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DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN MENCIÓN LENGUA INGLESA  
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN  
PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADA EN LENGUA INGLESA MENCIÓN EN  
ENSEÑANZA Y  
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN  
TEFL**

**THEME**

**THE INFLUENCE OF INSTRUCTIONAL SCAFFOLDING  
STRATEGIES TO DEVELOP READING COMPREHENSION SKILLS  
IN 9<sup>TH</sup>. GRADE STUDENTS AT AN EDUCATIONAL INSTITUTION  
IN GUAYAQUIL, DURING ACADEMIC YEAR 2017-2018**

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**RESUMEN:** El estudio sobre la instrucción de andamios para desarrollar la comprensión lectora fue elaborado para descubrir su influencia en el octavo grado en la escuela secundaria Juan León El estudio sobre la instrucción de andamios fue elaborado para descubrir su influencia en el desarrollo de la comprensión lectora en los estudiantes de octavo grado en la escuela secundaria Juan León Mera. Usando la instrucción de andamios, se tomó una muestra para llevar a cabo una encuesta para obtener información sobre las estrategias de andamios utilizadas por el maestro y sus materiales de lectura. El investigador también podría comparar y analizar los resultados de la doble prueba para experimentar el aumento de la comprensión de los estudiantes. Los hallazgos muestran que hay diferencias significativas en el logro de los estudiantes en las habilidades de comprensión de la lectura. Por lo tanto, se recomienda que la instrucción de andamios se integre en el plan de estudios del Idioma extranjero Inglés (EFL), y que se aconseje a los maestros que agreguen actividades de lectura a través de un folleto con estrategias de andamios instructivos para desarrollar la lectura habilidades de comprensión.

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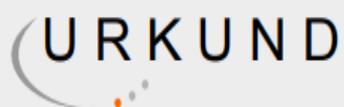
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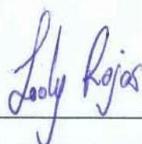
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### CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: **“Influence of Instructional Scaffolding Strategies to Develop Reading Comprehension Skills in Ninth-Grade Students at an Educational Institution in Guayaquil during, Academic year 2017-2018”**, presentado por la estudiante **LADY TATIANA ROJAS FREIRE** como requisito previo, para optar al Título de **Licenciado en Lengua Inglesa Mención Enseñanza Administración de Sistemas Educativos en TEFL**

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I feel very happy to dedicate this degree project to my parents Pedro Rojas Anchundia and Alba Freire Quinto for being a source of my motivation and desire to get ahead. Besides, I dedicate this work to my grandparents Hilda Quinto, Cleotilde Anchundia, Fidel Freire and Agustín Rojas; although they are not present physically, I am sure that they would be very happy to know that their granddaughter graduated from University. To my Brother, Sister-in-law and my Nephews for being part of my beautiful family. To my cousin Tatiana Murrieta, because she has been very special with me in very difficult moments and I know that her love is sincere. To all future English teachers who pursue their dreams in a fair and authentic way because at the end the satisfaction of work done with merit and self-effort will always be a reward. Honest work dignifies you as a human being!

“INFLUENCE OF INSTRUCCIONAL SCAFFOLDING STRATEGIES TO DEVELOP  
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**ABSTRACT**

The study about scaffolding instruction was elaborated to find out its influence in the reading comprehension development on Ninth-grade students at Juan Leon Mera high school. Using scaffolding instruction, a sample was taken to carry out a survey to get information about scaffolding strategies used by the teacher and her reading materials. The researcher could also compare and analyze results from double test to experiment the increasement of the students 'understanding. Findings show that there are significant differences in the learners' achievement in reading comprehension skills. Therefore, it is recommended that scaffolding instruction be integrated into the English Foreign Language (EFL) curriculum, and that teachers be advised to add reading activities through a booklet with instructional scaffolding strategies to develop reading comprehension skills.

**Key word:** Comprehension, reading, educational strategies, guide.

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**RESUMEN**

El estudio sobre la instrucción de andamios para desarrollar la comprensión lectora fue elaborado para descubrir su influencia en el octavo grado en la escuela secundaria Juan León. El estudio sobre la instrucción de andamios fue elaborado para descubrir su influencia en el desarrollo de la comprensión lectora en los estudiantes de Noveno grado en la escuela secundaria Juan León Mera. Usando la instrucción de andamios, se tomó una muestra para llevar a cabo una encuesta para obtener información sobre las estrategias de andamios utilizadas por el maestro y sus materiales de lectura. El investigador también podría comparar y analizar los resultados de la doble prueba para experimentar el aumento de la comprensión de los estudiantes. Los hallazgos muestran que hay diferencias significativas en el logro de los estudiantes en las habilidades de comprensión de la lectura. Por lo tanto, se recomienda que la instrucción de andamios se integre en el plan de estudios del Idioma extranjero inglés (EFL), y que se aconseje a los maestros que agreguen actividades de lectura a través de un folleto con estrategias de andamios instructivos para desarrollar la lectura habilidades de comprensión.

**Palabra clave:** Comprensión, lectura, estrategias educativas, guía.

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## INTRODUCTION

The English language is essential for communication in the current time. Students have to be prepared for a globalized world, for that reason is essential to master the four skills: reading listening, speaking, and writing. Reading comprehension is the process that involves linking words together into meaningful ideas, understanding the underlying meaning of the sentences, the paragraphs, and the complete text.

Besides, reading comprehension is useful to enhance the concentration, to acquire new vocabulary, to understand the syntactic rules, to develop the imagination, and to work in the short-term memory. The benefits obtained through reading comprehension are not only in the classroom but also in everyday situations, allowing students to keep smart conversations about any topic in a natural way.

However, reading comprehension skills have been challenged for teachers, mainly when the text is unfamiliar or complex. Also, the lack of cognitive strategies has not permitted the students' progress in reading classes, which are essential to understand, to interpret and to decode a text. This problem has been reflected in the low school performance of students for many years. Motivation and self-confidence are other factors that could affect reading performance.

The fundamental goal of this research is centered around the improvement of the understanding of reading using instructional scaffolding systems in eighth-grade learners at Juan Leon Mera high school of applying a set of funny exercises that will give support to enhance students' performance, self-assurance, understanding and, interest by learning. These techniques are adjusted to learners' needs who are the center of the education process.

Chapter one studies the background of the problem. It means all situations, conditions, needs which generated interest in the researcher, they were found through the observation, the statement of the problem that led the project research through the all process, broad objective and the specific objective, which indicate how broad objectives will be accomplished, the scope and delimitations of the study, the importance of the study and the research questions.

Chapter two explains about theoretical foundations that support the investigation through collecting information from books and scientific articles whose information has been printed or downloaded on websites, legal framework, which warranty the authenticity of the research through educational laws established by the constitution and conceptual framework in which are explained keywords of the project.

Chapter three consists of a set of research that was carried out in the investigation: quantitate, qualitative or both, the methods, techniques and instruments applied in order to find information and solutions of the problem, the research population and sample, the analysis of the results in the project, conclusions, the resources, timeline and budget.

Finally, chapter four provides the following aspects: The proposed project plan where the researcher explains if the project is according to students' needs, the benefits for the students using scaffolding strategies in reading comprehension, the solutions for the problems and limitations faced in the research, and the most suitable recommendations that can be considered in the future for others researchers.

# CHAPTER I

## THE PROBLEM

### 1.1 Title

“Influence of Instructional Scaffolding Strategies to Develop reading Comprehension skills in Ninth-grade Students at an Educational Institution in Guayaquil during academic year 2017-2018”.

### 1.2 Background of the Problem

Education is a human right around the world; however, it is essential to comprehend that education simply giving access, which is basic to ensure progress. The people accountable for achieving learners' advancement are the authorities, educators, and parents.

Juan Leon Mera high school was chosen for the present research. It is a private school located at Maldonado #1211 and Pedro Moncayo streets. The institution was founded by the Lawyer Ramon Contreras Velasco and the MSc. Silvia Riofrio de Contreras on July 5<sup>th</sup>, 1960. Actually, they develop their school activities in the morning shift. In addition, they have around 582 students registered and 15 teachers laboring in their institution. The High School has been recognized during years by its high quality of education and excellent infrastructure.

However, this year some pedagogical complications have occurred in the English area, specifically with the English reading classes. Students cannot comprehend the reading texts. Also, another complication faced by teachers is when students cannot construct a previous meaning about the text before to start reading; it means that they do not know how to infer reading texts. Besides, Learners have problems with their short-term memory; they cannot recall recent information from the reading, this situation has generated some difficulties in the students' language proficiency, comprehension, confidence, and motivation. Consequently, these facts have produced low self-esteem and low academic performance.

Some of the reasons are in the previous years, teachers and parents did not work in their cognitive skills, essential for decode, analyze and interpret a text. Besides, teachers did not apply the most suitable didactic resources and scaffolding strategies when they planned a reading class, causing the disinterest and boredom in the students. This situation has caused a deficit in the student's language ability because they do not know the vocabulary and do not recognize syntactic rules such as or grammar, syntax, and vocabulary essential for understanding reading comprehension.

It is necessary to emphasize that this problem could be solved if the teachers apply the correct scaffolding strategies that guided the development of the English reading classes of the learners. Besides, the selection of the correct didactic resources is important, because they could be used wisely by the teacher, keeping students engaged and wishing to learn and read more.

Moreover, a teacher needs to project confidence in their students; it has been proven that students participate more in classes with teachers who have a good attitude than teachers who do not have it. Applying these useful recommendations, it is going to be achievable to obtain better academic performance in reading comprehension classes.

### **1.3 Statement of the Problem**

- How do Instructional Scaffolding Strategies influence on reading comprehension skills in Ninth-grade students at Juan León Mera high school during the academic year 2017-2018?

### **1.4 Systematization of the Problem**

- What Instructional scaffolding strategies will be appropriate to enhance reading comprehension skills?
- Are the teachers qualified with enough instructional scaffolding strategies to increase reading skills in students?
- What kind of activities will be appropriate to teach reading comprehension skills?
- In what way, should the teacher capture the students' interest?

## **1.5 Research Objectives**

### **1.5.1 Broad Objective**

- To determine the influence of Instructional Scaffolding Strategies on Reading Comprehension Skills in Ninth-grade students at Juan León Mera high school

### **1.5.2 Specific objectives**

- To select the most appropriate instructional scaffolding strategies to enhance reading comprehension skills.
- To identify the causes of students' weaknesses in reading comprehension skills in the Ninth-grade of general basic education.
- To use entertaining activities to increase motivation and interest in reading comprehension classes.

## **1.6 Significance or Justification of the Study.**

During the class observation, survey and Pre-test which level the use of scaffolding strategies in reading comprehension skills, the researcher could evidence that in 9<sup>th</sup> grade EGB, there is a problem related to motivation in reading classes, because not everybody enjoys reading.

Students also have problems as low-confidence, they are so embarrassed when the teacher asks questions about the reading and students cannot predict about the topic in a text, they do not have enough vocabulary to express their ideas, Additionally, they have shown a low academic performance.

As a result, students who have had problems with reading skills at school, they could show difficulties in the next stages of their lives, such as at the university or even in their daily life as a professional. Therefore, this research project was created as a contribution to the teaching and learning process because it gives another perspective to teachers in the way to teach reading comprehension skills inside classrooms. At the same time, students could enhance their reading skills and academic performance.

After a permanent research in books and articles about instructional scaffolding strategies the investigator proposes to apply several activities that will guide students in order to achieve a better academic performance, so that it let to develop reading comprehension skills and critical thinking through online activities, reading games, interesting articles or history.

Besides, the development of a comprehensive reading helps students to write in the correct way and the combination of these two skills will benefit the improvement of communicative skills. As you can appreciate, reading comprehension skills are the key point to the progress of a second language.

It is important to highlight all the members of the educational community must contribute to the improvement of the teaching process. Parents could spend more time at home developing cognitive skills in their children since an early age, teachers must update their teaching methods and strategies for the development of the students' education and it means that the authorities' responsibility is to provide with all the resources, infrastructure and staff that could create a good learning environment. This research project proposes to the Educational community several recommendations that could be employed, making a difference in the Ecuadorian learning system.

## **1.7 Scope and Delimitations of the Study**

**Field:** Education

**Area:** Reading (skill)

This research was carried out in a class of 38 students with ages among 13-14 years in the 9<sup>th</sup> grade of basic education at “Juan Leon Mera” high school, during the school year 2018. Located at Maldonado 1211 between Pedro Moncayo and Juan Pio Montufar streets, parish Ayacucho. The main objective of this research is improving reading comprehension skills through the application of instructional scaffolding strategies.

## 1.8 Research Questions

1. How can the use of instructional scaffolding benefit the students' reading comprehension skill?
2. How can the instructional scaffolding influence students' learning in reading comprehension classes?
3. What is the most important role of the teacher in the use of instructional scaffolding strategies?
4. What type of didactic materials are necessary to apply effective instructional scaffolding strategies?
5. What type of proposal is planted to improve reading comprehension skill through instructional scaffolding strategies?
6. What advantages will students and teacher obtain through the development of instructional scaffolding skill?

## 1.9 Idea to Defend

The application of instructional scaffolding strategies influences on the development of reading comprehension skills in Ninth grade students at Unidad Educativa Particular Juan Leon Mera.

## 1.10 Faculty line Research

**Chart 1** *Faculty line research*

<b>Universidad Laica Vicente Rocafuerte Institutional Line</b>	<b>Educational Faculty Line</b>	<b>Faculty Sub-lines</b>
✓ Comprehensive training, attention to diversity and inclusive education	✓ Teacher's performance and professionalization.	Socio-educational problems of the context.

**Source:** Universidad Laica Vicente Rocafuerte

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Literature Review

This chapter presents a critical review of all scientist articles found related to the influence of instructional scaffolding strategies to develop reading comprehension skills in 9<sup>th</sup> grade students at Juan Leon Mera private high school in Guayaquil during the academic year 2017-2018, which support the authenticity of this investigation. At the same time, it provides theoretical aspects adjacent in both variables. The independent variable, which is about Instructional Scaffolding strategies, and the dependent variable, that is about reading comprehension skills.

The research objective is to verify the effectiveness of scaffolding strategies can help a group of students to develop reading comprehension skills. Some scientific investigations done in the previous years were selected in order to explain, what are the most useful strategies? An article published by Nguyen (2013) called, "EFL Students' Reflections on Peer Scaffolding in Making a Collaborative Oral Presentation" describes the process in which a class group can supply peer scaffolding among them all along a cooperative presentation. The sample was 12 students from a University in Vietnam. After, reflective written reports and interviews were applied to students. The Analysis showed that different scaffolding strategies were used by peers work such as assignment sharing, exchanging point of views and materials, technology scaffold, peer assessment and scaffold in arguing the public's questions. The findings suggest that a collaborative group work creates a positive learning environment, where peers can help each other in collaborative presentation.

Another article published by Khaliliaqdam (2014) with the topic, "ZPD, Scaffolding and basic speech development in EFL context", this investigation was based on Vygotsky's theory of scaffolding within the zone of the proximal development, which aims the significant of using scaffolding communicative activities to master basic speech English adult learners. The study was made in Iran language Institute in Boukan, the participants were 6 male adults around 25 years old, in the first activity were given to the students

keywords in order to create sentences by themselves; therefore, the number of words were reduced and they started to create sentences with the help of teachers, after that, several pictures were employed to elicit a spontaneous story speech. The teacher provided his support when it was necessary. The results reflected that the learning process could be developed when the class atmosphere has a cooperative and reinforced mood and also showed that the scaffolding within ZPD has a positive effect on learners' basic speech.

Additionally, a research made by Shooshtaria (2014) with the theme of "ZPD, Tutor; Peer Scaffolding: Sociocultural Theory in Writing Strategies Application" this investigation has the aims to demonstrate how scaffolding can enhance the quality of English learners writing skills through the support of their peers and with the complete help from their teachers. The study was taken pre-test and post-test. Thirty students from Abadan Islamic Azad University took part in this research. They were divided into two groups (group G1 and G2) of fifteen students and finally in 3 sub-groups of 5 students. The group G1 received a total tutor-learner support and peer-peer support. The group G2 receives a random teacher's mediation and peer-peer support. The results of this project showed that the students who received a complete scaffolding (group G1) supported by the teacher and partners made a significant progress in the writing quality.

Besides, Freire (2018) states in her thesis project, at Universidad Técnica de Ambato, named "The Use of Scaffolding Strategies in Speaking Skills". The main objective of this research is to determine the incidence of scaffolding strategies over students speaking ability. The population was students from tourism and hospitality Major of the Universidad Técnica de Ambato. The students were distributed inside two groups, the experimental group, and the control group. The experimental group used scaffolding strategies and the control group did not. This study had a pre-test and a post-test in order to level the students speaking skills (PET). The results suggest that scaffolding strategies help students learning English as a second language.

Finally, in a paper called, The Effect of Peer Scaffolding on Iranian EFL learners' listening comprehension, done by Malekdar (2016) points out this research attends to explore how peer scaffolding can support the listening comprehension in Iranian EFL learners. Furthermore, in methodology were selected 33 students from Kish Air institute in Babol with elementary level English proficiency. They were divided into two groups the

experimental group (scaffolding group) and the control group (non-scaffolding group). First, it was applied a pre-test in order to measure the listening comprehension level. After ten sessions using entertainment-scaffolding strategies, a post-test was taken and the results reflected that scaffolding strategies were successful in developing ELT learners' listening comprehension.

To sum up, the purpose of presenting these science articles made in foreign countries about scaffolding strategies is to confirm that this project is achievable according to the results obtained in those investigations. The researcher must clarify that after an exhaustive investigation, there are a few thesis or projects based on the theory of scaffolding strategies developed in Ecuador. In conclusion, the influence of scaffolding strategies might have a positive result in developing reading comprehension skills. At the beginning, the teacher will provide to students the necessary guiltiness, and then as they get progress, the teacher will gradually remove the help. These strategies would become students more independent and it will make their learning more significant.

## **2.2 Theoretical Framework**

### **2.2.1 Reading**

Reading is an interactive skill through which the reader needs to interpret, decipher and assign meaning from signs written in a text, this process can be made either silently or aloud. Read allows the understanding and interpretation of written texts, which can be evaluated them and used according to the people needs. Currently, society requires being involved in an active reading because it helps in not only the academic performance but also, the personal and professional life, as it cited in the next paragraph:

Great readers can acquire learning of any type of reading. Reading makes the reader increase knowledge, have more extensive viewpoints and vision. Reading enables the reader to get new thoughts prompting a cognitive improvement. At the point when the reader moves what they read to apply their own thought another viewpoint or thought is made". (Jamalinesar, Azizifar, Roshania, & Gowhary, 2015, p. 189)

Moreover, reading as a receptive skill, it helps to develop language skills, communicative skills. In addition, it improves the analytical capabilities, helping the human being to think

clearly and solve problems. Reading is the principal source of knowledge, but to develop it is necessary to put in-game different elements such as attention, reflection, concentration, and commitment, without them it could be impossible to obtain skills, abilities and positive results during and after the reading process, which are necessary for life.

### **2.2.2 Phases of Comprehensive Reading**

According to Ramírez, Rossel, and Nazar (2015) suggest that the process of reading has been divided into three stages, each of them associated with specific strategies, as indicated below.

**Before Reading:** This stage is named planning, which the students are prepared for the text they are going to read, the activities in this phase are:

- Establish the objectives of reading.
- What is the communicative purpose of the reading?
- Guess the content from the text.
- Previewing the text such as the title and subtitles of the text.
- Organize the reader process.

**During the Reading:** The second stage is called during reading and it corresponds to the guidance stage. Hence, the strategies that are used in this stage are planned at controlling the high quality of the process that has been developing. The main activities in this stage are:

- Take notes.
- Underline the principal ideas.
- Concentrate the attention on the important parts of the text.
- Asking questions to the text
- Re-read the text.
- Identify the most important word (s) of the content of the reading.
- Paraphrase the text means, to say the same ideas of the text using other words.

**After reading:** It corresponds to the evaluation phase. The purpose of these strategies is to identify the accomplishments acquired due to the established aims in the planning stage. For instance:

- Elaborate a summary of the text.
- Create graphics organizers
- Ask about what is being read.
- Assess the whole process and its outcomes. For this the students could ask:
  - What information did he put into play during the reading phase?
  - What previous knowledge came to your mind?
  - What new information did you learn?
  - What meanings were built?

### **2.2.3 Reading Comprehension**

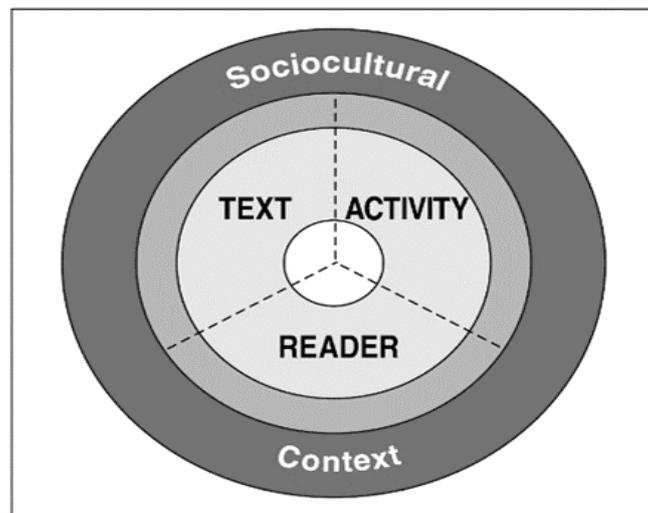
In order to have a better idea about the meaning of reading comprehension skills, some authors have been quoted in this research. McNamara (2007) defines reading comprehension in this way, “Comprehension refers to the ability to go beyond words, to understand the ideas and the relationships between the ideas conveyed in a context”. In addition, comprehension is a natural process in the human being, which permitted the readers to use their previous knowledge and the existing information in the text in order that new ideas arise.

According to Lakshmi (2006) “Reading comprehension is the process of using one’s eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey”. In accordance with these authors, during the process of reading comprehension, several abilities are activated, making that a big part of the brain works, allowing the reader to build meanings during the reading process.

Reading comprehension might be hard to master at the beginning because it involves a long process of preparation, but when the students overcome all the difficulties will be able to read a variety of texts, including those, which can be a challenge for them such as articles, thesis, science books, etc.

For Snow (2002) the understanding of a text is considered as the procedure of simultaneous meaning building process through connection and contribution with composed language. Also, the writer describes that the improvement of reading is comprised by three primary segments: the individual who read, all printed or composed material (the content), those undertakings who are performed by the learners (the action), which are performed in a sociocultural domain.

#### 2.2.4 The Elements in the Process of Reading Comprehension



**Figure 1.** A Heuristic for Thinking about Reading Comprehension.  
**Source:** [www.rand.org/pubs/research](http://www.rand.org/pubs/research)

Snow (2002) gives an explanation from the elements in the process of reading comprehension:

**The Reader:** The reader is composed of all the capabilities and skills (memory, critical thinking skills, deducing, visualization ability, concentration). Together with background education, and previous knowledge (vocabulary, linguistic and logic speech knowledge, handling, topic domain, and certain comprehension strategies) as well as the motivation (the aims of reading, and experiences, the attention and interest in the text being read, and the confidence as a reader.)

**The Text:** The text is everything that carries a whole set of significance to the reader and it could be any electronic text or written material. The elements within a text have a deep effect on comprehension. Through the reading process, the reader creates a variety of

representations of the text, which are crucial for comprehension. For example, the surface code (the specific words that synthesizes a text), the base of the text (a group of ideas representing the significance of the text), and the interpretation of the mental models fixed in the text.

**The Activity:** In the development of a reading class, the activities are associated to a number of aims and assignments, a few strategies to analyze the text, and the results after ending the activity. This takes place within a particular context. The purpose of the activity can change in the course of reading; this is determined by the student skills, capabilities and motivation.

**The Context:** The classroom is not the only context where the reading process is taught. The development of reading covers a context, which goes much further to the classroom. Certainly, sociocultural background in which the children live can alter the education process for reading skills. Usually, a sociocultural context is divided by different group characteristics such as profit, first language, social status, and ethnic group. For that reason, when reading comprehension is taught the teacher must considerate all the cultural backgrounds in each student.

### 2.2.5 Cognitive Models of the Reading Process

First, the teacher has to know what happens in the students' brain when they read. Then, he could be able to teach reading comprehension. For many years, investigators thought that reading was simply the combination of letters into words, the words into sentences and the sentences in meanings. Nevertheless, for Peglar (2003) the psychologist and researchers have found that reading is a more complex process. The results have shown that reading has two learning process, the top-down processing and, the bottom-up processing.

**Bottom-up process:** Collins and Adams (as they are cited in Kroner, 2012) indicates that reading comprehension appears to be the hierarchical bottom-up process beginning with the reader's ability to recognize the individual letters of a text. Starting from this the lector decodes and interprets each of the words. These words will be used to formulate sentences, which construct the clauses and phrases, the reader will employ them to obtain information and meaning.

**Top-Down Process:** Velastegui (2016) Explains in his research named: the use of logical reasoning in the strengthening of the Reading Skills: The process of top-down model:

Top-down looks for global words or phrases, and then makes an analysis of the elements that compose it, according to this model; there is not only the text and its decoding, but also the previous experiences of people when reading. (Velastegui, 2016, p.26).

In conclusion, the bottom-up process appears not to be the most effective approach to teach reading classes initially, because it tries to understand a whole text just by looking every single word or structure. In contrast, the top-down looks to be more efficient because encourage learners to turn into account their previous knowledge and compare it with the present information and this model supports to develop critical thinking, which it is essential for reading comprehension classes.

### **2.2.6 Types of Comprehension**

For Dornyei and Ushioda (2013) understanding incorporates the right relationship of implications with word images, the choice of the right significance recommended by the context, the association and maintenance of meanings, the capacity to reason one's way through littler thoughts fragments, and the capacity to get a handle on, the importance of a bigger unitary thought. They additionally express that exists six sorts of reading comprehension, which are valuable to wind up intelligent readers in a subsequent language:

**Literal comprehension:** Marzaban (2011) describes the literal comprehension as the direct understanding from the text. For instance: dates, vocabulary, time, locations, and facts. The answer to the questions, in this type of literal comprehension, can be extracted and found straightforward in the text. Literal comprehension can be useful for teachers because they can realize if students understood the main ideas of the text.

**Reorganization:** This is another type of literal comprehension, the learners have to find information from different parts of the text and to put together to have extra comprehension. The advantage of this type of comprehension is that students can read the text generally.

**Inference:** The inference comprehension goes far beyond of the literal understanding; it could be a challenge for students to answer this kind of comprehension because the answer is not explicitly exposed in the text. They have to appeal to their previous knowledge and intuitions to answer the questions.

**Prediction:** Prediction is the fourth kind of comprehension, which students use their background knowledge and the interpretations from the text. Prediction can be applied by the teachers during reading and after reading because in that way students could be able to guess what might happen in the next chapter or even what it could occur once that the story ends.

**Evaluation:** The evaluation expects that students develop a whole analysis and comprehension in order to answer some questions from the text. When students are worked with the evaluation questions, they will apply literal comprehension and their previous background.

**Personal response:** The personal response is the last type of comprehension, the answers in this type of question are subjective, related to the students' beliefs, there is not a wrong answer but, it must have sense and be related to the topic.

### **2.2.7 Reading Strategies**

#### **Intensive reading**

Intensive reading is a teacher-centered approach. In this kind of reading learners read in detail and concentration, then answer questions about the text, scramble sentences or find specific words, all these exercises help to understand the language grammar and syntax.

Referred that: The intensive reading activity is when an EFL teacher supplies to the student short passages to practice reading in the class or at home with the primary purpose is to teach new vocabulary and concepts to develop comprehension skills of the students (Al-Jawi, 2010, p.21)

## **Extensive Reading (Reading for Pleasure)**

Extensive reading or refers to the number of books, articles or materials that a student can read by themselves for general understanding, without the guidance of a teacher, this is a reading for pleasure, which it will help to develop languages learner skills. Schmidt (2002) states that extensive reading involves reading in a big quantity, with the purpose of gain a global comprehension of what is read. The principal objective it is to create good reading habits, to enhance the vocabulary, syntax, and structure knowledge, and to motivate the reading for pleasure.

It may be concluded that both methods are important for developing reading comprehension, the teacher should measure the combination of extensive and intensive reading in reading comprehension classes because students who have the freedom to select their own topic will be more motivated to read, then they could present different activities in class that can solidify their knowledge (presentations or writing summaries) by other hands, the intensive reading do working the bottom-up process (It puts attention to phoneme, root and word recognition to understand meaning) and top-down process(It begins with previous knowledge, general meaning and working from there to more precise comprehension) in order to achieve reading comprehension.

### **2.2.8 Reading sub-skills**

#### **Inferring meaning**

The deduction in reading is the capacity to comprehend something that the author does not state legitimately in the content. According to Kūçūkođlu (2012), "Deducing alludes to figuring out the real story. Learners need to utilize their knowledge with data from the content to reach their conclusions." Therefore, deriving significance expects readers to make inferences, to consolidate thoughts and to make forecasts, and so on. For Craven (2010) inferring importance must be instructed in the following manner: First, see keywords with positive and negative implications. Likewise, notice significant action words and figure out what feeling they incite. Next, it is significant to read the content cautiously and attempt to make sense of what's going on there. At long last, build up how the primary thoughts in the reading are associated with one another.

## **Identifying topic**

The topic is the only thing that the whole text is about, it is the principal element that connecting ideas and sentences in the text. The topic is written as a specific phrase or word, never as a complete sentence. In the opinion of Flemming (2011), “Identifying the topic is key to monitoring your comprehension, getting the full meaning of the text, and answering your instructor when she asks, “So what is this section about?” After that is so easy for a student determines the main idea. To identify the topic of a text is necessary to read the whole text, look for key words or group words, establish a theme that associates all the sentences, look for examples that can help to interpret the topic, and think in the text as the whole.

## **Understanding the main idea or gist.**

The main idea is the most important thought about the topic that the writer wants to express. Tejada Peralta and Avila Muñoz (2016) said, “Without its presence, the other ideas (supporting details) would not be related and would not have a thematic orientation.” it means that the main idea provides an overall opinion of everything in a syntactic way. To do this, students have to read all the text first and think about the topic, identifying key words that express the writer’s opinion, feelings or thoughts about the topic, check the first paragraph and the last paragraph the main idea is often there, look for ideas or words that are repeated continually throughout the text.

## **Identifying text organization**

Text organization or text structure refers to the different ways that information can be organized in each paragraph or within the whole text. When students identifying and comprehending a text organization, the probabilities to make and interpret arguments are higher. For that reason, is essential to teach students different patterns of text organization.

Texts can be organized in some basic text structures such as comparison and contrast, problem and solution, cause and effects, descriptive and sequence of events. According to Craven (2010), students can identify text organization in the following way:

- **Time order:** Look for dates, times and words such as like, then before, after, next.
- **Description:** Look for adverbs or adjectives.
- **Comparison and contrast:** Look for comparatives, superlatives, words like whereas, although, on the other hand.
- **Cause and effect:** Search for words like because, due to, in this way, hence, thus
- **Listing:** Search for words such as first, at that point, last, finally, also.

### **The aim of the author**

In other words, the author's aim refers to the reason the author chose to write that article or passage in that way, using those words and phrases. It is necessary to recognize the differences between the aim of the author and the main idea, they are not the same. The main idea is the recognition of the topic in general of what is written in the text, whereas the aim of the author is purpose and intention to communicate that the author had when he or she wrote those words. The authors write texts, articles or stories for different reasons such as inform, entertain, explain or persuade. In order to identify the author, purpose the students have to look for different clue words. For example, compare: the writer wants to show similarities and different between ideas, feelings or thoughts (clue words: both, similarly, like...)

### **Highlighting**

Highlighting is a reading tool that leads students to select the most important aspects in a text. The purpose of this strategy is to gather different types of information that are crucial to understand the reading for example: key words, vocabulary, phrases, main ideas and details. In order to enhance comprehension through highlighting technique. First, students have to read all the passages, re-read it and then highlight the important facts, vocabulary or the instructional purpose that the teacher required for that activity. Besides, students should use various colors of highlighters to select important information.

### **2.2.9 How to Motivate Teenager Students for Reading Comprehension?**

In the learning process, the motivation and reading comprehension skill are joined. Meniado (2016) found that reading motivation has a positive impact on reading

comprehension. Learners who own higher motivation can obtain a better score in reading comprehension assessments.

The motivation is the will that exists in every human, which encourage accomplishing the goals. As indicated by Dornyei and Ushioda (2013) "motivation gets from the Latin word 'movere' signifying 'to move'; What moves an individual to settle on specific decisions, take part in real life, to exhaust exertion and continue in real life" The inspiration has a principal job in the reading procedure in light of the fact that without inspiration there is not learning. The educator needs to work the interest in young people when they get ready reading understanding classes; the first is the natural inspiration and the second one extraneous inspiration.

Intrinsic motivation comes from inside an individual without the need to win external compensation; this motivation comes from the feeling of enjoyment in the performance of a job. Pflaum (2011) considerates intrinsic motivation as, "A realistic approach to motivate adolescent readers operates from within-call it intrinsic motivation-which helps young people to realize meaning in reading and its improvement through their own design." For instance, first, the teacher can provide a reading topic in class about the evolution of video games. Afterward, this topic activated interest in some students. Then, the students will continue reading about this topic at home by themselves, this own desire to learn more is called intrinsic motivation.

According to Leeper (as cited in Pflaum, 2011) expresses that the factors that increase intrinsic motivation in teenagers include:

**Challenge.** - Even more, if these goals involve a personal challenge and a real accomplishment. These objectives could be related to the self-value, and when students receive positive comments.

**Curiosity.** - Curiosity: Internal motivation growth it is given when something visible in the environment captures the learners' attention (sensory curiosity). Also, it occurs when something in relation to the activity stimulates the learner to desire to learn more (cognitive curiosity).

**Control.** - Students and people, in general, need control over themselves and the events that happen around them and want to establish what they try to accomplish.

**Cooperation and competition.** - Intrinsic motivation can be able to develop in situations where students obtain pleasure from helping their classmates. It also involves circumstances where they are able to compare their own achievements with that of others in a positive way.

**Recognition.** - Internal motivation is higher in students when is recognized by others. Learners enjoy being recognized by their achievements because it helps them to keep motivated in order to accomplish their aims.

In contrast, motivation is every one of those outer factors or rewards that add to change the frame of mind in the understudies, for example, additional focuses, decent evaluations, even a discipline it could be an extrinsic inspiration. Guthrie and Humenick (as they are cited in Houghton, 2015) note that "learners who depend on educators, friends, or techniques other than themselves to give the advantages of reading are viewed as extrinsically motivated in light of the fact that these sources are altogether viewed as outer in nature."

Some investigations have found that external motivation in reading comprehension classes it could not be positive for students, because tend to show less interest in classes, they got lower grades and persist less. Louw (2004) suggests, "If a student is presented with a task and provided external incentives and reinforcements, they generally may not develop an intrinsic motivation to learn". In addition, if a student is provided with external incentives to perform a task and they would naturally find them motivating, but their desire to perform the tasks can actually decrease.

In short, the motivation affects in a positive way the learners' performance because of it is mandatory that the teacher be prepared to work on teenagers' motivation in reading comprehension classes if they want to obtain high scores in their students' grades.

#### **2.2.10 Scaffolding's roots in Vygotskian Sociocultural Theory.**

The term scaffolding is related to Vygotsky's sociocultural theory and the zone of the proximal development. However, he never used the term scaffolding in his theory. The

scaffolding metaphor was mentioned at first time by Wood, Bruner, and Ross (1976) fixing perfectly in Vygotsky's writings.

The sociocultural approach developed by Vygotsky explains that the developing of human cognition, the culture and social context do not work independently. Above all, it highlights the importance of the social aspect and it considers as a key point for cognitive development. It means learning is compounded social and mental aspects.

Therefore, the relationship between scaffolding and sociocultural theory is evident because it talks about society as a means to acquire knowledge and at the same time the scaffolding must be provided by more experienced individuals, which are around the student such as teachers, classmates or even parents (the society), but it should be emphasized that an expert scaffolding is frequently provided by teachers.

According to Vygotsky (1978) in his book *Mind in Society: The Development of Higher Psychological Processes* states that each capacity in the youngster's social improvement shows up twice: first, on the social level, and later, on the individual level; first, between individuals (interpsychological), and after that inside the kid (intrapsychological). This applies similarly to intentional consideration, to intelligent memory, and to the development of ideas. All the higher capacities start as genuine relations between human people (P.57)

Vygotsky never discarded the internal aspects, which develop foreign reading comprehension (memory, attention, sensation, perception) but, it puts emphasis learning is developed through the internal stimuli and social interactions (scaffolding). For that reason, teachers, parents or even students more capable plays a fundamental role in the construction of knowledge in the learners.

### **2.2.11 Scaffolding**

Scaffolding, in architecture is known as, a temporary platform located around a building that is being built or repaired which offers security and protection in the heights for the workers in charge of the work. In education, the use of the term scaffolding is related to parent-child teaching relationship.

This idea can be attributed to Wood, Bruner, and Ross (1976) which clarify the idea of platform in the following manner: "This scaffolding comprises basically of the grown-up "controlling" those components of the assignment that are at first past the student's ability, therefore allowing him to focus upon and complete just those components that are inside his scope of capability."

In simple terms, for wood, Brunner and Ross's scaffolding is the adults' support, essential to guide kids in the learning process; because there are situations that children are not able to handle by themselves. Therefore, this assistance has to be permanent until the child shows task mastery.

Hence, through the years scaffolding has been used as a teaching method, it allows learners to accomplish an assignment that could be difficult without the correct scaffold or help them to develop a task more completed or easier than could do it without scaffold. (Al-Bargi (2017) indicates that foreign language students have less knowledge than their teachers; consequently, students demand constant guidance from a skillful person (teachers).

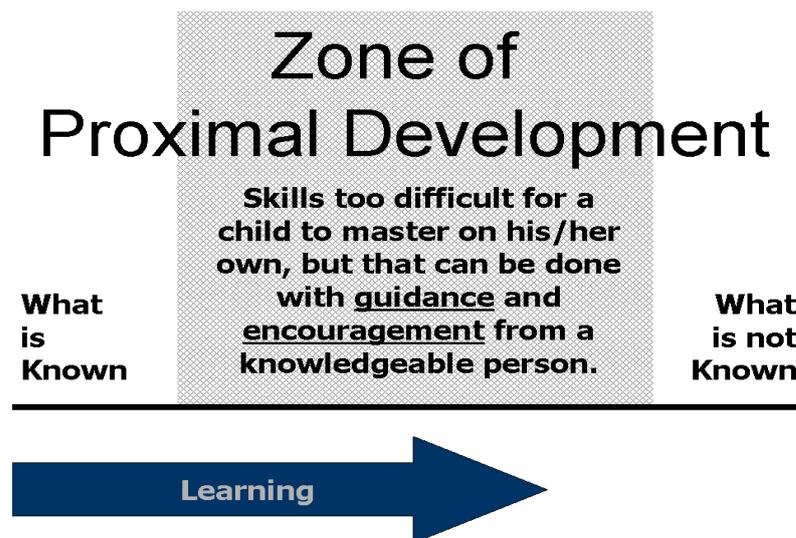
### **2.2.12 Zone of Proximal Development**

A key concept in order to understand scaffolding is the zone of proximal development developed by Vygotsky once of the principal contributors to sociocultural theory. When scaffolding is used within the Zone of proximal development a cognitive change occurred in the child and this helps to maintain the child's potential level of development in the Zone of proximal development.

The zone of proximal advancement (ZPD), portrays how the information is created in kids through psychological changes. (Vygotsky, 1978) characterizes ZPD as: "The separation between the real formative level as dictated by free critical thinking and the degree of potential advancement as decided through critical thinking under the grown-up direction or as a team with increasingly fit peers". In different words, ZPD is where the learner or youngsters cannot resolve the issue alone; they need direction (adults, parents or more capable peers) as a method for assistance to take care of the issue effectively.

For instance, at first students can't be able to identify the main idea of a text, but the teachers can guide the students to master that task if they apply the correct strategies(scaffolding) to help them, then the teachers can retire slowly their guide when they saw that the students can perform the task independently.

Besides, Vygotsky (1978) states the importance of determining the real relationship of the development process to learning capacity. Also, explains that the Zone of Proximal development is composed of two developmental levels: the actual developmental level and the level of potential development. The ZPD is situated just between these two levels, the actual development (what the student is capable of doing alone and the potential development (what the student will be able to know with the guidance of an adult or a more capable partner. Therefore, the zone of proximal development is the area in which teachers can perform several exercises or tasks with certain supports (scaffolding).



**Figure 2.** The zone of proximal development.  
**Source:** www.simplypsychology.org

### 2.2.13 Instructional Scaffolding Strategies

Instructional scaffolding strategies are the support that the teacher adds to students in order to enhance learning and helps to master tasks, these supports are temporary and adjustable when students domain the assigned tasks, the supports are gradually removed. Currently, the scaffolding process is not only between students and teachers or parents and children, but it can also be between classmates, this is called collective scaffolding.

Proper use of instructional scaffolding strategies means providing students with tools, materials, and concepts to have a better understanding of the subject and support in the learning process. In other words, adequate instruction should help students develop skills that they have not yet been able to achieve by themselves. There are many strategies that can be used to scaffold reading comprehension. For example: making comparisons, context vocabulary or previous teaching, asking questions, using graphic organizers, providing comments, etc.

Research made by Northern Illinois University (2014) found that implement instructional scaffolding inside the classroom is important because it provides a supportive learning environment, students can ask questions freely, teachers provide feedback and there is support between classmates. Also, when teachers incorporate scaffolding they become mentors and facilitators of knowledge, avoiding too much teacher talking time, with this method the students are the principal actors in the learning process rather than teachers. (p.44)

Besides, Northern Illinois University (2014) consider several benefits of instructional scaffolding:

- Challenges students through deep learning and discovery
- Engages learners insignificant and dynamic exchanges in little and enormous classes
- Motivates students to turn out to be better understudies (figuring out how to learn)
- Increases the probability for learners to meet instructional targets.
- Provides individualized instruction (especially in smaller classrooms)
- Affords the opportunity for peer-teaching and learning
- Provides a welcoming and caring learning environment

#### **2.2.14 Seven Scaffolding strategies for Reading Comprehension**

##### **Vocabulary from Context**

Before starting a reading comprehension class, it is important that students identifying the new vocabulary because recognizing unknown words will help students place the words

in context. Vocabulary in-context can help students increase their vocabulary more effectively. The traditional method of searching for the meaning of a word and memorizing it works but only for a short time or for a test, then the information can be forgotten. In addition, the action of memorizing the meaning of the word makes the student tends to make mistakes because there may be several meanings in the same word but if the meanings of the words are taught through the context this will make it more memorable, likewise will help identify grammatical structures and allow you to read without interruptions. (Tuğrul 2014, p.177).

Craven (2010) Stated different clues to understand vocabulary from context, for example:

- Do not stop for the words that you do not know. Continuing reading and finish it.
- Identify the part of the speech of the word that you do not know.
- Check what words or ideas are related to the new word.
- Think of how the word fits with the meaning of the sentences.

The aims of this research are to show the effectiveness of vocabulary from context strategies, which can be implemented in reading comprehension classes with much growth and benefits for students, in vocabulary and comprehension.

### **Background knowledge**

All students own background knowledge about a determined topic, without such background knowledge, it is challenging for the student to construct a meaningful mental model about the actual text. Archer (2014) describes the importance to activate previous background knowledge in the students about the reading text, this strategy helps to reinforce students' comprehension because in that manner they can make relationships with the actual text and their previous experiences. It is essential to activate background knowledge in students to connect their prior knowledge with the text, but how teachers can construct background knowledge in students?

According to Archer (2014) Exists suggest several strategies to activate students' background knowledge such as:

- Asking planned questions to stimulate background knowledge.
- Using a pre-reading strategy such as KWL chart, which assesses students' knowledge before, during and post-reading. K refers to what do you know, L what do you want to learn, and the W, what did you learn?
- Sharing ideas between classmates about the possible topic of the text (guessing).
- Short writings, this is a good strategy to activate background experiences. The teacher can ask a question, then the students may have 5 minutes to write about it.
- Using a checklist, the checklist has the same function of a list for a grocery store; it helps to remember objects or things and can be applied in students to activate background knowledge. (p.17)

## **Previewing**

Previewing means to get a general sense of the text without reading it completed. The students just skim the text looking keywords, details or relevant information that can help later to students to read in a detailed form the whole text. Example: headings, sub-headings, graphics, summary, and questions. Also, the teacher can guide the students in previewing the text by looking at visual representations, charts, tables and diagrams, this strategy could be performed in pair work, group work as well as independently. Archer (2014) states, when the students use previewing, they can identify: the topic about the reading, the most relevant information about the text, and how the text is organized. Furthermore, previous experiences are activated.

According to Ajideh (2013), students need appropriate support to make more specific predictions. These following directions may help students preview in a correct form:

- Students read the title of the reading. Do they know something about the topic?
- Students read the two first paragraphs, which inform about themes of the text. Can the students recognize the general topic of the reading?
- Then, students have to read the first sentence of each paragraph, these are called supporting sentences, which contained the principal idea of each paragraph. Students can recognize the key ideas of the article.

- Students read the last paragraph, where typically the author presents the closure of the text. Finally, students can examine how the author structured the information in the text to communicate his opinion (p.8).

### **Partner Reading**

Partner reading is a cooperative strategy in which a student is joined with a classmate. Both work together with an assigned text. This strategy allows each student to have the opportunity to read the text during a time determined by the teacher, then each student can ask questions to his partner about the text and in that way the reading comprehension is checked. At the same time, during the development of the activity, the teacher has the opportunity to walk around the classroom monitoring the activity, observing the students, offering suggestions and corrections.

It is important students work in a group or pairs because they can help each other recognizing the meaning of the words and in that way they can understand the text without using dictionaries. Also, students can construct a general idea about the text and give sense to the written words. Besides, according to González (2015) learners with a lower level in reading comprehension find support in their classmates because they help them to understand the text and this strategy helps in their confidence.

Fuchs (2012) shows several stages about, how-to guide partner reading inside the classroom?

- Select the appropriate reading comprehension and presents the text to students.
- The teacher organizes a teamwork in the classroom, recognizing who are the students less capable in reading comprehension skills and the same time identifying the most capable, who can support the struggle ones.
- Model the strategy to show a clear example of how they have to work in pairs
- The students read to each other by turn, they can read by paragraph, page, time and sentence.
- The teacher monitors and scaffolds the activity as students work together.
- The strongest reader can start with the activity and he or she can correct mistakes when being possible.

- Students can change roles; the weakest student now can read the text or paragraph and provides feedback to his classmate.

## **Generating Questions**

To check the understanding, promote thinking skills, reinforce a correct response and create an active environment teacher has to generate questions to students according to the text. In this kind of strategy, the teacher divides the text into segments, develops questions about the text, highlighting the most important understanding that the students must construct.

Archer (2014) explains the procedure for asking students questions on text material: First, have students read a segment of the text. Then, ask the question and give thinking time. Next, students have to share their answers with their partners. Fourth, call on a student to answer the question. Finally, discuss the answer with the class. Also, Archer mentions that through these questioning strategies students can develop discussion skills because they can express their opinions, they can agree or disagree with a classmate, express personal feelings or reactions and learn to take a position.

According to the National Behavior Support Service (2013) here are five different types of questions:

- Right there: the students can find the answer to the question directly in the text.
- Think and share: the students have to read different sections of the text a combine them to answer the question.
- Author and you: The answer is not explicitly exposed in the text. The learners have to appeal to their previous background and the author's writings.
- On your own: The students realize what they already know about the topic and remind previous experiences to answer the question.

## **Interactive Reading Aloud**

During the traditional reading aloud, teachers choose a text and then read the text aloud while students listen, stopping sometimes to make a reflection of the text and finally promote a discussion. This strategy situated the teacher as the principal actor in the class. On the other

hand, the interactive reading aloud allows students to be the principal actors in the classroom. It is important to know that good readers monitor their comprehension, pause, think about what they have read, imagining, visualizing, questioning, connecting, thinking and resume reading. Teachers can stimulate these interactions in a read-aloud reading comprehension class. This strategy promotes more active students' participation, where students and teachers can "pause" the read-aloud in order to share opinions about the text.

Hazzard (2016) explains the steps during an interactive read aloud:

- First, the teacher reads the text previously, which chose to share with the class.
- When the teacher does this, he permits the students to notice the important parts of the text, allows students to ask questions about the text, and any new vocabulary can be pre-teach by the teacher.
- Before the teacher starts reading the text to the class, he can begin previewing the book or text by looking at the author's name, the illustrations, title, subtitles and so on.
- This strategy is beneficial for students because they can start a discussion about what the text is about? guessing or predicting.
- While the teacher is reading, he has to stop the reading, asking questioning or motivating students to ask questions.
- Teacher permits that the students to give predictions about what is going to happen when the story ends.
- Besides, the students will be motivated to make text-to-self.

## **Graphic Organizers**

Graphic organizers are useful tools, which provide several ways to arrange information (pictures, diagrams, charts, or other visuals) helping students to construct meaning. These useful tools can be used to evaluate students' comprehension and thinking processes about the text read. The graphics organizer can be used for self-study, partner or group study and summary writing.

It exists a lot of kind of graphic organizers, which help to construct meaning in reading comprehension. There are different types of common graphic organizers such as KWL

charts, mind maps, Venn diagrams, etc. It is required that students develop graphic organizers according to the organization of the textbook. For instance: main idea, cause and effect, a sequence of events, hierarchy, and problem and solution.

Arwa and Abdullah (2017) mention that the use of graphic organizers is convenient because they are employed to scaffold learners in making predictions, organize their ideas and information, recalls information, expands and compares previous knowledge with the actual information presented in the textbook, and helps to better comprehension about the reading books. After creating graphic organizers students can transmit the content to classmates, they can be used as a support for a class discussion or debate or write summaries based on the information written in the graphic organizer.

### **2.2.15 Reading sub-skills and scaffolding Strategies.**

In conclusion, it is important to determine the functions of Reading sub-skills and scaffolding strategies. Reading sub-skills (component skills) will help to develop, through practice, the main skills such as Reading (Reading comprehension). In the same way, scaffolding strategies are the process through which the teacher uses different supports, tools or concepts to guide learning and develop new skills in students (Reading comprehension).

It means, both Reading sub-skills and scaffolding strategies have the same function, which is to develop Reading comprehension skills through the help of different scaffolds or sub-skills, but they are called with different names by scholars.

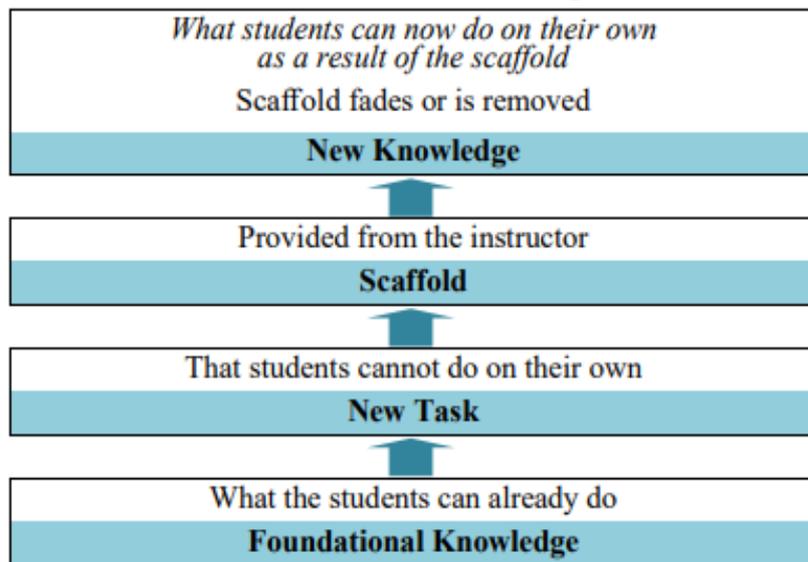
### **2.2.16 Scaffolding Process**

Salkind and Rasmussen (2008) explain that instructional scaffolding includes several scaffolding elements in its process:

- First, the teacher verifies that the standards and objectives of the curriculum are under the students' needs to be able to select the most effective activities.
- Second, the teacher incentives learners to determine a shared objective. This compromise could result effectively in students who are motivated and interested in learning.

- Third, the teacher identifies students' needs and checks comprehension to confirm that students are developing their knowledge.
- Fourth, the teacher implements individual scaffolds as needed such as modeling, telling, prompting, debating and questioning.
- Fifth, the teacher helps the student to maintain centered on the established objectives through questions and making clarifications when be necessary, as well as providing trust and good feedback to the students.
- Sixth, the teacher presents summary feedback about the students' progress and the positives attitudes that help them to reach success.
- Seventh, the teacher handles distrust and frustration by constructing a positive environment into the classroom where the students do not feel fear by asking questions or giving opinions.
- Finally, the teacher provides learners with possibilities to practice the task in different forms of contexts and the teacher prepares students to be less dependent on the teacher to internalize the task better. After that students could develop the task by themselves without permanent support. (p. 863)

These useful directions can make the scaffolding process be successful in reading comprehension classes. Also, it is important the teacher must begin with tasks that students could perform with little assistance or without assistance to know what are their strengths and weaknesses, and then the teacher can give challenging tasks, providing teacher assistance. Also, the acceptance of the teacher by students is important, students have to feel that the teacher is part of the group when being possible, this can generate confidence in the student and finally the scaffolding should be progressively removed when the students could demonstrate task mastery.



**Figure 3.** Illustrative Model of Scaffolding.  
**Source:** [www.niu.edu/facdev/\\_pdf/guide/strategies.pdf](http://www.niu.edu/facdev/_pdf/guide/strategies.pdf)

### 2.2.17 Scaffolding Forms

Scaffolding forms include parental, one-to-one, peer, and computer-based scaffolding.

#### Parental Scaffolding

Parental scaffolding is the support implemented by parents to their children. During children’ development parents have to guide their kids to pay attention to the world that surrounds them. Furthermore, parents have to teach them how to manipulate objects and describe them. For Ugura, Nagai, and Oztop (2012) parental scaffolding is not only a guide for babies, but it can also be used for older children too, and in the case of reading comprehension parents can support children’s learning. For example, they can assist them by listening about the book, providing feedback in the way they express their ideas and also parents can motivate children to read more.

#### One-to-One Scaffolding

Belland (2017) One to one scaffolding refers as a teacher works with each of the students to progressively to know their actual levels of knowledge at that moment. The teacher affords the necessary quantity of assistance for the learner to complete and reach the skills required at the target task. It is important to work individually as necessary with each student until

the scaffolding can be completely removed and the student can complete the task independently.

### **Peer Scaffolding**

Angelova (2006) Peer scaffolding is related to assistance and support between classmates, and it takes advantage in the amount of peer in the classroom to develop learning. For Davin (2013) Peer scaffolding is not just assisting between classmates of the same age, it is providing scaffolding assistance older students and younger students. For instance: English learners with high proficiency in communicative skills can employ questioning and prompting in order to help students with low communicative skills.

### **Computer-Based Scaffolding**

The computer-based scaffolding assists by using the computer, which helps learners to practice and to acquire new skills at a task that are out of reach of them. According to Belland (2017) it is obvious that 42 students cannot be guided by only one teacher because it could not support all the students' needs. For that reason, is an excellent idea to include technology as support in learning a teaching process of a foreign language.

## **2.3 Conceptual Framework**

**Cooperative learning:** Gillies (2014), expresses that cooperative learning is well-known as a pedagogical strategy, which promotes the exchange of knowledge and socialization among classmates, from elementary school to college, working together to achieve a common objective.

**Sociocultural:** Cambridge (2018) it is used to define the several characteristics and differences between groups of people with the social status and culture in which they are settled.

**Scaffolding:** Bruner (1976) it is a theory, which consists to guide the learners in the task that are initially beyond their capacities through an adult "controlling". Consequently, this controlling allows being concentrated just in those elements that are inside their capabilities.

**Instructional Scaffolding:** Rousseau (2018) expresses that instructional scaffolding in education refers to several instructional strategies, which help to move students to reach a deeper comprehension of what they are learning, and reach a bigger autonomy in their learning and development.

**Cognitive Strategies:** Teaching English (2018) Cognitive Strategies are one sort of learning system that students use to adapt all the more effectively. Cognitive strategies bolster learners to take care of assignment issues and help to create thinking abilities. These incorporate reiteration, organizing a new dialect, summarizing importance, speculating the significance from the setting, utilizing symbolism for memorization.

**Zone of proximal development:** Vygotsky (1978) it is de distance between what the learner can do independently and what is beyond of reach when work alone, but it could be achieved through the support or guidance of an adult or a more capable partner (scaffolding).

**Reading comprehension:** Reading comprehension is a process of extracting and constructing meaning from text. Comprehension involves three principal elements: The reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part. (RAND Reading Study Group, 2002)

## **2.4 Legal Framework**

The present research Project finds legal support in the following documents: English National Curriculum Guidelines, Organic Law of Intercultural Education (LOEI), and The Common European Framework of Reference for Languages.

### **Ley Orgánica de Educación Intercultural**

The first lawful document that contributes with this paper is (Ley Orgánica de Educación Intercultural, 2011), whose educational articles stated:

#### **Artículo 2.-Desarrollo de Procesos:**

f. Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades

y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

This article states the importance of the development of cognitive-affective, which mentions the psychomotor needs must be according to stages of lives in each person. This article is related to the project because the proposal and the whole research is focused on the English language learning in Ninth-grade students.

### **National Curriculum Guidelines**

The second document that supports this study is English National Curriculum Guidelines (Guía del Curriculum Nacional para la asignatura de Lengua Extranjera), in which states:

**Principios básicos:** La necesidad de utilizar diferentes tipos de actividades para alentar el uso de idiomas extranjeros para diferentes propósitos, altos niveles de interacción entre maestros y alumnos y los propios alumnos, un aporte intensivo de lenguaje, modelado y andamiaje de maestros y entusiasmo de los maestros.

The English national curriculum guidelines express that should be used several activities to promote the use of English language. So that, this investigation promotes the use of scaffolding strategies by the teachers in order to develop reading comprehension skills. As well as, the National Curriculum guidelines also expresses that:

(...) las actividades que se realicen para la enseñanza deben utilizar el método constructivista que permita al estudiante construir su propio conocimiento

### **Common European Framework (CEF)**

As the project is based on the teaching and learning of English language, the teacher should measure the students's progress through the guidelines expressed in the Common European Framework since that It is an international **reference for language learning, teaching and assessment**, which states that for students who starts learning English, the teaching activities should be aimed to achievement the first level of proficiency, which is represented by A1 and A2.1 Level according to CEF.

**A.1** I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

**A.2.1** Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. A1 Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Methodology**

This is a research methodology since it exists planning; this means establishes objectives, methods and periods. In addition, the descriptive method is applied through a methodological structure. First, the observation of Ninth-grade students at Juan Leon Mera high school was made. Then, it was created an idea to defend, which was tested and verified.

#### **Observation method**

According to Martínez (2017) the observation consists of knowing how to select what the researcher wants to analyze. For the process of observation on the object of study which are represented by Ninth-grade students, it was raised to know what didactic materials they use, type of learning environment, methodology used by the teacher and the strategies used to perform activities before, during and after comprehensive readings and also how this ability relates to other language skills. With the help of this method, reliable information is collected to describe causes affecting the teaching-learning process and explain them in order to find suitable solutions.

#### **Inductive**

The Inductive approach begins from the particulars facts or specific observations to general laws. For Robles (2016) “inductive method is seen as a way to provide strong evidence for the truthfulness of a conclusion” (p.2). this method helps to the researcher because through the observation it was possible to recognize which are the difficulties in the reading comprehension process such as the lack of scaffolding strategies and the lack of motivation in the students, when analyzing the collected data, it is allowed to establish a general truth that was the insufficiency in the reading comprehension, which permits generating two variables that contribute to the positive development of the reading comprehension, giving rise to a general hypothesis to be later proven.

#### **Deductive**

Bradford (2017) define deductive method as a process that usually follows steps, which starts with general concepts or information to obtain a conclusion with specific details from a set of premises. This method contributed to this work since that it was defined the topic of investigation. Once, the topic was established, the researcher collected a lot of information to explore data related to the topic and form a research plan to test the assumption. Some methods were used to deduce the importance and the influence of instructional scaffolding to improve reading comprehension.

## **3.2 Research types**

### **Descriptive**

For Hernández (2014), the purpose of descriptive research is not to show how the variables are related. The objective is to detail the features, properties, and information of people (individual and group), objects, process or any other fact that can be researched. It means descriptive research only seeks to gathered or assess information in a collective or independently manner about the topic or variables related to the object of study. Therefore, this research project is descriptive because it reports situations, attitudes, and events inside the classroom obtained through an observation sheet, also it interprets data (numerical and statistical) gathered through a pre-test/post-test, and surveys, which are analyzed and described in a narrative form. According to Hale (2018) there are three types of descriptive methods, which have been used to determine the influence of instructional scaffolding strategies to develop reading comprehension skills; they are observational methods, case-study methods and survey methods. This work will describe two of them to help to understand research findings.

### **Field Research**

Paz (2014) expresses that field research aims to collect and examine in an organized way all the information that is linked to the object to be investigated, through observation. The main techniques used in a field investigation are observation and interrogation. Thus, the present investigation is field research because it was carried out at Unidad Educativa Juan Leon

Mera, where the object of study was determined (Cajal, 2018, p.1) in order to foster scaffolding strategies to the developing of reading comprehension.

### **3.3 Research Approach**

The present research about the influence of scaffolding strategies to enhance reading comprehension has a methodological design based on a mixed approach. This method uses different investigation techniques to collect information about the object studied and in that way be able to find a solution to the problem. Hernández (2014) determines the mix approach as, “A set of systematic, empirical and critical research processes that involve the collection and analysis of quantitative and qualitative data, as well as their integration and discussion, to make inferences based on the information obtained”. So, instead of working with these approaches separately, the integration of both methods contributes to a more complete understanding of a research problem.

#### **Quantitative**

For Creswell (2014) "Quantitative research is a method for testing target theories by analyzing the relationship among factors. These factors can be estimated, ordinarily on instruments, so that numbered information can be examined utilizing statistical procedures "In other words, quantitative research places accentuation in measurements and numerical information assembled through surveys, tests, etc. and to interpret the phenomenon studied.

In this way, it can be said that the research project is quantitative because the data was gathered through surveys. It was also investigated by post-test and pre-test, which help to assess students' previous knowledge and their improvement since that all the information collected according to Krishnakumar (2011) is done in a statistical, mathematical, and numerical way.

#### **Qualitative**

It is a technique to look into and understand the conflict around the object of concentrate in its regular setting. Creswell (2014) stated that. The system of research incorporates creating request and strategy; gathering data in the individuals' setting; looking at the data

inductively, working from focal points to general subjects; and making interpretations of the significance of the data through interview and observation class.

From this point of view, qualitative research has all the instruments needed to collect information and find a solution to the problem, for instance, questions, interviews, observation, etc. Hence, this is a qualitative project since it measures the variables of the research through observation classes according to Krishnakumar (2011), to comprehend the possible obstacles that limit the performance in reading comprehension classes, which can help the researcher to get a conclusion to achieve an effective and concise improvement.

### **3.4 Techniques and Research instruments**

#### **Research Instruments**

According to Biddix (2015) instrument is the general term that researchers use for a measurement device for instance, survey, test, questionnaire, etc. in the present research, it was chosen a checklist observation class, an interview and survey to the students based on the research question. All those instruments were necessary to obtain validity results and elaborate conclusions and recommendations.

#### **Class Observation**

First, a class observation form was elaborated, through which was possible to register the information gathered during the class observation process. The aim of the class observation was to identify the causes of low reading comprehension in Ninth-grade students at Juan Leon Mera high school and analyze if the teachers were applying the instructional scaffolding strategies correctly to improve reading comprehension. As well as, it was taken into account the classroom management and the environment inside the classroom.

Additionally, it was made to identify the type of methodologies and strategies used by the teacher during the reading comprehension classes, determine which are the pedagogical problems that students face during lessons and why do not they feel motivated or engaged in reading comprehension classes?

## **Survey to the Students**

Surveys for students were elaborated by the researcher, each survey form contained 12 questions, which were created to appreciate the attitude to scaffolding strategies that will be applied during the research project. A survey was given to students aimed to analyze the degree of interest in reading comprehension. Also, this survey was conducted to figure out, which are the strategies preferred by the students in order to understand better reading comprehension classes. Even though during the survey several students presented struggles for answering some questions, the students were able to understand and answer them without any problem because the researcher showed her best effort in order to explain each question for them.

## **Pre-test / Post-test sheets**

At the beginning of the project, the investigator creates a pre-test to evaluate the reading comprehension level in the students, which was elaborated according to their English level and the content that they have seen their previous years. The pre-test was focused on the scaffolding strategies that were used during the development of the research project. At the same time, a post-test was created to assess the influence of instructional scaffolding strategies over reading comprehension, the scaffolding strategies taken in the post-test were practicing during the research process through different reading comprehension activities.

## **Teacher Interview**

The teacher interview had as principal objective to get information about scaffolding strategies to increase reading comprehension skill in Ninth-grade students at Juan Leon Mera High school and to know if these strategies were essential for them to implement in the lessons. Additionally, questions were also guided to know what were teachers' strengths and weaknesses in order to find possible solutions and recommendations for reading comprehension methods.

### 3.5 Research population and sample

#### Population

Banerjee and Chaudhury (2010) state that the population is a group of people or things, which have common features, about which the researcher wants to draw conclusions and analyze them. In the present investigation, the population was 1 principal, 15 teachers and 41 students with ages among 13 to 14 years in the Ninth-grade at Juan Leon Mera high school.

**Table 1.** *Population*

No.	Class Classification (Group)	People
1	The Principal of the school	1
2	Teachers	15
3	Ninth-grade A	41
	Total	56

**Source:** Juan León Mera high school

**Elaborated by:** Rojas, L. (2019)

#### Sample

For Banerjee and Chaudhury (2010) the sample (people or things) is the part chosen from the population, which is used in the project of study. It permits to apply statistical methods to analyze them. The sample was 1 English teacher and 41 students of Ninth-grade at Juan Leon Mera high school.

**Table 2.** *Sample*

No.	Class Classification (Group)	People
1	Teachers	1
2	Ninth-grade A	41
	Total:	42

**Source:** Juan León Mera high school

**Elaborated by:** Rojas, L. (2019)

### **3.6 Analysis of the results**

#### **Observation Analysis**

##### **Class observation checklist without scaffolding strategies**

After observation of the reading activities, the researcher has found that the teacher uses the text guide as an only reading instrument. Students feel demotivated by reading the text. Students only work individually. Instructional scaffolding activities are limited, the only one used are previewing and multiply questions. The teacher does not carry out checking and understanding activity. The teacher does not do a feedback at the end of the lesson. According to the foregoing observed aspects, it is suggested the teacher uses more instructional scaffolding activities, check activities, do a feedback of the lesson and relate content with their life.

##### **Class observation checklist with scaffolding strategies**

Results demonstrated that when the teacher uses instructional scaffolding strategies students show more disposition to read and solve activities. Students were guided by the teacher through previewing exercises, so that it improves the attention in them. the activities were planned to develop different strategies multiply questions, gap fill exercises, use of graphic organizers. It motivated students to understand content and increase their lexical. The teacher monitors the comprehension of students checking answers. The teacher asks students to work in pairs, so that, students can share their ideas about the content of the text. The teacher asks students to relate the situation in the text with their own life, it is vital since that it allows students construct their thinking. Finally, the teacher questioned to the students about what they learned in that moment, and in this way the teacher consolidated the objective of the lesson.

## Surveys to the students

### Item 1 analysis

**Population:** Juan León Mera high school

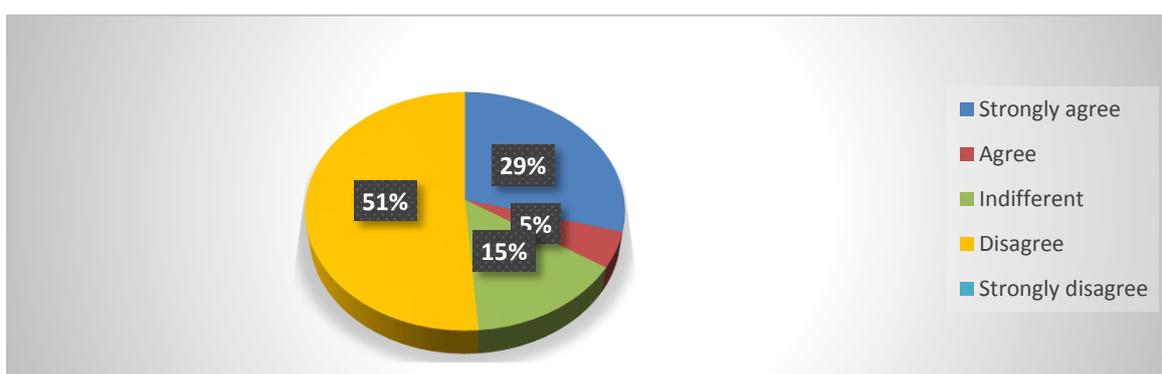
**Sample:** 41 students - 9<sup>th</sup>-grade of Basic Education

**Table 3** *I like to read texts in English*

I like to read texts in English			
ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 1	Strongly agree	12	29%
	Agree	2	5%
	Indifferent	6	15%
	Disagree	21	51%
	Strongly disagree	0	0%
	Total		41

**Source:** Juan León Mera high school

**Elaborated by:** Rojas, L. (2019)



**Figure 4** *I like to read texts in English*

**Source:** Juan León Mera high school

**Elaborated by:** Rojas, L. (2019)

## Analysis

The chart above shows that the half of students have mentioned that they do not like to read texts in English while a 5% of them say yes. The researcher feels that it is necessary to encourage students by reading using different topics as every week as possible.

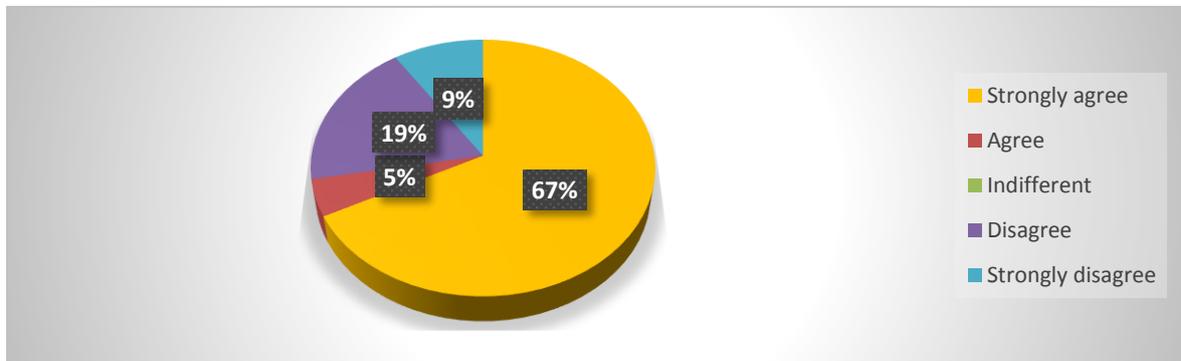
## Item 2 analysis

**Table 4** *I like reading when the text is from my interest*

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 2	Strongly agree	29	67%
	Agree	2	5%
	Indifferent	0	20%
	Disagree	8	19%
	Strongly disagree	4	9%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 5** *I like reading when the text is from my interest*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

## Analysis

The chart above shows a lot of students who have mentioned that they like reading when the text is from their interest while small number of them show disagree. The researcher feels that it is necessary to encourage students by reading using reading with topic students pay interest, for instance, sports, fashion, video games articles, current technology etc.

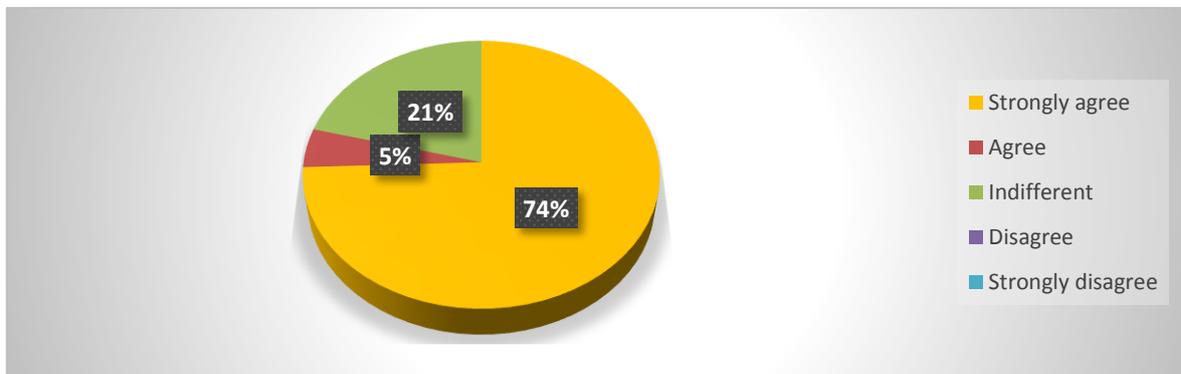
### Item 3 analysis

**Table 5** *I like reading texts with illustrative or visual content.*

I like reading texts with illustrative or visual content.			
ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 3	Strongly agree	32	74%
	Agree	2	5%
	Indifferent	9	21%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 6** *I like reading texts with illustrative or visual content.*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

### Analysis

The chart above shows a great number of students who have mentioned that they like reading texts with illustrative or visual content while a small number of them are indifferent. The researcher feels that it is important to use visual aids to encourage and get student interest more.

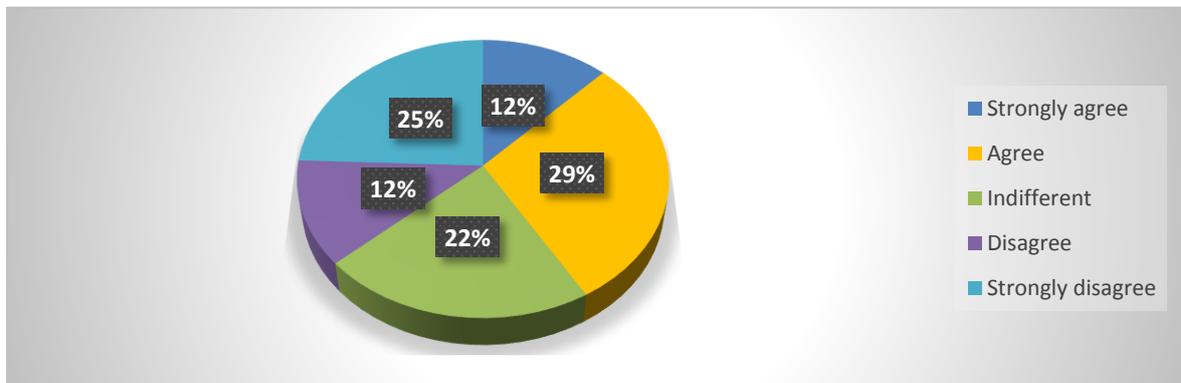
#### Item 4 analysis

**Table 6** *I feel motivated by reading in class*

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 4	Strongly agree	5	12%
	Agree	12	29%
	Indifferent	9	22%
	Disagree	5	12%
	Strongly disagree	10	25%
	Total		41

Source: Unidad Educativa Particular Juan León Mera

Elaborated by: Rojas, L. (2019)



**Figure 7** *I feel motivated by reading in class*

Source: Unidad Educativa Particular Juan León Mera

Elaborated by: Rojas, L. (2019)

#### Analysis

The chart above shows a small number of students who have mentioned they do feel motivated by reading in class while a lot of students mentioned they feel demotivated. The researcher feels that the teacher is being a little bit monotonous in their reading activities. Therefore, it is suggested that the teacher diversify their reading exercises to create more interest in them.

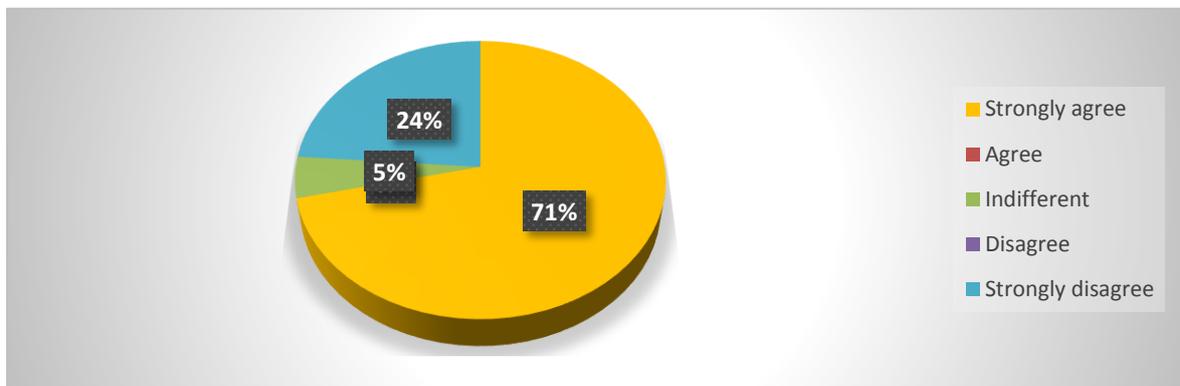
## Item 5 analysis

**Table 7** *I need to learn more words to comprehend better a text*

I need to learn more words to comprehend better a text			
ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 5	Strongly agree	30	71%
	Agree	0	0%
	Indifferent	2	5%
	Disagree	0	0%
	Strongly disagree	10	24%
	Total		41

Source: Unidad Educativa Particular Juan León Mera

Elaborated by: Rojas, L. (2019)



**Figure 8** *I need to learn more words to comprehend better a text*

Source: Unidad Educativa Particular Juan León Mera

Elaborated by: Rojas, L. (2019)

## Analysis

The chart above shows many of students who have mentioned they need to learn more words to comprehend better a text while a small of them mentioned to disagree. The researcher feels that those who answered to disagree are students with good level of English proficiency while those who say to agree are student who need to increase their lexical to increase their fluency. Therefore, it is recommended to the teacher develops more vocabulary acquisition activities.

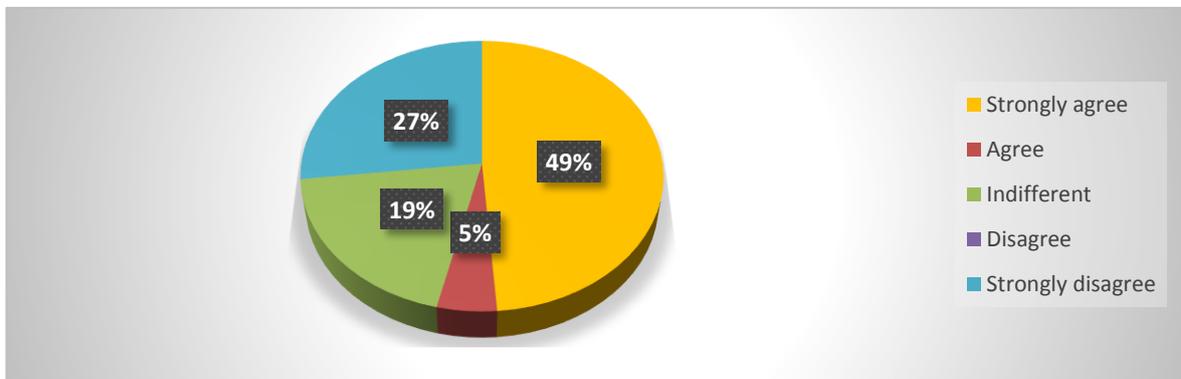
## Item 6 analysis

**Table 8** *I understand better a text when I use graphic organizers*

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 6	Strongly agree	20	49%
	Agree	2	5%
	Indifferent	8	19%
	Disagree	0	0%
	Strongly disagree	11	27%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 9** *I understand better a text when I use graphic organizers*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

## Analysis

Around half of students have mentioned in the chart above that they understand better a text when they use graphic organizers while a small number of them mentioned to disagree. The researcher feels that students need to learn with different visual aids. So, it is recommended that the teacher use graphic organizers to summarize the text and they can understand it in an easier way.

## Item 7 analysis

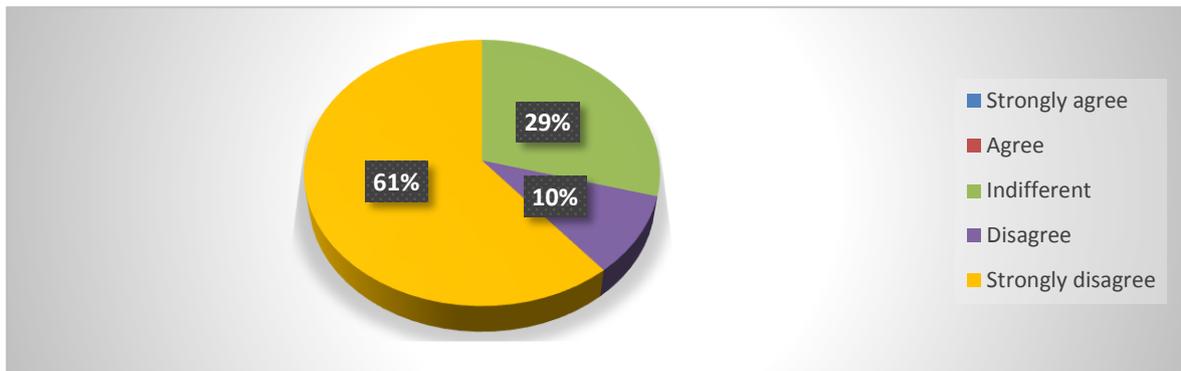
**Table 9** *I often work in pairs to do reading comprehension activities in classroom*

I often work in pairs to do reading comprehension activities in classroom

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 7	Strongly agree	0	0%
	Agree	0	0%
	Indifferent	12	29%
	Disagree	4	10%
	Strongly disagree	25	61%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 10** *I often work in pairs to do reading comprehension activities in classroom*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

## Analysis

The chart above shows a lot of students who have mentioned that they do not work in pairs to do reading comprehension activities in classroom while a great number of them mentioned disagree. The researcher feels that students cannot share their ideas while they work individually. So it is suggested that the teacher organizes students in groups of three or four students.

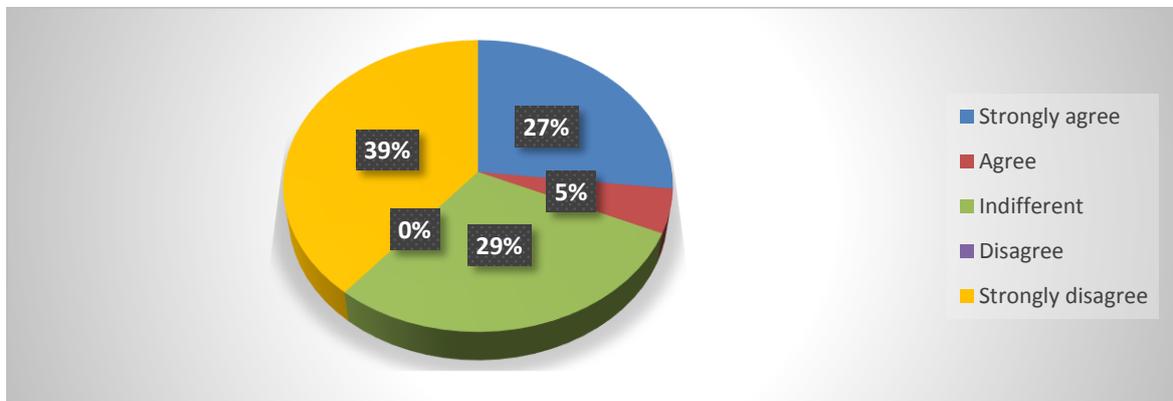
## Item 8 analysis

**Table 10** *My teacher encourages me to find main ideas and details.*

My teacher encourages me to find main ideas and details.			
ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 8	Strongly agree	11	27%
	Agree	2	5%
	Indifferent	12	29%
	Disagree	0	0%
	Strongly disagree	16	39%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 11** *My teacher encourages me to find main ideas and details.*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

## Analysis

The chart above shows a considerable number of students who have mentioned that their teacher encourages them to find main ideas and details while a lot of students do not agree. The researcher feels that the teacher should apply more and better strategies to motivate students to find main ideas and details.

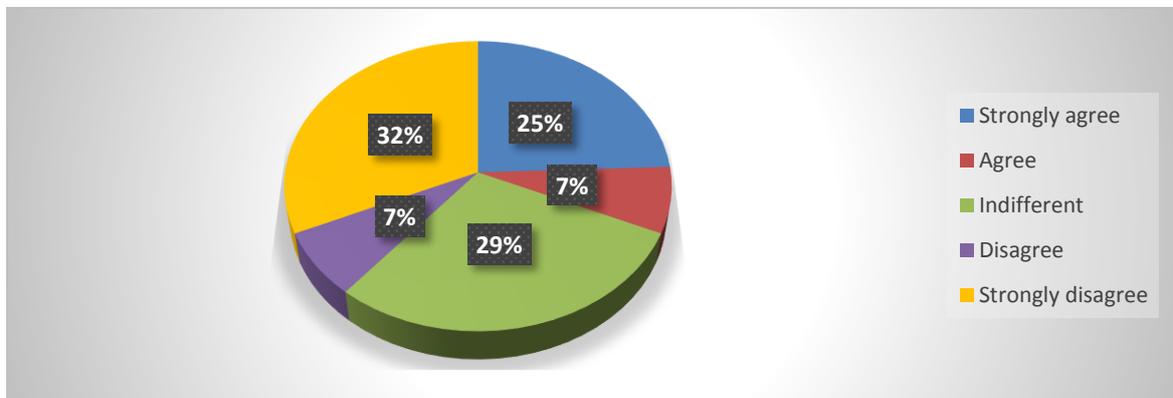
### Item 9 analysis

**Table 11** *My teacher promotes questions before starting reading activity*

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 9	Strongly agree	10	25%
	Agree	3	7%
	Indifferent	12	29%
	Disagree	3	7%
	Strongly disagree	13	32%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 12** *My teacher promotes questions before starting reading activity.*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

### Analysis

The chart above shows a lot of students who have mentioned that their teacher does not promote questions before starting reading activity while a quarter of them roughly say to agree. The researcher feels that the teacher should apply more and better strategies to starting reading activities.

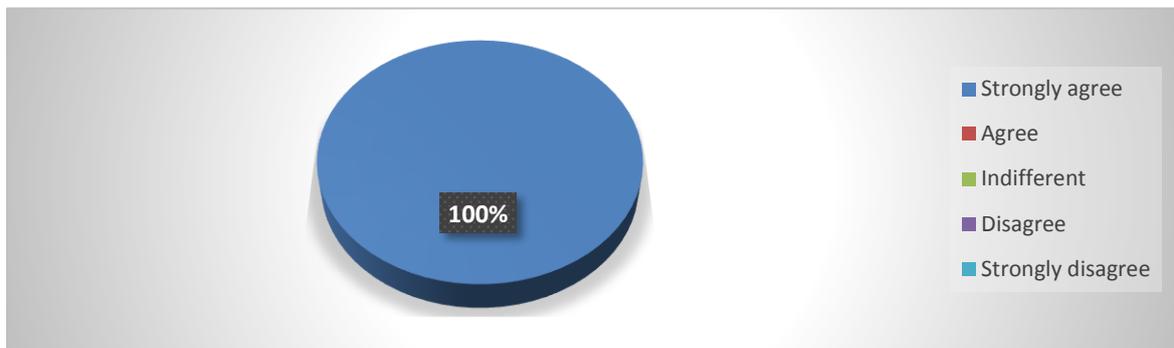
## Item 10 analysis

**Table 12** *My teacher uses the text guide for reading exercises alone.*

My teacher uses the text guide for reading exercises alone			
ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Question 10	Strongly agree	41	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 13** *My teacher uses the text guide for reading exercises alone.*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

### Analysis:

The chart above shows the total of students who have mentioned that their teacher uses the text guide for reading exercises. The researcher feels that the teacher should use a guide with reading activities to develop this skill in better way.

**Item 11 analysis**

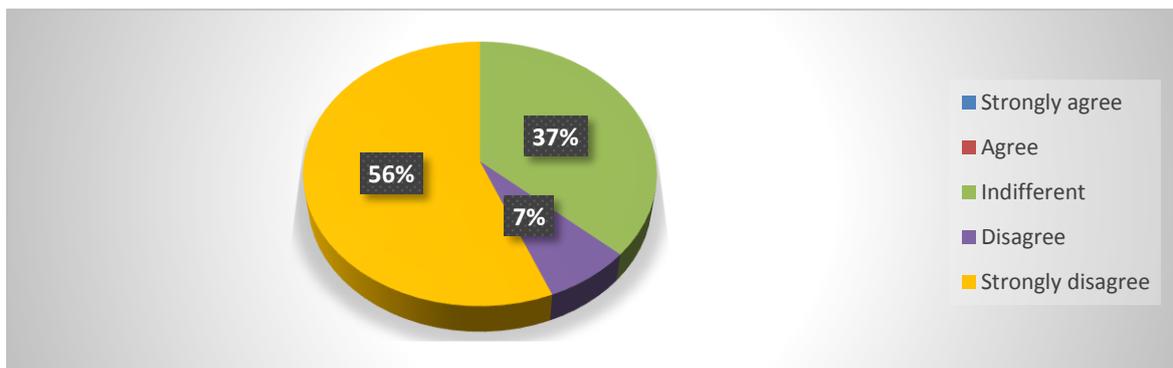
**Table 13** *At the end of the reading, my teacher asks me to relate it with my personal experience.*

At the end of the reading, my teacher asks me to relate it with my personal experience.

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
<b>Question 12</b>	Strongly agree	0	0%
	Agree	0	0%
	Indifferent	15	37%
	Disagree	3	7%
	Strongly disagree	23	56%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 14** *At the end of the reading, my teacher asks me to relate it with my personal experience*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Analysis:**

The chart above shows that around half of students have mentioned that at the end of the reading activity, their teacher does not ask them to relate it with their personal experience while a lot of them say to be indifferent. The researcher feels that the teacher should apply more and better strategies to develop reading comprehension.

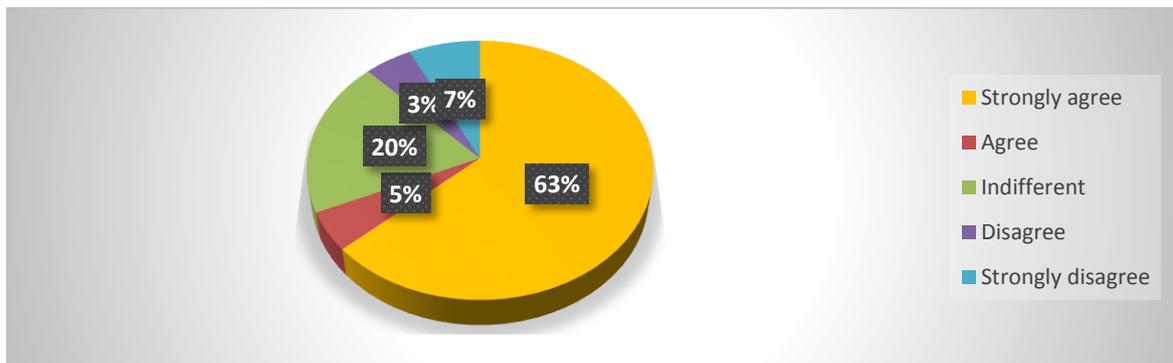
**Item 12** analysis

**Table 14** *I believe that my teacher should use more reading activities than usual*

I believe that my teacher should use more reading activities than usual			
ITEM	CATEGORY	FREQUENCY	PERCENTAGE
<b>Question 13</b>	Strongly agree	26	63%
	Agree	2	5%
	Indifferent	8	20%
	Disagree	2	5%
	Strongly disagree	3	7%
	Total		41

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 15** *I believe that my teacher should use more reading activities than usual*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Analysis:**

The chart above shows many of students who have mentioned that they believe that their teacher should use more reading activities than usual while a 3% of them mentioned to disagree. The researcher feels that students need not just topics of their interest but reading strategies that help them to learn about the topic and learn about the use of English language.

## Test analysis

**Table 15** *Results per students in Pre-test*

Learner	Vocabulary from context	Previewing	Questioning	Organizing	TOTAL	Scale
1. Student	2	2	4	2	9	SL
2. Student	2	2	4	2	9	SL
3. Student	1	1	5	2	9	SL
4. Student	1	1	5	2	9	SL
5. Student	1	1	4	2	7	PL
6. Student	0,5	1	5	2	7	PL
7. Student	0,25	1	5	2	7	PL
8. Student	0	1	5	2	7	PL
9. Student	1	1	4	2	7	PL
10. Student	0,5	1	5	2	7	PL
11. Student	1	1	3	2	7	PL
12. Student	1	1	4	2	7	PL
13. Student	1	0,5	4	2	7	PL
14. Student	0,5	0,5	5	2	8	PL
15. Student	1	0,5	4	2	8	PL
16. Student	1	0,5	5	2	8	PL
17. Student	1	0,5	4	2	8	PL
18. Student	0,75	0,5	5	2	8	PL
19. Student	1	0,5	5	2	8	PL
20. Student	2	0,5	5	0	8	PL
21. Student	0,75	0,5	5	2	8	PL
22. Student	1	0,5	4	2	8	PL
23. Student	0,75	0,5	4	2	7	PL
24. Student	0,75	0,5	2	2	5	BL
25. Student	0,5	0,5	3	2	5	BL
26. Student	0,5	0,5	3	0,5	5	BL
27. Student	0,75	0,5	3	0,5	5	BL
28. Student	0	0,5	5	0,5	6	BL
29. Student	0	0,5	4	2	6	BL
30. Student	0,5	0	4	0	6	BL
31. Student	1	0	3	2	6	BL
32. Student	0,5	0	4	0,5	6	BL
33. Student	0,5	0	4	0,5	6	BL
34. Student	0,5	0	4	2	6	BL
35. Student	1	0	3	2	6	BL
36. Student	1	0	3	2	6	BL
37. Student	1	0	2	0	4	US
38. Student	0,75	0	0	2	2	US
39. Student	0,75	0	2	0,5	3	US
40. Student	0,5	0	2	2	4	US
41. Student	0	0	3	0,5	4	US
<b>Average</b>	<b>0,78</b>	<b>0,50</b>	<b>3,64</b>	<b>1,53</b>	<b>6</b>	

Satisfactory level (SL)  
Process level (PL)  
Beginners level (BL)  
Unsatisfactory (US)

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Table 16** *Results per students in Post-test*

<b>Learner</b>	<b>vocabulary from context</b>	<b>Previewing</b>	<b>Questioning</b>	<b>Organizing</b>	<b>average</b>	<b>scale</b>
1. Student	2	3	3	3	10	SL
2. Student	2	3	2	3	10	SL
3. Student	2	3	3	3	10	SL
4. Student	2	3	3	3	10	SL
5. Student	2	3	2	3	10	SL
6. Student	2	3	3	3	10	SL
7. Student	2	3	2	3	9	SL
8. Student	2	3	2	3	9	SL
9. Student	1	3	3	3	9	SL
10. Student	1	3	2	3	9	SL
11. Student	1	3	3	3	9	SL
12. Student	1	3	3	3	9	SL
13. Student	0,75	3	3	3	8	PL
14. Student	1	3	2	3	8	PL
15. Student	1	3	2	3	8	PL
16. Student	1	3	2	2	8	PL
17. Student	0,5	3	2	2	8	PL
18. Student	0,25	3	2	2	8	PL
19. Student	0,75	3	2	2	8	PL
20. Student	0,75	3	2	2	8	PL
21. Student	1	2	3	2	8	PL
22. Student	1	3	2	2	7	PL
23. Student	1	3	2	2	7	PL
24. Student	1	3	2	2	7	PL
25. Student	0,75	3	2	2	7	PL
26. Student	0,75	3	1	2	7	PL
27. Student	1	3	2	2	7	PL
28. Student	0,75	2	3	2	7	PL
29. Student	0,75	2	2	2	7	PL
30. Student	0,5	2	3	2	7	PL
31. Student	1	2	2	2	7	PL
32. Student	0,75	3	2	2	7	PL
33. Student	0,75	2	2	2	7	PL
34. Student	0	3	2	2	6	BL
35. Student	0,75	2	2	2	6	BL
36. Student	0,75	3	2	2	6	BL
37. Student	1	2	2	2	6	BL
38. Student	0,5	1	3	2	6	BL
39. Student	0,5	3	1	1	6	BL
40. Student	0,5	2	2	1	6	BL
41. Student	2	0	3	1	6	BL
<b>Average</b>	<b>1,03</b>	<b>2,56</b>	<b>2,24</b>	<b>2,17</b>	<b>8</b>	

Satisfactory level (SL)  
Process level (PL)  
Beginners level (BL)  
Unsatisfactory (US)

**Source:** Unidad Educativa Particular Juan León Mera

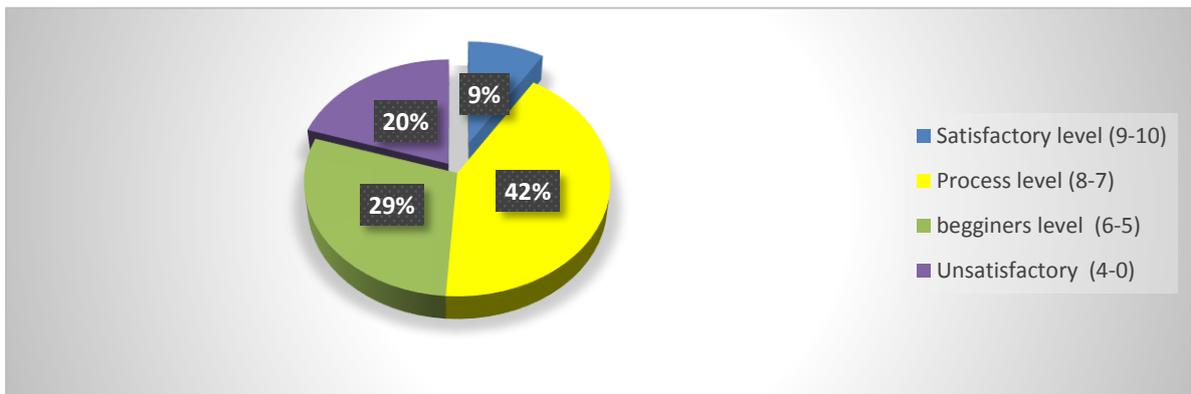
**Elaborated by:** Rojas, L. (2019)

**Table 17** Pre-test result

CATEGORY	FREQUENCY	PERCENTAGE
Satisfactory level (9-10)	4	9%
Process level (8-7)	17	42%
Beginners level (6-5)	11	29%
Unsatisfactory (4-0)	9	20%
Total	41	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 16** Pre-test result

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

## Analysis

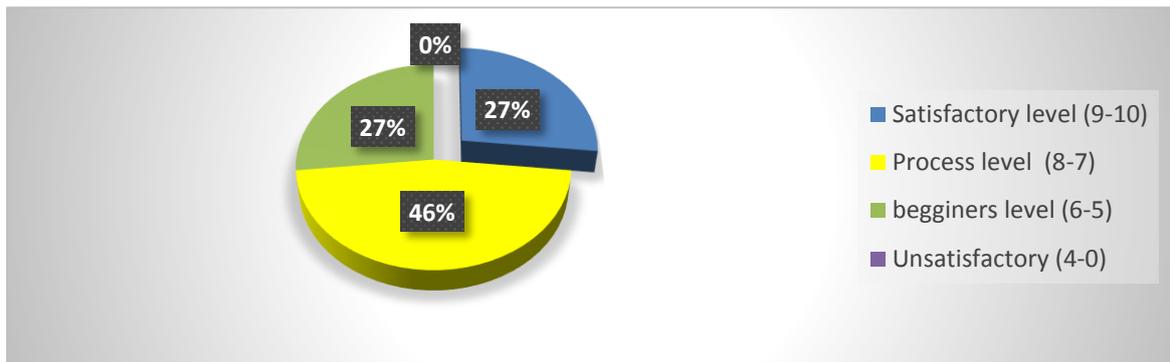
The chart above shows a small number of students got a satisfactory grade between 9 and 10 points, the almost half of students are in a process level between 8 and 7 points, a considerable number of them got a beginner level between 6 and 5 points and a small number of them represent an unsatisfactory level. The researcher feels that in spite of good grades many students there are a great number of them who show they do not understand a lot about the text. Therefore, the researcher recommends that the test be tested again but in this time, the teacher should prepare the class using more reading strategies.

**Table 18** *Post-test result*

CATEGORY	FREQUENCY	PERCENTAGE
Satisfactory level (9-10)	10	27%
Process level (8-7)	19	46%
Beginners level (6-5)	12	27%
Unsatisfactory (4-0)	0	0%
Total	41	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 17** *Post-test result*

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

### Analysis

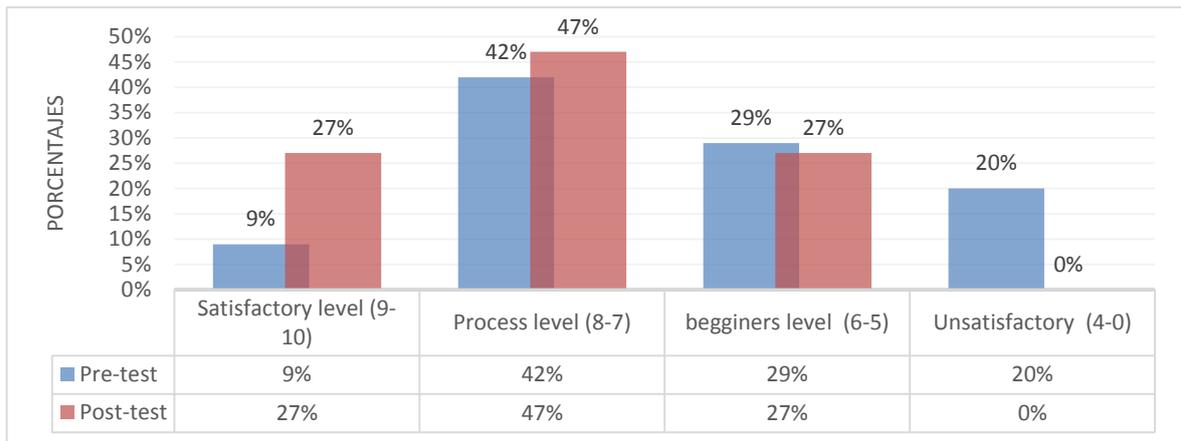
The chart above shows a small number of students got a satisfactory grade between 9 and 10 points, the almost half of students are in a process level between 8 and 7 points, a considerable number of them got a beginner level between 6 and 5 points however there is not anyone under 4 points. The researcher feels that after applying instructional scaffolding activities students show an improvement in their grades.

**Table 19** Pre-test and post-test comparative analysis

CATEGORY	PRE-TEST	POST-TEST
Satisfactory level (9-10)	9%	27%
Process level (8-7)	42%	47%
Beginners level (6-5)	29%	27%
Unsatisfactory (4-0)	20%	0%
Total	100%	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 18** Pre-test and post-test comparative analysis

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Analysis:**

The comparative chart above shows that after applying instructional scaffolding activities students show an improvement in their grades. It also demonstrates that the teacher needs an instrument to add more reading activities and diversify the knowledge not just by learning from the text guide but also using more pedagogical aids.

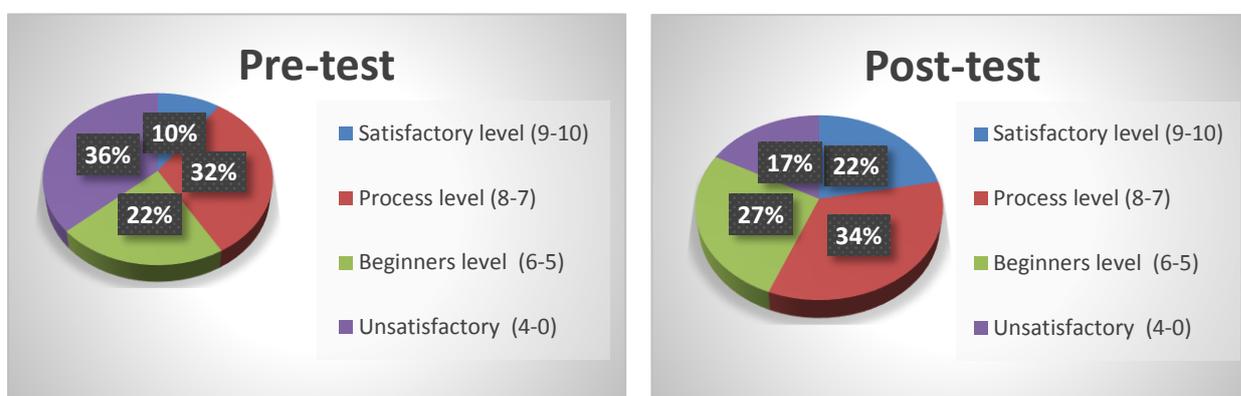
## Pre-test and post-test comparative analysis by instructional scaffolding strategies

**Table 20** Vocabulary from Context

CATEGORY	Pre-Test		Post-Test	
	FRECUENCY	PERCENTAGE	FRECUENCY	PERCENTAGE
Satisfactory level (9-10)	4	10%	9	22%
Process level (8-7)	13	32%	14	34%
Beginners level (6-5)	9	22%	11	27%
Unsatisfactory (4-0)	15	36%	7	17%
Total	41	100%	41	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 19** Comparative increasement in vocabulary acquisition from context.

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Lady Tatiana Rojas Freire, 2019

### Analysis:

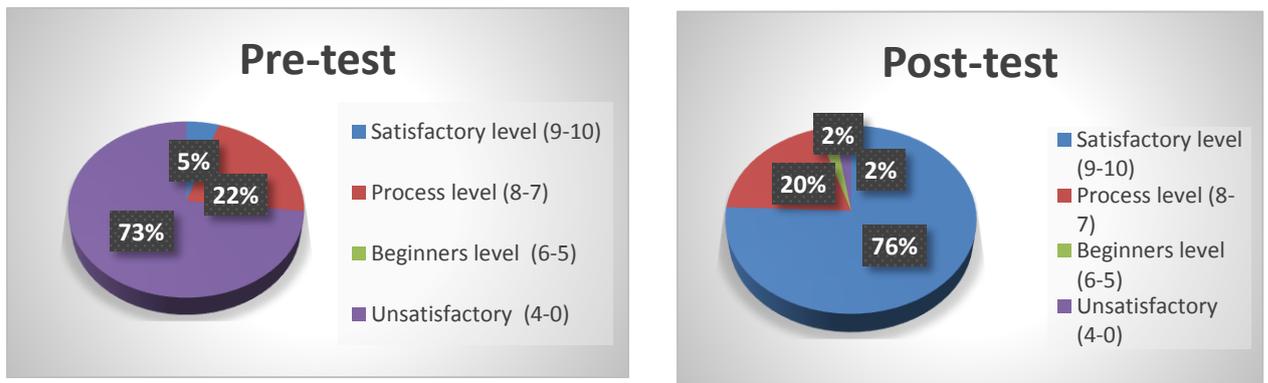
The comparative chart above shows that after applying instructional scaffolding activities students show an improvement in the vocabulary acquisition since that there are an increasement in the satisfactory level and a decreasement in unsatisfactory level. It also demonstrates that the teacher needs an instrument to help students to learn words in an easier way.

**Table 21** *Previewing*

CATEGORY	Pre-Test		Post-Test	
	FRECUENCY	PERCENTAGE	FRECUENCY	PERCENTAGE
Satisfactory level (9-10)	2	5%	31	76%
Process level (8-7)	9	22%	8	20%
Beginners level (6-5)	0	0%	1	2%
Unsatisfactory (4-0)	30	73%	1	2%
Total	41	100%	41	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 20** Comparative increasement in the developing of previewing activity

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Analysis:**

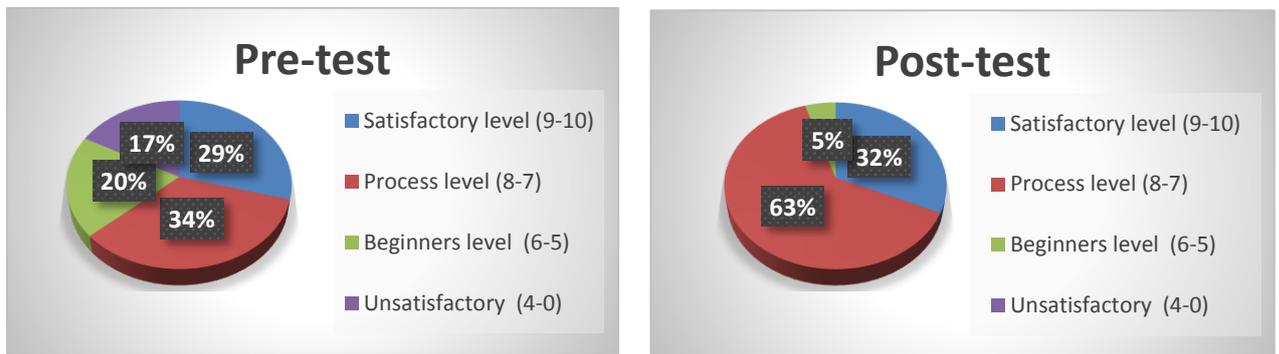
The comparative chart above shows that after applying instructional scaffolding activities students show an improvement in the developing of the previewing activity since that there are an increasement in the satisfactory level and an important decreaseament in unsatisfactory level. It also demonstrates that the teacher needs an instrument to help students to make predictions about the present lesson.

**Table 22** Questioning

CATEGORY	Pre-Test		Post-Test	
	FRECUENCY	PERCENTAGE	FRECUENCY	PERCENTAGE
Satisfactory level (9-10)	12	29%	13	32%
Process level (8-7)	14	34%	26	63%
Beginners level (6-5)	8	20%	2	5%
Unsatisfactory (4-0)	7	17%	0	0%
Total	41	100%	41	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 21** Comparative increase in the developing of questioning activity

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Analysis:**

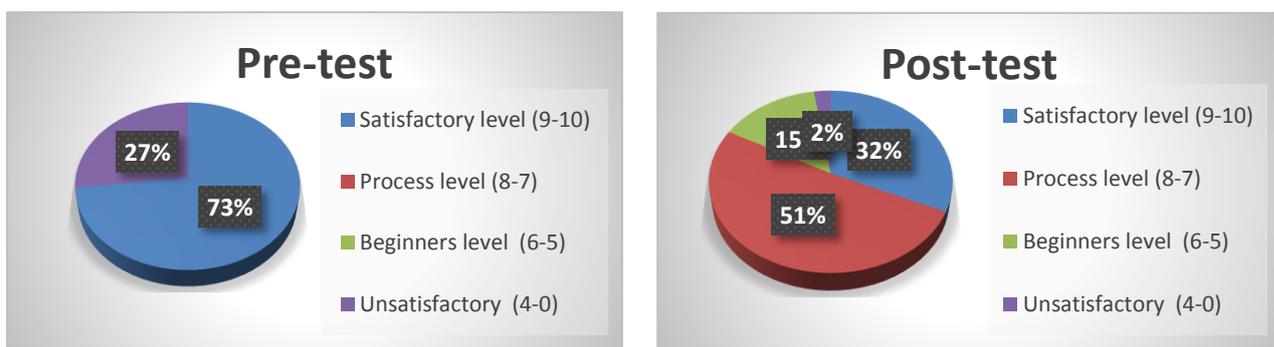
The comparative chart above shows that after applying instructional scaffolding activities students show an improvement in the developing of questioning activity since that there are an increasement in the satisfactory and process level and an important decreasement in unsatisfactory level. It also demonstrates that the teacher needs an instrument to help students to participate more in class through asking question, so that, they can express what they are learning.

**Table 23 Organizing**

CATEGORY	Pre-Test		Post-Test	
	FRECUENCY	PERCENTAGE	FRECUENCY	PERCENTAGE
Satisfactory level (9-10)	30	73%	13	32%
Process level (8-7)	0	0%	21	51%
Beginners level (6-5)	0	0%	6	15%
Unsatisfactory (4-0)	11	27%	1	2%
Total	41	100%	41	100%

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)



**Figure 22** Comparative increasement in the developing of organizing activity

**Source:** Unidad Educativa Particular Juan León Mera

**Elaborated by:** Rojas, L. (2019)

**Analysis:**

The comparative chart above shows that after applying instructional scaffolding activities students show an improvement in the developing of organizing activity since that there are an increasement in the satisfactory and process level and an important decreasement in unsatisfactory level. It also demonstrates that the teacher needs an instrument to help students to construct their knowledge and waking up their critical thinking.

An overall conclusion about analysis per scaffolding strategy is based on the improvement of the reading comprehension when the teacher applies instructional scaffolding strategies. Therefore, the following results open doors to look for an instrument with instructional scaffolding activities to improve reading comprehension.

## **Teacher Interview Analysis**

The teacher thinks scaffolding strategies are essential to developing reading comprehension skills since they help understand what has been read deeply. Particularly, her classroom, there are some students need to use and apply these strategies because of their lack of practice in the reading area. The teacher mentioned that previewing is a fundamental key to reading comprehension since that it allows students link their past ideas with the present information. The teacher often uses this strategy using questions related to the pictures or the title, but she needs to have more of these strategies. The teacher also mentioned that strategies help us to teach effectively. However, it is required to improve strategies involving visual, auditory or kinesthetic exercises. On the other hand, the teacher also believes that students should work more in groups during reading comprehension classes because it motivates them to share what they read and they can construct their own point of view about the topic. In spite of the strategies, which the teacher has already used, it is necessary to implement other ones because she has some students who struggle with the reading comprehension exercises, specially, remember instructions or summarizing information. As well as, the teacher thinks that to motivate students to read is necessary to have a guide with reading activities where can use different scaffolding strategies as an additional didactic resource.

### **3.7 Preliminary conclusion**

It can be concluded that the use of research instruments have given an important support towards the fulfillment of the objective of the investigation. The application of observation checklist allowed to locate the strengths and weaknesses of the teacher at the time of developing reading comprehension. It could be observed that the application of scaffolding strategies benefits not only the learning making it more effective but also the learning environment.

The test allowed to know the results through two different classes; the first one in which no scaffolding strategies were used and another in which if scaffolding strategies were used. Therefore, the increasement in the learning was relevant.

The survey allowed to know the level of satisfaction that students have respect to their reading activities in class and the methodology of the teacher. The results showed that students need more motivation and a learning guide that improves their performance in English.

The interview allowed to know the strategies implemented by the teacher when developing reading skill. However, while the professor uses some scaffolding strategies, they are not enough for which requires increasing more strategies not only to improve learning but also to the learning environment.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 Title**

Instructional Scaffolding Strategies to Develop Reading Comprehension Skills in Ninth-grade students at Juan Leon Mera high school

#### **4.2 Objectives**

##### **4.2.1 Broad Objective**

- To elaborate on a booklet by using different scaffolding strategies to enhance reading comprehension skills at Ninth-Grade students at Juan Leon Mera School.

##### **4.2.2 Specific Objectives**

- To provide several reading comprehension activities that will be developed through specific scaffolding strategies.
- To remove the teacher's guide as students, learn different scaffolding strategies and could understand the reading on their own.
- To create a trusted environment where the learners are motivated to participate in class without feel afraid of the teacher.
- To contribute to the English department with a booklet of reading comprehension activities developing by using scaffolding strategies that can be applied in their classes.

#### **4.3 Impact / Benefits of the Proposed Project Plan**

The current proposed project plan will have a positive impact on students since it will be situated as the main characters in the learning process. They will learn and dominate different scaffolding strategies to increase reading comprehension. The benefits of good reading

comprehension on students will have a significant impact on their lives. First, they will be developing cognitive skills such as concentration and imagination, they will be working on their short term memory and learning of new words. Besides, students will have the capacity to talk about any topic inside and outside classrooms.

In addition, students will develop their reading skills in social learning, which means that both teachers, classmates and even parents can participate in the construction of knowledge. Also, the stress that learners face when they learn a second language will not be a problem because the teacher will guarantee an adequate guide, which will allow the student to request help without feeling fear and will encourage him to participate more in classes.

On the other hand, teachers will be benefitted from this booklet since they will have several worksheets activities to teach reading comprehension to their learners. The readings chosen for this booklet own themes that awake students' attention. It means, they will be beneficial for the development of the reading classes. Also, the scaffolding strategies suggested to work reading comprehension will increase students' performance which says a lot about the efficiency of the teachers.

To sum up, these are some of the benefits highlighted in the present propose project plan that will have a positive effect not only for students and teachers but also for the educational institution as well as the community in general due to good readers will provide skillful thinkers who can contribute with the development of the society.

#### **4.4 Description of proposal**

The present proposed project plan was carried out during October and November in Juan Leon Mera High School in 2018. This is a booklet that contained 7 worksheets each one has a reading with different activities divided into 3 sections: vocabulary, questioning, and organizing, the readings were taken from different sources. Also, they were carefully selected by the teacher to attract the student's interest. This proposal presents several scaffolding strategies to enhance reading comprehension skills. The guidance of the teacher and the assistance of the most capable partners are important to achieve task mastery during this process.

First, before to develop worksheets students were incentivized to watch videos, generate questions, act, debate, work in groups and pairs in order to activated background previous knowledge. Likewise, previously to work with any scaffolding strategy training and explanation was given to students to develop reading comprehension exercises. The tools used during this process were: markers, board, table, TV, flashcards, and flipcharts which were provided by the researcher for the explanation of the classes.

Besides, the aim of the project is not just working with some strategies that could improve reading comprehension, but also understand the concept of scaffolding, and takes into account that when teachers observed that students are dominating the strategies, the assistance should be gradually withdrawn. Furthermore, this booklet must be applied to a social learning context in which everyone contributes with their ideas to construct the knowledge.

Finally, the proposal will increase reading comprehension in students and at the same time will provide several scaffolding strategies which teachers can apply during their classes such as previewing, background knowledge, organizing, and teacher generate questions, interactive reading aloud and vocabulary from context, and partner reading.

### **4.3 Content Framework of the Proposal Project Plan**

- Cover page
- Notes on activity #1
- Activity 1: The day of the Dead
- Notes on activity #2
- Activity 2: Natural Disasters
- Notes on activity #3
- Activity 3: From China to Australia
- Notes on activity #4
- Activity 4: Hamburger Commercial
- Notes on activity #5
- Activity 5: Benjamin Franklin Scientist and Inventor

- Notes on activity #6
- Activity 6: Sports and leisure
- Notes on activity #7
- Activity 7: The problem with bullies

# BOOKLET WITH SCAFFOLDING STRATEGIES TO DEVELOP READING COMPREHENSION ACTIVITIES



Author: Lady Tatiana Rojas Freire

2020

## **Content Framework of the Proposal Project Plan**

- Cover page
- Notes on activity #1
- Activity 1: The day of the Dead
- Notes on activity #2
- Activity 2: Natural Disasters
- Notes on activity #3
- Activity 3: From China to Australia
- Notes on activity #4
- Activity 4: Hamburger Commercial
- Notes on activity #5
- Activity 5: Benjamin Franklin Scientist and Inventor
- Notes on activity #6
- Activity 6: Sports and leisure
- Notes on activity #7
- Activity 7: The problem with bullies

## NOTES ON ACTIVITY #1

### The Day of the Dead

**Topic:** How people celebrate the day of the dead in Mexico

**Level:** 9<sup>th</sup> Grade

**Time:** 45:00 minutes

**Objective:** To understand a descriptive reading activating background knowledge through the use of a mind map.

**Scaffolding Strategy:** Background knowledge.

**Procedure:** First, students give brain storming ideas about the day of the dead in Ecuador using the mind map. Then, students read aloud each paragraph. Next, students identify the topic of the text. Finally, students answer the questions of the reading with the teacher's guide.

### VOCABULARY NOTES:

*Papel picado* is the name given to the tissue paper flags chiseled with a variety of patterns and used to decorate buildings, Day of the Dead altars and streets during secular and religious celebrations in Mexico.

*Tamales* is a Mexican dish of seasoned meat wrapped in cornmeal dough and steamed or baked in corn husks.

### ANSWER KEY

Vocabulary from context

1) 1.1 c 1.2 e 1.3 d 1.4 a 1.5 b

2) a. Skull b. altar c. soul d. cemetery e. Marigolds f. skeleton g. mole h. grave

Check your understanding

1) 1.3. To provide information about the common practices of the day of the dead in Mexico.

2) 2.3 The Day of the Dead is a Mexican holiday, which remembers the souls of dead people, who return to visit their families

3) 3.1 A 3.2 c 3.b 3.4 b 3.5 a

Organizing

Multiple answers

1) It takes place on November 1<sup>st</sup>. and 2<sup>nd</sup>

2) Families may clean their homes to prepare for the arrival of the souls of their loved ones.

3) Pumpkin candies, rice pudding, and tamales may also be offered.

4) Stores also sell skulls made of sugar or chocolate, adorned with names

# Activity One: *The Day of the Dead*

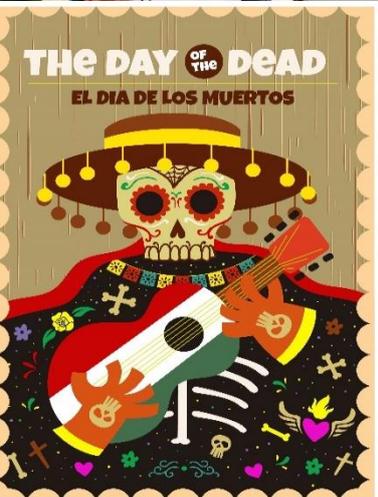
**Instructions:** Talk in pairs about the day of the dead here in Ecuador then share with your partners your ideas using a mind map.



*The Day of the Dead is a Mexican and Latin American holiday. It takes place on November 1<sup>st</sup>. and 2<sup>nd</sup> around the time of Halloween, but it is not really like Halloween. The first day, called "Día de los Angelitos" (Day of the little angels), is dedicated to the souls of deceased children, while November 2<sup>nd</sup> is set aside for the souls of adults.*



*Before these days, families may clean their homes to prepare for the arrival of the souls of their loved ones. Many also visit cemeteries to **decorate** the graves of the dead with their favorite items and flowers. Graves and altars are decorated with papel picado, photographs, cherished objects, marigolds (cempasúchitl), and skeletons **made** of paper or clay. Food and drink are placed on the altars for the dead. It is believed the dead **enjoy** the tastes and smells of the food.*



*There are many important foods associated with Day of the Dead. In particular, the main dish is mole, which is meat (usually chicken or pork) cooked with a sauce made from chilies, chocolate, and peanuts. Pumpkin candies, rice pudding, and tamales may also be offered. Bakeries produce special bread called pan de muerto in the shape of people or bones and decorated with pink sugar. Stores also **sell** skulls made of sugar or chocolate, adorned with names, for children and adults to eat. The most famous skeleton figurine is Katrina, who was first drawn by a Mexican artist named Jose Guadalupe Posada, and has **become** a symbol around the world for the day of the dead celebrations.*

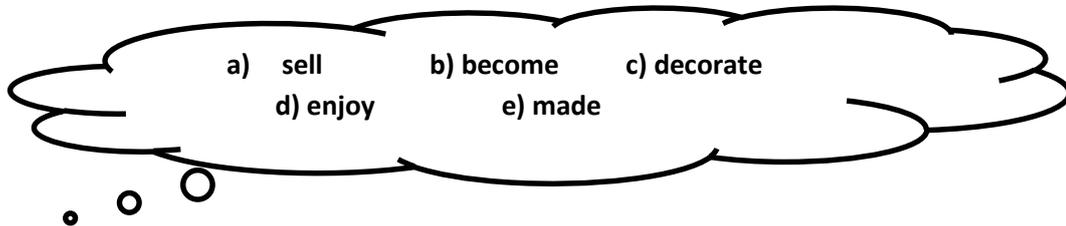
Figure 23

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

## A. Vocabulary

1. - Write the correct letter of the word with the same meaning as the bolded word.



- 1.1 ..... The families adorn **graves and altars of their loved ones**.
- 1.2 ..... Some handmade crafts are **elaborated** with clay and paper.
- 1.3 ..... The people dead have **a good time** tasting the smell of the food.
- 1.4 ..... The sellers take advantage to **market** souvenirs made of food such as chocolate and sugar.
- 1.5 ..... Katrina's painting has **transformed** on the most famous of the Day of the Dead.

2. - Match the words with the pictures of the Day of the Dead. Write the correct letters.

a. Souls  
b. Cemetery  
c. Grave  
d. Altar  
e. Skeleton  
f. Marigolds  
g. Skull

Figure 24

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

## B. Check your Understanding

1. - Looks at the title and skim the first paragraph. What is the purpose of this article? Then put an x in the box. (1 option)

- |     |                          |  |
|-----|--------------------------|--|
| 1.1 | <input type="checkbox"/> | To tell an interesting story about the day of the dead in Mexico.                  |
| 1.2 | <input type="checkbox"/> | To persuade people to celebrate the day of the dead                                |
| 1.3 | <input type="checkbox"/> | To provide information about the common practices of the day of the dead in Mexico |
| 1.4 | <input type="checkbox"/> | To describe general customs of the day of the dead in Ecuador                      |

2.-Read the text and CIRCLE the main idea. (1 option)

Put an X in the correct answer

- |     |                          |   |
|-----|--------------------------|---|
| 2.1 | <input type="checkbox"/> | Stores sell skulls made of sugar or chocolate, adorned with names, for children and adults to eat.                      |
| 2.2 | <input type="checkbox"/> | There are many important foods associated with Day of the Dead.   |
| 2.3 | <input type="checkbox"/> | The Day of the Dead is a Mexican holiday, which remembers the souls of dead people, who return to visit their families. |
| 2.4 | <input type="checkbox"/> | The Day of the Dead is a Halloween celebration.   |

3. - Read the statements. Circle the correct answer. ( 1 option)

- 
- 3.1 **The Day of the Dead is a Mexican Holiday. It takes place on \_\_\_\_\_**  
a) November 1<sup>st</sup>. and 2<sup>nd</sup>                      b) October 30<sup>th</sup>. and 31<sup>st</sup>.                      c) February 8<sup>th</sup>. 9<sup>th</sup>.
- 3.2 **Before these days, families may clean their homes to prepare for the arrival of \_\_\_\_\_**  
a) Skeleton's spirit                      b) Skulls made of sugar                      c) The souls of people who have died
- 3.3 **To welcome to their ancestors who have died families decorated \_\_\_\_\_**  
a) cemeteries and skulls                      b).Graves and altars                      c) food and drink
- 3.4 **Stores also sell \_\_\_\_\_made of sugar or chocolate, adorned with names, for children and adults to eat.**  
a) marigolds                      b)skulls                      c) photograph
- 3.5 **The most famous \_\_\_\_\_figurine is Katrina, who was first drawn by a Mexican artist named Jose Guadalupe Posada**  
a)Skeleton                      b) grave                      d) little angels
-

### C.-Show what you know!

1.-Using this Mind map gives brain storming ideas about The Day of the Dead

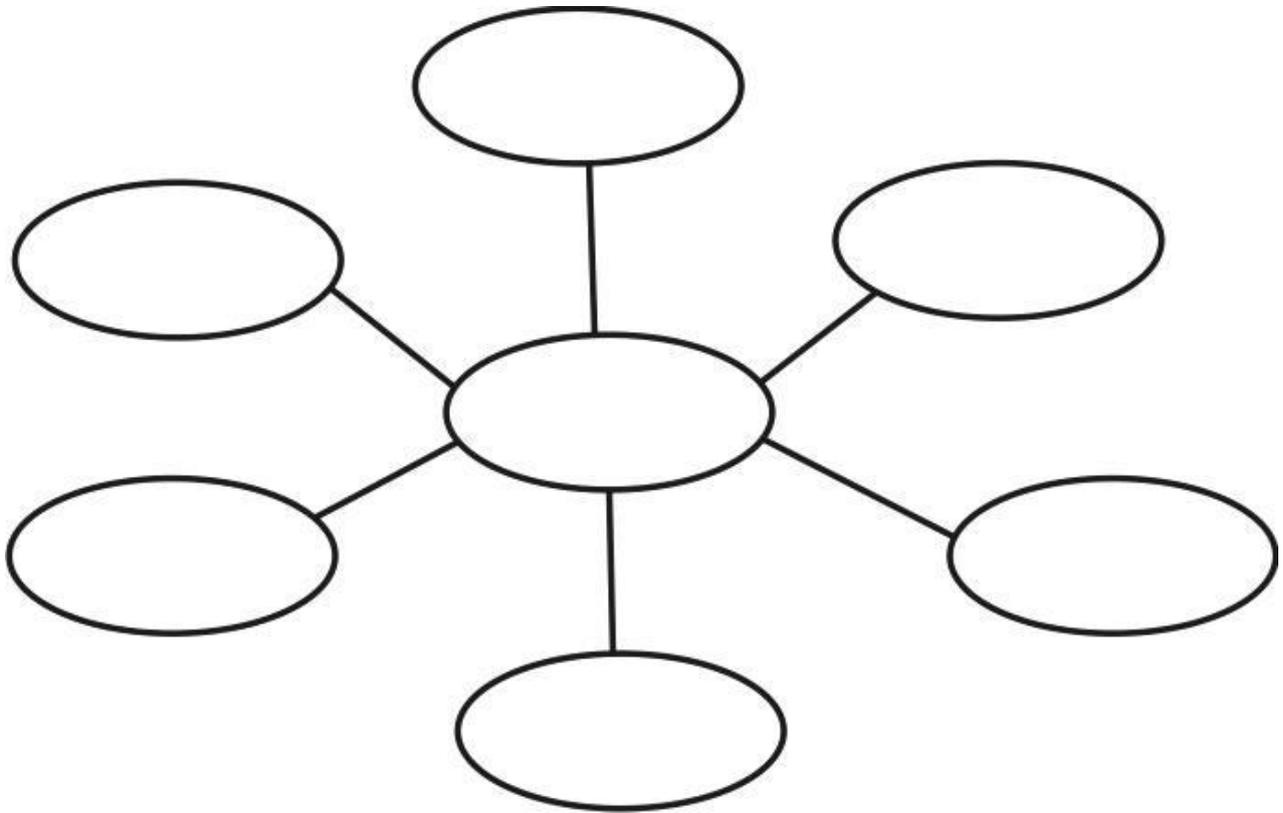


Figure 25

Elaborated by: Rojas, L. (2019)

### D. Pair work. Ask to your partner:

- What did you learn about The Day of the Dead?
- How is celebrated the day of the date in Ecuador?
- Did you have to see a movie related to the Day of the Dead?

## NOTES ON ACTIVITY #2

### Tsunami

**Topic:** Causes and effects of tsunamis

**Level:** 9<sup>th</sup>-Grade

**Time:** 45:00 minutes

**Objective:** To recognize the causes and effects that generates a tsunami by asking multiple questions to students.

**Scaffolding strategy:** teacher generates questions

**Procedure:** Students watch a video about tsunamis. After that, teacher asks questions about the video and students reply. Then, teacher reads the text and the students read in silent at the same time. Later, teacher generates questions about the most important parts of the reading and the students answer the causes and effects of tsunamis, at the end, students work in pairs for solving the activities of the reading with the teacher's guidance.

### VOCABULARY NOTES

An *ecosystem* is all the plants and animals that live in a particular area together with the complex relationship that exists between them and their environment.

A tsunami *warning* is issued when a tsunami with the potential to generate widespread inundation is imminent, expected, or occurring.

A tsunami *watch* is issued when a tsunami may later impact the watch area. The watch may be upgraded to a warning or advisory or canceled based on updated information and analysis.

### ANSWER KEY

Vocabulary from context

1) 1.1 b 1.2 a 1.3 b 1.4 b 1.5 a

2) 1. Landslides 2. Iceberg 3. Ruin an ecosystem 4. Ocean 5. Meteorites 6. Kill people 7. Volcanoes 8.

Damage property 9. earthquakes

Check your understanding

1.4 causes and effects of tsunamis.

2.3 can sense something out of the ordinary.

3.1 Earthquakes

4.1 watch is more serious than a warning.

5.1 Cannot be predicted by scientists.

Organizing

Causes

Volcanoes, landslides large icebergs, and even meteorites are capable of causing one of these mighty waves.

Effects

1. They can kill people
2. Damage property
3. Ruin an ecosystem



Figure 26  
Source: (Cartoonaday, 2011)

## Activity Two: *Tsunami*

**Instructions:** Listen the text while your other classmates read, then answer the questions of the most important parts in the text that your teacher will ask you.



*Elephants on the coast of Thailand are acting strange. They stamp their feet and moved toward the hills. The sea **draws back** from the beaches. Suddenly, a huge **wave** appears. This is no ordinary wave. It is a tsunami! Tsunami (pronounced "soo-NAH-mee") waves are larger and faster than normal **surface** waves.*

*A tsunami wave can travel as fast as a jet plane and can be as tall as a ten-story building. Tsunamis begin when the ocean rises or falls very suddenly. Large amounts of seawater are displaced. This movement causes huge waves. For a tsunami to occur there must be some kind of force that causes the ocean water to become displaced. Most tsunamis are caused by **underwater** earthquakes.*



*However, volcanoes, landslides large icebergs, and even meteorites are capable of causing one of these mighty waves. Tsunamis are extremely powerful. Ordinary waves lose power when they break. Tsunami waves can remain powerful for several days. Because tsunami waves are so strong, they can kill people, damage property, and completely ruin an ecosystem in just one hour.*

*The Scientists have no way of predicting when a tsunami will hit. However, if a powerful enough earthquake occurs, scientists can issue a **warning** or a **watch**. A warning means that a tsunami will very likely hit soon. A watch means that conditions are favorable for a tsunami. When people are notified about a watch or a warning, they have more time to prepare. It is best not to get caught unaware when a tsunami is on the way.*



Figure 27  
Source: (Internet Pages)  
Modified by: Rojas, L. (2019)

## A. Vocabulary from Context.

1.-Find these bolded words in the article. Circle the definition that matches the meaning in the article.

**1.1 Draw-back**

a) Push towards the beach.

b) back towards the sea.

**1.2 Wave**

a) a long body of water, which breaks on the shore.

b) to move your hand in salute.

**1.3 Underwater**

a) This happens on the surface of the water

b) this happens under the sea.

**1.4 Surface**

a) a violent windstorm.

b) the superficial aspect of something.

**1.5 Warning**

a) There is a possible danger.

b) there is not any danger.

2.-Write the letter of the word.

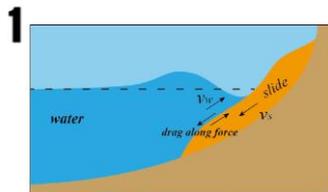


Figure 28

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

1 L \_ \_ ds \_ \_ des

6 K \_ \_ l p \_ op \_ \_

2 Ic \_ b \_ g \_

7 v \_ lc \_ n \_ es

3 R \_ \_ n an ec \_ s \_ st \_ m

8 da \_ a \_ e p \_ o \_ er \_ y

4 O \_ e \_ n

9 Ear \_ \_ qu \_ \_ es.

5 m \_ \_ \_ or \_ t \_ s

## B. Check your Understanding

### 1. - Read the text and CIRCLE the main idea. (1 option)

- 1.1  how to prepare for tsunamis  
1.2  scientists who predict tsunami waves.  
1.3  similarities and differences between wave types.  
1.4  causes and effects of tsunamis.

### 2.-In paragraph 1, the elephants are most likely acting strange because they...

- 2.1  are not used to seeing fish.  
2.2  dislike the water.  
2.3  can sense something out of the ordinary.  
2.4  see the ocean drawing back from the beaches.

### 3.-Most of the tsunamis are caused by

- 3.1  earthquakes  
3.2  volcanoes  
3.3  large icebergs  
3.4  meteorites

### 4.-After reading the passage, we can conclude that a tsunami

- 4.1  watch is more serious than a warning.  
4.2  warning is more serious than a watch.  
4.3  warning and watch are equally serious.  
4.4  Warning and watch both mean a tsunami has formed.

### 5.-Tsunamis cause so much destruction because they

- 5.1  cannot be predicted by scientists.  
5.2  break on the coast, unlike normal waves.  
5.3  are caused by volcanoes, landslides and meteorites.  
5.4  can be as tall as a ten-story building.

### C.-Show what you know!

1.-Identify the different causes, which produce a tsunami and the 3 main effects:

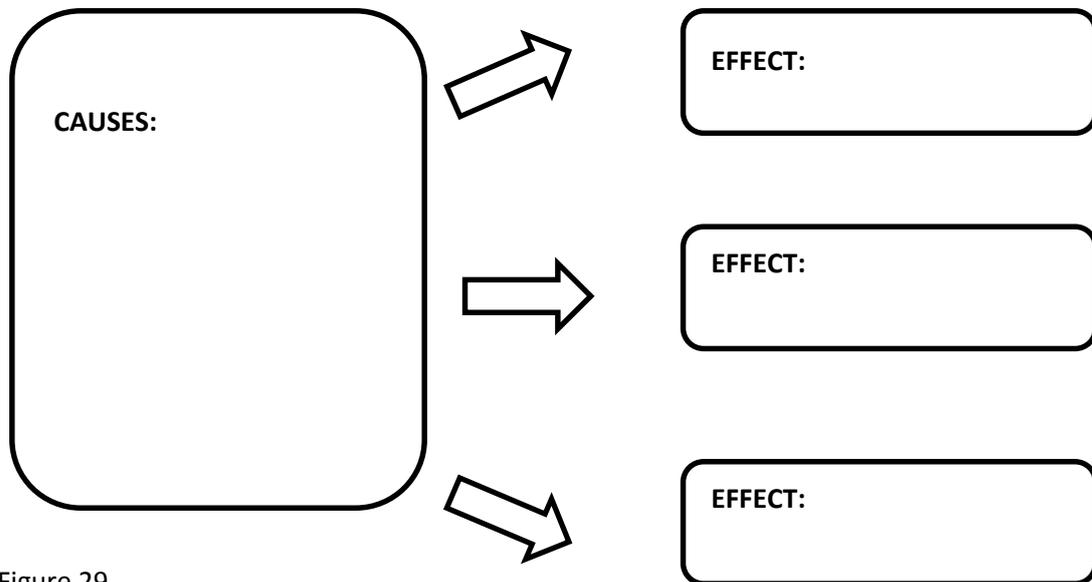


Figure 29  
Elaborated by: Rojas, L. (2019)

### D. Pair work. Ask to your partner:

1.-Discuss with your parent answering these questions

What is a tsunami?

What are the possible causes of a tsunami and the possible effects?

What are a warning and a watch? Can they save lives?

## NOTES ON ACTIVITY #3

### From China to Australia

**Topic:** Similarities and differences of Pandas and Koalas.

**Level:** 9<sup>th</sup>-Grade

**Time:** 45:00 minutes

**Objective:** To identify the similarities and differences between pandas and Koalas by applying the reading partner strategy.

**Scaffolding strategy:** Partner reading

**Procedure:** To introduce the reading teacher used a Venn diagram over the board. Immediately, students tell the similarities and differences between pandas y koalas. Then, they worked in a partner reading. The first ss. reads for 30s while the other ss. Listen. After, it is time of the other student. After that, they can ask questions to each other about the reading. At last, students develop the activities with the guidance of the teacher.

### VOCABULARY NOTES:

*Mountain Range* is a group or line of mountains with a particular name.

*Herbivores* are animals that eat only plants.

*Woodland area* is a land on which many trees grow.

*Tree-dwelling* are animals that live only in trees.

### ANSWER KEY

vocabulary from context

1) 1.f 2.c 3.d 4.a 5.b 6. e

2) 1. Mountain range 2. Bamboo 3. Woodland  
4.fur 5. paws 6. Eucalyptus 7. claw

Check your understanding

1) 4.4 To describe general characteristics of  
pandas and koalas.  
2) 2.1 F 2.2 T 2.3 F 2.4 T 2.5 F 2.6 T  
3) 3.1 Thick and wooly, climbers, dangerous,  
tree-dwelling, herbivores

Organizing

Multiple Answers

Koalas' Differences

- They are gray in color
- They eat eucalyptus

Pandas' Differences

- They have black and white fur
- They eat bamboo

Similarities

- Both are herbivores
- Both are good climbers



## Activity Three: From China to Australia

Figure 30

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

**Instructions: Partner reading activity. Student #1 will read the text for 30cs while student #2 listen and wait for his or her turn. Then, they can ask question to each other about the reading.**

*Pandas, Giant pandas live in the mountain ranges of central china. They are found mostly in the forests that contain bamboo. They are solitary animals. But pandas have been known to share their territory with a small group of other pandas.*

*The **shape** of the panda's body is similar to those of other bears, but pandas' bodies are covered in black and white fur. The fur is thick and wooly. It helps protect from the weather. Pandas **grow** to be 4 to 6 feet long. They can **weigh** up to 250 pounds. They have **sharp** front teeth, which help them bite off stalks of bamboo. 90% percent of their food comes from bamboo, which makes them primarily an herbivore. Also, pandas are good climbers, their paws have five clawed fingers that help them **grip** the sides of the tree and while the may be cute looking, they can be dangerous, even though they are a symbol of peace. **Koalas**, live in Australia. They are found mostly in the tall eucalyptus-tree forests in the eastern part of the country. However, some are also found along the coastal regions and low woodland areas. Koalas are Tree-dwelling animal, which means they live only in trees.*

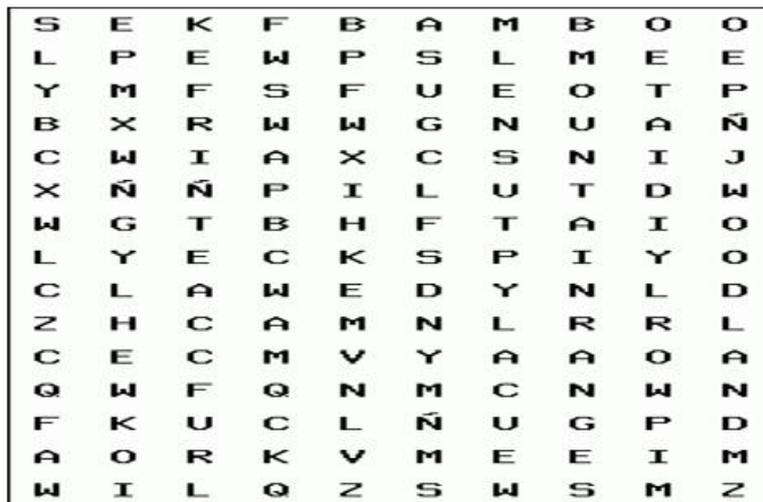
*Koalas are ash gray in color, with tinges of brown in their fur. Their fur protects them from the weather. Koalas grow to weight about 20 pounds and are usually 24 to 33 inches in **length**. They have paws with five digits, each of which has a long sharp claw. These claws enable them to climb trees with ease and grasp their food while eating. Koala's diet consists entirely of leaves of eucalyptus. This means they are herbivores. Koalas may look like cuddly teddy bears, but these bear-like animals are more like kangaroos that don't hop.*

## A. Vocabulary from Context.

1.-Look at the bolded words in the article. Guess their meanings then match the word with the correct definitions.

.....	<b>SHAPE</b>	a. the condition or effect of being heavy.
.....	<b>GROW</b>	b. A sharp point is very thin and can cut through things very easily.
.....	<b>LENGTH</b>	c. to increase in size or amount.
.....	<b>WEIGHT</b>	d. a measurement of how long something is in size.
.....	<b>SHARP</b>	e. It is a firm, strong hold on something.
.....	<b>GRIP</b>	f. the external form of someone or something.

2.-Can you find the hidden words based on the reading.



kokolikoko.com



Figure 31

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

Write your words here	
1	
2	
3	
4	

5	
6	

## B. Check your Understanding

1.-Look at the title and skim the first paragraph. What is the purpose of this article?  
Then put a

- |     |                          |   |
|-----|--------------------------|---|
| 1.1 | <input type="checkbox"/> | To tell an interesting story about koalas and pandas.     |
| 1.2 | <input type="checkbox"/> | To persuade people to visit Australia and chine.          |
| 1.3 | <input type="checkbox"/> | To provide information about eucalyptus and bamboo trees. |
| 1.4 | <input type="checkbox"/> | To describe general characteristics of pandas and Koalas. |

2. - Read the statements. Write T (true) or F (false)

- |     |                          |  |
|-----|--------------------------|--|
| 2.1 | <input type="checkbox"/> | Giant pandas are from Australia and they are found in the forest.                            |
| 2.2 | <input type="checkbox"/> | The panda's body is totally covered by a thick a wooly fur.                                  |
| 2.3 | <input type="checkbox"/> | Pandas' diet is entirely based on eucalyptus.  |
| 2.4 | <input type="checkbox"/> | Koalas are found in the tall eucalyptus tree forest, coastal regions and low woodland areas. |
| 2.5 | <input type="checkbox"/> | Koalas grow to weight about 250 pounds and are usually 22 to 33 inches in length             |
| 2.6 | <input type="checkbox"/> | Koalas' claws help them to climb trees   |

3. - Fill in the blanks with the correct words.

**HERBIVORES   THICK AND WOOLY   DWELLING   CLIMBERS   DANGEROUS   TREE**

3.1) Pandas' fur are \_\_\_\_\_ and \_\_\_\_\_, which help them to protect from the weather. Also, pandas are good \_\_\_\_\_. They can be \_\_\_\_\_, even though they are a symbol of peace.

3.2) Koalas are \_\_\_\_\_ animals, which means they live only in the tree. Koala's diet consist entirely of leaves of eucalyptus this means they are \_\_\_\_\_

**C.-Show what you know!**

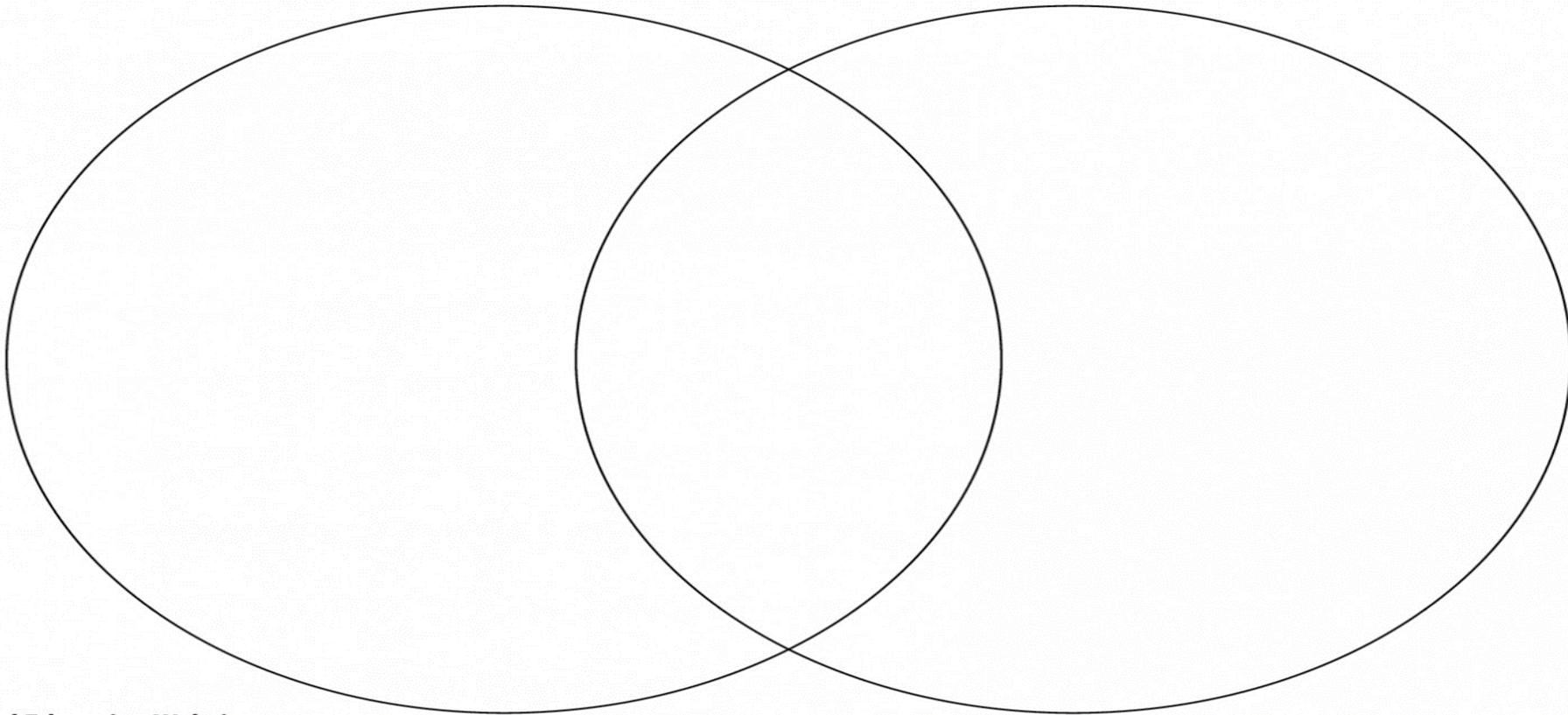
**1.-Read the text and Write in the Venn Diagram the similarities and differences between pandas and koalas.**

**COMPARE AND CONTRAST**

**Koalas' differences**

**Similarities**

**Pandas' differences**



~~Education White~~

Figure 32

Elaborated by: Rojas, L (2019)

**D. Pair work. Ask to your partner:**

**1.-Write your own short paragraph by answering the questions below.**

- 1.-From which places comes from pandas and koalas?
- 2.-What are the physic characteristics of pandas and koalas?
- 3.-Write the similarities between pandas and koalas?
- 4.-What kinds of food eat pandas and koalas?

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## NOTES ON ACTIVITY #4

### Hamburger Commercial

**Topic:** Truths and Lies about TV. Commercials

**Level:** 9<sup>th</sup> Grade

**Time:** 45:00 minutes

**Objective:** To comprehend the text by using the interactive reading aloud strategy, writes the sequence of events of a hamburger commercial and recognizes signal words.

**Scaffolding strategy:** interactive reading aloud

**Procedure:** Teacher shows some signal words of sequence (first, then next and finally), Students work in groups and rearrange some steps or events in order, using different signal words. Then, the teacher introduces the reading by looking the pictures and the title. After, students highlight all the words that show a sequence of events. Next, the teacher practice with students an interactive reading aloud, teacher incentives a debate with the questions, promotes critical thinking and students can ask questions too. After, teacher explains the difference between author purpose and main idea. Finally, students work individually developing all the exercises with a partial teacher's intervention.

### VOCABULARY NOTES

*Ads* are informal forms for advertisements

*Waterproof* is a coat or other piece of clothing that keeps you dry because it does not allow water in.

*Molasses* a thick, dark, sweet liquid made from sugar plants.

*Skewer* is a long, thin metal pin used for holding together pieces of food especially meat, during cooking.

*Glycerin* is a sweet, thick, clear liquid used in making explosives and medicines and for making food sweet

### ANSWER KEY

Vocabulary from context

1) 1.1 b 1.2 a 1.3 b 1.4 c 1.5 a

2) Across: 1. Meat 4. Oil 5. Cheese 8.bun

Down: 2. Sesame seeds 3. Tomatoes 6. Lettuce  
7. Hamburger 9. Onion

Check your Understanding

1)1.1 To explain how fast food companies make their food look delicious in commercials.

2) 2.3 Hamburgers in fast food commercial are not edible like in real life.

Organizing

Sequence of events

First, the food stylist sorts through hundreds of buns until he or she finds one with no wrinkles.

Then, the stylist carefully rearranges the sesame seeds on the bun using glue and tweezers for maximum visual appeal.

Next, the food stylist shapes a meat patty into a perfect circle.

---

3).2 keeps the sesame seeds on the bun in perfect order.

4) 4.7. I, II, and III

5) 5.4 Appear fresh.

6) 6.1 buns 6.2 meat 6.3 tomatoes 6.4 lettuce  
6.5 sesame seeds

---

Finally, the food stylist searches through dozens of tomatoes and heads of lettuce to find the best-looking produce.

## Activity Four: *Hamburger commercial*



**Instructions:** listen the text while your teacher read aloud and at the same time ask questions, students can ask questions too, you can discuss the answer with you classmates generating a debate.



*It is easy to make a delicious-looking hamburger at home. But would this hamburger still look delicious after it sat on your kitchen table under very **bright** lights for six or seven hours? If someone took a picture or made a video of this hamburger after the seventh hour, would anyone want to eat it? More importantly, do you think you could get millions of people to pay money for this hamburger? These are the questions that fast food companies worry about when they produce commercials or print ads for their products. Video and photo shoots often last many hours. The lights that the photographers use can be extremely hot. These conditions can cause the food to look quite **unappealing** to potential consumers. Because of this, the menu items that you see in fast food commercials are probably **not** actually **edible**.*

*Let's use the hamburger as an example. The first step towards building the perfect commercial hamburger is the bun. The food stylist—a person employed by the company to make sure the products look perfect—sorts through hundreds of buns until he or she finds one with no wrinkles.*

*Next, the stylist carefully rearranges the sesame seeds on the bun using glue and tweezers for maximum visual appeal. The bun is then sprayed with a waterproofing solution so that it will not get soggy from contact with other ingredients, the lights, or the humidity in the room.*



*Then, the food stylist shapes a meat patty into a perfect circle. Only the outside of the meat gets cooked—the inside is left **raw** so that the meat remains moist. The food stylist then paints the outside of the meat patty with a mixture of oil, molasses, and brown food coloring. Grill marks are either painted on or seared into the meat using hot metal skewers.*

*Finally, the food stylist searches through dozens of tomatoes and heads of lettuce to find the best-looking produce. One leaf of the crispest lettuce and one center slice of the reddest tomato are selected and then sprayed with glycerin to keep them looking fresh. So the next time you see a **delectable** hamburger in a fast food commercial, remember: you're actually looking at glue, paint, raw meat, and glycerin! Are you still hungry?*

Figure 33

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

## A. Vocabulary from Context.

1.-Look at the bolded words in the article and Circle the correct synonym according to the context.

<b>1.1 Bright</b>	a) Dull	b) Luminous	c) dark
<b>1.2 Unappealing</b>	a) Unattractive	b) pleasant	c) appealing
<b>1.3 Edible.</b>	a) Nutritious	b) eatable	c) inedible
<b>1.4 Delectable</b>	a) Disgusting	b) familiar	c). Delicious
<b>1.5 Raw</b>	a) Crude	b) unnatural	c) cooked

2. - Solve the crossword puzzle by scamming the hamburger ingredients from the picture and from the text.

### CROSSWORD

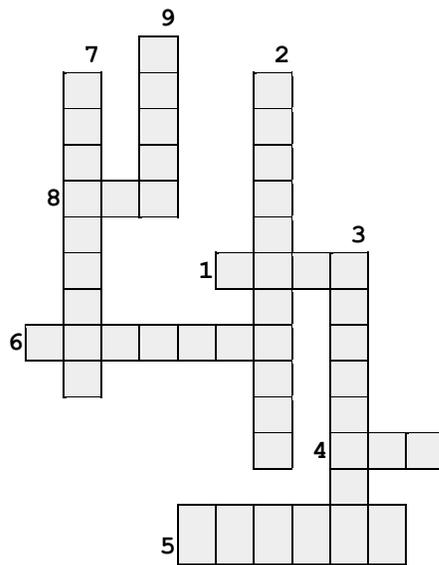


Figure 34  
Source: (daum, 2014)

#### ACROSS

1. - M \_ \_ \_ T  
4. - O \_ L  
5. - C \_ E \_ \_ E  
8. - B U \_

#### DOWN

2. -S \_ S \_ M \_ S \_ \_ \_ S  
3. - T \_ \_ \_ T O \_ \_  
6. - \_ E \_ \_ U C \_  
7.- H \_ M \_ \_ R \_ \_  
9.- O \_ I \_ N

## B. Check your Understanding

### 1.-The author's primary purpose is to...

- |     |                          |   |
|-----|--------------------------|---|
| 1.1 | <input type="checkbox"/> | To tell an interesting story about koalas and pandas. at fast food restaurants. |
| 1.2 | <input type="checkbox"/> | Explain how fast food companies make their food look delicious in commercials.  |
| 1.3 | <input type="checkbox"/> | Teach readers how to make delicious-looking food at home.                       |
| 1.4 | <input type="checkbox"/> | Criticize fast food companies for lying about their products in commercials.    |

### 2.-Read the text and CIRCLE the main idea. (1 option)

- |     |                          |  |
|-----|--------------------------|--|
| 2.1 | <input type="checkbox"/> | A food stylist is a person employed by the company to make sure the products look perfect. |
| 2.2 | <input type="checkbox"/> | The ingredients used in a fast food commercial are delicious.                              |
| 2.3 | <input type="checkbox"/> | Hamburgers in fast food commercial are not edible like in real life.                       |
| 2.4 | <input type="checkbox"/> | The conditions that a photographer needs to do a fast food commercial.                     |

### 3. - According to the passage, a food stylist working on a hamburger commercial might use glue to...

- |     |                          |   |
|-----|--------------------------|---|
| 3.1 | <input type="checkbox"/> | Make sure the meat patty stays attached to the bun. |
| 3.2 | <input type="checkbox"/> | Keep the sesame seeds on the bun in perfect order.  |
| 3.3 | <input type="checkbox"/> | Arrange the lettuce on the tomato.                  |
| 3.4 | <input type="checkbox"/> | Hold the entire hamburger together.                 |

### 4.- According to the passage, fast food companies use things like glue and glycerin on hamburgers that appear in advertisements because...

I. no one actually has to eat the food used in themmercial.

II. It is important that people who see these advertisements would pay for the food being advertised.

III. Filming a commercial or a print ad can take a very long time.

- |     |                          |                 |
|-----|--------------------------|-----------------|
| 4.1 | <input type="checkbox"/> | I only          |
| 4.2 | <input type="checkbox"/> | I and II only   |
| 4.3 | <input type="checkbox"/> | II and III only |
| 4.4 | <input type="checkbox"/> | I, II, and III  |

**5. - Based on information in the passage, it is most important for the lettuce and tomato used in a fast food hamburger commercial to...**

- 5.1  have a great taste.
- 5.2  be the perfect shape and size.
- 5.3  appear natural.
- 5.4  Appear fresh.

**6. - What ingredients were used in the hamburger commercial?**

- 6.1
- 6.2
- 6.3
- 6.4
- 6.5

**C.-Sequence of Events**

**1.-Number the steps towards building the perfect commercial hamburger in the order that they happen. Then, organize the sentences in the correct order inside the graphic organized by using the signal words.**

- The food stylist searches through dozens of tomatoes and heads of lettuce to find the best-looking produce.
- The food stylist shapes a meat patty into a perfect circle.
- The stylist carefully rearranges the sesame seeds on the bun using glue and tweezers for maximum visual appeal.
- The food stylist sorts through hundreds of buns until he or she finds one with no wrinkles.

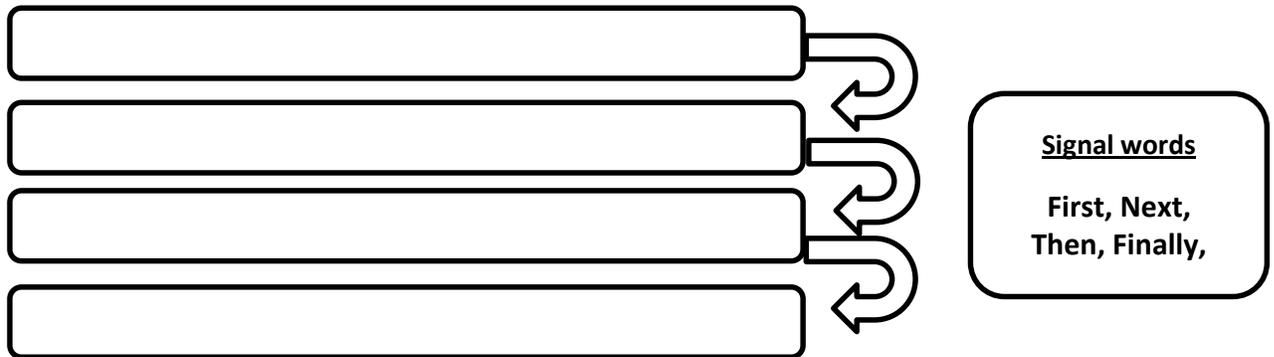


Figure 35  
Elaborated by: Rojas, L. (2019)

## NOTES ON ACTIVITY #5

### Benjamin Franklin: Scientist and inventor

**Topic:** Benjamin Franklin's Inventions

**Level:** 9<sup>th</sup>-grade

**Time:** 45:00 minutes

**Objective:** To apply the previewing strategy to get the general sense of the text. Then, identify the main idea and supporting details about Benjamin Franklin in the main idea map.

Scaffolding Strategy: Previewing

**Procedure:** Teacher introduces the reading by making a preview of all the text: see the pictures, the title or subtitles. Second, students analyze and answer the questions made by the teacher. Next, students listen the audio and follow the reading in silent, then students identify the main idea and details using a graphic organizer, finally students work in the activities working in pairs. Teacher monitors.

### VOCABULARY NOTES:

*Diplomat* is a person appointed by a national government to conduct official negotiations and maintain political, economic and social relations with another country

*Natural phenomena* are all phenomena that are not artificial such as sunrise, the weather, decomposition, free fall and erosion, etc.

*Lightning rod* is a metal rod or wire fixed to an exposed part of a building or other tall structure to divert lightning harmlessly into the ground.

*Watertight compartments* are any of the sections with intervening watertight partitions into which the interior of a large ship is now usually divided for safety.

### ANSWER KEY

#### Vocabulary from context

1) 1.1 a 1.2 a 1.3 b 1.4 b 1.5 a

2) 1. Lightning rod 2. Bifocal glasses 3. The Franklin stove 4. Odometer 5. Glass Harmonica

#### Check your Understanding

1) 1.2. Benjamin Franklin was an inventor and scientist

2) 2.3 "The most famous Benjamin Franklin discovers and Inventions"

3) 3.1. The most famous inventions created by Benjamin Franklin

4) 4.1 a 4.2 b 4.3 c 4.4 4.5 d

#### Organizing

Main idea: While Benjamin Franklin is known as a statesman and diplomat, He was also an accomplished inventor and scientist.

Key detail #1: investigated natural phenomena, such as ocean currents and lightning.

Key detail #2: His marine research led to his publication of a map of the Gulf Stream currents

Key detail #3, Franklin invented the lightning rod, which protected buildings from lightning strikes.

Key detail #4: He investigated evaporation as a cooling technique

---

Key detail #5: designed nautical enhancements, including watertight compartments.

---



Figure 36  
Source: (dreamstime, 2020)

## Activity Five: Benjamin Franklin: Scientist and inventor

**Instructions: Read the title and look at the pictures, what do you think is this reading about? Talk with your partner.**

*While Benjamin Franklin is known as a **statesman** and diplomat, He was also an accomplished inventor and scientist. Franklin was mainly a **printer** by profession, but he also investigated natural phenomena, such as ocean currents and lightning.*

*His marine research led to his publication of a map of the **Gulf Stream** currents. Franklin developed theories about electricity, made famous by his experiment with a **kite** and a key during a lightning storm. As a result of his work with electricity, Franklin invented the lightning rod, which protected buildings from lightning strikes.*



Figure 37  
Source: (myday.si, 2020)

*Always curious and imaginative, Franklin also invented the bifocal glasses, The Franklin stove, an odometer for carriages and a musical instrument called a glass armonica. He investigated evaporation as a cooling technique and designed **nautical** enhancements, including watertight compartments.*

## A. Vocabulary from Context.

1.-Read the text and circle the correct definition of each bolded word in Walt Disney's biography.

<b>1.1 Statesman</b>	a) Respected political leader or figure.	b) a <u>person</u> who <u>sells</u> <u>secrets</u> of his or her <u>country</u> .
<b>1.2 Gulf</b>	a) a part of an ocean extending into the land	b) small grains of rock, found on beaches.
<b>1.3 kite</b>	a) a round object used in various sports such as tennis	b) of or concerning sailors or navigation; maritime.
<b>1.4 Nautical</b>	a) the surface of the earth that is not covered by water	b) familiar
<b>1.5 Printer</b>	a) a person whose job is to print material	b) a person whose job is to make bread and cakes for sale

2. - Match the words with the pictures.

Bifocal glasses	<input type="checkbox"/>	<b>1</b> 	<b>2</b> 
The Franklin stove	<input type="checkbox"/>	<b>3</b> 	<b>4</b> 
Lightning rod	<input type="checkbox"/>		
Odometer	<input type="checkbox"/>		
glass armonica	<input type="checkbox"/>	<b>5</b> 	

Figure 38  
Source: (Internet Pages)  
Modified by: Rojas, L. (2019)

## B. Check your Understanding

1. - Read the text and put a ✓ the main idea. □

1.1	<input type="checkbox"/>	The electricity theory created by Benjamin Franklin
1.2	<input type="checkbox"/>	Benjamin Franklin was an inventor and scientist
1.3	<input type="checkbox"/>	Franklin invented the bifocal glasses.
1.4	<input type="checkbox"/>	He investigated nautical evaporation as a cooling technique.

2. - What is another good title for this reading? ✓

2.1	<input type="checkbox"/>	“Electricity Theory”
2.2	<input type="checkbox"/>	“American Inventions during the XVIII Century”
2.3	<input type="checkbox"/>	“The most famous Benjamin Franklin discovers and Inventions”
2.4	<input type="checkbox"/>	“Ocean Currents and Lightning”

3. - Look at the Pictures in the text. What does represent? Then put an ✓ in the box□.

3.1	<input type="checkbox"/>	The most famous inventions created by Benjamin Franklin
3.2	<input type="checkbox"/>	Benjamin Franklin’ hobbies
3.3	<input type="checkbox"/>	The most famous products and appliances bought by Benjamin Franklin
3.4	<input type="checkbox"/>	Benjamin Franklin free time.

4.- Match the two parts of the sentences.

4.1	<b>PRINTER</b> <b>THE GULF</b> <b>STREAM</b> <b>CURRENTS.</b> <b>THEORIES</b> <b>ABOUT</b> <b>ELECTRICITY</b> <b>INVENTOR</b> <b>AND</b> <b>SCIENTIST</b>	..... Benjamin Franklin was also well-known to be an
4.2		..... His marine research led to his publication of a map of
4.3		..... Using a kite with a key during a lightning storm developed
4.4		..... The mainly Benjamin Franklin professions was a

**C. - Main idea map**

**1. - Write the main idea of the reading in the first box. Then write the supporting or key details in the other boxes.**

**BENJAMIN FRANKLIN: SCIENTIST AND INVENTOR**

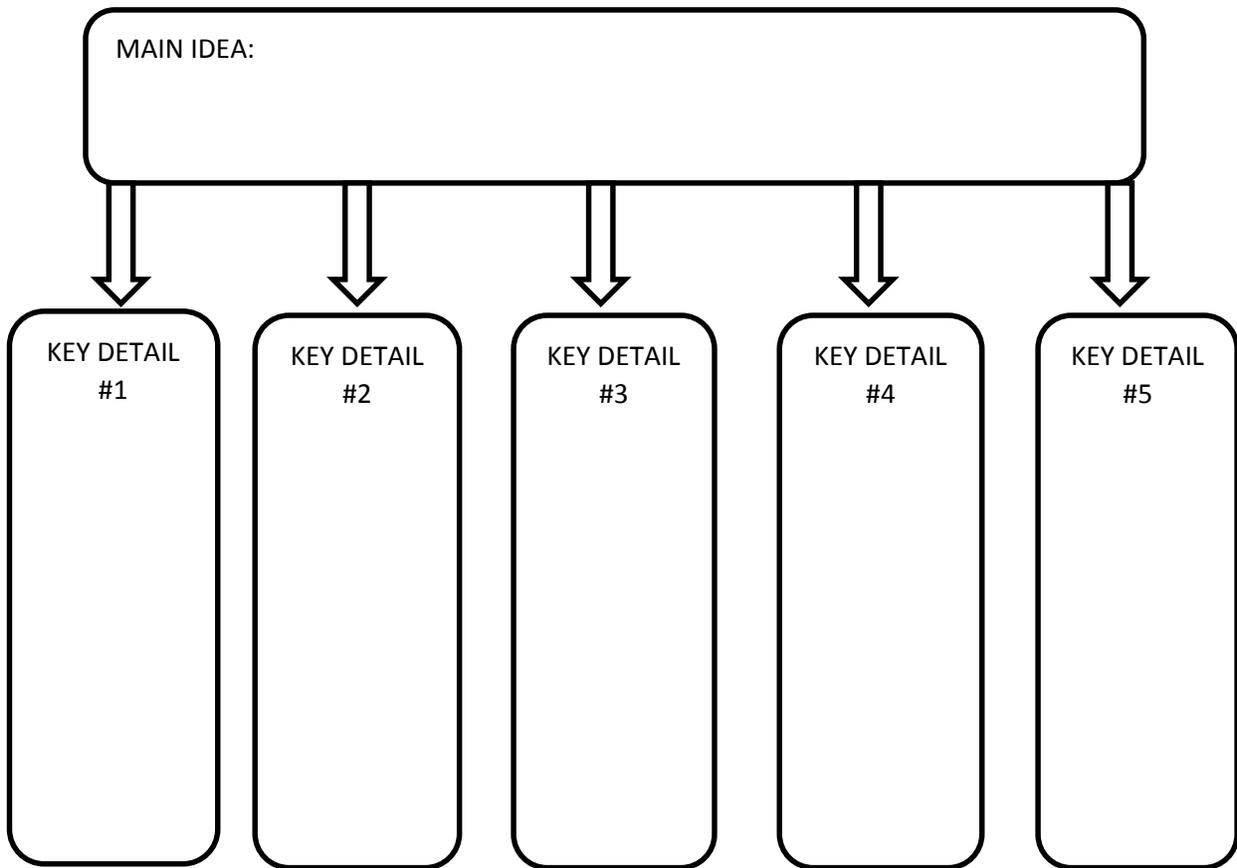


Figure 39  
Elaborated by: Rojas, L. (2019)

## NOTES ON ACTIVITY # 6

### Sports and Leisure

**Topic:** Extreme sports

**Level:** 9<sup>th</sup>-Grade

**Time:** 45:00 minutes

**Objective:** To activate students' background knowledge, then recognize the main idea of each paragraph by applying the highlighting technique.

**Scaffolding Strategy:** Background knowledge

**Procedure:** Teacher introduces the reading with some pictures of extreme sports. Then, students do mimics of an extreme sport and the rest have to guess. After, students read the text aloud at that point they are ready to start to work in groups of three developing the activities. At the end, they discuss if they are agree or disagree with extreme sports, teacher monitors the groups to listen and check comprehension.

### VOCABULARY NOTES

Extreme Sports are activities perceived as involving a high degree of risk. these activities often involve speed, height, a high level of physical exertion

If you or your nerves are on edge, you are tense, nervous, and unable to relax

Self-confidence is the capacity to have confidence in oneself and in one's powers and abilities

Endurance the ability to withstand hardship or adversity

### ANSWER KEY

Vocabulary from context

1) 1.c 2. b 3.a 4. b 5.c 6.c

2) 2.1 c 2.2 e 2.3 a 2.4 d 2.5 b 2.6 f

Questioning

3.1 T 3.2 F 3.3 F 3.4 3.5T 3.6 F 3.7 T

3.8 T 3.9 F 3.10 F

Check your understanding

Show what you know!

1) 1.1. Snowboarding, base jumping, skydiving, Downhill Mountain biking, and hang gliding are considered "extreme" sports because they danger, and excitement.

Multiple Answers

1.2 Many people choose these alternative sports over traditional options like soccer or tennis.

1.3. Fear is a special component of these cool sports that attract young and mature audiences alike.

2) 2.1 Paul

2.2. Snowboarding, base jumping, skydiving, Downhill Mountain biking, and hang gliding, skateboarding

2.3. Thirty seconds

2.4. Safety equipment is expensive

2.5. Bungee jump may cost from \$50 to over \$300 in different parts of the world.

---



Figure 40  
Source: (awesomeocean,2019)

## Activity Six: *Sports and Leisure*

**Instructions: Brainstorming ideas. Write a list of sports you already know. Do you think these sports are risky or not? Share your answers with the class.**

*What do snowboarding, base jumping, skydiving, Downhill Mountain biking, and hang gliding have in common? They are all considered "extreme" sports because they involve some degree of danger, and lots of excitement.*

*Many people choose these alternative sports over traditional options like soccer or tennis. Patrick, 25, started snowboarding when he was eight. He still feels he needs to be constantly on the edge. Catherine, 47, started bungee jumping a few years ago simply to add some variety to her life. Indeed, extreme sports, or alternative sports as others prefer to call them, attract people of all ages, including parents with their children. Paul, 35, enjoys skateboarding and mountain biking with his 10-year-old daughter. He says that skateboarding requires as much, if not more, training and skill as soccer, basketball, or boxing. Many parents like him feel that some of these sports create the perfect opportunity to teach children about safety, self-confidence and endurance, while engaging in new physical activities.*

*Undoubtedly, fear is a special component of these cool sports that attract young and mature audiences alike. However, according to experts, with the development of appropriate equipment that enables us to do sports safely, risk of injury can be reduced. Unfortunately, in most cases, safety equipment is expensive, raising the cost of participating. For example, a 30-second bungee jump may cost from \$50 to over \$300 in different parts of the world.*

## A. Vocabulary from Context.

1.-Choose the correct answer.



- a. running
- b. boxing
- c. downhill mountain biking



- a. walking
- b. Jumping
- c. hiking



- a. snowboarding
- b. skateboarding
- c. swimming



- a. surfing
- b. hang gliding
- c. rowing



- a. fishing
- b. walking
- c. skydiving



- a. bodybuilding
- b. long jumping
- c. skateboarding

Figure 41

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

2.-Look at the bolded PHRASES in the article. Guess their meanings then match the word with the correct definitions.

2.1	A	feel excited		have in common (line 3)
2.2	B	be enjoyed by everyone		choose sth over sth else (lines 6-7)
2.3	C	are similar to each other		be on the edge (lines 9-10)
2.4	D	make more interesting		add variety (line 11)
2.5	E	prefer		attract young and mature audiences alike (lines 25-26)
2.6	F	be a good chance´		create the perfect opportunity (line 20)

## B. Check your Understanding

**1.-WORK IN GROUPS. Quickly skim the text to have an overall idea of the passage. Can you easily identify the main idea of EACH of the paragraphs?**

### 1.1 Paragraph 1

### 1.2 Paragraph 2:

### 1.3 Paragraph 3:

**2.-Quickly go over the passage and look for the information you need to answer the questions below.**

2.1 Who likes skateboarding?

2.2 What examples of extreme sports are mentioned?

2.3 How long does a bungee jump take?

2.4 Why are extreme sports usually expensive?

2.5 How much does it cost to go bungee jumping?

**3. - According to the text, decide if the following ideas are true or false. Circle**

- |   |      |       |
|---|------|-------|
| 3.1 People of all ages practice alternative sports.                               | TRUE | FALSE |
| 3.2 Paul's daughter has been skateboarding for over ten years.                    | TRUE | FALSE |
| 3.3 Fear discourages people from doing extreme sports.                            | TRUE | FALSE |
| 3.5 Safety was a problem when practicing extreme sports in the past.              | TRUE | FALSE |
| 3.6 Alternative sports produce better athletes than traditional sports.           | TRUE | FALSE |
| 3.7 Prices to go bungee jumping vary from place to place.                         | TRUE | FALSE |
| 3.8 Extreme sports sometimes require more training than traditional...<br>sports. | TRUE | FALSE |
| 3.9 Not all extreme sports involve danger.  | TRUE | FALSE |
| 3.10 Alternative sports are not suitable for children.                            | TRUE | FALSE |

**C. Show what you know!**

**1. - Decide if you agree or disagree with the following ideas, and say why:**

- 1.1 Alternative sports are perfectly appropriate for children. ....
- 1.2 Everyone should try at least one kind of extreme sport in high school. ....
- 1.3 Children should practice the sports that their parents have practiced.....
- 1.4 Everyone should investigate the risks involved before starting a new physical activity....

## NOTES ON ACTIVITY #7

### The Problem with Bullies

**Topic:** School problems

**Level:** 9th Grade

**Time:** 45:00 minutes

**Objective:** To use the previewing strategy to understand the general sense of the reading, after recognizes the main problems and possible solutions related to bullying in high school.

**Scaffolding strategy:** background knowledge, graphic organized.

**Procedure:** Students make a list of possible words related to bullying, and share them with the class. Then, teacher shows a video about bullying, the students comment about the video. After that students think in any experience with bullies and the possible solution to eliminate bullying form schools. Finally they read the text and work developing the exercises the teacher provide a few assistance because in this stage the have been practice a lot exercises and they can develop the task by themselves.

## VOCABULARY NOTES

*Easy target* is someone who it is easy to criticize, cheat, or steal from.

*Tormentor* is to make someone suffer severe physical or mental pain, often deliberately.

*Threats* is when someone says that they will cause you harm or problems, especially if you do not what they tell you to do.

## ANSWER KEY

Vocabulary from context

1) 1.1 a 1.2 b 1.3 b 1.4 c 1.5 a

2) 1. Gossip 2. Put downs 3. Threats 4. Violent attacks 5. Social exclusion 6. Cyber bullying

Check your understanding

1) 1.4. Bullying problems and solutions

2) 2.2 The possible problems and solutions about bullying.

3) 3.1 Shy and quite class schedules  
3.3 physical violence/backbiting  
3.4 cyberbullying

Organizing

Problem

- The bullied is ignored by the authorities and classmates.

Solution

- Separate class schedules
- Expulsion
- Detentions

Resolution

- Implemented effective anti-bullying programs

3.2 Separate s

- 
- 4) Schools have implemented effective anti-bullying programs.
  - 5) Students should act when they see other classmates been attacked instead of do not do anything.
-

# Activity Seven: *The Problem with Bullies*

**Instructions:** Read the title and subtitles. Then, look at the pictures and answer what do you think is this reading about?

By sixth grade, Karen had experienced her share of *hardships*. She had just been adopted by a family in Chattanooga, Tennessee, after spending six years in *foster care*. Naturally *shy* and quiet, Karen also *struggled* with a slight speech impediment. She had only one good friend.



All this made Karen (not her real name) an easy target for a bully. Her tormentor, a popular girl at school, loved to *taunt* Karen about the way she spoke and about her home life. Sometimes the abuse was physical. The bully might shove Karen or throw one of her shoes in the toilet. Even after the other girl received several suspensions and detentions for her bullying, she refused to give Karen a break. Karen's frequent complains about the bullying finally brought her some *relief*. She and her tormentor were given separate class schedules for eighth grade. Karen believes the other girl may have been *threatened* with expulsion. Whatever happened, the bully now ignores Karen. Life is easier to handle. And yet the bullying has left its mark.

## *What is Bullying?*

Bullying takes many forms: *gossip*, *snubbing*, *pat-downs*, *threats* and *violent attacks*. Its roots lie the difference of power between the bullies and their victims. Boys and girls bully differently. Boys tend to use threats and physical violence. Girl bullies rely more on *backbiting* (cruel comments), *social exclusion* and spreading false rumors. *Cyberbullying*, a newer form of *harassment*, allows to *humiliate* their peers with e-mail and bog postings.

## *Stopping bullies*

In recent years, many schools have implemented effective anti-bullying programs. Denny Middle School in Seattle, Washington, *launched* such a program recently. Already there have been signs of progress. Craig Little, a student, saw a new student being taunted by a group of fellow seventh-graders. The lead bully wouldn't let they boy pass.



Instead of *standing by*, Craig acted. He said, "You guys leave him alone, and let him go." Craig then *escorted* the boy away from the group. The lead bully and the new student have since made up. "I talked to both of them [later], and they're all right with each other," Craig said. "They're kind of becoming friends".

Figure 42

Source: (Internet Pages)

Modified by: Rojas, L. (2019)

## A. Vocabulary from Context.

1.-Find the boldfaced words in the article. Guess their meanings from context. Choose the best definition.

- |                        |                       |                       |                    |
|------------------------|-----------------------|-----------------------|--------------------|
| <b>1.1 struggled</b>   | a. afraid             | b. Engage in conflict | c. protects from   |
| <b>1.2. threatened</b> | a. expulsion          | b. punishment         | c. complains       |
| <b>1.3. taunt</b>      | a. insulting          | b. violent attacks    | c. program         |
| <b>1.4. humiliate</b>  | a. power              | b. suspension         | c. to denigrate    |
| <b>1.5. launched</b>   | a. To begin something | b. spending           | c. violent attacks |

2.-Match the pictures with the words from box. Write the numbers next to the words.

..... **GOSSIP**

..... **PUT-DOWNS**

..... **THREATS**

..... **VIOLENT  
ATTACKS**

..... **SOCIAL  
EXCLUSION**

..... **CYBERBULLYING**



Figure 43  
Source: (Internet Pages)  
Modified by: Rojas, L. (2019)

## B. Check your Understanding

1. - Look at the subtitles and the pictures in the text. What does represent? Then put an ✓ in the box□.

- |     |                          |   |
|-----|--------------------------|---|
| 1.1 | <input type="checkbox"/> | Bullying is sweet ingredient for a good friendship. |
| 1.2 | <input type="checkbox"/> | Adoptive families in EEUU                           |
| 1.3 | <input type="checkbox"/> | Popular people at high school                       |
| 1.4 | <input type="checkbox"/> | Bullying problems and solutions                     |

2. - Looks at the title and skim the first paragraph. Then put a X in the box, what is the main of this article?

- |     |                          |   |
|-----|--------------------------|---|
| 2.1 | <input type="checkbox"/> | It Persuades people that bullying is just a natural part of growing up. |
| 2.2 | <input type="checkbox"/> | The possible problems and solutions about bullying.                     |
| 2.3 | <input type="checkbox"/> | It Provides information of the possible punishments to bullies          |
| 2.4 | <input type="checkbox"/> | It describes the types of bullying.                                     |

### 3. - Questioning

Complete the sentences circle the correct answers.

- 3.1.- Karen is \_\_\_\_\_ and \_\_\_\_\_, also struggled with a slight speech impediment  
a) Shy and quite                      b) outgoing and happy                      c) brave and independent
- 3.2.- Karen believes that the threatened with \_\_\_\_\_ was not enough.  
a) expulsion                      b) separate class schedules                      c) suspensions
- 3.3.-boys and girls bully differently, boys use\_\_\_\_\_and girls use\_\_\_\_\_  
a) physical violence/backbiting                      b) insult/shouting                      c) flirtation and kisses
- 3.4.- \_\_\_\_\_, a newer form of harassment, allows to humiliate their peers with e-mail and bog postings.  
a) gossip                      b) snubbing                      c) cyberbullying

4.-According to the article what is an effective way to counter bullying at Educational Institutions?

--

**5. - How must be student's reaction when they see a classmate being attacked in the high school?**

**C. Organizing**

**1. - Read the text and Write in the graphic organized the problems and solutions of bullying issue.**

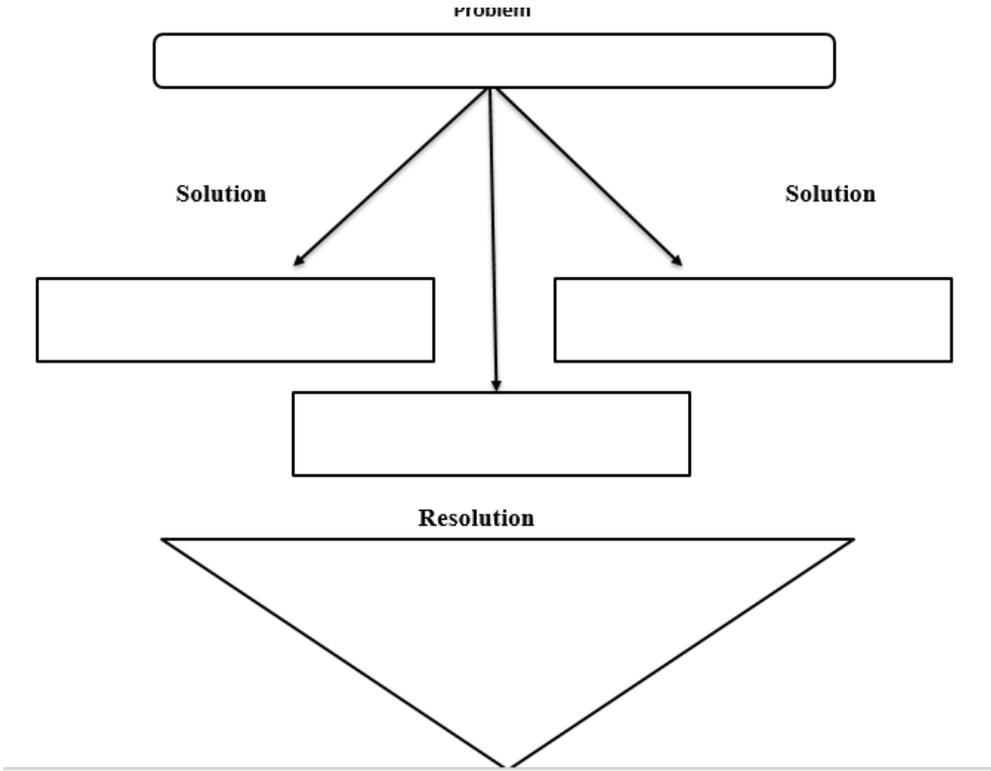


Figure 44  
Elaborated by: Rojas, L. (2019)

#### **4.4 Conclusions**

The current research study aimed at improving reading comprehension skills in 9th grade students at Unidad Educativa Particular Juan Leon Mera by teaching reading classes based on scaffolding strategies with the influence of sociocultural theory. After analyzing all the results of the research instruments the following conclusions were drawn.

To identify the causes of students' weaknesses in reading comprehension skills students were evaluated. The results showed that students in this grade like most reading in English, especially, text from their interest with illustrative or visual content. However, students are not motivated by reading in English due to routine at the moment of developing reading comprehension. Students need to reinforce vocabulary and consolidate new one to improve their fluency. Students like summarizing the text when the teacher uses graphic organizer since that it facilitates them to talk in English easier. Students are not working in pairs or groups to contribute with an associative learning significantly. In spite of the teacher uses scaffolding strategies students feel that it is not enough. Students uses a text guide with many grammar activities and few reading exercises. The few reading activities are only focused on the form of the learning but not in a deeper way since that the teacher does not ask them to relate it with their personal experience. Findings also demonstrated that the absence of instructional scaffolding strategies provokes demotivation, the achievement of the goals is incomplete and it does not allow student to go beyond of what there are reading.

When students were evaluated at the end, it could be observed that selecting appropriated instructional scaffolding strategies allowed enhancing reading comprehension skills because they were easier for them to understand the main ideas and details.

In the second class, during the implementation of instructional scaffolding strategies was evident students wanted to participate. They worked in pairs trying to look for answers showing interest in reading comprehension activities and what the text was about. Therefore, it is concluded that the instructional scaffolding strategies do influence on reading comprehension skills because when the second test was applied the students 'grades improved significantly.

#### **4.4 Recommendations**

After obtaining the conclusion of the study with the topic the influence of scaffolding strategies to enhance reading comprehension skills at 9<sup>th</sup>.grade students, the following recommendations are put forward:

According to different students' weaknesses observed it is recommended to create a positive classroom atmosphere, so that, students do not feel afraid of raising their hands to participate or give an opinion in classes about the text. Inside a caring and welcoming environment students show more disposition by solving the activities and feel motivated in reading comprehension classes.

Also, The teacher has to diversify reading exercises using a selective and appropriated instructional scaffolding strategies, which allow enhancing reading comprehension skills for example, to use additional visual aids to encourage and get student interest more, use graphic organizers, develop more vocabulary acquisition activities, use a guide with reading activities to develop this skill in better way, organize students in groups of three or four students, so that, students can learn from each other and interact while they are looking for answers, and provide different kinds of reading materials and technological resources to develop reading comprehension an entertainment way such as a with different scaffolding strategies to enhance reading comprehension skills.

Finally, with the purpose to reinforce reading comprehension skills in ninth grade students at Juan Leon Mera High School it is recommended to apply the present proposal with several reading activities by using instructional scaffolding strategies. These activities help students to improve their understanding skills, comprehend the text faster and memorize vocabulary.

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# ANNEXES

## Annex 1: Validations of the Proposed Plan.



### UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

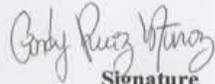
#### VALIDATION OF THE PROPOSED PROJECT PLAN

THE INFLUENCE OF INSTRUCTIONAL SCAFFOLDING STRATEGIES TO DEVELOP READING COMPREHENSION SKILLS IN 9<sup>TH</sup>. GRADE STUDENTS AT AN EDUCATIONAL INSTITUTION IN GUAYAQUIL, DURING ACADEMIC YEAR 2017-2018

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

#### Comments

The proposal is interesting, with great activities for the development of reading comprehension skills.

Name:	Lc. Cindy Ruiz Muñoz	 Signature
Occupation:	English Teacher	
Phone number:	0995471261	
Date:	December 6 <sup>th</sup> , 2019	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

THE INFLUENCE OF INSTRUCTIONAL SCAFFOLDING STRATEGIES TO DEVELOP READING COMPREHENSION SKILLS IN 9<sup>TH</sup>. GRADE STUDENTS AT AN EDUCATIONAL INSTITUTION IN GUAYAQUIL, DURING ACADEMIC YEAR 2017-2018

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	1				
Scientific aspect	1				
Social impact	1				
Feasibility	1				
Relevance	1				
Originality	1				
Language	1				
Comprehension	1				
Creativity	1				

Comments

*Excellent project!*

Name:	<i>Lida. Rosy Mendoza G.</i>	 Signature
Occupation:	<i>Docente de inglés</i>	
Phone number:	<i>0981802773</i>	
Date:	<i>06-12-2019</i>	



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

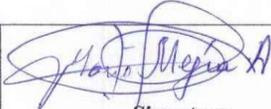
**VALIDATION OF THE PROPOSED PROJECT PLAN**

**THE INFLUENCE OF INSTRUCTIONAL SCAFFOLDING STRATEGIES TO DEVELOP READING COMPREHENSION SKILLS IN 9<sup>TH</sup>. GRADE STUDENTS AT AN EDUCATIONAL INSTITUTION IN GUAYAQUIL, DURING ACADEMIC YEAR 2017-2018**

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect	✓				
Social impact	/				
Feasibility	/				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name:	Msc. Mario Mejía A.	 Signature
Occupation:	English teacher	
Phone number:	2 189185	
Date:	Dec. 6, 2019	

## Annex 2: Classroom observation formats

### CLASS OBSERVATION CHECKLIST WITHOUT SCAFFOLDING STRATEGIES

This instrument has the target know, identify and evaluate the use of scaffolding strategies in the classroom.			
<b>Name of the institution</b>	Juan León Mera		
<b>Grade</b>	Ninth-grade		
<b>Topic of the Lesson</b>	Walt Disney		
<b>Total Students:</b>	41		
<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
The teacher uses reading activities from book			
The teacher uses a guide with additional reading activities			
The teacher asks questions about the topic before starting classroom			
The teacher use pictures to help students to understand			
Students look like motivated by reading the text			
Students work activities individually			
The teacher helps students with the meaning of new words			
Students complete a graphic organizer			
Students complete gap activities			
Students answer multy-choice questions			
The teacher relates the text with real life			
The teacher monitors students ´activities			
The teacher carries out a checking and understanding activity			
The teacher does a feedback at the end of the lesson			

## CLASS OBSERVATION CHECKLIST WITH SCAFFOLDING STRATEGIES

This instrument has the target know, identify and evaluate the use of scaffolding strategies in the classroom.

<b>Name of the institution</b>	Juan León Mera		
<b>Grade</b>	Ninth-grade		
<b>Topic of the Lesson</b>	Dolphins		
<b>Total Students:</b>	41		
Criteria	Yes	No	Observations
The teacher uses reading activities from book			
The teacher uses a guide with additional reading activities			
The teacher asks questions about the topic before starting classroom			
The teacher use pictures to help students to understand			
Students look like motivated by reading the text			
Students work activities individually			
The teacher helps students with the meaning of new words			
Students complete a graphic organizer			
Students complete gap activities			
Students answer multy-choice questions			
The teacher relates the text with real life			
The teacher monitors students ´activities			
The teacher carries out a checking and understanding activity			
The teacher does a feedback at the end of the lesson			

## Annex 3: Survey

### SURVEY TO THE STUDENTS

**Objective:** To get information about scaffolding strategies to increase reading comprehension skill in 9<sup>th</sup>-grade students at Juan Leon Mera High school.

**Instructions:** Put a “mark” on the answer you consider the most appropriate for each one of the instructions.

Statements	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree
	1	2	3	4	5
1 I like to read texts in English					
2 I like reading when the text is from my interest					
3 I like reading texts with illustrative or visual content.					
4 I feel motivated by reading in class					
5 I need to learn more words to comprehend better a text					
6 I understand better a text when I use a graphic organizers					
7 I often work in pairs to do reading comprehension activities in classroom					
8 My teacher encourages me to find main ideas and details.					
9 My teacher promotes questions before starting reading activity					
10 My teacher uses the text guide for reading exercises alone.					
11 At the end of the reading, my teacher asks me to relate it with my personal experience.					
12 I believe that my teacher should use more reading activities than usual					

## Annex 4: Pre-test Format

### READING COMPREHENSION PRE –TEST

Teacher's name :	Mark: /10
Student's name:	Date:
Level:	Grade/Course:

#### GENERAL INSTRUCTIONS:

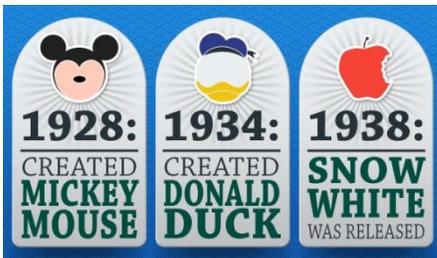
- This test will evaluate your Reading comprehension level in English.
- The test is personal and should be done individually.
- Read each item carefully. Submit the test without stains or blots.

#### Walt Disney (1901 – 1966)

Walt Disney was a **well-known** film producer and an innovator in animation design. He created a number of the world's most famous animation heroes, like Mickey Mouse, Donald Duck, Felix the Cat and many others. In his **childhood**, Walt moved with his family all around the United States. When young Walt arrived in Los Angeles, he had only \$40 and an unfinished cartoon in his **suitcase**.

Disney's first wish was to become a film director. Since he didn't **succeed** in live-action films, Disney **turned back** to animation.

His first Hollywood cartoon "studio" was a garage in his uncle's house. His first success was through the series, *Oswald the*



*Lucky Rabbit* which was created by the Disney studio for Charles Mintz of Universal Studios. When Disney asked for a larger **budget** for his popular Oswald series, Mintz **refused** and Disney had to **quit**. Later, in 1923, Walt went to his brother Roy and asked for his help with opening the studio. Roy agreed and this was the beginning of the Disney Brothers' Studio.

Walt Disney died of lung cancer in Burbank, California, on December 15, 1966, several years before the opening of his "Walt Disney World" dream project in Orlando, Florida. His brother Roy Disney inaugurated The Magic Kingdom on October 1, 1971. The famous Disneyland and Walt Disney World resort parks in the United States, France, Japan and China were named in his memory.

## A. Vocabulary

Read the text and circle the correct definition of each bolded word in Walt Disney's biography. (2.0 pts. 0.25 each)

### 1. Well-known

- a. known by people in general    b. an unpopular person.    c. a sad person

### 2. Childhood

- a. the state of being a child    b. it is the state of being an adult.    c. an adolescent

### 3. Turned back

- a. to go in the reverse direction    b. to continue doing something.    c. to stay in the same place

### 4. Succeed

- a. to accomplish an objective    b. to not succeed in the desire aim    c. to buy something

### 5. Suitcase

- a. especially for carrying clothes    b. a drawing    c. a piece of furniture

### 6. Budget

- a. a particular amount of money    b. a small bag    c. having little money

### 7. Quit

- a. to leave a place    b. to say in continuation.    c. be relaxed

### 8. Refused

- a. give an affirmative answer    b. to say no to something    c. to succeed in doing something.

## B. PREVIEWING

1. Looks at the title and skim the first paragraph. What is the purpose of this article?

Then put an ✓ in the box □. (1.50 pts. 0.50 each)

- a. To tell an interesting story about Walt Disney.    □  
b. To persuade people to watch Disney movies.    □  
c. To provide information about Walt Disney's life.    □  
d. To describe resort parks in the United States.    □

2. Look at the Pictures in the text. What does represent? Then put an ✓ in the box □.

- a. The most famous characters created by Walt Disney    □  
b. The location of Walt Disney study    □  
c. The Walt Disney's friends    □  
d. The creativity and live-action films' Walt Disney    □

3. Read the text and CIRCLE the main idea.

- a. Disney's first wish was to become a film director.  
b. His first Hollywood cartoon "studio" was a garage in his uncle's house.

- c. Walt Disney was a producer and animation designer who created the most famous animation heroes.
- d. The famous Disneyland and Walt Disney World resort parks around the world were named in his memory.

**C QUESTIONING**

**1. Read again the Walt Disney biography carefully and answer the questions by circling the correct option true or false (5 pts.)**

- 1. The first dream profession for Walt Disney was to become an anime designer. True    False
- 2. Disney started The Walt Disney Company alone True    False
- 3. Disney left Universal Pictures because they didn't agree to give him more money for his productions True    False
- 4. Walt Disney died in 1971 True    False
- 5. Several resort parks around the world were named Walt Disney in his honor. True    False

**D. Organizing**

**1. Organize the main idea of each paragraph. Write the sentences in the correct place in the chart. (1.50 pts.)**

1.-Walt Disney died of lung cancer in Burbank, California, on December 15, 1966, several years before the opening of his "Walt Disney World" dream project in Orlando, Florida.

2.-Later, in 1923, Walt went to his brother Roy and asked for his help with opening the studio. Roy agreed and this was the beginning of the Disney Brothers' Studio.

3.-Walt Disney was an innovator in animation design who created a number of the world's most famous animation heroes, like Mickey Mouse, Donald Duck, Felix the Cat and many others.

<b>Paragraph 1</b>	
<b>Paragraph 2</b>	
<b>Paragraph 3</b>	

## Annex 5: Post-Test Format

### READING COMPREHENSION POST –TEST

Teacher's name :	Mark: /10
Student's name:	Date:
Level:	Grade/Course:

#### GENERAL INSTRUCTIONS:

- This test will evaluate your Reading comprehension level in English.
- The test is personal and should be done individually.
- Read each item carefully. Submit the test without stains or blots.

Bottlenose dolphins and orcas (killer whales) are two sea creatures studied by scientists around the world. Both present various similarities and different. Both are marine mammals. They have blowholes located on the tops of their heads which allow them TO breathe. Both tend to live and hunt in groups. They are **carnivorous** and feed on fish and **squid** they help one another target schools of fish in order to hunt their prey by traveling in pods, they also have a greater chance at surviving attacks from predators.



Orcas can be found in almost all oceans, mostly in the Arctic and Antarctic seas their coloring helps them stay **camouflaged** as well they have white light undersides which blend into the brightness of the water's surface from below their backs are black which tend to blend in with the dark look of the water's surface from above. Killer whales can grow up to 25 feet in **length** and **weigh** up to 19,000 pounds. Whales communicate with each other by making high-pitched click and **whistle** sounds.



Unlike the whale, bottlenose dolphins are gray in color. They can be found in tropical and temperate shallow waters. A full grown male dolphin can be 10 feet in length and weigh up to 650 pounds.

Both dolphins and orcas face **threats** to their survival. The dolphins greatest threat is due to climate change as ocean water temperatures rise, they **prey** of dolphins start to look for deeper, cooler waters. **On the other hand**, whales biggest threat to survival is pollution. Many whales face contamination, which leads to low rates of birth and disease.

## B. Vocabulary

1. Look at the bolded words in the article. Guess their meanings then match the word with the correct definitions. (2.0 pts. 0.25 each)

- \_\_\_1 .**Whistle**      a. the condition or effect of being heavy.
- \_\_\_2. **Squid**      b. the natural color of an animal which helps them to hide from other predators.
- \_\_\_3.**Length**      c. a situation or an activity that could cause harm or danger.
- \_\_\_4.**Weight**      d. a measurement of how long something is in size.
- \_\_\_5.**Camouflage**      e. an animal that eats meat.
- \_\_\_6.**Carnivorous**      f. a sea animal with a long body and ten arms.
- \_\_\_7. **Threat**      g. to emit a clear, high-pitched sound by forcing breath through a small hole.
- \_\_\_ 8. **Prey**      h. an animal that is hunted and killed by another for food.

## B. PREVIEWING

1. Look at the pictures. What is a good title for this reading? Then put an ✓ in the box . (3 pts. 0.50 each)

- a. Koalas and whales
- b. Bottlenose dolphins and orcas whales
- c. The Arctic and Antarctic seas
- d. climate change and contamination

2. Looks at pictures, think in the title and skim the first paragraph. What is the purpose of this article? Then put an ✓ in the box .

- a. To tell an interesting story about Bottlenose dolphins and orcas whales
- b. To persuade people to visit Arctic and Antarctic seas.
- c. To provide information about orcas whales.
- d. To describe similarities and differences between Dolphins and orcas whales

3. Read the text and CIRCLE the main idea.

- a. Differences between dolphins and whales.
- b. similarities and differences between Dolphins and orcas whales.
- c. whales biggest threat to survival is pollution.
- d. dolphins can be found in tropical and temperate shallow waters.

## C QUESTIONING

Read the statements. Circle the correct answer. (2.50 option)

- 1.- Bottlenose dolphins and orcas are \_\_\_\_\_.  
a) land animals                      b) marine mammals                      c) flying mammals
- 2.- Killer whales can grow up to \_\_\_\_\_ in length and weigh up to \_\_\_\_\_.  
a) 10 feet/20pounds                      b) 25 feet/19 pounds                      c) 25 feet/ 650 pounds
- 3.-- Whales communicate with each other by making high-pitched click and \_\_\_\_\_.  
a) whistle sounds                      b) crying sounds                      c) singing sound
- 4.- Bottlenose dolphins can be found in \_\_\_\_\_ shallow water  
a) tropical and temperate                      b) cold and freezing                      c) Artic and Antarctic
- 5.-The biggest problem that whales have to face is \_\_\_\_\_.  
a) high temperatures                      b) climate change                      c) pollution

## D. Organizing

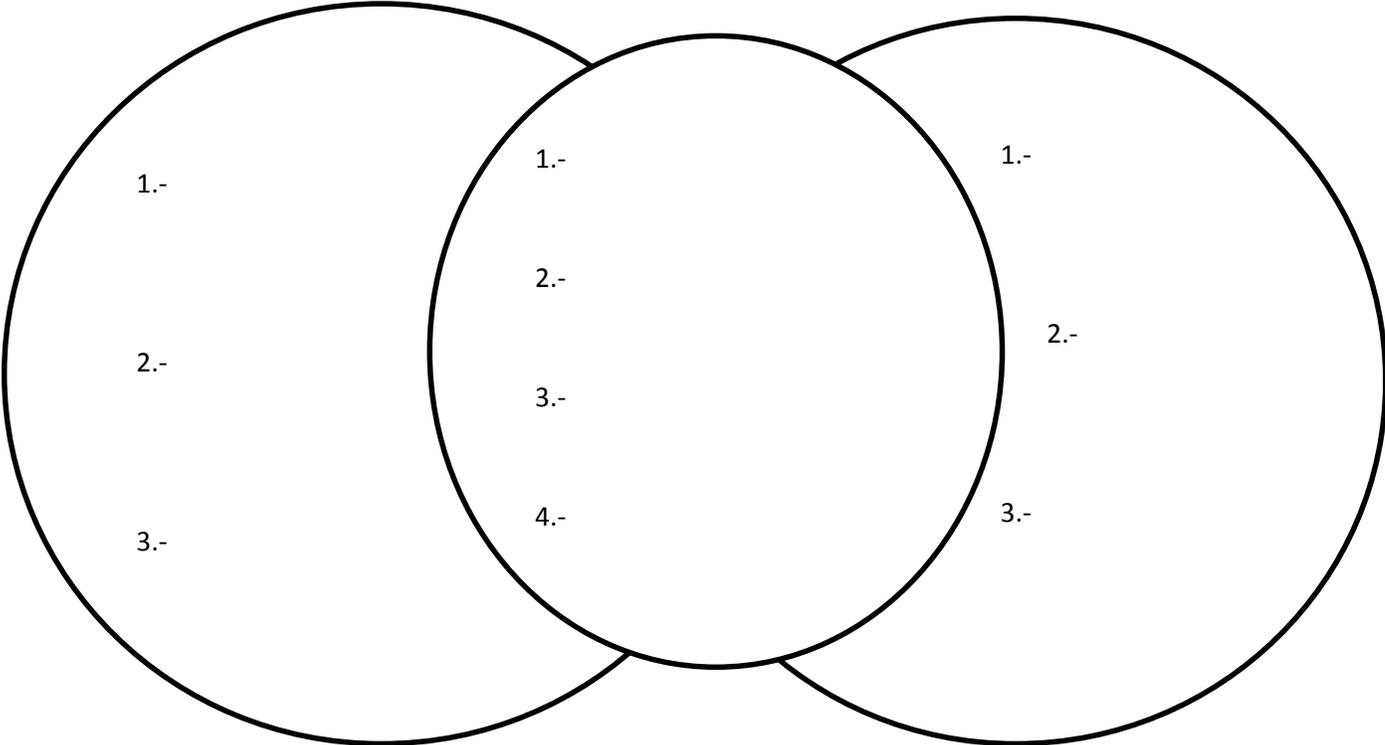
1. - Look at the chart and Find the similarities and differences between bottlenose dolphins and orcas whales.(2.50 pts.)

- Both are marine mammals.    • They can be found in the Arctic and Antarctic seas    •They are gray in color.
- They can be found in tropical and temperate waters.                      •Both tend to live and hunt in groups
- They are black and white    • Their biggest problem is the climate change    • Their biggest problem is the pollution.
- Both have blowholes                      • Both are two sea creatures

Dolphins differences

Similarities

whales differences



## **Annex 6: Interview**

### **TEACHERS INTERVIEW**

**Objective:** This instrument has the target know the use of instructional scaffolding strategies to develop reading comprehension skill used by the teacher.

**Do you think scaffolding strategies are important to enhance reading comprehension skills in students of 9<sup>th</sup>-grade?**

**From your perspective, how important is previewing a text before start reading?**

**Do you consider recommendable the use of scaffolding strategies can facilitate the English teaching and learning process?**

**Do you think is it important to activate prior knowledge in your students when they read a new text?**

**Do you think parents must motivate their children to read at an early age at home?**

**Do you think that cooperative work can enhance the probabilities to comprehend a text in the reading classes?**

**Would you like to improve the reading comprehension skill through using of scaffolding strategies?**

**Are you interested in the effective application of scaffolding strategies in the English learning process to enhance reading comprehension skills?**

**Do you motivate your students to use their short-term memory for a better comprehension of the reading?**

**Do you think that reading classes are more entertaining if the texts are appropriate for the age of your students?**

## Annex 7: Photographic Evidences

### COLEGIO PARTICULAR JUAN LEON MERA GUAYAQUIL-ECUADOR



### STUDENTS'S SURVEY

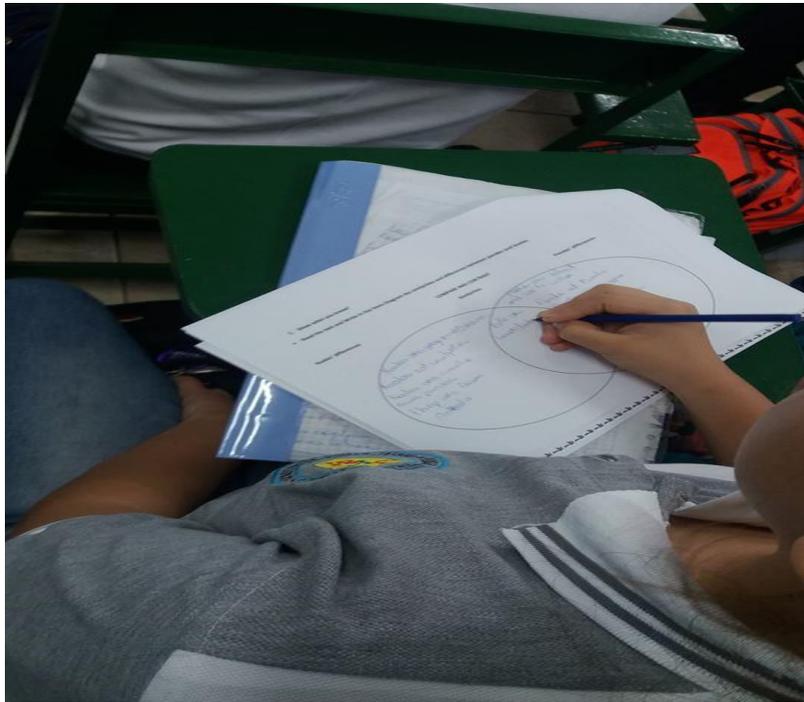


## PRE-TEST APPLIED IN STUDENTS



## CLASS WITH INSTRUCTIONAL SCAFFOLDING STRATEGIES





**POST-TEST APPLIED IN STUDENTS**

