



Universidad  
Nacional  
de Loja

# Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Scaffolding and reading comprehension among tenth-grade students at a public institution in Catamayo city, during the 2022 - 2023 school year.**

**Andamiaje y comprensión lectora en estudiantes de décimo grado en una institución pública de la ciudad de Catamayo, durante el año lectivo 2022 - 2023.**

**Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

**AUTORA:**

Emily Mabell Valdiviezo Jumbo

**DIRECTOR:**

Lic. Edgar Mariano Castillo Cuesta Mgtr. Sc

Loja - Ecuador

2023

## Certification

Loja, 22 de agosto del 2023

Mgtr. Edgar Mariano Castillo Cuesta

**DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR**

### **CERTIFICO:**

Que he revisado y orientado todo proceso de elaboración del Trabajo de Integración Curricular denominado: **Scaffolding and reading comprehension among tenth-grade students at a public institution in Catamayo city, during the 2022 - 2023 school year.**, previo a la obtención del título de **Licenciada en Pedagogía del Idioma Inglés**, de autoría de la estudiante **Emily Mabell Valdiviezo Jumbo**, con **cédula de identidad Nro. 1104364045**, una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja, para el efecto, autorizo la presentación del mismo para su respectiva sustentación y defensa.



Mgtr. Edgar Mariano Castillo Cuesta

**DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR**

### **Autorship**

Yo, **Emily Mabell Valdiviezo Jumbo**, declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi Trabajo de Titulación en el Repositorio Digital Institucional – Biblioteca Virtual.

A handwritten signature in blue ink, enclosed in a blue oval. The signature reads "Emily Valdiviezo" and includes a stylized flourish below the name.

**Firma:**

**Cédula de Identidad:** 1104364045

**Fecha:** 3 de octubre de 2023

**Correo electrónico:** [emily.valdiviezo@unl.edu.ec](mailto:emily.valdiviezo@unl.edu.ec)

**Teléfono:** 0968028555

**Carta de autorización por parte de la autora, para la consulta, reproducción parcial o total, y/o publicación electrónica de texto completo, del Trabajo de Integración Curricular.**

Yo, **Emily Mabell Valdiviezo Jumbo**, declaro ser la autora del Trabajo de Integración Curricular denominado: **Scaffolding and reading comprehension among tenth-grade students at a public institution in Catamayo city, during the 2022 - 2023 school year.**, como requisito para optar el título de **Licenciada en Pedagogía del idioma Inglés**, autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los tres días del mes de octubre de dos mil veintitrés.

**Firma:**



**Autora:** Emily Mabell Valdiviezo Jumbo

**Cédula:** 1104364045

**Dirección:** Catamayo - Loja

**Correo electrónico:** [emily.valdiviezo@unl.edu.ec](mailto:emily.valdiviezo@unl.edu.ec)

**Teléfono:** 0968028555

**DATOS COMPLEMENTARIOS:**

**Director del Trabajo de Integración Curricular:** Mgtr. Edgar Mariano Castillo Cuesta

### **Dedication**

First of all, I would like to dedicate my Curricular Integration Work to God, for giving me the strength and wisdom to never give up. Also, to my mother Diana Jumbo Riofrío for being the unconditional woman in my life and the main figure in my family, who was always by my side supporting me every single day. In the same way, to my three brothers who always encouraged me to stay strong and overcome every obstacle that came my way. And last but not least to the rest of my family, grandparents, aunts, cousins, nieces, and friends for guiding me through the path of knowledge and being part of it.

*Emily Mabell Valdiviezo Jumbo*

### **Acknowledgment**

First, I would like to express my deepest gratitude to the Universidad Nacional de Loja for giving me the opportunity to be trained as a professional in its prestigious establishment. Likewise, to all the professors who shared with me their knowledge, wisdom, and advice during the academic period. Furthermore, I want to extend my thanks to my director Mgr. Edgar Mariano Castillo Cuesta for his patience, guidance, and motivation throughout the process of the research work. Finally, to Unidad Educativa "Ovidio Decroly" for allowing me to acquire experience and skills during my internship period.

*Emily Mabell Valdiviezo Jumbo*

## Index of contents

Cover page.....	1
Certification.....	2
Autorship.....	3
Authorization letter.....	4
Dedication.....	5
Acknowledgment.....	6
Index of contents .....	7
<b>1. Title.....</b>	<b>9</b>
<b>2. Resumen .....</b>	<b>2</b>
2.1 Abstract .....	3
<b>3. Introduction .....</b>	<b>4</b>
<b>4. Theoretical Framework .....</b>	<b>7</b>
4.1 Scaffolding .....	7
<b>4.1.2 Characteristics of Scaffolding .....</b>	<b>9</b>
<b>4.1.3 Importance of Scaffolding in Education .....</b>	<b>9</b>
<b>4.1.4 Types of Scaffolding .....</b>	<b>10</b>
4.1.4.1. Bridging.....	10
4.1.4.2. Contextualizing .....	10
4.1.4.3 Re-presenting text .....	10
4.1.4.4 Modeling.....	10
4.1.3.5 Schema Building .....	11
<b>4.1.5 How to Teach Scaffolding Strategies .....</b>	<b>11</b>
4.1.5.1 How to teach bridging.....	11
4.1.5.2 How to Teach Contextualizing .....	11
4.1.5.3 How to Teach Re-presenting Text.....	12
4.1.5.4 How to Teach Modeling .....	12
<b>4.1.6 Scaffolding Within the Metacognitive Process .....</b>	<b>13</b>
<b>4.1.7 Benefits to Use Scaffolding in the Classroom.....</b>	<b>13</b>
4.2 Reading comprehension .....	14
<b>4.2.1 Reading Comprehension Strategies .....</b>	<b>15</b>

4.2.1.1 Predicting .....	15
5.2.1.3 Inferring.....	16
4.2.1.4 Paraphrasing .....	16
<b>4.2.2 The importance of Reading Comprehension .....</b>	<b>16</b>
<b>4.2.3 How to Develop Reading Comprehension Strategies .....</b>	<b>17</b>
4.2.3.1 How to Teach Predicting.....	17
4.2.3.2 How to Teach Summarizing.....	18
4.2.3.3 How to Teach Inferring.....	18
4.2.3.4 How to Teach Paraphrasing .....	19
<b>4.2.4 Scaffolding in Reading Comprehension .....</b>	<b>19</b>
<b>5. Methodology .....</b>	<b>20</b>
5.1 Setting and Participants.....	20
5.2 Procedure.....	20
<b>5.2.1 Method.....</b>	<b>20</b>
<b>5.2.2 Research Design .....</b>	<b>20</b>
5.2.2.1 Diagnosing .....	21
5.2.2.2 Action Planning .....	21
5.2.2.3 Taking Action.....	22
5.2.2.4 Evaluating.....	22
5.2.2.5 Specifying Learning .....	22
<b>5.2.3 Data Collection, Sources and Techniques .....</b>	<b>23</b>
5.3 Data Analysis.....	24
<b>6. Results .....</b>	<b>26</b>
6.1 Pretest and Posttest Results .....	26
6.2 Comparison with the National Grading Scale .....	27
6.3 Questionnaire Results. ....	28
<b>7. Discussion .....</b>	<b>34</b>
<b>8. Conclusions.....</b>	<b>37</b>
<b>9. Recommendations .....</b>	<b>38</b>
<b>10. Bibliography.....</b>	<b>39</b>
<b>11. Annexes .....</b>	<b>47</b>



**Index of tables:**

**Table 1.** Means scores from pretest and post-test..... 26

**Index of figures:**

**Figure 1.** Zone of proximal development ..... 7

**Figure 2.** Results from pre and post-test in comparison with the National Grading Scale .... 28

**Figure 3.** Scaffolding in general reading comprehension level ..... 29

**Figure 4.** Bridging technique for the activation and construction of learning ..... 30

**Figure 5.** Re-presenting texts in metacognitive skills ..... 30

**Figure 6.** Modeling activities for analysis and understanding level ..... 31

**Figure 7.** Making connections through contextualizing activities ..... 32

**Index of annexes:**

**Annex 1.** Lesson Plans..... 47

**Annex 2.** Pretest and Posttest..... 62

**Annex 3.** Scoring Guide..... 68

**Annex 4.** Grading Scale ..... 71

**Annex 5.** Questionnaire ..... 72

**Annex 6.** Field Notes ..... 75

**Annex 7.** Informed Consent ..... 77

**Annex 8.** Request..... 78

## **1. Title**

**Scaffolding and reading comprehension among tenth-grade students at a public institution in Catamayo city, during the 2022 - 2023 school year.**

## 2. Resumen

La comprensión lectora no solo es esencial, sino que juega un papel fundamental en la adquisición y desarrollo de las habilidades del idioma inglés y el dominio general del idioma. En este sentido, el objetivo principal de esta investigación fue determinar la mejora de la comprensión lectora a través del andamiaje en estudiantes de décimo grado de una institución pública de la ciudad de Catamayo. En relación a este objetivo se establecieron dos subpreguntas, la primera relacionada con el análisis de la efectividad de las estrategias de andamiaje y la segunda enfocada en describir la percepción de los estudiantes respecto a la aplicación del andamiaje para mejorar las habilidades de comprensión lectora. En este estudio participaron 21 estudiantes de décimo grado de una institución pública de Catamayo. Además, el enfoque de investigación utilizado fue el método mixto basado en la investigación acción, ya que se integraron datos cuantitativos y cualitativos para lograr una mejor comprensión del problema bajo estudio. Además, se utilizaron notas de campo y una encuesta para recoger datos cualitativos relacionados con la perspectiva del estudiante, los cuales fueron interpretados a través de estadística descriptiva y examinados con análisis temático. Sobre esta base, los resultados de las pruebas mostraron que los estudiantes mejoraron sus habilidades de comprensión lectora en los aspectos de resumir, predecir, parafrasear e inferir. También se puso de manifiesto que la técnica del andamiaje tuvo un impacto positivo entre los estudiantes, ya que manifestaron sentirse motivados y capacitados para abordar textos desafiantes a través de diferentes actividades de apoyo. Por lo tanto, el investigador concluyó que el andamiaje tuvo un efecto favorable en la mejora de las habilidades de comprensión lectora de los alumnos porque les ayudó a mejorar la confianza en sí mismos y a desarrollar destrezas de pensamiento crítico durante el proceso de lectura.

***Palabras clave:** Actividades de apoyo, andamiaje, destrezas críticas, habilidades lingüísticas, textos desafiantes.*

## 2.1 Abstract

Reading comprehension is not only essential but plays a fundamental role in the acquisition and development of English language skills and overall language proficiency. In this sense, the main objective of this research was to determine the improvement of reading comprehension through scaffolding in tenth-grade students of a public institution in the city of Catamayo during the 2022 - 2023 school year. In relation to this objective, two sub-questions were established, the first related to the analysis of the effectiveness of scaffolding strategies, and the second focused on describing the students' perception regarding the application of scaffolding to improve reading comprehension skills. This study involved 21 tenth-grade students from a public institution in Catamayo. In addition, the research approach used was mixed method based on action research, as quantitative and qualitative data were integrated to provide a better understanding of the problem under study. Furthermore, the field notes and a survey to collect qualitative data related to the student's perspective, which were interpreted through descriptive statistics and examined with thematic analysis. On this basis, test results showed that students improved their reading comprehension skills in the aspects of summarizing, predicting, paraphrasing, and inferring. It was also evident that scaffolding technique had a positive impact among the students, as they expressed feeling motivated and empowered to tackle challenging texts through different support activities. Therefore, the researcher concluded that scaffolding had a favorable effect on the improvement of students' reading comprehension skills because it helped them improve confidence and develop critical thinking skills during the reading process.

***Keywords:** critical thinking skills, inferring, language proficiency, paraphrasing, predicting, reading comprehension, scaffolding, summarizing.*

### 3. Introduction

In the pursuit of mastering the English language, one ability stands out as an indispensable pillar of learning: reading skills. As a fundamental skill for communicating freely, the ability to comprehend written texts plays a crucial role in language acquisition. In this sense, reading is perceived as an intricate cognitive procedure encompassing multiple mental activities through which individuals create and assign significance to written text (Ministerio de Educacion [MinEduc], 2016). Therefore, reading equals comprehension, and the goal of education is to equip individuals with the ability to autonomously and discerningly employ a range of reading strategies, thereby regulating their own reading process (MinEduc, 2016).

Unfortunately, based on the preservice teacher experience during the internship it was possible to identify that the tenth-year students at a public institution in Catamayo-Loja, Ecuador had difficulties during the reading comprehension process, and therefore, they did not reach the A2.1 proficiency level according to the Common European Framework of Reference for Languages (CEFR). In this context, it became apparent that the learners encountered challenges in understanding the central concept of the text, due to the fact that teachers did not apply support activities, as well as they did not activate their prior knowledge to comprehend the text information. Similarly, this problem has been identified in previous studies, where researchers agree that the lack of prior knowledge or background information about the topic being read can pose challenges, as it becomes harder to connect new information with existing knowledge. Besides, the lack of guided assistance and insufficient activities related to reading diverse texts can also limit students' ability to navigate complex passages and understand the main ideas (Abdullah et al., 2018; Deshpande, 2016; Kikas et al., 2021; Wachyunni, 2017).

In response to the aforementioned problem, the main purpose of this research project was to analyze the relationship between scaffolding and reading comprehension among tenth-grade students during the 2022 - 2023 school year. In relation to this, the following general question has been established: How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in the city of Catamayo during the 2022 - 2023 school year? The general question has been divided into two sub-questions: First, how can the scaffolding strategies: contextualizing, bridging, re-presenting text, and modeling increase reading comprehension skills among tenth-grade students at a public institution in the city of Catamayo during the 2022 - 2023 school year? Second, what is the student's perception about the application of scaffolding on improving reading comprehension among tenth-grade students at a public institution in the city of Catamayo during the 2022 - 2023 school year?

This study focused on scaffolding as a pedagogical technique since it was shown that this technique encourages critical thinking, problem-solving, and independent learning. As learners gain confidence, scaffolding can be gradually removed, allowing them to take ownership of their learning and apply skills in new situations (Narina, 2022; Salem, 2017; Zahra & Fitrawati, 2017). However, other researchers have found that the scaffolding technique provides EFL students with an opportunity to independently explore and comprehend information, thus fostering an engaged and autonomous learning experience (Abdul-Majeed, 2015; Chanyalew & Abiy, 2015). Based on the previous concepts, the theory behind this research study is related to the social constructivist theory proposed by Lev Vygotsky, which states that learning is an active and constructive process in which learners actively construct knowledge and understanding from their previous experiences. Additionally, Vygotsky introduces the concept of Zone of Proximal Development (ZPD) related to scaffolding, in which he points out that the scaffolding technique works as a pedagogical support for students to help them overcome the gap within their ZPD.

Although there are numerous studies based on the effectiveness of scaffolding to improve reading comprehension skills, there are some shortcomings that researchers highlight for future investigators to fill this knowledge gap. In this regard, Abdul-Majeed & Muhammad (2015) suggested using scaffolding strategies in order to foster learning in a variety of different areas, particularly comprehension, reading, and vocabulary skills. In relation, the researcher proposed two specific objectives: to analyze the effectiveness of the scaffolding strategies: contextualizing, bridging, re-presenting texts and modeling, among tenth-grade students at a public institution in the city of Catamayo, and to describe the students' perception regarding the application of scaffolding to enhance reading comprehension among tenth-grade students at a public institution in the city of Catamayo.

Furthermore, the research study benefited both the pre-service teachers and the participants. Related to the participants, through the scaffolding technique, the students developed their reading comprehension skills and were able to construct a critical opinion about any text. Likewise, the preservice teacher gained experience during the application of the scaffolding strategies in a real educational context.

In addition, this study offers important contributions to the teaching-learning process for the acquisition of English as a foreign language, especially in improving reading comprehension skills through scaffolding as a teaching technique. The research presents valuable insights that favor to English teachers and pre-service teachers, by showing the effectiveness of scaffolding on students' reading comprehension skills. For English teachers,

the study serves as a practical guide, providing them with innovative strategies to integrate into their future classrooms. Similarly, for preservice teachers, it provides an overview of the impact that scaffolding had on the development of reading comprehension skills, since from this pedagogical technique students gradually became autonomous readers.

Finally, it is important to mention that there were factors that interfered with the process. Mainly, due to the lack of experience that the teachers in training have in relation to research methods, and also, the short period of time for the application of the research proposal for the development of reading comprehension.

## 4. Theoretical Framework

This section presents the theoretical basis that provides the main concepts necessary to understand the development of this research project and gives the reader a clearer idea about some teaching strategies to improve reading comprehension through scaffolding techniques, which have been obtained from articles, books, and journals. In addition, the information contained in this research has been obtained directly from specialized digital magazines and databases, such as ERIC, Google Scholar, Taylor and Francis Online, among others. Although numerous studies have explored the scaffolding technique and its impact on reading comprehension, there is a notable lack of research focused on upper elementary grades. Therefore, this literature review aims to investigate the relationship between the scaffolding technique and reading comprehension, focusing specifically on tenth graders. Additionally, by examining this framework, the review aims to explain the procedures that were followed for the implementation of the scaffolding techniques, and at the same time provides valuable information for educators and researchers in the field of education.

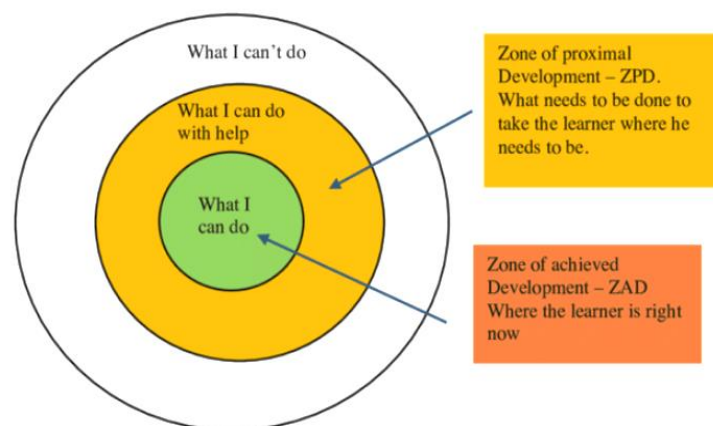
### 4.1 Scaffolding

In order to understand the term "scaffolding" it is essential to know the relationship between it and the zone of proximal development established by Lev Vygotsky. The zone of proximal development (ZPD) is the gap between what a learner already knows, "actual level of development" and what he or she can achieve when provided with educational support "potential development" (Zone of Proximal Development, 2012).

The figure 1 shows the distance between the student's effective development level (what he/she is able to do on his/her own) and the potential development level (what he/she would be able to do with the help of an adult or a more capable peer).

**Figure 1**

*Zone of proximal development*





*Note.* Zone of proximal development. From: Educational Technology [Photograph], Kurt, 2020, Flickr (<https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/>).

Furthermore, Billings & Walqui (2016) state that it is the range of skills that a person is able to perform with assistance, but not perform independently. However, it is important to know that during the learning process, the student receives guidance which is achieved with the help of peers or teachers. In this way, the student moves through his/ her zone of proximal development and ultimately into the space of internalization and autonomy, which is the goal of learning.

In relation to the term scaffolding Abdul-Majeed (2015) states that “it is a process that supports and improves the performance of students before, during, and after reading” (p. 3). This teaching model provides for a student-teacher interaction, where the adult performs his role as collaborator and co-constructor (Verenikina, 2004).

In addition, scaffolding describes the way in which teachers provide structured help to enable a learner to achieve a particular outcome. Similarly, Khosravi (2017) affirms that “scaffolding is a reinforcement activity provided by the teacher to his or her students. This process is successful when students develop creativity, motivation, and ingenuity on their own”. However, it is important to emphasize that scaffolding is focused on facilitating student learning. In this sense, Bosanquet et al., (2015) argue the following:

Scaffolding is not about modifying it, but simplifying what the pupil has to do in order to carry it out. So the adult allows the pupil to attempt each part of the task by herself, but provides structured help for the parts that she finds difficult. As the pupil becomes more skilled, she should be given more parts of the task to perform, until she can eventually perform all aspects independently (p. 44).

Furthermore, scaffolding relies on a learner-centered approach to methodological support. The 'support' role aims to keep children motivated and engaged in a specific task, the 'repair' function assists them when they encounter difficulties, and the 'heuristic' role encourages the utilization of their own learning strategies to enhance their understanding and problem-solving skills (Bowles et al., 2017).

On the other hand, teachers play a fundamental part in this process since they are the ones who must adopt the role of facilitator, in other words, a person trained as a teacher will be the one who will provide the resources that the learner needs to complete a challenge. According to Zurek et al. (2013), teachers play a crucial role in facilitating students' conceptual

understanding of natural phenomena and processes within a physical environment. Since, they are responsible for creating an environment where learners can freely access materials and experiences that foster curiosity, exploration, and meaningful learning opportunities.

Taking into account all the previous concepts, it can be deduced that scaffolding describes the way in which adults provide structured help so that the learner can achieve a specific outcome. However, when we refer to education, teachers use scaffolding as a guide so that students know how to solve problems within their learning process.

#### ***4.1.2 Characteristics of Scaffolding***

Scaffolding is a pedagogical approach in which one knowledgeable person provides a supportive framework that enables another less skilled person to think at a higher level than he or she could achieve independently (Downes & Spadafora, 2019). Moreover, the desired goal is to enable learners to gradually develop their skills and acquire the ability to meet challenges on their own. In this sense, (Bruner, Ross and Wood 1976, as cited in Yildiz & Celik, 2020) suggested six features of successful scaffolding in education:

- Teachers should engage learners' interest and support them in adhering to task requirements.
- Teachers should simplify tasks to a manageable level for learners.
- Teachers should guide and keep learners focused on accomplishing task objectives.
- Teachers should emphasize important features of tasks.
- Teachers should mitigate frustration and reduce stress during the problem-solving process.
- Teachers should demonstrate solutions to tasks, allowing learners to imitate them (p.98).

#### ***4.1.3 Importance of Scaffolding in Education***

Scaffolding in education allows children to make great advances in learning. Loewen & Gonulal (2018) claims that “scaffolding in education is a fluid support finely tuned to the child’s progress, with the purpose of helping the child become self-regulated”. Through the use of this technique, teachers provide structural help for the student to develop his cognitive potential, thus, scaffolding allows children to perform a task or achieve a goal that he/she would not be able to accomplish without assistance.

In addition, scaffolding focuses on the teacher as a facilitator in the teaching-learning processes, since it is the teacher who generates the appropriate conditions for learning, as well

as coordinates activities and provides the necessary support structures for students to obtain progressive development during students' learning.

In this sense, Yildiz & Celik (2020) argue that scaffolding is an effective technique that helps students increase their creative competencies in performing their tasks and turns them into independent learners.

#### **4.1.4 Types of Scaffolding**

Harraqi (2017) mentioned five types of instructional scaffolding that can be used by teachers to improve their students' abilities. However, in this research, only the first four models will be considered to improve students' reading comprehension.

**4.1.4.1. Bridging.** In this strategy, learners actively construct new concepts by building upon their existing knowledge and understanding (Mahan, 2022). Simultaneously, teachers make connections between students' prior knowledge and the new material to be taught. Besides, it is essential to highlight that this approach finds significant application in the educational context, proving to be an effective method to reinforce students' learning. For instance, engaging in brainstorming activities or utilizing KWL (Know, Want to know, Learned) charts can be excellent examples of how this strategy is put into action.

**4.1.4.2. Contextualizing.** “Contextualization is an approach in which skills are taught with direct reference to real-life situations in order to make the skills meaningful to students” (Perin & Hare, 2010, p.1). In an effort to enhance language learning, the teacher skillfully employs analogies or metaphors that help learners connect complex reading concepts to their own experiences. Thereby, the teacher fosters greater comprehension and enhances cognitive demands on the learners. For instance, hands-on activities, thought-provoking questions, or engaging demonstrations are some of the methods the teacher may employ to make the language learning process more accessible and relatable for students.

**4.1.4.3 Re-presenting text.** This technique involves individuals creating mental images that are related to their current actions or tasks. Through this process, learners have the opportunity to enhance their metacognitive learning by developing internal visual representations. These mental images aid in organizing information, making connections, and fostering a deeper understanding of the subject matter at hand.

**4.1.4.4 Modeling.** This technique consists of providing students with illustrative examples that represent the concepts being taught, along with clear guidelines and concrete examples of how to execute the activity. In addition, teachers demonstrate patterns and model the process before students engage in the activities. This approach aims to enhance students'

understanding of the topic and enables them to complete tasks efficiently by having a solid foundation to build upon.

**4.1.3.5 Schema Building.** This strategy is centered around the organization of knowledge and students' comprehension, allowing learners to construct physical or mental concept maps. During this stage, students visualize the specifics of a situation and analyze the information systematically, making connections between their own ideas and the concepts already established. This process aids in the development of a comprehensive and interconnected understanding of the subject matter, enabling learners to solidify their grasp of the topic.

#### **4.1.5 How to Teach Scaffolding Strategies**

**4.1.5.1 How to teach bridging.** Scaffolding can be applied in different ways to help students achieve the desired level. Similarly, John Wiley & Sons (2018) affirmed that within the bridging technique, teachers must establish a personal link with the students, that is a kind of connection between the student's lives and the subject matter. The K-W-L (Know-Want to know-Learn) chart is an effective strategy that teachers can use as a method for students to comprehend the readings. According to AlAdwani et al., (2022), bridging contributes to students gaining knowledge about the subject matter and defining a purpose for the readings. Likewise, it is important for them to evaluate their own reading comprehension and develop ideas that go beyond the text.

The K-W-L technique is a table that is divided into three columns: know, want to know, and what I have learned. The first column is "Know." In this step, students write down their prior knowledge about the topic. The second column is "Want to know", in this section the learner focuses on what he/she wants to learn about the topic. Finally, in the last column "What I have learned", students have to form their own concepts about what they have learned and then answer a series of questions about the text (Panjaitan & Situmorang, 2018).

**4.1.5.2 How to Teach Contextualizing.** In this strategy, teachers should activate prior knowledge or relate lived experiences and contextualize them within what is to be taught. Bonganciso (2016) argued that through the contextualization technique, readers have a more authentic and meaningful perspective of reading. This can be accomplished through lessons and reading activities focused on students' interests. The Question-Answer Relationship (QAR) is a strategy that teachers can implement to comprehend texts through multiple related questions. Buhman (2016) explains that there are three stages for formulating questions:

1. Before reading: At this stage, questions should be formulated based on the title or the first introductory paragraph, so that the student establishes his or her purpose for reading.

2. During reading: During the comprehension process the students find answers to the questions that were previously asked, and at the same time, new questions are formulated during the reading.

3. After reading: Finally, the last questions that are asked serve as support to reinforce or review everything they understood about the reading.

**4.1.5.3 How to Teach Re-presenting Text.** When representing texts teachers encourage students to create or make sense of the text by drawing it in their mind. Musdizal (2019) claimed that visualization is an effective strategy for reading comprehension development. With visualization, students stay motivated and show interest in the texts by making speculations about the characters, and at the same time increase their metacognitive skills. Fitriani (2019) proposed two types of visual representations, internal and external.

Internal visualization involves the reader mentally creating images, which remain invisible to others. This strategy aids in analyzing the reader's level of comprehension as they articulate their thoughts and share their understanding of the text. In contrast, external visualization entails the reader drawing the visual representations they formed in their mind during the reading process, thereby externalizing the mental images. Both of these visualization techniques play a crucial role in enhancing reading comprehension and promoting meaningful engagement with the text.

**4.1.5.4 How to Teach Modeling.** Regarding the last strategy, Simons (2022) affirmed that with modeling technique the teacher reads a text aloud to spark students' interest in reading and analyze the purpose of reading. Likewise, the author believes that through "thinking aloud" students read fluently and better understand the meaning of the text". In this sense, (Davey, 1983 as cited in Sönmez & Sulak, 2018) establish some steps for the implementation of the think-aloud strategy:

- ❖ Make predictions (teacher shows how to develop hypotheses).
- ❖ Describe the image from information in the text.
- ❖ Share an analogy (show how to link prior knowledge to new information in the text).
- ❖ Verbalize a confusing point (teach that sometimes what we assume doesn't happen in reading).
- ❖ Demonstrate correction strategies (show how to correct reading comprehension, e.g., re-read the text carefully and analyze the parts that he/she doesn't understand).

By employing this strategy, students can effectively organize information and ideas, facilitating their analysis and comprehension of the reading material in a simplified manner.

#### ***4.1.6 Scaffolding Within the Metacognitive Process***

The relationship between scaffolding and the metacognitive process is deeply interconnected and mutually beneficial. Alrawili et al., (2022) claimed that scaffolding enables students to broaden their comprehension, allowing them to gain insights from diverse viewpoints and generate fresh knowledge through the learning process and interconnected information. However, for teaching to be impactful and enhance students' achievement and retention, it is essential to expose students' minds to a range of creative teaching and learning experiences that stimulate their cognitive thinking and foster independent cognition (Agommuoh & Ifeanacho, 2013). In this sense, metacognitive scaffolding, derived from metacognition, involves didactic guidance aimed at fostering thinking and applying metacognitive strategies effectively during the learning process. This support enhances students' ability to reflect on their own learning, make informed decisions, and become more self-directed and successful learners (Zhang et al., 2021).

In other words, scaffolding refers to the support provided to learners when facing difficult tasks, and metacognition involves awareness and regulation of one's own thought processes. Thus, scaffolding is applied within the metacognitive process and enables learners to be more strategic and self-directed in their learning process.

#### ***4.1.7 Benefits to Use Scaffolding in the Classroom***

In the field of education, one of the most important benefits of scaffolding technique is that it helps students to learn important skills faster and develop an active mentality. It creates a supportive classroom environment that promotes independent learning and eliminates negative views. In this sense, Lombardi (2019) specifies some benefits of using scaffolding with students:

- ❖ Possible early identifier of gifted individuals.
- ❖ Provides individualized instruction.
- ❖ Greater assurance of the learner acquiring the desired skill, knowledge, or ability.
- ❖ Provides differentiated instruction.
- ❖ Brings about effectiveness - With structured and focused work, and the resolution of potential issues beforehand, the time spent on tasks is optimized, resulting in increased efficiency and effectiveness in completing the activity.

- ❖ Creates momentum – Scaffolding offers a structured framework that allows students to spend less time searching and more time actively learning and discovering, leading to faster and more efficient learning outcomes.
- ❖ Engages the learner.
- ❖ Motivates the student to learn.
- ❖ Minimizes the level of frustration.

## 4.2 Reading comprehension

Reading comprehension involves the act of extracting meaning from the written content. This complex process is the result of the interaction between the reader, the text, and the task in a sociocultural environment (Elleman & Oslund, 2019). Consequently, reading is the ability to obtain information about what has been read or understood. It is an evolutionary process in which the improvement of comprehension is directly correlated with the frequency of reading. Consequently, reading assumes a fundamental role in daily life, transcending the acquisition of information to enrich linguistic competence and knowledge.

Likewise, to complement these statements, Gómez Torres & Ávila Constain (2009) affirmed that when a person reads, he/she performs several processes, starting with identification, followed by interpretation of the message, and finally perception of the material. Thereby, the reader develops a skill that allows him/her to comprehend a reading in a short period of time, thereby if an individual develops a reading skill, it is a lifelong activity (Pratiwi, 2020).

Reading comprehension is a sub-skill of reading since the first one derives from the other. Munawaroh (2021) states that there is a relationship within the reading comprehension process between the reader and each element of the text, which means that the reader interprets and makes sense of the ideas in the text and, in turn, creates a relationship between his or her previous knowledge and the new ideas acquired during the reading process. Moreover, the ability to understand English texts, especially for students, has become a necessity because of the various references and lecture materials printed in English (Syamsiah et al., 2018). Additionally, Kanmaz (2022) affirmed the following:

Reading comprehension skill requires the inclusion of various mental and affective processes regarding any text. Posing verbal or written questions about the basic message of the reading text is sufficient to reveal the level of reading comprehension at the cognitive and affective levels. Following the assessment of students' answers to the questions posed, students' reading comprehension levels can be easily understood (p. 2).

Based on the explanation aforementioned, it is clear to conclude that reading comprehension is about the understanding of the meaning or purposes of the reading materials, it can be shown by the readers' own language interpretation (Muna, 2018). In other words, it can be stated that comprehension is an understanding in which the reader constructs the new information by describing it in printed language.

#### **4.2.1 Reading Comprehension Strategies**

Reading strategies provide important tools to help you understand any type of text much more easily. It all depends on the reader's background knowledge concerning the language and its culture, as well as the kind of article you are dealing with (Gómez Torres & Ávila Constain, 2009, p. 58). In a similar manner, Annandale et al., (2012) established some reading strategies to enhance reading comprehension among students:

**4.2.1.1 Predicting.** Sumirat et al., (2019) set that predicting technique is a cognitive strategy used to anticipate or forecast what may happen next in a text, situation, or event based on the information already available. When using the predicting technique, individuals draw on their prior knowledge, context clues, and understanding of the subject matter to make educated guesses about potential outcomes or developments. In the context of reading, predicting involves making hypotheses about the content of a text before reading further, which can enhance engagement and comprehension. By employing this technique, individuals become actively engaged in the learning process, critically thinking about what might come next and adjusting their predictions as they gather more information.

According to Lowry (2018),

Prediction strategies encourage students to read the text actively and closely, searching for clues and evidence that will help them to make predictions. A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. (p.1)

Furthermore, Annandale et al., (2004) suggested two principal predicting indicators:

- I can predict a word that would make sense.
- I can predict what the story might be about by looking at the pictures and engaging in discussion

**4.2.1.2 Summarizing.** The summarization strategy focuses on the main ideas of the text to provide the reader with an overall perception of the content (Khoshsima & Tiyar, 2014). Furthermore, according to Zafarani & Kabgani (2014), the summarization strategy consists of



four steps: reviewing the passage, evaluating the paragraph, responding with a paraphrase, and determining a summary of the passage. In addition, it involves distilling the key ideas and supporting details by omitting less important or redundant information. Thereby, Özdemir (2018) stated that summarizing involves intricate cognitive processes, which include identifying the central idea, linking supporting points to the main idea, excluding irrelevant details, and structuring the summary based on the original text. Thus, summary writing is fundamentally dependent on reading comprehension.

Overall, summarizing requires a thorough understanding of the original content, as well as the ability to articulate key concepts effectively.

**5.2.1.3 Inferring.** West (2012) noted that in this strategy, learners make assumptions about what is not explicitly discussed in the text, i.e., the reader goes beyond the literal text by giving conclusions or interpretations that may or may not be true. By using the inference technique, individuals combine available evidence, context clues, and their own prior knowledge to make logical inferences about what is likely to be true or happening, resulting in gaining a deeper understanding of the intended message. Similarly, Jumiatty (2014) argued that "inference in reading means that the reader uses knowledge and facts from the text and from previous experiences as the basis or premises for his or her own logical conclusion" (p. 224).

**4.2.1.4 Paraphrasing.** Paraphrasing is a strategy used by readers to increase their reading comprehension, in which they express a concept in another way or with their own words but without changing its meaning (Suwanto, 2014). This strategy requires a deep understanding of the original text and the ability to express ideas clearly and concisely using different words and sentence structures. Likewise, it is worth mentioning that the purpose of paraphrasing is to highlight what the reader understood from the text, especially the more complex parts (Barua, 2021).

#### **4.2.2 The importance of Reading Comprehension**

Reading comprehension is an important skill, where students intertwine their feelings and lived experiences with the meaning of the reading, thus helping them to understand the content of what they read (Kemmerly, 2022). Therefore, one of the main goals as a part of teaching reading comprehension is to facilitate students' acquisition of the essential skills they must have in order to progress and become proficient readers. In this way, Escar (2022) establishes some characteristics about how important reading comprehension is for students:

- ❖ Development of higher academic self-confidence
- ❖ Improved writing skills

- ❖ Improving the overall reading ability
- ❖ Developing critical thinking and analytical skills
- ❖ Promoting mental stimulation and growth
- ❖ Improved problem-solving skills
- ❖ Increasing empathy and understanding
- ❖ Improving memory and recall
- ❖ Enhancing concentration and focus

#### **4.2.3 How to Develop Reading Comprehension Strategies**

Reading is one of the necessary learning processes that help us develop other essential skills, therefore “teachers must also follow appropriate strategies and methods to help them facilitate reading comprehension skills” (Daff Alla et al., 2013, p.145).

**4.2.3.1 How to Teach Predicting.** In relation to the prediction technique, it is very important that students have prior knowledge related to the topic to be read. In accordance with this (Simanjuntak et al., 2001 as cited in Johnson et.al, 2004) establish some steps that students should follow to make predictions:

1. Activate reader's prior knowledge
2. Use images, videos, or sounds to make predictions about the reading
3. Read the title to make assumptions about what might happen in the text.
4. Make connections between the knowledge and the topic
5. Monitor comprehension
6. Analyze the introduction part
7. In some cases, read the first sentence of the text to have an idea about the topic.

In a similar manner, Rahmah (2016) emphasizes that picture prediction is a strategy that has great potential to help students improve their reading skills. Through it, students get links if they are familiar. One of the benefits of making predictions is that it helps the reader gain personal meaning, and with their prior knowledge, their comprehension process becomes more effective and fun, enjoying what they read.

Given the above, with the use of this strategy, students will be able to understand texts that were previously difficult for them to understand.

**4.2.3.2 How to Teach Summarizing.** In addition, another strategy to improve reading comprehension is summarizing. Febriani et al., (2019) stated that "with this strategy, readers can become aware of the structure of the text, what is significant in it, and how opinions relate to each other" (p. 1283). To learn how to summarize Minnesota (2014), establishes four essential forms to summarize a text:

1. Keep the most important ideas: Ask students some essential questions about the reading that help them to summarize the most important parts.
2. Writing down the main ideas: Encourage students to list the most important ideas from the reading and ask them to discuss with their partners the relevance of each one. During that process, some sentences that are not relevant to the summary will be eliminated but the student will have learned to look at the details to make a good summary.
3. Use your own words to write the summary: Teach students to transform a reading using their own words, based on key questions such as, what or who is the reading about? What did that person do? What is the plot of the story? and how does it end?

**4.2.3.3 How to Teach Inferring.** Additionally, for the development of reading comprehension teachers can apply a number of strategies that help and motivate students to read carefully. The inference strategy is interpreted as "reading between the lines", the reader makes an inference when he/she relates his/her own experiences and combines them with the information he/she has read, extracting their personal meaning from the text to give a conclusion based on the premises (Jumiaty, 2014). In this strategy, it is required that teachers use various sets of metacognitive strategies to increase students' reading skills while developing an interest in deep reading.

Kispal, 2008 as cited in McGee and Johnson, (2003) established three steps for teaching inferring to improve reading comprehension:

- ❖ Lexical formation: explanation of the function and meaning of keywords.
- ❖ Question generation: after teaching them the meaning of the interrogative words "who", "when", "why", etc. Students then generated their own questions from a text and others responded.
- ❖ Prediction: Sentences were hidden from a text and students guessed the missing parts by inference and deduction from the text.

**4.2.3.4 How to Teach Paraphrasing.** Regarding the last strategy, paraphrasing is writing in our own words the ideas of other people. However, this text fragment should not be exactly to the original text but should focus on the main idea and write the paragraph or sentence in your own, original way (Barua, 2021). Moreover, to achieve a good paraphrase Bailey (2011) suggested three paraphrasing techniques:

- ❖ Changing vocabulary by using synonyms: pre-teach students an extensive vocabulary and synonyms that can be used when paraphrasing.
- ❖ Changing word class: teach the different forms or classes of words that must be changed to create an original idea.
- ❖ Changing word order: it is important that students change the order of words so that plagiarism does not exist.

#### **4.2.4 Scaffolding in Reading Comprehension**

During the teaching process, students may present multiple problems in understanding some essential concepts. Narina (2022) stated that scaffolding as a learning technique is a temporary aid used by teachers to help students acquire and increase their knowledge. Additionally, this pedagogical technique is applied by those who have more experience, where they establish several stages providing the necessary support to students during the construction of new learning.

In fact, one of the benefits of using scaffolding is that through scaffolding a suitable learning environment is developed for students, as they are free to ask questions, make comments or support their peers to complement their learning. For this reason, this teaching style allows students to take an active role and develop skills in their learning process (Herawati et al., 2020).

In the same way, Lovsund (2018) established that scaffolding is a series of support offered to learners to acquire skills and a deeper understanding of texts, as well as promoting a gradual transfer of authority from the teacher to the learner. This support is gradually removed as learners become more independent through scaffolding. In other words, the use of this technique helps to reduce achievement gaps.

Overall, the relationship between the scaffolding technique and reading comprehension lies in the teacher's role in guiding students toward specific learning goals by implementing a series of steps and activities. Through scaffolding, teachers design strategies that make the learning process more accessible and manageable for students. The ultimate aim is to assist students in achieving the intended learning outcomes in a supportive and effective manner.

## **5. Methodology**

### **5.1 Setting and Participants**

This research project was conducted in a public institution in the city of Catamayo, in Loja province, southern Ecuador. The geographical coordinates are 3°59'21.4" South and 79°21'31.3" West, or latitude -3.989267, and -79.358686 longitude. The city has a population of about 17,000 citizens and is located 1238 m above sea level.

In this study, the participants were 21 tenth-grade students of the General Basic Education level, from a public institution in the city of Catamayo, during the school year 2022 - 2023. Within the group of selected participants, 11 were female and 12 were male, between fourteen and fifteen years old. This target group was selected through convenience sampling since they have an A2.1 English language proficiency level in common according to the CEFR. In addition, the researcher decided to investigate this group of individuals because she obtained the principal's permission and the representatives' consent, and the students were willing to be studied (Creswell, 2012).

### **5.2 Procedure**

#### **5.2.1 Method**

This research was conducted using the mixed methods approach. Molina Azorín (2016) stated that "mixed method research is the combination and integration of qualitative and quantitative methods in the same study" (p. 37). The quantitative method helped the researcher to collect data from a large number of participants before and after applying the scaffolding technique to improve reading comprehension skills. Also, this method allowed the researcher to obtain a wider range of information. Collecting qualitative data helped to describe the participants' experiences and perceptions about the application of scaffolding in reading comprehension skills. In this way, an attempt was made to answer the sub-questions posed in the specific objectives, which are: How can the scaffolding strategies: contextualizing, bridging, re-presenting text, and modeling increase reading comprehension skills among tenth-grade students at a public institution in the city of Catamayo during the 2002 - 2023 school year? and what is the student's perception about the application of scaffolding on improving reading comprehension among tenth-grade students at a public institution in the city of Catamayo during the 2002 - 2023 school year?

Overall, the mixed method approach offered a flexible and powerful methodology that allowed the researcher to address the research questions from multiple perspectives, providing a more holistic understanding of the phenomena studied.

#### **5.2.2 Research Design**

The present research work was conducted using the practical action research cycle model proposed by Susman (1983 cited in Yasmeen, 2008) in which the researcher identifies a problem and establishes a solution to solve it within the target group. According to the author, action research focuses on understanding social practices and then improving them. In other words, action research is "learning by doing", and it involves two commitments: studying a system and working with participants to produce significant change. Thus, the researcher followed the following five steps to optimize reading comprehension among EFL students.

**5.2.2.1 Diagnosing.** In this phase, the researcher identified that the tenth graders had deficiencies in summarizing a text because they could not identify or understand the main idea of what they read. Likewise, it was observed that they have difficulties in predicting and inferring possible events that may occur during the reading process, finally, it was possible to identify that some students had problems when paraphrasing a reading using their own words.

To carry out this stage, as much information as possible was collected from books, articles, scientific journals, and databases, among other resources, to establish a solution and have a clear vision of the problem. This information analysis allowed the researcher to describe and outline a general research problem that was addressed to answer the following question: How does scaffolding improve reading comprehension skills in tenth-grade students of a public institution in the city of Catamayo during the 2002 - 2023 school year? The primary research problem was divided into two subproblems to help direct the research process. These subproblems are related to determining the effectiveness of scaffolding strategies and students' perspectives to improve reading comprehension.

**5.2.2.2 Action Planning.** In this phase, the literature review on the two variables was developed taking into account the relevant and necessary information from some articles, journals, books, etc., to address the topic efficiently. Taking into account all the information gathered, six lesson plans were developed in which the researcher took into account the four strategies selected (contextualizing, bridging, re-presenting texts, and modeling) to help students increase their reading comprehension. In this part, the researcher focused on Gagné's nine instructional events model to implement specific activities and tasks aligned with the scaffolding technique. However, according to Gagné et al., (1992), the nine instructional events should not be followed in chronological order, since they may vary or be linked depending on multiple factors such as the classroom environment, the nature of the learners, among other aspects that may affect the teaching-learning process. For this reason, it was decided to unite the stages of instruction into three, which are: preparation, instruction and practice, and

evaluation and transfer. Thus, the researcher proceeded to design the lesson plans with the following stages: 1) Warm-up activity and Explanation: in this part, the teacher carried out an activity before the explanation and related to the topic where she introduced the students to the new topic; 2) Instruction and practice: during this stage, the researcher explained the content in detail through grammar charts, worksheets, flashcards, and didactic material; 3) Assessment and transfer: in the last step, the researcher evaluated her students and they were allowed to present and reflect on what they had learned.

Additionally, to fulfill the established objectives, three research instruments were developed: the pretest and posttest, which were designed taking into account the testing principles of validity and practicality. The survey and field notes helped the researcher to collect qualitative data focused on the perception and reaction respectively of the students during the intervention.

**5.2.2.3 Taking Action.** In this step, first, the researcher applied the pretest to find out the level of reading comprehension of the students before applying the scaffolding. Afterward, during this process, the lesson plans were applied during the development of the class, and through the scaffolding technique, structured help was offered to the students with the aim of turning them into independent readers. In this sense, at the end of the intervention stage, the researcher applied the posttest to assess the level of the students after having implemented the aforementioned technique. This instrument helped the researcher to validate the effectiveness of the scaffolding technique in reading comprehension skills.

In addition, the field notes were used to have an overview of the behavior and perception of the students during the classes, and the questionnaire was applied to find out the opinions and perceptions of the students about the application of the different techniques that were used, and how they helped to improve their reading comprehension skills.

In summary, the researcher proceeded to work with the target group for the study and took note of their evolution and reaction to the technique used to subsequently improve the identified problem.

**5.2.2.4 Evaluating.** Once all the data was collected during the research process through the research instruments, from the pretest, posttest, and survey, the data was tabulated. In this step, the researcher organized the information, tabulated and interpreted the results making comparisons with the data taken at the beginning and at the end of the intervention process. These findings were reported efficiently using graphs and statistical tables.

**5.2.2.5 Specifying Learning.** In the final stage of the action research cycle model, the

researcher proceeds to an in-depth interpretation and analysis of the quantitative and qualitative data collected during the implementation of the intervention plan. These results were presented in conclusions where the effectiveness of the scaffolding in the development of reading comprehension was analyzed. In addition, some recommendations were presented based on the results obtained. These recommendations were made to guide future researchers, practitioners, or decision-makers on how to apply the knowledge generated by the study. However, it is important to point out that during the research project, a drawback arose that limited one aspect of the research. In particular, it is emphasized that the time available to implement the intervention proposal was insufficient to utilize the scaffolding technique, as a longer-term follow-up would have gathered a broader range of data with a more detailed analysis.

In conclusion, the scaffolding technique proves to be a valuable approach for enhancing reading comprehension among learners. By providing targeted support and guidance, educators can effectively scaffold students' learning experiences, allowing them to navigate complex texts and develop a deeper understanding of the content. Scaffolding promotes the gradual acquisition of reading skills, enabling students to tackle more challenging texts and engage in critical thinking. Through the use of strategies such as contextualizing activities, modeling, bridging, and re-presenting texts, scaffolding helps students make connections, activate prior knowledge, and develop essential comprehension strategies. Moreover, scaffolding fosters student motivation, confidence, and independence as they experience success and gradually assume more control over their reading processes. However, it is essential for educators to adapt scaffolding approaches to individual students' needs, continually assessing their progress and adjusting support accordingly.

### ***5.2.3 Data Collection, Sources and Techniques***

For the development of this research study, several instruments were applied to collect quantitative and qualitative data. Thus, for quantitative data, the test technique was applied through the pretest and posttest (See annexes 1 and 2). In these situations, the pre-test provided the researcher with a reference or information about the current academic level of the trainees, and on the other hand, the posttest was conducted when the different strategies were already applied to provide relevant information about the academic progress of the target group (Sanders, S. 2019). This evaluation instrument was designed with four questions, three of them multiple-choice questions related to inference, summarizing, and prediction respectively, and the true/false question associated with paraphrasing. Similarly, a scoring guide (See Annex 4) was developed to corroborate the correct answer to each question. For this evaluation method,



the researcher took as a reference the national grading scale established by the Ministry of Education by taking the criterion-referenced scoring proposed by Gay et al. (2012).

On the other hand, a questionnaire was developed to obtain both quantitative and qualitative data. This questionnaire (See Annex 3) was developed mainly based on the Likert scale to analyze the students' perception of the application of the scaffolding technique. According to Tashakkori & Teddlie (2009), "Researchers use questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants" (p.183). In this sense, the students had to answer twelve closed questions that served to obtain the quantitative data, and at the same time, the open question part was added to obtain the qualitative data where the learners gave their point of view to justify the reason for their answers.

Additionally, field notes (See Annex 5) were used as an observation technique to analyze and describe the behavior, reaction, and progress of the students during the intervention, as well as to interpret the data. These field notes are divided into two parts, the descriptive part and the reflective part. In the descriptive notes, the events that occurred during the classes were written in detail, while in the reflective notes, as the name indicates, a reflection of everything that happened was made.

Finally, the researcher reviewed and examined the field notes to identify patterns, themes, and trends in the data. Given the above, these field notes provided context and additional details that helped the researcher make sense of the data collected and develop meaningful interpretations.

### **5.3 Data Analysis**

During the data analysis stage, the researcher interpreted the quantitative and qualitative data obtained from the different instruments. These data were processed using descriptive statistics to organize, summarize, and present the data in a meaningful and informative way. Descriptive statistics focuses on the quantitative aspects of the data, which allows researchers to understand the distribution, central tendency, variability, and relationships within a dataset (Cresswell, 2012). Thus, the data were implemented in the Excel program and represented using tables and bar graphs to measure the central tendency (mean) of the results obtained in the pretest and posttest.

Furthermore, the qualitative data collected from the questionnaire and the field notes based on the perception of the students during the scaffolding application were represented taking into account the answers to the closed and open questions. This process provided the

researcher with a clear and concise view of the data that later helped her to develop the conclusions of the research study.

## 6. Results

The following results obtained from the pretest and posttest show the students' increase in reading comprehension skills during the application of the scaffolding technique. In other words, the pretest provides a baseline measurement of the participants' initial levels or conditions, while the posttest measures the results or changes after the intervention. The comparison allowed the researcher to determine the significant impact the approach had on the dependent variable.

### 6.1 Pretest and Posttest Results

**Objective 1:** To analyze the effectiveness of the scaffolding strategies: contextualizing, bridging, re-presenting texts, and modeling, among tenth-grade students at a public institution in the city of Catamayo.

**Sub-question 1:** How can the scaffolding strategies: contextualizing, bridging, re-presenting text, and modeling increase reading comprehension skills among tenth-grade students at a public institution in the city of Catamayo during the 2002 - 2023 school year?

**Table 1**

*Mean score difference from pre-test and posttest*

	N° students	Predicting (2.5/2.5)	Summarizing (2.5/2.5)	Inferring (2.5/2.5)	Paraphrasing (2.5/2.5)	Total mean (10/10)
<b>Pretest</b>	21	0.83	1.83	1.61	1.36	5.63
<b>Posttest</b>	21	1.67	2.12	2.08	1.55	7.42
<b>Difference</b>	na	0.84	0.29	0.47	0.19	1.79

As it is presented in Table 1 it shows the data collected before and after implementing the proposal of the scaffolding technique. It can be clearly observed the low level that the tenth graders had before the implementation of the intervention plan. Concerning the "Predicting" indicator, the participants had a 0.83/2.5 mean score, which indicates that they have difficulties making predictions about a reading. Likewise, the participants were able to summarize a text, since their mean score was 1.83/2.5, which indicated that they possessed considerable ability in "summarizing". Additionally, in the "inferring" skill it was noted that the students possessed a slight ability of 1.61/2.5 to interpret and draw conclusions about the texts. Finally, respecting "Paraphrasing" it could be observed in its average of 1.36/2.5 that the learners had a limited capacity to express in their own words the main idea of the texts. Overall, the analysis of the results obtained showed the importance of developing an intervention plan, since the global

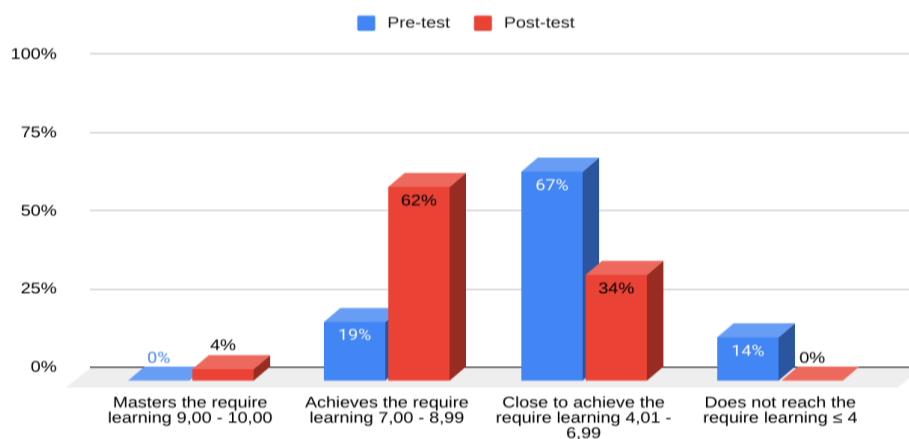
average was 5.63/10, which led the researcher to implement the scaffolding technique to enhance reading comprehension skills.

After performing the intervention proposal, a significant improvement was noted among tenth graders. Regarding the "predicting" indicator, there was a substantial increase of 0.84 difference between the pretest and the posttest, which means that the students developed their abilities to indicate what could happen after reading the text. Moreover, about "summarizing" there was a slight improvement of 0.29 from the pretest of 1.83/2.5 to the posttest of 2.12/2.5, which showed that the learners made somewhat progress in expressing the most important parts of a reading, identifying the main idea to articulate key concepts about the readings. Similarly, with "inferring" it was demonstrated that the participants improved moderately with an average of 0.47 difference in the pretest with 1.61/2.5 and the posttest with 2.08/2.5 to analyze and process the information of the text and to be able to draw conclusions from what they understood. With the last indicator, it is possible to notice that there is a modest change of 0.19 in "paraphrasing" since at the beginning of the internship the trainees had an average of 1.36 and at the end they reached a score of 1.55, indicating a subtle advance in their ability to represent an idea with their own words keeping all the main details.

Finally, these results reflect a positive impact on students' reading comprehension skills with an increase in the average grade of 1.79, which means that they were able to reach the baseline grade of 7.42/10.

## 6.2 Comparison with the National Grading Scale.

The comparison made with the National Grading Scale shows the increase in the score obtained by the students after the application of the scaffolding technique in the reading comprehension skill. These data are represented below through a bar chart with their respective analysis and interpretation.



## **Figure 2**

*Results obtained from the pretest and post-test in comparison with the National Grading Scale.*

This section shows the comparison of the results obtained from the pre-test and post-test compared to the National Rating Scale. After 6 weeks of intervention, it was evidenced that 4% of the total mastered the required learning in relation to the reading comprehension skill. In addition, significant growth can be seen in the trainees in reaching the level established by the Ministry of Education, which shows the effectiveness of scaffolding as a pedagogical support to improve reading comprehension.

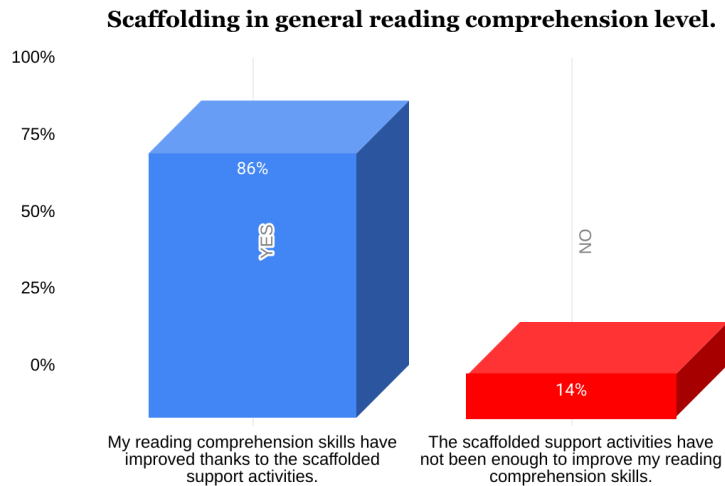
On the contrary, we analyzed the decrease of participants who scored below the established grade, considered as close to reaching the required learning, which indicates that there was a level of improvement achieved after the implementation of the research proposal. Last but not least, the researcher satisfactorily pointed out that no learner obtained a score below 4, which indicates that most of the students were close to the proficiency of the required learning.

In addition, it is essential to point out that the quantitative data mentioned above corroborate and enrich the qualitative data derived from the field notes and the questionnaire. The qualitative data obtained from the field notes provide valuable contextual insights and capture important aspects of the research. In addition, the questionnaire responses offer quantitative data that can be analyzed statistically, providing numerical evidence to support the qualitative findings. The integration of both types of data strengthens the validity of the research findings, allowing for a deeper and more detailed interpretation of the research results.

### **6.3 Questionnaire Results.**

**Objective 2:** To describe the students' perception regarding the application of scaffolding to enhance reading comprehension among tenth-grade students at a public institution in the city of Catamayo.

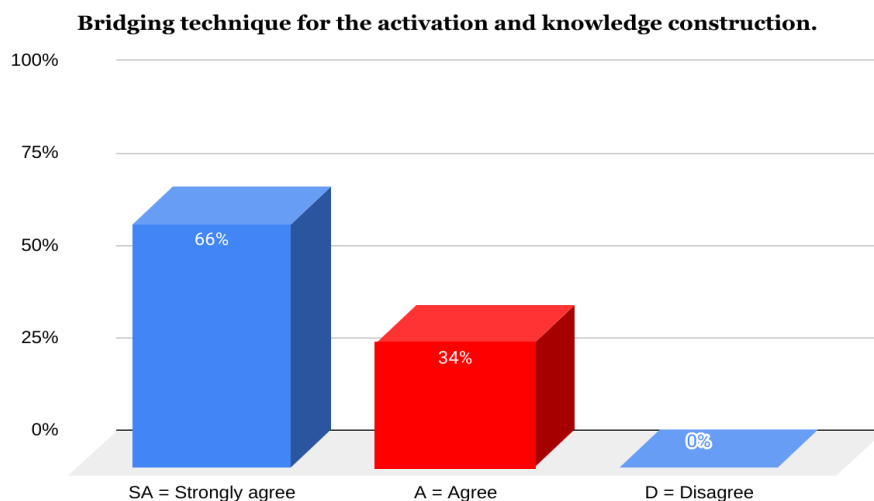
**Sub-question 2:** What is the student's perception about the application of scaffolding on improving reading comprehension among tenth-grade students at a public institution in the city of Catamayo during the 2002 - 2023 school year?



**Figure 3**

*Representation of students' perception of scaffolding in increasing reading comprehension skills.*

The questionnaire that was applied to tenth-grade students regarding their perception of the application of scaffolding to improve related to their comprehension revealed the following findings. Regarding the increase in reading comprehension skills, a significant majority of students (86%) “agreed” that through the support activities, their text comprehension skills were built and strengthened. From the open-ended question, students mentioned that through the scaffolding techniques, their reading comprehension process was facilitated and improved. Similarly, these findings are supported by the field notes, as it was observed that by individualized support and guided practice opportunities, students developed their autonomy and confidence as proficient readers. In contrast, a small portion of the respondents (14%) stated that the support activities applied were not sufficient to understand the main idea of the text.

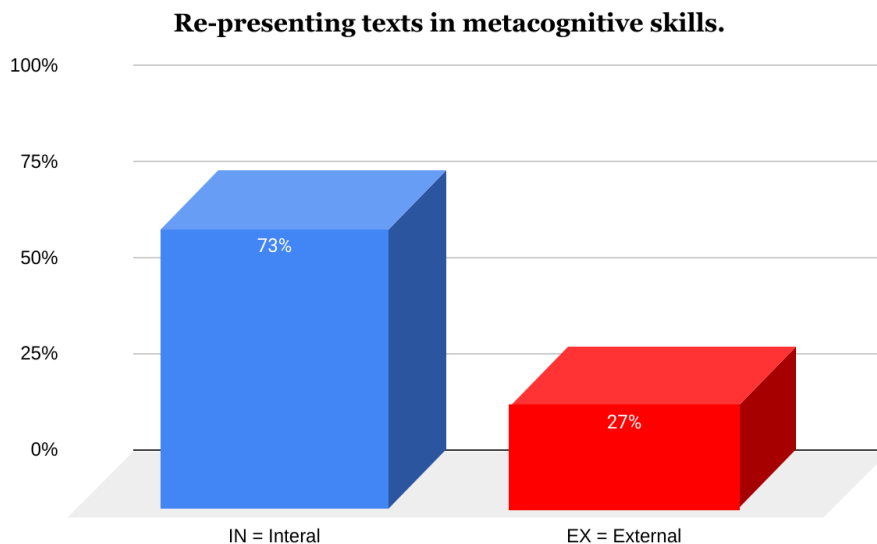


#### Figure 4

*Representation of the use of bridging technique for the activation and construction of learning.*

As shown in Figure 3, slightly more than half of the students "strongly agree" (66%) and almost a third (34%) "agree" that connecting their prior knowledge with the information in the reading provides them with a frame of reference and helps them make meaningful connections, which facilitates comprehension and retention of the information. This indicates that 100% of the students rated positively the use of the "bridging" technique in text comprehension. Referring to these results, the diversity of opinions in the open question where the trainees stated that by relating new material to their previous knowledge they can find meaning and relevance in what they read, which allowed them to more easily extract the main ideas from the readings in order to later make a good summary. In addition, in the field notes developed by the researcher, it could be observed that when students activate their prior knowledge, they are recalling and retrieving relevant information related to the topic of the text. This allows them to build a solid foundation to reinforce their comprehension.

On the other hand, visual representation is another pedagogical technique that helps students create representations about aspects of reading in their minds, and thus make sense of the text.

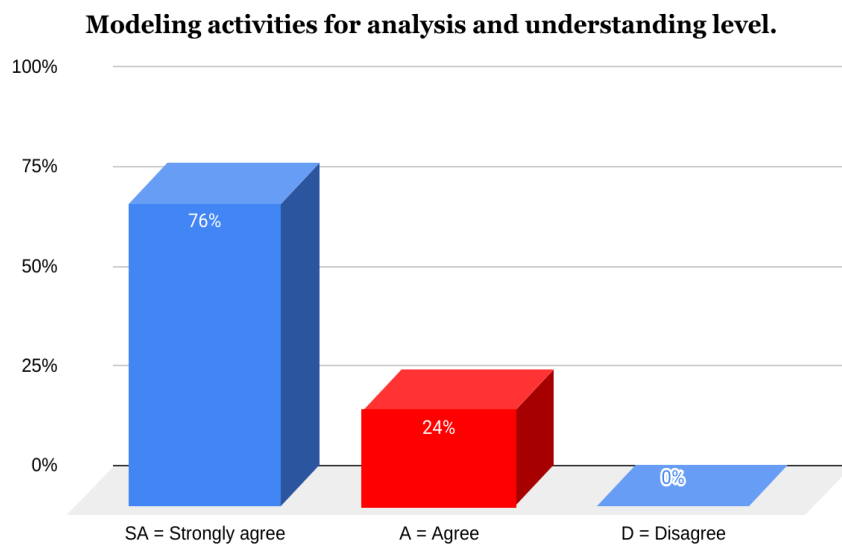


#### Figure 5

*Tenth-grade students' preference for visual representations.*

Figure 4 represents the type of visual representation preferred by tenth-grade students. It is evident that a large proportion of those investigated (73%) prioritizes internal representations, which means that by creating mental images students can deeply analyze and

synthesize the information in the text. However, slightly more than a quarter (27%) of the students prefer external representations because extracting what they have understood from the text helps them to organize and process the information more efficiently, allowing for meaningful comprehension. As denoted in the field notes, students used this technique to have a better understanding of what they were reading, which involved understanding key concepts, establishing relationships between them, and extracting the most relevant information. This, with visualizations, students developed their metacognitive skills, as individuals could identify which strategies work best and use them more effectively.



**Figure 6**

*Representation of the analysis and understanding level of texts through demonstrations.*

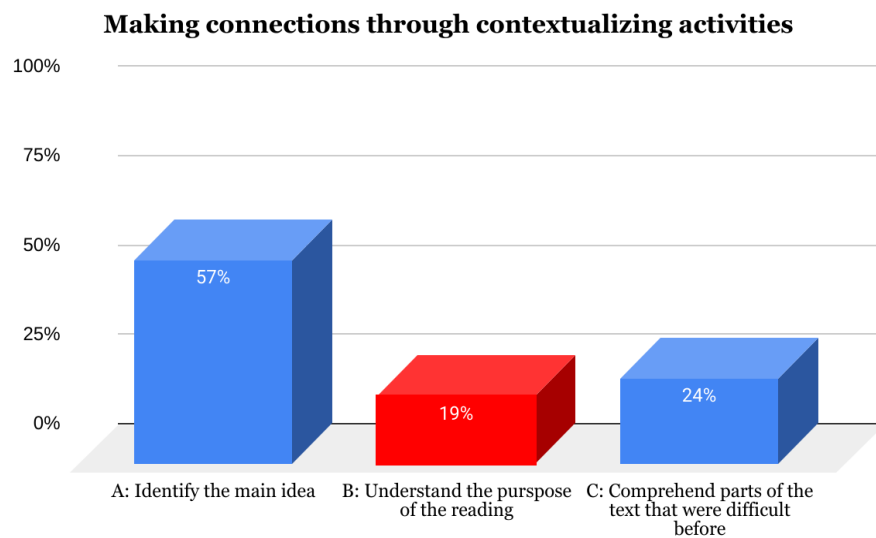
Scaffolding also includes teacher modeling of reading comprehension skills. In relation to Figure 5, a significant majority (76%) "strongly agree" and about a quarter (24%) of the students "agree" that with demonstrations they felt more interested during the readings. On the contrary, it is evidenced that no learner (0%) found the modeling technique ineffective in understanding the topic of the reading. These results demonstrate a positive impact (100%) among the students regarding the influence of the modeling technique as they realized that they were able to achieve a deep understanding if they followed the steps and used the same strategies demonstrated.

Additionally, in their responses to the open-ended question, a large portion of students stated that by reading and thinking aloud, they learned how to apply comprehension strategies, as well as how to identify main ideas, deduce meaning, and make predictions. As student 11



argued, "Because when the teacher was reading aloud, I was at the same time reading the text carefully and analyzing each part that I found difficult to understand".

Concerning the field notes, the researcher identified that the modeling activities helped students to analyze the mental steps that must be followed to achieve deep comprehension. As a result, they reported that they were motivated and increased their confidence to become independent readers.



**Figure 7**

*Making connections through contextualizing activities.*

Contextualizing students with the text favors their cognitive development since using examples in real-life situations helps them to overcome learning limitations and improve their reading comprehension skills. Related to Figure 6, it is observed that a little more than half (57%) of those investigated are moderately able to identify the main idea of the texts, which means that with real-life examples it is easier for them to understand what they are reading. Nevertheless, a small minority (19%) affirmed that through the examples they were able to understand the purpose of the reading, while almost a quarter (24%) of the students stated that they were able to understand parts of the text that they previously found difficult to understand, this implies that most of the students found the use of contextualized examples useful to make connections and extract meaning from the text.

In general, the results presented show the different points of view that students had about the application of the different scaffolding techniques to increase their reading comprehension level. Educators may consider that scaffolding provides students with the necessary tools and strategies to approach challenging texts, facilitating the construction of meaning, problem-solving, and critical thinking. Likewise, strategically implementing

scaffolding in the classroom promotes deeper comprehension, greater analytical skills, and more active participation during the reading process.

## 7. Discussion

This project was proposed with the objective of determining the improvement of reading comprehension through scaffolding in tenth-grade students of a public institution in Catamayo during the 2002 - 2023 school year. Based on the general objective, this section develops the discussion section where the researcher addresses the implications of the results, and compares them with previous studies, and explains any discrepancies or similarities. Likewise, this section seeks to answer the main research question and sub-questions formulated at the beginning of the study, as well as to describe the limitations that were presented throughout the research project and finally some suggestions for further research.

Regarding the main research question: How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in the city of Catamayo during the 2002 - 2023 school year? Based on the results obtained from the pretest and posttest, as shown in Figure 2, it can be concluded that the scaffolding technique has played a critical role in providing students with the support and guidance needed to tackle complex texts. Some student responses argued that by providing initial guidance and then encouraging progressive independence, they were able to break down texts more effectively, identify main ideas, infer implicit information, and relate content to their prior knowledge. Moreover, the scaffolding technique not only increased students' confidence but also cultivated their ability to approach texts critically and analytically, resulting in a marked improvement in their reading comprehension proficiency. These findings were corroborated by Chanyalew & Abiy, (2015) who mentioned that scaffolding has been a key element in providing adequate support activities, allowing students to progressively face challenges and develop their confidence and competence in reading comprehension.

In addition, concerning the first sub-question: How can the scaffolding strategies: contextualizing, bridging, re-presenting text, and modeling increase reading comprehension skills among tenth-grade students at a public institution in the city of Catamayo during the 2002 - 2023 school year? At the beginning of the research, it could be evidenced that tenth-grade students possessed a low level of reading comprehension with a mean score of 5.63 out of 10, while the average increased to 7.42 which indicates a difference of 1.79, this means that the use of support activities such as re-presenting texts, bridging, contextualization, and modeling helped significantly to develop their understanding level.

Consequently, the scaffolding techniques has been shown to be very effective in improving reading comprehension. Based on the posttest results related to the bridging, re-presenting text, modeling, and contextualizing techniques. As illustrated in Figure 3, some

students agreed that their ability to comprehend and extract the main idea from the texts improved notably, since through the bridging technique, they were able to connect their previous knowledge with the text. Likewise, as can be evidenced in Figure 4, most of the students 73%, expressed their preference for internal representations, since this technique facilitated the process of deducing implicit information from what was read and understood. Additionally, in Figure 5 it can be observed that most students agree that with the modeling technique, their ability to make assumptions about a possible event based on the information in the text improved efficiently. These results are consistent with the studies of David & Sulaiman (2021), Sumirat et al., (2019), Wahyu Nurhayati & Wilda Fitriana (2018), and Zahra & Fitrawati (2017) who state that through the use of scaffolding, students improved their skills to make connections with their knowledge and the text, to make mental representations, give meaning to what they are reading, and to extract the main idea of the text so they can express it in their own words. Moreover, Narina (2022) states that by gradually reducing assistance as students develop their critical thinking skills, deeper analysis, and construction of meaning, they become independent readers capable of applying comprehension strategies autonomously. This engagement stimulates their cognitive processes and enhances their ability to comprehend and analyze material.

On the other hand, considering the second sub-question: What is the student's perception about the application of scaffolding on improving reading comprehension among tenth-grade students at a public institution in Catamayo city during the 2002 - 2023 school year? Considering both the field notes and the questionnaire, specifically in the first question, it became evident that students considered scaffolding as an affirmative and effective pedagogical approach that empowers them to become self-sufficient learners, thus improving their academic performance. Furthermore, they emphasized that the pedagogical assistance provided by scaffolding instilled in them a sense of security and readiness to tackle difficult tasks, making the learning process more engaging and less overwhelming. However, there were students who expressed difficulties, such as lack of concentration and difficulty comprehending the readings. On the contrary, in relation to question number two of the questionnaire, variations in students' preferences were observed, some of them found it more entertaining to make re-presentations of the text, while others preferred to make contextualizations of the content to have a better understanding of the text. Likewise, the students' opinions varied when selecting which strategy of the scaffolding types facilitated the learning process, so that in questions 3 and 6, some students mentioned having a preference for the use of text representation, by which through internal and external representations they processed the

information of the readings better, while others prioritized the use of contextualizations to have a clear idea of what they were reading with the help of real life examples.

In this sense, participants argued that the different support activities improved their comprehension skills, developed their creativity, and last but not least promoted active participation. Similarly, Low & Robinson (2015) stated that the structured support and guidance provided by scaffolding create a conducive learning environment that fosters engagement and active participation. Learners appreciate the gradual progression from guided assistance to independent mastery, as it builds their confidence and instills a sense of achievement. Therefore, taking into account the aforementioned arguments, it can be affirmed that thanks to scaffolding and the different techniques of bridging, modeling, re-presenting text, and contextualizing the learners had a positive impact of the technique on their reading comprehension skills, as they considered it useful, innovative and fun within their learning process.

## **8. Conclusions**

In relation to the main question and sub-questions established at the beginning of the study, it is possible to conclude that:

The scaffolding technique has proven its effectiveness and value in improving students' reading comprehension skills. Through personalized support, students were able to navigate complex texts and tasks, leading to a deeper understanding of the subject matter. Thereby, the gradual removal of support allowed students to become more independent and strategic readers, applying metacognitive skills to navigate texts with greater proficiency.

The application of scaffolding techniques, such as contextualizing, bridging, re-presenting the text, and modeling, played a key role in facilitating the students' reading comprehension process. These strategies played an important role in helping students develop their critical thinking skills and improve their overall reading comprehension abilities, as it provided students with essential tools and support to effectively extract main ideas, make informed inferences, draw conclusions, paraphrase text, and generate predictions. By employing these strategies, students fostered their metacognitive skills, leading to deep and meaningful comprehension of texts.

Tenth-grade students had a positive impact on the application of scaffolding to increase reading comprehension skills. The learners felt that by receiving structured support and guidance during the reading process, they were able to effectively break down the text into more comprehensible parts. In addition, they perceived the scaffolding as a way to gain confidence in their reading skills, as they felt supported and empowered to tackle challenging texts.

## **9. Recommendations**

This section offers some practical suggestions based on the findings and limitations detected during the research. It is important to be aware of the problems identified that can lead to the desired results. In this regard, the researcher recommends the following:

The researcher strongly recommends the application of the scaffolding technique as an effective approach to foster the development of reading comprehension skills among learners because this technique serves as a valuable tool for breaking down complex concepts, and enhancing critical thinking skills and metacognition. Besides, it cultivates a favorable learning environment in which students feel motivated and engaged, leading to greater concentration and interest in reading activities.

Based on the limitation of a short time period of intervention, it is recommended that future researchers carefully consider this constraint when designing and conducting investigations. A longer period of time may allow students to develop their reading comprehension skills, as well as their analytical and cognitive abilities on complex texts that were previously challenging for them to understand.

Finally, I strongly recommend that English teachers implement the scaffolding technique to enhance their students' reading comprehension skills. On the one hand, after having analyzed the results obtained after the application of the scaffolding technique, it is important to know that it offers a structured and gradual approach that guides learners through the complexities of text interpretation, fostering deeper understanding. This method empowers learners to move from being passive recipients of information to active participants in their learning process. On the other hand, the sense of accomplishment that comes from successfully overcoming challenging tasks boosts students' confidence and motivation.

## 10. Bibliography

- Abdullah, H., Rizky, G., & Ferry, Y. (2018). The Influence of prior knowledge on students' listening and reading comprehension. *Indonesian Journal of English Education*, 4(1), 1-15. <https://www.researchgate.net/publication/329214878> The Influence of Prior Knowledge on Students' Listening and Reading Comprehension
- Abdul-Majeed, M. R., & Mahmood Muhammad, N. (2015). The Effect of Using Scaffolding Strategies on EFL Students' Reading Comprehension Achievement. *Arts Journal*, w/v(111), 91–118. <https://aladabj.uobaghdad.edu.iq/index.php/aladabjournal/article/view/1538>
- AlAdwani, A., AlFadley, A., AlGasab, M., & Alnwaiem, A. F. (2022). The Effect of Using KWL (Know-Want-Learned) Strategy on Reading Comprehension Of 5th Grade EFL Students in Kuwait. *Canadian Center of Science and Education*, 15(1), pp.79-91. <https://files.eric.ed.gov/fulltext/EJ1329203.pdf>
- Barua, N. M. (2021). Paraphrasing as a Strategy to Develop Reading Comprehension at The Tertiary Level of Education. *ELT Worldwide: Journal of English Language Teaching*, 8(2), p.167-175. <https://ojs.unm.ac.id/ELT/article/view/21633/pdf>
- Billings, E., & Walqui, A. (2016). *The Zone of Proximal Development: An Affirmative Perspective in Teaching ELLs/MLLs*. New York State. Education Department. [http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/zone\\_proximal\\_development.pdf](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/zone_proximal_development.pdf)
- Bonganciso, R. T. (2016). Effects of Contextualization on the Reading Comprehension Performance of Filipino Learners. *Asia Pacific Higher Education Research Journal*, 3(1), pp.1-13. [https://www.researchgate.net/profile/Ruel-Bonganciso/publication/310671685\\_Effects\\_of\\_Contextualization\\_on\\_the\\_Reading\\_Comprehension\\_Performance\\_of\\_Filipino\\_Learners/links/585507fa08aeff086bf7cb21/Effects-of-Contextualization-on-the-Reading-Comprehension-P](https://www.researchgate.net/profile/Ruel-Bonganciso/publication/310671685_Effects_of_Contextualization_on_the_Reading_Comprehension_Performance_of_Filipino_Learners/links/585507fa08aeff086bf7cb21/Effects-of-Contextualization-on-the-Reading-Comprehension-P)
- Bosanquet, P., Radford, J., & Webster, R. (2015). The principles of scaffolding. In *The Teaching Assistant's Guide to Effective Interaction: How to Maximise Your Practice* (pp. 43-57). Routledge. <https://doi.org/10.4324/9781315719832>
- Bowles, D., Radford, J., & Bakopoulou, L. (2017). Scaffolding as a key role for teaching assistants: Perceptions of their pedagogical strategies. *British Journal of Educational Psychology*, 88(3), 14. <https://www.researchgate.net/publication/321165463>



Scaffolding as a key role for teaching assistants Perceptions of their pedagogical strategies

- Buhman, B. (2016). Optimizing students' reading comprehension through AQR strategy for the 10th graders of a man 1 Praya. *25 The Indonesian Journal of Language and Language Teaching*, 1(2), pp.25-33. <http://ijolt.unram.ac.id/index.php/ijolt/article/view/15>
- Chanyalew, E., & Abiy, Y. (2015). Effects of Teacher Scaffolding on Students' Reading Comprehension. *Science, Technology and Arts Research Journal*, 4(2), 263-271. <https://journals.wgu.edu.et/index.php/star/article/view/224>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Daff Alla, Z. A., Mwdawi, A. K., & Eldouma, A. (2013). The Impact of the Use of Reading Strategies on Developing (EFL) Learners' Reading Comprehension Skills. *14(2)*, pp. 144-150. <https://www.researchgate.net/publication/340437449> The Impact of the Use of Reading Strategies on Developing EFL Learners' Reading Comprehension Skills
- David, M., & Sulaiman, N. A. (2021). The Functions of Visualization in Assisting Reading Comprehension among Young Learners. *International Journal of Academic Research in Business and Social Sciences*, 11(10), 68–79. [https://hrmars.com/papers\\_submitted/10983/the-functions-of-visualization-in-assisting-reading-comprehension-among-young-learners.pdf](https://hrmars.com/papers_submitted/10983/the-functions-of-visualization-in-assisting-reading-comprehension-among-young-learners.pdf)
- Deshpande, S. K. (2016). Activating Background Knowledge: An Effective Strategy to Develop Reading Comprehension Skills. *Journal of English Language Teaching and Linguistics (JELTL)*, 1(3), 191-202. <https://www.researchgate.net/publication/311215549> Activating Background Knowledge An Effective Strategy to Develop Reading Comprehension Skills
- Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. <https://doi.org/10.1177/2372732218816339>
- Escar, E. (2022). *What are the Benefits of Reading Comprehension? What are the Benefits of Reading Comprehension?* Iris Reading. Retrieved December 30, 2022, from <https://irisreading.com/what-are-the-benefits-of-reading-comprehension/>
- Febriani, V., Mukhaiyar, & Ningsih, K. (2019). The Effect of Summarizing Strategy on the Students' Reading Comprehension at Tenth Grade Students at SMAN 9 Padang.

- International Journal of Science and Research (IJSR)*, 8(2), p.1282-1287.  
<https://www.ijer.net/archive/v8i2/ART20195322.pdf>
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of Instructional Design*. Harcourt Brace Jovanovich College Publishers.  
<https://www.hcs64.com/files/Principles%20of%20instructional%20design.pdf>
- Gómez Torres, N., & Ávila Constain, h. J. (2009). *Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners* (1st ed., Vol. 16). HOW Journal. <https://www.redalyc.org/articulo.oa?id=499450715004>
- Harraqi, M. (2017). Review of Aida Walqui's Scaffolding Instruction for English Language Learners: A Conceptual Framework. *American Journal of Art and Design*, 2(3), 84-88. doi: 10.11648/j.ajad.20170203.13
- Herawati, C., Gani, S. A., & Muslim, A. (2020). The implementation of Scaffolding reading experience strategy in increasing students' comprehension. *Journal of English Teaching and Linguistics (TETLi)*, 1(3), pp.102-113. <https://ejournal.unida-aceh.ac.id/index.php/jetli/article/view/20/15>
- John Wiley & Sons. (2018). Scaffolding Technique. In *The TESOL Encyclopedia of English Language Teaching* (p. 5824). John I. Liontas. [https://www.researchgate.net/publication/322751945\\_Scaffolding\\_Technique](https://www.researchgate.net/publication/322751945_Scaffolding_Technique)
- Jumiati, A. A. (2014). Inference Strategy to Improve the Students' Literal Comprehension. *Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3(2), 222-228. <https://journal.unismuh.ac.id/index.php/exposure/article/view/839/pdf>
- Kanmaz, A. (2022). Teachers' Reading Comprehension and Use of Reading Strategies Levels: A Study on the Secondary School Teachers. *Asian Institute of Research*, 5(1), 1-14. [https://www.asianinstituteofresearch.org/files/ugd/ed8b62\\_e87fd1e8aeff452aa20b2f70b7bcc09b.pdf](https://www.asianinstituteofresearch.org/files/ugd/ed8b62_e87fd1e8aeff452aa20b2f70b7bcc09b.pdf)
- Kemmerly, E. (2022). *Reading Comprehension Strategies: The Unbeatable Student Guide – Transizion*. Retrieved January 1, 2023, from <https://www.transizion.com/reading-comprehension-strategies/>
- Khoshsima, H., & Tiyyar, F. R. (2014). The effect of summarizing strategy on reading comprehension of Iranian intermediate EFL learners. *International Journal of Language and Linguistics*, 2(3), pp.134-139. <https://www.sciencepublishinggroup.com/journal/paperinfo.aspx?journalid=501&doi=10.11648/j.ijll.20140203.11>

- Khosravi, S. K. (2017). Symmetrical and asymmetrical Scaffolding in English Reading Comprehension of Iranian EFL learners. *European Journal of English Language Teaching*, 2(1), 165-176. <http://dx.doi.org/10.5281/zenodo.400739>
- Kikas, E., Silinskas, G., Mädamürk, K., & Soodla, P. (2021). Effects of Prior Knowledge on Comprehending Text About Learning Strategies. *Frontiers in Education*, 6(1), 1-15. <https://www.frontiersin.org/articles/10.3389/educ.2021.766589/full>
- Kispal, A. (2008). *Effective Teaching of Inference Skills for Reading: Literature Review*. Department for Children, Schools & Families. <https://files.eric.ed.gov/fulltext/ED501868.pdf>
- Kurt, S. (2020). *Vygotsky's Zone of Proximal Development and Scaffolding*. Educational Technology [Photograph]. Retrieved January 1, 2023, from <https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/#how-vygotsky-impacts-learning>
- Kurt, S. (2021). *Gagne's Nine Events of Instruction*. Educational Technology. Retrieved January 18, 2023, from <https://educationaltechnology.net/gagnes-nine-events-of-instruction/>
- Loewen, S., & Gonulal, T. (2018). Scaffolding Technique. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (p.1-5). Wiley. [https://d1wqtxts1xzle7.cloudfront.net/55865391/Gonulal\\_Loewen\\_2018-libre.pdf?1519246388=&response-content-disposition=inline%3B+filename%3DScaffolding\\_Technique.pdf&Expires=1674939322&Signature=E9dnPMYsYyVLDwQgaw8Dx0A3LxVK68F5skC3rC87P5xPS2i6fJBcjA5hooHl](https://d1wqtxts1xzle7.cloudfront.net/55865391/Gonulal_Loewen_2018-libre.pdf?1519246388=&response-content-disposition=inline%3B+filename%3DScaffolding_Technique.pdf&Expires=1674939322&Signature=E9dnPMYsYyVLDwQgaw8Dx0A3LxVK68F5skC3rC87P5xPS2i6fJBcjA5hooHl)
- Lovsund, C. (2018). *Scaffolding Reading Comprehension to Deepen Understanding of Text* [Master's thesis. University of Victoria]. [https://dspace.library.uvic.ca/bitstream/handle/1828/9231/Lovsund\\_Chérie\\_MEd\\_2018.pdf?sequence=6](https://dspace.library.uvic.ca/bitstream/handle/1828/9231/Lovsund_Chérie_MEd_2018.pdf?sequence=6)
- Low, D., & Robinson, T. (2015). A Motivation Scaffold to Improve the Learning Engagement of Students. *TEACH Journal of Christian Education*, 9(1), 30-38. <https://research.avondale.edu.au/cgi/viewcontent.cgi?article=1273&context=teach>
- Mahan K. Rose. (2022) The comprehending teacher: scaffolding in content and language integrated learning (CLIL), *The Language Learning Journal*, 50:1, 74-88, DOI: [10.1080/09571736.2019.1705879](https://doi.org/10.1080/09571736.2019.1705879)

- Methods of Data Collection in Quantitative, Qualitative and Mixed Research. (2009). In C. Teddlie & A. Tashakkori (Eds.), *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences* (p. 183). SAGE Publications. [https://us.sagepub.com/sites/default/files/upm-assets/106363\\_book\\_item\\_106363.pdf](https://us.sagepub.com/sites/default/files/upm-assets/106363_book_item_106363.pdf)
- Ministerio de Educación. (2016). *English as a Foreign Language currículum*. Ministerio de Educación. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Minnesota. (2014). *Lesson Summarizing Techniques*. Literacy Minnesota. Retrieved January 22, 2023, from [https://www.literacymn.org/sites/default/files/curriculum/routine\\_4\\_summarizing\\_techniques.pdf](https://www.literacymn.org/sites/default/files/curriculum/routine_4_summarizing_techniques.pdf)
- Molina Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38. <https://www.sciencedirect.com/science/article/pii/S244484511630012X>
- Muna, N. (2018). *The Effectiveness of Scaffolding to Students' Reading Comprehension on Narrative Texts*. Faculty of Education and Teacher Trainings the Estate Institute Islamic University Sultan Maulana Hasanuddln Banten. <http://repository.uinbanten.ac.id/2712/2/PAPER.pdf>
- Munawaroh, S. W. (2021). *The effectiveness of scaffolding Strategy on Students' Reading Comprehension at eight grade of MTSN 3 Ponorogo*. Faculty of education and teacher training state institute of Islamic studies Ponorogo. [http://etheses.iainponorogo.ac.id/17343/1/SITI%20WAHIDATUL%20MUNAWARO H\\_210917043\\_SKRIPSI.pdf](http://etheses.iainponorogo.ac.id/17343/1/SITI%20WAHIDATUL%20MUNAWARO%20H_210917043_SKRIPSI.pdf)
- Musdzial, M. (2019). The influence of visualization strategy on reading comprehension ability. *Jurnal Dimensi*, 8(2), pp. 317-328. <https://www.journal.unrika.ac.id/index.php/jurnaldms/article/view/2162>
- Narina, L. R. (2022). Scaffolding Technique in Reading Comprehension in The Junior High School. *Journal of Educational Study*, 2(2), 142-150. <https://media.neliti.com/media/publications/433830-scaffolding-technique-in-reading-compreh-9b1f8657.pdf>
- Panjaitan, N. B., & Situmorang, R. (2018). The Effectiveness Of K-W-L Technique To Increase Students' Reading Comprehension Achievement Through Reading Descriptive Text For Grade 8 of SMP Negeri 1 Cisarua. *Journal of English Language*

- Pedagogy, Literature and Culture.*, 3(1), pp. 35-44.  
<https://files.eric.ed.gov/fulltext/EJ1304478.pdf>
- Perin, D., & Hare, R. (2010). A Contextualized Reading-Writing Intervention for Community College Students. *Community College Research Center. Columbia University, WV*(44), 1-4. <https://ccrc.tc.columbia.edu/media/k2/attachments/contextualized-reading-writing-intervention-brief.pdf>
- Pratiwi, E. (2020). Strategies for Reading Skills for English Language Class. *Jurnal Online Universitas PGRI Palembang*, 2(1), 1-8.  
<https://core.ac.uk/download/pdf/322574273.pdf>
- Salem, A. (2017). Scaffolding Reading Comprehension Skills. *Canadian Center of Science and Education*, 10(1), 97-111.  
<https://www.ccsenet.org/journal/index.php/elt/article/view/65315>
- Simanjuntak, S., Hutabarat, N. N., Situmeang, L. M., Simanullang, M., & Sihotang, L. (2021). The effect of prediction strategy on the students' reading ability at tenth grade of SMA Negeri. *Jurnal Littera: Fakultas Sastra Darma Agung*, 1(2), p.165-174.  
<https://jurnal.darmaagung.ac.id/index.php/littera/article/view/1313>
- Simons, A. (2022). *Modeling*. Clemson Reading Recovery. Retrieved January 27, 2023, from <https://readingrecovery.clemson.edu/home-2/reading-comprehension/lesson-structure/modeling/>
- Lombardi, S. (2018). *11.8: Challenges and benefits of scaffolding - Social Sci LibreTexts*. LibreTexts Social Sciences.  
[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Instructional\\_Methods\\_Strategies\\_and\\_Technologies\\_\(Lombardi\\_2018\)/11%3A\\_Scaffolding/11.08%3A\\_Challenges\\_and\\_benefits\\_of\\_scaffolding](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Instructional_Methods_Strategies_and_Technologies_(Lombardi_2018)/11%3A_Scaffolding/11.08%3A_Challenges_and_benefits_of_scaffolding)
- Lowry, M. (2018). Prediction - Reading comprehension Strategy. Junior Cycle for teachers p.1.  
<https://www.jct.ie/perch/resources/english/prediction.pdf>
- Sönmez, Y., & Sulak, S. E. (2018). The Effect of the Thinking-aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students. *Universal Journal of Educational Research*, 6(1), p.168-172. <https://files.eric.ed.gov/fulltext/EJ1165440.pdf>
- Suwanto. (2014). The Effectiveness of the Paraphrasing Strategy on Reading Comprehension in Yogyakarta City. *International Institute for Science, Technology and Education (IISTE): E-Journals*, 4, 1-7. <https://core.ac.uk/download/pdf/234692909.pdf>
- Sumirat, R., Rahmat Padilah, C. F., & Haryudin, A. (2019). The use of prediction strategy in improving students' reading comprehension. *Professional Journal of*

<https://www.researchgate.net/publication/337255107> THE USE OF PREDICTION  
S STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION

- Syamsiah, N., Rafli, Z., & Ridwan, S. (2018, December WD). Self – Questioning Strategy on Reading Comprehension Process. *Atlantis Press, In 5th Asia Pacific Education Conference (AECON 2018)*(267), 133-142. <https://doi.org/10.2991/aecon-18.2018.25>
- Verenikina, I. (2004). From Theory to Practice: What does the Metaphor of Scaffolding Mean to Educators Today? *Faculty of Social Sciences - Papers.*, 6(2), 5-16. [https://ro.uow.edu.au/sspapers/1025/?utm\\_source=ro.uow.edu.au%2Fsspapers%2F1025&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://ro.uow.edu.au/sspapers/1025/?utm_source=ro.uow.edu.au%2Fsspapers%2F1025&utm_medium=PDF&utm_campaign=PDFCoverPages)
- Wachyuni, S. (2017). The Effectiveness of Scaffolding Strategy in EFL reading comprehension. *Advances in Social Science, Education and Humanities Research*, 82(W/N), 149-153. [https://scholar.google.com/ec/citations?view\\_op=view\\_citation&hl=es&user=QcxzReEAAAAJ&citation\\_for\\_view=QcxzReEAAAAJ:UeHWp8X0CEIC](https://scholar.google.com/ec/citations?view_op=view_citation&hl=es&user=QcxzReEAAAAJ&citation_for_view=QcxzReEAAAAJ:UeHWp8X0CEIC)
- Wahyu Nurhayati, D. A., & Wilda Fitriana, M. (2018). Effectiveness of summarizing in teaching reading comprehension for EFL students. *IJOLTL (Indonesian Journal of Language Teaching and Linguistics)*, 3(1), 33-50. <https://www.researchgate.net/publication/323899297> EFFECTIVENESS OF SUMMARIZING IN TEACHING READING COMPREHENSION FOR EFL STUDENTS
- Yasmeen, G. (2008). Action research: an approach for the teachers in higher education. *The Turkish Online Journal of Educational Technology – TOJET*, 7(4), 46-53. <https://files.eric.ed.gov/fulltext/EJ1102937.pdf>
- Yildiz, Y., & Celik, B. (2020). The Use of Scaffolding Techniques in Language Learning: Extending the Level of Understanding. *International Journal of Social Sciences & Educational Studies*, 7(3), p.148-153. <http://eprints.tiu.edu.iq/383/1/jsses.v7i3p148.pdf>
- Zafarani, P., & Kabgani, S. (2014). Summarization Strategy Training and Reading Comprehension of Iranian ESP Learners. *Procedia - Social and Behavioral Sciences*, 98, pp. 1959-1965. <https://www.sciencedirect.com/science/article/pii/S1877042814027207>
- Zahra, F., & Fitrawati, F. (2017). Teaching Reading Comprehension by using Metacognitive strategy: Read, Ask, Paraphrase (RAP) at senior High School. *Journal*

*of English Teaching English*, 6(1), 25-32.

<https://ejournal.unp.ac.id/index.php/jelt/article/view/7119>

Zone of Proximal Development. (2012). In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (pp. 3485-3487). Springer. [https://doi.org/10.1007/978-1-4419-1428-6\\_316](https://doi.org/10.1007/978-1-4419-1428-6_316)

Zurek, A., Torquati, J., & Acar, I. (2013). Scaffolding as a Tool for Environmental Education in Early Childhood. *International Journal of Early Childhood Environmental Education*, 2(1), 27-57. <https://files.eric.ed.gov/fulltext/EJ1108033.pdf>

## 11. Annexes

### Annex 1. Lesson Plans

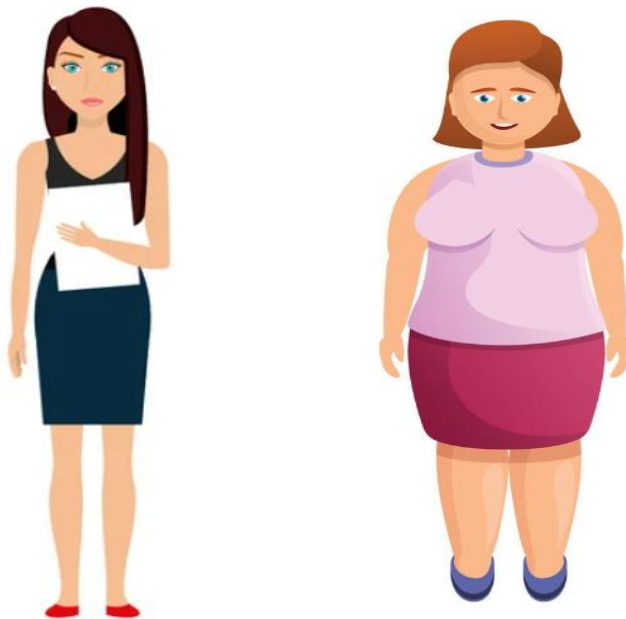
<b>Intervention Plan # 1</b>	
<b>Class:</b> 10mo EGB “D” <b>Number of Students:</b> 24 (11 boys, 13 girls) <b>Language Level:</b> A2.1	<b>Date:</b> May 3rd and 4th, 2023 <b>Schedule:</b> May 3rd 10“D”: 10h20 - 11h00 (1 period) May 4th 10 “D”: 7h50 - 9h10 (2 periods) <b>Time per lesson:</b> 40 minutes <b>Total hours:</b> 3 hours per week of 40 minutes
<b>School year:</b> <b>Type of institution:</b>	10mo EGB Public ( x )      Private ( )
<b>Preservice teacher:</b>	Emily Mabell Valdiviezo Jumbo
<b>Research Problem</b>	How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in Catamayo city during the 2002 - 2023 school year?
<b>Lesson Topic</b>	Comparatives
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to compare differences between two things.
Warm-up activity and Explanation	Explanation
The teacher presents two images (See Annex 1) to the students, where they describe the differences by using the comparatives. Then, the teacher explains that comparatives are very useful because you can compare several objects or people. Finally, the teacher tells the students that at the end of the lesson, they will use the comparatives to describe and compare a partner.	The teacher gives feedback on the topic "Comparatives", and then asks the students questions related to which situations in daily life they could use the comparative adjectives learned in the previous class.
Instruction and practice	Instruction and practice
<ul style="list-style-type: none"> <li>● Application of the pre-test</li> <li>● The teacher explains the topic through a grammar chart (See annex 2) and gives some examples.</li> <li>● The teacher asks students to develop their own examples using the comparative structure.</li> </ul>	<ul style="list-style-type: none"> <li>● The teachers ask their students to make a K-W-Lchart (See annex 3) about (what they already know about the topic, what they want to know and what they have learned) this chart is filled during the class.</li> </ul>
Assessment and transfer	Assessment and transfer



<ul style="list-style-type: none"> <li>• Students make a brief comparison of two Ecuadorian cities using the comparative adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher gives the students a reading comprehension passage about family (See annex 4), focusing on comparatives.</li> <li>• Students answer some questions about the reading.</li> </ul>
<b>Materials /Bibliography /Research Instruments</b>	Grammar chart Flashcards Worksheet Textbook (Yesynergy A2.1)
<b>Thesis Director</b>	Mgtr. Edgar. M. Castillo. C

Signatures:

<hr style="width: 80%; margin: 0 auto;"/> Mgtr. Miriam Eucevia Troya Sánchez <b>Academic Tutor</b>	<hr style="width: 80%; margin: 0 auto;"/> Lic. Olga Otilia Torres Merizalde <b>Institutional Tutor</b>
<hr style="width: 60%; margin: 20px auto 0 auto;"/> Emily Mabell Valdiviezo Jumbo <b>Preservice Teacher</b>	



# COMPARATIVES

- **Add -er**

slow - slower      short - shorter      fast - faster

- **Double the final letter and add -er**

big - bigger      hot - hotter      fat - fatter

- **Take away the *y* and add -ier**

happy - happier      pretty - prettier      easy - easier

- **Long adjectives: use the word *more***

dangerous - more dangerous      expensive - more expensive

- **Irregular adjectives**

good - better      bad - worse      far - further

# KWL Chart

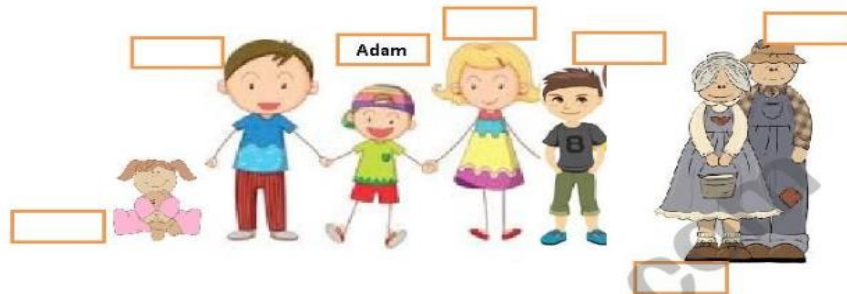
Name \_\_\_\_\_  
Date \_\_\_\_\_

Topic: \_\_\_\_\_

Know	Wonder	Learned
<p>What do you think you already know about this topic?</p>	<p>What do you wonder about this topic? Write your questions below.</p>	<p>After you complete your project, write what you learned.</p>

Name: \_\_\_\_\_ PYP \_\_\_\_\_ Date: \_\_\_\_\_

➤ **Read the following passage and finish the theboxes:**



I'm Adam. I am twelve years old. My family and I live in in our new house. It's bigger than our old house. Our old house was cheap, but our new house is expensive. My father is forty years old. His name is Thomas. My mother is a housewife. Her name is Jenny. She is thirty five years old. I have one brother. His name is Jack. He is two years older than me. I have a baby sister. Her name is Mary. She is ten years younger than me.

John is my grandpa. Julia is my grandma. My grandpa is seventy years old. He is six years older than my grandma. My grandparents live with us. Their room is bigger than my room. I share my room with my brother. Our room is bigger than Mary's room. But her room is prettier than our room. My brother is heavier than me. He is thirty-two kilograms. Julia is very light. I am not very tall but Jack is very tall. He is very fast. I am not very fast. Mary is very noisy but Jack is very quiet. I'm strong but Jack is stronger. He can carry heavy things. He always helps me. We are a happy family.

① Choose the correct answer:

1. Jack is ..... than Adam.  
a. tall                      b. taller                      c. shorter
2. Mary is ..... than Jack.  
a. quieter                      b. noisier                      c. heavier
3. Adam is ..... than Mary.  
a. younger                      b. older                      c. shorter
4. Adam is ..... than Jack.  
a. stronger                      c. weaker                      c. older
5. Julia is ..... than John.  
a. older                      c. faster                      c. younger

② Answer the following questions:

1. How many people are there in Adam's family?  
.....
2. Who is older Thomas or Jenny?  
.....
3. Who is younger Adam or Jack?  
.....
4. Who is faster Adam or Jack?  
.....
5. Who is noisier Jack or Mary?  
.....
6. Who is weaker Jack or Adam?  
.....
7. Which room is prettier Adam's room or Mary's room?  
.....

<b>Intervention Plan # 2</b>	
<b>Class:</b> 10mo EGB “D” <b>Number of Students:</b> 24 (11 boys, 13 girls ) <b>Language Level:</b> A2.1	<b>Date:</b> May 10th and 11th, 2023 <b>Schedule:</b> May 10th 10“D”: 10h20 - 11h00 (1 period) May 11th 10 “D”: 7h50 - 9h10 (2 periods) <b>Time per lesson:</b> 40 minutes <b>Total hours:</b> 3 hours per week of 40 minutes
<b>School year:</b> <b>Type of institution:</b>	10mo EGB Public ( x )      Private ( )
<b>Preservice teacher:</b>	Emily Mabell Valdiviezo Jumbo
<b>Research Problem</b>	How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in Catamayo city during the 2002 - 2023 school year?
<b>Lesson Topic</b>	Comparatives and superlatives
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to compare three or more objects, people, or places.
<b>Warm-up activity and Explanation</b>	<b>Explanation</b>
<p>“The Chain Game”. The teacher chooses a topic that has many nouns, such as "animals". Write on the board a comparative sentence between two animals. For example, "Elephants are bigger than cats." To make a chain, students must make a comparative sentence starting with the last noun in the previous sentence.</p> <p>Then, the teacher explains that superlatives are very useful because you can compare several objects or people. Finally, the teacher tells the students that at the end of the lesson, they will use the superlatives to describe and compare a partner.</p>	<p>The teacher gives feedback based on the topic "Comparatives and superlatives", asks students about their possible doubts about the topic, and makes a short review of the structure of the "comparatives and superlatives" form.</p>
<b>Instruction and practice</b>	<b>Instruction and practice</b>
<ul style="list-style-type: none"> <li>● The teacher explains the topic through a grammar chart (See annex 1) and gives some examples.</li> <li>● Group work: The teacher gives his students a flashcard (See Annex 2), the students have to read the animal information and then write sentences comparing the animals using the superlative adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Students develop a worksheet (See annex 3) to put into practice the use of comparative adjectives.  <a href="https://www.lingobest.com/free-online-english-course/superlative-adjectives-exercises-examples/">https://www.lingobest.com/free-online-english-course/superlative-adjectives-exercises-examples/</a> </li> </ul>

Assessment and transfer		Assessment and transfer
<ul style="list-style-type: none"> <li>Students work in their workbook, in activities 2 and 3 on pages 57 and 58, they have to read three short texts and complete the information with the corresponding comparatives and superlatives.</li> </ul>		<ul style="list-style-type: none"> <li>The teacher gives the students a reading comprehension passage (see Annex 4), focusing on superlatives. Then, the students must answer some questions to about the text and make a summary using the comparative adjectives.  <a href="https://es.liveworksheets.com/worksheets/en/Reading/Reading_Comprehension/Summarizing_fc1703138qx">https://es.liveworksheets.com/worksheets/en/Reading/Reading_Comprehension/Summarizing_fc1703138qx</a></li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	Grammar chart Flashcards Worksheet Textbook (Yesynergy A2.1)	
<b>Thesis Director</b>	Mgr. Edgar. M. Castillo. C	

Signatures:	
<hr/> Mgr. Miriam Eucevia Troya Sánchez <b>Academic Tutor</b>	<hr/> Lic. Olga Otilia Torres Merizalde <b>Institutional Tutor</b>
<hr/> Emily Mabell Valdiviezo Jumbo <b>Preservice Teacher</b>	

<b>Intervention Plan # 3</b>	
<b>Class:</b> 10mo EGB “D” <b>Number of Students:</b> 21 (9 boys, 12 girls ) <b>Language Level:</b> A2.1	<b>Date:</b> May 17th and 18th, 2023 <b>Schedule:</b> May 17th 10“D”: 10h20 - 11h00 (1 period) May 18th 10 “D”: 7h50 - 9h10 (2 periods) <b>Time per lesson:</b> 40 minutes <b>Total hours:</b> 3 hours per week of 40 minutes
<b>School year:</b> <b>Type of institution:</b>	10mo EGB Public ( x )      Private ( )
<b>Preservice teacher:</b>	Emily Mabell Valdiviezo Jumbo
<b>Research Problem</b>	How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in Catamayo city during the 2002 - 2023 school year?
<b>Lesson Topic</b>	Present continuous.
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to talk about actions that are happening now or are unfinished.
<b>Warm-up activity and Explanation</b>	<b>Explanation</b>
<p>"Pass the ball." Students pass the ball with the music, the student who has the ball when the music stops must pass to the front of the class. The teacher then shows him/her an index card (e.g., "run") and he/she must act out the word. The teacher then asks the other students, "What is your partner doing?". For example: My partner is running all over the class.</p> <p>Then, the teacher explains that the present continuous tense is very useful because you can use it to describe events that are happening in the present.</p>	<p>The teacher gives feedback based on the topic "Going to", asks students about their possible doubts about the topic, and makes a short review of the structure of the "going to" form.</p>
<b>Instruction and practice</b>	<b>Instruction and practice</b>
<ul style="list-style-type: none"> <li>● The teacher explains the topic through a grammar chart (See annex 1) and gives some examples.</li> <li>● <b>Work in pairs:</b> The teacher gives his students an image (See Annex 2), the students must describe what the people are doing using the present continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>● Students develop a worksheet (See annex 3) to put into practice the use of present continuous tense.  <a href="https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20ESL%29/Present%20continuous/present%20continuous%20nr%20976gx">https://es.liveworksheets.com/worksheets/en/English as a Second Language %28ESL%29/Present continuous/present continuous nr 976gx</a> </li> </ul>
<b>Assessment and transfer</b>	<b>Assessment and transfer</b>

<ul style="list-style-type: none"> <li>Students work in their workbook, in activity 1 and 2 on page 70 and 71, they will read three short texts and complete the information with the corresponding verb in (-ing form) and then, in activity number two select the best option according to the reading.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher gives the students a reading comprehension passage (see Annex 4), focusing on present continuous. Then, the students must answer some questions about the reading and infer the meaning of some words in the text.  <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_continuous_mv1820304ip">https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Present continuous/Present continuous mv1820304ip</a></li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	Grammar chart Field notes Flashcards Worksheet Textbook (Yesynergy A2.1)
<b>Thesis Director</b>	Mgtr. Edgar. M. Castillo. C

Signatures:	
<p style="text-align: center;">_____  Mgtr. Miriam Eucevia Troya Sánchez  <b>Academic Tutor</b></p>	<p style="text-align: center;">_____  Lic. Olga Otilia Torres Merizalde  <b>Institutional Tutor</b></p>
<p style="text-align: center;">_____  Emily Mabell Valdiviezo Jumbo  <b>Preservice Teacher</b></p>	



<b>Intervention Plan # 4</b>	
<b>Class:</b> 10mo EGB “D” <b>Number of Students:</b> 21 (9 boys, 12 girls ) <b>Language Level:</b> A2.1	<b>Date:</b> May 24th and 25th, 2023 <b>Schedule:</b> May 24th 10“D”: 10h20 - 11h00 (1 period) May 25th 10 “D”: 7h50 - 9h10 (2 periods) <b>Time per lesson:</b> 40 minutes <b>Total hours:</b> 3 hours per week of 40 minutes
<b>School year:</b> <b>Type of institution:</b>	10mo EGB Public ( x )      Private ( )
<b>Preservice teacher:</b>	Emily Mabell Valdiviezo Jumbo
<b>Research Problem</b>	How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in Catamayo city during the 2002 - 2023 school year?
<b>Lesson Topic</b>	Going to
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to talk about plans, intentions, and decisions.
<b>Warm-up activity and Explanation</b>	<b>Explanation</b>
<b>Warm-up activity: “4 pics 1 name”.</b> The teacher put 4 pictures (See annex 1) on the board that have something in common and the students have to guess what it is. Then, the teacher explains that the “going to” form is very useful because you can use it to talk about plans, intentions, and decisions.	The teacher gives feedback on the topic "Going to" and asks the students to write two examples in their notebook, with the objective that they remember the structure of the going to form.
<b>Instruction and practice</b>	<b>Instruction and practice</b>
<ul style="list-style-type: none"> <li>● The teacher explains the topic through a grammar chart (See annex 1) and gives some examples.</li> <li>● <b>Group work:</b> The teacher divides the class into two groups, the first group is given a flashcard (see annex 2) with a sentence and the second group must complete the sentence using "going to". For example, student A: Oh no, I broke the window with the ball ..... Student B: (possible answer) my mom is going to be furious.</li> </ul>	<ul style="list-style-type: none"> <li>● Students develop a worksheet (See annex 3) to put into practice the use of “going to” structure. In the first activity, they must complete the sentences with the appropriate form of "going to" + the verb; and in the second activity, they must make predictions by looking at the images and make the corresponding sentences.  <a href="https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/To%20be%20going%20to%20(plans%20to%20be%20going%20to%20(predictions))_kh3114306pa">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/To be going to/Be going to (plans to be going to (predictions))_kh3114306pa</a> </li> </ul>

Assessment and transfer		Assessment and transfer
<ul style="list-style-type: none"> <li>● <b>Homework:</b> Students should write a paragraph about an activity or trip they would like to do in the future using the "going to" structure.</li> </ul>		<ul style="list-style-type: none"> <li>● The teacher gives the students a reading comprehension passage (see Annex 4), focusing on “going to” form. Then, the students must answer some questions about the reading to summarize the reading.  <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/To_be_going_to/Going_to_Reading_comprehension_rv4_43185pe">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/To be going to/Going to Reading comprehension rv4_43185pe</a></li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	Grammar chart Field notes Flashcards Worksheet Textbook (Yesynergy A2.1)	
<b>Thesis Director</b>	Mgtr. Edgar. M. Castillo. C	

Signatures:		
<hr/> Mgtr. Miriam Eucevia Troya Sánchez <b>Academic Tutor</b>		<hr/> Lic. Olga Otilia Torres Merizalde <b>Institutional Tutor</b>
<hr/> Emily Mabell Valdiviezo Jumbo <b>Preservice Teacher</b>		

<b>Intervention Plan # 5</b>	
<b>Class:</b> 10mo EGB “D” <b>Number of Students:</b> 21 (9 boys, 12 girls ) <b>Language Level:</b> A2.1	<b>Date:</b> May 31st and June 1st, 2023 <b>Schedule:</b> May 31st 10“D”: 10h20 - 11h00 (1 period) June 1st 10 “D”: 7h50 - 9h10 (2 periods) <b>Time per lesson:</b> 40 minutes <b>Total hours:</b> 3 hours per week of 40 minutes
<b>School year:</b> <b>Type of institution:</b>	10mo EGB Public ( x )      Private ( )
<b>Preservice teacher:</b>	Emily Mabell Valdiviezo Jumbo
<b>Research Problem</b>	How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in Catamayo City during the 2002 - 2023 school year?
<b>Lesson Topic</b>	Simple Present
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to describe actions that take place in the current time.
Warm-up activity and Explanation	Explanation
<b>Warm-up activity: <u>Daily routines.</u></b> The teacher asks students to briefly write down their daily schedule and in pairs discuss their routines. What do they do in the morning? What do they do in the afternoon? etc. The teacher explains the topic “Simple present” through a grammar chart (See annex 1) and gives some examples. The teacher asks their students to think of an example using the simple present.	The teacher gives feedback on the topic "Present simple" and asks the students to write two examples in their notebook, with the aim of reminding them of the structure of the present simple. Subsequently, the teacher tries to get the students to establish a connection between their previous knowledge (asks basic questions about the verb estar) and explains again the structure.
Instruction and practice	Instruction and practice
<ul style="list-style-type: none"> <li>● <b><u>Group work:</u></b> The teacher divides the class into groups of four. Then, she gives them an envelope with single words (See annex 2), and the students must order the words to form sentences in the present simple tense. Then the students have to paraphrase the sentences in their own words.</li> </ul>	Students develop a worksheet (See annex 3) to put into practice the “simple present” structure. In the first activity, they must write the 3rd person singular form of the verb; and in the second activity, they must complete the sentences with the correct form of the verb. <a href="https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Present+Simple/Present+simple+affirmative+xx1359709mn">https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Present+Simple/Present+simple+affirmative+xx1359709mn</a>

<b>Assessment and Transfer</b>		<b>Assessment and Transfer</b>
<ul style="list-style-type: none"> <li>Students work on their textbook on pages 85 and 86 to put into practice the simple present form.</li> </ul>		<p>The teacher gives the students a reading comprehension passage (see Annex 5), and the students must answer some questions and paraphrase the text in their own words.</p> <p><a href="https://www.education.com/download/worksheets/98486/paraphrasing-practice.pdf">https://www.education.com/download/worksheets/98486/paraphrasing-practice.pdf</a></p>
<b>Materials /Bibliography /Research Instruments</b>	Grammar chart Field notes Flashcards Worksheet Textbook (Yesynergy A2.1)	
<b>Thesis Director</b>	Mgtr. Edgar. M. Castillo. C	

Signatures:		
<hr style="width: 80%; margin: 0 auto;"/> Mgtr. Miriam Eucevia Troya Sánchez <b>Academic Tutor</b>		<hr style="width: 80%; margin: 0 auto;"/> Lic. Olga Otilia Torres Merizalde <b>Institutional Tutor</b>
<hr style="width: 60%; margin: 0 auto;"/> Emily Mabell Valdiviezo Jumbo <b>Preservice Teacher</b>		

<b>Intervention Plan # 6</b>	
<b>Class:</b> 10mo EGB “D” <b>Number of Students:</b> 21 (9 boys, 12 girls ) <b>Language Level:</b> A2.1	<b>Date:</b> June 7th to 8th, 2023 <b>Schedule:</b> June 7th 10 “D”: 10h20 - 11h00 (1 period) June 8th 10 “D”: 7h50 - 9h10 (2 periods) <b>Time per lesson:</b> 40 minutes <b>Total hours:</b> 3 hours per week of 40 minutes
<b>School year:</b> <b>Type of institution:</b>	10mo EGB Public ( x )      Private ( )
<b>Preservice teacher:</b>	Emily Mabell Valdiviezo Jumbo
<b>Research Problem</b>	How does scaffolding enhance reading comprehension skills among tenth-grade students at a public institution in Catamayo City during the 2002 - 2023 school year?
<b>Lesson Topic</b>	Posttest and questionnaire administration
<b>Lesson Objectives</b>	N/A
<b>Warm-up activity and Explanation</b>	<b>Explanation</b>
N/A	N/A
<b>Instruction and practice</b>	<b>Instruction and practice</b>
N/A	N/A
	<b>Assessment and Transfer</b>
	N/A
<b>Materials /Bibliography/ Research Instruments</b>	Posttest Questionnaire
<b>Thesis Director</b>	Mgr. Edgar. M. Castillo. C
Signatures:	

---

Mgtr. Miriam Eucevia Troya Sánchez  
**Academic Tutor**

---

Lic. Olga Otilia Torres Merizalde  
**Institutional Tutor**

---

Emily Mabell Valdiviezo Jumbo  
**Preservice Teacher**

## Annex 2. Pretest and Posttest



unl

Universidad  
Nacional  
de Loja

### UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DATA COLLECTION INSTRUMENT: PRE-TEST

Dear student, please answer the following test with sincerity and honesty. This test will be used for academic research purposes and your answers will be completely anonymous and confidential.

**Student`s code.** UEOD .....

**Date:** .....

**1. An inference is a conclusion you draw based on evidence in a reading passage. Read each paragraph and select the best option. (INFERRING) (2.5)**

I start the day with my little tools to clean my patients' teeth. Today came Cristian, a 9 year old boy. I taught him how to brush his teeth properly, but I found a cavity and I had to do a deep cleaning. After cleaning all the teeth, I gave him a toothbrush as a gift and he left very happy.

I can infer that

- a. Is a teacher
- b. Is a doctor
- c. Is a dentist
- d. Is a babysitter

Before the show I practice my lines. I like to look into the mirror and pretend. I fix my hair and makeup and get into my costume. Before the curtains rise, I am nervous but eager to begin performing.

I can infer that

- a. Is a film director
- b. Is a model
- c. Is a writer
- d. Is an actor

**2. Read the story and choose the correct answer to summarize the story.**

**(SUMMARIZING) (2.5)**

**Anchor:** Welcome to "Around the World"!

**Hostess:** Hi! It's me! Sandy Rice. Welcome to another episode of the most popular game show in the U.S.

"Around the World!" Tonight we will have the winner of US\$250,000 dollars. And these are the contestants.

**Anchor:** That's right Sandy. A high school Spanish teacher who loves to travel, Nathalie! And! An architect who likes to read about ancient culture a lot, David!

**Hostess:** OK guys, you are here! We will start now. I remind you, this is the final category, we will ask two questions each and that will be it. Nathalie, which is the largest country in the world?

**Nathalie:** I know this one! Russia!

**Hostess:** Great! And now it's David's turn. David, which country is the richest country in the world?

**David:** Piece of cake! Our country! United States of America.

**Hostess:** Yes! Very patriotic, David. Now, Nathalie, for the final question. If you answer it wrong and David answers it correctly, he will be the winner. Now, the question. Which is the cleanest country in the world?

**Nathalie:** That's a hard question. Is it Finland?

**Hostess:** That's right! Now you David! Do you feel the pressure?

**David:** Of course, I do!

**Hostess:** The question is: Which is the most expensive country to live in?

**David:** God! I knew this one! It's Japan!

**Hostess:** No David, I'm sorry, it's not Japan. The right answer is Denmark. This means that

you Nathalie... You are our winner. Congratulations! This is the end of our show, see you next time! Bye!

1. **What is the name of the show?**
  - a. Around the place
  - b. Around the world
  - c. Popular game show
2. **Who is the hostess?**
  - a. Sandy
  - b. David
  - c. Nathalie
3. **What was the most expensive country to live in?**
  - a. Denmark
  - b. Japan
  - c. Finland
4. **How much is the award?**
  - a. Twenty five thousand dollars
  - b. Two hundred fifty hundred dollars
  - c. Two hundred fifty-five hundred dollars
5. **Who won the show?**
  - a. David
  - b. Nathalie
  - c. Sandy

3. Read the text carefully and predict what will happen next. **(PREDICTING) (2.5)**



Reddy was a fox who lived with Granny in the Green Meadows. Granny Fox was the wisest and most feared fox in the whole countryside, and she thought it was time for Reddy to start learning some things that every fox should know. So she taught him how to steal Farmer John's chickens without waking up Bowser the dog. Today Granny Fox walked with Reddy through the Green Forest. After a few hours they came to a road where the highest bridge in town was, Reddy looked down to the river. She felt dizzy and when she looked up, Granny Fox was walking slowly across the bridge.

**1. What happened to Reddy?**

- a. Reddy took a deep breath and ran after Granny Fox.
- b. Reddy was afraid and couldn't cross the bridge.
- c. Reddy fell into the river.

**2. What did Granny do to make Reddy not afraid of bridges?**

- a. Granny gave Reddy some advice
- b. Granny pushed Reddy into the river
- c. Granny didn't listen to Reddy and kept walking across the bridge

**4. Write true if the sentences are saying the same thing or false if not.**

**(PARAPHRASING) (2.5)**

- 1. Denmark is the most expensive country in the world. ( )  
Denmark is considered the most expensive country in the world to live in.
- 2. The blue whale is the largest animal on Earth. ( )  
Some people believe that the largest animal in the world is the whale.
- 3. Avatar is the most expensive film of the twenty-first century, even more than Titanic. Titanic had a very high production budget, even more than Avatar. ( )
- 4. Alex has fewer history books than his cousin Daniel who lives in Colombia. Daniel has a large collection of books in his country, Colombia. ( )
- 5. The student requested that the professor excuses her absence, but the professor refused. The professor denied the student's request for an excused absence. ( )

**THANKS FOR YOUR COLLABORATION**



unl

Universidad  
Nacional  
de Loja

**UNIVERSIDAD NACIONAL DE LOJA**  
**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS**  
**NACIONALES Y EXTRANJEROS**  
**DATA COLLECTION INSTRUMENT: POST-TEST**

Dear student, please answer the following test with sincerity and honesty. This test will be used for academic research purposes and your answers will be completely anonymous and confidential.

**Student's code.** UEOD .....

**Date:** .....

**1. An inference is a conclusion you draw based on evidence in a reading passage. Read each paragraph and select the best option. (INFERRING) (2.5)**

John watched as his new next-door neighbors moved in. He observed a tall man carrying a bicycle and a kayak into the garage. He also saw a young woman carrying a surfboard through the front door.

Jhon can infer that

- a. His new neighbors are elderly.
- b. His new neighbors have several children.
- c. His new neighbors like to spend time outdoors.
- d. His new neighbors are kind and generous.

Kelly and Jason grabbed their suntan lotion and slathered it all over themselves. Once they reached a good spot, they laid down their picnic blanket, kicked off their sandals, and ran down to jump into the water. The salty water was a great way to escape the heat!

Where are Kelly and John?

- a. They are in the park
- b. They are in the river
- c. They are in the amusement park
- d. They are at the beach

**2. Read the story and choose the correct answer to summarize the story. (SUMMARIZING) (2.5)**

We know that the planets of our solar system orbit the sun. Comets also orbit our sun more than 4,000 of them. Most comets circle the sun very slowly. While the earth circles the sun once a year, many comets take thousands of years to complete just one orbit of the sun. Comets are made of frozen gasses and bits of rock and dust. The solid part of most comets can be up to 10 miles across. As a comet gets close to the sun, the heat causes the comet's frozen gasses to turn into a cloud of vapor and dust. The cloud can be thousands of miles

across. Solar winds cause this vapor cloud to trail out behind the comet like a tail. This “vapor tail” can be hundreds of millions of miles long. Sometimes comets are visible from earth. You might think that when this happens you would see the comet whizzing across the sky. But in fact, it would appear to be motionless. This is because both the comet and the earth are moving. The most famous comet is Halley’s Comet. Its orbit around the sun takes 76 years. This is pretty fast for a comet. There are records of sightings of Halley’s Comet from 2,500 years ago. The next time it will be visible from earth will be in 2061.

**1. What is the main idea of the first paragraph?**

- a. The planets of our solar system orbit the sun.
- b. Comets in our solar system orbit the sun.
- c. The earth circles the sun once a year.

**2. What is the main idea of the second paragraph?**

- a. Solar winds cause a comet’s vapor cloud to trail out like a tail.
- b. The solid part of a comet can be 10 miles across.
- c. Comets are made of frozen gasses and bits of rock and dust.

**3. What is the main idea of the third paragraph?**

- a. A comet’s vapor tail can be hundreds of millions of miles long
- b. When comets are visible from earth, they appear to be motionless.
- c. When comets are visible from earth, they appear to whizz across the sky.

**4. What is the main idea of the fourth paragraph?**

- a. The most famous comet is Halley’s Comet.
- b. The orbit of Halley’s Comet takes 76 years.
- c. The next time Halley’s Comet will be visible will be in 2061.

**5. Why do comets appear motionless from earth?**

- a. To know what comets are made of.
- b. To learn about Hailey’s comet, the most famous comet on Earth.
- c. To learn about comets, what they are made of and the duration of their orbit around the Sun.

**3. Read the text carefully and predict what will happen next. (PREDICTING) (2.5)**

Luis was holding a plate full of food at the party when suddenly his dog got out of his collar and leash. Luis instantly started running after his dog with the plate of the food in his hand.

**What do you predict what happen next?**

- a. Louis kept all of his food
- b. Luis lost food from his plate while running.
- c. Luis’ dog ate all his food.

The baseball game was 1 minute until time up. “The Bears” were batting, and the bases

were loaded. They would win the game against “The Lions” if the batter made a home run. Their best batter, Daniel, was up to bat. He hit the ball and it went soaring. The player in the outfield caught the ball, but then he dropped it!

**What do you predict what happen next?**

- a. The Lions won the game
- b. The Bears won the game
- c. The outfield player hurt his hand

**4. A paraphrase restates or retells the same information with new words. Select the sentence that expresses the same as the first one. (PARAPHRASING) (2.5)**

**The temperature in the rainforest is near 25<sup>a</sup> C year around.**

- a. It is warm all year in the forest.
- b. Rainforests are hot or cold depending on the conditions.

**Many rainforest plants grow on tree branches, closer to the sunlight.**

- a. Rainforest plants often grow where they receive more sunlight.
- b. Rainforest branches grow toward the sunlight.

**The immune system helps us to feel better when we are sick.**

- a. If we are not feeling well our immune system helps to feel well.
- b. We feel better if we take care of the immune system.

**Two of his teeth were broken in a flight.**

- a. He broke all of his teeth in the flight.
- b. After the flight, he noticed that two of his teeth had fallen out.

**The heart pumps blood around the body.**

- a. The heart is the main organ in the circulatory system.
- b. Blood is moved around the body by the heart.

**THANKS FOR YOUR COLLABORATION**

### Annex 3. Scoring Guide



**unl**

Universidad  
Nacional  
de Loja

**UNIVERSIDAD NACIONAL DE LOJA  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**DATA COLLECTION SOURCE: PRE/POST TEST SCORING GUIDE**

#### PRE-TEST

#### QUESTION 1

Inferring

LITERAL	ANSWER	SCORE
A	Dentist	1.25
B	Actor	1.25
<b>TOTAL</b>		2.5

#### QUESTION 2

Summarizing

LITERAL	ANSWER	SCORE
1	Around the world	0.50
2	Sandy	0.50
3	Denmark	0.50
4	Two hundred fifty hundred dollars	0.50
5	Nathalie	0.50
<b>TOTAL</b>		2.5

#### QUESTION 3

Predicting

LITERAL	ANSWER	SCORE
1	Reddy was afraid and couldn't cross the bridge.	1.25
2	Granny gave Reddy some advice	1.25
<b>TOTAL</b>		2.5

#### QUESTION 4

Paraphrasing

LITERAL	ANSWER	SCORE
---------	--------	-------

1	True	0.50
2	False	0.50
3	False	0.50
4	True	0.50
5	True	0.50
<b>TOTAL</b>		2.5

### POST-TEST

#### QUESTION 1

Inferring

LITERAL	ANSWER	SCORE
C	His new neighbors like to spend time outdoors	1.25
D	They are at the beach	1.25
<b>TOTAL</b>		2.5

#### QUESTION 2

Summarizing

LITERAL	ANSWER	SCORE
B	Comets in our solar system orbit the sun.	0.50
C	Comets are made of frozen gasses and bits of rock and dust.	0.50
B	When comets are visible from earth, they appear to be motionless.	0.50
A	The most famous comet is Halley's Comet.	0.50
C	To learn about comets, what they are made of and the duration of	0.50

	their orbit around the Sun.	
<b>TOTAL</b>		2.5

### QUESTION 3

Predicting

LITERAL	ANSWER	SCORE
B	Luis lost food from his plate while running.	1.25
B	The Bears won the game	1.25
<b>TOTAL</b>		2.5

### QUESTION 4

Paraphrasing

LITERAL	ANSWER	SCORE
2	Rainforests are hot or cold depending on the conditions.	0.50
1	Rainforest plants often grow where they receive more sunlight.	0.50
1	If we are not feeling well our immune system helps to feel well.	0.50
2	After the flight, he noticed that two of his teeth had fallen out.	0.50
2	Blood is moved around the body by the heart.	0.50
<b>TOTAL</b>		2.5

#### **Annex 4. Grading Scale**

##### **Grading Scale according to the Ecuadorian Ministry of Education**

<b>Qualitative score range</b>	<b>Quantitative score range</b>
Very satisfactory	9-10
Satisfactory	7-8.99
Little satisfactory	4-6.99
Needs to improve	1-3.99



## Annex 5. Questionnaire



Universidad  
Nacional  
de Loja

### UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Dear student, please answer the following test with sincerity and honesty. This test will be used for academic research purposes and your answers will be completely anonymous and confidential.

**Student`s code:** UEOD .....

**Date:** .....

**INSTRUCTION:** Select the answer that best reflects your personal opinion.

1. Do you consider that your reading comprehension skills has increased using supporting activities?

Yes ( )

No ( )

Why? \_\_\_\_\_

2. What kind of supporting activities did you like the most? Select one or more options.

Visual representations ( )

Make demonstrations (exemplify) ( )

Using your prior knowledge ( )

Using examples in real-life situations ( )

3. What type of representations did you find most beneficial in developing your reading comprehension skills?

a. Internal: create representations in your mind

b. External: drawing representations

Why? \_\_\_\_\_

4. Do you feel that the demonstrations sparked your interest during the reading process?

a. Strongly agree

b. Agree

c. Disagree

Why? \_\_\_\_\_

5. Using your prior knowledge through The K-W-L (Know-Want to know-Learn) chart helped you make sense of the reading.

a. Strongly agree

- b. Agree
- c. Disagree

Why? \_\_\_\_\_

6. How did examples in real-life situations help you to understand the readings?

	Little	Moderately	A lot
You can identify the main idea of the text.			
You can understand the purpose of the text.			
You can comprehend parts of the text that were difficult for you to understand before.			

7. Do you consider that making predictions using images helps you to have an idea about the readings?

- a. Strongly agree
- b. Agree
- c. Disagree

Why? \_\_\_\_\_

8. What activities guided you to check that your predictions about the reading were correct?

- a. Read the title ( )
- b. Read the introduction ( )
- c. Read the first sentence of the text ( )

Why? \_\_\_\_\_

9. Order the reading strategies from 1 to 4; 1 being the strategy that helped you the least to understand a text and 4 being the strategy that helped you the most.

- a. Summarizing ( )
- b. Predicting ( )
- c. Inferring ( )
- d. Paraphrasing ( )

Why did you find number 4 more useful to understand the readings?	Why did you find number 1 least useful to understand the readings?
_____	_____
_____	_____

_____	_____
_____	_____

10. Asking questions and writing down the main ideas helped you to summarize easily.

- a. Strongly agree
- b. Agree
- c. Disagree

Why? \_\_\_\_\_

11. The inferences allowed me to draw a conclusion from the text.

- d. Strongly agree
- e. Agree
- f. Disagree

Why? \_\_\_\_\_

12. Which paraphrasing technique helps you to understand the information better?

- a. Changing vocabulary by using synonyms
- b. Changing word class
- c. Changing word order

Why? \_\_\_\_\_

**THANKS FOR YOUR COLLABORATION**

## Annex 6. Field Notes

### FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

*Data collection source: Field notes*

<p><b>OBSERVATION #1</b>  <b>TOPIC:</b> Comparatives  <b>OBJECTIVE:</b> At the end of the lesson, students will be able to make comparisons between two or more things.</p>	<p><b>DATE:</b> May 3rd, 2023  <b>TIME:</b> 2 periods of 40 minutes  <b>PARTICIPANTS:</b> Tenth-grade students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p><b><u>First day (2 hours):</u></b></p> <p>At the beginning of the class, the students were motivated when the teacher did a warm-up activity before explaining the new topic. A short introduction to the new topic was made through a dynamic activity.</p> <p>Some students had difficulties in completing the worksheet, they got confused about where they should place the comparative adjective and sometimes forgot to write the word (than) that is essential to make comparatives sentences.</p>	<p><b><u>First day (2 hours):</u></b></p> <p>Before explaining the structure of comparatives, the teacher applied the scaffolding strategy, bridges, and asked questions such as: What is a comparison, what adjectives do you know to form a comparative sentence? Then, through a grammar chart, the teacher explained the structure of comparatives and gave some examples for better understanding.</p> <p>On the other hand, with the help of the KWL chart their learning process was facilitated even more, since through this activity they activated all their knowledge and put it into practice.</p>

<p><b>OBSERVATION #1</b>  <b>TOPIC:</b> Comparatives  <b>OBJECTIVE:</b> At the end of the lesson, students will be able to make comparisons between two or more things.</p>	<p><b>DATE:</b> May 4th, 2023  <b>TIME:</b> 1 period of 40 minutes  <b>PARTICIPANTS:</b> Tenth-grade students</p>
<p><b>DESCRIPTIVE NOTES</b></p>	<p><b>REFLECTIVE NOTES</b></p>
<p><b><u>Second day (1 hour):</u></b></p> <p>At the beginning of the class, students were asked what they remembered about the topic, the structure of comparatives, the rules that existed, and the exceptions. Also, some activities were carried out to put into practice and reinforce the knowledge. On the other hand, there were students who found it difficult to remember the learned topic and they felt frustrated at the beginning of the class.</p>	<p><b><u>Second day (1 hour):</u></b></p> <p>Through the bridging strategy, the teacher realized that most students find it easier to learn if connections are made between their knowledge and the new topic. However, it is important that the activities carried out during class are as dynamic as possible so that students feel motivated and actively participate.</p>

## Annex 7. Informed Consent

### DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, ....., con cédula de identidad .....  
representante legal de el/ la estudiante ....., autorizo que mi  
representado sea participe en las grabaciones de las clases de inglés como parte del Proyecto  
de Investigación de Integración Curricular o Titulación, llevado a cabo por Emily Mabel  
Valdiviezo Jumbo, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y  
Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños  
en las grabaciones, no tendrá repercusiones en  
sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y  
niñas, no será publicada, y las imágenes registradas durante la propuesta de intervención, se  
utilizarán únicamente para fines investigativos y de aprendizaje.  
Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán  
protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi  
consentimiento para que se realicen grabaciones de las clases de inglés.

Catamayo, ..... de ..... del 2023

Firma: \_\_\_\_\_

Nombres y Apellidos: \_\_\_\_\_

C.I: \_\_\_\_\_

**Representante legal.**

## Annex 8. Request for the Implementation of Plan de Intervención



unl

Universidad Nacional  
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE IDIOMA INGLÉS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.028-DC-II/PINE-NG-FEAC-UNL  
Loja, abril 27 del 2023

Licenciado M.Sc.  
Raúl Bustamante Rojas,  
**DIRECTOR DE LA UNIDAD EDUCATIVA "OVIDIO DECROLY"**  
Catamayo

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **60 HORAS DE PRÁCTICAS PRE-PROFESIONALES DOCENCIA - VINCULACIÓN: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención**, mismo que deben cumplir como parte de la formación académica de la Carrera; motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que a **EMILY MABELL VALDIVIEZO JUMBO**, estudiante del **Ciclo 8**, período académico Abril 24/2023 – Agosto 16/2023, se le brinde la apertura necesaria en la Institución de su acertada dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA  
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



UNIDAD EDUCATIVA  
"OVIDIO DECROLY"  
ORDÓÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,  
**DIRECTORA ACADÉMICA**

**UNIDAD EDUCATIVA  
"OVIDIO DECROLY"  
RECIBIDO**

FECHA: 2-05-23 - HORA: 11H 30'

Elaborado por:  
Dra.M.Sc. Nela Aguilera Asanza,  
**ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA**

