



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

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

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

AUTHOR

NADINE ALEJANDRA NARVÁEZ TAPIA

THESIS ADVISOR

LCDA. KARINA ALEXANDRA CELI JARAMILLO, MG.SC.

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CERTIFICATION

LCDA. KARINA ALEXANDRA CELI JARAMILLO, MG. SC., PROFESSOR
OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA,

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

Loja, September 2nd, 2019



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Autor: Nadine Alejandra Narváez Tapia

Firma: 

Cédula: 1150753067

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Firma:


Autora: Nadine Alejandra Narváez Tapia

Cédula: 1150753067

Dirección: Loja, Barrio San José Alto, calle: Ramón Burneo y Pedro Falconí

Correo electrónico: nadiale1996@gmail.com

Celular: 0985865565

DATOS COMPLEMENTARIOS

Director de tesis: Lcda. Karina Alexandra Celi Jaramillo, Mg. Sc.

Tribunal de grado

Presidenta: Lcda. Rosa Paola Moreno Ordoñez, Mg. Sc.

Primer Vocal: Dra. Carmen Enith Dávila Vega, Mg. Sc.

Segundo Vocal: Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

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THE AUTHOR

DEDICATION

My deepest thanks to Almighty God, my Creator. My love and appreciation are extended to my parents, who never stopped giving themselves in countless ways, for encouraging me to undertake this journey and for their unyielding support, and guidance as my journey progressed.

I would also like to express my affection and limitless gratitude to my beloved brothers, and dear nephew whose love, encouragement, support, and high expectations for my success have always served as a continuous source of motivation throughout my life.

This is dedicated to my whole family, the symbol of love, union, and kindness. Also, to my friends who encouraged and supported me, as well as to all the people who guided me and touched my heart.

NADINE ALEJANDRA

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DR. MANUEL AGUSTÍN CABRERA LOZANO



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a. TITLE

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

b. RESUMEN

El objetivo de esta investigación fue mejorar la comprensión lectora a través de estrategias de enseñanza de andamiaje entre los estudiantes de octavo año "B" de Educación Básica, sección vespertina en la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, en la ciudad de Loja durante el año escolar 2018-2019. Los métodos científicos, descriptivos, estadísticos y analíticos-sintéticos fueron adoptados para reunir, describir, procesar, analizar e interpretar los resultados obtenidos. Las pruebas y los cuestionarios fueron los principales instrumentos aplicados para recopilar datos sobre un grupo formado por 23 estudiantes. Del mismo modo, se utilizaron hojas de observación y notas de campo para registrar el progreso y las actitudes de los estudiantes. Los resultados indicaron que las estrategias de enseñanza de andamiaje mejoraron satisfactoriamente las habilidades de comprensión de lectura de los estudiantes; estos son: significado de las palabras, examinación, escaneo y predicción del texto. Las estrategias de enseñanza de andamiaje permitieron a los estudiantes ser más responsables de su aprendizaje e involucrarse positivamente en él, ser conscientes de su progreso, ser participantes activos y motivados, y construir confianza en sí mismos.

ABSTRACT

The objective of this research was to improve reading comprehension through scaffolding teaching strategies among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The scientific, descriptive, statistical and analytical-synthetic methods were adopted to gather, describe, process, analyze, and interpret the obtained results. Tests and questionnaires were the main instruments applied to collect data about a consistent group of 23 students. Similarly, observation sheets and field notes were used to record the students’ progress and attitudes. The results indicated that scaffolding teaching strategies improved satisfactorily students' reading comprehension skills; these are: word meaning, skimming, scanning, and prediction from text. Scaffolding teaching strategies enabled students to be more responsible for their learning and be positively involved in it, be aware of their progress, be active and motivated participants, and to build self-confidence.

c. INTRODUCTION

It is widely acknowledged that English, as one of the most dominant languages in the world has great relevance and has become vital to the educational system. Reading is regarded as the core of learning English as a Foreign Language since learners need to be exposed to receptive skills and to the sufficient input provided either by listening or reading so as to comprehend a foreign language. Reading involves various skills and procedures through which other language skills such as writing and speaking can be developed. Through reading, learners acquire knowledge. However, the decoding and comprehension of a text demands certain skills and processes, which become obstacles for learners. These difficulties can be the lack of an adequate vocabulary, which causes the loss of the words' meaning by students; the absence of knowledge of how texts are structured; the need of understanding the interaction of grammar and text, where the grammatical conventions of text need to be understood; and the insufficient understanding of different genres of texts; where students need to grasp how to read material and make predictions based on their current knowledge.

Through the researcher's work and experience as a teacher of English language at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, the weak performance of the eighth-grade students at English language tests, tasks, activities, particularly in reading comprehension questions' section, was noted. Learners are unable to understand adapted and authentic texts, which are simple and short, by making use of clues such as visuals, text shape and layout, and reading one phrase at a time to

extract the gist and key information items from short, simple informational texts, especially if there is visual support, as well as making predictions about what will happen next in an informational text. Hence, the mentioned issues are the basis for inquiring into how the application of scaffolding teaching strategies develop reading comprehension. Considering all the aforementioned aspects, it is essential to move forward with this question: How does the use of Scaffolding Teaching Strategies improve Reading Comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

Therefore, to encourage learners to raise their level and success in reading comprehension, scaffolding teaching strategies have been chosen. Through the correct application of scaffolding teaching strategies, learners receive support and assistance to achieve an ultimate goal, and through the given support they will successfully perform certain tasks and move on to more complex ones. Besides, scaffolding teaching strategies helps students to be responsive, to be partners in a community of learners and to be involved in the classroom activities. Furthermore, students become more responsible for their own learning process, more motivated, more successful when they feel guided and supported. It has also been proven the effectiveness of implementing scaffolding teaching strategies to develop students' levels in language skills, specifically when it pertains to reading comprehension.

The specific objectives set up to carry out this study were: to research the theoretical and methodological references about scaffolding teaching strategies and their application to reading comprehension, to diagnose the issues that limit the

reading comprehension development in the English language; to design an intervention plan based on scaffolding teaching strategies in order to improve reading comprehension; to apply the most suitable teaching strategies for scaffolding in order to improve reading comprehension; and to validate the results obtained after the application of scaffolding teaching strategies to develop reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018-2019 school year.

In order to achieve the aim of the study, different methods were adopted and applied in the intervention plan stage. They were: the *scientific method*, which helped to collect measurable and empirical evidence to address towards a possible solution to solve the research problem. The *descriptive method* was used to narrow the purpose of the research study into specific questions, design, and data analysis. From the application of descriptive method stemmed the different stages of the intervention plan and the kind of instruments used by the researcher. The *statistical method* was useful to ensure that data was interpreted correctly without being biased. It helped to make the quantitative and qualitative analysis and interpretation of the data gathered. The *analytic/synthetic method* allowed the researcher to analyze and interpret the results obtained from the instruments and come to a conclusion in a holistic way.

The conducted research consists of the following parts: The *Abstract section*, in which the general objective of the study, the description of the methods used, the main results obtained from the data collection and conclusions are explained; the

Introduction section which contains the contextualization of the central problem, the reasons why the theme was chosen, the methodology used, and the content of the study. The *Literature Review section*, which comprises the detailed information about the two variables; reading comprehension and scaffolding teaching strategies. In addition to this, the *Materials and Methods section* which encompasses the different materials used in the intervention plan phase, the design of the research, the methods, techniques and instruments that were applied to collect quantitative and qualitative information as well as the population who participated in this research. Afterward, the *Results section* presents the data gathered from the application of tests and questionnaires in tables, figures with the corresponding interpretation and logical analysis. Subsequently, there is the *Discussion section*, which includes the major findings of the research and a wide-ranging analysis about the results obtained. Further, the *Conclusions section*, which announces the findings and the growth students had when the intervention plan was concluded. These interpretations are drawn up considering the results collected from the tests and questionnaires applied to students. Finally, the *Recommendations section* is putting forward to benefit future researchers in reading comprehension.

d. LITERATURE REVIEW

SCAFFOLDING TEACHING STRATEGIES

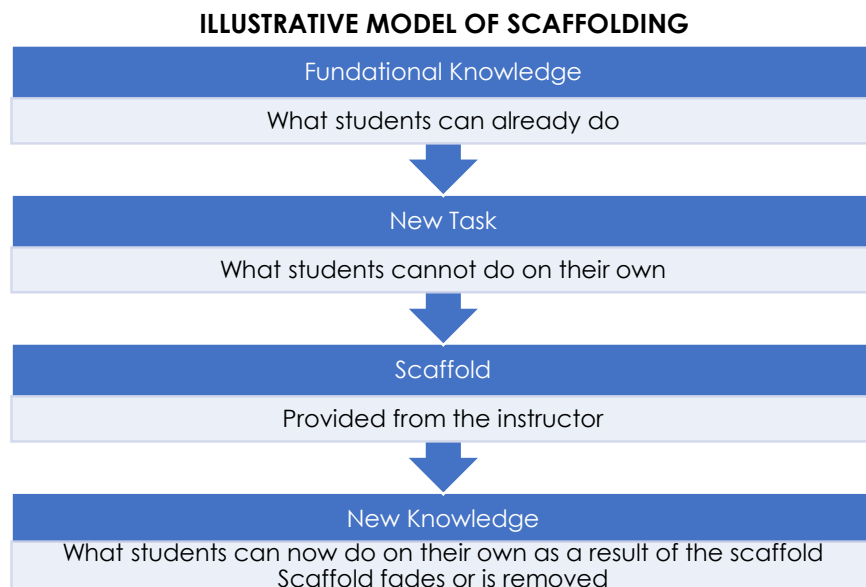
What is scaffolding?

The original idea of scaffolding comes from the work of Bruner (1983), who says that scaffolding is “a process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it” (p. 60). Walqui (2006), also noted that “scaffolding is premised upon the notion of handing over (by the teacher) and taking over (by the student), assistance provided should always be only just enough and just in time” (p.164).

Both definitions have led to the conclusion that the orientation of scaffolding together with the principle of "handing over" to the student or “taking over” by the student is essential in defining scaffolding as a particular kind of flexible help, assistance or support. The learning and development are the result of joint participation in goal-oriented activities. Scaffolding may strongly appear at the beginning, disappear on occasions and, if necessary, reappear. But in the theoretical understanding of the theory, the appearance and disappearance must be gradually balanced.

Presley (as cited in Mehri & Amerian, 2014), exemplifies artfully that when a building is to be constructed, it cannot stand alone without support. However, the support is removed when the construction phase is completed to allow it to stand freely. This is similar to what happens during the mental development in the

interaction between teacher and student (scaffolding). The teacher assists the student to the extent that the scaffolded student can perform any task alone. It is simplified through the illustrative model of scaffolding.



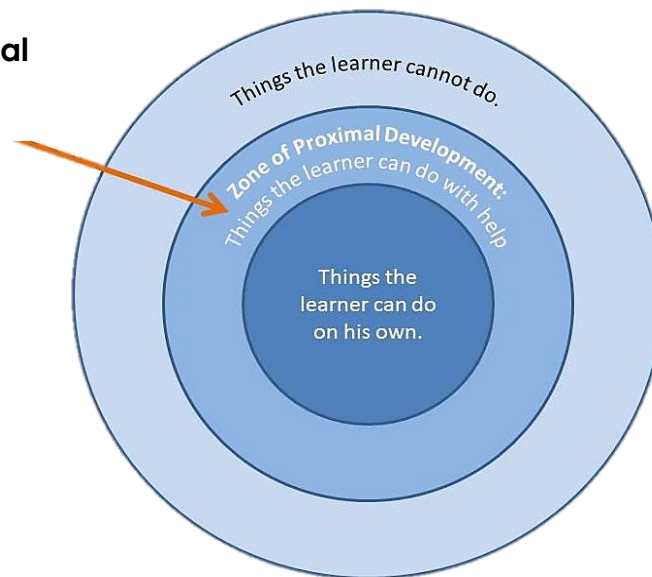
(Northern Illinois University, Faculty Development and Instructional Design Center, 2015)

The zone of proximal development

This conception of ‘scaffolding’ is closely related to Vygotsky’s concept of the Zone of Proximal Development (ZPD), which is described in Vygotsky’s own words as: “The distance between the actual developmental level as determined by independent problem solving and the level of potential problem solving as determined through problem solving under adult guidance or in collaboration with more able peers” (Vigotsky, 1978, p. 86). It is understood as the area of skills or knowledge a student cannot do on his own but can do with the guidance or support of someone else.

Vygotsky (1978) argues that learning in the zone of proximal development (ZPD) is activated “only when a child is interacting with people in his environment” (p. 90). Evidently, students are able to learn the most when they are in their ZPD, it means when they receive guidance from someone, or work in a cooperative way.

The Zone of Proximal Development



(She Media, Partner Network, 2014)

On a wider level, the zone of proximal development is often represented as circles. The smallest one shows the set of skills or knowledge a student can learn and do by himself, without assistance. The next circle, demonstrates the skills or knowledge a student is not able to do on his own but can do with a teacher or fellow’s help (The Zone of Proximal Development). Beyond that are the skills or knowledge a student is not able to accomplish even with help and guidance.

Scaffolding levels

According to At-Mahrooqui (2014), there are macro levels and micro levels.

Macro level

Macro level refers to the planned curriculum activities over time to be applied to

the students and to facilitate the English learning process. It includes the sequence of tasks and types of resources to be used in each lesson.

Micro level

Micro level focuses on the particular classroom activities that both students and teachers work together. It refers to the interaction between teachers and students and students among them within each lesson.

In the same vein Saye & Brush (2002), distinguish two levels of scaffolding: soft level (dynamic) and hard level (static).

Soft scaffolding

An example of soft scaffolding in the classroom would be when teachers walk through the classroom and talk with their students (Simon & Klein, 2007). Teachers may question their approach to a difficult issue and provide constructive feedback. The type and amount of support needed depends on students' needs during instructional time (Van Lier, 1996).

Hard scaffolding

It is planned in advance to help to support students in various stages of a learning task that are known to be difficult (Saye & Brush, 2002). An example of hard scaffolding in the classroom would be when teachers offer suggestions or prompts to help the student achieve an even higher level of thinking. The teacher in the classroom is considered an expert and is responsible for providing scaffolding for the students.

It is fundamental to note that within the scaffolding levels a distinction is drawn between macro and micro levels, as well as soft and hard levels. It is assumed that

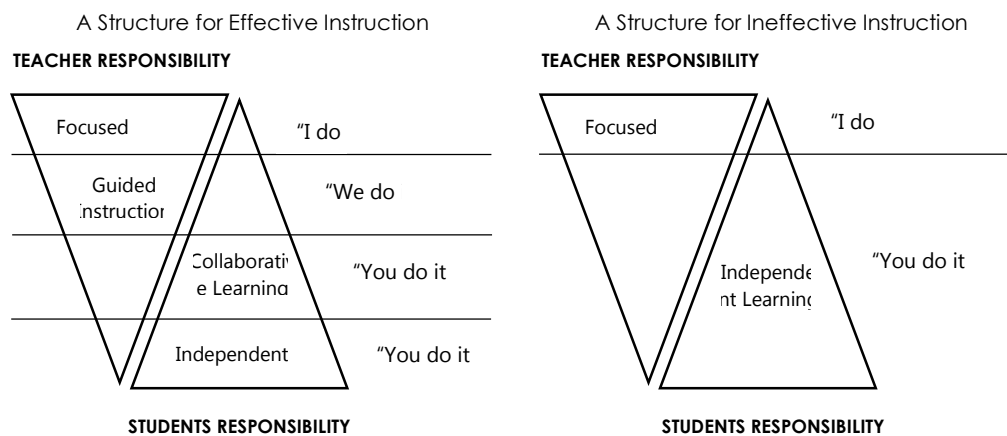
the macro and micro levels involve the study, planning and application of fundamental classroom activities that facilitate learning process and support students' comprehension of a task. While, soft and hard levels of scaffolding centers on the specific types and amount of support used by teachers to provide guidance during the progress of learning tasks.

Scaffolding structure

Four points that provide a simple structure of scaffolding have been excerpted from Ellis and Larkin (as cited in Larkin, 2002), these points are:

First, the instructor does it: Teacher provides a model of how to perform a new or complicated task (*Teacher does-students watch*). Second, the class does it: The performance of a task is work together by the teacher and students. Support is provided through the use of prompts and cues to ensure correct performance (*Teacher does-students help*). Third, the group does it: To complete a task, students work with a partner or in a small cooperative group. Support is provided among each other, where cooperative groups perform the task together (*Students do-teacher helps*). Fourth, the individual does it: It is also known as the independent practice stage, where without external assistance, students practice the skill or perform a task independently (*Students do-teacher watches*). This implies that scaffolding structure is based on four specific patterns in order to implement a successful and effective instruction; they are: teacher does-students watch, teacher does-students help, students do-teacher helps, and students do-teacher watches. Scaffolding is a time-to-time help, where teachers are responsible for observing and deciding when and how much support is needed.

A comparison between a structure for successful instruction and one where instruction does not occur effectively has been established by Fisher & Frey (2013) and shown through a graphic, it is:



(Fisher & Frey, 2013)

Ways to apply scaffolding with English language learners

It is being reported that Instructional Scaffolding for English language learners is carried out in six steps that are detailed below: (a) modeling where teachers make use of examples, verbal explanations to demonstrate the strategy, technique or activity; (b) bridging where new concepts and language are learned through the activation of prior knowledge. A personal link between the student and the subject matter will be created.; (c) contextualizing where language learning is facilitated in various forms, such as visuals, authentic objects, sources of information, and accessible and engaging language; (d) schema building where new information is organized and connected to the existing one; (e) representing text where students are invited to start the appropriation of the new language by meaningful activities, and (f) develop metacognition where students are aware of their own knowledge

and their ability to understand, control and monitor their thinking process (Walqui, 2006).

The information taken from Walqui intimates that scaffolding can be provided successfully to students through a set of steps that are adjusted before, during and after a reading lesson.

Scaffolding guidelines and features

Larkin (2002), suggests different guidelines for effective scaffolding; they are: (1) begin with what students are able to do, they need to be aware of their strengths and trained to perform any task without assistance or with little; (2) help students not to set in a cycle of failure, the tasks need to be designed according to their level; (3) provide students with opportunities and support in an equitable way; (4) know when to stop, providing too much help can cause the student to be passive, instead of being active in the learning process; and allow students to be independent.

Detailed examination of scaffolding guidelines by Larkin showed that in order to effectively develop scaffolding, it is significant to consider what students can do, the level of students to design tasks and provide opportunities, as well as general support. It is also essential to remove guidance gradually as students begin to master a task.

According to Lier (2004), six features have been identified for scaffolding, these features are: (1) continuity, where tasks are repeated, varied and interconnected; (2) contextual support, where exploration is promoted in a supportive environment; (3) intersubjectivity, it means mutual engagement and rapport into a classroom; (4) contingency, tasks are adjusted depending on students' needs and; (5)

handover/takeover, where the role of the learner increases as his knowledge and skills rise; and (6) flow, there is a balance between skills and challenges.

As stated by Lier, scaffolding has distinctive aspects that ensure the learning of students where tasks need to be continued, connected and based on students' needs, the environment also needs to be supportive to accomplish educative goals in varied ways and where encouragement and participation need to be promoted. Moreover, the role of the student needs to increase as their knowledge increases; and as students' knowledge and skills increase also the challenges need to increase.

Scaffolding teaching strategies

Scaffolding is one of the first teaching strategies applied to students. Through scaffolding teaching strategies students are provided with tools for better understanding. These strategies make sure that learners have a strong understanding of the information they are about to learn (Cox, 2009-2019). Different scaffolding teaching strategies provide guidance, temporary support, and aid to the fulfillment of simple and more complex activities and tasks in the learning process had been suggested (Alibali, 2006).

Table 1 presents some scaffolding teaching strategies that could be used in an instructional setting.

Table 1

Scaffold	Ways to use Scaffolds in an Instructional
Advance Organizers	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist

	recall; statements to situate the task or content; rubrics that provide task expectations.
Cue cards	Prepared cards are given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concepts and mind maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Examples	Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.
Handouts	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking
Hints	Suggestions and clues to move students along: “place your foot in front of the other, use the escape key, find the subject of the verb, add the water first and then the acid.”
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements, and questions such as “Go, Stop, It’s right there, Tell me now, What toolbar menu item would you press to insert an image?”, “Tell me why the character acted that way.”
Question cards	Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems	Incomplete sentences which students complete: Encourages deep thinking by using higher order “What if” questions.
Stories	Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.
Visual scaffolds	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information

Source: (Alibali, 2006)

Functions of scaffolding teaching strategies

Carr & Bertrando (2012), said that “scaffolding strategy is used by teachers to temporarily support students while they build new skills, and knowledge- at a higher level than they could reach without such assistance” (p.70). It is widely understood that scaffolding teaching strategies are a way to help learners to acquire new knowledge, skills, and levels of understanding with a goal of increasing learner’s independence and allowing all learners to be successful. It describes the assistance provided by the teachers to learners so as to help them to achieve a task or until they take control of their own learning process.

Implementation of scaffolding teaching strategies in reading comprehension

Scaffolding strategies foster reading comprehension skills. Through scaffolds, learners acquire a wider perspective of reading materials to enhance their comprehension (Salem, as cited in Clark & Graves, 2004).

Gibbons (2002), stresses some strategies that mainstream teachers can incorporate into the classroom to help enhance reading through scaffolding, they should serve two purposes: (a) to make sure the readers understand what they are reading and (b) to the readers should know what ongoing strategies should be used with other readings, texts or passages.

Fitzgerald & Graves (2004), explain that three-phase scaffolding strategies should take place before, during and after reading to increase English language learner’s performance levels in reading comprehension. The phases include:

Pre-reading strategies

The aim of pre-reading strategies is to help students understand the entire meaning of the text, reading or passage by stimulating their prior knowledge and building up relevant new knowledge or skills. Several strategies have been suggested such as using word predictions by doing a web of words in a story. Another suggested strategy is to ask them to provide questions that they would like to know about a story, relate it to their lives and make storytelling through the use of images. Allowing students to use their native language to tell a story and asking them to share it briefly in groups is considered another pre-reading strategy (Gibbons, 2002).

During-reading strategies

During reading strategies focus on helping students to improve comprehension skills. “Silent reading is a strategy where students should be encouraged to read independently. This during-reading activity was suggested to be critical for English language learners” (Fitzgerald & Graves, 2004, p. 21). Similarly, word masking is considered a during-reading strategy, in which teacher pulls various clues from the reading to allow the children to guess what they are according to the context. Additionally, the teacher can use pause and predict strategy, that works by stopping in the middle of a story to ask students what they think might happen next is another useful and suitable during-reading strategy (Gibbons, 2002).

Post-reading strategies

The post-reading strategies are used after the students have become comfortable with readings, where they can demonstrate what they have comprehended in a

deeper way. In this stage the learners' understanding is checked. It has been described how the teacher can lead the innovation of history through the use of story words to create another one. Students can work together to write a new end to the story in groups. Create cartoon strips using the original story dialog. Use the story dialog to perform a play. Use the characters of the story to make a wanted poster. These are some useful post-reading strategies (Gibbons, 2002).

Taken together, this information suggests that through the use of scaffolding teaching strategies in the instruction of reading comprehension assist in the improvement of reading skills, as well as permitting students to interact safely and securely with the text during the three stages of reading. The crucial aspect in this stage is to apply constantly the scaffolding teaching strategies in a reading lesson.

Different kinds of scaffolding teaching strategies to improve reading comprehension

López (2012), reports that scaffolding strategies are used by teachers to help students achieve their learning objectives and considering that the applied strategies in scaffolding teaching and learning must be carefully designed and appropriate according to the students' levels of understanding as higher levels of language and thinking are built. Scaffolding teaching strategies are the utmost ways teachers use to support the learning process while helping students move towards a new step to become independent and competent, as well as to achieve an overall understanding of new knowledge.

Predicting

Predicting is one way in which readers stay engaged with the text. As they read,

they hypothesize on words (pronunciations and meanings), the feeling and actions of the character, and events. This educative guessing is an active attempt to make sense of the text, even at the simplest level of the word. The predicting act is explicitly taught by explaining to students what it is and modeling for them how to do it. The model provided by the teacher consists of different steps; First, what is needed are some good readings that appeal to children and that offer good opportunities for making predictions. Once a good reading has been chosen, it is needed to show students how to predict. A portion of a passage is read aloud. It is stopped at a good point to make a prediction to think about what might happen next. In addition, tell the students about the clues they can get from the text's visual features, such as maps, charts, illustrations, titles, headings, subheadings, or words before reading. Then explain to students that they need to write down all the clues that helped them make that prediction. Next, a template is used to write out what they want to say. At the end of the reading passage, predictions will be confirmed or changed to write down what really happened during the reading (Nettles & Diehl, 2010).

Students can make use of this strategy in order to better understand and engage with what they read. Predicting aimed at helping students make an informed assumption about ideas, concepts or actions that could appear in a text. After making a prediction, students read or listen to a text and confirm or revise their predictions. The predicting strategy implies a preview of the text to anticipate what will happen next based on information from the text and students' prior knowledge (Block, Rodgers, & Johnson, 2004).

Question-answer relationship

One scaffolding strategy that helps students to comprehend a text is Question-Answer Relationship (QAR). The question-answering relationship involves teaching how to analyze a question so as to find the correct answer. There are four kinds of questions, they are: right-there, think and search, author and me, and on my own. One type of question will be examined and used, this type is right-there questions. Right-there is a question type for questions whose answer is explicit in the text, that is, the words in the question and the words in the answer are in the same sentence, right there (Cole, 2008).

Depending on the students, the teacher may choose to teach right-there questions individually or as a group. Firstly, a definition of right-there questions and an example are provided by the teacher. To fully understand how to answer the aforementioned questions, teacher models it. A short passage is read aloud to students. The teacher will ask predetermined questions after stopping reading. When the professor finished reading, they read the questions aloud to students and explain to them that the answer for this type of questions is right there on the text. The teacher provides examples of how answering this kind of questions. After having modeled the process, students are invited to read another passage on their own, using a partner to find the answers for right-there questions. Time is provided between setting the question and requiring an answer (B & L. Friedman , 2019).

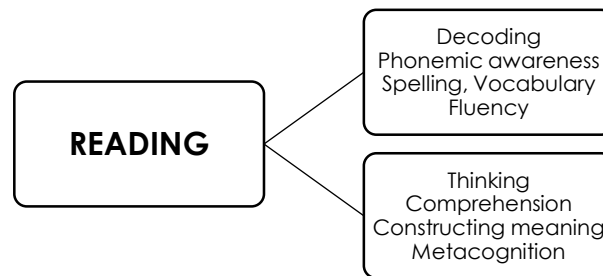
READING COMPREHENSION

Reading

Longman Dictionary of Applied Linguistic (as cited in UK Essays, 2013),

reports that reading is defined as perceiving a written text to understand its content. This can be done silently (silent reading), and understanding that result is called reading comprehension. While saying a written text aloud (oral reading) can be done with or without an understanding of the content. This definition points toward the idea that reading is a process of interpretation of written or spoken words as well where people learn to understand the meaning of it presented in a written and oral way. It is a natural activity that involves the use of grammar, vocabulary, and knowledge of the world in order to understand a text or respond to it.

"Reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct meaning" (Harvey & Goudvis, 2007, p. 13).



(Gear A. , 2006, p. 10)

This graphic illustrates what Harvey and Goudvis said. In the box above are listed the essential skills that help to master the code, which is also taught at the beginning of reading instruction, where students need the teacher's help when they read. Once students have understood the code, the skills listed in the box below occur naturally. However, it occurs with a few students while others still require instruction in reading.

Reading comprehension

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

This indicates that reading comprehension is the main goal of reading and a hard skill to master since it refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas transmitted in a text. Comprehension applies the process of decoding, which is the combination of letters and sounds where students can discover the meaning of words, which they have heard but have not seen before printed; and language comprehension, which is a most complicated process where students have to extract the meaning of a spoken and written language. It involves different aspects such as the use of background knowledge, vocabulary, and the underlying and deeper understanding of texts at word, sentence and whole-text level.

Levels of reading comprehension

Reading comprehension comprise several levels: literal, inferential, evaluative and creative.

Literal level

Whitten (2004) mentions the literal level as what is actually established in terms of facts and details, memorization, learning and superficial understanding only. At this level, there is no need to delve into what was said. Instead of this, the material only has to be absorbed. It deals with what is indicated in the material. Making predictions, scanning and skimming are sub skills at this level.

Inferential level

Inferential level refers to reading between the lines to comprehend what is meant or implied; in other words, students try to recognize what they need to read carefully and analyze what they read (Hub Pages, 2012).

Evaluative level

Making a text judgment by taking what is said (literal) and then what is meant (inferential) requires a great schema of the reader. Readers should combine ideas, draw conclusions, interpret, evaluate and deduce the meaning of what they know and the messages in the text (Hub Pages, 2012).

Creative level

This level requires the reader to be creative and read beyond the material presented by the writer and use their imagination to draw new ideas or alternative solutions. The skills included in this level are: generating questions about a reading text; relate the text to personal experience, opinion or evaluation; extract and synthesize information from different sources (Yossuke, 2011).

In view of all that has been mentioned so far, it is established that when students read, they need to be able to understand text on diverse levels. Sometimes students read for literal information, where they understand the words in a text as they are written. Other times, students read between the lines to develop a deeper understanding of a text. Likewise, students move further beyond the text and make judgments as they read, and finally, they read, think, and make decisions in relation to a text.

Reading comprehension models

“Theories of reading in a second language have changed since the mid-1970s from exclusively bottom-up models to models that describe reading as an interaction between bottom-up and top-down processes” (Carrell, Devine, & Eskey; Grabe; Samuels and Kamil, as cited in O'Malley & Valdez Pierce, 1996, p. 94). Bottom-up and Top-down processing are complementary ways of processing a text and are used when people read something. Sometimes one predominates, sometimes the other, but both are essential. Even though they are unconscious processes, both can be adopted as conscious strategies by a reader who approaches a difficult text.

Bottom-up model

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

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

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

Top-down model

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

The top-down model approaches that the understanding of a text, the meaning of a word or phrase is based on students’ background knowledge, past experiences. It does not focus on phonics and decoding a text; instead of this, it gives students the capacity to relate the new information they read or acquire to what they already know (schema theory).

Schema theory

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

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

Content schemata

“Content schemata refers to the message of the text, and, if the topic is familiar, the reading task will be more productive and efficient” (Debat, 2006, p. 10). It is related to the prior experience and background knowledge about what usually occurs within a particular topic or specific area of information.

Formal schemata

It refers to the way text differs; for instance, a reading text may be an editor's letter, a science essay, or a work of fiction, and each genre has its own structural organization. Knowledge of these types of genre structures can help readers to understand how a text will be like (Debat, 2006). It basically comprises the background knowledge about organizational structures of texts.

Interactive model

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

It focuses on the interaction between both models; between phonics and schema theory (prior knowledge), in which the processing and interpretation of a text are matched and studied.

Reading comprehension skills

As mentioned by Lincs (n.d.), reading process is composed of parts, such components can be divided into two groups: print skills and meaning skills. Print skills include: phonemic awareness, word analysis (or phonics), word recognition, spelling, and fluency. On the other hand, meaning skills comprise word meaning

(vocabulary), background knowledge, and silent reading comprehension. Both print and meaning skills contribute to the comprehension of a text.

According to Harmer (2007), students need to be able to do several things with a reading text. They need to scan the text in search of particular data they are looking for. This skill means that students do not have to read every word and line; on the contrary, such an approach would stop successful scanning. Students should also be able to skim through a text, as if they were looking over its surface, to get a general idea of what it is all about.

Cartwright (2015), claims that setting purposes and developing skills for reading is crucial for planning to comprehend a text. The skills mentioned are: previewing the text, considering what one already knows about the text's topic, asking oneself questions about the text, and making predictions about what one will encounter in the text (Prediction from text).

Considering the perspectives and findings of the three authors, it is proposed word meaning, skimming, scanning, and prediction from text as reading comprehension skills that contribute effectively to the understanding of texts.

Word meaning

“An ability to acquire word meanings from context is a major asset, contributing further to text comprehension and providing an indication of the ability to learn from the text” (Diakidoy, 2014, p.132). It is argued that knowledge of vocabulary is essential to reading comprehension since text cannot be understood without knowing what most of the words mean. The importance of acquiring vocabulary from an educative point of view is demonstrated by the well-

documented connection between vocabulary understanding and reading comprehension.

Before using a context, it is indispensable to understand what a context is. In English, a context is the combination of vocabulary and grammar surrounding a word. The context can be a sentence, a paragraph or a passage. The context helps to make a general prediction about the meaning. If students know the general meaning of a sentence, they also know the general meaning of the words in the sentence. Making predictions from context is essential to read a foreign language, due to the fact that students can read and understand the meaning of the passages without stopping to search for each new word in a dictionary (Solong, 2010).

Skimming

Skimming focuses on forming general or main ideas about a text before entering the details of the text. It is carried out during the reading and allows looking for details, in addition to the main ideas. It is a more complex task than scanning because it requires not only the reader to locate the main idea, but also to organize and remember some of the information provided by the author (Beale, 2013).

Scanning

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

It is a skill that demands students to read quickly a text while they are looking for specific information. In order to scan a text, students must start at the top of it and then move their eyes quickly towards the bottom. In general, scanning is a

technique that is useful when students go in search of the answer to a known question (Козак, 2011).

Prediction from texts

Prediction from texts leads students to a faster and deeper understanding of a reading text. It does not imply guessing, instead of this, the information of the reading text and prior knowledge or previous experiences are used to know what will happen next in the reading text. Predicting the content of any given reading passage allows for its rapid comprehension. When a reader can predict the meaning even before completing the reading of the passage, the reader will understand it completely. Predicting is essential to acquiring the ability to read quickly since a good reader thinks, assumes and predicts in advance (G.P.Ragini, 2013).

The assessment of reading comprehension

It is widely considered that the assessment of reading comprehension is a critical part of the design and implementations of programs that center on teaching reading due to the fact that assessment allows for the diagnosis of the potential weaknesses of a reader. As mentioned by McNamara (2007), a multidimensional framework for evaluating the appropriateness of reading comprehension assessment tools, and methods was proposed; as well as to guide the development of new assessment tools. The framework is used to analyze three methods for assessing reading comprehension: multiple-choice tests of comprehension; short-answer questions designed to measure examinee understanding of the explicit content or the implied situation of a text; and think aloud/verbal protocols.

Multiple-choice tests of reading comprehension

They are the most common of the three ways of assessing reading comprehension. A taxonomy that classifies assessment questions in terms of the nature of comprehension that the question has been developed. The taxonomy is used to classify the assessment questions in three types.

The first one is local-textbase questions, which centers on searching and locating the explicit text content in a particular sentence and verifying which answer most closely matches the text content. The second type is global-textbase questions; these questions focus on asking the reader to determine whether a phrase or word reflects the thematic meaning of a segment of text longer than one sentence. And the third type of question is inference questions, where processes associated with the generation of inferences from the texts are required.

Short-answer tests of reading comprehension

Another method to assess comprehension is to use short answer questions. In a typical short-answer question, readers read a text and answer the questions after reading it without looking back. The answers can range from a single word to several clauses. Answering questions in this type of assessment requires that a reader have access to the memory representation for a text, recover and produce the pertinent information.

Think aloud/Verbal protocols

Through Think Aloud/Verbal protocols a reader's standards of coherence is revealed. Standards of coherence make reference to reader's criteria or general

sense of the importance of creating a coherent representation, particularly of how different parts of a text are connected to each other.

This information has highlighted the different methods used to assess reading comprehension, which are multiple-choice tests of comprehension; short-answer questions tests of comprehension and think-aloud/verbal protocols tests of comprehension. The first assessing method implies the use of three types of questions: local, global and inference questions. The answers for the first type of questions are found in a sentence, while the second type differs from the first one since answers must be searched for in segments of a text. The third type of question requires the generation of inferences from the text.

Moreover, it is understandable that the second assessing method emphasizes common short-answer questions, where answers are given after reading a text and without looking back it. On the other hand, the last assessing method focuses on readers' general sense of importance, where the organization and structure of a text is essential. Consequently, this framework seems to be useful for evaluating reading comprehension.

e. MATERIALS AND METHODS

Materials

Three kinds of resources were considered for the development of this research work, human, material and technical resources. The primary one is human resources, in which 23 students of eighth year “B” of Basic Education were involved. They performed actively on reading comprehension activities through the guidance and support provided by the researcher, and the English teacher who helped to monitor students’ work. The subsequent resource was material, in which reading passages, prediction templates, prediction charts, graphs, pictures, context clues cards, question worksheets, timesheets, and reading comprehension worksheets were selected and used to accomplish the research objectives. A supplementary resource is technical, it included the use of computer, internet, printer, timer and speakers. These resources served to research, create, and apply the material resources used during classes.

Design of the Research

The current research work was developed specifically based on the theoretical reference proposed by Creswell (2012), who states that action research is an inquiry process in education which represents the commitment for enhancing learning, and in which educators become self-reflective about their own teaching, and their students learning. Action research takes into account a systematic and sequenced structure from beginning to end. To begin, educators and educational researchers identify an educational issue they face on their own practice. After, they pose a

question to limit the subject matter and focus attention on an explicit aspect of study. Then, they locate the different resources to study and address the problem, which means to collect both quantitative and qualitative data. Later, educators and educational researchers analyze the data gathered by themselves or often done collaboratively. Eventually, an action plan is designed and implemented.

Taken together the systematic and sequenced structure mentioned by Creswell, this research work foremost consisted in observing students of eight year "B" of Basic Education, and in recognizing their strengths and weaknesses in the English learning process. Then, through observations done, students' problems were identified around reading comprehension skills; and the question: How reading comprehension can be improved? was posed. Afterwards, specific information about the identified problem was required in order to design and implement an action plan based on the principles of scaffolding teaching strategies. Ultimately, it was indispensable to analyze and reflect on the results that were obtained from the application of the action plan.

Methods

In this research work different methods were employed throughout its development, these are:

The *scientific method* guided the researcher in the gathering of information dealing with scaffolding teaching strategies as a way to improve reading comprehension. It also helped the researcher in the design of instruments and selection of materials used during the action plan. An additional method is the *descriptive*, which facilitated the description of the conducted research work before

and after the action plan, the object and situation of study, and to descriptively report the results obtained in the pre and post questionnaires and tests. A further important method is the *statistical*, in which the researcher was able to process the data gathered from the application of tests and questionnaires, representing it in figures and tables to indicate the percentages and results obtained. Supplementary, the *analytic/synthetic method* helped to analyze and interpret the information found through the application of instruments: observation sheets, field notes, pre and post-questionnaire, and pre and post-test as well. It supported the process of drawing precise interpretations and reasonable analysis of the data individually and then come to conclusions in a holistic and accurate way.

Techniques and Instruments

To collect data for the aims of the research, different instruments were exerted: tests, questionnaires, observation sheets, and field notes. These instruments were designed and applied at the beginning, during and after the application of the intervention phase.

Tests

To identify students' level on reading comprehension before applying specific scaffolding teaching strategies, a pre test was employed. Similarly, to know how effective the use of scaffolding teaching strategies to improve reading comprehension was, a post test was applied. The test contained four questions of two items each one of them. They tested word meaning, skimming, scanning, and prediction from text. The questions were dealing with multiple choice, completion, labelling and true or false. All the questions were to be answered on the light of

reading comprehension. Suitable texts for eight year of Basic Education were chosen for the pre and posttest. Therefore, tests yielded a numerical score by which the researcher calculated the mean to compare the pre and post-test results.

Questionnaires

To recognize students' attitudes, and feelings toward scaffolding teaching strategies used to improve reading comprehension, a pre and post questionnaire were applied to the eighth year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. The questionnaire consisted of five frequency questions, they provided qualitative information so as to contrast the pre and post results obtained, as well as to interpret the results.

Observation Sheet

The researcher utilized an observation sheet towards recording the participants' performance and progress on reading comprehension skills. Through the use of observation sheets the indicators of all the relevant aspects of reading comprehension were described precisely and comprehensively

Field Notes

It was a daily instrument exerted to gather, record and compiled information about the participants' behaviors, attitudes, progress and feelings toward the scaffolding teaching strategies applied during the development of the action plan. It was also used to keep notes of what happens in each lesson, and to record the description of events and activities as well.

Population

Eighth-year B students of Unidad Educativa Dr. Manuel Agustín Cabrera

Lozano participated in the development of this action research. They were twenty-three students, twelve boys and eleven girls who are all about between twelve and thirteen years old. In addition to this, the researcher of the study and the certified English teacher intervened in the development of the conducted research work.

f. RESULTS

This section details how the objectives of the action research work were tackled and accomplished:

The first objective was proven through the research of the theoretical and methodological references about scaffolding teaching strategies and reading comprehension. Both were the base in the design of the intervention plan, which consisted of three stages: activation, connection and affirming. Moreover, the references contributed to the design of instruments used to collect data, and to support the interpretations and recommendations of the research study.

The second objective was confirmed with the results obtained from the pre test, which are shown in Table 1. They permitted to diagnose the students' issues that limited their reading comprehension.

The third objective was verified through the design of an intervention plan based on scaffolding teaching strategies and how to improve reading comprehension.

The fourth objective was reached through the application of scaffolding teaching strategies. Additionally, it was demonstrated with the results collected from the pre and post questionnaires, which are shown in Tables from 2 to 6.

The achievement of the fifth objective was evidenced with the results obtained from the application of the post test, shown in Table 7. These results demonstrated the effectiveness of precise scaffolding teaching strategies applied during the implementation of the intervention plan.

Pre-Test Results

Objective two: To diagnose the issues that limit the reading comprehension development in the English language among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-Test Score of the Eighth Year “B” Students in Reading Comprehension

Students' Code	WM	SK	SC	PT	SCORE
	/2.5	/2.5	/2.5	/2.5	/10
UEDMACL8B01	0	1.875	0.9375	0	2.81
UEDMACL8B02	0	0.625	2.19	1	3.82
UEDMACL8B03	1.25	1.25	1.5625	0.5	4.56
UEDMACL8B04	0	1.875	0	1.5	3.38
UEDMACL8B05	1.25	0	0.3125	1	2.56
UEDMACL8B06	0.625	1.25	1.875	1	4.75
UEDMACL8B07	1.25	0	0.3125	1	2.56
UEDMACL8B08	0	0.625	1.5625	1	3.19
UEDMACL8B09	1.25	0.625	0.3125	1.5	3.69
UEDMACL8B10	0	0	1.5625	0.5	2.06
UEDMACL8B11	0	1.25	1.875	0.5	3.63
UEDMACL8B12	0	2.5	1.875	1.5	5.88
UEDMACL8B13	0.625	1.25	1.875	0	3.75
UEDMACL8B14	1.875	0	0.625	0	2.50
UEDMACL8B15	0	0	2.1875	1	3.19
UEDMACL8B16	0	0.625	1.5625	0.5	2.69
UEDMACL8B17	0.625	1.25	0.625	0.5	3
UEDMACL8B18	0.625	0.625	0.9375	0	2.19
UEDMACL8B19	0.625	1.25	1.5625	1	4.44
UEDMACL8B20	0	0	2.5	0.5	3
UEDMACL8B21	1.25	0	1.5625	1.5	4.31
UEDMACL8B22	0.625	1.875	1.5625	1.5	5.56
UEDMACL8B23	1.25	1.25	1.25	1	4.75
MEAN	0.57	0.87	1.33	0.80	3.58

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 01= Students' code, WM= Word Meaning, SK=Skimming, SC=Scanning, PT=Prediction from Text.

b. Interpretation and analysis

Findings that emerge from Table 1 show that students obtained a total mean score of 3.58/10, which corresponds exclusively to a poor qualitative score range in reading comprehension (see grading scale, p.166). The highest score participants obtained was 1.33/2.5 in scanning. This clearly means that students located the most specific, and isolated items of information from the whole reading texts. Nevertheless, the participants faced difficulties in their reading, which was word by word. This made the students take too much time to read through the reading texts and understand their ideas. In contrast to earlier findings, the lowest mean score 0.57/2.5, lies in word meaning. This evidently indicates that students faced difficulties in acquiring the unfamiliar meaning of most colloquial expressions about tourist places and daily routines from context of clauses and conversations. The students' knowledge about the meaning of the words and the grammar surrounding the expressions was scarce. The way in which students deduced the meaning of colloquial expressions was limited.

Broadly speaking, it is found that participants dealt with limitations in extracting the meaning of expressions according to their context, getting the overview of reading passages, understanding and catching specific information, and predicting information from texts. Cartwright (2015), Harmer (2007), and Lincs (n.d.), state that word meaning, skimming, scanning, and prediction from text are essential reading comprehension skills that contribute to the exploration and comprehension of texts.

Comparison of the Pre and Post Questionnaires Results

Objective four: To apply the most suitable teaching strategies of scaffolding in order to improve reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

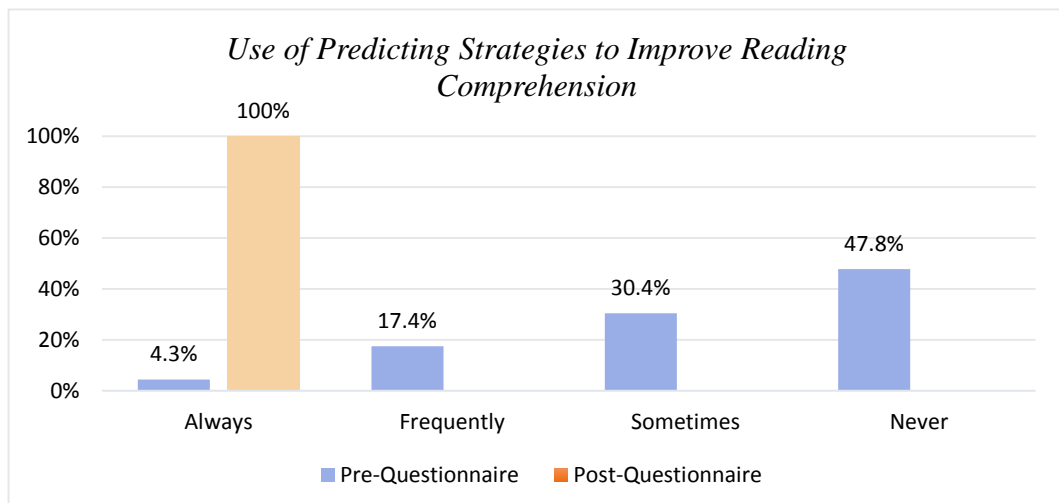
Question 1: How periodically are predicting strategies used in the classroom for improving reading comprehension?

a. Table 2

Use of Predicting Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	4.3	23	100
Frequently	4	17.4	0	0
Sometimes	7	30.4	0	0
Never	11	47.8	0	0
TOTAL	23	100	23	100

b. Figure 1



c. Interpretation and Analysis

As it is seen in Table 2, several of the participants (47.8%), answered that the predicting strategy has never been used in the classroom in order to improve reading comprehension. The students were actually not interested and involved in an effective use of predicting strategies which led them to an impaired and restricted understanding of texts. On the contrary, after the intervention phase, the findings showed a significant difference in the use of predicting strategies in the classroom. All students (100%) stated that they were always introduced to the use of the aforementioned strategy to improve their reading comprehension skills. The participants answered that through the continuous use of predicting strategies they strengthened their ability to forecast and understand accurately the content of reading passages before completing their reading, and they were actively engaged with the development of rapid reading.

These results concur well with the previous finding of G.P.Ragini (2013) who mentions that:

Predicting the content of any given passage enables you to comprehend quickly. When you are able to guess or predict the meaning even before completing the reading of the passage, you understand the Passage completely. In order to predict, you should develop the skill of rapid reading because any good reader is able to think ahead, hypothesize and predict.

(p.3)

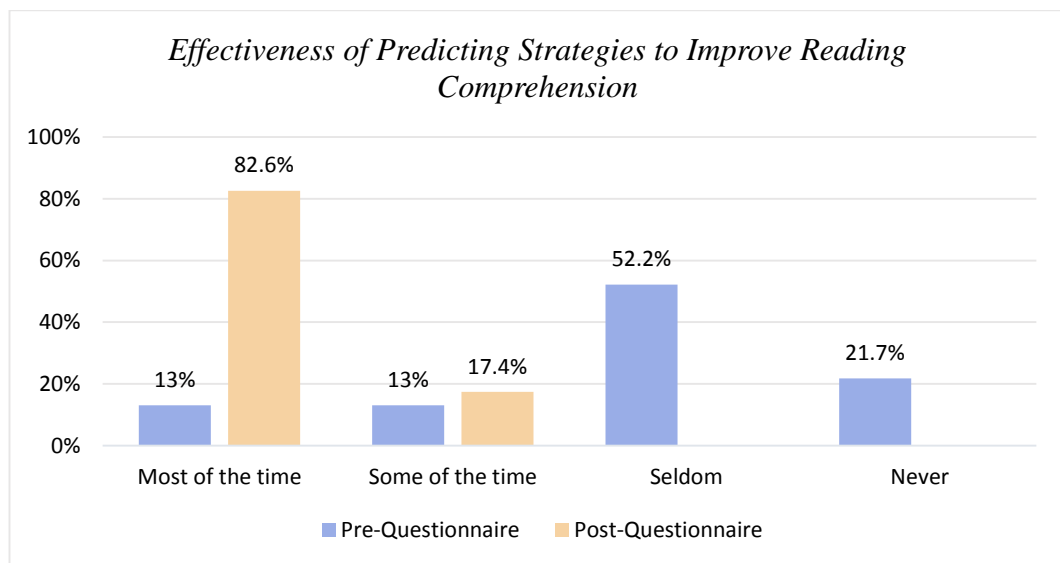
Question 2: How often do you find predicting strategies effective for the improvement of reading comprehension?

a. Table 3

Effectiveness of Predicting Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Most of the time	3	13	19	82.6
Some of the time	3	13	4	17.4
Seldom	12	52.2	0	0
Never	5	21.7	0	0
TOTAL	23	100	23	100

b. Figure 2



c. Interpretation and Analysis

The results illustrated in Table 3 show that more than half of participants questioned (52.2%) answered that the application of predicting strategies was seldom effective to improve reading comprehension. It indicates that students perceived the use of predicting strategies not at all effective to involve them with the content and understanding of the texts. This led to increase their disinterest in

hypothesizing information from reading the texts. Nevertheless, with the application of the intervention plan many students (82.6%) manifested that the use of predicting strategy was most of the time effective in order to enhance reading comprehension. The frequent use of predicting strategies helped students to constantly be engaged with the text, and learn to use appropriately the information of reading texts, as well as to monitor their comprehension during reading experiences. The students' attention was attracted and a more relaxed environment was created.

These findings are in line with a previous study conducted by Nettles & Diehl (2010), who state that “predicting is one way in which readers stay engaged with the text. As they read, they hypothesize about words (pronunciations and meanings), characters’ feelings and actions, events and outcomes” (p.44). Furthermore, Smith (1998) puts this idea simply: "Prediction is asking questions, and comprehension is getting these questions answered" (p.69).

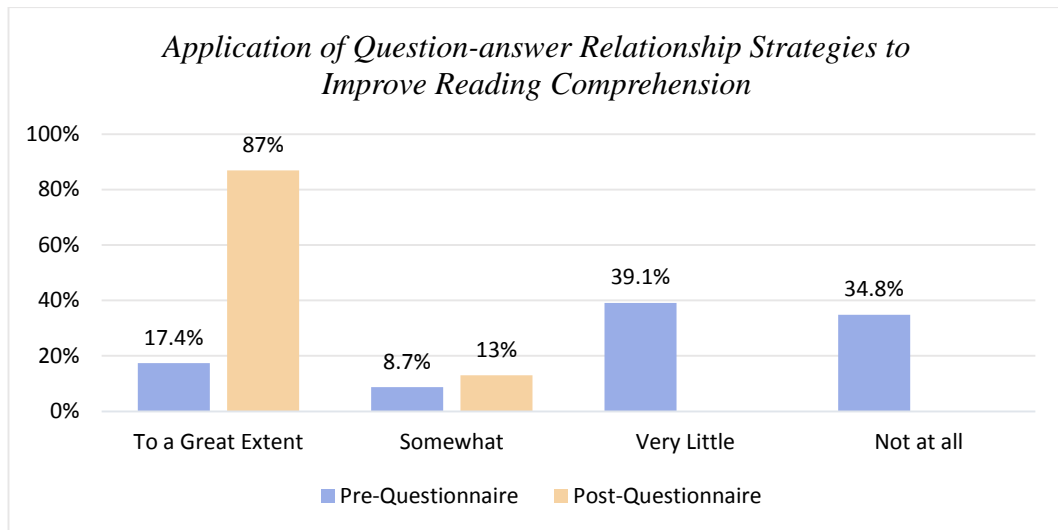
Question 3: To what extend does your educator apply question-answer relationship strategies to support the improvement of reading comprehension?

a. Table 4

Application of Question-answer Relationship Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
To a Great Extent	4	17.4	20	87
Somewhat	2	8.7	3	13
Very Little	9	39.1	0	0
Not at all	8	34.8	0	0
TOTAL	23	100	23	100

b. Figure 3



c. Interpretation and Analysis

As illustrated in Table 4, it is observed that 39.1%, expressed that question-answer relationship strategies were applied very little in the classroom for improving reading comprehension. It reports that the frequency with which participants were exposed to the application of the question-answer relationship strategies was not sufficient for supporting their reading comprehension skills. It also contributed to increase students' anxiety at the time to correctly find the answers to the proposed questions about reading passages. Moreover, the students' confidence to be participative in classes decreased, they did not comprehend the relation that exists between questions and answers and how it supported the understanding of the passages. However, these results varied positively with the implementation of the action plan, almost all the students (87%) affirmed that the employment of question-answer relationship strategies supported the enhancement of reading comprehension to a great extent. The participants felt highly motivated

and comfortable answering comprehension questions appropriately and rapidly in order to comprehend the meaning contained in texts. Additionally, they felt self-assured to use their cognitive skills to track through the read story to look for the specific answers for questions.

These results are supported with an earlier study of Raphael (as cited in Strahler, 2011), where the question-answer relationship strategy is described as a strategy to improve the students' skills to answer comprehension questions in order to obtain information about the reading itself. The QAR strategy also emphasizes the relationship between questions and answers needed to find information to answer the questions. Highfield (as cited in Raphael & H. Au, 2005) also finds that students learned to value skimming or rereading strategies to locate specific information in the text (scanning) for Right There QARs, while simultaneously recognizing the role of their prior knowledge in answering questions.

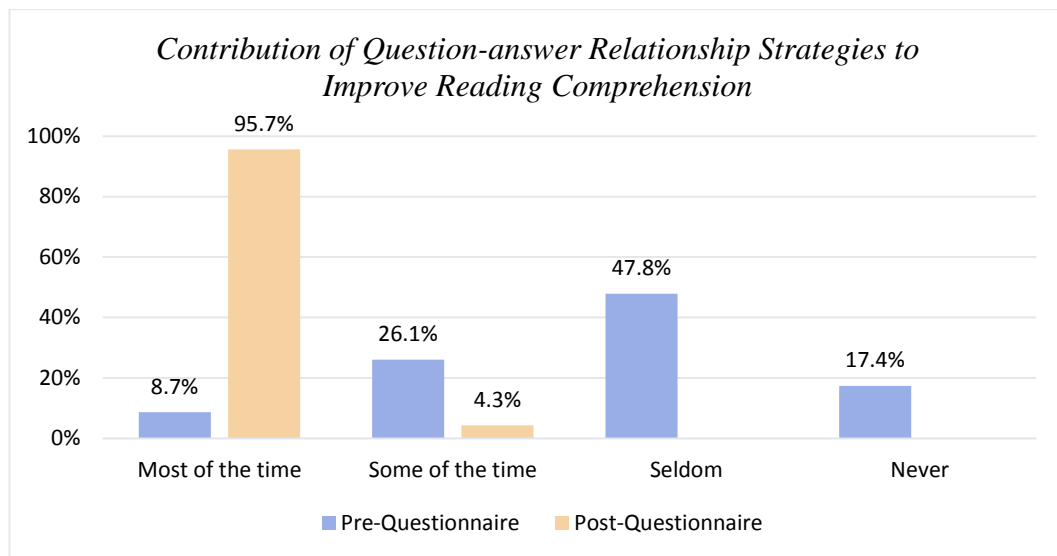
Question 4: How regularly does the use of question-answer relationship strategies implemented in the classroom contribute to the improvement of reading comprehension?

a. Table 5

Contribution of Question-answer Relationship Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Most of the time	2	8.7	22	95.7
Some of the time	6	26.1	1	4.3
Seldom	11	47.8	0	0
Never	4	17.4	0	0
TOTAL	23	100	23	100

b. Figure 4



c. Interpretation and Analysis

The findings in Table 5 display that 47.8% of the participants considered that question-answer relationship strategies (QAR) seldom contribute to the enhancement of reading comprehension. It shows that the students were not aware of the benefits that this strategy brings in the extraction of answers directly from the texts, which contribute to obtaining a better understanding of the content of texts. Additionally, the students' interest was low and they were not willing to develop the reading comprehension activities through the use of the strategy. Nonetheless, with the execution of the intervention plan 95.7% of the students sustained that the use of question-answer relationship strategies implemented in the classroom contributed most of the time to the improvement of their reading comprehension. The participants grasped every opportunity to learn and widen their understanding of the relationship that exists when asking and answering questions, strengthening their understanding of texts. They felt confident holding discussions

based on the information collected from the reading comprehension questions, and thus decoded and understood what they read.

The results are substantiated on a previous study by Mongkolrat (2017), who says that the question-answer relationship strategy is the scaffolding strategy that is based on evidence and consists of comprehension question types at both the literal-recognition level and the inferential level, which contributes with the development of analytical thinking skills and in the improvement of reading comprehension.

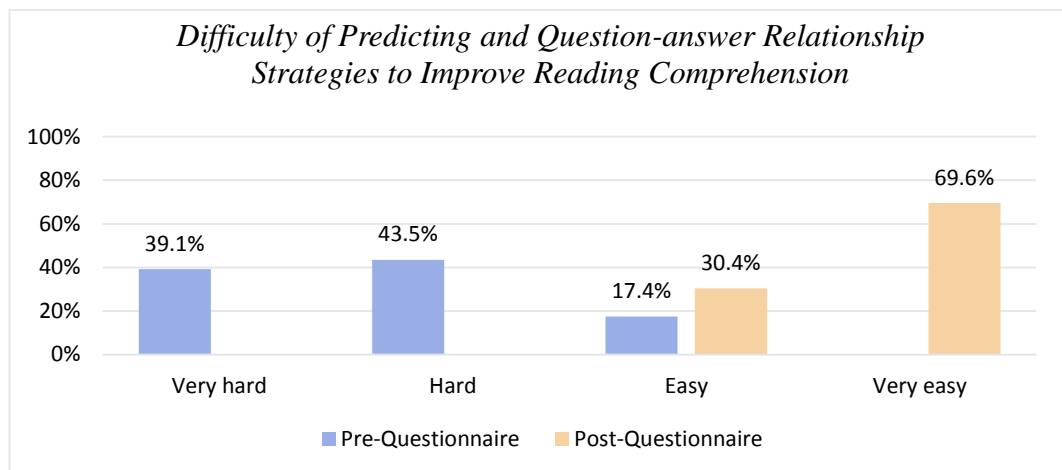
Question 5: How difficult do you think is the development of predicting and question-answer relationship strategies to improve your reading comprehension?

a. Table 6

Difficulty of Predicting and Question-answer Relationship Strategies to Improve Reading Comprehension

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very hard	9	39.1	0	0
Hard	10	43.5	0	0
Easy	4	17.4	7	30.4
Very easy	0	0	16	69.6
TOTAL	23	100	23	100

b. Figure 5



c. Interpretation and Analysis

The results in Table 6 report that several of the participants (43.5%) mentioned that both predicting and question-answer relationship strategies were hard to develop for improving reading comprehension. This result shows that learners struggled with previewing texts to anticipate what will happen next as well as understanding the content of reading texts through comprehension questions. They also were not enthusiastic with the use of the strategies and did not strive to develop reading activities which help them to become more skilled in text comprehension. Nevertheless, the results changed positively after the accomplishment of the intervention plan, many students (69.6%) expressed that the development of predicting and question-answer relationship strategies was very easy for enhancing their reading comprehension skills. The participants stated that these strategies allowed them to easily be engaged with the understanding and extraction of information from reading texts. Besides, students strengthened their willingness and confidence to complete reading comprehension activities accurately.

The collected results are confirmed with earlier findings that Solong (2010), assumed the predicting strategy is really useful to improve students' reading comprehension because there was a significant students' achievement after the treatment was conducted. Students' could understand the reading comprehension lessons with ease. Correspondingly, Erdiana, Kasim & Juwita (2017) conclude that the question-answer relationship is one of the potential strategies that are used in the teaching of reading comprehension. Through the development of questioning and answering, learners can easily engage for making meaning in what they read.

Post-Test Results

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

a. Table 7

Post-Test Score of the Eighth Year “B” Students in Reading Comprehension

Students' Code	WM	SK	SC	PT	SCORE
	/2.5	/2.5	/2.5	/2.5	/10
UEDMACL8B01	1.875	2.5	2.19	1.5	8.07
UEDMACL8B02	1.25	2.5	2.19	2	7.94
UEDMACL8B03	1.25	1.25	2.5	1.5	6.50
UEDMACL8B04	2.5	1.875	2.19	2	8.57
UEDMACL8B05	1.875	2.5	2.5	2.5	9.38
UEDMACL8B06	1.25	1.25	2.5	2.5	7.50
UEDMACL8B07	2.5	1.875	2.5	2	8.88
UEDMACL8B08	1.875	1.25	2.5	2	7.63
UEDMACL8B09	1.25	2.5	2.5	1.5	7.75
UEDMACL8B10	1.25	1.25	2.5	2	7
UEDMACL8B11	1.25	2.5	1.875	0.5	6.13
UEDMACL8B12	1.875	2.5	2.5	2	8.88
UEDMACL8B13	1.25	2.5	2.5	2	8.25
UEDMACL8B14	1.25	1.875	2.19	1.5	6.82
UEDMACL8B15	1.25	2.5	2.19	2.5	8.44
UEDMACL8B16	2.5	2.5	2.5	2.5	10
UEDMACL8B17	2.5	1.875	2.5	1.5	8.38
UEDMACL8B18	1.875	1.25	2.5	1.5	7.13
UEDMACL8B19	1.25	1.25	2.5	1.5	6.50
UEDMACL8B20	1.875	1.25	2.5	1.5	7.13
UEDMACL8B21	1.875	1.25	2.19	2	7.32
UEDMACL8B22	2.5	2.5	2.19	2.5	9.69
UEDMACL8B23	0.625	2.5	2.19	1.5	6.82
MEAN	1.68	1.96	2.37	1.85	7.85

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 01= Students' code, WM= Word Meaning, SK=Skimming, SC=Scanning, PT=Prediction from Text.

b. Interpretation and analysis

The data that arise from Table 7 revealed that Eight-year B students achieved a total mean score of 7.85/10, which corresponds to a satisfactory level in reading comprehension (see grading scale, p.166). The highest score participants obtained was 2.37/2.5 in scanning, signifying that students were capable of looking over the whole reading texts quickly, comprehending what they read, and searching for specific details or pieces of information they need without reading all the texts. The lowest mean score reached by students was 1.68/2.5 in word meaning, which determines that students still struggled with the deduction and identification of the meaning of colloquial expressions about tourist places and daily routines from the context. In addition to this, students were also not entirely familiarized with the meaning of the new vocabulary and grammar of clauses and conversations, and in obtaining the meaning of colloquial expressions.

As a result, it is noted that there is a satisfactory improvement in students' performance of reading comprehension skills, such as: grasping the main ideas within texts in order to register the overview of them, identifying specific information, as well as making predictions from the information presented in texts. Although, participants have progressed in the above-mentioned reading comprehension skills, they had little inconvenience in word meaning, where they are not competent enough to understand the context of the texts and, thus, deduce the meaning of the expressions. The findings are in line with a previous study (Think Literacy, 2007), which reports that reading comprehension is the active process of comprehending print and graphic texts. It is a thinking process. Effective

readers know that when they read, they should avoid assumptions. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use reading comprehension skills (such as using context to find meaning, previewing the text by skimming and scanning to get a sense of the overall meaning, and making predictions about the text) that will help them reconnect with the significance of the text.

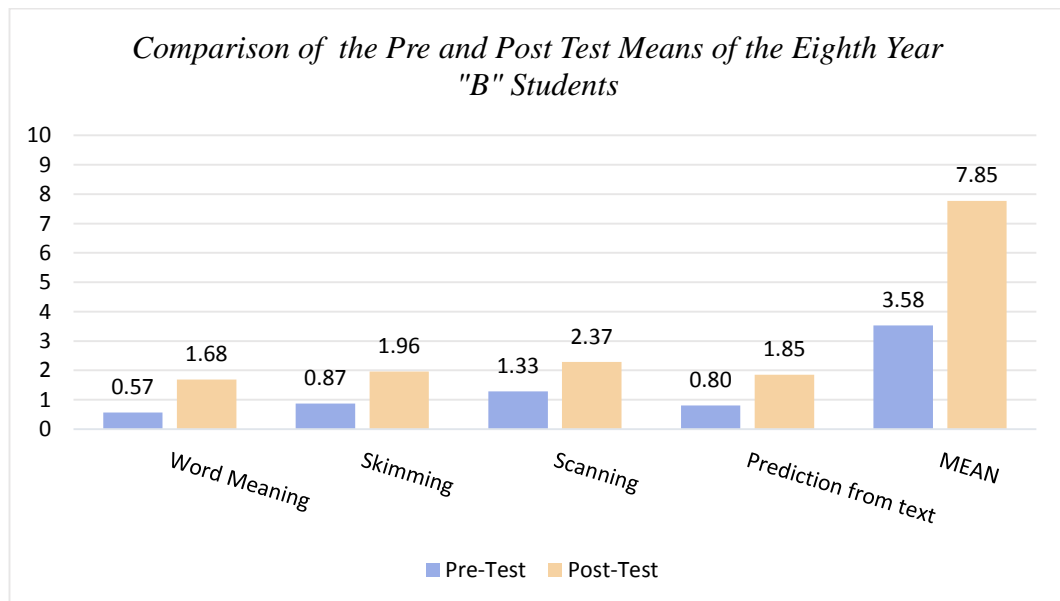
Comparing Pre and Post-Test Means

a. Table 8

Comparison of the Pre and Post Test Means of the Eighth Year "B" Students

Aspects	Pre-Test	Post-Test
Word Meaning	0.57	1.68
Skimming	0.87	1.96
Scanning	1.33	2.37
Prediction from text	0.80	1.85
MEAN	3.58	7.85

b. Figure 6



c. Interpretation and analysis

It is apparent from Table 8 that there is a significant improvement from 3.58 to 7.85 between the total mean scores eighth-year B students obtained in the pre and post test. The total mean score participants achieved in the pre-test was 3.58, detailed as it follows: 0.57 in word meaning, 0.87 in skimming, 1.33 in scanning, and 0.85 in prediction from text. It clearly denotes that students' performance in reading comprehension skills was poor. Nonetheless, after the implementation of the intervention plan, participants reached a total mean score of 7.85 in the post-test, obtaining 1.68 in word meaning, 1.96 in skimming, 2.37 in scanning, and 1.85 in prediction from text. The satisfactory improvement students achieved in reading comprehension is evident. Broadly translated, the results collected from this research work support the initial idea that the intervention plan based on scaffolding teaching strategies had a positive effect in the enhancement of learners' reading comprehension. The observed increase is interpreted as a result of the support, explicit instruction, model, prompts and clues applied to create a comfortable environment for participants to learn, as well as the various scaffolding strategies provided in the classroom, which suited students' diverse learning styles, interests, needs and abilities. Such variety helped the students to be active participants during the employment of the intervention plan. These findings are consistent with previous studies (Cox, 2009-2019), that mentions that scaffolding is one of the first teaching strategies applied with students. Through scaffolding teaching strategies students are provided with tools for better understanding. These strategies make

sure that learners have a strong understanding of the information they are about to learn.

g. DISCUSSION

This action research was carried out with the purpose of providing an answer to the research question: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? The gathered results of the study showed that the implementation of scaffolding teaching strategies had a positive effect on the improvement of learners’ reading comprehension. This improvement is demonstrated through the pre and post test results as well as pre and post questionnaire findings. Comparing the mean score 3.58 in the pre test to the mean score 7.85 in the post test, reflected that students’ mastery in reading comprehension skills increased satisfactorily. The findings are in harmony with published studies of Huggins & Edwards (2011) and Poorahmadi (2009), which proved that scaffolding teaching strategies are of paramount relevance in language learning, especially in the learning of reading comprehension. Reading comprehension is seen as a problem-solving behavior that involves readers in a process of meaning derivation from connected discourse of written materials.

The results in the pre test shown that participants faced difficulties in word meaning, skimming, scanning, and prediction from text. In word meaning, participants could not handle the correct extraction of the meaning of the colloquial expressions related to cities and daily routines through the understanding of their

context. Additionally, in skimming, students struggled to comprehend the overall idea about the content of texts; and express what a reading is mainly about.

Similarly, students had drawbacks in scanning, they could not locate specific pieces of information requested rapidly, or to say in what reading the presented information is. In prediction from text, learners presented difficulties in making smart guesses about what information in reading texts refers to or is about. After students were introduced to the intervention phase, based on the use of scaffolding teaching strategies, they gained higher mean scores on their reading comprehension skills, overcoming satisfactorily their difficulties. These strategies led to enhancing the students' ability in reading comprehension, thus deducing the meaning of expressions from their context, understanding the entire content of texts, taking specific information quickly, and predicting what a reading is about or information from texts.

At the beginning of the intervention plan, students' attitudes and perceptions towards the use of scaffolding teaching strategies was not positive. They felt nervous and a little worried about the idea of working with a new teacher and were not willing to learn to use the scaffolding teaching strategies, viewing the application of these strategies as something boring and useless. The participants felt scared and ashamed of making mistakes during the development of activities related to reading comprehension, causing a low participation and interaction of students in the classes. However, the implementation of the action plan for some time helped to enhance students' participation during the classes. They began to relax and became less anxious in classes, increasing a more positive and cooperative

interaction during the reading lessons. The students felt confident in given responses to the questions asked by the teacher and progressively showed an advance towards the development of reading comprehension activities. Finally, participants were involved actively in the development of reading comprehension activities, which made them feel comfortable in the learning environments. It is also noticeable that students increased their interest and enthusiasm in reading comprehension activities, completing them more quickly and accurately than at the beginning, which demonstrates a clear improvement in their reading comprehension skills.

During the development of the intervention plan, various strengths and limitations emerged that facilitated or impeded the improvement of reading comprehension. One of the strengths was that students were comfortable working actively and interactively with their groups. Another strength was that the teacher's role was effective, he was supportive, controlled students' behavior, and kept the groups on tasks contributing to each other. Additionally, the material was creative, original and give students further clues to get the answers smoothly from texts, obtaining a prominent role in the improvement of students' reading comprehension skills.

On the other hand, the limitations that were found are: the number of students, was too big to develop different activities correctly. Another limitation was the 40-minute time periods, which impeded to appropriately perform the reading comprehension activities. Furthermore, the schedule was another drawback, the class hours always were the last or after physical education, which made students

feel unmotivated and tired to complete the reading comprehension activities efficiently. Besides, some students arrived late to classes or they had permission to leave from the class, which led to ineffective development of reading comprehension lessons. Finally, the size of the classroom was not appropriate for the number of students, and they did not have access to technical resources as the projector, that limited the implementation of some interactive activities.

Scaffolding teaching strategies contributed remarkably to the improvement of reading comprehension among eighth-year B students. The implementation of these strategies enabled the increase of motivation, and willingness of participants, where they went from being at risk of failing to be confident and independent. It also empowered learners to perform more advanced reading comprehension activities without help and to be engaged in more grouping activities. The participants felt free to ask questions, taking a more active role in their learning, and enthusiastic to make it more effective, concrete and meaningful. There was a satisfactory achievement in reading comprehension skills, which was attributed to the nature of the scaffolding teaching strategies that were very motivating, supportive and attractive for students.

h. CONCLUSIONS

Based on the findings of this research work, the following conclusions were done:

The pre-test results revealed that eighth-year “B” students had complications with the extraction and construction of meaning from reading texts. They faced difficulties in understanding the meaning of words by deducing from their context, in gaining an overview of reading texts, in reading a text quickly in order to seek for certain information, and in reaching a forecast based on specific and supporting information from texts.

The implementation of scaffolding teaching strategies in the English classroom, assisted the students to reduce their limitations in comprehending the content of reading texts and satisfactorily perform reading comprehension tasks and activities, moving to more complex ones. The students obtained a deeper meaning of words through the understanding of the context from sentences, paragraphs, and reading passages. Moreover, they could recognize the general idea of reading texts, to scan a text in order to find required information to complete a given reading task, and to think ahead while reading and anticipated information and events in the text. Scaffolding teaching strategies as part of the current learning process enabled students to reduce negative feelings of frustration, intimidation or discouragement when attempting to develop a difficult task beyond their current level.

The employment of scaffolding teaching strategies in the improvement of students’ reading comprehension skills was satisfactory. Scaffolding teaching

strategies developed cooperative learning, created an enthusiastic environment, and stimulated students towards an independent practice of the English language. Additionally, these strategies enabled participants to be more responsible for their learning and be positively involved in it, be aware of their progress, be active and motivated participants, and to build confidence in themselves and in their own skills.

i. RECOMMENDATIONS

In the light of the results of the study stated above, the following recommendations are offered:

English teachers should continually assess students' understanding of the explicit content or the implied situation of a text through three methods for assessing, they are: multiple-choice tests of comprehension; short-answer questions; and think aloud/verbal protocols. Thus, students' strengths and weaknesses in reading comprehension could be distinguished and could be reduced through scaffolds that move students beyond their current skill and knowledge levels.

Scaffolding teaching strategies are highly recommended to be regularly and precisely adopted in the natural classroom environment in order to make students progressively move with confidence in a relaxed, safe and enjoyable way towards stronger understanding of reading passages and more independence in the reading process. Moreover, these strategies should be exerted to demonstrate how the different reading activities have to be developed step by step in the classroom so as to provide feedback and support in the learning and understanding of new reading material and reduce students' uncertainty.

Teachers should be conscious that the application of scaffolding teaching strategies is a process by which a teacher provides students with a temporary framework for learning. The teacher should become more a mentor and facilitator of knowledge than the dominant content expert. These strategies prompt students

to think about what they are learning throughout the process, assist them in reflecting on what they have learned, and encourage them to develop their own creativity, motivation, and resourcefulness.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

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

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

AUTHOR

NADINE ALEJANDRA NARVÁEZ TAPIA

LOJA-ECUADOR
2019

a. THEME

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

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2018-2019 school year. This prestigious and traditional high school was founded in September 28th, 1971 as Colegio Experimental Universitario Manuel Cabrera Lozano, associated with the Faculty of Philosophy, Letters and Educational Sciences, through university council of Universidad Nacional de Loja.

The Ministry of Education and Culture through Ministerial Agreement No. 002 - 20 - 07 - 11 that was signed on July 20, 2011, stipulated that this high school adopted the categorization of Unidad Educativa Dr. Manuel Agustín Cabrera Lozano attached to the Universidad Nacional de Loja.

The high school is located on Pablo Palacios street, Santa Teresita neighborhood, in the city of Loja. The buildings of the 27 de Febrero high school are the facilities of this educational institution, in which the academic functions are carried out in the afternoon session. There are about 41 teachers covering different subjects and around 878 students, included between Initial Level I and II, Basic Education and Bachillerato.

The current Unidad Educativa Dr. Manuel Agustín Cabrera Lozano is run by the Mg. Sc. Ángel Hurtado. Having the contribution of Lic. Jeny Viteri as Coordinator of the English Department, where the growth of the students is sought in order to

obtain the necessary knowledge to participate in different social, oral and written language practices.

The vision of Unidad Educativa Dr. Manuel Agustín Cabrera Lozano is to be a prestigious educational institution, with a comprehensive social and humanistic educational proposal. Focusing on the development of democracy and respect for cultural identity, with a solid academic background.

Similarly, the mission of such a prestigious high school is to educate infants, children, and youth with an integral, intercultural approach to promote the full development of their abilities and their potentialities that allow them to develop actively in society.

The Unidad Educativa Dr. Manuel Agustín Cabrera Lozano responds to the educational need of the entire southwestern sector in the city of Loja, working under the slogan " BY A SCHOOL COEXISTENCE OF RESPECT, TOLERANCE AND INCLUSION ... ". Furthermore, what services in the English language do the high school offer are spaces for teaching practice, and psycho-pedagogical research, true living laboratories for future teaching professionals, where the scientific-technical and psycho-pedagogical-didactic training acquired in the course of their university training process can be tested and evidenced.

Current Situation of the Research Project

According to (Sergeant & Swann, 2011), English is gradually being spread around the world. The use and teaching of English has grown substantially. Being used by more people, in most countries and areas, and for a broader set of purposes, than any other language in the world

English is now the language of most widely taught as a foreign language, in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil, and in most of these countries is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. (Crystal, 2012, p. 5)

No doubt English is deemed the world's most outstanding language. Its use is growing rapidly on all continents, in more than 100 countries in different fields including politics, education, technology, business, medicine, media. Furthermore, one of its relevant functions is as a Lingua Franca, where people make use of it to communicate with each other when they have different mother tongues. It is used as a bridge in communication in many cross-cultural exchanges (Schneider, 2011). However, in many countries, the lack of government support in education at the time to help people to have access to the different educational sources such as libraries, forums, schools, media and to the variety of teaching materials has hindered the learning of English as a second language and English as a foreign language.

It has been shown (Education First [EF], 2018) that in Ecuador with reference to the English language learning, secondary students do not make significant progress as the others secondary students of the different Latin American school systems. Ecuador is placed in the position 65th with a Low English Language Acquisition in secondary education in a Global Ranking of 88 Countries and Regions as participants. In reference to Latin American, the English proficiency in Ecuador is 48, 52; it is placed in the last five positions of countries which have scores below the regional average. The regional average in Latin America is about 50.33.

English language teaching and learning has a worldwide emphasis across the globe. In Ecuador, the learning of English is considered as a key tool to develop the sustainable economy of a person or country (Lía D. Kamhi-Stein, Díaz Maggioli, & C. de Oliveira, 2017).

The Ecuadorian English Language curriculum is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), whose mother tongue is not English. Since the Ecuadorian population is comprised of groups from different cultural and linguistic backgrounds, this curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities. In keeping with the needs of a linguistically and culturally diverse population, this curriculum presents a rationale and framework for learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate educational inclusion of learners regardless of their L1 (...). The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century (Ministerio de Educación, 2016, p. 2).

It is being reported (Education First [EF], 2017) that the improvement of English skills in students at basic, secondary, and university education is not substantially and a barely perceptible improvement is noticed from year to year. Considering the survey conducted in 20 countries across the globe among 15-year-old students in

listening and reading skills, Ecuador has an approximate score of 38 out of 100 in listening, and a score of 36 out of 100 in reading. These results are equivalent to an A2 level in the domain of both skills. It is noticeable that students' listening skills have a rapid rise than students' reading skills.

With regard to the reading skill, some of the main objectives of the Ecuadorian curriculum for English as a foreign language for Educación General Básica and Bachillerato (2016) are:

To understand adapted and authentic texts which are simple and short, to understand and identify short, simple informational texts (e.g. labels, messages, postcards, tables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time (...) and to extract the gist and key information items from short, simple informational texts, especially if there is visual support. (Ministerio de Educación del Ecuador, 2014)

In addition, students on their graduation from third of Bachillerato are expected to reach at least level B1 according to the Common European Framework of Reference (CEFR). Therefore, the eighth- grade students are expected to reach the A.1.1 level of the CEFR.

Regarding the situation in the province and city of Loja, English as a Foreign Language is crucial and mandatory. In the past, students have been facing difficulties in learning English since most of the lessons were focused on developing grammar rather than listening, speaking, reading and writing (the four skills). In addition to this, the use of traditional methods for teaching English and lack of motivation were obstacles in the learning of English. The English teaching

in Ecuador is based on a CLIL framework, which is expressed as the 4Cs: communication, culture, cognition, and content. It is a model used to integrate the learning of contents with cultural and cognitive aspects of learning a foreign language (English). The communicative language approach is another core principle in which the teaching of English is based. It focuses on developing the four communicative skills instead of learning content or knowledge.

In Ecuador, for both school levels, Educación General Básica (EGB) and Bachillerato General Unificado (BGU), the English Language Teaching has been organized into five threads: Communication and Cultural Awareness; Oral Communication which involves Listening and Speaking; Reading; Writing; and Language through the Arts (Ministerio de Educación, 2016).

In Ecuador, the education is carried out in public schools focus on admitting all students, without discrimination. Public schools are supported by the government, books are delivered to the different public schools considering the grade students are, and also the school breakfast and uniforms are facilitated, especially to those ones with low economic resources. On the other hand, in private schools' enrollment is requested and a selective admission process is used. The government does not provide books or scholar breakfast to private schools. Students in these schools are placed according to their English level. Due to limited funds and lack of mandates, teachers find fewer students with special needs in private schools than in public schools.

The teaching of English as a foreign language takes place at the different schools, and secondary schools of Ecuador and the provinces of the same. At Unidad

Educativa Dr. Manuel Cabrera Lozano the English teaching is based on the different parameters established by the Ministry of Education. Focusing on the designed EFL curriculum and in the different CLIL model, as well as in the Communicative Approach. Students' learning is focused more on grammar structures rather than in reading comprehension or in the development of the other skills, which is accomplished just following established contents in their textbooks. It is important to mention that grammar structures are essential in reading comprehension, but students need to comprehend text in context to retain the ideas, message, and words to use them more frequently.

In response to this problem, this research project proposes to investigate several options for making the eighth-year students aware of the importance of reading comprehension which will allow them to understand better the language and making effective use of skimming, context clues, the prediction from the text, and scanning. Some effective scaffolding teaching strategies that will improve reading comprehension. Scaffolding teaching strategies provide the support, help and guidance learners need so that they can understand better readings as well as learning new reading subskills. Moreover, through scaffolding teaching strategies learners acquire a broader perspective of reading materials to improve their comprehension (Clark & Graves, 2005). Finally, students are more likely to become strategic learners. Analytical, critical, and creative thinking skills are matters to improve when students learn to recognize patterns of thinking, construct, and use scaffolding strategies.

Research Problem

Considering the aforementioned elements, it is essential to investigate the following problem:

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

Delimitation of the research problem

Timing

The research will be developed during the academic year 2018 – 2019.

Location

The research project will be applied at Unidad Educativa Dr. Manuel Cabrera Lozano which is a public high school located in the city of Loja on Pablo Palacios Street.

Participants

The eight year of Basic Education students at Unidad Educativa Dr. Manuel Cabrera Lozano, and the teacher candidate.

Subproblems

- What theoretical and methodological references about the scaffolding teaching strategies are adequate for improving reading comprehension among students of eighth year “B” of Basic Education, afternoon session at

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

- What are the issues that limit the improvement of reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on improving reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- Which scaffolding teaching strategies are applied to improve reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- How effective is the application of scaffolding teaching strategies to develop reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The purpose of this research work is the improvement of reading comprehension through scaffolding teaching strategies among eighth year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2018-2019 school year. It is understood that reading comprehension is the development of meanings through the retention of the most important ideas of a text and the possibility of establishing links between these and other ideas acquired previously. It is one of the essential elements and vital for the successful comprehension and learning of a language.

The primary purpose of reading is the understanding of it. Making students aware of the main ideas in a text and the organization of the text is essential for good comprehension (Richards & Renandya, 2002).

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehensions entail three elements: the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is part. (Snow, 2002, p. 11)

The ability to process text, understand its meaning, and integrate with what the teacher already knows is reading comprehension.

“In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire” (Brown & Abeywickrama, 2010, p. 224). However, most students have many problems in mastering English reading comprehension due to the lack of background knowledge, the limited vocabulary, and the non-use of appropriate reading subskills which are essential components in the comprehension of a text. Students’ learning is focused more on grammar structures rather than on developing reading comprehension. It is important to mention that grammar aspects are essential in understanding a text, but students need to be able to comprehend text in context so as to significantly retain the ideas, message, and words in a significant way.

“Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing” (EdD, p. 2). Due to that reading is a complex process most students encounter problems using different reading strategies, which are used to solve problems, to analyze a text and to monitor understanding of it. This involves interpreting information and ideas of a text.

Considering the aspects mentioned above, one of the most effective pedagogical tools for teaching reading comprehension is the use of scaffolding teaching strategies.

Bruner (1978) describes ‘scaffolding’ as cognitive support given by teachers to learners to help them solve tasks that they would not be able to solve working on their own. It is seen as a form of “vicarious consciousness” in which students are

taken beyond themselves through participation in the consciousness of the teacher. (Fernández, Wegerif, Mercer, & Rojas-Drummod, 2015, p. 54)

What Bruner believed is that when students start to learn new concepts or develop new skills, they need help from teachers and other adults in the form of active support. Likewise, it is believed that scaffolding teaching strategies help to make learners independent, as well as helping them to grasp new content and develop new skills. Through scaffolding strategies, students are involved in authentic learning, in which they are provided a clear direction of the things they have to do. For instance, learning to use scaffolding helps to decrease the students' confusion, frustration, doubts and learning difficulties among students, it helps to keep students on task by providing steps or structures and constant help (Lau, 2011).

The importance of carrying out this research work is to contextualize the different issues, factors that inhibit the development of student's reading comprehension as well as to determine whether the steps taken during this research work are useful to overcome this educational barrier. It also seeks to increase students learning from reading through a systematic review of explicit scaffolding teaching strategies in the active process of constructing meaning as well as improving general and specific reading comprehension skills.

On the other hand, the application of this project will help the teacher candidate to gain experience through managing the classroom using the correct methodological resources. Moreover, it will benefit its future development as a professional increasing the ability to teach English reading comprehension using scaffolding teaching strategies, and at the same time to prove the effectiveness of

the aforementioned strategy. In the field of reading, this research work represents an attempt to spread the issues of methodological references that emerge during the teaching and learning of reading comprehension, likewise to describe the nature of a reading lesson carried out with the guidance of scaffolding teaching strategies, and to suggest some levelheaded guidelines for future research in accord with an educational field or study; reading comprehension and use of scaffolding teaching strategies. In addition to this, the present research work is a previous requirement of the Universidad Nacional de Loja to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

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

Specific

- To research the theoretical and methodological references about scaffolding teaching strategies and their application on reading comprehension improvement among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To diagnose the issues that limit the reading comprehension development in the English language among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To design an intervention plan based on scaffolding teaching strategies in order to improve reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr.

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

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

e. THEORETICAL FRAMEWORK

SCAFFOLDING TEACHING STRATEGIES

History of Scaffolding

In the initial studies, scaffolding was originally used to reflect parent-child interactions. Bruner's notion of scaffolding was developed in the 1970s in the context of a 10-month intensive investigation of six infants (age 7-18 months) as they and their mothers played games. The analysts focused particularly on the 'peekaboo' game, which was played frequently over the entire period. The game's rule context consists of initial contact, disappearance, reappearance, and reconnection. These are the mandatory features of the game's syntax, while other features are optional, such as vocalizations to sustain the children's interest, responses to the child's attempts to uncover the mother's face. These non-regulatory parts of the game are an example of the mother providing the child with scaffolding. These 'non-regulatory' parts of the game are an example of the mother providing the child with a 'scaffold' (Bruner, Jolly, & Sylva, 2017). The game becomes conventional, but at the same time, it enables variations. There is a gradual shift in the agency, a take-over, in which the child becomes self-directed and the roles of agent and recipient are reversed. The child can eventually play the peekaboo game on his or her own, with a toy animal, or with other kids or adults.

Wood & Middleton (1975) carried out a study, where they observed the interaction of mothers with their children to build a 3D model. The type of support included during it was general support, specific instructions, direct demonstration,

such as showing the child how to place one block on another. The results of it showed that no single strategy was a great mechanism to help children to progress. Mothers whose help was most effective were those who had varied their strategy depending on how the child was doing. They became less specific in their help when the child was doing well. Once the child began to struggle, they gave more and more specific instructions until the child began to progress again.

Theory of scaffolding

The original idea of scaffolding comes from the work of Jerome Bruner, who defines scaffolding as follows: “a process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it” (Bruner, 1983, p. 60).

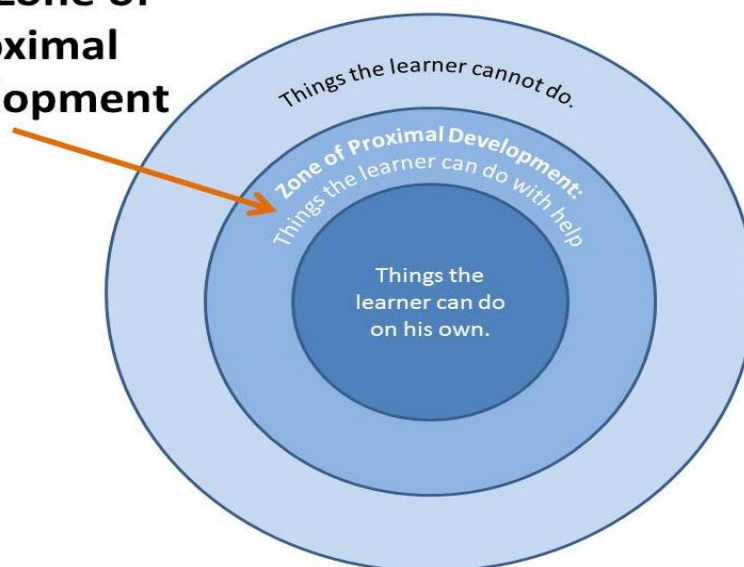
Rosenshine & Meister (1992) have reported that “scaffolds are forms of support provided by the teacher (or another student) to help students bridge the gap between their current abilities and the intended goal” (p. 1). It is a process that helps students learn more when working collaboratively with others who have a wider range of skills or knowledge to expand their knowledge and accomplish their learning objectives.

Presley (2002) as cited in Mehri & Amerian (2014), exemplifies artfully that when a building is to be constructed, it cannot stand alone without support. However, the support is removed when the construction phase is completed to allow it to stand freely. This is similar to what happens during the mental development in the interaction between teacher and student. The teacher assists the student to the extent that the scaffolded student can perform any the task alone, by himself.

This conception of ‘scaffolding’ is closely related to Vygotsky’s concept of the Zone of Proximal Development (ZPD), which is described in Vygotsky’s own words as: “The distance between the actual developmental level as determined by independent problem solving and the level of potential problem solving as determined through problem solving under adult guidance or in collaboration with more able peers“ (Vigotsky, 1978, p. 86). It is understood as the area of skills or knowledge a student cannot do on his own but can do with the guidance or support of someone else.

Vygotsky (1978) argued that learning in the zone of proximal development (ZPD) is activated “only when a child is interacting with people in his environment” (p. 90). The zone of proximal development is often represented as circles. The smallest one shows the set of skills or knowledge a student can learn and do by himself, without assistance. Next circle, demonstrates the skills or knowledge a student is not able to do on his own but can do with a teacher or fellow’s help (The Zone of Proximal Development). Beyond that are the skills or knowledge a student is not able to accomplish even with help and guidance. The Zone of Proximal Development and Scaffolding state that students are able to learn the most when they are in their ZPD, it means when they receive guidance from someone.

The Zone of Proximal Development



(She Media, Partner Network, 2014)

Walqui (2006) noted that “scaffolding is premised upon the notion of handing over (by the teacher) and taking over (by the student), assistance provided should always be only just enough and just in time” (p.164). It is being reported that scaffolding happens in the zone of proximal development. It may strongly appear at the beginning, disappear on occasions and, if necessary, reappear. But in the theoretical understanding of the theory, the appearance and disappearance must be gradually digested (Mehri E. , 2014).

In his study conducted on the problem-based language teaching, Schwieter (2010) as cited in Mehri & Amerian (2014) considers scaffolding a problem-based learning technique. When learners are provided with tasks as a problem to solve, they must cooperate in a dialogical way to solve them. Scaffolding, therefore, becomes a way of solving a problem in which it is possible to teach content beyond the actual student's level.

Scaffolding stages

It is said that scaffolding comes in three separate stages. First, scaffolding 1 is related to provide a support structure and assistance to students so as to develop certain skills and where some activities are needed to enable. Scaffolding 2 is the stage where particular activities are implemented and carried out in the classroom. And, scaffolding 3 involves the collaboration process (Walqui, 2016).

It has been shown that scaffolding in an English Foreign Language and English as a second language context focus on two parts macro and micro levels. The macro level refers to the planned curriculum activities over time to be applied to the students and to facilitate the English learning process. It includes the sequence of tasks and types of resources to be used in each lesson. The micro level focuses on the particular classroom activities that both students and teachers work together. It refers to the interaction between teachers and students and students among them within each lesson. This type of scaffolding at this point consists of the teacher's opportunities provided to support the students' understanding of the task or topic through a variety of strategies (At-Mahrooqui, 2014).

Types of Scaffolding

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

Visual Scaffolding

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

Verbal Scaffolding

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

pronunciation and then mimic and practice it, while they are monitoring their comprehension.

Collective/Peer Scaffolding

Peer interactions are considered essential for scaffolding in classrooms. Unlike adults who are experts in the traditional notion of scaffolding, in peer interactions students support each other through their interactions. The work in small groups or pairs carried out in classrooms corresponds to a social constructivist view of learning. Social interactions help novice students to increase their cognitive development due to students learn more when they interact with a more advanced peer. This peer is the "scaffolding" who helps the student to go beyond their current level. Therefore, students should be encouraged to participate in activities that promote interaction and knowledge co-construction (Mahmoud Z. Al Aila, 2015).

Teacher-Provided Scaffolding

Teacher-provided scaffolding may seem like a silent activity and therefore cannot be observed immediately. However, teachers can enter a group through quiet monitoring and ask questions or suggest options at the right time and remove such support if they are no longer needed (Masters & Yelland, 2002).

Scaffolding Procedure

It is being reported that Instructional Scaffolding for English language learners is carried out on six steps: (a) modeling where teachers make use of examples, verbal explanations to demonstrate the strategy, technique or activity; (b) bridging where new concepts and language will be learned by students through the activation of their prior knowledge. A personal link between the student and the subject matter

will be created.; (c) contextualizing where language learning is facilitated in various forms, such as visuals, authentic objects, sources of information, and accessible and engaging language; (d) schema building where new information is organized and connected to the existing one. For example, preview a reading; (e) representing text where students are invited to start the appropriation of the new language by meaningful activities, and (f) develop metacognition where students are aware of their own knowledge and their ability to understand, control and monitor their thinking process. It is related to how teacher carries out specific tasks or model strategies explicit to foster learner's autonomy. For instance, think-aloud before reading (Walqui, 2006).

Scaffolding Guidelines and Features

Larkin (2002) has suggested different guidelines for effective scaffolding; they are: begin with what students are able to do, they need to be aware of their strengths and trained to perform any task without assistance or with little; help students not to set in a cycle of failure, the tasks need to be designed according to their level; provide students with opportunities and support in an equitable way; know when to stop, providing too much help can cause the student to be passive, instead of being active in the learning process; and allow students to be independent, guidance need to be removed gradually as students begin to master the task and then when students can perform the task independently, support is no longer provided.

According to Lier (2004), six features have been identified for scaffolding, which are: continuity, tasks are repeated, varied and interconnected; contextual support, where exploration is promoted in a supportive environment;

intersubjectivity, it means mutual engagement and rapport into a classroom; contingency, tasks are adjusted depending on students' needs; handover/takeover, the role of the learner increases as his knowledge and skills rise; and flow, there is a balance between skills and challenges.

Functions of Scaffolding Teaching Strategies

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

Scaffolding Teaching Strategies

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

Table 1

Scaffold	Ways to use Scaffolds in an Instructional
Advance Organizers	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate

	<p>processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.</p>
Cue cards	<p>Prepared cards are given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.</p>
Concepts and mind maps	<p>Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.</p>
Examples	<p>Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.</p>
Explanations	<p>More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.</p>
Handouts	<p>Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking</p>
Hints	<p>Suggestions and clues to move students along: “place your foot in front of the other, use the escape key, find the subject of the verb, add the water first and then the acid.”</p>
Prompts	<p>A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements, and questions such as “Go, Stop, It’s right there, Tell me now, What toolbar menu item would you press to insert an image?”, “Tell me why the character acted that way.”</p>
Question cards	<p>Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.</p>
Question Stems	<p>Incomplete sentences which students complete: Encourages deep thinking by using higher order “What if” questions.</p>
Stories	<p>Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.</p>
Visual scaffolds	<p>Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to</p>

illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information

Source: (Alibali, 2006)

Reading Comprehension through Scaffolding Teaching Strategies

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

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

Pre-reading Strategies

The aim of pre-reading strategies is to help students understand the entire meaning of the text, reading or passage by stimulating their prior knowledge and building up relevant new knowledge or skills. Several strategies have been suggested such as using word predictions by doing a web of words in the story. Students can be convinced to predict what the story is about by knowing the title or first sentence and allowing them to work in groups to predict what the story might

be about discussing through the use of visual aids. Provide students with pictures and ask them to put them in sequential order in, which they think the story might happen is another strategy that is into this level. Another suggested strategy is to ask them to provide questions that they would like to know about the story, relate it to their lives and make storytelling through the use of images. Eventually, allow them to use their native language to tell the story and ask the students to share it briefly in groups what they already know about the new content (Gibbons, 2002).

During-reading strategies

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

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

Post-reading strategies

The post-reading strategies are used after the students have become comfortable

with readings, where they can demonstrate what they have comprehended in a deeper way. In this stage learners' understanding is checked. It has been described how the teacher can lead the innovation of history through the use of story words to create another one. Students can work together to write a new end to the story in groups. Create cartoon strips using the original story dialog. Use the story dialog to perform a play. Use the characters of the story to make a wanted poster. Students should illustrate the story's character and write about it whatever they can. Teachers instruct students to make a map of the story, to model and to complete the story. Text reconstruction allows students to take paragraphs or sentences from the story and put them in the right order. Create jumbled sentences by extracting sentences from the story. These are some useful post-reading strategies (Gibbons, 2002).

Different kinds of Scaffolding Teaching Strategies to Improve Reading Comprehension

Scaffolding teaching strategies are the utmost ways teachers use to support the learning process while helping students move towards a new step to become independent and competent, as well as to achieve an overall understanding of new knowledge. Lopez (2012) has reported that scaffolding strategies are used by teachers to help students achieve their learning objectives and considering that the applied strategies in scaffolding teaching and learning must be carefully designed and appropriate according to the students' levels of understanding as higher levels of language and thinking are built.

Predicting

Predicting is one way in which readers stay engaged with the text. As they read,

they hypothesize on words (pronunciations and meanings), the feeling and actions of the character, and events. This educative guessing is an active attempt to make sense of the text, even at the simplest level of the word. The act of prediction needs to be explained and modeled on how to do it. The model provided by the teacher consists of different steps; First, what is needed are some good readings that appeal to children and that offer good opportunities for making predictions. Once a good reading has been chosen, it is needed to show students how to predict. The predicting act is explicitly taught by explaining to students what it is and modeling for them how to do it. A portion of a passage is read aloud. It is stopped at a good point to make a prediction to think about what might happen next. In addition, tell the students about the clues they can get from the text's visual features, such as maps, charts, illustrations, titles, headings, subheadings, or words before reading. Then explain to students that they need to write down all the clues that helped them make that prediction. Next, a template is used to write out what they want to say. At the end of the reading passage, predictions will be confirmed or changed to write down what really happened during the reading (Nettles & Diehl, 2010).

Pausing and predicting contributes to building bridges based on what is known and what comes next in the text. Dozens of assumptions are made about the content, context and general structure of the text as the reading is made (Literacy TA, 2016).

Question-Answer Relationship

One scaffolding strategy that helps students to comprehend a text is Question Answer Relationship (QAR). The question-answering relationship involves teaching how to analyze a question so as to find the correct answer. There are four

kinds of question, they are: Right there, think and search, author and me, and on my own. One type of question will be examined and used, it is right there questions. Right there is a question type for questions whose answer is explicit in the text, that is, the words in the question and the words in the answer are in the same sentence, right there (Cole, 2008).

Depending on students, teacher may choose to teach Right there questions individually or as a group. Firstly, a definition of right there questions and an example are provided by the teacher. To fully understand how to answer the aforementioned questions, teacher models it. A short passage is read aloud to students. The teacher will ask predetermined questions after stop reading. When the professor finished reading, reads the questions aloud to students and explains to them that the answer for this type of questions is right there on the text. Teacher provides with examples of how answering this kind of questions. After having modeled the process, students are invited to read another passage on their own, using a partner to find the answers for right there questions. Time is provided between setting the question and requiring an answer (B & L. Friedman , 2019).

READING COMPREHENSION

Reading Skill

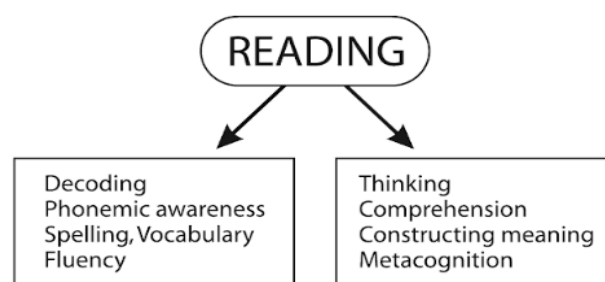
“Reading is an act of communication in which information is transferred from a transmitter to a receiver” (Smith, 1973, p.2). It is a receptive skill, where it is important to understand and make sense of the transmitted message.

According to (Ansari, 2018) as cited in (Guthrie, Bennett & McGough, 2007) “Reading is the act of getting meaning from printed or written words, which is the

basis for learning and one of the most important skills in everyday life". It is evident that reading involves the understanding not only of written words but also of symbols, signs, and sentences that are connected. It provides a holistic understanding of a text.

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

"Reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct meaning" (Harvey & Goudvis, 2007, p. 13).



(Gear A. , 2006, p. 10)

This graphic illustrates what Harvey and Goudvis said. On the left are listed the essential skills that help to master the code, which is also taught at the beginning of

reading instruction, where students need the teacher's help when they read. Once students have understood the code, the skills listed on the right occurs naturally. However, it occurs with few students while others still require instruction in reading.

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

Reading Comprehension

The ability to read is more than simply decoding a text. In addition to the practical ability to gather letters and transform them into words, it is assumed that what is read is understood: the decoding must be combined; the ability to put words together with comprehension; the result of interpreting linguistic elements (Hansen, 2016).

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

Reading comprehension is the main goal of reading and a hard skill to master since it applies the process of decoding, which is the combination of letters and sounds where students can discover the meaning of words, which they have heard but have not seen before printed; and language comprehension, which is a most complicated process where students have to extract the meaning of a spoken and written language. It involves different aspects such as the use of background knowledge, vocabulary, and the understanding of texts at word, sentence and

whole-text level. Both elements, decoding, and language comprehension are the basis for developing reading comprehension. Hence, no element has to be omitted since if there is no comprehension of what is read, there is no real reading.

Types of Reading

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

Intensive Reading

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

Skills-based and text-based teaching

Within intensive reading, a further distinction can be made between skills-based and text-based teaching.

In a skills-based lesson, the intention is to focus on a particular skill, for example, inference from context. In order to develop this, a number of texts may be used, each offering opportunities to practice the skill. Other aspects of the texts will not be dealt with unless they contribute to the specific objective of the lesson. A text-based lesson, on the other hand, is what we usually have in mind when referring to an intensive reading lesson: the text itself is the lesson focus, and students try to understand it as fully as

necessary, using all the skills they have acquired. (Herrell & Jordan, 2016, p. 38)

Extensive Reading

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

In addition to this, Davis (1995), provides a more complete definition of extensive reading from a classroom implementation perspective. An extensive reading program is an additional class library scheme, attached to an English course, in which students are given the time, encouragement and material to read as many books as possible at their own level without the pressure of testing or marking. Therefore, students only compete against themselves and it is the responsibility of the teacher to provide motivation and monitoring to ensure that the maximum number of books is read in the available time. The books are chosen not for their literary merit, but for their attractiveness and relevance to the lives of students. Some parts of a book can be analyzed in detail, while others can be read quickly, although the understanding of the whole text is the focus.

In extensive reading, reading should not be confused with reading instruction.” As Rigg (1998) pointed out, “reading is what the student does alone, with the text. Reading instruction is what the teacher does with the students to help them when they read” (p. 216).

Day & Bamford (2002), put forward ten things that characterized extensive reading. It is a reading whose purpose is pleasure, enjoyment, and understanding, where students can feel free to read what they choose, individually, at their own speed and level. Nevertheless, despite being a student who assumes the main role in extensive reading, teachers are also key pieces since they provide guidance and models for students. Extensive reading involves two specific types of reading, reading for gist or skimming and reading for specific information or scanning.

Reading for gist or Skimming

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

Reading for specific information or Scanning

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

Skimming involves a thorough overview of a text and implies a reading skill, while scanning is more a limited activity, only to obtain information relevant to a particular purpose. Skimming and scanning can be referred to as reading types and skills. When reading a text, skimming and scanning are often used together. The

reader can first skim through to see if it is worth reading, then read it more carefully and scan for a specific piece of information (Verma, 2015).

Reading Comprehension Models

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

Bottom-up and Top-down Processing

Both are complementary ways of processing a text and are used when people read something. Sometimes one predominates, sometimes the other, both are essential. Even though they are unconscious processes, both can be adopted as conscious strategies by a reader who approaches a difficult text.

Bottom-up model

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

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

Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by

which readers decode a text word by word, linking the words into phrases and then sentences. (Gray & Rogers 1956, cited in Kucer 1987) as cited in (Debat, 2006, p. 9)

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

Top-down model

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

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

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

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

The top-down model approaches that the understanding of a text, the meaning of a word or phrase is based on students’ background knowledge, past experiences.

It does not focus on phonics and decoding a text; instead of this, it gives students the capacity to relate the new information they read or acquire to what they already know.

Schema theory

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

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

Content Schemata

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

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

Formal Schemata

It refers to the way text differs; for instance, a reading text may be an editor's letter, a science essay, or a work of fiction, and each genre has its own structural organization. Knowledge of these types of genre structures can help readers to understand how a text will be like (Debat, 2006).

Interactive model

The word “interactive” in this model refers not to the interaction between

the reader and the text (as in schema theory) but to the interaction between bottom-up and top-down processing skills. The interactive model acknowledges that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automatic, higher-level skills will become more engaged. (Debat, 2006, p. 13)

It refers to the interaction between both models; between decoding, phonics and schema theory (prior knowledge). It is a reading comprehension model, in which the processing and interpretation of a text are matched and studied.

Reading Comprehension Strategies

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

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

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

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

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

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

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

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

Evaluating: Do you agree or disagree with the text? Form your own opinion about the events of the text. (Armbruster, 2001, p. 46)

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

Elements that influence Reading Comprehension

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

Vocabulary

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

Motivation

It is actually the bases of teaching and learning. Hansen (2016) says that students

with a high level of motivation invest more effort and focus in reading than students who have the low reading motivation. Motivation encourages students to demonstrate more perseverance and ability to face and overcome the challenges of reading.

Consequently, high motivation for reading is intertwined to excessive reading, and therefore the reading itself helps to develop the essential elements that are part of good reading comprehension (Wigfield & Tonks 2004, in Braten 2007). Motivation is understood to be the guidance teachers use to impel students to develop high levels of reading comprehension and overcome the different barriers.

Metaphors, sayings, and idioms

Metaphors, sayings, and idioms are other aspects of language which cause difficulties in comprehension. These concepts are parts of a language that often requires explicit knowledge of the concepts for understanding. The concepts cannot be interpreted by literally translating words and the meaning often cannot be conjectured. For young students and language students, idioms, sayings, and metaphors are difficult (Hansen, 2016). In texts, the use of metaphors, sayings, and idioms are explicit and, based on this, it is crucial the understanding of them by students. Therefore, teachers should explain the meaning and use of them in isolation and in the context in order to support students' reading comprehension.

Grammatical and morphological knowledge

According to Sol Lyster (2011) cited in Hansen (2016) "knowledge about how words are constructed and a consciousness about the principles for constructing words influence reading and promote reading development. She adds that working

with morphological elements in a language will promote reading comprehension” (p. 23).

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

Reading Comprehension Aspects

Word Meaning

“An ability to acquire word meanings from context is a major asset, contributing further to text comprehension and providing an indication of the ability to learn from the text” (Diakidoy, 2014, p.132). It is argued that knowledge of vocabulary is essential to reading comprehension since text cannot be understood without knowing what most of the words mean. The importance of acquiring vocabulary from an educative point of view is demonstrated by the well-documented connection between vocabulary understanding and reading comprehension.

Reading for Gist or Skimming

Skimming focuses on forming general or main ideas about a text before entering the details of the text. It is carried out during the reading and allows looking for details, in addition to the main ideas. It is a more complex task than scanning because it requires not only the reader to locate the main idea, but also to organize and remember some of the information provided by the author (Beale, 2013).

Reading for Specific Information or Scanning

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

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

Prediction from Texts

Prediction from texts leads students to a faster and deeper understanding of a reading text. It does not imply guessing, instead of this, the information of the reading text and prior knowledge or previous experiences are used to know what will happen next in the reading text. Predicting the content of any given reading passage allows for its rapid comprehension. When a reader can predict the meaning even before completing the reading of the passage, the reader will understand it completely. Predicting is essential to acquire the ability to read quickly since a good reader thinks, assumes and predicts in advance (G.P.RAGINI).

f. METHODOLOGY

Design of the research

Action research as an inquiry process in education represents the commitment for enhancing learning, in which educators become self-reflective about their own teaching, and their student learning. It is used when an educational issue, problem or concern arises into the educational settings and a solution is sought. Thus, educators reflect on these problems, gather information about it, and implement a change, plan, or new perspective based on their findings to solve the classroom issues. During the conduct of action research, all educational researchers need to be aware of ethical issues that arise due to the close relationship that exists between them and participants (Creswell, 2012).

Action research allows educators and educational researchers to acquire a sense of reflection about their own teaching in the classroom. They involve others in a cooperative and collaborative work, where they are critical researchers and self-assessors about the information learned and possible solutions. They become extremely aware and careful throughout the process of applying new solutions. Hence, action research assists educators and educational researchers in the acquisition of skills, knowledge, and competencies in research methods and their applications. It is a means for improving academic situations, promoting the teaching and learning development, and testing new approaches as well.

Action Research takes into account a systematic and sequenced structure from beginning to end. To begin with, educators and educational researchers identify an

educational issue they face on their own practice or someone else might face to study. After it, they need to pose a question. Then, they locate the different resources to help to study and address the problem, and they engage in the gathering of information, which means to collect both quantitative and qualitative data to answer the established question. Later, educators and educational researchers analyze the data gathered by themselves or often done collaboratively with the help of other educators or data analysts. Eventually, an action plan is developed and implemented, specifically, an answer to the posed question is presented (Creswell, 2012).

This action research has the aim of improving reading comprehension through the use of scaffolding teaching strategies. Action Research allow the preservice teacher become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different scaffolding teaching strategies such as predicting, and question-answer relationship to improve reading comprehension in the English Foreign Language amongst eighth year B students at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”, in the city of Loja, during the 2018-2019 school year.

Action research assists the preservice teacher, who is the researcher conducting this inquiry, to find immediate solution to the issue of reading comprehension in which the students have shown some problems in reading comprehension as a foreign language due to their limited vocabulary stock, and no use of appropriate reading subskills, which are essential components of reading skill. Student’s learning is focused more on grammar structures rather than on improving reading

comprehension. It is also necessary to mention that grammar structures are essential in reading comprehension, but students need to comprehend text in context to retain the ideas, messages and understand relevant information from it. Thus, an intervention plan is carried out, whose first phase focus on observing how students use the language interactively and in a natural way by working in groups, in pairs or independently. Moreover, the students' behavior is observed so as to determined how students feel during the development of the classes with the support of their teacher and classmates. In the final phase of the intervention plan, the researcher determines if the application of scaffolding teaching strategies for improving reading comprehension works on not, considering what students can do independently.

Methods, Techniques, and Instruments

Methods

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

The Scientific method when action research is conducted help to collect measurable and empirical evidence, which include data collected by observation or experience. The results obtained from its aim to prove or not a theory, solve or not a problem. The scientific method covers four phases: identify an educational problem, give a possible solution to it, gather information about this possible solution, and analyze and interpret the gathered information to see if it supports or not the possible solution and resolves the problem. Through the use of this method,

the study of scaffolding teaching strategies to improve reading comprehension is facilitated in English Foreign Language. It helps the researcher to develop the phases in the observation before and during the intervention plan, where different problems could arise, and where predictions of the possible solutions should be done. Gathering and analyzing data is essential to know if the provided solution is acceptable or not.

The Descriptive method gathers information that can be used to describe and analyze an issue, subject, or behavior. It focuses on research questions, which narrow the purpose of the research study into specific questions, design, and data analysis. There are three types of descriptive methods, which are: the observational method, which is used to record the distinct behaviors and actions of a group of participants; the case study whose purpose involves a depth study of participants; and the survey method where participants answer questions through surveys, questionnaires, or interviews. During the conduct of the research study, the descriptive method is used to describe the different phases of it and the three types of descriptive method are used to identify the kind of instruments used by the researcher, which are in this case: observation sheets, field notes, pre and post-test, and pre and post questionnaire. The descriptive method also helps to organize, explain and analyze the purpose of carrying out the research study.

The statistical method is used to obtain the probability of an estimated sample. This method is necessary during the conduct of the research study to ensure that data is interpreted correctly without being biased. Through the use of the statistical method, researchers are able to collect and analyze all the answers gathered from

the application of tests and questionnaires, which will be represented in graphics to indicate the percentages and results obtained. In addition, quantitative and qualitative analysis and interpretation is provided according to the theoretical reference and drawing up the respective conclusion at the same time.

The Analytic/Synthetic Method is a combination of analysis and synthesis of a research study, where a whole is divided into parts or elements in order to be studied individually (analysis), and then these parts or elements are integrated to be studied in a holistic and integral way (synthesis). By using this method during the conduct of the research study, the researcher is able to analyze all the information found through the observation sheets, field notes, pre and post questionnaire as well as the pre and post test; and then be able to make the interpretation and logical analysis of the data individually and then come to a conclusion in a holistic way.

Techniques and Instruments

Data Collection

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

Tests

The test will allow students to perform cognitive tasks in relation to reading comprehension. The test consists of five questions, where each one of them focuses on a determined indicator. The first question is centered on prediction from texts, here the students have to read a conversation and based on it, predict the final destination. In the same way, the second question focus on scanning, where students are asked to read a paragraph aloud and underline the correct option to complete sentences. In the development of this question, not only scanning is considered but also speed, where a rubric will be used to determine it. The third question approaches word meaning inference, students need to read some clauses and according to it, infer and circle the meaning of some words or expressions. Similarly, the fourth question cores skimming, here students are asked to read a paragraph and decide what the reading is about. And, the fifth question is focused on analyzing text, where students need to choose the correct topic sentence for a reading passage. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre and post-test results.

Pre-test / Post-test: they will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of reading comprehension that students have; and, at the end to measure the performance of the reading comprehension achieved by the students after the intervention plan designed in this research project with the activities applied with the scaffolding teaching strategies in order to make a pre-test/post-test comparison of the cognitive dimension of the performance of reading comprehension of the

participants (eighth year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano) being treated.

Questionnaires: they will be given to the participants to answer questions related to their attitudes, knowledge, and feelings toward scaffolding teaching strategies to improve reading comprehension. A pre and post questionnaire will be given to the participants (eighth year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano) in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

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

Non-participant Observation: It is also known as external observation, where the researcher is not involved in the situation being observed. What the researcher is allowed to do is to observe and record students' behaviors but does not interact or participate in the setting under study. The aim of this non-participant observation is to identify the educational issue for this action research project which will be supported through the participant observation. The instrument for the non-participant observation is the observation sheet (Melton, Ben-Arieh, Cashmore, Worley, & Goodman, 2014).

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

Participant observation: in the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will gain relevant information and develop relationships with the participants, and where the researcher is also allowed to participate deliberately in the problematic situation by means of scaffolding teaching strategies in order to improve reading comprehension amongst the eighth year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, during the academic period 2018-2019. The instrument of this participant observation is field notes.

Field Notes: it is a daily activity to gather, record and compiled information during the development of the intervention plan. To put it another way, it is used to keep notes of what happens in each lesson. The researcher will record a description of the events, activities, and people, as well as the participants' behaviors, attitudes, progress and feelings toward the treatment to improve reading comprehension (the educational issue), that is the use of scaffolding teaching strategies.

Population

The students of eighth year B at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano will participate in the development of this action research. The participants

of the research are twenty-three students between boys and girls who are all about between twelve and thirteen years old.

Intervention Plan

The intervention plan is designed based on lesson plan model that contain on lesson plan models which contain three basic phases: Activation (before), connecting (during), and affirmation (after) (Herrera, Kavimandan, & Holmes, 2011). The academic lesson plans consist of pedagogical activities in English subject instruction, which are carried out if 40 hours of instruction are completed, equivalent to 8 academic weeks.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Antonio Maldonado
Teacher Candidate: Nadine Alejandra Narváz Tapia

Participants: 8th EGB
School Year: 2018-2019
Topic: Exploring the city

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To make predictions and identify specific information in texts related to the location and directions of places in a city by using predicting and question-answer relationship strategies 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures There is/There are Prepositions of place Key Words Between, across from, next to, behind, on the corner of, in, on, in front of, among, opposite, under, mall, hotel, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> The teacher designs a pre-activity related to reading skill or the contents to be studied. It will be carried out in order to catch students’ attention and to present the vocabulary that is going to be used in the following activities, the teacher uses <i>figure out, what am I? and predicting activities.</i> <p>CONNECTION</p> <ul style="list-style-type: none"> The teacher provides students with a reading passage related to places in the city, where they have blanks dealing with prepositions of place. The teacher scaffolds students explaining that they are going to read it different times. The first time only the first and last sentence of it, the second time they read the 	<ul style="list-style-type: none"> Flipchart and sentences related to places in the city Pictures places in Loja!

<p>museum, art gallery, stadium, zoo, movie theater, post office, bank, botanical garden, grocery store, church, gas station, mechanic's garage, police station, parking lot, school, drugstore, fire station, hospital, library, restaurant, bookstore, street, parks, castle, airport, tech-shop, city hall, awesome, important, famous, incredible, beautiful, exotic, old, new</p>	<p>whole text. Every time students read the teacher is going to pause the reading so as to ask them to predict what will happen next. After each pause, time to think will be provided. In the end, students will have to complete the blanks.</p> <ul style="list-style-type: none"> • Students are given different dialogues about locations and directions. They need to read them and predict what place is being talked about in each one of them. They draw the directions and mark the place on the map by using the predicting strategy. After it, students answer some questions related to it by using question-answer relationship strategy • Students read picture cards. They have readings about places in Loja and a picture. The teacher explains to students that they should view only the front of the card. Teacher pauses the reading and asks students to predict what will be the reading about. Then, students receive a prediction picture card and some questions. In the cards, students have to draw what they think is the tourist place that the reading stay and answer the questions related to the topic. Time to think is provided. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students are given a blog, dialogues or readings about the exploration of a city. According to it, they are required to predict and decide which city map is being described. Students can also predict and complete the places are being asked by people. or predict reading and crossing out on the map the places that are not mentioned in it. 	<ul style="list-style-type: none"> • Map, Pins, Markers • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Pre-test, Pre-questionnaire Data Source 2: Field notes Data Source 3: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10th, 2019</p>		

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



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Antonio Maldonado
Teacher Candidate: Nadine Alejandra Narváez Tapia

Participants: 8th EGB
School Year: 2018-2019
Topic: How can I get to...?

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To predict and locate final destinations in texts dealing with cities and tourist places through the use of predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures There is/There are Imperatives Key Words Turn left, turn right, go straight, blocks, walk, don't turn left, don't turn right, don't go straight, don't smoke, don't talk on the 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> Before starting the lesson, the teacher prepares different activities dealing with the reading skill, the contents or to engage students with the new topic. These pre-activities are developed to help the students feel relaxed and also sets a positive mood for learning, and prepare before it. The teacher makes use of <i>riddles, bingo and find the word race activities</i>. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher asks students “How do you get to home?”. After it, reading is provided to them. After a while, the teacher pauses the reading to ask students what will happen next in it. Students continue reading, but this 	<ul style="list-style-type: none"> Sheets of paper Bingo cards Sticky notes Wallchart Rubric, Timer

<p>phone, don't walk the dog, don't take pictures, mall, hotel, museum, art gallery, stadium, zoo, movie theater, post office, bank, botanical garden, grocery store, church, gas station, mechanic's garage, police station, parking lot, school, drugstore, fire station, hospital, library, restaurant, bookstore, street, parks, castle, airport, tech-shop, city hall, awesome, important, famous, incredible, beautiful, exotic, old, new</p>	<p>time, at the end of it, they draw the directions and circle the final destination on a map.</p> <ul style="list-style-type: none"> • Students are given picture cards. Teacher reminds students that they should view only the front of the card. Then, students are asked to think about what happens next in the reading. The teacher tells them that they are going to receive a prediction picture card. In the cards, students draw what they think is the meaning of imperatives. After making their predictions, students can turn the picture cards over and check to see how their predictions turned out and cross out the destination on a map. Based on their predictions, students locate specific information about the text by using question-answer relationship strategy. • Teacher reads a short passage aloud to her students, where some directions about places in the city are given. They predict what will be the text about. Then, teacher scaffolds students about how to answer "Right There" questions. After it, students work in pairs and the teacher provides them with another passage and a two-column map with "Right There" questions to be answered. Limited time is provided to students. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students are given maps and conversations. They have to predict the final destination and circle or mark it. Then Students individually go through the passage silently and complete a chart, answering the "Right There" questions. Limited time is provided. They also can write what the reading passage is about. 	<ul style="list-style-type: none"> • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th, 2019</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Antonio Maldonado
Teacher Candidate: Nadine Alejandra Narváez Tapia

Participants: 8th EGB
School Year: 2018-2019
Topic: The Future city

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To foretell and recognize specific details in texts dealing with tourist places and relate headings to them by using predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures Present Simple Connector But Key Words Arid, average, innovative, palm, automated, themes, architecture, transport, geography, rainy, hot, typical, unusual, traditional, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> The teacher develops brief pre-activities related to reading skill or the contents to be studied. They are carried out in order to catch students’ attention, build a relationship between the students and the learning materials, and to present the vocabulary that is going to be used in the following activities, carried out during the development of each class. The teacher applies <i>sentence race, twenty questions, and running race activities</i> <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher reads a short passage aloud to her students. They follow the reading silently and models how to answer "Right there" questions. After that, 	<ul style="list-style-type: none"> Strips of papers Rubric, Timer

<p>modern, tree, building, manual, computerized, ideas, decorations, cold, colonial, temples, seaport,</p>	<p>several content-specific questions are written on the board and a two-column chart with "Right there" questions. Students read through the text and answer the questions. Limited time is provided for each question.</p> <ul style="list-style-type: none"> • After that, in groups of four, students are provided with a different reading passage and a two-column chart with "Right there" questions. They will play Who wants to be millionaire, where students answer the given "Right there" questions. Limited time is provided for each question. • Teacher joins students in pairs and models on how to answer "Right there" questions. Students A will read the first text and students B will read the second text. After reading the texts, students answer questions. Limited time is provided to students. Both conclude what the readings are about. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students need to predict and scan reading passages, answer "Right there" questions, and relate label, or match titles or topics to them. Limited time is provided. 	<ul style="list-style-type: none"> • Who wants to be millionaire game • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th, 2019</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

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

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Nadine Alejandra Narváez Tapia

Participants: 8th EGB

School Year: 2018-2019

Topic: Wonders of the World

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To infer meanings of unfamiliar words from context and select specific information about tourist places’ description by using predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and colloquial expressions On the map/sticks out a mile, worth its weight in gold, I’ve kept an eye on, I’m all ears, I take my hat off 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> Before starting the lesson, the teacher prepares different activities that can make students relax, but these activities are not just focused on fun, they are also focused on making students learn something that is needed to the development of the lesson. The activities developed to make an emphasis on the vocabulary, the contents, and the reading skill. These activities are: <i>category game, word mask, and a time bomb.</i> 	<ul style="list-style-type: none"> Categories of words Flipchart and Descriptive Sentences Time bomb website Speaker Rubric, Timer

<ul style="list-style-type: none"> • Structures Present Simple Connector But • Key Words Arid, average, innovative, palm, automated, themes, architecture, transport, geography, rainy, hot, typical, unusual, traditional, modern, tree, building, manual, computerized, ideas, decorations, cold, colonial, temples, seaport, archeological, pyramid, statue, Colosseum, monument, long, cultural patrimony 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Different readings will be posted on the walls of the classroom. Afterward, a set of different "Right There" questions about the readings are written down on the board for all to see. Students will have ten minutes to write down answers to all questions. • Teacher focus on the concept of context clues and places one Scoot card and a copy of the Scoot Activity Recording Sheet on each student's desk. Each student has to read the questions on the Scoot cards and record their answers on the Scoot Activity Recording Sheet. The activity continues until all students end up at the desks where they began the activity. Finally, students illustrate the meaning of the word. Students' doubts will be clarified by the teacher. • Teacher writes the heading "Tourist place" on the board and makes a brainstorming. Students are provided with context clue cards, a Tic, Tac, Toe board, and an answer key. Then, students read the sentence. They use context clues to help themselves to figure out the meaning of the underlined word. Students' answers will be checked by another classmate. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Based on the readings given before and "Right There" questions, students have to decide if sentences about readings are true or false. Based on the inferences done previously, students answer some questions about texts related to tourist places and decide if sentences are true or false. Through it they put in evidence their comprehension of the information from the context clues or readings. 	<ul style="list-style-type: none"> • Context clues task cards • Tic-tac-toe cards boards • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st, 2019</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Antonio Maldonado
Teacher Candidate: Nadine Alejandra Narvárez Tapia

Participants: 8th EGB
School Year: 2018-2019
Topic: A Regular Day

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To determine the details and interpret the meaning of expressions in texts dealing with people’s routines through the use of predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Key expressions At about OMG Spend quality time Structures Simple Present tense to talk about routines 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> The teacher prepares some pre-activities that will help students to grasp and pick up useful and essential information for the development of the main activities. They are focused on introducing the vocabulary, contents or reading skill. The activities carried out during this pre-stage are: <i>pictionary, the ring and word snake</i>. All the activities are related to people’s daily routines. 	<ul style="list-style-type: none"> Word cards about people’s routines Cards about people’s activities Pictures about people’s daily routines Overhead projector

<ul style="list-style-type: none"> Key Words Get up, take a shower, have lunch / breakfast / dinner, get home, go to school, surf the Internet, do homework, watch TV, go to bed, usually, finish, clothing store, early, work, together, go to the supermarket, go home, go to a café, go to a party, go to the gym, morning, afternoon, night, brush my teeth, get dressed, leave home, make the bed, shave 	<p>CONNECTION</p> <ul style="list-style-type: none"> Teacher writes the first sentence of the reading passage on the whiteboard and encourages students to think what the reading is about and makes a brainstorming. Students are given a reading text and a Main idea advance organizer. Teacher asks students to read it under a reading aloud condition, silently, and students' choice (aloud or silently). After finishing reading, students complete the Main idea advance organizer to self-monitor and identify the main idea in the reading text. Teacher gets students to work in pairs to write the activities they do every day without reading something. In groups of four, students are provided with a game board called “Talk Like a Pirate”, pieces for 4 players, as well as context clue cards. They, pick a context clue card and determine the meaning of the underlined pirate word, it is related to people’s activities. Another player checks the answer key. In pairs, students are provided with smartphones that have a text message conversation on it containing unknown/ challenging colloquial expressions related to people's daily routines, as well as with a recording sheet (2-sided). Students must use the context clues surrounding the word to help them determine the meaning. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students read the text once. After finishing the reading, they complete the Main idea advance organizer. Then, students individually circle the main idea of the reading passage. Based on the word meaning interpretations done previously, students have to circle and tick the best answer for each question related to texts dealing with people’s daily routines 	<ul style="list-style-type: none"> Game board, pieces, and dices Context clue cards Smartphones cards Scaffolding Reading Book Worksheets
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd to June 7th, 2019</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Antonio Maldonado
Teacher Candidate: Nadine Alejandra Narváez Tapia

Participants: 8th EGB
School Year: 2018-2019
Topic: Lifestyles

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To predict and recognize extended details in texts dealing with people’s lifestyles through the use of predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Key expressions At about OMG Spend quality time Structures Simple Present tense to talk about regular or common activities 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> As intro-stage, teacher applies some activities so as to activate students’ prior knowledge related to vocabulary, topics or reading skill. They are usually short activities and take place at the beginning of the class. They will help the teacher catch the students’ attention. The activities carried out in each lesson are <i>dice of fortune, main idea bags, and fly swatter.</i> <p>CONNECTION</p> <ul style="list-style-type: none"> Students are grouped. Each group is going to be provided with a note-taking sheet, and different task cards are going to be displayed to them, each task card has a specific point value. Each group chooses one task card, 	<ul style="list-style-type: none"> Word cards Bags Fly swatters Dice

<ul style="list-style-type: none"> • Key Words Get up, take a shower, have lunch / breakfast / dinner, get home, go to school, surf the Internet, do homework, watch TV, go to bed, usually, finish, clothing store, early, work, together, go to the supermarket, go home, go to a café, go to a party, play video games, hangs out, travels, stays home, weekend, weekdays 	<p>into the task card, there is a reading, and there are options where they have to decide what is the central idea of it. Students must express the main idea, details and predictions in order to receive the points.</p> <ul style="list-style-type: none"> • Teacher gives students a balloon. Has students pop each balloon and place the missing letters on the board, hence, revealing the topic. Then, students are given a reading text and an Anchor chart. Teacher asks students to read it under a reading aloud condition, silently, and according to their choice (aloud or silently). After finishing reading, students complete the Anchor chart to self-monitor and identify the overview, specific information and make predictions in the reading text. • Teacher gives students different envelopes. Has students open each envelope and place the missing letters on the board, hence, revealing the topic. Then, they are given reading passages, bingo cards, and an Anchor chart. Teacher asks students to read it under a reading aloud condition, silently, and according to their choice (aloud or silently). After finishing reading, students complete the Anchor chart to self-monitor and place markers over the general understanding, details and predictions of the reading. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students read the text once. Then, individually cross out, select, and decide the central idea and summary about texts related to people’s lifestyles 	<ul style="list-style-type: none"> • Balloons • Envelopes • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th, 2019</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Antonio Maldonado
Teacher Candidate: Nadine Alejandra Narvárez Tapia

Participants: 8th EGB
School Year: 2018-2019
Topic: A Hairy Routine

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To make predictions and determine the overview and details in texts and newspaper dating ads dealing with people’s personalities and routines by using predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures Simple Present tense to talk about hairy routines Key Words Friendly, perfectionist, ambitious, generous, romantic, loyal, strong, solitary, spontaneous, calm, arrogant, idealistic, critical, 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> To get started each class, the teacher carries out different pre-activities, which are focused on making students remember what they already know and connect it to the new topic. These pre-activities are developed to motivate students for practicing English as well as preparing them for a period of concentration. The specific activities that will be applied are: <i>scrambled hangman, pass the message, and balloon volleyball</i>. All of them are emphasized in the introduction of vocabulary, the content, or the improvement of the reading skill. 	<ul style="list-style-type: none"> Words about personalities Descriptions about people’s personalities Categories

<p>suspicious happy aggressive, creative, patient, shy, talkative, energetic, lovely, lazy, first, then, after that, finally. Words related to routines</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students are provided with different reading and “Right there” questions. The teacher explains to students how to do a quick reading. She asks students to go through the reading and do a quick search of the character or characters in the text; and identify the words that describe characters’ personality, they need to answer the “Right there” questions. After that, they decide which is the personality that best describes the characters. • Students have to read a text in parts; firstly, they read the introduction of the text silently and choose the best answer for the question (What is the enneagram?). Next, students work in trios. Teacher points to personality types 1-9 in the text, and explains students that the trio is going to be divided in students A-B-C. Students A reads types 1-3, students B, types 4,6, and students C, types 7-9. Students have to read the text and complete the table with the positive and negative sides of the three personality types they have read about. • Students are provided with a set of newspaper dating ads. They need to read newspaper dating ads and identify the information related to people’s personalities and routines. Finally, they are going to match the newspapers dating ads based on people’s similar personalities. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students are provided with reading passages and newspaper dating ads. They need to read them, write the correct number below the pictures. They can also match the people together based on their similar personalities. Besides that, students have to read the texts and choose the correct options to complete the sentences about them. 	<ul style="list-style-type: none"> • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21st, 2019</p>		

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



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

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

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Nadine Alejandra Narváez Tapia

Participants: 8th EGB

School Year: 2018-2019

Topic: Do you sleep like a log?

RESEARCH PROBLEM: How does the use of scaffolding teaching strategies improve reading comprehension among students of eighth grade “B” of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their reading comprehension using scaffolding teaching strategies focused on the following aspects: Word meaning, reading for gist or skimming, reading for specific information or scanning and prediction from texts.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To pre-visualize and distinguish the general understanding and specific details in texts about people’s free time activities by using predicting and question-answer relationship strategies. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms/colloquial expressions Jump out of bed, crawl out of bed, sleep like a log Structures Simple Present tense to talk about hairy routines 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> Before starting the lesson, the teacher prepares different activities dealing with the reading skill, the contents or to engage students with the new topic. These pre-activities are developed to help the students feel relaxed and also sets a positive mood for learning, and prepare before it. The teacher makes use of <i>Kin’s game</i>, <i>mastermind</i>, and <i>chopstick takes the game</i>. 	<ul style="list-style-type: none"> Flashcards about people’s free time activities Bowls Parts of readings related to people’s routines on weekends

<ul style="list-style-type: none"> • Key Words martial arts, cooking, foreign languages, well-equipped camping, cooking, dancing, eating out, shopping, swimming, visiting museums, kayaking, reading novels, sightseeing, snorkeling, sunbathing, listening to music, surfing 	<p>CONNECTION</p> <ul style="list-style-type: none"> • The teacher starts the class by asking and explaining students what do they understand about the topic sentence. Students are given a reading passage, a prediction template and a set of “Right there” questions. The teacher explains to students that they need to complete a prediction template to foretell the topic sentence of the given reading passage on it since the supporting sentences are already written. Then they need to answer the aforementioned questions to locate specific information of the passage. • The teacher starts the class by asking and explaining students what do they understand about Supporting sentences. Then, they are given a prediction template to foresee what the teacher has asked them. After that, they need to answer “Right there” questions to recognize the supporting sentences of the reading passage. • Students have clarified doubts about topic sentence, supporting sentences, and concluding the sentence. They are given also reading, a prediction template and “Right there” questions, where they need to foresee, answer the questions and write the concluding sentence. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students are provided with a set of sentences, they need to read them and write the topic sentence of them. Then, they read the extract from a brochure and identify the main idea and the supporting details of it. Finally, they need to read carefully a text and the concluding sentences that follow, after it they have to decide which one works best and copy it into the paragraph. 	<ul style="list-style-type: none"> • Scaffolding Reading Book • Worksheets
<p>MONITORING PLAN: Data Source 1: Post-test, Post-questionnaire Data Source 2: Field notes Data Source 3: Worksheets</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 24th to June 28th, 2019</p>		

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

h. BUDGET AND FINANCING

EXPENSES	COST
Internet connection	\$200
Print of reports	\$120
Print of the project	\$100
Print of the final report and thesis	\$150
Unexpected expenses	\$100
Transportation	\$100
Students guide	\$200
Total	\$970

The financing of the expenses derived from the present research work will be assumed by the researcher-author.

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

Resources

Human

- The teacher candidate
- Students of eighth year B afternoon session
- The thesis advisor

Material

- Scaffolding Reading Book

- Context clues cards
- Bingo Cards
- Twister
- Charts
- Worksheets

Technical

- Computer
- Projector
- Internet
- Speaker
- Printer

i. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

RESEARCHER:

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date/Time: Participants: Students of Eighth year “B” & The researcher				Role of the researcher: Nonparticipant observer Duration of the observation:
	Levels of Acceptability				Remarks
Things to be observed (Indicators)	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Word Meaning					
Skimming					
Scanning					
Prediction from text					

Annex 2: Field notes



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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

RESEARCHER:

FIELD NOTES		
<p>Observation #:</p> <p>Topic:</p> <p>Objective of the session:</p>	<p>Date/Time:</p> <p>Class size:</p> <p>Participants: Students of Eighth year “B” & The researcher</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation:</p>
<p>Description of the event</p>		<p>Reflective Notes</p>

Annex 3: Pre and Post-test & Scoring Guide



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COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**


DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code:


Date:

1. Read the following texts and answer the following questions. (2.5 p) (Word Meaning)

a) Circle the correct meaning of the colloquial expressions in **blue**

 Christ the Redeemer **sticks out a mile**. Everybody sees it from a long distance.

a) Is a small place b) Is an old place c) Is a visible place

 Petra is **worth its weight in gold**. UNESCO says it is a cultural patrimony for humanity.

a) Very expensive b) Very valuable c) Very big

b) Complete the conversation with the expressions in the **Word Bank**. One is left.

Sue: Hi guys. Thanks for agreeing to do the interview.
Let's talk about your routine on weekends.

Mark: OK. When I hear the alarm clock in the morning, I get up quickly and(a) I'm an active person, so I go for a walk and then take a shower.

David: Mmm, my hobby is sleeping. I don't get up in the morning. I (b) and get up at 12:00 PM. Then, I take a shower and go to the movies.

Sue: David, you sleep for about 12 hours! It's incredible.

Word Bank

- sleep like a log
- jump out of bed
- spend quality time

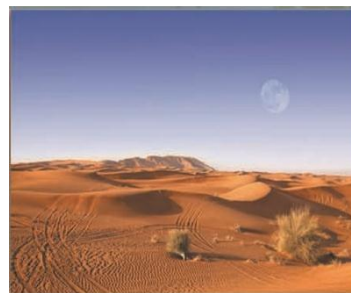
2. Read the texts and put the following headings into the correct paragraph. One heading is left. Then choose the correct answer for the questions below. (2.5 p) (Skimming)

Extraordinary Architecture

High-tech Transport

Geography and Weather

a. Dubai is a city on the Arabic Peninsula in Asia. It is famous for its oil industry mainly. The city is in a desert, there is no rain and the weather is sunny, so the climate is very arid. Summers are hot and windy. The temperature is different depending on the month, from 31° C to 49° C, but the average temperature is 40° C on a regular day. Winters aren't cold but warm and short.



b. Dubai is an innovative city. There aren't any old buildings just new ones. There is also an amazing construction project: The Palm Jumeirah, an island in the shape of a palm. It is similar to a tropical plant but it isn't natural. The Palm Jumeirah is the first artificial archipelago with apartments and restaurants for tourists.

1. Another title for the reading a could be:

- a. A history of Dubai
- b. Dubai's famous tourist destination
- c. How geography affects the weather in Dubai

2. The reading b is about:

- a. Dubai's transport
- b. The design and style of Dubai buildings
- c. Dubai's customs and traditions

3. Read the texts again and answer the following questions. You have 45 seconds for each question. (2.5 p) (Scanning)

a) Read and mark the sentences true (✓) or false (X)

- 1. Dubai is a city located in Europe. ()
- 2. The Palm Jumeirah is an island in the shape of a palm. ()
- 3. Dubai is in a desert, there is rain and the weather is not sunny. ()
- 4. In Dubai, there aren't any modern and new buildings. ()

- b) Complete the table from the readings. You have to write in which reading is the mentioned information. If it is in the reading **a** or **b**.

Reading	Dubai
	1. Dubai is an innovative city
	2. The climate is very arid
	3. Winters aren't cold but warm and short
	4. The Palm Jumeirah is the first artificial archipelago

4. Go back to the texts and answer the following questions. (2.5 p) (Prediction from text)

- a) Circle the meaning of the words in **red**

- The climate is very **arid**. It means it isn't rainy / hot.
- The **average** temperature is 40° C. It means this temperature is typical / unusual.
- The Palm Jumeirah is an island in the shape of a **palm**. It is similar to a tree / building

- b) Choose the correct answer

1. You see artificial.....in Dubai

- Animals
- Trees
- Islands

2. Dubai is an innovative city. It means the city is.....

- Traditional
- Modern
- Old-fashioned

THANKS FOR YOUR COLLABORATION



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DATA COLLECTION SOURCE: PRE-POST TEST SCORING GUIDE

QUESTION 1
WORD MEANING

LITERAL	OPTION	ANSWER	SCORE
A	Sticks out a mile	Letter C	0.625 points
	Worth its weight in gold	Letter B	0.625 points
B	A	Jump out of bed	0.625 points
	B	Sleep like a log	0.625 points

QUESTION 2
SKIMMING

LITERAL	ANSWER	SCORE
A	Geography and Weather	0.625 points
B	Extraordinary Architecture	0.625 points
1	Letter C	0.625 points
2	Letter B	0.625 points

QUESTION 3
SCANNING

LITERAL	OPTION	ANSWER	SCORE
A	One	FALSE	0.3125 points
	Two	TRUE	0.3125 points
	Three	FALSE	0.3125 points
	Four	FALSE	0.3125 points
B	One	Letter B	0.3125 points
	Two	Letter A	0.3125 points

	Three	Letter A	0.3125 points
	Four	Letter B	0,3125 points

RUBRIC-QUESTION 3
SCANNING (SPEED)

INDICATOR	CORRECT ANSWERS	SPEED	SCORE
SCANNING (Literal A)	4 Correct Answers	45 Seconds	1.25 points
	3 Correct Answers		0.9375 points
	2 Correct Answers		0.625 points
	1 Correct Answers		0.3125 points

INDICATOR	CORRECT ANSWERS	SPEED	SCORE
SCANNING (Literal B)	4 Correct Answers	45 Seconds	1.25 points
	3 Correct Answers		0.9375 points
	2 Correct Answers		0.625 points
	1 Correct Answers		0.3125 points

QUESTION 4
PREDICTION FROM TEXT

LITERAL	OPTION	ANSWER	SCORE
A	One	RAINY	0.5 points
	Two	TYPICAL	0.5 points
	Three	TREE	0.5 points
B	One	Letter C	0.5 points
	Two	Letter B	0.5 points

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE QUESTIONNAIRE / POST
QUESTIONNAIRE**

Student's code:

Date:

Dear Student

This questionnaire aims to know your opinion about the strategies carried out in the English classes. The information you will provide below will be used only for academic and investigative purposes.

INSTRUCTION: Mark with X the answer that best reflects your personal opinion.

1. How periodically are predicting strategies used in the classroom for improving reading comprehension?

Always ()

Frequently ()

Sometimes ()

Never ()

2. How often do you find predicting strategies effective for the improvement of reading comprehension?

Most of the time ()

Some of the time ()

Seldom ()

Never ()

3. To what extent does your educator apply question-answer relationship strategies to support the improvement of reading comprehension?

To a great extent ()

Somewhat ()

Very little ()

Not at all ()

4. How regularly the use of question-answer relationship strategies implemented in the classroom contribute to the improvement of reading comprehension?

Most of the time ()

Some of the time ()

Seldom ()

Never ()

5. How difficult do you think is the development of predicting and question-answer relationship strategies to improve your reading comprehension?

Very hard ()

Hard ()

Easy ()

Very easy ()

THANKS FOR YOUR COLLABORATION

Annex 5. Research Matrix

Theme. The improvement of Reading Comprehension through the use of Scaffolding Teaching Strategies among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year.

Problem	Objectives	Theoretical Frame	Methodological design (Action Research)	Techniques and instruments
<p>General How does the use of scaffolding teaching strategies improve the reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references 	<p>General</p> <ul style="list-style-type: none"> • To improve reading comprehension through scaffolding teaching techniques among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year. <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological 	<p>Independent variable</p> <ul style="list-style-type: none"> • History of Scaffolding • Theory of Scaffolding • Scaffolding stages • Types of Scaffolding • Scaffolding procedure • Scaffolding guidelines and features • Scaffolding teaching strategies 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing the current situation • Locating and reviewing the literature • Creating a methodological framework for the research 	<ul style="list-style-type: none"> • Observation sheets • Pre and post test • Pre and post questionnaire • Field notes

<p>about the scaffolding teaching strategies are adequate for improving reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year? • What are the phases of the intervention plan that help the current issues to 	<p>references about the scaffolding teaching strategies and their application on reading comprehension improvement among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the reading comprehension development in the English language among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year. • To design an intervention plan based on scaffolding 	<ul style="list-style-type: none"> • Reading comprehension through scaffolding teaching strategies • Different kinds of scaffolding teaching strategies to Improve reading comprehension <p>Dependent Variable</p> <ul style="list-style-type: none"> • Reading Skill • Reading Comprehension • Types of reading • Reading comprehension Models • Reading comprehension strategies • Elements that influence reading comprehension 	<ul style="list-style-type: none"> • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquiries • Organizing the final report 	
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<p>achieve a satisfactory outcome on improving reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • Which scaffolding teaching strategies are applied to improve reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year? • How effective is the application of scaffolding teaching strategies to develop reading 	<p>teaching strategies in order to improve reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To apply the most suitable teaching strategies of scaffolding in order to improve reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year. • To validate the results obtained after the application of scaffolding teaching strategies to 	<ul style="list-style-type: none"> • Reading comprehension aspects 		
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<p>comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year?</p>	<p>develop reading comprehension among students of eighth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, in the city of Loja, during the 2018-2019 school year.</p>			
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Annex 6. Grading Scale

Reading Comprehension

Quantitative Score	Qualitative Score
10	Excellent
9	Good
7-8	Satisfactory
5-6	Needs Improvement
1-4	Poor

Scaffolding Teaching Strategies

Quantitative Score Range	Qualitative Score Range
81-100	High level of effectiveness of Scaffolding Teaching Strategies
61-80	Expected level of effectiveness of Scaffolding Teaching Strategies
41-60	Moderate level of effectiveness of Scaffolding Teaching Strategies
21-40	Unexpected level of effectiveness of Scaffolding Teaching Strategies
01-20	Low level of effectiveness of Scaffolding Teaching Strategies

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