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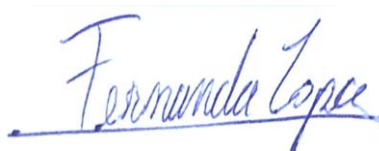
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V. Dedication

To God for giving me the gift of strength and faith in myself to achieve my goals. To my parents for their love, care and support. To my husband for giving me words of encouragement so that I don't give up. To my greatest treasure, my daughter Polet for giving me her joy and witticisms.

Fernanda

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IX. ABSTRACT

Education is constantly changing and that is why teachers must seek different strategies that guarantee students' learning. This research will focus on the Scaffolding is a strategy to provide assistance, guidance and temporary support of the teacher towards students, making possible to develop different skills in an effective way. This research was a quasi-experimental study. A survey was applied to 36 students to know about their perception about Scaffolding. The treatment was applied to 22 students from sixth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. It lasted one week with four interventions in total. First, it was necessary to take a survey to obtain data. After that, participants took a pre-test (KET reading section). Then, the 22 participants received some class presentations about Scaffolding strategy. The experiment with Scaffolding strategy ended with the application of a post-test. The reading skill was analyzed by an adapted rubric from Cambridge for the reading section. Finally, the obtained data was studied using the T-student statistical test. The results verified that Scaffolding strategy improved students' reading skill.

Key words: Scaffolding, scaffolding strategy, reading, reading skills.

X. RESUMEN

La educación está en constante cambio y es por eso que los docentes deben buscar diferentes estrategias que garanticen el aprendizaje de los estudiantes. Esta investigación se centrará en el Andamiaje que es una estrategia para brindar asistencia, orientación y apoyo temporal del docente hacia los estudiantes, posibilitando el desarrollo de diferentes habilidades de manera efectiva. Esta investigación fue un estudio cuasi-experimental. Se aplicó una encuesta a 36 estudiantes para conocer su percepción sobre el Andamio. El tratamiento se aplicó a 22 estudiantes del sexto semestre de “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Duró una semana con cuatro intervenciones en total. Primero, fue necesario realizar una encuesta para obtener algunos datos. Después de eso, los participantes tomaron una prueba previa (sección de lectura KET). Luego, los 22 participantes recibieron algunas presentaciones en clase sobre la estrategia de andamiaje. El experimento con la estrategia de andamiaje finalizó con la aplicación de una prueba posterior. La habilidad de lectura se analizó mediante una rúbrica adaptada de Cambridge para la sección de lectura. Finalmente, los datos obtenidos se estudiaron mediante la prueba estadística T-student. Los resultados verificaron que la estrategia de andamiaje mejoró la habilidad de lectura de los estudiantes.

Palabras clave: Andamiaje, estrategia de andamiaje, lectura, habilidades lectoras.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

The research addresses scaffolding as a strategy to improve the reading ability in foreign language students. This strategy has been approached by several authors who mention that scaffolding has become popular in all learning contexts, especially languages. Its strategies such as modeling, bridging and development of metacognition have granted significant results in learning English (Talip & Shawn, 2018). It is possible to verify it in the following investigations:

In the investigation developed by Wachyunni (2017), the objective was to examine the effectiveness of scaffolding to improve reading comprehension in a context of English as a foreign language. The research had an experimental design where the Scaffolding strategy was applied under conditions of cooperative learning in 60 students from Jambi University. The results showed that the Scaffolding strategy provides a differential effect on reading by allowing a greater development of comprehension ability. This strategy facilitated obtaining the main idea, making inferences, summarizing the text and understanding it. The author concluded, in terms of reading comprehension ability levels, that scaffolding is quite useful for those students with low comprehension capacity permitting them to obtain better results when reading a text.

Another research that addresses the Scaffolding Strategy in reading ability developed by Abdullah, Rahman, and Al-Bargi (2017) investigated on the effectiveness of the application of scaffolding strategies to improve the reading comprehension skills of the students of the King Abdulaziz University in Jeddah city in Saudi Arabia. There were 2 groups, where 33 students participated, an experimental and a control group,

both groups were exposed to the same reading lessons but the experimental group used the scaffolding strategies. The study concluded that there was a statistically significant difference between the pretest and the posttest of the experimental group since in the posttest a better development of reading ability was observed. In addition, the students showed a positive attitude towards the scaffolding technique as a motivating factor for their learning. In this research, the results obtained with the Scaffolding Strategy are detailed, in addition to showing a contrast with other researchers who have also addressed the issue and, who agree on its effectiveness and, who provide information regarding the mode of application.

To continue, in the scientific article fully developed by Mojarrabi, Behnam, Saeidi, and Lu (2019), it details the effect of using hard and soft scaffolds on the reading comprehension ability of Iranian students. Under experimental conditions, a reading comprehension pre-test was applied before the experimentation and a post-test after it, to 120 students of English as a foreign language. This strategy supports to students during the task of reading texts, reduces reading time because there are no interruptions during reading, makes this process more pleasant and motivating, and helps students to acquire the language. Finally, the writers concluded that the use of hard and soft scaffolds is significantly effective for better comprehension. This article not only reports Scaffolding Strategy in a general way, but also makes a differentiation between soft and hard techniques that can be used to develop reading skills, describing its advantages in learning and mastering a second language.

Other research to consider is Mahmoud's (2015) that aimed to determine the effectiveness of the Scaffolding Strategy to improve reading comprehension, and applied an experimental methodology with 63 students as participants. There were a pretest and a posttest that allowed to conclude that scaffolding is effective to develop reading skills in students, especially at the comprehension level because this strategy provides several support techniques, such as models, signs, directions, suggestions, partial solutions, thought-aloud modeling and direct instruction. All of this

complements help students work on comprehension skill, as well as, being a motivating, attractive strategy that encourages group work.

This study provides important information about the scaffolding types that can be used with students and it is suggested to apply the following techniques: graphic organizers; concept and mind maps; Venn diagrams; activate prior knowledge (bridge); think aloud; teacher modeling; Key word cards for group work because they have produced the best results in the development of reading skills.

Masoud (2015) proposed to investigate the effect of scaffolding in promoting the students' reading strategies o in three areas: finding main ideas, using contextual clues to predict the meaning of vocabulary words and making inferences. Then, it was applied to English learners at a private Language Institute in Sanandaj, Iran. After an experimental study, the result was that students of English as a foreign language, who are structured and mediated while reading a text (Scaffolding Strategy), can develop greater reading skills by activating mental processes. Therefore, based on the findings, the author concluded that scaffolding is a crucial technique to promote reading strategies and reading comprehension in students of English as a foreign language.

The current research highlighted that the strategies: finding main ideas, using contextual clues to predict the meanings of vocabulary words, and making inferences can be learned and promoting in the classroom to improve students' reading ability and facilitating the learning reading process in general.

An article developed by Buli, Basizew, & Abdisa (2017) had the objective examining the effect of teachers' scaffolding on the reading comprehension of ninth grade students in Sire. The research was quasi-experimental with 92 participants. The result, after the intervention with instructional scaffolding techniques, was a significant difference referring to the reading comprehension development because skills related

to the main ideas finding, making inferences, critical thinking and vocabulary were developed.

This article demonstrates the effectiveness of the Scaffolding Strategy, it was based on the results found in this research that have been contrasted with other studies in the international context. Additionally, it details the importance of reading in language learning and the inconveniences that must be faced in this field.

In a scientific publication developed by Ashraf (2016) pretended to know if English teachers use scaffolding strategies to develop their students' reading comprehension skills or they just evaluate students' comprehension. Based on a qualitative methodology and applying structured questionnaire directed at teachers, it is concluded that teachers tend to continue using scaffolding strategies to achieve better performance in reading comprehension. The outstanding result achieved in the current study is that these teachers use such strategies to achieve instead of assessing comprehension.

The research highlights the importance of the use of the Scaffolding Strategy, but also remarks that it should not be standardized and used for long periods of time in order to maintain independence in students.

1.2 Theoretical framework

1.2.1 Independent variable framework

Teaching Methodology

In a research article by Nunan (1991) a difference has been made among syllabus design and methodology, the schema is involved in, what, why and when, whereas the methodology in how.

According to the Longman Dictionary of Applied Linguistics, methodology is well-defined as:

- The study of practices and procedures applied in teaching.
- The study of natural language skills.
- Study the groundwork of lesson plans, materials, and books.
- Assessment and understanding of teaching methods.

Moya (2016) points out that using active methodologies at classroom is extremely beneficial for the students that are the center of the whole education development; so an active teaching methodology inspires the training of useful, employable people and professionals; and that one continues to learn during life and must keep following this process. The author thinks that professors ought to produce learning in students that helps to build a structure of knowledge, skills, and self-structuring attitudes that allows the student to continue learning in an autonomous way during his/her life (as cited in Fernández, 2006). To do this, the professor needs to arrange the teaching-learning development with suggestions that help to integrate the significance of

“actions”, in the way a “problem” can be given a complex situation that has different possibilities and no clearly answers (as cited in Gijón and Crisol, 2012).

Additionally, the “methodological renewal” is a transition that has a fundamental teaching-learning centered education and promote learners to be competent and autonomous.

Humush and Shavkat (2020) state that the branch Intercultural Communication as a goal of learning a foreign language. Nowadays, the modern methodology of teaching foreign languages has been really important to have a wide range of knowledge about different cultures and the process of learning a foreign language through outgoing activities that qualifies as Intercultural Communication.

Teaching methodologies are essential in the classroom because they can guide the teacher to transmit the class in an effective way. Knowing what, when, and why to apply a specific methodology in order to obtain better results and the most important part to be sure the students are learning in a positive way.

Teaching Method

According to Brown (2002) method is a complete plan for regular presentation of language constructed on a selected approach (a set of expectations dealing with the nature of language, learning, and teaching). This concept is based on three elements that are approach, method, and technique. The terms are interconnected because techniques were precise classroom activities consistent with a method, and in concord with an approach as well. After some redefinitions for most researchers and teachers a method is a set of theoretically classroom techniques to be generalizable across a wide range of context and audiences. For example Audiolingual Method, the Direct Method, and the Silent way method.

As Ganyaupfu (2013) states the principal purpose of teaching at any level of education is to carry an important change in the learner. To enable the development of

knowledge, teachers should apply suitable teaching methods that arrange specific objectives and level exit outcomes.

Time ago, many teaching practitioners applied teacher-centered methods to teach knowledge to learners in comparison to student-centered methods. Nowadays, the effectiveness of teaching methods on student learning have raised considerable interest in the thematic field of educational research (As cited in Hightower et al., 2011). Moreover, research on teaching and learning examine the different teaching methods to improve growth in student learning.

In a research by Ogbonna, Chinwe & Loyce (2014) establishes that a teacher requires to have knowledge of a set of teaching methods during the teaching-learning process.

Also, he notes that a method is the level about the specific skills to be taught and the order in which the content is going to be presented. (as cited in Bell, 1981) opines that a method is the request that establish an approach to solve a problem of language learning. He notes that a method will consist on instructive grammar associated with it and principles which guide the creation of grammars, the selected elements to be taught and of the techniques for teaching them. (as cited in Mekiliuwa, 2008) observes that language teaching methods is about classroom techniques and practices that are used in teaching of a second language.

Umaru (2005) discusses teaching method as collections of procedures or techniques systematically employed for the purpose of efficient learning. Having an effective learning is the main objective for the teaching-learning process and to achieve this is essential to have a wide range of methods.

According to Ogbonna, Chinwe & Lonce (2014) there are the following considered as methods such as grammar translation method, direct method, the audio-lingual method (Aural Oral method), audio-visual method, cognitive code method, eclectic method and the communicative language teaching method. Furthermore, in the

research by Dincay (2010) apart to indicate the previous ones, there are other methods that he mentions as they are silent way, desuggestopedia, communicative language learning, and total physical response.

Today, modern trends in language teachings incline to the Communicative Language Teaching Method because it help the learners to communicate according to their realities The language is experimental in which the function of the language as really important as well as the form and structure of the language. It allows the learners to use the language in a practical way according with the context they are.

It is important to mention that Federal Republic of Nigeria (2011) establishes on English and French as well as the indigenous languages, there is the urgent need to put the country on the track of language teaching modernity. The language and education are in a constant change and both need methods adapted or created to fulfill the demands of new generations.

Strategies

González & Zepeda (2016) state that “the teaching strategies offer great possibilities and expectations to improve educational practice. The teacher uses strategies aimed at promoting the acquisition, elaboration and understanding to communicate knowledge.” That is, didactic strategies refer to tasks and activities that the teacher starts in a systematic way to achieve certain learning in students.

According to Senthamarai (2018) the learning activities and strategies are structured under the basic elements of an inquiry process. Modification in strategies provide chance for students to explore their current knowledge, attitudes and values about different topics. While students work independently or collaboratively, students can use suggested graphic organizers to record and share information.

- Finding out strategies help students’ identify gaps in their existing knowledge and work collaboratively to collect information through investigation. Students will

be able to use the information gathered to generate and communicate ideas and record responses.

- Sorting out strategies encourage students to sort, analyze, organize, review, compare and contrast information to develop and combine their knowledge, understandings, skills, attitudes and values.
- Summarizing main information and clarifying relationships between information and ideas will help students to draw conclusions and understandings.
- Reflecting strategies permit students to identify, discuss and consider changes in their understandings, skills, attitudes and values.

Senthamarai (2018) points out that “learning strategies can be developed with learning activities. As teachers know their students learning styles and needs they can select alternative strategies or adapt those suggested to deliver the content”. For example:

- ✓ A think-pair-share can be modified for students to use when sorting out information on their learning at the end of an activity.
- ✓ A placemat can be used to lead students into a new perception or to consider information when making decisions.
- ✓ A thumbs up, thumbs down can be used by students to show their attitudes towards an activity to assess changes in their knowledge and understandings.

It is a procedure and a psychopedagogical instrument that the student acquires and uses as a resource to learn in a meaningful way. These have the following characteristics: flexibility in educational contexts; intentionality, because it requires the application of metacognitive knowledge; motivation, strategies must also answer both to the fulfillment of goals and affective factors. Teaching strategies require the management of three types of knowledge: declarative, procedural and conditional (Díaz, 2010)

Scaffolding

According to Chedo (2018) scaffolding is defined as a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is short-term, but necessary for the construction of the building.

According the explanation above, the researcher assumes that Scaffolding strategy is a process that goes step by step like the construction of a building. It means the teacher start with the activities explaining step by step how students have to do. After a time, the students will know what to do by themselves without the help of the teacher. It is for a short time but it is essential for the development of students' knowledge.

In a research document by Hanifah (2017) states that Scaffolding is a new vision of teaching new skills, theories and advanced levels of understanding. It is a more developed educational and psychological view of the teachers' support and interference in the learners' learning. It is a new way to teach with different ideas and improve students' skills and understanding through different activities. It is important to know that it is a big tool for teachers because they will apply activities or exercises that enhance students learning.

“Scaffolding is an instructional strategy, associated with the zone of proximal development, in which a teacher provides individualized or group support by incrementally improving a learner’s ability to build on prior knowledge.” (Bhooth, Azman, & Ismai, 2014)

As these authors mention Scaffolding is a strategy to be followed that means that teacher must give group or individual activities to improve learning skills. Those activities can be done with previous ideas that students have. It is important that teachers can develop those activities since the easiest until the most complex to make the students to show them capability to develop different activities by themselves.

According to Kusmaryono, Gufron, & Rusdiantoro (2020) Scaffolding is a teaching strategy that defines a procedure of supporting students to gain aims of learning, and to help students succeed in education. It is learning assistance by a teacher to students who have problems, it will be more effective if the teacher could help to develop the students' intellectual structure through a wide range of activities for their autonomous learning.

Scaffolding strategies

According to Talip (2018) Scaffolding is a specific support strategy that provides students with the pedagogical impulse to work at a higher level of activity by relying on a sociocultural approach that, according to several authors, allows them to be more successful in learning a language because when their teachers, as well as their peers, they provide support when needed and better academic results are appreciated.

- Modeling: students got representative examples of what is expected from them, giving them concrete guidelines. In addition to assignments and activities, teachers can model appropriate language patterns and vocabulary that students may need to complete assignments and activities.
- Building bridges: teachers develop skills by activating students' prior knowledge. An additional benefit of the bridge is that it establishes a personal link with students by forging a connection between their lives and the subject.
- Contextualization: Contrasting to everyday language, the academic language that English learners face in class is often decontextualized and independent of the situation. However, teachers can contextualize the language learning process through multiple verbal and non-verbal aids, such as pictures, videos and analogies.
- Constructing schemas: teachers help students connect new information with existing structures. In preparation for a reading assignment, for example, students may be asked to first look at the text by focusing on the title, illustrations, graphics,

etc. Thus, students' schemas can be activated and ready to interlace new information into existing knowledge.

- Re-presentating the text: Scaffolding consists of re-presenting the texts to the students. In this strategy, students engage in the transformation of linguistic structures found in one genre into another genre (for example, turning a poem into a narrative).
- Developing metacognition: this last type of scaffolding fosters the autonomy of the student and the development of metacognition through active strategies such as self-assessment activities and thinking aloud. It is possible to provide English learners with a job at a higher level of proficiency through these scaffolding strategies.

Consistent with the opinion of Amin (2012), the Scaffolding Strategy encourages learning from a sociocultural perspective related to the Vygotskian postulates because the students develop their learning in a social environment, initially, to later apply it individually. It additionally marked that Scaffolding is an adequate strategy for teaching reading by creating the necessary conditions for meaningful learning such as self-questioning, semantic mapping, writing summaries, monitoring learning and construction of meaning from text of reading.

Scaffolding types necessary for ELLs

1. Modelling. - Students need to follow examples in order to develop what the teacher says.
2. Activating and bridging prior knowledge. – Students need to create new concepts using their previous knowledge.
3. Text representation. -Change a story from one genre to another.
4. Metacognitive development. – Use strategies for activities such as asking to clarify questions, using rubrics.

5. Contextualization. - Use authentic material like real objects for teaching depending of the necessity that teachers have (pictures, flashcards, audios, videos, magazines and others).

6. Building schema. - Teachers join previous knowledge and experiences to build new ideas. For example, note titles of charts, note headings, compare/contrast, sequence of events etc.

These strategies can be considered effective in reading comprehension if students are provided with adequate help. In the Scaffolding, students must receive support and assistance to successfully perform certain tasks and continue to more complex ones because without that help, these tasks would be beyond their ability. Therefore, based on the experience and skills acquired, students remodel their knowledge and improve their performance.

According to Fields & Marsh (2017) “scaffolding helps students to reach beyond where they could go on their own. It is a powerful tool for learning” The help is limited then each students will follow the strategy to develop the learning outcomes by their own without big problems. Also, the idea is “to help students lower their anxiety level and be more open and engaged in learning so that they can continue advancing (p.11)”.

The same authors comment “that there are some cognitive benefits when using scaffolding strategies for example: collaboration and cooperation, four linguistic skills, critical thinking, crosscurricular and multicultural material, safe environment and level of difficulty” (p.13).

- ✓ Collaboration and cooperation: Students work together and help each other.
- ✓ Four linguistic skills: “The activity combines reading, aural comprehension, speaking and writing. When any activity includes these four skills, learning extends”.

- ✓ Critical thinking: Students have to be critical at the moment of answering and creating questions.
- ✓ Cross-curricular material: Mixing cross-curricular data helps learners to practice diverse intelligences, in that way their learning experience is more significant.
- ✓ Safe environment: Students develop a group activity so they can feel comfortable.
- ✓ Level of difficulty: The vocabulary and information taught in the class have to be according to the levels and necessities that students have.

In a research by Nordina (2015) mentions three main scaffolding strategies that were applied in their studio:

1. Scaffolding that makes the essential features of scientific review explicit; it means the activities must be taken from scientific documents that can help students to have a better understanding.
2. Scaffolding that structures complex tasks or reduces cognitive load; it means that the activities must go from the easy to the complex way, to challenge students to develop different activities without much problem.
3. Scaffolding that facilitates phases with space for student autonomy. In this part the teacher must give the students to give activities in which the students must develop alone. In this part play an important role the creativity and previous knowledge of students.

According to Ariani (2018) finds that there are five kinds of scaffolding strategies which are used by the teacher to teach reading comprehension. Those are:

- a. Asking Question. - This works by testing students to read some text and answering the questions. It is useful for students because they could comprehend text and improve students' vocabulary, pronunciation and grammar.
- b. Using Simple Language. - The teacher considers using more simple or familiar word since the students still have low vocabulary knowledge. After that the teacher also gives difficult vocabulary.
- c. Using Visual Media. - This is commonly used headed for the material about description and explanation text. Students are asked to read the text first. Teacher then present a picture and the students describe the picture based on the text they have read.
- d. Using Gesture. - The use of gesture is focused to improve students' confidence. Students try to understand the meaning of gesture which is given by the teacher or other students. The gestures could be clue certain words while the students try to predict what it is.
- e. Generating Question. - This works by asking the students to read the text and then stablish some questions based on the text.

1.2.2 Dependent variable framework

Language

In a research document by Gee & Hayes (2012) mentions that Language can be viewed as cognitive, material, or social that is shared between two individuals or in social group. As individuals can use language in distinctive ways and it is shaped by social conventions. Language is a way of communicating to express feelings, thoughts, opinions, etc. This can be transmitted to one person to another and so on.

There are ways of transmit language it could be oral or written. Oral language was spread since the dawn of humanity and written language was invented years later. (as cited in Goody 1986, 1988)

All human groups have oral language but not all cultures have discover written language. It may be because of the limits that some countries impose to some cultures in order to avoid spread some languages. However, people look for ways to communicate, an one of this ways is oral communication.

According to Wardhaugh (2006) a language is what the members of a particular society speak. When two or more people communicate with each other in speech, it is called the system of communication that is employed a code. In most cases that code may be called a language. We should also know that two speakers who are bilingual or another shift back and forth between the two languages as they converse by code-switching are actually using a third code, one which is based on those two languages.

Language skills

Nan (2018) points out in English language are four language skills those are listening, speaking, reading and writing and are interrelated and interactive in real communication. According to his system theory, the improvement of whole language ability cannot be achieved by a simple combination of the four skills, but it is from the interaction and coordination between the four skills. Each skill must be developed in order to have an effective communication.

In the research by Durga (2018) people around the world need to develop English language skills for different purposes like get a job where a requisite is to know the English language and its skills for example as employers are always in need of employees with strong communication skills covering a wide range of verbal and written communication. So employees should be interactive and communicative with

others in the team work, for which English language is the common language which connects people. This language is used for official communication in meetings, presentations, training programmes, conferences, letters, documents, reports etc. for these purposes employees are expected to master the English skills: read, write, speak and understand English.

According to Rao (2019) English is an international language and most of the foreign language learners try to learn it. In this process, they have to acquire all the four basic skills of the language such as listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills.

Receptive skill

Also, Rao (2019) establishes that listening and reading are considered to be passive or receptive skills where the learners just acquire the language through videos, songs, books, tales, etc. They just listen to the language or read it without producing anything. However, speaking and writing are considered to be active or productive skills in which the learners have to produce sentences on their own and they need a lot of practice and learn many things related to grammar, vocabulary, sentence structure and usage.

Moreover, (Tendero, 2019) he stated that listening is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. This is one facet-the first step-of listening comprehension. (as cited by Afriani, 2017) expressed that listening skill is a key to receiving messages in an effective way. Likewise, according to Novianto (2012), reading means the result of interaction between the writer's mind and the reader's mind. He said that it is the way how the reader tries to get the message or the projected meaning from the writer. He continued saying that reading consists of two related processes: word recognition and comprehension. According to (Wu, 2008) the reading procedure is cognitively

challenging because learners need to synchronize attention, perception, memory, and comprehension. In short, these receptive skills of listening and reading are really important for students to be prepared with as both are basic means of decoding and learning new information.

Reading skill

Reading is a cognitive process, and the key to fluent reading is knowledge, a process of self discovery; not some kind of visual gymnastics. During this process, readers interact with written materials, investing both cognitive and metacognitive efforts to decompose new knowledge in order to generate or infer meaning. From this point of view, reading comprehension should be seen as the final product Kaya (2015).

According to Elleman & Oslund (2019) the reading comprehension is a complex cognitive task where the reader not only extracts and interprets the information of a text from his previous knowledge, but also, he must reflect on the process to understand in different situations. So understanding involves attributing a meaning to a reading.

Reading, as a receptive skill, is the beginning to learn not only languages but also anything. It starts from the beginning of our life and never ends, this skill requires considerable cognitive effort and a long learning process, whether the student is learning to read in a native language or a second language (Mahmoud, 2015).

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and participation with written language. It consists of three elements: the reader, the text, and the activity or reading purpose, thus reading comprehension. Reading comprehension is the ability to understand or obtain meaning from any type of written material and, additionally, it is the reason for critical reading that is a component of all learning Mahmoud (2015).

There are a number of skills involved in reading process some of them are predicting, skimming, scanning. Teachers need to work with their students to analyze what these skills are and to show them how they can get better at these skills. Teachers also need to ask comprehension questions and conduct activities that will practice these specific skills. In the investigation of Oakhill & Cain (2017) talk about the big importance of skimming and scanning sub-skills of reading because learners can use them for read something interesting about news, in education to solve tasks, and in the social life to read newspapers, journals and magazines.

Reading subskills

Reading Subskills are a number of sub-skills are involved in reading, those are: scanning, skimming, deducing, understanding text structure, inferring, and predicting. Teachers have to work with their students to investigate what these skills are and to demonstrate them how they can get 12 better at these skills. Teachers also need to conduct activities that will practice these specific suskills. Chacón (2021)

Every person has different motives for reading. When we read a text to find a specific piece of information in that text which is scanning. Students read the complete text when we are scanning. Reading for gist is known as skimming. This means when we are reading something quickly to obtain an idea of what the entire text is about.

Another reading subskill is reading for specific points. That means reading every detail carefully and extracting the meaning out of every word.

Extensive reading is another way of reading which involves reading long segments of text. Our attention and interest changes as we read. We skim through what could seem boring or read in detail what could seem interesting and catches our attention. Intensive reading is when students use texts and study aids to learn language. TKT CAMBRIDGE (2018)

According to (Shin, 2002) a reading test was considered to arrange for equivalent numbers of items and texts representing four different subskills (Inference, Skimming, Scanning, and Coherence). Inference is to figure out the meaning of the text without reading all the text. Skimming is to get the main idea of the text. Scanning is look for specific information and Coherence is to read all the text and find the most relevant information that have sense and meaning.

1.3 Objectives

1.3.1 General Objective

To investigate the influence of Scaffolding strategy in the reading skill development of students from PINE at Universidad Técnica de Ambato.

1.3.2 Specific Objectives

- To identify Scaffolding's strategies and the reading skills of students from PINE at Universidad Técnica de Ambato.
- To diagnose the reading skill level of domain in the students from PINE at Universidad Técnica de Ambato.
- To determine the reading subskills that are developed through the application of scaffolding strategies.

Objective fulfillment process

- To identify Scaffolding's strategies were theoretically based on books, magazines, publications, and virtual articles. Subsequently reviewed, analyzed and summarized studies concerning the Scaffolding strategy and its impact on reading skills, which worked as the basis and reference for the development of this research.
- To fulfill the second objective that is to diagnose the reading skill level of domain of students from 6th semester the teacher applied different reading activities during classes in which the teacher observed and analyzed their behavior and understanding when reading texts.
- Finally, in order to determine whether the use the reading subskills that are developed through the application of scaffolding strategies, an experimentation process was developed. A group of students were exposed to the Scaffolding strategy for one week with four sessions. They were evaluated initially and finally to determine the level of progress, which was checked through the statistical test of T student.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

The population involved in this research were 22 students in total, 16 women and 6 men. They were in sixth semester studying the subject Computer Assisted Language Learning as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. This research carried on in one week in which all the participants received four classes across online instruction.

2.1.2 Instruments

Firstly, a survey was applied to identify how much they know about strategies for reading and the reading skills they use to understand a text. This tool was elaborated based on the students’ level and age. The survey was made in Google Forms, it contained 10 questions in a time of 10 minutes.

After that, a pre-test was developed, it was a KET reading test taken from the standardized test KET (Cambridge English Test) provided by Cambridge Assessment English that was done to identify students’ level of proficiency of the reading skill. It was applied at the beginning of the experiment to identify the level of proficiency of students in the reading section. However, it was adapted according to the time and some parameters. This tool was elaborated in Google forms, it contained 10 questions

and took a time of 1 hour. The students faced different types of readings like understanding messages, long text with multiple choice questions, text with multiple choice gaps, and text with gaps. Students had to read and answer the questions.

On the other hand, the post-test after the use of Scaffolding strategy resolve if the participants improved their level of proficiency in the reading skill. This took the same process as the pre-test, it contained 10 questions and took a time of 1 hour. The questions were the same types used in the pre-test. In this part is to know if students achieved the main goal after a process.

- Selected videos taken from YouTube to reinforce the classes. These videos were about Tips for KET reading section to enhance students the way to read when face different types of readings. These videos were played in the middle of the sessions to ensure students' understanding about class' topics and students' needs.
- Google Docs to develop the presentations about ways to read to improve reading skill with strategies and with the steps provided by the teacher.
- Google Forms to elaborate the survey and pre and post-test in which students had read 4 types of texts such as messages, information, and stories. The exercises that contained each text were questions such as understanding messages, long text with multiple choice questions, text with multiple choice gaps, and text with gaps. After receiving students' work the researcher graded them in the same tool.
- Google Classroom to organize all of the information made by the teacher but also students' progress and homework.
- A WhatsApp group to interact with students during the classes. To send the activities developed during the classes. The activities were to read a text and the questions in 3 minutes, after that the students write in a piece of paper the correct answer and send the screenshot by WhatsApp. In addition, this was used to remind students the activities they were asked to do or any doubt they have.

- The classes face to face have been a rewarding way to develop this research, however due to the Coronavirus pandemic they are working in an online environment in this case through Zoom platform which is beneficial for all to develop this research.

2.1.3 Procedure

In the first class, the researcher introduced herself. Then, students were asked to get in to a Google Forms link to take the pre-test which had a time of 45 minutes. After that, there was a small explanation of the use of tools such as Google Classroom, Google Forms, WhatsApp. Finally, the homework was to watch a video about Scaffolding Strategy for next class.

In the second class, the researcher had a discussion with the students through questions about a video they checked at home. After that, the researcher presented the topic that was about scaffolding. Then, the researcher presented a text in which asked the students first to read the title about the reading. After that, the researcher asked them to infer what the message of the text is. Next, the researcher provided some pictures about the reading and they had to observed and tell predictions about what could happen on the reading. Finally, students developed an activity in class and they sent by Whatsapp.

The researcher monitored the students while they developed the activities. Finally, the teacher checked the answers with the students and provided feedback to improve their reading skill.

The third class, the teacher provided the students different types of texts and they had to read and analyze what kind of text they are going to read. After that, the students read the questions and choose the correct answers. The teacher and students checked and corrected the answers of the exercises. As homework the students have to study the prior content to be prepared to develop the post-test.

Finally, the last class the researcher gave instructions about the test and students started to do the post-test which lasted 45 minutes.

2.2 Methods

Basic method of investigation

The present research project was emphasized in the Quasi-Experimental research. It examines if there is a fundamental relationship between independent and dependent variables. The independent variable is the one expected to bring about some variation or change in the dependent variable. (Révész, 2020)

This research was quasi-experimental because the Scaffolding strategy improved the reading skill thus the students showed their progress during the pre-test and the post test. So this strategy affected positively to the dependent variable that is reading skill.

This research belongs to the quantitative methods; it controls at least one of the variables in order to know the effect that causes to another variable. In the case of this research the variable Scaffolding strategy affects the reading skill. In addition, it is a quasi-experimental research because it worked with a complete group of 21 students from 7th semester.

Bibliographic or documentary research

A documentary research is the scientific knowledge that are written on personal and official documents such as newspapers, diaries, stamps, maps, statistical publications, computer files, thesis and others (Iowa State University , 2020, as cited in Scott & Marshall, 2015). All bibliographic resources are really important because it will help to sustain the two variables: Scaffolding strategy and reading skill.

Field research

This type of research permit to have a direct study of students of PINE from sixth semester at Universidad Técnica de Ambato having an approach to reality and the essential data that need to be collected.

Level or type of research

Exploratory level

This is an exploratory investigation because it is important to explain and delimit the problem by categorizing the different aspects, the possible solutions and the factors that could be found there. In this research Scaffolding strategy to improve reading skills is an original idea because it demonstrates the process of investigation to the current problem which is the low level of reading skill in students from PINE at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

In this chapter will discuss about the results and findings obtained for 1 week: before, during and after the treatment. Every results are represented in tables and figures to make more understandable. Also there is a written explanation of each one to make it even clearer.

The research started with a survey to experiment was developed with 22 students from 6th semester “A”. After that, the experiment continued with the pre-test and post-test to students from 6th semester “B” who were taking the subject Computer Assisted Language Learning part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato in an 100% online environment.

The results of students’ scores on the pre-test and post-test KET reading section (designed by Cambridge Assessment English) were carefully analyzed to prove that the treatment using Scaffolding strategy to teach reading worked or not.

To assess students, the reading skill was used a Cambridge rubric with the 4 subscales (Understand information of a known area, understand information on standard menus, road signs and message, understand short reports or manuals of area of expertise, understand the general meaning text as articles) was adapted to get a grade over 10 in order to make it more understandable for students.

The scores over 10 and in a scale over 30 are presented in table 11 and 12. Both tables were designed to have a clear idea about the results: before (table 1: pre-test results) and after (table 2: post-test results) the treatment using Scaffolding strategy.

As it was analyzed previous theory and the results of the research, it is interpreted like a positive reaction that had the independent variable over the depended variable. It is noticeable that Scaffolding strategy helped to students to understand different type of readings.

3.1 Analysis and discussion of the results

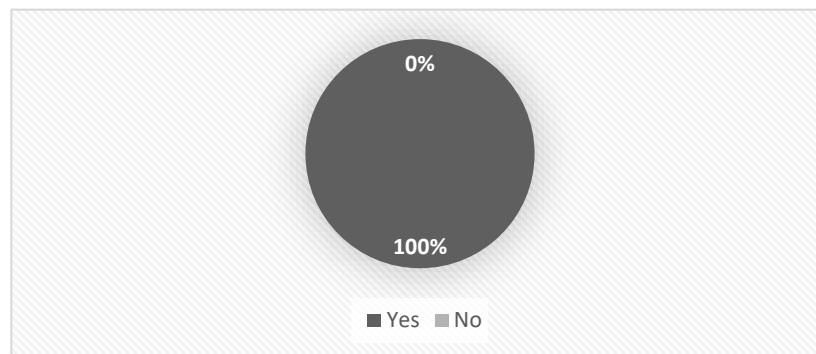
Question 1: Students consider reading as an important skill to learn English.

Table 1: *Reading as an important skill*

Alternative	Frequency	Percentage
Yes	36	100 %
No	0	0 %
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from second sixth semester of PINE at Universidad Técnica de Ambato.

Figure 1: *Reading as an important skill*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

It is noted that 100 % out of 36 students said that reading is an important skill of English language. According to these results, students consider reading is an essential

part to acquire English language. That means that students should practice constantly to develop their reading skill.

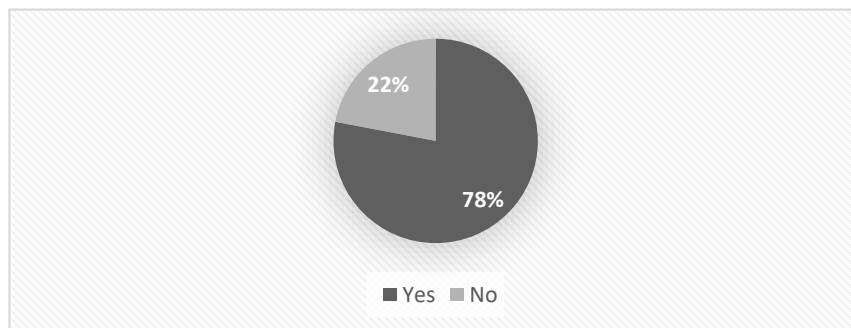
Question 2: Reading strategies to develop reading skills.

Table 2: *Reading Strategies*

Alternative ^a	Frequency	Percentage
Yes	28	78 %
No	8	22 %
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Figure 2: *Reading Strategies*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

The results of the frequency show that 73% out of 36 students use different strategies to develop reading skills, while 27% of students don't use any strategy to develop reading skill. These results determine that learners are familiarize with reading strategies. However, it is important to reinforce how students can choose the best strategy to develop reading skill in an effective way. In addition, it is important that students know reading strategies because it can help students to comprehend readings not only for academic purposes but also for every moment they have to read.

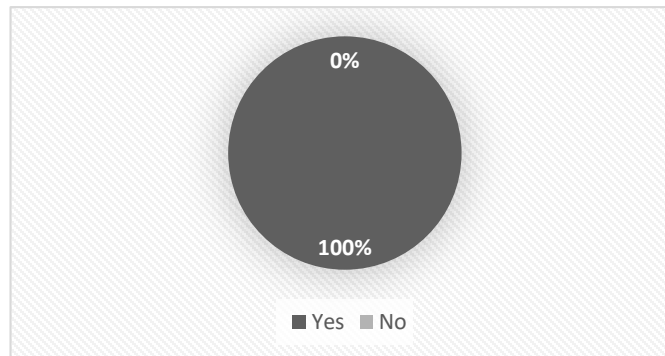
Question 3: Reading strategies could improve reading skill.

Table 3: *Improve reading skill*

Alternative ^a	Frequency	Percentage
Yes	36	100 %
No	0	0 %
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Figure 3: *Improve reading skill*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

The results of the frequency show that 100% out of 36 students consider that use reading strategies could improve their reading skills. These results define that learners are sure that reading strategies are fundamental to develop reading skills because students can look for ways to understand better a text or a paragraph.

Question 4: The teacher gives concrete guidelines before reading a text.

Table 4: *Guidelines before reading a text*

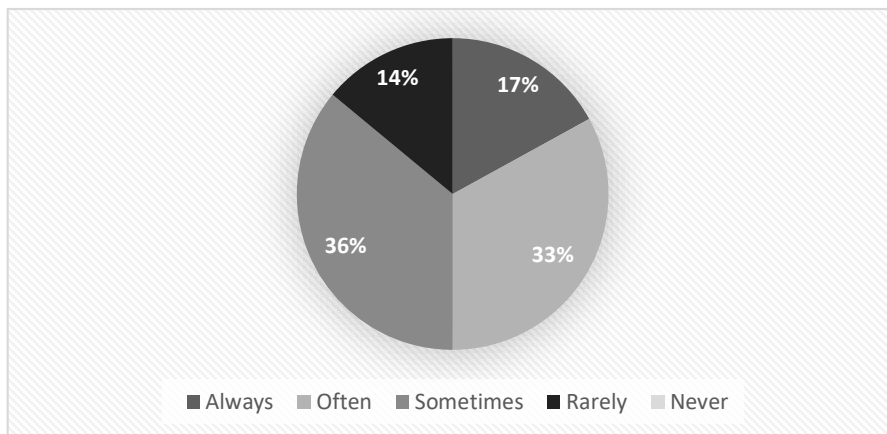
Alternative^a	Frequency	Percentage
Always	6	17%
Often	12	33%
Sometimes	13	36%
Rarely	5	14%

Never	0	0%
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

The alternatives that appear in this section refer to the frequency in which teachers provide instructions before reading a text.

Figure 4: *Guidelines before reading a text.*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data was obtained: 36% out of 36 students assure that teacher sometimes gives them concrete guidelines before reading a text, while 14% of learners say that teachers rarely offer guidelines them specific

guidelines before reading a text. These results show that teachers do not usually offer their learners instructions to understand information about different lectures. It is important to implement specific strategies because it improves self-learning in which students can construct ideas, take notes, organize data and develop new concepts.

Question 5: The teacher activates prior knowledge before reading a text.

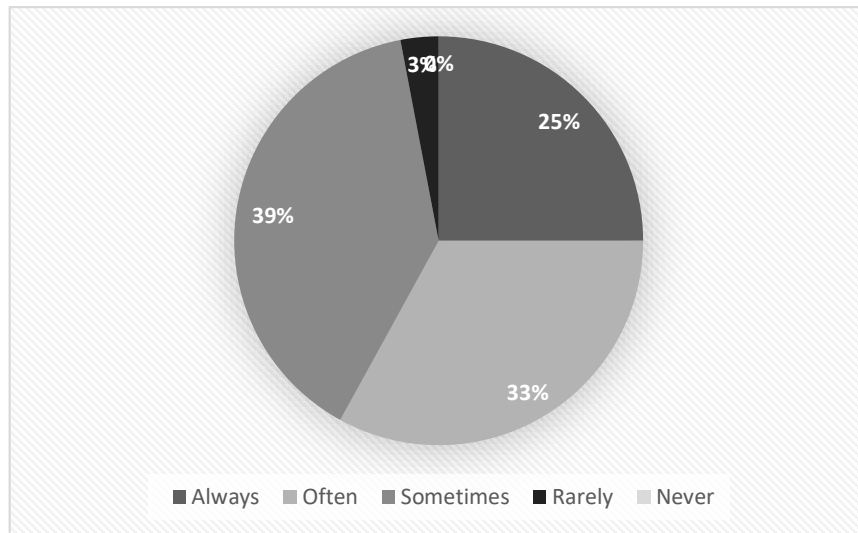
Table 5: *Activate prior knowledge*

Alternative^a	Frequency	Percentage
Always	9	25%
Often	12	33%
Sometimes	14	39%
Rarely	1	3%
Never	0	0%
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

The alternatives that appear in this section refer to the frequency in which teachers help to remember previous knowledge before reading a text.

Figure 5: *Activate prior knowledge*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data was obtained: 39% out of 36 students affirm that teacher activates prior knowledge before reading a text, while 3% of learners say that teachers rarely activate previous knowledge. These results demonstrate that teachers help their students to remember what they studied before because it can permit students to connect previous ideas with the new text. In addition, doing this activity will help students to have a better comprehension of different texts they read.

Question 6: The teacher uses pictures, videos and analogies to understand a text.

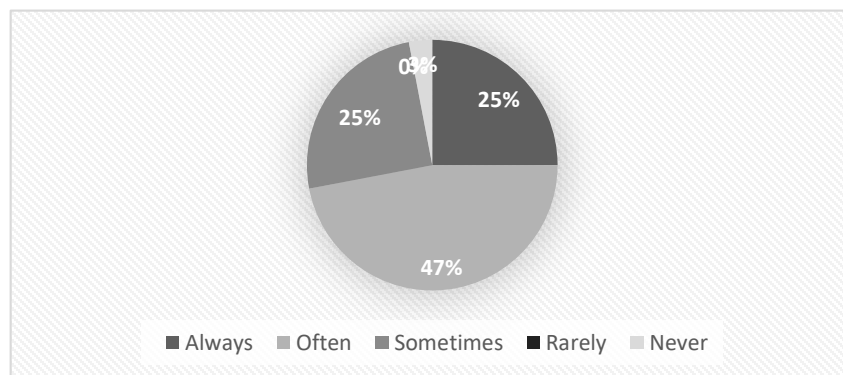
Table 6: *Use pictures, videos and analogies to understand a text.*

Alternative ^a	Frequency	Percentage
Always	9	25%
Often	17	47%
Sometimes	9	25%
Rarely	0	0%
Never	1	3%
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

The alternatives that appear in this section refer to the frequency in which teachers use different ways to understand a text such as pictures, videos, and analogies.

Figure 6: *Use pictures, videos, and analogies to understand a text.*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data was obtained: 47% out of 36 students say that the teacher often use as referent pictures, videos, and analogies to understand a text, while 3% of learners say that teachers never use pictures, videos, and analogies to comprehend a text. These results indicate that to understand a text it is important a teacher present ways to make the students infer what the text is about for example using videos, flashcards, etc.

Question 7: Students connect new information by focusing on the title, illustrations, and graphics when reading.

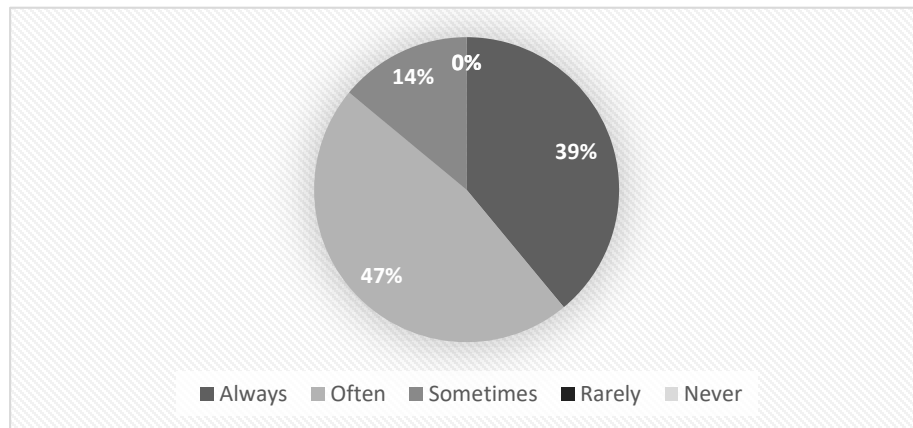
Table 7: *Connect new information when reading.*

Alternative^a	Frequency	Percentage
Always	14	39%
Often	17	47%
Sometimes	5	14%
Rarely	0	0%
Never	0	0%
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

The alternatives that appear in this section refer to the frequency in which students focus on the title, illustrations, and graphics to connect new information when reading.

Figure 7: *Connect new information by focusing on the title, illustrations, and graphics when reading.*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data was obtained: 47% of the 36 students stated that they often connect new information by focusing on the title, illustrations and graphics when reading, while 14% of the students said that sometimes they focus on the title, graphics or illustrations to understand a text. The results determine that a teacher can help his students to put emphasis on each part of the reading because in this way the students can analyze and have a better reading comprehension.

Question 8: Students read stories to develop reading skill.

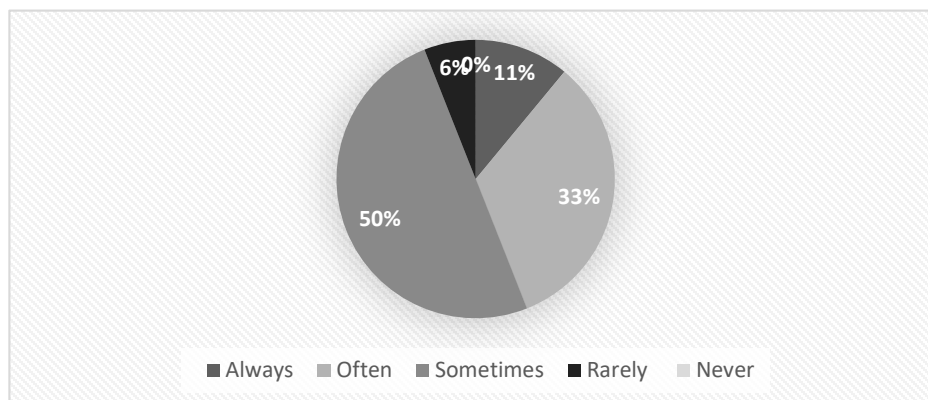
Table 8: *Read stories to develop reading skill.*

Alternative ^a	Frequency	Percentage
Always	4	11%
Often	12	33%
Sometimes	18	50%
Rarely	2	6%
Never	0	0%
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

The alternatives that appear in this section refer to the frequency in which students read stories to develop reading skill.

Figure 8: *Read stories to develop reading skill.*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data were obtained: 50% of the 36 students say that they sometimes read stories to develop reading skills, while 6% of the students say that they rarely read stories or texts to improve their reading skills. These results show that half of the population reads a book or a text to increase their reading ability. However, it is important for a teacher to encourage his students to read any book or text to enrich their knowledge and expand vocabulary.

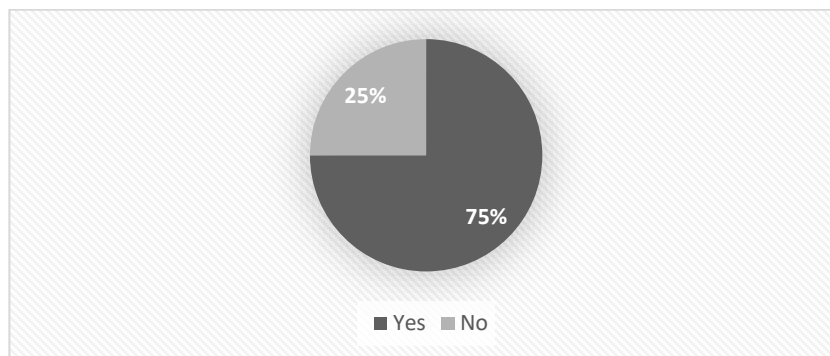
Question 9: Students know about the reading sub-skills.

Table 9: The reading sub-skills.

Alternative^a	Frequency	Percentage
Yes	27	75 %
No	9	25 %
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Figure 9: *Know about the reading sub-skills.*



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data was obtained: 96% out of 36 students affirm that they know about the reading sub-skills, while 4% of learners say that they do not know about reading sub-skills. These results states that knowing reading subskills are important because they can help students to analyze deeply a reading and have an effective comprehension of the same throughout activities to obtain information.

Question 10: Reading strategies when reading.

Table 10: *Reading strategies when reading.*

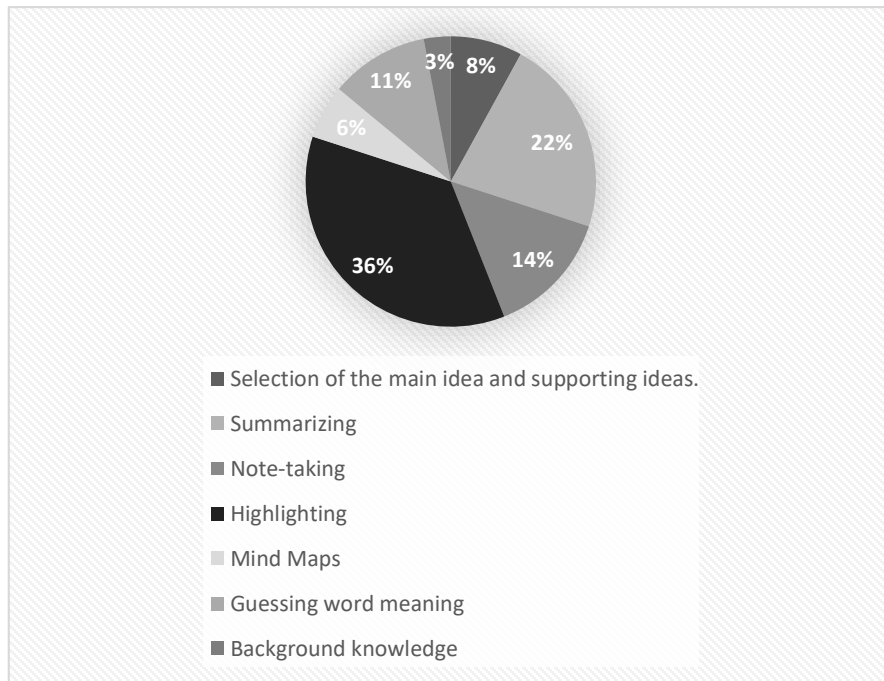
	Frequency	Percentage
Selection of the main idea and	3	8%

supporting ideas.		
Summarizing	8	22%
Note-taking	5	14%
Highlighting	13	36%
Mind Maps	2	6%
Guessing word meaning	4	11%
Background knowledge	4	3%
TOTAL	36	100%

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

The alternatives that appear in this section refer to the frequency in which students apply different strategies when reading.

Figure 10: Reading strategies when reading.



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and Interpretation

After analyzing the frequency, the following data was obtained: 36% out of 36 students affirm that both teachers and students use highlighting as the effective way to understand a text, meanwhile 3% of learners opt for background knowledge as the way to comprehend a text. These results demonstrate that teachers and students look for the best way to obtain good information of a reading and highlighting is one of the most effective strategy. It is because when learners highlight ideas while their brains retain information that will be helpful to analyze the text.

Table 11: *Pre-test results*

Researcher group	Score over 10	KET Score over 30
Student 1	3	9
Student 2	4	12
Student 3	7	21
Student 4	10	30
Student 5	8	24
Student 6	5	15
Student 7	8	24
Student 8	9	27
Student 9	4	12
Student 10	8	24
Student 11	9	27
Student 12	9	27
Student 13	4	12
Student 14	10	30
Student 15	7	21
Student 16	3	9
Student 17	4	12
Student 18	6	18
Student 19	3	9
Student 20	5	15
Student 21	3	9
Student 22	6	18
Average:	6.1	18

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Table 12: Post-test results

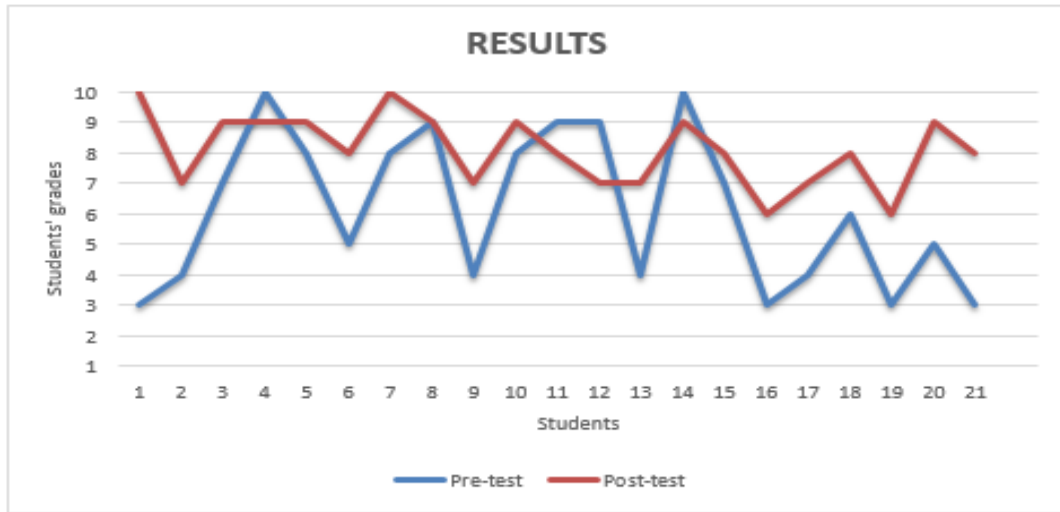
Researcher group	Score over 10	Cambridge Score over 30
Student 1	10	30
Student 2	7	21
Student 3	9	27
Student 4	9	27
Student 5	9	27
Student 6	8	24
Student 7	10	30
Student 8	9	27
Student 9	7	21
Student 10	9	27
Student 11	8	24
Student 12	7	21
Student 13	7	21
Student 14	9	27
Student 15	8	24
Student 16	6	18
Student 17	7	21
Student 18	8	24
Student 19	6	18
Student 20	9	27
Student 21	8	24
Student 22	7	21
Average:	8,09	24

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades

Figure 11: Results pre-test and post-test over 10



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation

In the figure 11 demonstrates that, 21 students did the pre-test and post-test and it is evident the comparison among the results from both tests. Both tests were graded by using a scale over 10, but the KET scale is over 30 so the grades were transformed as it is shown in the Table 11 and 12. In the results of pre-test the lower score was 9 over 30 and the highest grade was 30 over 30 but this grade obtained only two

students. However, in the post-test were evident the changes as the lower grade was 18 over 30 and the highest grade was 30 over 30 but this time some students could get this punctuation. It is noticeable almost all the students did not get a good grade in the pre-test. It was because they did not know how to understand main ideas of readings and select the correct option. Moreover, they did not know how to solve this kind of test. Nevertheless, after the experiment in the post-test the students have improved their grades. The results indicate that Scaffolding strategy improved their students' skills when reading different kind of texts.

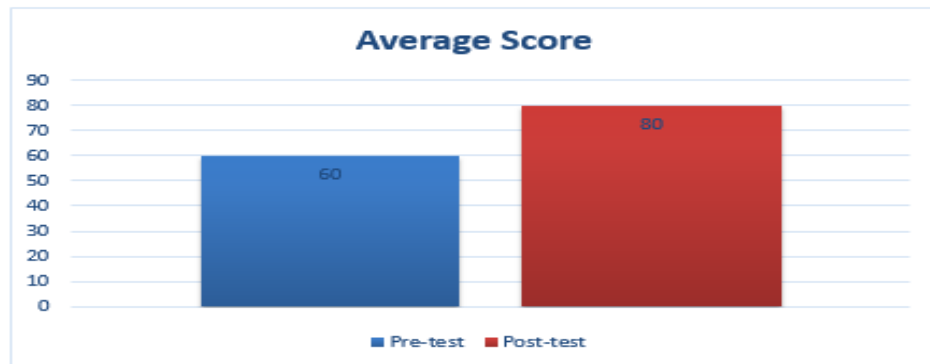
3.2.2 Pre-test and post-test average

Table 13: *Pre-test and post-test average and difference*

Results	Pre-test	Post-test	Difference
Average	18	24	6

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Figure 12: Average scores pre-test and post-test



Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation

In the table 11 and figure 12 confirm the real average score acquired in pre-test and the post-test. Also, it is observable that there is a significant difference between both tests. The average score in the pre-test was 18 over 30 that symbolizes 60%. On the other hand, in the post-test, the students get an average of 24 that means 80%. Consequently, the results show that students improved 6 points more to their scores that represents a 6% of progress in their reading skills. It means that the use of Scaffolding strategy improves reading skills is truly effective.

3.3 Hypothesis verification

The results found in this research had a profound analysis using the T-student statistical test with the program called SPSS.

3.3.1 Hypothesis Statement

Null hypothesis (H0)

The use of Scaffolding strategy does not contribute to the improvement of the reading skill.

Alternative hypothesis (H1)

The use of Scaffolding strategy classroom contributes to the improvement of the reading skill.

3.3.2 T-student test – Paired Samples Statistics

Table 14: *T-student-Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	6,18	22	2,462	,525
	POSTEST	8,09	22	1,151	,245

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation

In table 14, it is observable the results achieved in the tests, the principal score in the pre-test is 6.18 while the score of the post-test is 8,09. Having said that the greater

score was obtained in the post-test meanwhile the pre-test had a low score. So the differences are really significant.

3.3.3 Paired Samples Test

Table 15: *Paired Sample Test*

					95% Confidence interval of the difference		t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test	-1,909	2,136	,455	-2,856	-,962	-4,192	21	,000
	Post-test								

Note: This table was elaborated by E. Topa, 2020. Survey addressed to students from sixth semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation

In table 15 is stated that P-value is 0.00 that is lower than 0.05. Consequently, it is an evidence that permits to reject the null hypothesis (H0) “The use Scaffolding strategy does not contribute to the improvement of the reading skill” and confirm the alternative hypothesis (H1) that is “The use Scaffolding strategy contributes to the improvement of the reading skill”.

Discussion of results

In the investigation research, it was verified that the scaffolding strategy is applied through various strategies to make students improve their reading skill because

through guided practice, with the support of the teacher and more capable peers, students are able to participate actively and effectively in solving problems, completing tasks and achieving goals even beyond their means without the help received. In addition, it possible to achieve more effective learning because the scaffolding facilitates the recognition of needs, clarifies the objectives of the activities, clears doubts, provides keys and tools for the execution of the task and guides the development of cognitive, metacognitive and strategic skills.

Bolaños (2018) supports the argument that the scaffolding strategy is one of the best ways to achieve development in reading ability because scaffolding makes it possible to reframe strategies by the teacher, provides constant feedback, and helps the student to coordinate effectively several resources and skills for the execution of tasks and learning activities.

These results are similar to those reported by, Puspitasari (2020) who mentioned that scaffolding has a positive impact on students' reading comprehension because the way of processing, schematizing and relating the information facilitates the acquisition and consolidation of learning in students. These processes include repeated reading texts, selecting basic information, categorizing and organizing information, determining how concepts are related to each other, and displaying through visual arts and keywords. Moreover, according to Kalyanasundaram et al. (2017) scaffolding is a strategy to remember things more effectively than conventional ways of reading texts. These statements agree with the results of this study, that scaffolding strategy helps students remember information, organize information, and determine the relationship between concepts which help them to improve their reading comprehension. Using scaffolding to teach English, the monotony of conventional ways of reading can be broken because it gives the opportunity to develop students' creativity, forcing the learners to reread and enhance their reading comprehension.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions were developed regarding the fulfillment of the proposed objectives:

- The scaffolding strategies used for the development of reading skill in students such as modeling, cognitive bridges, contextualization, construction of diagrams, textual representation and metacognitive development provide great benefits in the development of reading comprehension skill because the teacher is committed to provide support and timely guidance to students, enhancing their skills in order to achieve the learning objectives set at the macro and micro levels.
- Through the development of the intervention with scaffolding strategies, it was possible to determine that the level of reading competence of the sixth semester students of PINE at Universidad Técnica de Ambato is good because the necessary fluency and decoding requirements for the academic level are met. However, there are still deficiencies in the field of reading comprehension.
- The reading skill level of domain on students was lower at the beginning. However, after using scaffolding strategies in classroom it was evident students improved their reading comprehension that demonstrate during the experiment process.

- During the scaffolding process that were the assistance, guidance and temporary support of the teacher towards the students made possible to develop the reading ability by enhancing their sub-skills such as: decoding, fluency, vocabulary and comprehension that were applied when reading texts.

4.2 Recommendations

- The scaffolding strategy should be applied under adequate class planning since without the proper structures, strategies and resources, students will not achieve mastery of reading skills and, on the contrary, irregularities may occur in students during the teaching process.
- It is necessary for teachers to pay attention to reading skill, because although it has been conceived as a receptive skill that has even come to be underestimated, it also needs to be continuously reinforced because it is the entrance to knowledge or mastery of the rest of the skills of a second language.
- Developing exercises and activities will help students to recognize which reading subskills could help to understand better a text. Each student is a different world so they should identify which reading subskill works better for them.
- The scaffolding strategy must be sequential and start from a basic explanation, considering pauses, setbacks and revisions and constant support until the student can support on it and can develop reading skills and subskills.

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ANNEXES

Annex 1: Lesson plans

Lesson plan 1

Teacher: Fernanda Topa

Subject: Computer Assisted Language
Learning

Level: 6th semester

Group: 22 students: 16 women, 6 men.		
Duration: 1 hour		
Aims:		
To explain students a general structure of the class with the implementation of Scaffolding strategy.		
To determine the level of students' writing skills using a pre-test.		
Time	Activity	Tools and materials
10 mins	Teacher introduces herself and explains how to use the materials to be used during this process with Scaffolding strategy.	Zoom Google Classroom: https://classroom.google.com/u/0/c/MjM1MDgyNDAwOTcx/gb/sort-name?hl=es
30 mins	Students develop a survey. They open a link on their platform and take the survey.	Office Forms: https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr39Au1TB6y6tFq1THC-c3nyJUNjJFSUE2UkhaUkhBVTFKNkVETzlUVjIPMS4u

5 mins	<p>Homework explanation:</p> <p>Students watch the videos in YouTube about Scaffolding Strategy and Tips for develop KET reading Test and get important ideas of it.</p>	<p>YouTube Videos</p> <p>https://www.youtube.com/watch?v=uKLDjmPk_RE&feature=emb_logo</p> <p>https://www.youtube.com/watch?v=3qII0IIR9k</p> <p>https://www.youtube.com/watch?v=1qQA0tW9jcY</p>
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Lesson plan 2

Teacher: Fernanda Topa

Subject: Computer Assisted Language Learning

Level: 6th semester

<p>Group: 22 students, 16 women, 6 men</p> <p>Duration: 2 hours</p>		
<p>Aims:</p> <p>To use Scaffolding strategies to learn how to understand different type of texts.</p>		
Time	Activity	Tools and materials
15 mins	<p>Students discuss with the teacher about the homework to clarify any misunderstanding about KET reading section.</p>	<p>Zoom</p> <p>YouTube videos (homework)</p> <p>https://www.youtube.com/watch?v=uKLDjmPk_RE&feature=emb_logo</p> <p>https://www.youtube.com/watch?v=3qII0IIR9k</p>

		https://www.youtube.com/watch?v=1qQA0tW9jcY
20 mins	Students get the most important ideas about the presentation of Scaffolding strategy and some examples.	Zoom https://docs.google.com/presentation/d/1M219_0cbg4575DjQPU_AVz8rRLbsy-f_KuQ_C2ukr4Q/edit?usp=sharing
20 mins	Students pay attention about KET exam and some tips to solve it.	Office Forms: https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr39Au1TB6v6tFq1THC-c3nyJUNjJFSUE2UkhaUkhBVTFKNkVETzIUvjIPMS4u
10 mins	Students analyze the presentation about some examples of Scaffolding.	Office Forms: https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr39Au1TB6v6tFq1THC-c3nyJUNjJFSUE2UkhaUkhBVTFKNkVETzIUvjIPMS4u
10 mins	Students develop some classroom activities.	WhatsApp Group
5 mins	Homework explanation: Students will develop some exercises about reading KET.	WhatsApp Group

Lesson plan 3

Teacher: Fernanda Topa

Subject: Computer Assisted
Language Learning.

Level: 6th semester

<p>Group: 22 students, 16 women, 6 men</p> <p>Date: November 27th, 2020</p> <p>Duration: 1 hour</p>		
<p>Aims:</p> <p>To use Scaffolding strategies to learn how to read different type of texts.</p>		
Time	Activity	Tools and materials
5 mins	Students discuss about the homework with the teacher to recall and clarify any misunderstanding about KET readings.	Zoom
30 mins	Classwork activity: Students develop exercises and take time to respond each question.	Zoom
5 mins	Students receive feedback about the classroom activity.	Zoom
5 mins	Homework explanation:	Notebook

	Study tips to develop KET exam and take notes.	
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Lesson plan 4

Teacher: Fernanda Topa

Subject: Computer Assisted Language Learning.

Level: 6th semester

<p>Group: 22 students, 16 women, 6 men</p> <p>Date: December 4th, 2020</p> <p>Duration: 1 hour</p>		
<p>Aims:</p> <p>To determine the level of students' writing skills after applying the flipped classroom treatment.</p>		
Time	Activity	Tools and materials
5 mins	Students receive a short discussion about the KET reading criteria in which they are going to be evaluated, how to read and answer the questions.	<p>Zoom</p> <p>Word document</p> <p>Google Classroom:</p> <p>https://classroom.google.com/u/0/c/MjM1MDgyNDAwOTcx/gb/sort-name?hl=es</p>
40 mins	Students will develop the post-test.	<p>Post- test (KET Reading paper):</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSdthtfgl52DpPzyxwPcBaqzHKsw_7XHe0v-zwMnm2ii-6pN0g/viewform?usp=sf_link</p>
3 mins	End of the treatment and ⁶² farewell	Zoom

Annex 2: Rubric for reading productions based on Cambridge assessing

Task: Reading texts and answering questions.

Date: _____

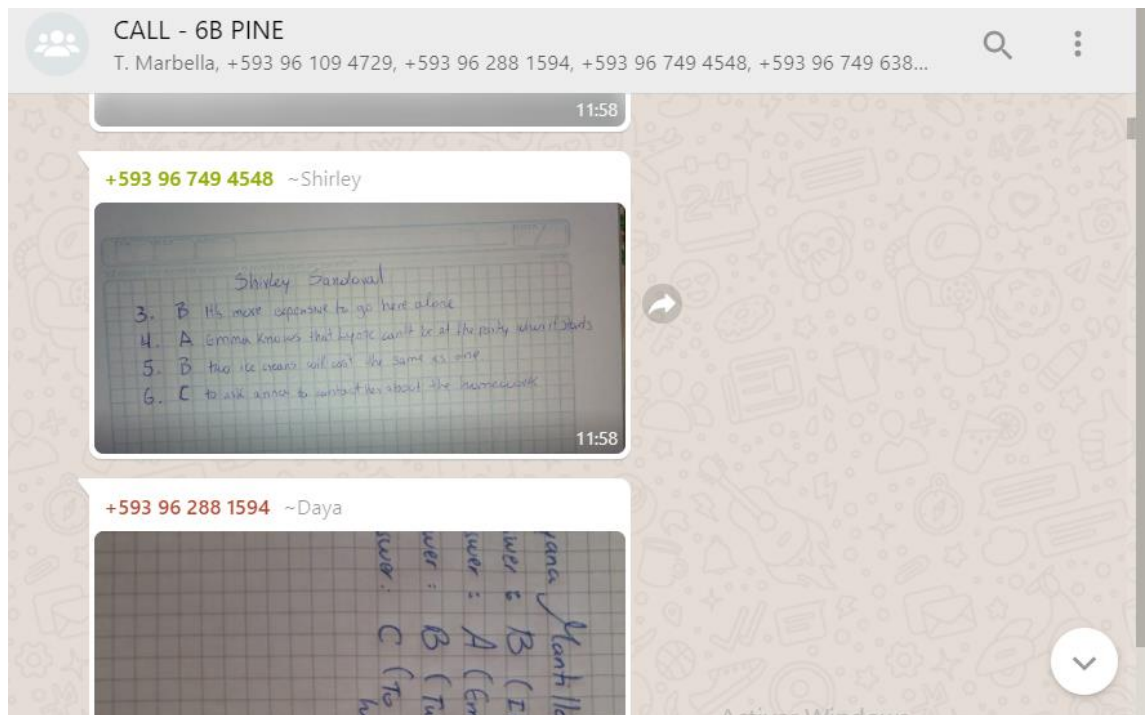
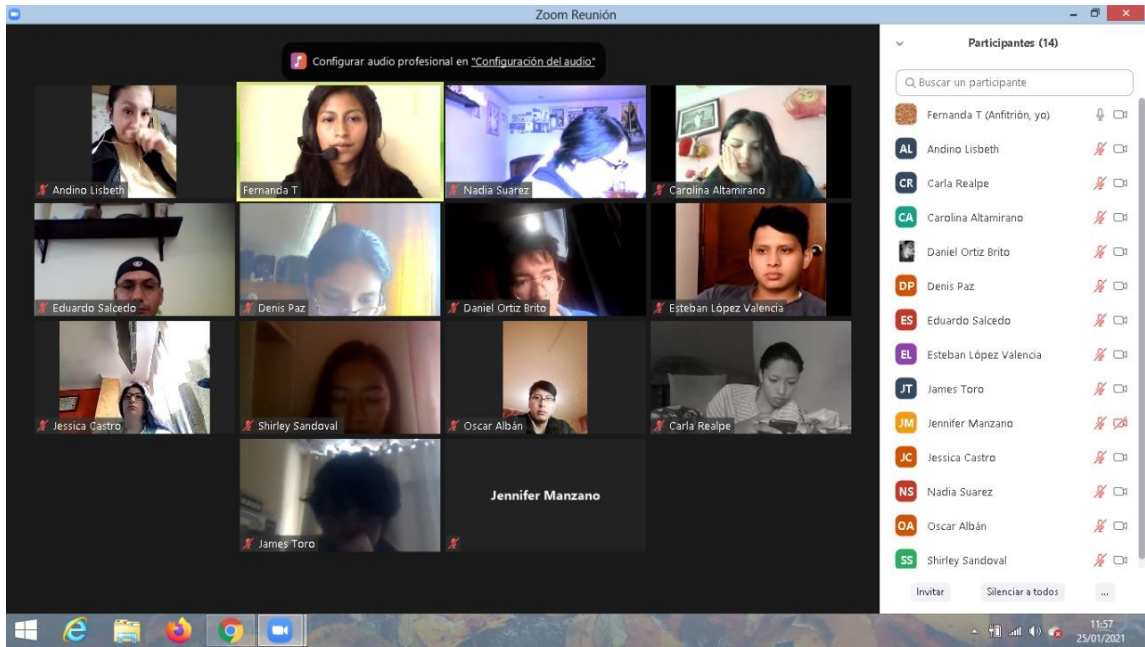
Student's Name: _____

CRITERIA	2,5	2	1,5	1
Can understand straightforward information within an known area.				
Can understand straightforward information on food, standard menus, road signs and messages.				
Can understand short reports or manuals of a predictable nature within his/her own area of expertise.				
Can understand the general meaning of a simplified textbook or article, reading very slowly.				
FINAL GRADE				

Source: This rubric was adapted from KET reading rubric

Author: Topa (2020)

Annex 3: Zoom and WhatsApp



Annex 4: Urkund Report



Urkund Analysis Result

Analysed Document:	Tesis-report urkund.pdf (D94956790)
Submitted:	2/8/2021 4:12:00 PM
Submitted By:	etopa4832@uta.edu.ec
Significance:	8 %



Firmado electrónicamente por:
**LORENA FERNANDA
PARRA GAVILÁNEZ**

Mg. Lorena Fernanda Parra Gavilánez

TUTORA TRABAJO DE TITULACIÓN