go down.

- a. According with the main information from the text, choose with a (X) the best summary of it.

1	My favorite memory is about a summer trip. It was a long times ago until my brothers got married and move out, we arrived at a small house near the beach to enjoy from wonderful summer vacation whit my parents and their seven children. We played together in the water. Sometimes my mother made a picnic dinner. We sat on the sand to eat and watch the sun go down.
2	My favorite memory is about a summer trip with my wife. We have seven children, the kids spent all day outside. We spend of our trip in acrowed car for two days! This wonderful summer vacation was the best experience of my life.

THANKS FOR YOUR COLLABORATION



**UNIVERSIDAD NACIONAL DE LOJA
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COMUNICACIÓN ENGLISH LANGUAGE DEPARMENT**

PRE-POST TEST SCORING GUIDE

QUESTION 1

SCANNING

OPTION	ASWER	SCORE
a	(1=c) (2=1) (3=2)	0,60
b	10 adjective	0,60
c	1: Mathematician; 2: Physicist; 3: Painter	0,60
d	1,3,2	0,60

QUESTION 2

ANALYZING TEXT

OPTION	ASWER	SCORE
a.	The Renaissance was a cultural movement from the 15th to the 16th century.	0,33
b.	This period was important for the progress of the arts in England; Event where people have fun and at the same time learn more about the world's history.	0,33
c.	People represent a typical village in England during the reign of Queen Elizabeth I	0,33
d.	People can interact with them and ask them questions about their lives	0,33
e.	The Renaissance fair event	0,33
f.	People dress up as characters of the past like kings, pirates, or queens. They also enjoy musical events, eat typical medieval food and buy objects of ancient history.	0,33

QUESTION 3

INFERRING-MEANING THROUGH CONTEXT

OPTION	ASWER	SCORE
1	b	0,60
2	a	0,60
3	b	0,60
4	a	0,60

QUESTION 4

SUMMARIZE

OPTION	ASWER	SCORE
a	1	2,5

Anex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT**

Student's code:

Date:

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Instruction: Mark with a (✓) the answer that best indicate your opinion.

1. How often does the teacher apply scaffolding teaching strategies to improve your reading comprehension?

Always ()

Some time ()

Often ()

Never ()

2. In what extend do you consider that your teacher uses context clues to improve your reading comprehension?

High ()

Moderate ()

Low ()

None ()

3. How much do you improve your reading comprehension when your teacher applies text representation in classes?

A great deal ()

Much ()

Somewhat ()

Nothing ()

4. How important do you consider the use of scaffolding teaching strategies to improve your reading comprehension?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

5. How important is for you that teacher supports your reading comprehension using summarizing?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANKS FOR YOUR COLLABORATION

Annex 5. Research Matrix

THEME : THE IMPROVEMENT OF READING COMPREHENSION THROUGH THE USE OF SCAFFOLDING TEACHING STRATEGIES AMONG STUDENTS OF NINTH –YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Problem	Objectives	Theoretical frame	Methodological design (Action research)	Techniques and instruments
<p>General How does the scaffolding teaching strategies improve reading comprehension among students of ninth – year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about scaffolding as teaching strategies are adequate for improvement of reading comprehension 	<p>General To improve reading comprehension through the use of scaffolding teaching strategies among students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about Scaffolding as teaching strategies for improvement of reading 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Reading Skill • Types of readings • Reading comprehension • Elements that influence Reading Comprehension • Reading Comprehension Models • Reading Comprehension Aspects <p>Independent variable</p> <ul style="list-style-type: none"> • Scaffolding • Scaffolding stages • Scaffolding Teaching 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the state of the students during the process of learning into the classroom. • Stating the background of the problem. • Describing current situation. • Locating and reviewing the literature. • Create a methodological 	<ul style="list-style-type: none"> • Observa tion sheet • Pre and post test • Pre and post questio nnaires • Field notes

<p>among students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the reading comprehension among students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? • What are the steps of the intervention plan that help successfully to the reading comprehension among ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja 	<p>comprehension among students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To diagnose the issue that limits the reading comprehension among students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year. • To design an intervention plan based on scaffolding as teaching strategies in order to improve reading comprehension among ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in 	<p>Strategy</p> <ul style="list-style-type: none"> • Types of scaffolding • Functions of Scaffolding Teaching Strategies • Functions of Scaffolding Teaching Strategies • Scaffolding Teaching Strategies to Improve Reading Comprehension • Reading Comprehension through Scaffolding Teaching Strategies 	<p>framework for the research.</p> <ul style="list-style-type: none"> • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Observing and monitoring students’ performance according to the intervention plan. • Presentation of the research finding. • Reflecting analyzing and answering the proposed inquires. • Organizing the final report. 	
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<p>during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What kind of scaffolding teaching strategies was applied to improve the reading comprehension among of the students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? • How effective are scaffolding strategies for the improvement of reading comprehension among of the students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? 	<p>the city of Loja during the 2018-2019 school year</p> <ul style="list-style-type: none"> • To apply the most suitable teaching strategies of scaffolding as teaching strategies in order to improve reading comprehension among of the students of ninth – year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year. • To validate the results obtain after the application of scaffolding teaching strategies to improve reading comprehension among students of ninth –year “C” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year 			
---	--	--	--	--

Annex 6. Grading Scale

Reading comprehension

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
4-0	Failing

Scaffolding teaching strategies

Quantitative score	Qualitative score range
81-100	High level of effectiveness of scaffolding as a student's support
61-80	Expected level of effectiveness of scaffolding as a student's support
41-60	Moderate level of effectiveness of scaffolding as a student's support
21-40	Unexpected level of effectiveness of scaffolding as a student's support
01-20	Low level of effectiveness of scaffolding as a student's support

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