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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Author: Fabiola Yanchaguano Aimacaña

Tutor: Mg. María Gabriela López Jaramillo, PhD

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I, Mg. María Gabriela López Jaramillo PhD, holder of the I.D No. 1802221745, in my capacity as supervisor of the Research dissertation on the topic: "Scaffolding Techniques and Reading Comprehension" investigated by Miss Fabiola Yanchaguano Aimacaña with I.D No. 0550546535, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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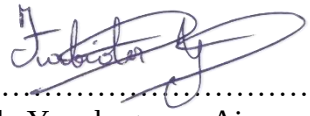
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C.C. 1802221745

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I declare this undergraduate dissertation entitled “Scaffolding Techniques and Reading Comprehension" is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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Fabiola Yanchaguano Aimacaña

I.D 0550546535

AUTHOR

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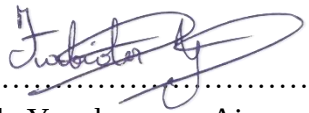
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Fabiola Yanchaguano Aimacaña
I.D 0550546535
AUTHOR

DEDICATION

TO:

I dedicate this research work to God for providing me with strength and perseverance to move forward each day and for guiding me along the path of good.

To my parents, Olimpia Aimacaña and Reinaldo Yanchaguano, and to my siblings, whose unwavering support, sacrifices, and steadfast companionship have been the cornerstone of my goals and achievements.

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ABSTRACT

The following research aimed to examine the effect of scaffolding techniques on students' reading comprehension. This study used a quantitative approach with a correlational research type and a quasi-experimental design. The population consisted of 64 English B1 level students of the Centro de Idiomas at Universidad Técnica de Ambato, who were divided into two groups. Thus, thirty-two students were part of the control group, 14 males and 18 females between the ages of 18 to 24. Likewise, thirty-two students formed the experimental group, 22 males and 10 females between the ages of 18 to 24. This study included the administration of a pre- and post-test in both groups using the three sections of the Preliminary English Test (PET) reading test. The interventions consisted of ten sessions that aimed to use scaffolding techniques to improve students' reading comprehension. These sessions were structured with pre-, while and post-reading activities. The data were analyzed using the Statical Package for Social Sciences (SPSS) software. The results revealed that students from the experimental group made greater progress, moving from 8,00 points out of 15 to a mean score of 10,19 points out of 15, with a difference of 2,19 points. In conclusion, the use of scaffolding techniques significantly improves students' reading comprehension and engages them in classroom activities; teacher guidance and support, group activities, and peer help and feedback allow students to gradually improve their comprehension levels and become more autonomous. The use of visuals, brainstorming activities, modelling and contextualizing of the texts permit this group of students to better recognize explicit information and critically examine textual content. Therefore, the supportive environment developed through scaffolding techniques allows these students to improve their reading comprehension levels, gain confidence and reduce stress by exchanging ideas and correcting mistakes with others.

Key word: Scaffolding techniques, reading comprehension, English language.

RESUMEN

La siguiente investigación tuvo como objetivo examinar el efecto de las Técnicas de Andamiaje en la comprensión lectora de los alumnos. Este estudio utilizó un enfoque cuantitativo con un tipo de investigacion correlacional y un diseño cuasiexperimental. La población estuvo constituida por 64 estudiantes de nivel B1 de inglés del Centro de Idiomas de la Universidad Técnica de Ambato, quienes fueron dividida en dos grupos. Así, treinta y dos estudiantes formaron parte del grupo control, 14 varones, 18 mujeres de edades comprendidas entre los 18 y los 24 años. Igualmente, treinta y dos alumnos conformaron el grupo experimental, 22 varones y 10 mujeres de edades comprehendidas entre los 18 y los 24 años. Este estudio incluyó la administración de un pre y post-test en ambos grupos utilizando las tres partes de la prueba de lectura del Preliminary English Test (PET). Se llevaron a cabo diez sesiones con el objetivo de usar las técnicas de andamiaje para mejorar la comprensión lectora de los alumnos. Estas secciones fueron estructuradas con actividades previas, durante y posteriores a la lectura. Los datos se analizaron con el programa Statical Package for Social Sciencs (SPSS). Los resultados revelaron que los alumnos del grupo experimental progresaron más, pasando de 8,00 puntos sobre 15 a una puntuación media de 10,19 puntos sobre 15, con una diferencia de 2,19 puntos. En conclusión, el uso de técnicas de andamiaje mejora significativamente la comprensión lectora de los alumnos y los involucra en las actividades del aula; la orientación y el apoyo del profesor, las actividades en grupo y la ayuda y retroalimentación de los compañeros permiten a los alumnos mejorar gradualmente sus niveles de comprensión y ser más autónomos. El uso de elementos visuales, las actividades de lluvia de ideas, el modelado y la contextualización de los textos permiten a este grupo de alumnos reconocer mejor la información explícita y examinar críticamente el contenido textual. Por lo tanto, el entorno de apoyo desarrollado mediante las técnicas de andamiaje permite a estos alumnos mejorar sus niveles de comprensión lectora, ganar confianza y reducir el estrés intercambiando ideas y corrigiendo errores con los demás.

Palabras clave: Técnicas de Andamiaje, comprensión lectora, lengua inglesa.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

This study centered on implementing scaffolding techniques to enhance reading comprehension. This section examined prior studies related to the subject to substantiate the connections between the two variables. The studies were sourced from academic platforms including Eric, Google Scholar, ResearchGate, and Scopus.

Zarei and Alipour (2020) conducted a study to investigate the effects of three distinct shadowing techniques in conjunction with three scaffolding techniques, specifically, peer scaffolding, distributed scaffolding, and reciprocal scaffolding on the reading comprehension skills of learners. The study involved a sample of 120 intermediate EFL students, who were organized into six groups, each consisting of 20 participants, from three distinct language institutions located in Quizvan. This was a quantitative, experimental study since the researchers used the Michigan Test of English Language Proficiency (MTELP) as a pre-test and a reading comprehension exam as a post-test to collect data. Also, they applied shadowing and scaffolding techniques to all groups of students to notice improvements. The result showed that in the lower bound in distributed scaffolding was 16,51 while the upper bound was 18,09 giving as a result a mean of 17, 03 in the students' scores. The researchers concluded that scaffolding techniques, specifically distributed scaffolding, positively affect reading comprehension more than shadowing techniques.

Yawiloeng (2021) explored a study that aimed at evaluating the impact peer scaffolding on the reading comprehension skills of students. The population of this research was 34 university students. Specifically, 25 males and 9 females. This research utilized quantitative approach and experimental design, as the participants were evaluated by means of a placement test to divide them according to their level of English. To collect numerical data, a reading comprehension pre-test was employed before the lesson and a post-test after the lesson. The outcomes indicated that the post-test scores exceeded those of the pre-test. The researcher concluded that the use of peer scaffolding during reading activities significantly influences and is essential for improving learners' reading comprehension.

Another study developed by Mojarrabi et al. (2019) aimed to explore the efficacy of hard and soft scaffolding on reading comprehension abilities under distinct conditions This research was quantitative and quasi-experimental since 120 Iranian intermediate EFL

learners, were selected and divided into five groups of 24 learners, four groups were experimental, and one was control. Additionally, a pretest and posttest were used to gather information about students' reading comprehension. The results revealed that the performance of the four experimental groups indicated improvement, whereas the control group's scores remained unchanged. However, in experimental groups, those using the asymmetrical soft and hard scaffolding performed better than those using symmetrical soft and hard scaffolding. Thus, the researchers determined that both asymmetrical soft and hard scaffolding positively influenced students' reading comprehension abilities.

Jamali et at. (2021) aimed to examine peers and teachers scaffolding on students' unintentional vocabulary and reading comprehension. A quantitative quasi experimental design was the research approach of choice. A pre-test and a post-test were the data collection technique used in this research. Moreover, the population consisted of 60 students, thereby 17 females and males aged between 13 and 17. They were organized into three groups: two experimental groups and one control group, each consisting of 20 students. Furthermore, the first experimental group utilized teacher scaffolding, the second experimental group engaged in peer scaffolding, while the control group underwent conventional instruction. The data collection technique used was a pretest and a posttest on reading comprehension. As a result, after using scaffolding both experimental groups performed better than the control group. However, the group that utilized peer scaffolding obtained higher scores than the group that us teacher scaffolding. In conclusion, the researchers stated that both teacher and peer scaffolding are beneficial in reading comprehension skills. Nonetheless, students improve their reading comprehension when they work with a classmate or a more experienced student.

Demissie (2018) directed a study targeting the repercussions of peer scaffolding on students' reading comprehension. This research used a non-equivalent pretest posttest, quasi experimental design. A total of 88 medical students were chosen for the study. The researcher split them into two groups of 44. The experimental group included seven scaffolders selected from a previous test and thirty-six supporters. Likewise, the control group also had seven leaders and thirty-six students. Each of these groups was further split into seven smaller groups, with each small group consisting of one scaffolder and one leader. To gather information the researchers used two pretests and two posttests of reading comprehension. Consequently, the result showed that scaffolding techniques selected, and peer scaffolding worked and helped the experimental group improve their reading understanding.

Puspitasari et al. (2023) studied and aimed to find out whether there is effectiveness in utilizing scaffolding strategies on students' reading comprehension. The researchers used a mixed- method approach, utilizing qualitative and quantitative techniques, along with a quasi-experimental research design. The sample was 64 students from Indonesia. In this study 32 students formed part of the experimental group, and 32 were part of the control group. Additionally, the data collection techniques were a pretest, posttest and an observation checklist. Thus, the experimental group improve their understanding of reading text after adding scaffolding strategies to their classes. The findings indicated that the experimental group improved more than the control group. This demonstrates that scaffolding techniques remarkably affect the reading comprehension of the pupils in the experimental group

Abdul-Majeed and Muhammad (2015) directed a study to explore the influence of scaffolding strategies on EFL students' achievement in reading comprehension. A quantitative and a quasi-experimental design was the research approach of choice of this study. The total population included 44 female students from the English Department, who were split into two groups: an experimental group received instruction utilizing scaffolding techniques, while the control group was taught through the Lecture method. Also, the researchers created a pretest and a posttest for reading comprehension which was exposed to jurors to ensure its validity and apply it to students. Therefore, after six weeks of treatments the experimental group take the posttest and the outcomes since to be favorable. The researchers concluded that the use of scaffolding strategies is more useful than the Lecture method.

Finally, Al Eissa and Al Bargi (2017) carried out an investigation to analyze the efficacy of applying scaffolding strategies in improving the reading comprehension skills of female learners from Saudi Arabia. The study utilized a mixed method research design. Moreover, the population consist of thirty-three female students who were divided into two groups, a control group with 17 learners and an experimental group with 16 learners. Both groups received similar reading sessions. Nevertheless, the experimental group was taught by adding scaffolding strategies. An open-ended survey was utilized to gather qualitative data, and a post-test was used to collect numerical data. Finally, the post-test results of the experimental group were significant. Pupils also demonstrated a good attitude toward scaffolding techniques as a factor motivating them to learn. Thus, concluding that scaffolding strategies do positively affect reading comprehension skills.

Theoretical Foundation of the Variables

Independent Variable

Teaching Method

Teaching methods are vital structures that guide educators. Methods encompass a range of procedures and strategies with the aim of organizing and implementing the learning and teaching processes adequately. A teaching method is selected after deciding the approach. Harmer (2015) mentioned teaching method as the practical realization of an educational approach which contains various techniques and procedures. Moreover, teaching method is defined as a collection of actions that the teacher uses to achieve desired behavior among students (AI-Taai, 2021). It means that teaching methods are structured systems of intentional actions to guide students' cognitive and practical activities. They facilitate the acquisition of educational information.

Wang (2022) claimed that there are two types of teaching methods. These teaching methods include:

Traditional methods of teaching: These methods focus on the teacher's role as the primary authority, relying on presentation and rote memorization. The use of punishment is often used to encourage students to retain information, without considering their individual abilities and needs.

Modern methods of teaching: On the other hand, these methods place learners at the center of the learning process, with the teacher acting as a guide and supervisor. These methods take into account the needs and preferences of learners, conforming to learning theories and developmental principles.

Moreover, the use of methods helps the instructors to plan in an organized way the learning and teaching process. By employing specific methods, teachers create a coherent flow of information to improve students' understanding. Additionally, effective teaching methods help learners improve their skills, and understanding to become more productive learners (Mostafa, 2022). Modern methods of teaching can be seen as effective since they posit learners and their needs as the central. In conclusion, teaching methods are important for structuring the educational process and improving students' engagement and learning outcomes.

Teaching Technique

Teaching techniques refer to the steps or ways of presenting the material by the teacher to achieve the learning objectives. According to Malinao et al. (2023), teaching techniques are the individual teachers' unique ways of executing a task in the learning and teaching process. Techniques are specific procedures performed by the teacher and students to accomplish an immediate objective which must be logical with the method and consistent with the approach as well. Teaching technique is carrying out the teaching method at the level of the procedures that take place in the classroom (Hartina et al, 2018). In other words, teaching techniques are personal ways of implementing methods to provide learners with effective and useful instruction. Moreover, Hartina et al. claimed that teaching techniques are attractive and therefore play an important role in education as they attract the attention of the students. Effective teaching techniques can significantly enhance students' engagement and understanding. Therefore, educators can find and apply a variety of techniques within various methods and different parts of a lesson.

Teaching techniques are described as methodological instruments that the educational community creates through activities to accomplish a specific objective (Liu et al., 2020). Furthermore, Mavlutova et al. (2020) highlighted that the purpose of teaching techniques is to enable learners to acquire understanding through activities organized by an instructor. Techniques can differ significantly, even within the same approach or method. For example, within the method of direct instruction, techniques may entail questioning, demonstrating, lecturing or using audiovisuals (Zone of Education, 2024). Also, in game-based learning, techniques involve the use of games to motivate learners, cultivate a competitive environment, and develop language abilities (Berdiyeva, 2024). According to School News (2024), teaching techniques are essential in influencing educational outcomes cultivating analytical thinking, and equipping learners for achievement in today's dynamic world. Thus, teaching techniques are essential for creating a dynamic atmosphere that promotes curiosity and enthusiasm for learning, which serves as a reasonable process and a psychological basis to direct the students' learning journey.

Teaching Strategy

Teaching strategies are fundamental factors that help teachers and students during language learning instruction. According to Elmahida et al. (2021), teaching strategies refer to a teacher's outline at the time of teaching which contains techniques and methods used in the

instructional process. Moreover, Hayati et al. (2021) pointed out that teaching strategies are a series of plans used to help achieve the teacher's expectations as well as the students' goals. In conclusion, teaching strategies are activities which help the classroom and lessons become more interesting and effective because students learn by doing.

Scaffolding Techniques

The term scaffolding is attained to Lev Vygostsky' Zone of Proximal Development or ZPD theory which describes the distinction between a learner's current level of development, achieved independently, and the level of potential development, guided by an adult and the company of more capable peers (Vygotsky, 1978). Based on this theory the presence and support of a teacher, expert, scaffolding and other materials are necessary to help learners pass the ZPD. Similarly, Wood et al. (1976) stated that scaffolding is referred to as a form of help given by an adult which enabled a beginner or child to perform a task, solve a problem or accomplish a goal beyond his or her knowledge which can be done without help. Nowadays, in the field of education scaffolding refers to a unique and temporary support given by an instructor or peer to a learner when solving a task which the learner struggles or is unable to perform (Margolis, 2020).

Additionally, scaffolding has various uses such as evaluating students' understanding, clarifying concepts and contextualizing information. Singh et al. (2020) stated that through visual clues, direct language, prompts, charts and practical learning experiences, scaffolding provides contextual assistance. The primary objective of scaffolding is to supply support during learning to gradually remove the support when the content becomes solidified or when the learner becomes more autonomous and capable of transferring what they have learned to new circumstances. Gonulal and Loewen (2018) mentioned that scaffolding is supported giving at the right time that allows learners to push themselves and function at a more distinguished level. For that reason, scaffolding is a fundamental part within the schoolroom (Spadafora & Downes, 2020). Consequently, Dewi et al. (2023) claimed that the advantages of providing scaffolding include linking students' existing knowledge with a new idea, involving students in the learning process, reducing level of confusion in students and enhancing their self-confidence.

Furthermore, scaffolding is temporary, specific, interactive, and meaningful (Piamsai, 2020). It permits learners cognitive development, independence and improvement in their language skills. Additionally, scaffolding helps students gradually take control of their own

learning, encouraging them to apply new ideas and concepts with confidence. This instructional technique not only aids students acquire skills, but also promotes critical thinking, allowing pupils to navigate difficult situations more effectively as they progress.

Echeveria et al. (2008) proposed that there are three main scaffolding techniques: verbal, procedural and instructional. Each one contains several categories to help learners during the process of learning the language. The present research employs three scaffolding techniques: verbal scaffolding through corrective feedback, procedural scaffolding via cooperative group techniques, think pair share activity and jigsaw, and instructional scaffolding using visual clues.

Verbal Scaffolding

This scaffolding technique is provided by the teacher. The instructor alone does not construct knowledge; it is not enough to teach content as students need to engage in meaningful conversations with the teacher to learn something (Ankru et al., 2014). Through this technique, the teacher helps the student by providing feedback and encouragement.

Verbal Scaffolding through Corrective Feedback

According to Coleman (2020), corrective feedback (CF) is corrections of students' mistakes. The aim of this technique is not only to provide the correct linguistic form, but also to focus the learner's attention on the mistakes he/she makes (Boggs, 2019). Additionally, Paul and Al Mamun (2024) claimed that the corrections provided by the expert are constructive demonstrations that using comments encourages the learner and involves them more in the activities. Ranta and Lyster (2007) categorized six types of CF into two categories.

First, reformulations which include recast and explicit correction. Recasting consists of rephrasing a learner's sentence by repeating it back to the learner in its improved form (Spratt et al., 2011). This type of feedback is provided without telling the learners the error or slip made. Recasting allows teachers to keep the conversation flowing and correct a mistake without criticizing any student. This creates a positive atmosphere and reduces student anxiety, making them more willing to participate. On the other hand, explicit correction refers to direct feedback. As a result, Yu (2022) said that learners are more aware of the errors they make, which implies that their view of their mistake is broader and that it is clear to them that they need to improve. To conclude, explicit correction allows both teachers and students to successfully monitor their progress.

Second, prompts include four techniques which encompass elicitation, metalinguistic clues, clarification requests, and repetition. In CF, Ayouni (2022) mentioned that elicitation is a way of prompting students to self-correct their mistakes. The teacher prompts learners' mistakes by using questions, gestures and pauses. Metalinguistic clues are provided by the teacher when the correction is mentioned but follow by a brief explanation about the errors (Bitchener & Storch, 2016). This technique encourages students to self-correct their mistakes clearly because the teacher provides students whit concise feedback. Clarification request is another CF technique which Tedick and Gortari (1998) indicated that through phrases that indicate misunderstanding, the teacher emphasizes the student that the message he or she produced contains an error and needs to be reformulated or corrected. Finally, when using the repetition technique, the instructor repeats the students' error and raises intonation to draw students' attention on it.

Procedural Scaffolding

Procedural scaffolding is another way in which a teacher can support the learner. This type of scaffolding technique focusses on helping the learners by grouping them into work groups and having them cooperate simultaneously. It also offers activities which cooperatively allow the learner to improve their skills and understanding of something by looking at it from different points of view (Echeverri et al., 2013).

Procedural Scaffolding through Cooperative Group Techniques

Learning is assumed as a cooperative process when students acquire ideas or concepts through instructional group work, bringing them to reach a common objective (Johnson & Johnson, 1999). For that reason, cooperative group techniques are instructional strategies that promote cooperative work to achieve specific goals. These techniques emphasize the importance of collective problem solving and group interaction, which enriches the educational experience as well as knowledge retention (Tamimy et al., 2023). As cooperative learning contains features such as positive interdependence, face to face interaction is important the application of them in the place of work which is the classroom.

According to Lantolf and Thorne (2006), interactions are the key factors that promote the learning process. Social interaction significatively contributes to the acquisition of information and knowledge that students might not be able to obtain by their own. Further, in cooperative learning, all members work together to ensure that everyone makes contributions to enrich the overall learning experience. Thus, cooperative work is crucial and effective as

learners actively get involve and share different perspectives, develop their critical thinking skills and enhance their comprehension (Swaim, 2002).

Think-Pair-Share

Mudelsee and Jurkowsi (2021) posited that think-pair-share is a strategy design to enhance in class involvement, especially among reserved students. After reflecting on their own, learners discuss their ideas with a peer and ultimately express their readiness to engage in class by raising their hands or assigned by the teacher. They claimed that this activity enables learners to think independently, engage in conversations with their classmates to share ideas, and demonstrate their eagerness to contribute or express their thoughts during class discussions.

Jigsaw

According to Catapano (2021), this strategy involves a standard instructional sequence of tasks that entails reading, grouping, rearranging groups, expert group dialogue, team presentations, assessment, and finally, team recognition. This cooperative activity is designed to support two vital and related teaching objectives that enhance reading comprehension. Moreover, this activity fosters metacognitive awareness in students and enables them to learn the material while instructing their partners in small groups.

Instructional Scaffolding

Echeverria et al. (2013) mentioned that instructional scaffolding indicates the various supports and resources that help learners advance in their learning. This technique involves providing resources and tools which guide students and make it easier for them to comprehend new information and concepts.

Instructional Scaffolding through Visual Clues

According Harbi (2024), visuals can have an important impact on assisting English Language Learners ELLs in understanding and remembering new information, as they offer tangible and relatable representation of abstract ideas, information and words. Visuals such as posters, charts and multimedia materials give learners a visual depiction of the language to be tough. These materials can be especially helpful when introducing new vocabulary or clarifying complicated instructions. Including elements such as pictures enhances mental images by providing more detail. Furthermore, these visuals aids encourage students to remember

information in two ways visual and verbal. This support reduces and improves memory by creating two routes to access the same information (Guo et al., 2020).

Moreover, different studies mention a variety of types of scaffolding; however, this study uses six salient types of instructional scaffolding based on (Walqui, 2006) study.

Modelling: It means providing students with explicit examples of what is expected from them for replication. Harraqi (2017) suggested that modelling refers to an educational process where students watch someone's actions and then deliberately or unintentionally try to replicate that behavior. Thus, modelling is employed as a technique to provide students with effective representations of final products (Tajeddin & Kamali, 2020) and illustrates clear examples and serves as a replication of an initial phase in the learning process.

Bridging: It means students creating new knowledge based on what they already know. It means activating students' existing knowledge and relating it to what is being taught. This promotes developing their critical thinking skills and becoming more excited about the content. For example, to connect, the teacher can ask students to share life experiences related to the topic to be presented. Therefore, it acts as a helpful guide that assists learners in anticipating or explaining their ideas, leading to improved understanding (Tajeddin et al., 2020).

Contextualizing: It allows students to engage with authentic material, providing them with real-life experiences that enhance their understanding and use of language. Moreover, exercises or tasks can be shown in different forms. According to Walqui (2006) language learning should be supported by incorporating authentic materials, images, information sources, and available and captivating language.

Schema Building: It is the process of gaining and retrieving knowledge and experiences, which facilitate students' structure their understanding and engage their attention on key concepts, and topics. For instance, an educator may ask learners to scan the material, paying attention to heading and subheadings, illustrations and their descriptions, titles of graphs (Mahan et al., 2022).

Re-Presenting Text: It is utilized to construct a profound understanding in the learning process and to improve learners' language proficiency. This strategy is design to assist students in evaluating their language mastery, which can be implemented in various formats such as rewording and word analysis.

Develop Metacognition: Denominated as "learning to learn". It means generating students' awareness of their knowledge and their capacity to comprehend, regulate and oversee

their degree of comprehension, as well as to guide their though processes, enables them to determine when it is acceptable. Hautemo and Merwe (2021) stated that metacognition allows for the utilization of instruments such as evaluation and rubrics, to conduct self-assessment or peer evaluation.

Advantages of Scaffolding Techniques

- Scaffolding can improve the development of understanding and offers students clear academic guidance, helping them navigate complex concepts and build solid foundation for future learning (Buelvas, 2024).
- Scaffolding inspires students to seek leaning actively and reduce the frustration levels of learners, making the educational experience more enjoyable and effective (Chedo, 2018).
- In scaffolding, the rate of the instruction can be tailored to align with the individual demands and development of students, offering specialized assistance to help them advance to the next stage (Leon, 2023).
- Scaffolding offers a structure that facilitates students' development, encourages independent learning and enhances their confidence in acquiring new abilities (Dede & Sochacki, 2021).

Dependent Variable

English Language

Currently, the entire globe has become into a global community, and people are connected with one another through a shared language, English. According to Sari and Aminatun (2021), as English has emerged as a worldwide language for communication, numerous individuals have utilized it to pursue their personal and professional aspirations. Moreover, English is extensively utilized and has attained the standing of a universal language. One of the main reasons for the global prominence of English is that it serves as a medium through which individuals can access a vast wealth of information across distinct fields such as tourism, business, medicine education, research, entertainment, and technology (Pustika, 2021). In education, English is often the language of choice for scholarly communication, making it essential for students and researchers who wish to publish their finding and engage with the international academic community.

Additionally, many scientific studies such as journals, articles, and books are written in English and business communication is possible through the use English. Accordingly, it is utilized globally to trade in large and prominent countries. According to Rido (2019), speaking English guarantee that individuals can effectively convey their messages to clients and supplier across the globe. It allows and creates many opportunities to forge strong relationships in the global marketplace. Eventually, the position of English is essential today, as the employment landscape is global, and many organizations are looking for people who can interact with customers and partners on a global scale, they prefer and choose people who are fluent in English (Ilyosovna, 2020). Moreover, acquiring English can lead to opportunities in professions such as translator, language instructor or marketing expert for a multinational corporation.

Finally, the English language occupies a crucial place in global communication and is often the preferred medium in academia and international business (Mamadjanova & Malikova, 2023). Its widespread use in technology and media further underscores its usefulness as a tool for connecting countries and cultures. In essence, proficiency in English enables and generates many opportunities in a variety of fields.

English Language Skills

To achieve fluency in English, it is vital to develop four crucial language abilities: writing, speaking, listening, and reading (Ali et al., 2023). Reading and listening are considered receptive skills since pupils engage with the language by listening or reading without producing anything. According to Rau & Kumayas (2024), reading skill is a mental process that entails understanding written content by combining sensory and cognitive abilities. In listening, the listener actively decodes the message using both verbal and non-verbal knowledge. In contrast, writing and speaking are productive skills. Furthermore, speaking entails utilizing language in a professional manner through verbal expressions and body language to communicate feelings and ideas. Similarly, writing is a linguistic skill employed to articulate thoughts on paper or via typing, following established language conventions, ensuring correct spelling, and selecting suitable words (Aisyah et al. 2024). Moreover, Jyotika (2024) pointed out that the mastery in these four language skills equips learners with the capacity to relate to the rich variety of languages and cultures that enhance the global community.

Reading Skill

Reading is one of the fundamental skills learners must cultivate to enhance their understanding and engagement with the world (Ahmed & Noor, 2022). Reading is considered a receptive ability, as it involves responding to the language rather than generating it. According to Yung and Em (2024), reading is not simply a passive activity; instead, it is a lively interaction system between the reader and the text, where visual information merges with the reader's situational and social factors. Moreover, Yung claimed that reading is the ability to read, understand, and interpret written symbols on a page or any other reading material. In addition, Yousefi and Pourhossein (2023) stated that reading is a cognitive process that can occur both deliberately and instinctively. It is deliberate since readers can use different techniques to comprehend the writer's message. However, it is instinctive as readers often connect the information in the text to their previous experiences. Furthermore, Jenner (2022) pointed out that there are five components of reading as recognized by the National Reading Panel report on reading instruction: phonetics, phonics, fluency, vocabulary and comprehension. As learners acquire reading abilities, they must enhance these five components to become successful readers.

Reading Comprehension

Reading comprehension refers to the process through which students recognize the meaning conveyed in a written text. This ability is essential for educational advancement as it supports not only the acquisition of information on various subjects but also assists in the interpretation of texts in English. Moreover, Gough and Tumer (1986, as cited in Smith et al, 2021) pointed out that reading comprehension is the outcome of two distinct yet interconnected abilities: word recognition which is the ability to recognize individual words, and language understanding, which involves the process of words and their connections within a text. Furthermore, reading comprehension is also viewed as the ability to identify the writer's explicit and implicit ideas within the text. The core of reading comprehension skills is to grasp all the information conveyed by the author (Romdoni, 2020). Thus, reading comprehension refers to the capacity to grasp the meaning of the text being read. In addition, Tavarez and Herrera (2020) mentioned that its concepts can be simply stated, but the process itself is complex and challenging to learn, teach and practice.

According to Tang (1997), the mastery in reading a second language is closed link to the mastery in reading a first language. Research has shown that the reading strategies and

metacognitive techniques acquired in a person's first language can be positive for reading in a second language. Furthermore, Grabe and Stoller (2019) mentioned that understanding a text in another language is different from understanding a text in the first language mainly because it requires learning a new language system. This means different words, grammar, ways of using language, and possibly even different cultural styles of presenting information.

As an example, Koda (2005) stated that reading comprehension in a second language involves unique obstacles and strategies that may differ from those in a first language context. Koda recognized that the cognitive processes needed to understand texts in a foreign language can be more elaborate due to the additional layer of language acquisition involved which can include unfamiliar vocabulary, cultural references and grammar structures.

Process of reading comprehension

Angosto et al. (2013) claimed that there are two types of reading comprehension processes. First, the bottom-up which focuses on the smallest linguistic elements of a text. In this process, comprehension begins with words, considering their morphology, pronunciation and meaning, leading to larger units like sentences and phrases and finally forming an interpretation of the entire text. Second, the top-down which is the opposite process. This perspective suggests that comprehension starts with broader elements, such as title and main ideas of paragraphs, before moving to smaller linguistic details. It relies on the reader's prior knowledge and the context of communication. Moreover, the readers consider the meaning of a text, then analyze the sentence and words within it, to grasp a message.

Levels of reading comprehension

When readers are engaged with a text, they can grasp its meaning on various levels. Deep comprehension is achieved when all these levels are taken into consideration. Buelvas (2024) mentioned that understanding of written texts generally includes three main levels.

First, the literal comprehension, which is the basic level of comprehension. It involves understanding details that are explicitly stated and that anyone can easily identify (Kim, 2023). For example, main ideas of a text, some stated points of view and factual details. This level of comprehension is often described as "right there" comprehension since it represents the most straightforward form of understanding. At this level of comprehension, readers do not need to analyze or interpret information to identify words or ideas. Additionally, it is the starting point for further understanding more complex concepts.

Second, the inferential comprehension which requires the reader to go beyond the literal meaning of a text. This level of comprehension helps the learner make inferences and understand meanings that are not explicitly written in a text (Hu et al., 2023). It requires using prior knowledge and identifying important clues within a text such as images to infer or make conclusions. Additionally, this type of comprehension request readers to use more cognitive skill than literal comprehension since it entails synthesis and analysis of information as it is not directly stated in the text.

Finally, the evaluative comprehension which requires readers to go beyond the text itself. It encompasses reflecting on their own thoughts and using critical thinking regarding the message stated in the text (Morales & Villacino, 2023). At this level, readers are supposed to justify their arguments, seriously analyze the content, and assess the writer's stance. This type of comprehension entails a broader understanding of the passage, sometimes known as big picture comprehension. This critical engagement with the text allows readers to make deeper insights and connections from their interpretations.

Micro and Macro Skills of Reading Comprehension

Brown (2004) stated that reading entails two types of skills. First, the micro skills which include: distinguish between graphemes and common English spelling conventions; retaining segments of language of various lengths in short-term memory; processing written material at a swift pace to achieve specific purposes; familiarizing oneself with essential vocabulary and understanding the significance of word order patterns; identifying grammatical categories such as nouns and verbs, along with systems like tense and other grammatical structures; recognizing that certain meaning can be convey through grammatical forms; understanding cohesive devices in written texts and their functions in indicating association between clauses.

Second, the macro skills, Brown outlined that the macro skills involved in reading comprehension include: identifying the rhetorical structures of written discourse, and understanding its importance for interpretations; recognizing the communicative purpose of the text based on its format and intent; providing clear context by utilizing prior knowledge; drawing conclusions about relationships and connections between described events, ideas, including inferring causes and effects and identifying relationships such as main ideas or supporting details; differentiating between explicit and implied meanings; identifying specific cultural references and interpreting them; developing and employing a range of reading strategies, such as scanning and skimming.

Stages of reading

The process of understanding begins prior to the actual reading and persists even after reading is completed. According to Carter and Longman (1991), there are three main reading stages for students who are learning a foreign language. It is easier to develop reading skills because reading has a logical process

Pre-reading: this initial phase serves as a war-up or "before reading" exercise designed to familiarize students with specific texts, determine or provide essential background knowledge, and activate the necessary schemes prior to moving onto the next phrase. The aim of previewing a text with students is to arouse their curiosity and allow them to engage with the material in a more significant and planned way. Predicting, previewing, and reflective activities are useful for this reading stage (Ramsa & Rawin, 2021).

While-reading: this stage is referred to as "during or through" reading. It helps students in enhancing reading strategies, developing reading fluency, and interpreting difficult sections within texts. The purpose is to aid students in understanding the material and notice the structure of the text. Moreover, this phase can be conducted independently, with a partner, or in small groups, depending on the activities and intended goals (Tanjung et al., 2022). The development of reading subskills such as skimming, scanning, and rereading for details are possible at this phase (Safitri & Erdiana, 2022).

Post-reading: Students associate their background knowledge with the new information acquired from the text, which helps them in relating it to their own lives i.e. they create real life connections. Moreover, the intention of this stage is to check students' reading understanding. The activities at this stage not only help in consolidating what students have learned but also encourage critical thinking by prompting readers to connect the text to broader topics or real-world applications (Ajideh et al., 2024).

1.2 Objectives

General objective

- To examine the effect of scaffolding techniques on students' reading comprehension.

Specific Objectives

- To describe the relationship between scaffolding techniques and reading comprehension.
- To define the level of students' reading comprehension.
- To establish the impact of scaffolding techniques on reading comprehension.

Fulfillment of objectives

The primary objective of this study was to examine the effect of Scaffolding Techniques on students' reading comprehension. Consequently, three main specific objectives needed to be accomplished to carry out this research.

The first specific objective was achieved by applying scaffolding techniques during eight interventions. After the application of a variety of scaffolding techniques in the lessons and based on the Pearson correlation it was found that scaffolding techniques provide support to students' development of their reading comprehension skills. Additionally, they allow students to increase their confidence, boost their critical thinking and become more autonomous.

The second specific objective was accomplished by applying the three sections of the reading paper of the Preliminary English Test (PET) offered by Cambridge as a pre and post-test. The pre-test was applied prior to the application of scaffolding techniques, while the post-test was administered after the class interventions to gather data as well as to give a general evaluation of students' level of reading comprehension.

Furthermore, to achieve the third specific objective of this research, a statistical analysis of the data was performed to differentiate between the outcomes of the pre-test and post-test. Accordingly, the comparison between the pretest and posttest scores revealed a statistically remarkable difference, t-value of -3,87 indicates an important distinction between the mean scores, and the p-value of 0,001 contributed with strong proof to reject the null hypothesis. Thus, the findings from this study suggest that Scaffolding Techniques significantly influence students' reading comprehension.

CHAPTER II. METHODOLOGY

This chapter plays an essential role in structuring the procedure for collecting and analyzing information, specifically in the context of the Scaffolding techniques for reading comprehension. According to Patel and Patel (2019), the methodology provides structured steps to addressing research problems through logical phases and clarifies both the research findings and the process involved.

Students of all majors at the Universidad Técnica de Ambato are required to learn a new language for three semesters. The Centro de Idiomas oversees this task. Consequently, several students from different majors enroll each semester to learn different languages, including English. For that reason, this study was carried out at the Centro de Idiomas of the Technical University of Ambato.

2.1 Materials

This research utilized various resources, including human, material, and financial assets. Initially, the Centro de Idiomas, where the study was conducted, granted its approval for the execution of the study. Furthermore, the researcher worked strictly together with different collaborators, counting the Chair of this research, the EFL teacher, and B1 level English learners. Moreover, a modest allocation of funds was made to carry out the experimental section of this study which involved purchasing worksheets, photocopies for the tests and related materials. Finally, ICT tools, laptops, electronic devices, a projector and books were essential for the effective execution of this study.

2.2 Methods

2.2.1 Research approach:

Quantitative approach

This study employed a quantitative approach to examine the effectiveness of scaffolding techniques in reading comprehension. This approach was adopted since the researcher gathered numerical data and generated descriptive statistics to explore the connection between independent and dependent variables, thereby facilitating a comprehensive analysis of their relationship. Ahmad et al. (2019) pointed out that quantitative research pertains to a collection of methods, techniques, and assumptions employed to examine psychological, social, and economic phenomena by analyzing numerical trends. This approach utilizes numbers and statics, thereby enabling the researcher to quantitatively characterize

human phenomena and establish empirical connection between two or more variables (Stockemer, 2019).

Consequently, this study obtained and collected numerical information through the implementation of a pre-test and a post-test. Thus, noticing the possible development in the student's reading comprehension by implementing scaffolding techniques during the treatments.

2.2.2 Modality

Field research

This study used a field research modality, collecting data in natural settings while the researcher engaged with surroundings. Also, it was field research, as the researcher personally conducted the study and observed the students' development in reading comprehension throughout the implementation of the scaffolding techniques. This research possessed this modality since the study was conducted where the participants are, in their real-life situations, as it is possible to manipulate the variables (Taherdoost, 2022). Consequently, it involved conducting and gathering information in real-world contexts to better understand the research topic.

Bibliographic research

A thorough review of academic books, reports, websites, journals, and articles was essential to guide this investigation focused on reading comprehension and scaffolding techniques. Sources that offered on both variables were analyzed and combined to extract the most relevant information to reinforce the study. Brodowics (2024) claimed that bibliographic research involves searching for valuable information on a scientific topic from different sources of literature, so it enables the examination of findings from others and their comparison with one's own results, providing insight into the methods and techniques used to address a specific issue.

2.2.3 Type of research/Research design

Correlational research

The research type of this study was correlational in order to investigate and notice the degree of the relationship between the variables application of scaffolding techniques and reading comprehension. According to Creswell (2015), correlational research represents a form of non- experimental research method utilized to explain or predict the relationship between two or more variables. In this case, not all variables are totally controlled to reach a conclusion in the research. Additionally, the researcher makes use of correlational statistics to measure the connection between variables.

Quasi-experimental

This study utilized a quasi-experimental research design. This research was carried out with both a control and an experimental group within the research framework. Unlike the control group which was meant to receive non external treatments and continued to practice reading comprehension trough conventional methods, the individuals in the experimental group were subjected to treatments, focused on implementing scaffolding techniques in the realm reading comprehension. According to Isnawa (2022), in quasi-experimental research design the selection of the experimental group and control group is conducted randomly. Additionally, the control and experimental groups need to be as similar as possible in terms of sociodemographic criteria, including gender, economic status, ethnicity, skill level, and so on (Jelena & Jelena, 2022).

2.2.4Techniques and tools

The Preliminary English Test (PET) serves as the primary instrument utilized during students' interventions. It was vital for achieving the main goal of this research. The PET is provided by Cambridge English Language Assessment and corresponds to the B1 level of the Common European Framework of Reference.

The test consists of three sections, totaling 15 matching and multiple-choice questions selected based on different elements of reading comprehension, including skimming, scanning and grasping details. The three parts included tasks such as identifying key messages, aligning questions with texts and interpreting lengthy reading passages for thorough understanding. Additionally, the test has two forms, A and B. Form A was used as a pre-test and form B was used as a post-test examining learners' reading comprehension levels prior to and following the interventions.

2.2.5 Data collection

Data collection involved administering pretest and posttest evaluations. The findings from both assessments were collected into different tables to differentiate control and experimental progress. In addition, a comparative table was created to illustrate score differences between the pre-test and pos-test from both groups.

To test the hypothesis, the Statistical Package for Social Sciences (SPSS) was employed, allowing for an evaluation of the null and alternative hypotheses. Due to the parametric characteristics of the data distribution, the Paired t-test was applied, which supported the acceptance of the alternative hypothesis while the rejection of the null hypothesis. Additionally,

it was employed to compare the outcomes of the pre-test and post-test between the control group and experimental group.

2.2.6 Procedure

This research involved a total of 10 interventions. Before and after the interventions, the researcher administered a pre and post-test to examine the students' reading comprehension abilities to compare the results before and after the treatments. Each session lasted around 35 minutes and occurred in a face-to-face environment.

Pre-test

In the initial session, the researcher provided a brief self-introduction and presented an overview of the research topic. Subsequently, she detailed the general instructions for the examination, indicating what students are expected to do during each part of the test. The test consisted of three sections, with each session lasting 35 minutes. A total of 32 students participated in the study.

Interventions

In the second intervention, students enhanced their reading comprehension through various engaging stages centered around the text A Classroom Presentation. The lesson began with a warm-up where students looked at an image related to the text and predicted the content using guided prompt. In the pre-reading phase, key vocabulary was introduced using a Canva presentation, which included images, followed by a Wordwall activity for reinforcement. While reading stage, students were asked to individually skim the reading, get into groups of 4 to exchange their ideas, share their ideas with the class, and answer literal and inferential questions individually. After that, students compare their answers in pairs to correct any wrong answer. Finally, in the post-reading stage, students discussed in pairs how the presenter in the text engaged the audience, relating it to their own experiences, and some shared their reflections with the class.

In the third intervention, students improved their reading comprehension through activities based on the text A Peruvian Adventure. The lesson started with a Think-Pair Share activity, where students watched a video and discussed moments that surprised them. This activity fostered prediction and engagement with the material. In the pre-reading stage, students used a Quizlet activity to check key vocabulary, practicing in pairs. In the while reading stage, students skimmed the text, summarized the main idea, and answered literal and inferential questions individually before comparing their answers in groups. The lesson ended with a post-

reading discussion where students, in groups, explored why travelers visit the destination and how the reading helps in planning a trip. The teacher provided a sample answer for students to guide and facilitate students answering the questions. This final stage helped students connect with real-life applications, reinforcing comprehension.

In the fourth intervention, students develop their reading comprehension through activities based on two texts, Yuki's Festival Adventure and The Journey of a Lost Treasure. The lesson started with a Think-Pair-Share activity, where students looked at two pictures and read titles related to the readings. This promoted prediction and personal engagement with the material. Pre-reading activities entailed students matching key vocabulary with images facilitating deeper understanding of terms. While-reading stage, students skimmed both texts to grasp the main ideas, followed by answering series of literal and inferential questions. Students worked individually and then in pairs to compare their answers, promoting cooperative learning. Post reading activates encouraged personal reflection, as students related the readings to their own experiences of losing values items, fostering connection between the text and real-life scenarios.

In the fifth intervention, students developed reading comprehension skills using the text Help from a Stranger. This began with a Think-Pair-Share activity, where students looked at pictures related to the reading and discussed their impressions, fostering engagement and anticipation. In the pre-reading stage, students used an Educaplay link to check key vocabulary in pairs, reinforcing their understanding of important words. While reading, students skimmed the text to grasp the main ideas then discussed it with their peers. They read the text again to answer a set of questions individually, followed by comparing their responses in pairs. The post reading stage involved reflective questions about the characters' actions and feelings, which students answered in Padlet. This final step helped learners relate the reading information to real-life situations.

In the sixth intervention, students enhanced their reading comprehension skills through activities centered around the text An Unexpected Reunion. The lesson began with a Think-Pair-Share activity, where students observed a picture related to the text and predicted its content. This stage encouraged engagement and curiosity. In the pre-reading stage, students used a Wordwall activity in pairs to practice key vocabulary through interactive modes like matching and unscrambling. While reading, students skimmed the text to grasp the main idea, discussed it in pairs, and then shared their answers. Also, they read the text again to answer

specific questions, comparing answers with their peers. In the post-reading activity, students reflected on personal experiences of surprise reunions, writing their responses and sharing their answer with the whole class.

In the seventh intervention, students improved their reading comprehension using the text City life vs Countryside life. The lesson began with a brainstorming activity, where students, divided into two groups, generated words related to city and countryside living, fostering engagement and activating prior knowledge. In the pre-reading stage, students check important vocabulary before reading the text. While reading, students skimmed the text to identify the main idea, discussed their interpretation. Additionally, they read the text again to answer literal and inferential questions. Students compare their answers with their peers to correct any wrong answer. The post-reading stage involved students' reflection on whether they would prefer to live in the city or countryside, based on the text, and sharing their answers with the class. This last part helped students connect the reading material to personal preferences and real-life applications.

In the eighth intervention, students developed their reading comprehension using the text Intelligent Solutions for Urban Problems. The lesson began with a Think-Pair Share activity, where students analyzed a picture and discussed common urban problems, fostering engagement and curiosity. During the pre-reading stage, students used an Educaplay activity in pairs to check important vocabulary. In the while reading phase, students skimmed the text to grasp the main idea, discussed their interpretation in pairs and shared their answers. Also, learners reread the text to answer questions. They then compared their answers in groups, promoting collaborative learning. The post-reading activity prompted students to propose additional solutions for urban issues like pollution, connecting the text to their local context. Students share their ideas with the class, applying the reading to practical and relevant scenarios.

In the ninth intervention, students improved their reading comprehension through activities based on the text Music Around the World. The lesson started with an Alphabet Brainstorming activity, where students, divided into two groups, listed words related to music, such as songs or singers, fostering engagement and activating prior knowledge. During the pre-reading stage, students used an Educaplay activity to practice key vocabulary, working in pairs to reinforce understanding through interactive tasks. In the while-reading stage, pupils skimmed the text to identify the main idea, discussed it with their peers and shared their

answers. Additionally, students read again the text to answer literal and inferential questions. Students then compared their answers to correct any wrong answer, promoting collaborative learning. The post-reading activity invited students to connect the text to their local context by identifying a music genre from the reading that best represents celebration in their country. This discussion helped learners relate the material wo their own experiences, enhancing their comprehension and cultural awareness.

Post-test

In the final intervention, the same exam which was used for the pre-test was administered as the post-test, maintaining consistency for a direct comparison of results before and after the treatment. Although the test remained unchanged, the format was altered to ensure variety. Students were provided with sufficient time to clarify any questions or concerns about the test content or instructions. They were given a time frame of 25 minutes to finish the post-test, replicating the time allocated for the pre-test session.

2.2.7 Population

The population serves as the focus of the research, which is utilized to conduct a study and derive conclusions based on the findings (Widodo et al., 2024). Identifying the population is a crucial phase in research design, as it delineates the limits and extent of the study's results. This process guarantees that the sample accurately reflects the population of interest, thereby reducing possible biases. Thus, in this study sixty-four students from the B1 level of Centro de Idiomas at Universidad Técnica de Ambato were selected and organized into two groups, a control group and an experimental group. The control group consisted of thirty-two students, 14 males and 18 females between the ages of 18 to 24. Similarly, the experimental group consisted of 32 students, 22 males and 10 females between the ages of 18 to 24. Both groups were subjected to the interventions but just the experimental group received the treatments based on Scaffolding Techniques to enhance reading comprehension.

Table 1.

Control Group Population

Gender	Number of students	Percentage
Male	14	44%
Female	18	56%
Total	32	100%

Table 2.

Experimental Group Population

Gender	Number of students	Percentage
Male	22	69%
Female	10	31%
Total	32	100%

2.2.8 Hypothesis

Null hypothesis

Scaffolding Techniques do not influence positively Reading Comprehension.

Alternative hypothesis

Scaffolding Techniques influence positively Reading Comprehension.

2.2.9. Variable Classification

(Independent variable) – Scaffolding Techniques

(Dependent variable) – Reading Comprehension

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The aim of this study was to examine the effects of scaffolding techniques on students' reading comprehension. Therefore, the current chapter provides an analysis, interpretation and discussion of numerical data obtained from the pre-test and post-test which is worth 15 points, to notice improvement on students reading **c**omprehension**.** Moreover, the pre-test and post-test were conducted with 64 students enrolled in the B1 level of English at the Centro de Idiomas. The participants were categorized into two groups: 32 students comprised the control group, while the other 32 students made up the experimental group.

The data used in this research work came from the PET (Preliminary English Test) provided by Cambridge. This test comprises 3 parts, and each of which evaluates different levels of reading comprehension: literal, inferential and evaluative. Additionally, tables were used to show the findings before and after the treatment to facilitate understanding of the results. The information was presented sequentially to ensure clarity in data analysis. Furthermore, the hypothesis validation employs SPSS software to determine whether Scaffolding Techniques improve students' reading comprehension skills. Consequently, in this study before the interventions the researcher employed a pre-test. The outcomes of the experimental and control group are visible on the table below:

Table 3.

Pre-test results (Experimental and Control Group)

	Experimental Group	**Control Group**
Sections	**Mean**	**Mean**
Part 1 Inferential level	2,81	3,28
Part 2 Literal level	2,31	2,15
Part 3 Evaluative level	2,84	2,68

Table 3 displays the pre-test scores of experimental and control groups across three distinct levels of reading comprehension: inferential literal, and evaluative. First, for the inferential level, the experimental group attained a mean score of 2,82. At the literal level, the mean achieved by the students was 2,31. Moreover, for the evaluative level, they had a mean score of 2,84. In contrast, at the inferential level the control group reached a slightly higher mean of 3,28 than the experimental group. At the literal level, students had an average score of

2,15 and at the evaluative level, they scored 2,68. Each part of the pre-test sections contains 5 questions and is worth 5 points, so the highest average of each section did not reach full mastery.

These findings reveal that before the treatments both groups demonstrate moderate ability in inferential comprehension, with the control group scoring faintly higher. In relation to the literal level, the results indicate that this is the weakest level for both groups. Additionally, the mean score of the evaluative level showed relatively better performance, with scores to some degree above the halfway point. Thus, these results suggest that before the interventions the inferential and evaluative level of students reading comprehension appeared clustered towards the middle sone of the average score scale, but the literal level needs more focus so most of the students in both groups had room for improvement, reflecting that their comprehension was moderate but needs and can be improved. Furthermore, as was mentioned above, the researcher used two groups, and their results were analyzed separately. Therefore, the findings of the pre- and post-test of the experimental group are organized in the table below.

Table 4.

Paired t-test: Experimental Group Results

Population	Test	N	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Experimental group	Pre	32	8,000	2,199	-3,870	,001
	Post	32	10,188	2,402		
Difference of the Mean Score			02,188			

Table 4 indicates the data from the experimental group's pre-test and post-test mean scores. The sample size for the experimental group is consistent, with 32 participants in both tests. First, this table reveals a remarkably difference of 2,188 points between the two tests. Additionally, it is noted that the mean score obtained in the pre-test was 8,000 with a standard deviation of 2,199 while in the post-test, learners demonstrated an improvement in their mean score, which increased to 10,188 and a standard deviation of 2.402. Furthermore, the t-value of -3,870 and a p-value (Sig. 2-tailed) of 0,001 indicate that the distinction between the pre-test and post-test mean scores is statically significant. This indicates that the mean post-test score was notably elevated compared to the mean pre-test score. Thus, these findings suggest that the scaffolding techniques applied had a useful impact on students reading comprehension.

Additionally, the increase of the standard deviation indicates that while most learners benefited from the intervention, some showed more outstanding progress than others. These outcomes revealed that scaffolding techniques were effective in enhancing learners' reading comprehension skills. Moreover, in the table below the organization and analysis of the control group findings can be observed.

Table 5.

Paired t-test: Control Group Results

Population	Test	N	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Control group	Pre	32	8.156	2,424	1,063	0,296
	Post	32	7,625	2,524		

Table 5 shows the pre-test and post-test outcomes for the control group. First, the control group recorded a mean score of 8,156 in the pre-test accompanied by a standard deviation of 2,424, while learners scored 7,625 on the post-test with a standard deviation of 2,524. The t-value of 1,063 and a p-value (Sig. 2-tailed) of 0,296 indicate that the distinction between the pre-test and post-test means is not statistically significant. In other words, the control group posttest scores were considerably lower than the pre-test scores. These findings revealed that the control group's average decreased to some degree from the pre-test to the post-test which means that this group did not indicate important progress or reduction in reading comprehension scores. Moreover, in this study after the interventions the researcher employed a post-test to notice and differentiate the mean scores of both groups based on the levels evaluated by the pre-test and the post-test. The findings of the experimental group and control group of the post-test are evident on the table below.

Table 6.

Post-test scores (Experimental and Control Group)

	Experimental Group	Control group
Sections	**Mean**	**Mean**
Part 1 Inferential level	2,88	2,44
Part 2 Literal level	3,56	3,09
Part 3 Evaluative level	3,75	2,09

Table 6 compares the posttest mean scores of experimental and control groups across three different levels of reading comprehension: inferential, literal and evaluative. First, at the inferential level, the experimental group attained a mean score of 2,88. At the literal level, the average score achieved by the experimental was 3,56. Additionally, for the evaluative level, learners got a mean score of 3,75. Contrary to the experimental group the mean score at the inferential level obtained by the control group was 2,44. At the literal level learners had 3,09 and at the evaluative level students obtained 2,09.

The results indicate that scaffolding techniques notably enhanced reading comprehension for the experimental group, especially at the evaluative and literal levels. At the inferential level, the experimental group outperforms the control group, but the results of both groups are modest. In general, the findings fully support the use of scaffolding techniques as an efficacious instructional method for helping English language learners in enhancing their reading comprehension abilities. Additionally, the researcher compares the mean pre-test and post-test scores of the experimental group to identify the progress of the students. The analysis of the results is detailed in the table below.

Table 7.

Pre-test and Post-test Experimental Group

Sections	Pre-test Mean	Post-test Mean
Part 1 Inferential level	2,81	2,88
Part 2 Literal level	2,31	3,56
Part 3 Evaluative level	2,84	3,75

Table 7 details the comparative analysis of the pretest and posttest results of the experimental group across three levels of reading comprehension: inferential, literal and evaluative. First, it is noted that for the inferential level the mean slightly increased from 2,81 to 2,88 on a scale of 0 to 5 points. Nevertheless, at the literal level, learners exhibited remarkable progress, with the mean score rising from 2,31 to 3,56 on a scale ranging from 0 to 5 points. Finally, at the evaluative level learners showed remarkable improvement, with the mean score rising from 2,84 to 3,75 on a scale of 0 to 5 points.

The results revealed that there was minimal improvement in students' inferential understanding of written texts. On the other hand, at the literal level the outcomes revealed that pupils develop their abilities to identify explicit information in texts. Moreover, at the

evaluative level the findings indicated an improvement in learners' critical thinking and the capacity to form opinions based on textual information. Overall, the data demonstrates that scaffolding techniques had a significant effect on students' reading comprehension across all three levels, with different degrees of achievement.

Table 8.

Pre-test and Post-test Control Group

Sections	Pre-test Mean	Post-test Mean
Part 1 Inferential level	3,28	2,44
Part 2 Literal level	2,15	3,09
Part 3 Evaluative level	2,68	2,09

Table 8 presents a comparative analysis of the pretest and posttest results for the control group across three levels of reading comprehension: inferential, literal, and evaluative. First, it is noted that for the inferential level the mean score decreased from 3,28 to 2,44 on scale of 0 to 5 points. In contrast, at the literal level, students demonstrated remarkable progress, with the mean score rising from 2,15 to 3,09 on a scale ranging from 0 to 5 points. Finally, at the evaluative, there was a reduction in the mean score, dropping from 2,68 to 2,09, based on the same score range.

The data suggests that students in the control group experienced mixed results. First, the students improved their comprehension at the literal level, indicating that the control group's instruction focused more on understanding the material at the basic level. Consequently, they did not develop their inferential and evaluative level, suggesting that the lesson did not include activities that prioritized and deepened the understanding of the text from a critical and implicit perspective. Furthermore, a paired sample t- test was done to analyze and explain more clearly the progress of the students in the experimental group. The findings can be seen in detail on the table below.

Table 9.

Paired t-test: Experimental Group Reading Comprehension Levels

Population	Sections	N	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Experimental Group	**Part 1 Inferential Level**	32	-,0625	1,6252	-,218	,829

	Part 2 Literal Level	32	-1,2500	1,685	-4,197	,000
	Part 3 Evaluative Level	32	-,9062	1,5104	-3,394	,002

Table 9 displays the results of a paired sample t-test for the experimental group across three levels of reading comprehension: inferential, literal and evaluative. First, for the inferential level the mean difference is -0,062 which is a minimal change, accompanied by a t-value of -0,218 and a p-value (Sig. 2-tailed) of 0,829. Furthermore, for the literal level the mean difference is -1,25 showing a considerable improvement, accompanied by a t-value of -4,197 and a p-value (Sig. 2-tailed) of 0,000. Finally, at the evaluative level the mean difference is -0,906, indicating a useful improvement, supported by a t-value of -3,394 and a p-value (Sig. 2-tailed) of 0,002. Thus, these results were remarkably successful in enhancing literal and evaluative comprehension but had not a measurable influence on inferential comprehension.

Figure 1.

Experimental Group: Differences pre-test and post-test

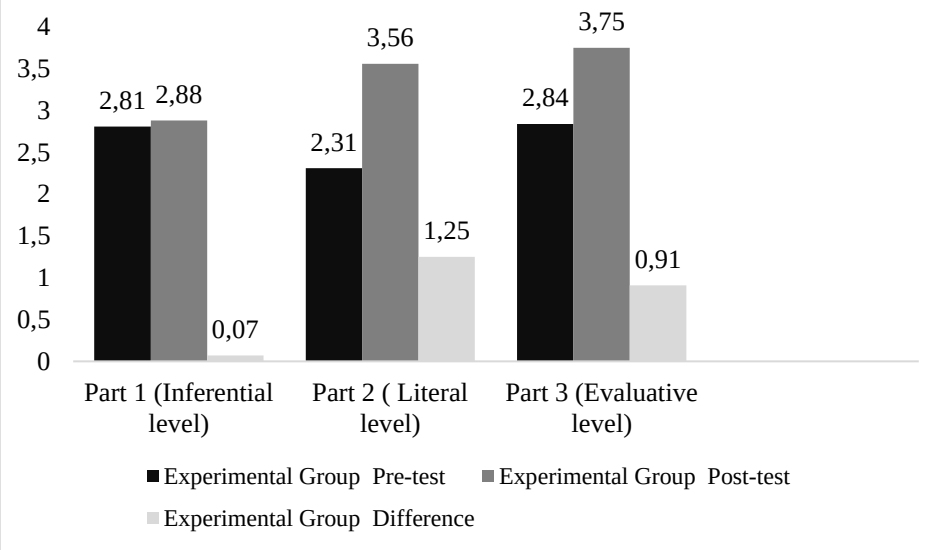


Figure 1 highlights the differences between pre-test and post-test results for the experimental group, emphasizing the extent of improvement across three reading comprehension levels: inferential, literal, and evaluative. The inferential level indicated a slight increase of 0.07 points. The literal level showed the most significant growth, with an increase of 1,25 points. Finally, the evaluative level demonstrated notable progress, with a gain of 0,91 points.

The differences in Figure 1 show a clear trend of improvement across three levels of reading comprehension in the experimental group. The interventions' notable impact on literal

and evaluative thinking suggests that scaffolding techniques are effective in addressing both basic understanding and higher-order cognitive skills. On the other hand, the minimal change in the inferential level implies that additional support, time and activities might be needed to further enhance inferential reasoning skills.

Figure 2.

Control Group: Differences pre-test and post-test

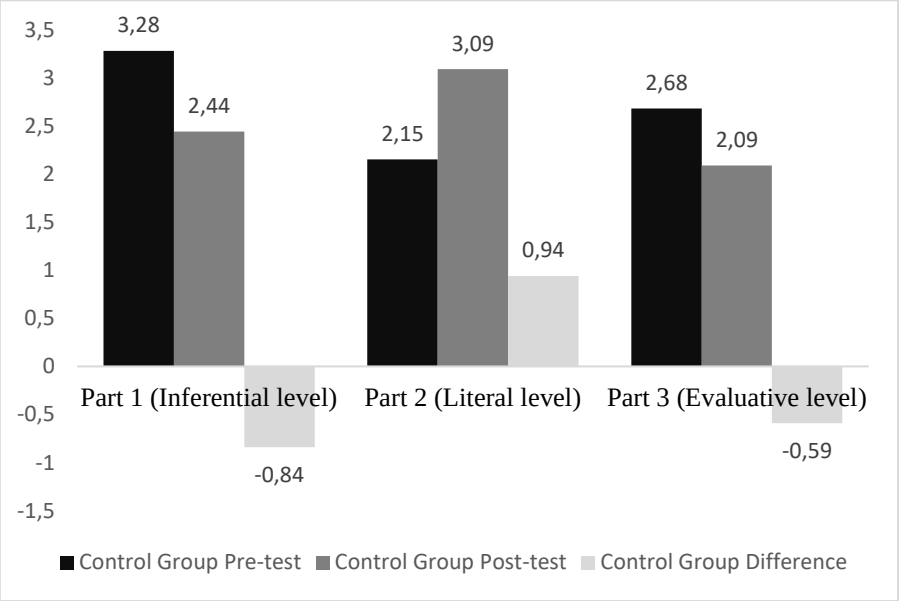


Figure 2 illustrates the differences between the pre-test and post-test scores for the control group across three levels of reading comprehension: inferential, literal, and evaluative. The inferential level showed a decline of 0,84 points. The literal level demonstrated a notable improvement, with an increase of 0,94 points. The evaluative level experienced a decline of 0,59 points.

The differences obtained by the control group in Figure 2 underline the critical role of scaffolding techniques in fostering reading comprehension. The literal level improvement indicated that it happened due to the simple nature of the literal level tasks. However, the inferential and evaluate levels suffered notable declines. This substantial drop suggests that without scaffolding techniques, students struggled to develop their ability to interpret implicit meaning and draw critical conclusions based on information obtained from a written text.

Table 10.

Pearson Correlation

		Pretest results	Posttest results	Experimental condition (scaffolding techniques)
Pretest results	**Pearson Correlation**	1	,037	-,661**
	Sig. (2-tailed)		,842	,000
	N	32	32	32
Posttest results	**Pearson Correlation**	,037	1	,726**
	Sig. (2-tailed)	,842		,000
	N	32	32	32
Experimental condition (scaffolding techniques)	**Pearson Correlation**	-,661**	,726**	1
	Sig. (2-tailed)	,000	,000	
	N	32	32	32

Correlation is significant at the 0.01 level (2-tailed).

This table 10 indicates the relationship between the pretest scores, post test scores and the experimental condition (scaffolding techniques). The Pearson correlation between the two sets of scores is 0,037 which indicates a very week relationship. Moreover, the p-value of 0,842 is greater than 0,05 which means that the correlation is not statistically significant between the pretest and posttest scores. Furthermore, the Pearson correlation between the pre-test scores and the experimental condition of -0,661 indicates a strong negative correlation. The p-value of 0,000 is less than 0,01 meaning that this correlation is statistically significant. Finally, the Pearson correlation between post-test scores and the experimental condition is 0,726 which shows a strong positive relationship. The p-value of 0,000 is less than 0,01, indicating that this correlation is statistically significant.

Based on the outcomes, there is no significant correlation between the pretest and posttest scores. However, the experimental condition (scaffolding techniques) reveals a strong and statically significant relationship with the posttest scores. This means that scaffolding techniques had a positive impact on reading comprehension, as students in the experimental group performed significantly better in the posttest. Furthermore, the significant negative correlation between the pre-test scores and the experimental condition suggest that scaffolding techniques were especially useful for students with lower initial scores. To sum up, the information supports the conclusion that scaffolding techniques influenced reading comprehension, particularly helping students with lower starting performance.

3.2 Verification of the hypotheses

This study was carried out using the SPSS software, employing a paired sample t-test and a non-parametric test as the decision-making criterion. When the (Sig. 2-tailed) is greater than 0,05, the null hypothesis is accepted, and the alternative hypothesis is rejected. However, if the (Sig. 2.-tailed) is less than 0,05, the null hypothesis is rejected, and the alternative hypothesis is accepted. The outcome of the hypothesis testing in SPSS are detailed in the tables below.

Null Hypothesis

Scaffolding techniques do not influence positively reading comprehension.

Alternative Hypothesis

Scaffolding techniques influence positively reading comprehension.

Table 11.

Test of normality based on Shapiro-Wilk

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pretest results	,188	32	,006	,947	32	,116
Posttest results	,181	32	,009	,936	32	,057

a. Lilliefors Significance Correction

Table 11 presents the results of two normality tests. For this study, the Shapiro-Wilk test was selected, as the sample size was fewer than 50 students. The significant levels for both pre-test and post-test values are displayed in the final column, with the pretest showing a p-value of 0,116 and the post-test a p-value of 0,057. According to the Shapiro-Wilk criteria, a p-value less than or equal to 0,005 indicates a deviation from normality. In this case, the posttest significance level of 0,057 exceeds the 0,05 threshold, leading to the conclusion that the data follows a normal distribution. Consequently, a parametric method, such as the Paired-Samples test was conducted to analyze normal data.

Table 12.

Paired Samples Difference

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	**Pre-test-Post-test**	-2,1875	3,1972	,5652	-3,3402	-1,0348	-3,870	31	,001

Table 12 presents the data related to the Paired T-sample test to validate the hypothesis of this research work. First, it is noted that the mean score is -2,18 which shows that the post-test scores were higher than the pre-test. The standard deviation of 3,197demonstrates the variation in the distinction between the pre-test and post-test. Moreover, the standard error mean of 0,565 indicates the validity of the mean. Additionally, the 95 % confidence interval of the difference varies between -3,34 to -1,03. Since this interval excludes 0, the result is statistically remarkable. The comparison between the pre-test and post-test scores showed a statistically notable distinction, supported by t-value of -3,87. Furthermore, the p-value (Sig. 2-tailed) of 0,001 contributed with strong proof to reject the null hypothesis. Consequently, the analysis corroborates that the interventions were effective in enhancing learners' reading comprehension. Thus, the null hypothesis is rejected, and the alternative hypothesis supported.

Discussion of the results

The aim of this study was to examine the effect of Scaffolding Techniques on students' reading comprehension. Therefore, significant outcomes appeared, with positive development after the treatments, providing information in favor of the alternative hypothesis. The findings of the pre-test and post-test of the experimental group revealed and emphasized that scaffolding techniques significantly influence reading comprehension across all three levels, though the extent of achievement varied.

First, the results showed that scaffolding techniques such as visual clues which allow learners to retain and remember information, bridging which helps connect students prior knowledge to new concepts, modelling which involves providing learner with useful examples of finals products, and contextualizing which entails providing learners with real-life

experiences, provided learners with an organized base, allowing them to better recognize explicit information and critically examine textual content. In this sense, Singh et al. (2020) stated that through visuals clues, direct language, prompts and practical learning experiences, scaffolding provides contextual assistance. Thus, scaffolding techniques are effective because students enhanced their reading comprehension, increased their confidence and enriched their critical thinking to solve reading comprehension tasks.

Second, before starting the interventions the pre-test scores indicated that the experimental group reading comprehension levels were moderate. After the interventions, the experimental group revealed better outcomes. Moreover, they were more engaged in scaffolding activities such as brainstorming, think-pair-share, multiple matching using visuals because they permitted students to better understand the content of the text. In this regard, scaffolding includes linking students' existing knowledge with a new idea, involving students in the learning process, reducing levels of confusion and enhancing their self-confidence (Dewi et al., 2023). Furthermore, scaffolding is support given at the right time that allows learners to push themselves and function at a more distinguished level (Ganulal & Loewen, 2018). Consequently, students further developed their reading comprehension skills and became more independent and motivated as the interventions using scaffolding techniques took place.

Third, learners were expected to develop three levels of reading comprehension: literal, inferential and evaluative. During all interventions, remarkable progress was observed in the literal and evaluative levels, as revealed in their improved mean scores. However, the inferential level demonstrated only minimal enhancement. Firstly, the support from the teacher, the group activities and the help from their peers allowed learners to gradually strengthen their levels of comprehension and become more independent. On this basis, Jamali et al. (2021) concluded that teacher and peer scaffolding are beneficial in reading comprehension skills. Furthermore, the supportive environment permitted students to gain confidence, reducing stress when exchanging ideas, asking questions, correcting mistakes to comprehend the content of the reading more effectively.

Despite these successes, the minimum improvement at the inferential level underscores the challenges related to this type of comprehension. According to Hu et al. (2023) the inferential level requires the reader to go beyond the literal level to understand meanings that are not explicitly written in the text. It requires connecting prior knowledge with textual clues and demands understanding figurative meanings, causing difficulties for getting the correct details.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on the outcomes of this study, and whose objective was to examine the effect of scaffolding techniques on students' reading comprehension, the following conclusions were reached.

- Scaffolding techniques support reading comprehension skills because students improved their reading comprehension, boosted their confidence, and enriched their critical thinking to solve reading comprehension tasks by using scaffolding techniques such as visuals, bridging, modeling, and contextualizing as they supplied the learner with a structured process. Each technique enabled them to better perceive explicit content and strictly examine written information.
- Before starting the interventions, the pre-test scores revealed that the experimental group reading comprehension levels were moderate. However, after the lessons, students indicated better outcomes in the post-test. Furthermore, they were more engaged in activities such as brainstorming, think-pair share, multiple matching using visuals because they enabled students to better understand the information of the text. Thus, learners further enhanced their reading comprehension skills and became more autonomous as the interventions using the scaffolding techniques that were developed.
- Students were expected to develop three levels of reading comprehension: literal, inferential and evaluative. Significant progress was perceived at the literal and evaluative level while the inferential level did not indicate significant progress. Teacher support, group activities, and peer collaboration helped students to improve their understanding and foster autonomy. Regardless, the minimum enhancement at the inferential level highlights the challenges related to this type of comprehension. It requires students to connect their prior knowledge with textual clues and demands understanding figurative meanings, causing difficulties for getting the correct information.

4.2 Recommendations

Considering the information revealed in the current study, along with the remarkably effect of scaffolding techniques on students' reading comprehension, it is highly recommended:

- Educational authorities should advocate for the adoption of scaffolding techniques because they notably enhance reading comprehension skills. They are very good strategies for helping English language learners improve their reading comprehension skills in an entertaining and supporting manner. Consequently, it is recommended that teachers use these techniques in their teaching guides to enhance students' interest, support their needs and help them develop their critical skills while also considering that each student has different levels of development of their learning skills.
- Instructors should add scaffolding techniques such as brainstorming, visuals, thin-pair share, modelling, etc. to their lesson plans to teach and help students develop their reading comprehension skills. They are effective techniques as they engage students in the learning process. Therefore, it is recommended that teachers utilize scaffolding techniques in their teaching guide to support students' language learning process and help them progress in their levels of reading comprehension.
- Teachers must constantly inform and train themselves regarding the correct use and application of each of the scaffolding techniques to help students progress with their reading comprehension. In this way they will be prepared to offer students the correct support depending on the difficulty they face. Furthermore, teachers must provide the necessary time for students to perform activities that allow for development at the inferential level. In addition, teachers must use all available resources and tools to enhance the student's teaching experience and reading comprehension skills.

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ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato 13 de agosto de 2024

Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Facultad de Ciencias Humanas y de la Educación.

Yo, Mg. Miryan Consuelo Salazar Tobar en mi calidad de DIRECTORA DEL CENTRO DE IDIOMAS de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema **SCAFFOLDING TECHNIQUES AND READING COMPREHENSION** propuesto por la estudiante Fabiola Yanchaguano Aimacaña, portadora de la cc 0550546535 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Lcda. Miryan Consuelo Salazar Tobar
DIRECTORA DEL CENTRO DE IDIOMAS

Annex 2: Pre-test and Post-test

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Centro de Idiomas

Preliminary English Test (PET)

Pre-test

Name: _____ **Date:** _____

Level: B1 intermediate **Time:** 25 minutes

Skill: Reading Comprehension

Instructions

- The test has three parts that add a total of 15 multiple-choice questions.
- Read the instructions for each part carefully.
- Answer all the questions.
- Each answer is worth one mark.
- The test is graded over 15 points.
- You have to choose only one option for each question.
- You have 25 minutes to complete it.
- You have to copy all the answers in the tables below.
- Don't cheat, this test measures your reading comprehension

Good luck!

PART 1

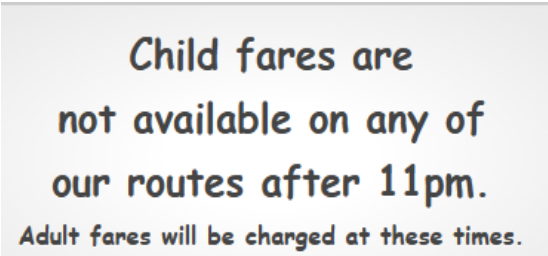
Question 1-5

Look at the text in each question. What does it say?

Choose the correct answer **A, B or C**

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1)

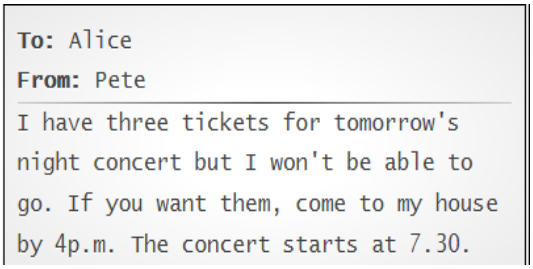


A: You have to pay adult fares at all times.

B: Children must use an adult ticket after 11 pm.

C: Children who look older than 11 years old may be asked to pay adult fare.

2)



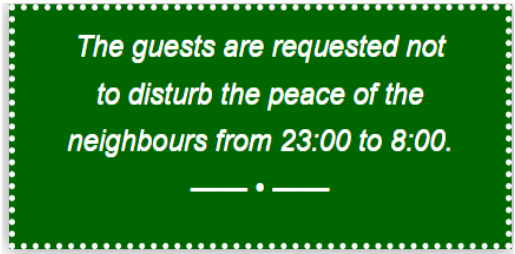
What is Pete doing?

A: apologising to Alice for not going to the concert.

B: inviting Alice to go to the concert within him.

C: offering Alice concert tickets he has got.

3)

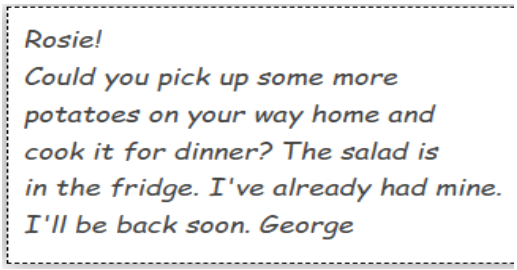


A: Guests should try to be quiet at night.

B: Guests creating any noise will be asked to leave.

C: Departing guests must check out by 8:00.

4)



George wants Rosie to:

A: finish preparing her own dinner.

B: pick him up on her way home.

C: have dinner ready for George soon.

5)

Returnable within five days
of purchase with receipt,
providing the item is not damaged.

A: The item can only be returned if the customer has the receipt.

B: You can expect to receive a full refund on faulty returned goods.

C: You may return the item at any time, as long as it's undamaged.

PART 2

Questions 6-10

The people below all want to do a course.

On the opposite page there are descriptions of eight courses. **(A-H)**

Decide which course would be most suitable for each person.

---

6)



Martina is an accomplished photographer looking for an enjoyable course where she can improve her skills. She loves taking picture outdoors and is only free at weekends.

7)



Manuel has painted for ten years and wants to learn about the work of famous painters from the past. He is looking for a day-time course that will help him improve his paintings skills.

8)



Maria is 32, and she would like to do computer studies in Manchester. She wants to do a part-time course that includes theory and practical skills. In her spare time, she paints and draws.

9)



Claudia would like a course where she can learn the basic concepts of drawing. She works in the morning but is free at weekends. She is most interested in drawing portraits but does not need a qualification.

10)



Sally is 25. She wants to take up an activity that will give her a lot of contact with other people. She is very talented and likes performing.

COURSES

A) ITB and computer courses

Full-time courses

This full-time course is designed to help you improve the digital skills you use in everyday life. These skills will allow you to use computers confidently and effectively in both your working and personal life. This course is suitable for those who want to study in the evening.

B) NTB

A Photographic Adventure

This beginner digital photography course is meant to help you master your digital camera. You will finally be able to enter the magical world of photography! Professional photographers will show you how to see the world as a photographer, whether you're just starting, or you've been taking photos for years.

C) 3D Studio

Part-time courses

3D Studio has a fun 34-week photo challenge. All courses are led by a professional photographer who has specific skills to teach you. By learning with 3D Studio, we will take you to the best places and venues in the countryside. The course takes place on Saturdays, 3.30-6.00 p.m.

D) Adam Elliot Studio

Renaissance Painting Workshop

During this workshop, students will be taught the classical methods of oil painting used by Italian and Flemish masters of the late 16th and early 17th centuries. This workshop is suitable for students of all levels of experience. Classes are on Monday and Wednesday from 9-11 a.m.

E) Santa Reparata

Supplementary Art Course

The main aim of this short course is to provide an introduction to one of the most famous periods of Italian Art. The one-week painting course is suitable for absolute beginners. Classes are from 6.30-9.30 p.m. Monday to Friday.

F) The Art Academy

Open Life Class

This is an informative, intensive, and fun weekend course, which teaches essential drawing skills. Through various drawing approaches including life drawing, portraiture, and still life, you will learn to understand texture, line, measurement, and composition.

G) The Open University

Computing and IT

Our Adult courses give you the chance to boost your confidence and develop your work skills. This course will prepare you for progression to further study in computing and software development. Full-time and part-time courses are available.

H) Jennifer Collins Theatre School

Musical theatre courses

This course aims to provide participants with the opportunity to train to the highest standards for a professional career in Dance and Musical Theatre. We offer a chance to meet new friends in a family-like environment.

PART 3

Question 11-15

Read the text and questions below.

For each question, mark the correct letter **A, B, C or D**

TO THE MOON

In 1969, three people in a tiny spaceship made history with a trip the world will never forget. NASA officials selected Michael Collins, Edwin "Buzz" Aldrin, and Neil Armstrong. The first manned lunar landing mission was called Apollo 11, and their destination was the Moon. Tens of thousands of people worked on the Apollo project to send those men to the Moon. The project, also known as the Apollo program, took ten years of preparation. The first Apollo flight was a disaster because the spacecraft caught fire on the ground. But NASA continued with the Apollo program. During future space missions, the astronauts practised flying their space crafts. They also performed the tasks they needed to know so that they were able to fly to the Moon and land on it. On the Apollo 8 mission, the astronauts flew around the Moon ten times. They were almost ready for the first Moon landing. The rocket that carried the spacecraft and the astronauts into orbit around the Moon was called the Saturn 5. It blasted through space at a speed of at least 25,000 miles an hour. Even at that speed, it took 3 days, 3 hours, and 49 minutes to reach the Moon. The Apollo 11 mission used a lunar module designed only for landing on the Moon. It was called the "Eagle." On July 20, 1969, the Eagle landed on the Moon's desolate surface. Only two astronauts stepped on the Moon that day. Neil Armstrong became the first person to walk on the Moon. Edwin "Buzz" Aldrin followed about twenty minutes later. The astronauts set up a TV camera, and the whole world watched the landing on TV. Michael Collins waited for them in the spacecraft and orbited the Moon. His job was to take care of the spacecraft that would take them back home. He had to make sure nothing happened to it!

11) What is the writer's main purpose in writing the text?

A) To talk about Edwin “Buzz” Aldrin.

B) To talk about the first trip to the Moon.

C) To explain that the first Apollo mission was a disaster.

D) To explain how difficult it is to travel in space.

12) Which Apollo mission took the first astronauts to land on the Moon?

A) Apollo 11

B) Apollo 1

C) Apollo 8

D) Apollo 6

13) How did the “Eagle” arrive at the Moon?

A) It was sent there by satellite.

B) It flew there on its own.

C) Neil Armstrong sent it there.

D) It was carried by the Saturn 5 rocket.

14) How many astronauts walked on the Moon on July 20, 1969?

A) One

B) Two

C) Three

D) Four

15) What can a reader find out from the text?

A) why the Apollo program was so successful.

B) how much did the Apollo program cost.

C) when did humans first visit the Moon.

D) who was the commander of Apollo 11.

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pegadogía de los Idiomas Nacionales y Extranjeros

Centro de Idiomas

Preliminary English Test (PET)

Post-test

Name: _____ **Date:** _____

Level: B1 intermediate **Time:** 25 minutes

Skill: Reading Comprehension

Objective: To evaluate students' reading comprehension skills

Instructions

- The test has three parts that add a total of 15 multiple-choice questions.
- Each answer is worth one mark.
- The test is graded over 15 points.
- Read the instructions for each part carefully.
- Answer all the questions.
- You have to choose only one option for each question.
- You have 25 minutes to complete it.
- Don't cheat, this test measures your reading comprehension

Good luck!

PART 1

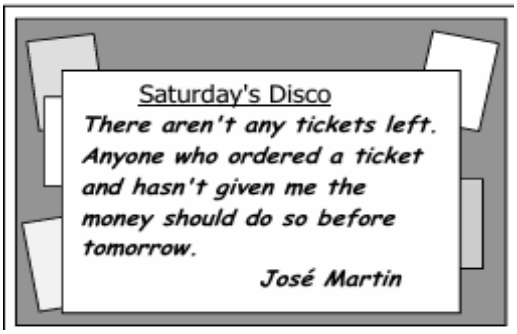
Question 1-5

Look at the text in each question. What does it say?

Choose the correct answer **A, B or C**

---

1)



A: Tickets for the disco can be collected after tomorrow.

B: It is possible to reserve a disco ticket if you do so by tomorrow.

C: Reserved tickets for the disco must be paid for today.

2)

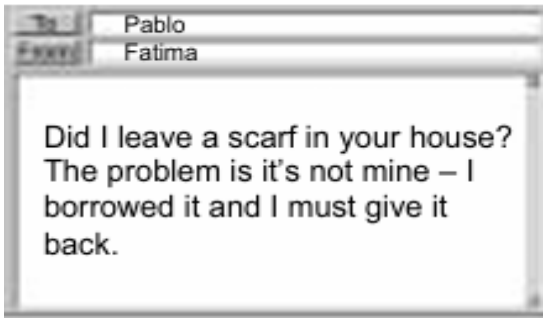


A: Press the button after the doors close.

B: Press the button while the doors are closing.

C: Press the button to close the lift doors.

3)



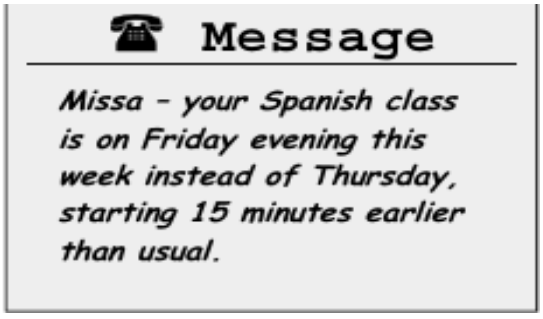
What does Fatima want Pablo to do?

A: return the scarf he borrowed

B: lend her scarf.

C: look for the barrowed scarf

4)



Missa's Spanish class

A: will not be in the evening this week**.**

B: will be a day later than normal**.**

C: will no longer be on Thursday**.**

5)



A: You can use this medicine up to one month.

B: This bottle contains enough medicine for one month.

C: Unopened bottles of medicine must be thrown away within one month.

PART 2

Questions 6-10

The people below in **6-10** all want to find a suitable hotel.
Look at the descriptions of eight hotels. **(A-H)**
Decide which hotel would be most suitable for each person.

---

6)



John and Ann would like to stay somewhere in the city centre that provides a variety of attractions and social activities nearby the hotel, including pubs, bars, and music venues.

7)



Maria wants to stay in a quiet part of the city. She is interested in exploring the sights but would like the hotel to organise trips.

8)



Barbara and Susan are travelling by car and would like to park at their hotel. They want to stay somewhere in the city which provides lunch and dinner.

9)



Susan has just started work after leaving university and doesn't have much money, so she needs an affordable hotel. She enjoys skiing and long country walks.

10)



Andre is going to a business meeting and would like to stay in a hotel where he can use internet access in his room. The hotel must have a car park.

HOTELS

A) Hotel Inn

Located right on Main Street, the most dynamic entertainment destination, the premium city center location of the hotel offers everything from restaurants and music clubs to exclusive club nights, theatres, cinemas, and shopping centers.

B) Cordial Hotel

Lying in the heart of the city Cordial Hotel is surrounded by some of the most beautiful scenery. It is close to the main bus and train stations and just a ten-minute walk from the city centre. Our hotel provides free parking spaces for our house guests.

C) Casa Hotel

Casa Hotel is a fashionable three-star hotel located in a peaceful neighbourhood with a scenic view. Our guests can choose from the most popular sightseeing tours by boat and bus and other programs, such as rural tours.

D) The Viceroy

The Viceroy is a luxury hotel in the heart of Poirot Village, offering a vibrant, refreshing holiday experience. The hotel is just 100 metres from the newly developed Snowman Village and award-winning ski school.

E) Mercure Hotel

Located in the heart of the Old Town, the hotel is connected to Hall Triangle Interchange and is within easy reach of the M18. The hotel offers on-site car parking for up to 48 cars. Free WiFi connection is available throughout the hotel.

F) The Link Hotel

Seven hundred metres from the track, this 15 bedroomed family-run hotel is set in 5 acres of beautiful grounds. The hotel offers home-cooked meals, cosy bar with a log burner. With car parking and free Wi-Fi, the hotel provides excellent value.

G) Hotel Mitus

Hotel Mitus is within walking distance of the train station. Situated on the river, the 3-star hotel boasts family services, such as family rooms and a play area. Our hotel is ideal for business travellers, thanks to the free WiFi and desk space in the rooms, as well as the five meeting rooms.

H) Hôtel des Alpes

This cosy family hotel is located incredibly close to nature. It is situated in the middle of the fantastic hiking and ski resort in Tyrol at a sunny altitude of 1,100 metres. Our hotel offers excellent value accommodation.

PART 3

Question 11-15

Read the text and questions below

For each question, mark the correct letter **A, B, C or D**

Doug Allan Wildlife Cameraman

I recently spent two years in the Artic filming the series Blue Planet. I love being in an environment that hasn't changed for 20000 years. Of course it's freezing, but it must be a healthy place because you never catch colds.

When I'm filming, I like to really feel how lonely the environment is. Filming underwater involves cutting through thick ice and diving in the tied to a line. The person at the other end has to be ready to pull you out fast if necessary.

Originally, I was a research diver for the British Antarctic Survey project but for me science lacked excitement. I'd always enjoyed photography, and whenever camera teams passed through, they encouragement me to watch and learn. I was then able to move into filming in 1985 and have concentrated on artic and Antarctic wildfire ever since.

I prefer to be face to face with the animals I'm filming. I haven't got in the water with killer whales yet, but I plan to. Of course, it's dangerous if you choose the wrong moment. They're big animals and can move fast, so I'd be stupid to film them searching for food.

I've never had problems with polar bears, although once I was frightened when one tried to get into tent. Polar bears are bold, clever and dangerous. But I made this one see I wasn't about to attack it-I'm sure it realised I wouldn't hurt it.

When I come back home from my tips, I work in the mornings and spend the afternoons swimming to keep fit. Now I'm fifty, filming is harder. The challenger for me is to continue to deliver high-quality work.

11) In this text, Doug Allan is describing

A) the challenges of the environment he works in.

B) the career opportunities in TV camera work.

C) the difficulties of having to work alone.

D) the beautiful scenery of the Artic.

12) What does Doug say about his early career

A) He wasted the years he spent as a scientist.

B) It was a good chance to learn about filming

C) He was bored by working only in the Antarctic.

D) It taught him how to become a skilled diver

13) When talking about killer whales, Doug says that

A) he will only film them from a safe distance.

B) he has always been careful when diving with them.

C) he tries to avoid any danger by facing them.

D) he believes there are safe opportunities to film them.

14) How does Doug describe his experience with the polar bear?

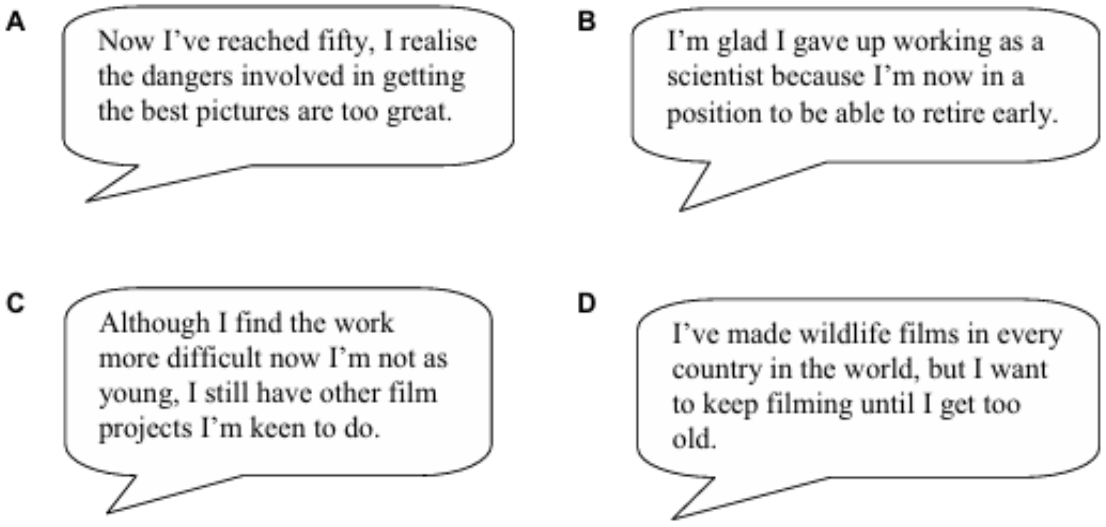
A) The animal was much more afraid than Doug was.

B) Doug felt nervous that the bear might come back.

C) The bear seemed to know Doug wasn't a danger.

D) Doug realized he was wrong to trust polar bears.

15) What might Doug say about his job as a cameraman?

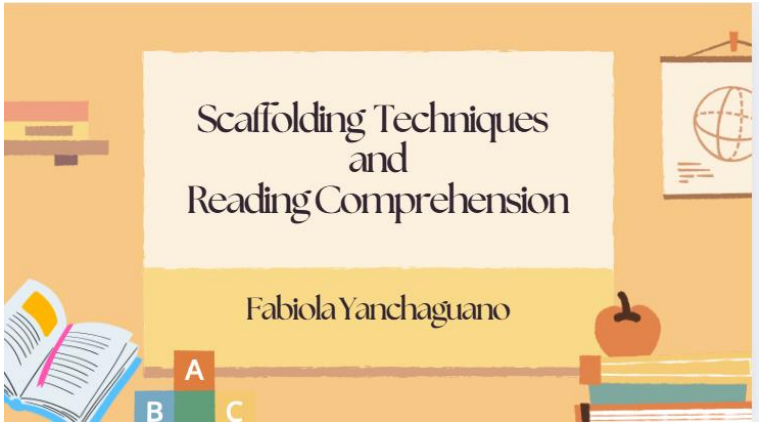


Annex 3 Lesson Plans

Lesson Plan # 1		
Date: 10/10/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Topic: Pre-test		
Teacher: Yanchaguano Aimacaña Fabiola		
Main aim: To evaluate students' reading comprehension level through the Preliminary English Test (PET)		
Time	**Activities**	**Materials and resources**
10 minutes	• The teacher introduces herself. Ask for permission from students to evaluate them. • Explain the instructions of the test.	Canva presentation
25 minutes	• Students complete the PET paper test. • Monitor students while they are taking the test.	Test

Canva presentation

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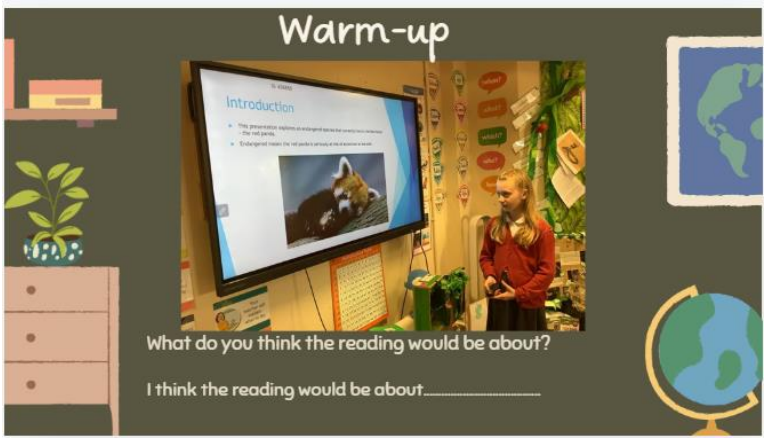
Lesson Plan # 2		
Date: 14/10/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: Exploring Emotions and Reactions		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through the reading text "A classroom presentation"		
Lesson objectives By the end of this lesson students will be able to: Identify and use vocabulary related to the reading text "A classroom presentation" Answer different levels of questions, literal, inferential and evaluative based on the reading text "A classroom presentation" Connect concepts from the reading text "A classroom presentation" to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **3 minutes**	• Show students a picture related to the reading text A classroom presentation before reading it. • Ask students: what do you think the reading would be about? • Use a prompt to guide students' answers.	Projector Canva presentation
Pre-reading **7 minutes**	• Present key vocabulary using a Canva presentation before reading the text. • The key vocabulary contains synonyms, antonyms and a sentence. • After that, send students a word wall link and ask them to practice and reinforce their understanding of the key terms.	Canva presentation Word wall Projector

While reading **17 min**	• Ask students to get into groups of 4 people. • Provide each person with a reading passage. • Ask each member of the group to skim the text. • Ask them to think individually about what they read. • After that, ask all groups to share their ideas. • Ask students to read again the text but only the first paragraph. • After that, ask them to answer the literal questions • Ask students to read the text one more time and ask them to answer the inferential questions. • Ask some students to share their answers.	Printed Reading Worksheet
Post-reading **8 minutes**	• Show students the following questions • What techniques did the presenter use to engage the audience? What techniques do you use for your presentations to engage your audience? • How is the information of the reading passage related to your life? • Ask students to get in pairs and discuss their answers • Finally, invite some students to share their ideas.	Canva presentation Projector Sheet of paper

Canva presentation

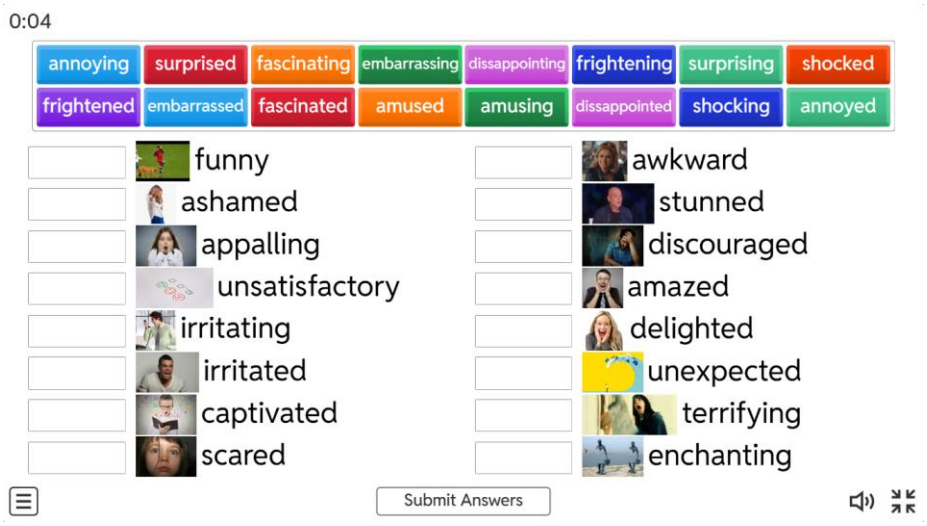
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Warm-up



Pre-reading

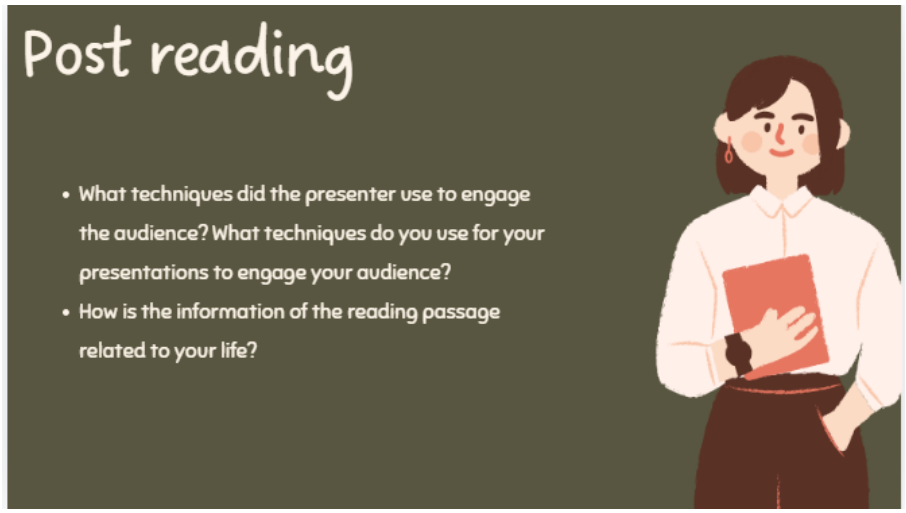
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While-reading

1 READING.pdf

Post-reading



Lesson Plan # 3		
Date: 15/10/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: A Peruvian adventure		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through the reading text "A Peruvian adventure"		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading text "A Peruvian adventure" Answer different level of questions, literal, inferential and evaluative based on the reading text "A Peruvian adventure" Connect concepts from the reading text "A Peruvian adventure" to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	Think-Pair-Share • Show students a video related to the topic A Peruvian adventure, ask them to pay attention to the video. • Think (2 min) Ask them to think individually about one place of the video that aroused their curiosity. • Pair (2 min) Get students in pairs and ask them to share their answers. Also, ask them to answer the following questions: What specific moment of the video surprised you the most? How does it change your perspective of Peru? • Share (1 min) Invite a few pairs to share their ideas.	Projector Video
Pre-reading **5 minutes**	• Send students a Quizlet link to review important vocabulary before reading the text. • Show students the key vocabulary. • After that, encourages students to use Quizlet's study modes such as Learn, Match and Test to reinforce their understanding of the vocabulary.	Projector Canva presentation Quizlet activity

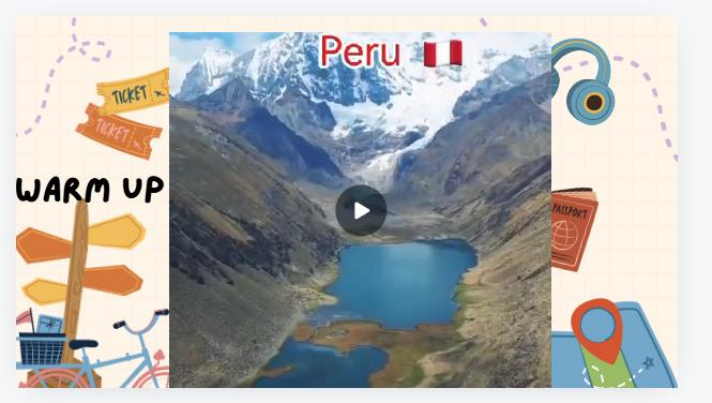
	• Ask students to get in pairs to practice the vocabulary.	
While reading **17 minutes**	• Provide each student with a reading passage. • Ask all students to skim the reading passage to get the main idea. • Ask some students to summarize in their own words the main idea of the text. • Ask students to answer the first question. • Ask students to scan the reading passage and answer the next five questions. • After that, ask students to read again the text and answer the other five questions. • Ask students to get into groups of 4 and compare their answers. • Ask some students to share their answers.	Printed Reading Worksheet
Post-reading **8 minutes**	• Ask students the following questions: • What do you think is the main reason travelers choose to visit the destination mentioned? • How can the information from the reading passage help you to plan a trip? • Ask students to get into groups of 4 people and based on the reading discuss their answers. • Finally, encourage each group to share their answers.	Projector Canva presentation Sheet of paper

Canva presentation

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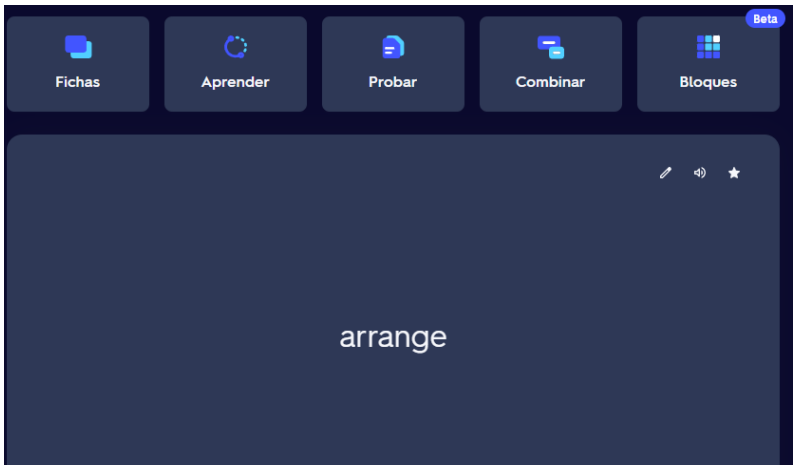


Warm-up



Pre-reading

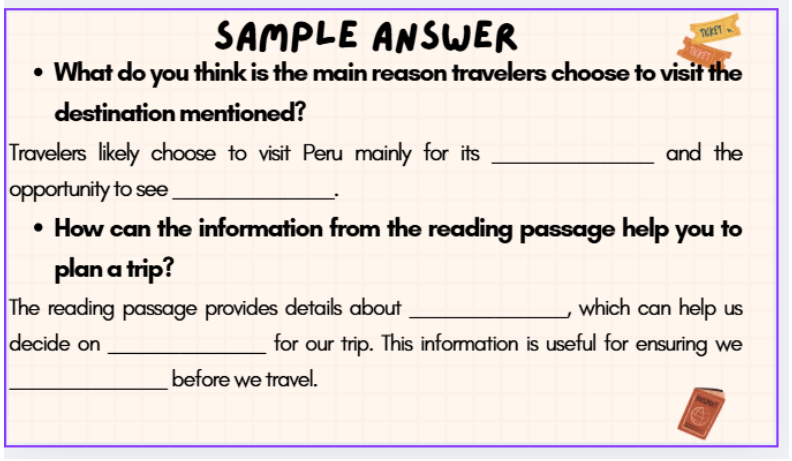
https://quizlet.com/ec/951442136/a-peruvian-adventure-flash-cards/?i=47pwp5&x=1jqt



While reading

2 READING.pdf

Post reading



SAMPLE ANSWER

- **What do you think is the main reason travelers choose to visit the destination mentioned?**

Travelers likely choose to visit Peru mainly for its _____ and the opportunity to see _____.

- **How can the information from the reading passage help you to plan a trip?**

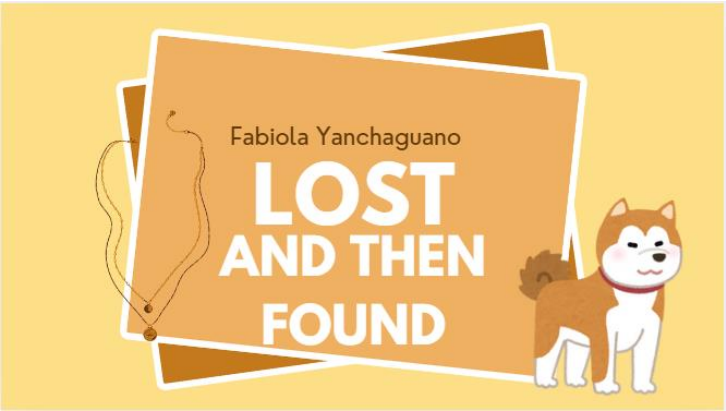
The reading passage provides details about _____, which can help us decide on _____ for our trip. This information is useful for ensuring we _____ before we travel.

Lesson Plan # 4		
Date: 23/10/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: Lost and then found		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through the reading texts "Yuki's Festival Adventure and the journey of a Lost Treasure"		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading texts "Yuki's Festival Adventure and the journey of a Lost Treasure" Answer different levels of questions, literal, inferential and evaluative based on the reading texts "Yuki's Festival Adventure and the journey of a Lost Treasure" Connect concepts from the reading texts "Yuki's Festival Adventure and the journey of a Lost Treasure to their own experiences and local context"		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	Think-Pair-Share • Show students the titles of the readings and pictures. • Think (2 min): Ask students individually to think and answer the following question: what comes to your mind when you read these titles and see these pictures? • Pair (2 min): Ask students to discuss with their peers and share their ideas. • Share(1min): Finally, invite a few pairs to share their answers.	Projector Canva presentation
Pre-reading **5 minutes**	• Show students the vocabulary related to reading texts before reading them. • Present words and pictures to the students. • Ask some students to come to the front and match each word with the corresponding picture.	Projector Canva presentation

While reading **18 minutes**	• Provide each student with two readings. • Ask students to skim the first reading to get the main idea. • After that, ask students to get in pairs and share their answers. Ask a few pairs to share what they discuss. • Ask students to read all the text again and look for details to answer the questions below in the reading. • When students finish answering the questions, ask them to do the same with the next reading. Skim it, share their ideas with their peers, share their answers with the whole class. • Finally, ask students to read again the second text to answer the questions. • Ask students to get into groups of 4 and compare their answers. • Ask some students from the groups to share their answers.	Printed Reading Worksheet
Post-reading **7 minutes**	• Ask students the following questions: • Have you ever lost something important to you, like a pet or a toy? How did you feel during that time, and what did you do to try to find it? • Have you ever lost something that held significant emotional value to you? How did you feel during the time it was lost, and what actions did you take to cope with that loss? • Ask students to choose one question and answer it. • Encourage some students to share their answers.	Projector Canva presentation Sheet of paper

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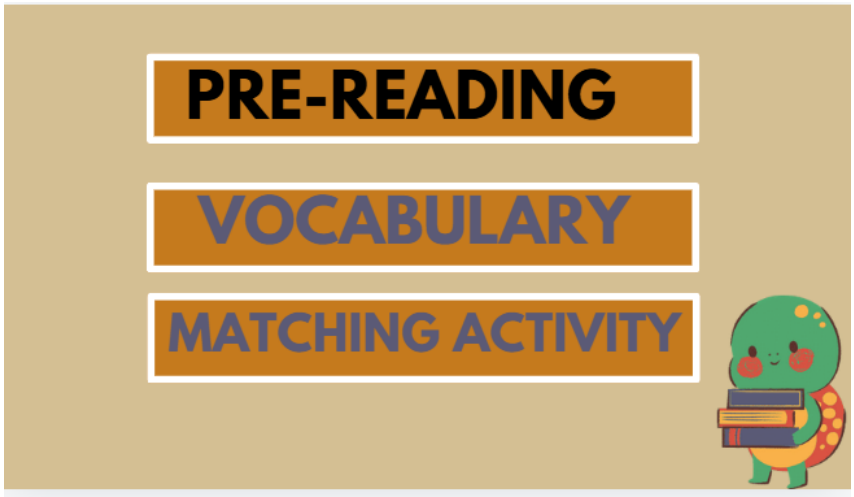
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Warm-up



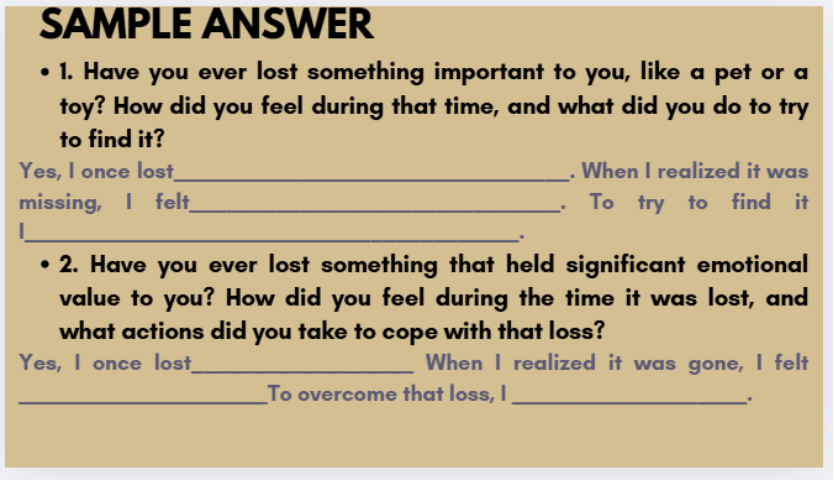
Pre-reading



While reading

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Post-reading



Lesson Plan # 5		
Date: 24/10/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: Help from a stranger		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through reading the text "Help from a Stranger"		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading text "Help from a Stranger" Answer different levels of questions, literal, inferential and evaluative based on the reading text "Help from a Stranger" Connect concepts from the reading text "Help from a Stranger" to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	Think-Pair-Share • Show students a picture related to the reading text "Help from a Stranger" before reading it. • Think (2 min): Ask students individually to think and answer the following question: what comes to your mind when you see this picture? • Pair (2 min): Ask students to discuss with their peers and share their ideas. • Share(1min): Finally, invite a few pairs to share their answers.	Canva presentation Picture
Pre-reading **5 minutes**	• Send students an Educaplay activity and ask them to practice and reinforce important vocabulary before reading the text. • Ask students to get in pairs to practice the vocabulary.	Canva presentation Educaplay Activity
While reading	• Provide each student with a reading text. • Ask students to skim the text to get the main idea	Quizziz Activity

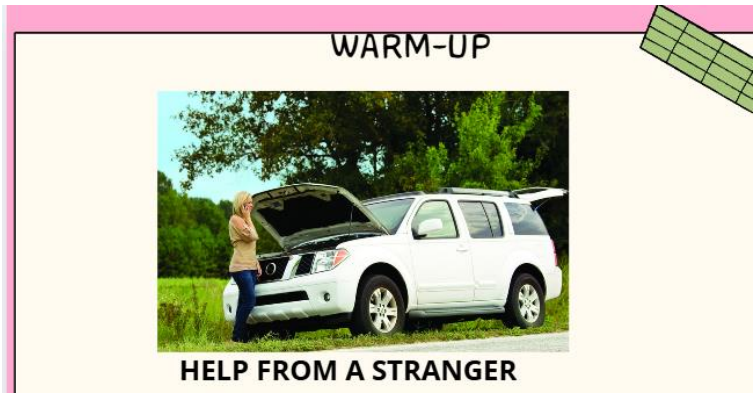
18 minutes	• Ask students to get in pairs and ask their peers What is the main idea of the reading? • Encourage a few pairs to share their answers. • After that, ask students to read again the text to answer five questions. • Ask students to read again the text to answer the next five questions. • Finally, ask students to get in pairs and compare their answer. • Ask some students to share the answer they got.	
Post-reading **7 minutes**	• Ask students the following questions • How did Maria feel when her car broke down and she had no phone signal? Why do you think she felt that way? • What qualities did Sarah show when she helped Mia? How important do you think it is to help strangers in need? • Ask students to answer these questions in Padlet • Ask some students to share their answer with the whole class.	Padlet Link

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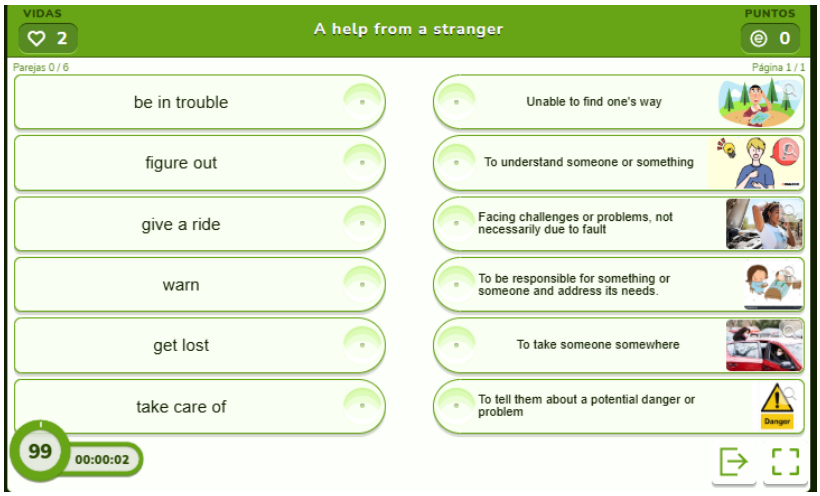


Warm-up



Pre- reading

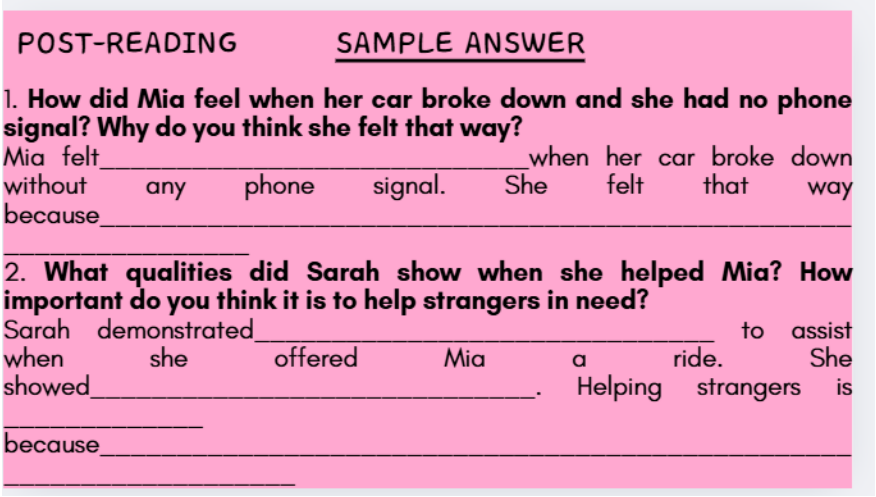
https://es.educaplay.com/recursos-educativos/20945657-a_help_from_a_stranger.html



While reading

4 READING.pdf

Post- reading



POST-READING SAMPLE ANSWER

1. **How did Mia feel when her car broke down and she had no phone signal? Why do you think she felt that way?**

Mia felt_____when her car broke down without any phone signal. She felt that way because_____

2. **What qualities did Sarah show when she helped Mia? How important do you think it is to help strangers in need?**

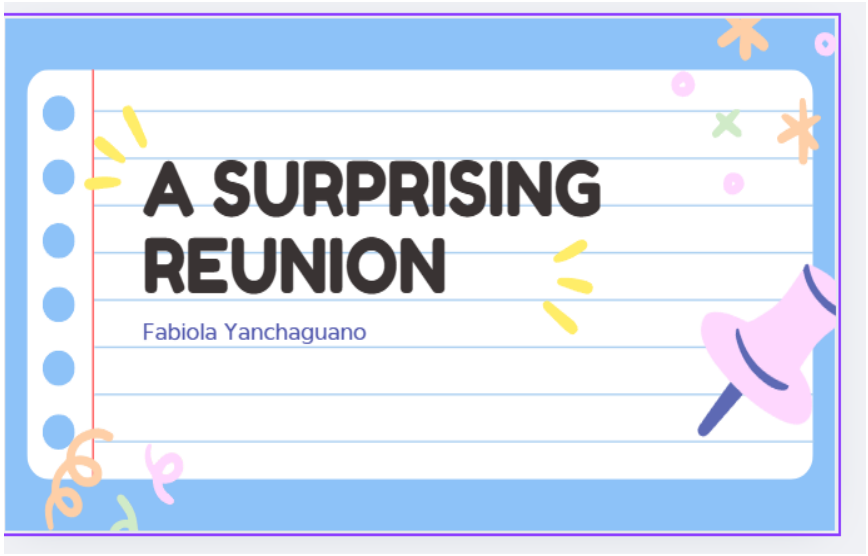
Sarah demonstrated_____ to assist when she offered Mia a ride. She showed_____. Helping strangers is _____ because_____

Lesson Plan # 6		
Date: 28/10/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: Surprising situations		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through reading the text "An Unexpected Reunion"		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading text "An Unexpected Reunion" Answer different levels of questions, literal, inferential and evaluative based on the reading text "An Unexpected Reunion" A connect concepts from the reading text "An Unexpected Reunion" to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	Think-Pair-Share • Think (2 min): Ask students individually to think and answer the following questions: What do you see in the picture? What do you think the reading text would be about? • Pair (2 min): Ask students to discuss with their peers and exchange their ideas. • Share(1min): Finally, invite a few pairs to share their answers.	Projector Canva presentation
Pre-reading **5 minutes**	• Send students a Wordwall activity to practice important vocabulary before reading the text. • Encourage students to choose the different modes of Wordwall such as matching, unscramble words, etc. to better understand important vocabulary. • Ask students to get in pairs to do the activity and to reinforce the vocabulary.	Canva presentation Projector Wordwall activity

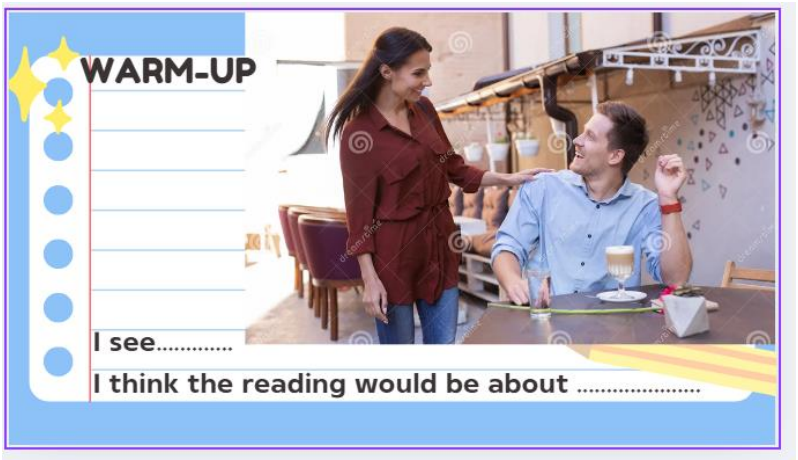
While reading **18 minutes**	• Provide each student with a reading text. • Ask students to skim the text to get the main idea. • Ask students to get in pairs and ask their peers What is the main idea of the reading text? • Encourage a few pairs to share their answers. • Ask students to read again the text and answer the questions below. • Ask students to exchange their seats and compare their answers. • Ask some students to share their answers.	Printed Reading Worksheet
Post-reading **7 minutes**	• Ask students the following question: • Have you ever had a surprise reunion with an old friend or someone you had not seen in a long time? How did you feel? • Ask students to write their answer on a sheet of paper. • Ask some students to share their answers	Sheet of paper

Canva presentation

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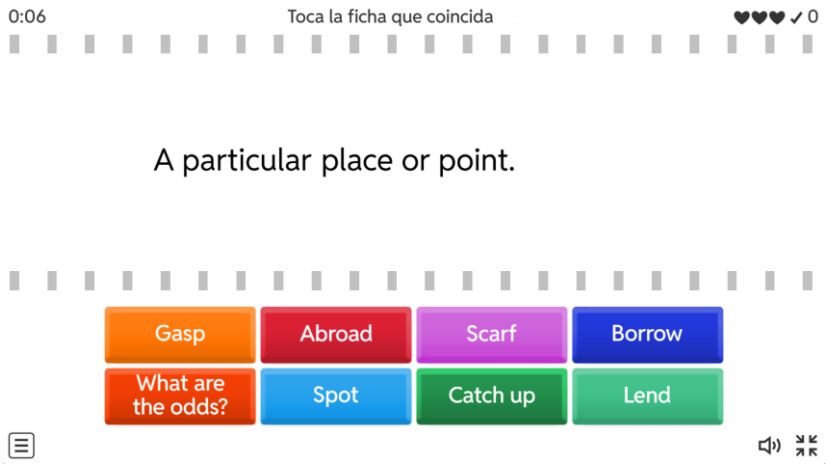


Warm-up



Pre-reading

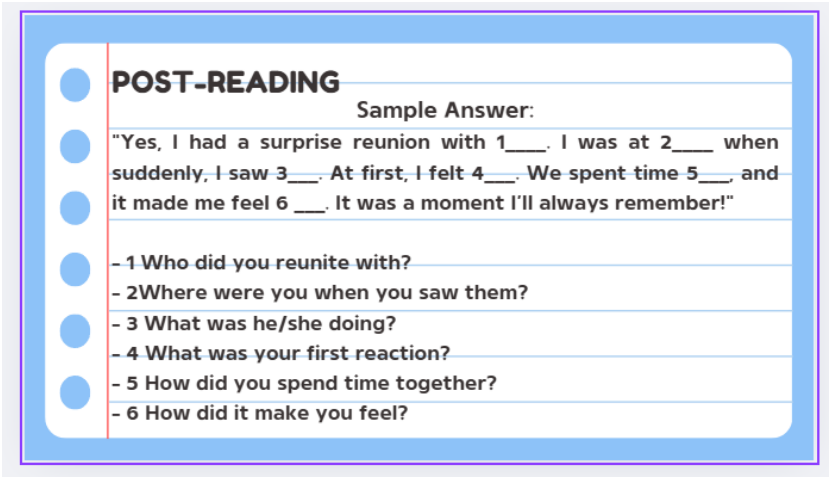
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While-reading

5 READING.pdf

Post reading



Lesson Plan # 7		
Date: 5/11/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: City life vs Countryside life		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through the reading text "City life vs Countryside life"		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading text "City life vs Countryside life" Answer different levels of questions, literal, inferential and evaluative based on the reading text "City life vs Countryside life" Connect concepts from the reading text "City life vs Countryside life" to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	• Brainstorming activity • Ask students to think about the differences between living in the city vs living in the countryside. • Divide the board and write on each side City life and Countryside life. • Line up students into two groups and tell them to write one word related to each topic. • Tell them that they have 2 minutes to write as many words as they can. The winner is the group that has more words.	Projector Canva presentation Markers Board
Pre-reading **5 minutes**	• Send students a Educaplay activity to practice important vocabulary before reading the text.	Canva presentation Projector

	• Encourage students to practice the vocabulary as many times as they can. • Ask students to get in pairs to do the activity and to reinforce the vocabulary.	Educaplay
While reading **18 minutes**	• Provide each student with a reading text. • Ask students to skim the text to get the main idea • Ask students to get in pairs and ask their classmates What is the main idea of the reading? • Encourage a few pairs to share their answers. • Ask students to read again the text and answer the questions below. • Ask students to exchange their seats and compare their answers. • Ask some students to share the answers.	Printed Reading passage Worksheet
Post-reading **7 minutes**	• Ask students to answer the following question: • According to the information you have read, where do you think is better to live in the city or in the countryside? • Ask some students to share their answers.	Canva presentation Sheet of paper

Canva presentation

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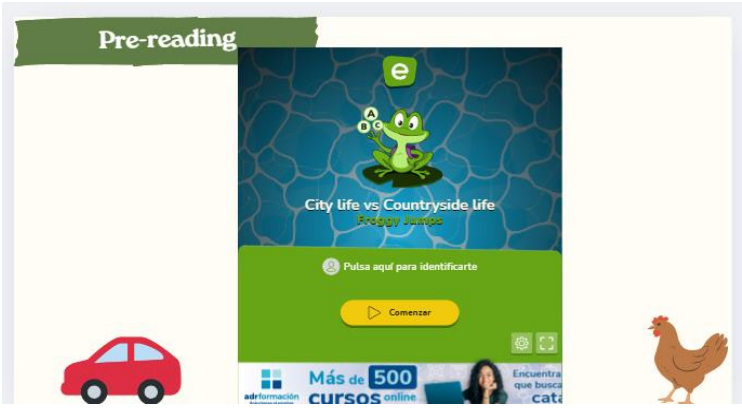


Warm-up



Pre-reading

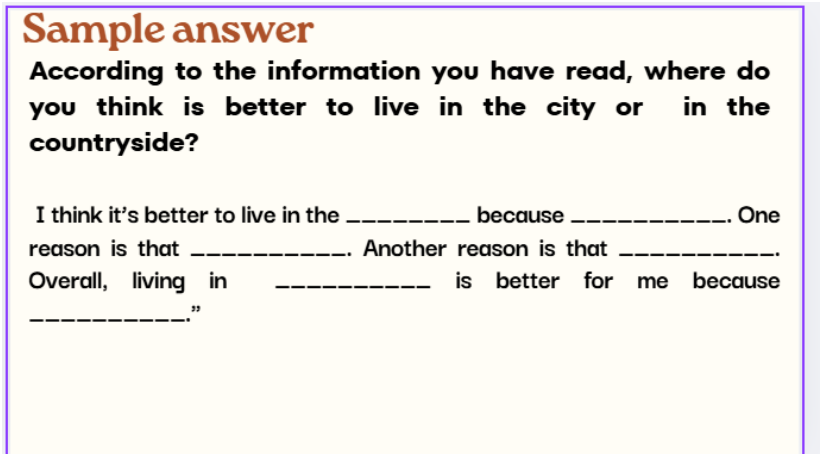
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While reading

6 READING.pdf

Post reading



Lesson Plan # 8		
Date: 6/11/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: Intelligent solutions		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through the reading text Intelligent Solutions for Urban problems		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading text Intelligent Solutions for Urban problems Answer different levels of questions, literal, inferential and evaluative based on the reading text, Intelligent Solutions for Urban problems Connect concepts from the reading text Intelligent Solutions for Urban problems to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	Think-Pair-Share • Think (2 min): Ask students individually to think and answer the following questions: What do you see in the picture? What are some common problems people face in cities? • Pair (2 min): Ask students to discuss with their peers and exchange their ideas. • Share(1min): Finally, invite a few pairs to share their answers.	Canva presentation
Pre-reading **5 minutes**	• Send students a Educaplay activity to practice important vocabulary before reading the text. • Encourage students to practice the key vocabulary.	Canva presentation

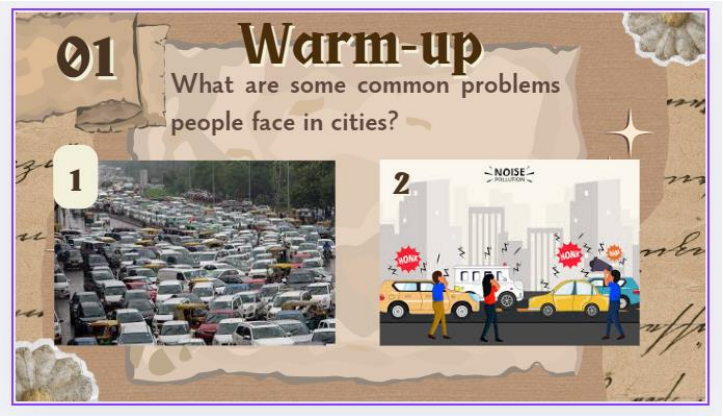
	• Ask students to get in pairs to do the activity and to reinforce the vocabulary.	Educaplay activity
While reading **18 minutes**	• Provide each student with a reading text. • Ask students to skim the text to get the main idea • Ask students to get in pairs and ask their classmates What is the main idea of the reading? • Encourage a few pairs to share their answers. • Ask students to read again the text and answer the questions below. • Ask students to exchange their seats and compare their answers. • Ask some students to share their answers.	Printed Reading passage Worksheet
Post-reading **7 minutes**	• Ask students to answer the following question • In your opinion, which solution mentioned in the text (recycling, walking/cycling, or green spaces) would have the most positive effect on your city? Why?	Canva presentation Sheet of paper

Canva presentation

https://acortar.link/BQBUpd



Warm up



Pre-reading

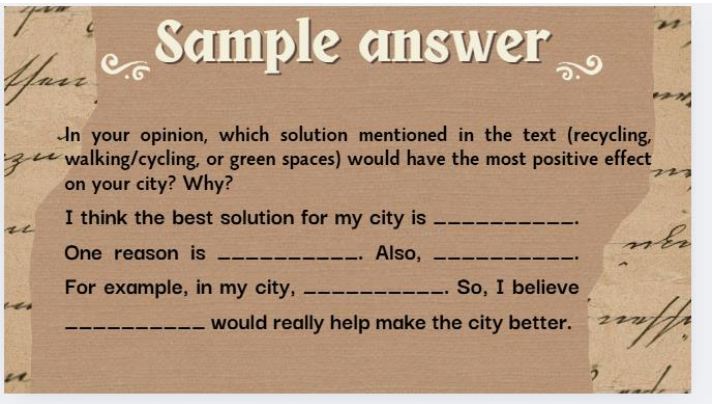
https://es.educaplay.com/recursos-educativos/21127659-intelligent_solutions_vocabulary.html



While reading

7 READING.pdf

Post-reading



Lesson Plan # 9		
Date: 18/11/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Lesson topic: Music around the world		
Teacher: Yanchaguano Aimacaña Fabiola		
Aim: To develop students' reading comprehension skills through the reading text "Music around the world"		
Lesson objectives By the end of this lesson students will be able to Identify and use vocabulary related to the reading text "Music around the world" Answer different levels of questions, literal, inferential and evaluative based on the reading text "Music around the world" Connect concepts from the reading text "Music around the world" to their own experiences and local context.		
Stages and time	**Teacher´s activities**	**Materials and resources**
Warm-up **5 minutes**	Alphabet Brainstorming • Divide the board and list in each side the alphabet. • Write on the top of the board Music around the world. • Divide the class into two groups and ask each one to write words related to music such as songs or singers. • Tell students, they have 2 minutes to write as many words as they can.	Projector Canva presentation Board Markers
Pre-reading **5 minutes**	• Send students a Educaplay activity to practice important vocabulary before reading the text. • Encourage students to practice the vocabulary as many times as they can. • Ask students to get in pairs to reinforce the vocabulary.	Canva presentation Projector Educaplay

While reading **18 minutes**	• Provide each student with a reading text. • Ask students to skim the text to get the main idea • Ask students to get in pairs and ask their classmates What is the main idea of the reading? • Encourage a few pairs to share their answers. • Ask students to read again the text and answer the questions below. • Ask students to exchange their seats and compare their answers. • Ask some students to share their answers.	Printed Reading passage Worksheet
Post-reading **7 minutes**	• Ask students to answer the following question • Which music genre mentioned in the text do you think would best represent a celebration in your country? • Ask students to answer this question. • Provide students with a sample answer	Canva presentation Sheet of paper

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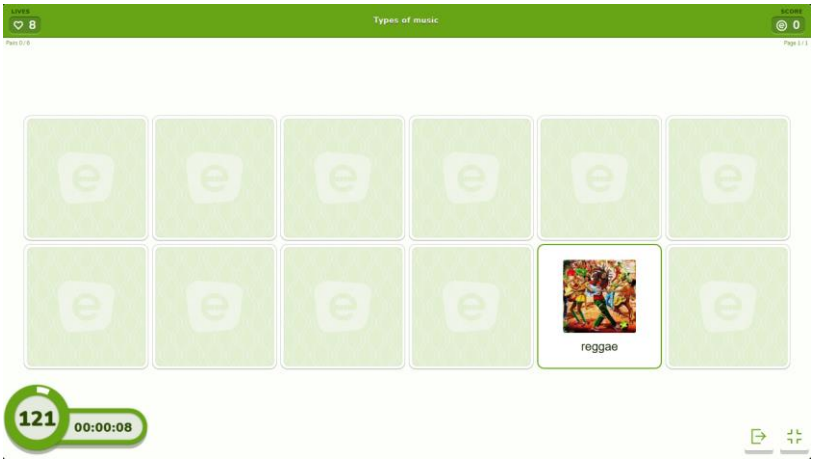


Warm-up



Pre-reading

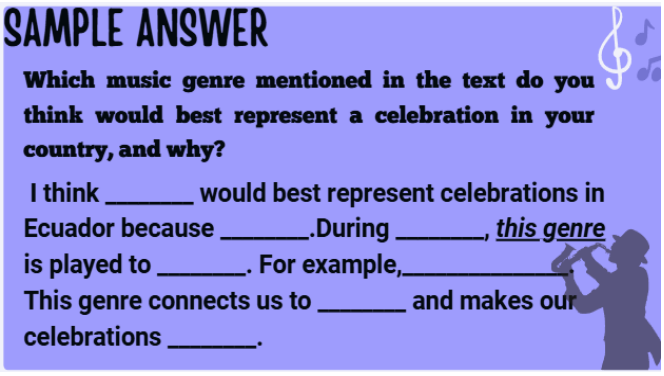
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While-reading

8 READING.pdf

Post-reading

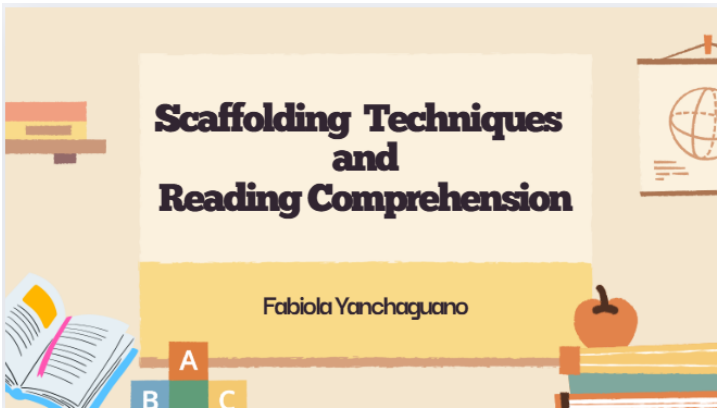


Lesson Plan # 10		
Date: 19/11/2024	**Class:** B1 intermediate	
Time: 35 minutes	**Number of students:** 32	
Topic: Post-test		
Teacher: Yanchaguano Aimacaña Fabiola		
Main aim: To evaluate students' reading comprehension level through the Preliminary English Test (PET)		

Time	**Activities**	**Materials and resources**
10 minutes	• Ask for permission from students to evaluate them. • Explain the instructions of the test.	Canva presentation
25 minutes	• Students complete the PET paper test. • Monitor students while they are taking the test.	Test

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Annex 4 Turnitin report

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