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CARRERA DE IDIOMAS

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“READ ASK PUT STRATEGY AND READING COMPREHENSION”

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A. PRELIMINARY PAGES

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I, Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: **“READ ASK PUT STRATEGY AND READING COMPREHENSION”** investigated by Mrs. Cynthia Michelle Pilatuña Espinoza with I.D No. 1805243548, 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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DECLARATION PAGE

I declare this undergraduate dissertation entitled “**READ ASK PUT STRATEGY 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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DEDICATION

I mainly thanks God who had accompanied me in good and bad times. To my parents, this work is for you. To my son who is light in my life and the being I love the most. To my husband because he has supported me in each important decision. Finally, to my sisters, they are my inspiration for being a better person every day.

Michelle

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Michelle

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TOPIC: “Read Ask Put strategy and reading comprehension”

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Abstract

The current study aimed to investigate the influence of the Read Ask Put (RAP) strategy also called paraphrasing strategy on student’s reading comprehension. The investigator used a quantitative method and pre-experimental research. The sample was one group of 39 students from the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. The study lasted four weeks in which 6 sessions via the Zoom platform were provided to give learners the treatment. The research tools used were a pre-test and a post-test adapted from Cambridge B1 preliminary Tests (PET). Likewise, the researcher used a survey for students at the end of the treatment. The technique used to analyze the gathered information was the t-student test using the Statistical Package for the Social Sciences software (SPSS) version 22. At the end of the investigation, the findings demonstrated that the Read Ask Put strategy had a favorable influence on students’ reading comprehension.

Keywords: Read, Ask, Put, RAP strategy, reading comprehension, paraphrasing strategy

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TEMA: “Read Ask Put strategy and reading comprehension”

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Resumen

El estudio actual tuvo como objetivo investigar la influencia de la estrategia Read Ask Put (RAP), también llamada estrategia de parafraseo en la comprensión lectora de los estudiantes. El investigador utilizó un método cuantitativo y una investigación preexperimental. La muestra fue un grupo de 39 estudiantes del segundo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. El estudio duró cuatro semanas en las que se proporcionaron 6 sesiones a través de la plataforma Zoom para dar a los alumnos el tratamiento. Las herramientas de investigación utilizadas fueron un pre-test y un post-test adaptadas de las pruebas preliminares Cambridge B1 (PET), Así mismo, el investigador utilizó una encuesta para los estudiantes al final del tratamiento. La técnica utilizada para la analizar la información recopilada fue la prueba t- student utilizando el software Statistical Packge for the Social Sciences (SPSS) versión 22. Al final de la investigación, los hallazgos demostraron que la estrategia Read Ask Put tuvo una influencia favorable en la comprensión lectora de los estudiantes.

Keywords: Read, Ask, Put, estrategia RAP, comprensión lectora, estrategia de parafraseo

B. CONTENTS

CHAPTER I THEORETICAL FRAMEWORK

1.1 Investigative Background

Read Ask Put strategy and reading comprehension

This section is intended to provide previous investigations that stand out the importance of the Read Ask Put strategy in reading comprehension. Hence, it is important to mention that the RAP strategy consists of three steps, Read the text, Ask yourself what the main idea and details are, and Put the ideas in your own words. Besides, the following investigations contain similar themes to the present study. The data obtained from these studies take an important role in the development of this research work.

Research by Surayatika (2018) investigated how to determine the effects of the application of RAP strategy on students' reading comprehension. This research used a quasi-experimental research and lasted one academic year. The participants of the study were 40 students, who studied Information System at Indo Global Mandiri University in Indonesia, chosen by a Purposive sampling method. After the selection, the investigator divided participants into one experimental and a control group. RAP strategy was used in the experimental group while the control group was taught with any treatment. The researcher used a pretest and posttest to obtain documentation from both groups. The instrument to analyze data was the Paired Samples t-test. The results demonstrated that after students were taught through the RAP strategy, there was a meaningful increase in their reading comprehension. Moreover, the author suggested choosing the reading materials appropriately to engage students in the reading process.

Esmaeili (2017) proposed a study to examine the positive impact of paraphrasing strategy on reading comprehension. The research question of this study was to determine whether the RAP reading strategy affected Iranian students' reading comprehension. The type of investigation was quasi-experimental, and the study lasted one semester. The participants were 60 males from 18 to 21 years old from one Tehran institution in Iran.

The study conducted two groups, one experimental and one control group. The researcher applied a PET language proficiency test in both groups before starting the treatment. Then, the experimental group used the RAP strategy during reading activities. Meanwhile, the control group was taught without any strategy. At the end of the program, one post-test was used in both groups. The Statistical Product and Service Solution was the tool to analyze the collected data. The findings showed that with the use of the paraphrasing strategy, students could realize that reading a text was more than just checking intonation and pronunciation. Instead, learners could get a clear idea and understanding of reading materials.

Another study by Suwana et al. (2018) targeted to enhance students' reading comprehension toward enforcing RAP Paraphrasing strategy. The methodology was a classroom action research design. The subject were 35 students from an institute in India. There were two cycles in which four main activities (planning, action, observation, reflection) were developed in the second cycle. The instruments used were researchers' diary, questionnaire, pretest, and posttest. The research examined the information from the pre-test and posttests quantitatively. On the other hand, the documentation obtained from the researchers' questionnaire and tests were studied qualitatively. The results corroborated that students improved their reading comprehension because of the RAP strategy. Additionally, the researcher's diary and questionnaire results showed that students had a positive perception of implementing the Read Ask Put strategy on reading activities.

Munawir (2018) developed a study whose aim was to prove the impact of using RAP strategy on students' reading comprehension. The investigation used a quantitative method and pre-experimental research. The population was one class of 26 students in eleventh grade from a senior high school in Indonesia. The researcher applied the treatment to students in three meetings that lasted 45 minutes. The instruments were an essay as the pretest and posttest and an English reading comprehension test. The instrument to analyze data was a formula developed by Arikunto. The findings showed the effectiveness of using the Read Ask Put strategy on reading comprehension. Besides,

students were aware of identifying the main idea and supporting details from reading texts through the application of the three steps of the RAP strategy.

Yugatama (2017) led a study whose aim was to prove the influence of RAP strategy on eleventh-grade students' reading comprehension at senior high school in Indonesia. The research is based on a quantitative approach using an experimental design. The sample of the study was one group of 32 students, 21 women and 11 men from eleventh grade. The investigator applied two meetings including a pre-test, treatment, and posttest. Then, the instrument to analyze the collected data was the Statistical Package for the Social Sciences 21 version (SPSS VS 21). After applying the Read Ask Paraphrase strategy, a higher improvement in reading comprehension was appreciated. The researcher suggested teaching RAP strategy because it allowed students to enhance some reading parts such as the topic, main ideas, and details.

Research by Husein (2017) sought to determine whether Read, Ask, Put, and Paraphrasing (RAPP) strategy was more suitable than Direct, Reading Thinking, Active strategy (DRTA) on students' success in reading comprehension. The research method used in the investigation was experimental design. The study implemented a cluster random sampling technique to choose the population. The participants of the study were 63 students from the twelfth grade of senior high school in Indonesia. There were two groups, one taught using the RAPP strategy and the other using the DRTA strategy. To collect data, the researcher used a reading comprehension test and questionnaire sheet as instruments. Then, the collected data was studied using Analysis of variance (ANOVA). As result, the RAPP strategy had a higher impact than the DRTA strategy on students' reading comprehension achievement.

Indriani and Syafar (2017) developed a study whose main objective was to demonstrate the effectiveness of the Read, Ask, Put strategy in enhancing reading comprehension. The method used was a quasi-experimental design with students in the eleventh grade of senior high school in Indonesia. By the use of the purposive sampling technique, the researcher selected two groups. The experimental group called XI IPA I and the control group XI IPA. Hence, the tools used were pretest and posttest. The program had six meetings in

which the researcher only applied the strategy to the experimental group. Additionally, the information was analyzed using a t-test and t-counted to distinguish the scores from both groups. As result, the RAP strategy had a significant effect on students' reading comprehension improvement. Some suggestions were to engage students to actively participate in the teaching-learning process.

Ningsi et al. (2018) carried out a study to find out whether the implementation of the Read, Ask, Paraphrase strategy (RAP) improved students' reading enhancement. The study was Classroom Action Research which consisted of four steps (Planning, Implementing, Observing, and Reflecting). The population of the study was 30 students in eighth grade from a high school in Indonesia. The length of the study was one month from March to April. The investigator used two research tools, an observation sheet, and a speaking test. Moreover, he carried out the study in two cycles. The results showed that the percentage of learning increased a lot. It means that the application of the RAP strategy was convenient to increase not only reading comprehension but also speaking skills.

Another study by Escudero et al. (2018) aimed to analyze the effects of paraphrasing strategy on reading comprehension in English as a foreign language. The research question in this study was to analyze the role of Paraphrasing strategy in the EFL students' reading comprehension. This investigation was based on a quasi-experimental methodology. The population was 50 students of the 6th level of English at the Linguistic Competence Department from Universidad Nacional de Chimborazo. There were two groups one experimental group and one control group, and the length of the study was twelve months. The control group did not use any instruction about the paraphrasing strategy, whereas the experimental group received guidance on how to use the paraphrasing strategy. Data collection resulted from a base-line pre-test, including the four English skills, and a post-test, based on the Top Notch 3 B1+ Pearson text. At the end of the study, the researcher used the Statistic T-student based on two factors: behavior and the number of data to analyze data. The results showed that after being taught using the Paraphrasing strategy, learners were able to increase their level and demonstrated factual comprehension of reading texts.

In the research by Rastegar et al. (2017) the main objective was to examine the significant relationship between metacognitive reading strategies usage of EFL learners and their reading comprehension accomplishment. The methodology used in this study was descriptive quantitative because of participants' responses. Besides, it was correlational research because it tried to find the association of the variables. The population was 120 senior students whose ages were 21 to 24 years old with majoring in English literature and Translation. They belonged to Kerman and Valiasr Universities in Iran. There were two instruments used to collect data, the SORS (Survey of Reading Strategies) questionnaire and the TOEFL PBT reading comprehension test. Also, the researcher analyzed the data using SPSS (Statistical Package for Social Science). The results revealed that metacognitive reading strategies used by the participants had a meaningful impact on their reading comprehension success, especially when learners appropriately used the strategies.

Mohseni et al. (2020) developed a study aimed to evaluate the effects of metacognitive strategy training and critical thinking awareness-raising (CTG) on EFL students' reading comprehension, especially in general reading, argumentative, and cause and effect texts. The investigator used quasi-experimental research, and the population was 54 intermediate EFL Iranian students that attended three classes. The study was carried out into two experimental groups that received metacognitive treatment and CTG, and one control group. The metacognitive treatment consisted of global, problem-solving, and support metacognitive reading strategies. The instrument to collect the data was a pilot test of reading comprehension, and it was analyzed using a paired sample t-test. At the end of the study, the results showed that both experimental groups increased their comprehension in general reading and argumentative texts. So, the use of metacognitive strategies allowed learners to enhance their understanding of reading texts.

Annury et al. (2019) performed a study to analyze the most acceptable metacognitive strategies used by academic learners in reading comprehension. The method of the study was a quantitative research design. The subject was one class of forty-three EFL students

from the Faculty Education at UIN (University Islam Negeri) in Indonesia. The instrument implemented in the study was the MARS (Metacognitive Awareness of Reading Strategies) questionnaire. So, three metacognitive strategies (global reading strategies, problem-solving strategies, support reading strategies) were evaluated. The finding demonstrated that learners mostly used problem-solving strategies, then global reading strategies and the least used was support reading strategies. Moreover, students were able to monitor their reading process and got encouraged to use metacognitive strategies during reading activities.

Research by Marzuki et al. (2018) aimed to improve the reading comprehension problems of EFL students through cognitive reading strategies. The study was based on classroom action research design, and the subject were 30 Islamic learners from a university in Indonesia. Two cycles consisted of planning, implementation, observation, and reflection. Besides, the researcher applied four meetings in each cycle. The instruments used in this study were field notes and observation. To collect the data, a test was used to score learners' reading comprehension. The study showed that students' reading comprehension increased in both cycles. However, there was an improvement in the second cycle. Hence, the study concluded that by employing cognitive strategies, learners could increase both reading comprehension and class participation.

Sukmawati (2019) led an investigation to determine the impact of metacognitive strategy to improve students' reading comprehension. The study was based on classroom action research, and the participants were eleventh-year learners at senior high school in Indonesia. Besides, the investigation consisted of two cycles in which seven meetings were developed. Some of the stages developed in this study were stating the problem, planning, action and observation, and reflection. There were some instruments to collect the qualitative data: field notes, interviews, and portfolios. On the other hand, the quantitative data was obtained using a test. The researcher analyzed the qualitative data using data reduction, data display, and conclusion drawing. Meanwhile, the quantitative data were analyzed using the Microsoft Excel program. The finding in this study was that metacognitive strategies not only supported students' reading comprehension, but also students' participation, and learning independence.

Aziz et al. (2019) conducted a study to describe the implementation of three metacognitive strategies (global strategies, problem-solving strategies, and support strategies) in reading comprehension. The methodology used in this study was descriptive qualitative, and the subject was 28 students at senior high school in Indonesia. The researcher used purposive sampling to divide participants into two groups, high and low performing students. The research tool was MARS (Metacognitive Awareness of Reading Strategies Inventory). Then, the investigator used a rubric from MARS to analyze the results. The findings showed that learners had a significant preference for Problem Solving strategies. Meanwhile, both Support strategies and Global strategies were less used. Another finding was that once students learned about the usage of metacognitive strategies, they could apply these strategies correctly and their reading comprehension improved a lot.

Another study by Hapsari (2019) sought to examine the efficacy of metacognitive strategy training in reading comprehension. The methodology used was experimental research and the study lasted one month from September to October. The subject were students in the third and fifth semesters from the English Language Teaching Department in Indonesia. The researcher used two groups the experimental and control group. The research instrument was the reading comprehension section from TOEFL. The technique used to analyze the data was a t-test using the IBM SPSS statistic. The results demonstrated that metacognitive strategies allowed learners to become independent readers and achieved better reading comprehension. As a suggestion, the author mooted the possibility to implement metacognitive strategies to assist students in reading comprehension.

Research by Iobidze (2019) sought to investigate the impact of metacognitive strategies to help students before, during, and after the reading process. The research question that guided this study was to determine how metacognitive strategies could promote reading comprehension in English as a foreign language. The methodology used was quantitative, and the population was learners from a senior high school in Georgia. There were two experimental groups and one control group. The study lasted eighteen weeks from January to May. The investigator applied the metacognitive strategies (monitoring their reading process, summarize, questioning) to both experimental groups. Meanwhile, the control group did not use any metacognitive strategies. To collect the data, Cambridge B1

preliminary Tests was the tool used by the researcher at the beginning and the end of the study. Finally, the paired samples statistics was the technique used to analyze the information. At the end of the study, the results showed that the use of metacognitive strategies helped EFL learners to improve reading comprehension. As a recommendation, the author suggested to aware students of the reading stages during the class.

Ghaith, (2019) sought to analyze the application of metacognitive strategies and their assistance in reading comprehension. Another aim was to determine which of the metacognitive strategies were used the most. The metacognitive strategies were global, problem-solving, and support reading strategies. The subject of the investigation were tenth EFL learners selected from five public high schools in South Lebanon. The researcher used the Survey of Reading Strategies (SORS) and TOEFL reading comprehension tests as instruments to obtain the data. The researcher used Descriptive statistics (M and SD) to analyze the information. As a result, Problem-solving was the strategy more used than global and support strategies. Moreover, the findings demonstrated that the majority of EFL learners had a preference for using problem-solving reading strategies. Thus, reading comprehension increased significantly after the use of metacognitive strategies.

Wahyono (2019) conducted a study to discover the relationship between students' cognitive reading strategies and reading comprehension. The investigation was based on the quantitative method because it described students' responses. The participants were students from the fourth semester of English education from a University in Indonesia. The instruments used in the study were questionnaires to obtain students' responses about the use of cognitive reading strategies and IELTS Reading Testing to evaluate students' reading comprehension. Then, the correlation product moment was the tool used to examine the quantitative data. The data collected from both instruments showed that cognitive reading strategies had a significant influence on achieving reading comprehension. Besides, cognitive reading strategies were key factors that contribute to students' reading comprehension.

Research by Banditvilai (2020) aimed to explore the efficiency of reading strategies on reading comprehension. Another objective was to discover whether learners applied some of the reading strategies after being taught in their reading process. This study was based on qualitative research and the population was 59 major students from Kasetsart University in Thailand. The tools used were a questionnaire and semi-structured interviews. There were two statistical techniques to study the obtained documentation, mean value, and standard derivation. The findings were that reading strategies had a great influence on students' reading comprehension. Moreover, learners demonstrated a preference for making predictions, questioning, skimming, and scanning. Finally, the researcher concluded that students were able to utilize those reading strategies to improve their reading process and comprehension.

To conclude, most of the investigations were developed in different international and social contexts. Learners from senior high schools and university departments were the participants in most previous investigations. However, it is notorious the existence of patterns of use from the positive effect of using Read Ask Put strategy or Paraphrasing strategy, and metacognitive strategies on increasing reading comprehension. The current study will vary from the previous investigations in some aspects. The subject of the study are learners with previous knowledge of English. Besides, they are learners whose objective is to become an English teacher at the end of their program. Besides, most of the previous studies took place in countries from Asia. Nevertheless, the current study takes place in Ecuador, South America. Furthermore, with the application of metacognitive strategy RAP, the study reinforces students' learning on comprehending texts.

1.1.1 Theoretical Foundation

1.1.1.1 Learning strategies

Learning strategies are defined as tools that assist learners during their learning process. Besides, they are a set of skills used by individuals to accomplish one task effectively.

O'Malley and Chamot (1990) claim that there are three types of learning strategies. The first strategy type is metacognitive learning strategies. They refer to the learners' cognitive process by using planning, monitoring, and evaluating their process. The second one is cognitive learning strategies. It is based on the employing of all learning materials. The last strategy type is based on social/affective learning strategies. These strategies connect learners' backgrounds and socio-cultural aspects while they associate with other individuals.

1.1.1.2 Metacognitive strategies

Metacognition is defined as thinking about thinking. Metacognitive strategies assist learners to process all the information and success in their learning process. Because of metacognition, learners are capable to build goals and reading purposes. Moreover, these strategies help students to monitor what they understand. Hence, due to metacognitive strategies, learners become independent learners without the usage of guidelines. To be successful independent learners, Willis (2008) proposes three phases of the metacognition process:

- **Planning:** In this process, learners are encouraged to think of short- and long-term learning goals. Besides, learners think about what strategies they will use while developing specific tasks. These strategies have to be selected according to their needs and level.
- **Monitoring:** It refers to the awareness that each individual has about what they are doing. Also, in the monitoring stage, individuals realize what they do not yet know and follow what they have learned. Additionally, learners determine whether the strategies they use are assisting their learning effectively.
- **Evaluation:** In this stage, learners reflect on how well they achieved their learning objectives. It occurs at the end of a unit of study or after having a test.

1.1.1.3 Read Ask Put strategy

Read Ask Put or Paraphrasing strategy is a simple metacognitive strategy developed by Schumaker in 1984. This three-step-strategy asks students to read the text, then find the main ideas and details, and finally paraphrase the information.

It says that paraphrasing (the last step of the strategy) is the key point to help learners to retain the main ideas and details from reading materials. However, the last step of the strategy may be difficult for students. Hence, with the appropriate instruction and practice, learners will be able to put their ideas into their own words. This strategy encourages learners with reading comprehension difficulties to think at a higher level. Thus, learners are engaged through questioning and paraphrasing to comprehend reading materials independently. Besides, this is a simple strategy that can be applied in any reading task. It is not necessary to adapt any material or the curriculum to implement this strategy in the classroom. This is a mnemonic strategy representing by RAP. So, learners can remember what they need to do by themselves while reading (Boyle & Scanlon, 2009).

1.1.1.3.1 Development of each stage

First stage: Read a paragraph

In this step, students are asked to read the first paragraph of the material. Also, the teacher can ask students to look for unfamiliar words and discuss these unknown words with students.

Second stage: Ask yourself some questions about the main idea and details.

After reading the first paragraph from the text, learners have to identify the topic of it. The teacher takes an important role in this step because she/he has to model using the strategy for students. Moreover, the teacher has to explain how to perform the strategy So, he/she can think aloud questions and phrases like, *What is this paragraph about? Let's find the main idea of the first paragraph.*

Once learners have a clear understanding of what to do, they can find the main idea by asking a question like *What is being said about the topic?* Then, learners need to find

some details that support the main idea. To do this, learners can ask themselves questions that start with *Who, What, When, Where, Why, How*. Students can create these questions based on the main idea that they previously recognized. However, if they need more information Klingner et al. (2015) propose some aspects to find it:

- Look again at the first sentence in the paragraphs.
- Look for the repeated information in more than one place.
- Determine whether the details describe or explain something relevant.

Third stage: Put the main idea in my own words or paraphrase

After finding the main idea and details, learners can reread the paragraph to write down their understating of the text or it can be reported orally. This step is very important because learners should understand that the ideas are the same, but they are written or spoken differently. They can use synonyms to paraphrase the ideas from the text. Bos and Vaughn (2006) propose some aspects of paraphrasing.

- Looking up unknown words and identify synonyms of these words.
- Using different vocabulary, word class, and sentence structure to paraphrase the main idea and supporting details of the text. Sentences must contain a complete idea (Subject and Verb)
- Changing active sentences into passive sentences.
- Sentences must provide useful information
- The main ideas and details must not contain the same words from the text.
- There must be one main idea or general statement per paragraph.

Additionally, it is essential to keep students practicing the strategy. It is important to provide learners extra materials and explanations if they are not able to paraphrase what they have read. The last step of the strategy may need more time to be managed by students. Hence, Paterson (2009) develops a RAP worksheet to practice paraphrasing. Besides, the author claims that it can be used with a comprehension test to analyze the students' performance at the end of the strategy application.

Figure 1. *Worksheet to practice paraphrasing*

A RAP Worksheet

For each paragraph in the five-paragraph reading passage, the student should list the main idea and two supporting details in the space provided below.

1. Main Idea _____

Detail 1: _____

Detail 2: _____

2. Main Idea _____

Detail 1: _____

Detail 2: _____

3. Main Idea _____

Detail 1: _____

Detail 2: _____

4. Main Idea _____

Detail 1: _____

Detail 2: _____

Source: Bender, W (2008). Learning Strategy Training. Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators. **Author:** Pilatuña, M (2020).

1.1.1.4 Reading skills and subskills

Many students are asked to do several things with reading texts. They are taught to scan the text to find specific bits of information. This skill consists of reading details, names, dates, information that learners are asked to look for. On the other hand, students must be

able to skim the reading texts to get the gist of them. To develop this skill, it is important to read the text quickly, hence, learners should not look for details because the main purpose is to get an idea of what the text is about. Moreover, it is not necessary to understand every single word, especially if we found unknown words (Harmer, 2007). For foreign language learners, it is difficult to understand complete texts and identify the main ideas. However, reading is an important skill because it helps the brain to rearrange its activity and develop intellectual meaning. Thus, the most difficult skill from reading is to read for detailed information. To help learners to develop all these skills, the teacher should encourage them to read as much as they can. Also, it is important to choose reading material and activities that engage students with reading.

Reading skills are divided into subskills that individuals use to accomplish each reading activity. Krashen and Terrell (1998) propose some subskills of reading.

- Predicting the topic based on titles, headings, subheadings, charts, diagrams, maps, pictures.
- Guessing the meaning of the words that are unfamiliar in the text.
- Identifying the main idea and details from the text.
- Inferring context using background knowledge.
- Distinguish different types of reading texts.

1.1.1.5 Types of reading

There are two types of reading, extensive and intensive. Moreover, there are some significant differences between these two terms. Extensive reading refers to the reading that learners do away from school. On the other hand, intensive reading refers to the construction of reading texts that usually occurs in the classroom. Both reading types allow learners to develop different reading subskills. Additionally, there are some characteristics that extensive and intensive reading has (Harmer, 2007).

- **Extensive reading:** It is also known as reading for pleasure or joyful reading. Learners may read novels, web pages, magazines, local newspapers, etc. It is better

if learners are allowed to choose what they want to read and allow them to share their reading experiences. However, not all learners are encouraged to do this type of reading.

- **Intensive reading:** This type of reading is usually carried on by the teacher with specific purposes. Commonly, learners are asked to read extracts from poems, websites, novels, and other text genres. Moreover, study activities are accompanied by intensive reading. For instance, identify the main ideas of the text, guess what kind of text it is, look for a particular grammar or vocabulary.

Reading is a skill that teachers expect learners to acquire. However, reading is the most essential skill to help learners to succeed in all educational aspects. Brown (2004) proposes other types of reading according to the performance that is required.

- **Perceptive reading:** This type of reading has a strong connection with listening comprehension. Some perceptive reading tasks require learners to process words, letters, punctuation, and graphemic symbols.
- **Selective reading:** In this type of reading, learners do read with a purpose. They select any book that helps them to get knowledge. Two examples of selective reading are skimming and scanning because learners do not read the whole text, instead, they select portions of the texts.
- **Interactive reading:** It allows learners to develop reading and thinking at the same time. Thus, they get meaning from the intake of that interaction. Moreover, some interactive tasks ask to identify features such as lexical and grammatical discourse.

1.1.1.5.1 Assessing different types of reading

Extensive reading

Brown (2004) mentions that extensive reading implicates reading long texts such as journal articles, reports, books, long essays. Hence, the meaning is the focus of this type of reading because it is required for advanced processing from the reader. Reading is not the only aspect evaluated in this section but also speaking and writing. There are some effective tasks to assess extensive reading.

- Skimming Tasks
- Scanning Tasks
- Comprehension questions
- Summarizing and Responding
- Editing
- Notetaking and Outlining

Perceptive reading

In this category, learners are at a beginning level. So, the tasks to assess perceptive reading are fundamental. Some of the aspects evaluated in this part are grapheme-phoneme agreement, alphabetic symbols, punctuation, capitalized letters. The tasks that involve all these aspects are also called literacy tasks.

- Reading Aloud
- Written Response
- Multiple-Choice
- Pictured-Cued Items

Selective reading

In this category, the most important aspects to focus on are lexical and grammatical features of reading ability. However, the focus should be not only on vocabulary and grammar but also on reading and other skills. When assessing selective reading, it is essential to consider that the lexical and grammatical aspects of language are the ways we use to develop the four skills. Hence, there are some tasks used to evaluate this type of reading.

- Multiple-choice (Form-focused criteria)
- Matching Tasks
- Editing Tasks
- Pictured-Cued Tasks
- Gap-Filling Tasks

Interactive Reading

The important objective to be evaluated in this section is meaning. To assess the interactive reading, it is important to focus on top-down processing. In this type of reading, the texts are longer but not too much. Some of the tasks to evaluate interactive reading are:

- Cloze Tasks
- Reading Plus comprehension questions
- Short-Answer Tasks
- Editing (Long texts)
- Scanning
- Ordering Tasks
- Information Transfer (Charts, Maps, Diagrams, Graphs)

The current research includes extensive reading for some factors. Learners aim to get a global understanding of what they are reading. Besides, as the reading texts come from short articles and books, learners use the top-down process to get meaning from texts.

1.1.1.6 Reading comprehension

Reading comprehension is a complex task that involves processing and understanding the text meaning completely. Hence, it requires the coordination of either cognitive skills and abilities. According to Ashman and Conway (2014) there are eight cognitive skills that are focused on individuals' social behavior and academic tasks.

1. Retained Attention is the ability to keep focusing on assignments over a period.
2. Response Suppression is the capacity to keep concentrated.
3. Information pace analysis is related to how someone interprets obtained information.
4. Cognitive resilience is the ability to adjust your mind according to the way you think. Even it refers to alter the way you think about.

5. Multiple simultaneous focus is the capacity to solve any difficult circumstance effectively.
6. Functional memory refers to the ability to remember commands or retain information to carry out activities.
7. Categorization is the internal function that the brains had to classify activities and things. This is the most essential principle of learning.
8. Pattern identification is related to the detection and inductive reasoning to determine the meaning of patterns and their functions.

Furthermore, good reading comprehension requires good language understanding. It is essential to distinguish between two components in reading, they are decoding and language comprehension. Decoding or word reading is based on reading words out of context. Meanwhile, language comprehension refers to the ability to understand sentences, phrases, and words from the text. Reading comprehension is a process that children develop before they have an instruction of reading. Thus, students are expected to use it almost all the time in every subject, and in this way, learners may have success in the educational aspects of their professional life. So, experiences, abilities, background knowledge are factors that influence reading comprehension (Harmer, 2007)

The first stage to develop reading comprehension is when students learn to decode sentences, phrases, and words. This process is continuous, and memory takes an important part in reading comprehension. It helps learners to retain the meaning of some words and important information, it is also called long-term memory. Another important factor is working memory. This type of memory allows readers to store and process the information when they are completing some tasks.

There are some issues in reading comprehension that affect readers. Due to a lack of cognitive and metacognitive strategies, learners are not able to process the information in the texts. As it was mentioned previously, background knowledge and experiences are important to develop reading comprehension. However, some readers especially children and youth may experience some difficulties connecting new information with previous knowledge. These issues must be compensated because readers may develop serious text

comprehension problems. For instance, if readers have these problems at primary school, they will fail in their academic development. For that reason, the teacher must be focused not only on fluency reading but also on comprehension (Oakhill et al., 2015).

1.1.1.6.1 Improving reading comprehension

Phillips (2015) proposes some general tips to enhance reading comprehension abilities. Also, the author mentions that each tip will support learners to improve not only comprehension but also other reading skills.

- **Using English every day:** Select reading material that is suitable for your English level and needs. It is better if the materials are authentic for instance, magazines, newspapers, articles. Learners will improve not only on reading but also on vocabulary.
- **Observe titles, headings, subheadings:** Most of the time, learners can get an idea of what they will read by looking at the titles and subheadings. They provide little information about what the topic and ideas could be.
- **Questions about the reading:** Asking yourself wh- questions is one way to realize if everything is clear from the text. These questions can be What is the topic of the reading? Who is the main character? What is the setting of the passage? etc.
- **Transition words and phrases:** It is important to identify transition words to connect ideas or distinguish one idea from another. Also, transition words help learners to realize the organization and the type of text. It can be a cause-effect, chronological, comparison, and contrast, etc.
- **Summarize:** When finishing the text, summarize the key points of each of the paragraphs. If something is not clear, go back to the text a re-read what you do not understand. Also, learners can use questions to clarify their understanding of the text.

1.2 Objectives

1.2.1 General objective

- To investigate the influence of Read Ask Put strategy on reading comprehension in students from the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

1.2.2 Specific objectives

- To evaluate the level of reading comprehension of students from the second semester at “Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros” before and after the application of the Read Ask Put strategy.
- To establish the importance of the three steps of the Read Ask Put strategy to students from the second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program.
- To determine the benefits of using the Read Ask Put strategy in students from the second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program.

1.2.3 Process of achieving the objectives:

- **To evaluate the level of reading comprehension of students from the second semester at “Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros” before and after the application of the Read Ask Put strategy.**

To achieve this objective, a validated instrument was used as a pre-test to determine students’ initial level of reading comprehension before the application of the Read Ask Put strategy. Consequently, the Preliminary English Test (PET) was selected considering the Reading section, part 4. Then, after the application of the strategy the same instruments was used as a post-test to evaluate the improvement of students’ reading comprehension.

- **To establish the importance of the three steps of the Read Ask Put strategy to students from the second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program.**

To accomplish the second objective, the investigator applied the strategy to a group of students from second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program during a period of time. The experimentation lasted four weeks in which six zoom sessions were implemented. The investigator used a presentation to explain to students the importance of the strategy and its steps. Moreover, in each step of the strategy, some activities to practice and memorize each step were used. Then, the researcher guided students until they could manage the strategy by themselves.

- **To determine the benefits of using the Read Ask Put strategy in students from the second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program.**

To complete the third objective, a students’ survey was implemented to determine the benefits of the Read Ask Put strategy. The survey consisted of five closed questions in which the researcher considered some aspects. For instance, expressing ideas better, understanding of the texts, retaining more information from the texts, recognizing details easily, and increasing the range of vocabulary.

CHAPTER II

METHODOLOGY

2.1 Resources

Human Resources

Researcher

Researcher tutor

Students

Institutional Resources

Universidad Técnica de Ambato

Facultad Ciencias Humanas y de la Educación

Online libraries

Materials

Laptop

Media

Office supplies

2.2 Methods

2.2.1 Basic method of research

Quantitative Approach

According to Hernández et al. (2010), the quantitative approach collects data to prove a hypothesis based on numerical measurement. The collected data represent the measurement of the variables belonging to the assumption. Moreover, data collection is represented through numbers and quantities. Hence, statistical methods must be used to

analyze the data and establish conclusions about the hypothesis. Additionally, the quantitative approach uses standardized instruments that have demonstrated being veridic and reliable in previous investigations. The authors mention that researchers can design new tools, but they must be tested and adjusted.

The current research was quantitative for some reasons. It allowed the investigator to analyze and measure the gathered data from the pre-test, post-test, and survey numerically and statistically. Besides, it was quantitative because the results supported the assumption that the RAP strategy enhanced reading comprehension. The instruments to gather information were adapted from the standardized PET Cambridge Exams. Thus, pre-test and post-test were reliable and effective tools. Finally, the researcher designed the survey with closed questions based on the literature review. It was validated by qualified experts at the Technical University of Ambato.

2.2.2 Type of investigation

Bibliographical

The research was bibliographical because the gathered information resulted from previous investigations. For instance, papers, scientific articles, and books. Hence, all that information was related to the two variables (Read Ask Put strategy and Reading Comprehension).

Field research

The research project was field research because the participants were second-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at the Universidad Técnica de Ambato. The current study was based on the interaction that individuals had with their environment (Hernández et al., 2010).

Pre-experimental research

The following research was pre-experimental because there was only one group. Besides, the researcher applied a pre-test to determine students’ level of reading comprehension

before the treatment. Then, the treatment was implemented in the group. Finally, the post-test was applied after the treatment (Ary et al., 2010).

Exploratory research

It was exploratory because there were no investigations related to the topic within the Technical University of Ambato. Besides, this type of research permitted obtaining new information about how the RAP strategy improved reading comprehension in students from Ambato city, Tungurahua (Hernández et al., 2010).

2.3 Population

The study participants were 39 students coursing the Reading II subject in the second semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” program at the Universidad Técnica de Ambato. The students are Spanish native speakers with a basic knowledge of the English language. This group was expected to get a B2 English level according to the Common European Framework of Reference (CEFR) at the end of the program.

2.4 Instruments for data collection

- A pre-test to evaluate students’ level of reading comprehension before applying the treatment. The instrument was adapted from The Preliminary English Test considering the Reading section, part 4. The evaluation consisted of 4 multiple choice questions and 1 open question. The researcher applied the evaluation tool using Google forms in the first session. The content of the pre-test was selected considering the students’ level.
- A post-test to determine the enhancement in student’s reading comprehension after the application of the treatment. The evaluation was adapted from the PET Reading section, part 4. Similarly, the post-test was applied using Google forms in the last session.

- A survey to determine other benefits students obtained after using the strategy. This tool contained 5 closed questions. The tool was applied using Google forms.

2.5 Procedure

The research study lasted 4 weeks in the academic year October 2020 – January 2021. In this period, the researcher provided six sessions of 30 to 40 minutes via the Zoom platform.

- In the first session, the pre-test was applied to find out students' level of reading comprehension.
- In the second session, the researcher explained a little bit about what RAP strategy is using a presentation made on Genial.ly platform. Then, the first step of the strategy was implemented using a text from the Reading Power 2 book. In this step, students had to read and find unknown words. Then, they discussed the meaning of these words together.
- In the third session, the researcher continued with the second step of the strategy. Here, students had to ask themselves some wh-questions (*What is the main idea of the text? Who are the main characters? Where does the story take place? etc.*) to find the main idea and details from the text. the researcher guided students to formulate wh questions appropriately. Students had to write down the wh questions that allow them to identify the supporting details. The investigator checked whether the responses were appropriated. The responses were discussed with the whole group of students.
- In the fourth session, the main focus was on the third step of the strategy. The researcher gave some important tips to paraphrase correctly. A presentation was used to explain this part. Learners were given some practice before applying the last step. Finally, students had to paraphrase the main idea and details from the same text they read in the second session. The researcher gave feedback to students about their responses.

- In the fifth session, all the steps were applied with a different reading passage. The researcher allowed students to work by themselves. In the end, the investigator checked students' responses.
- In the last session, the researcher applied both the post-test and the survey to the group of students via Google forms.

2.6 Hypothesis

Alternative hypothesis

Read Ask Put strategy influences reading comprehension in students from the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Null hypothesis

Read Ask Put strategy does not influence reading comprehension in students from the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The following chapter presents the analysis of the gathered data taken from the pre-post test and the students' survey. The pre-post tests were adapted from the Reading section part 4, PET Cambridge exam. Both tests consist of 4 multiple choice questions and one open question. In the four multiple-choice questions, students have to determine the author's purpose, argument, opinion, and facts of the text. On the contrary, the last question asks students to write down the main idea and details from the texts in their own words. All the obtained information is presented in the following graphics and tables to validate the hypothesis of the current study.

3.1.1 Pre-Post Test results- Question 1

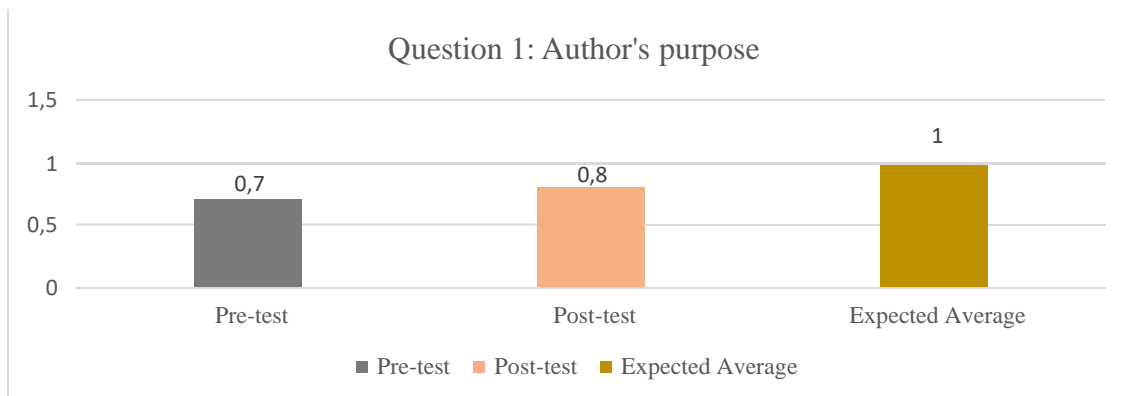
Table 1 Question 1 scores over 1

Question 1: Author's purpose		
Pre-test	Post-test	Expected Average
0,7	0,8	1

Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Graphic 1 Question 1 scores over 1



Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Analysis and interpretation

Table 1 indicates the following data about the author's purpose. The first column in graphic 1 shows the average obtained in the first question in the pre-test. It can be seen that it was 0,7 over 1 point. On the other hand, the second column presents the result obtained in the post-test where the average was 0,8 over 1 point.

Thereby, the findings showed that before using the RAP strategy, students were not able to recognize the author's purpose. However, after the treatment, learners were capable to determine the purpose of the author from the text better.

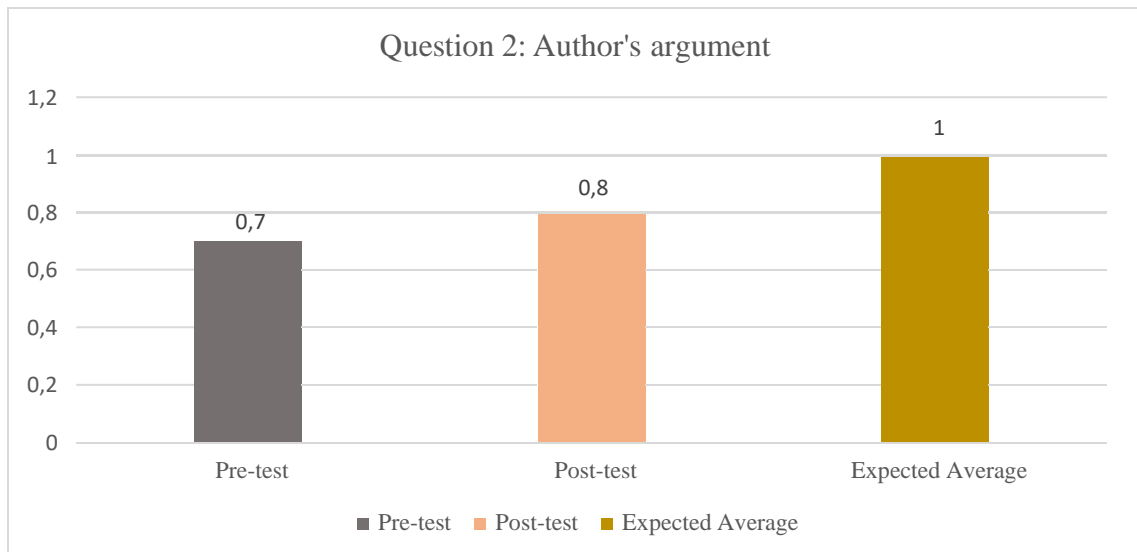
3.1.2 Pre-Post Test results- Question 2

Table 2 Question 2 average scores over 1

Question 2: Author's argument		
Pre-test	Post-test	Expected Average
0,7	0,8	1

Source: Students' pre-post test
Developed by: Pilatuña, M (2020)

Graphic 2 Question 2 average scores over 1



Source: Students' pre-post test
Developed by: Pilatuña, M (2020)

Analysis and interpretation

Table 2 shows the average obtained from the pre-test and post-test in question 2. In the first column of graphic 2, the result from the pre-test was 0,7 over 1 point. On the other hand, in the second column, the result from the post-test was 0.8.

As a result, it means that students got a low result in the pre-test in question 2. Nevertheless, in the post-test, there was a relevant improvement. Hence, after learning the strategy, learners could identify the author's argument in the text in a better way.

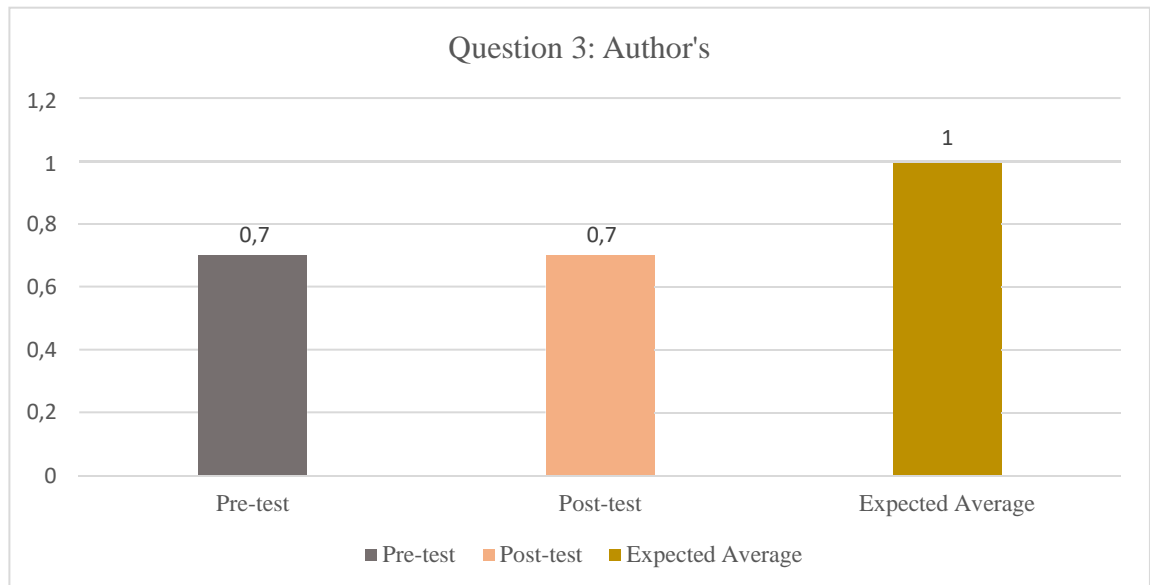
3.1.3 Pre-Post Test results- Question 3

Table 3 Question 3 scores over 1

Question 3: Facts		
Pre-test	Post-test	Expected Average
0,7	0,7	1

Source: Students' pre-post test
Developed by: Pilatuña, M (2020)

Graphic 3 Question 3 scores over 1



Source: Students' pre-post test
Developed by: Pilatuña, M (2020)

Analysis and interpretation

Table 3 represents the average from the pre and post-tests in question 3. The first column of graphic 3 depicts the result obtained in the pre-test. The average was 0,7 over 1 point. While in the second column, the result was 0,7 over one point.

Thus, students obtained the same results in both tests after and before the treatment. In consequence, there was not a symbolic difference in identifying some facts of the text before and after the strategy implementation.

3.1.4 Pre-Post Test results- Question 4

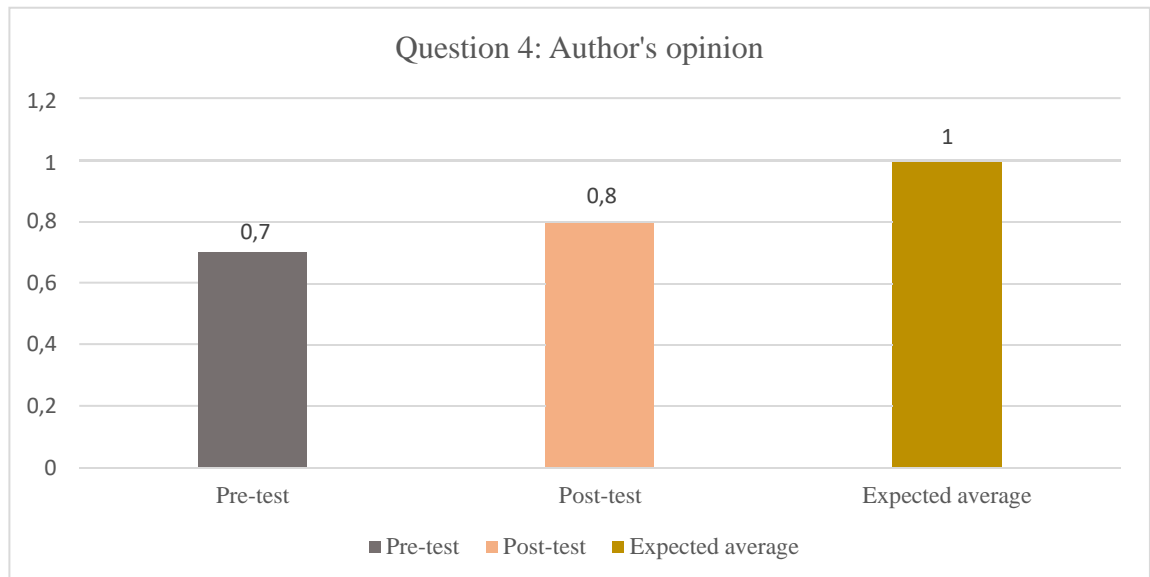
Table 4 Question 4 average scores over 1

Question 4: Author's opinion		
Pre-test	Post-test	Expected Average
0,7	0,8	1

Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Graphic 4 Question 4 average scores over 1



Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Analysis and interpretation

Table 4 shows the scores from the pre and post-tests in question 4. The first column in graphic 4 represents the result obtained in the pre-test. The score was 0,7 over 1 point. In contrast, the second column depicts the value 0,8 over 1 point obtained in the post-test.

Consequently, there was a significant difference in determining the author's opinion. After using the strategy, learners improved a little bit the way to recognize some facts in the text.

3.1.5 Pre-Post Test results- Question 5

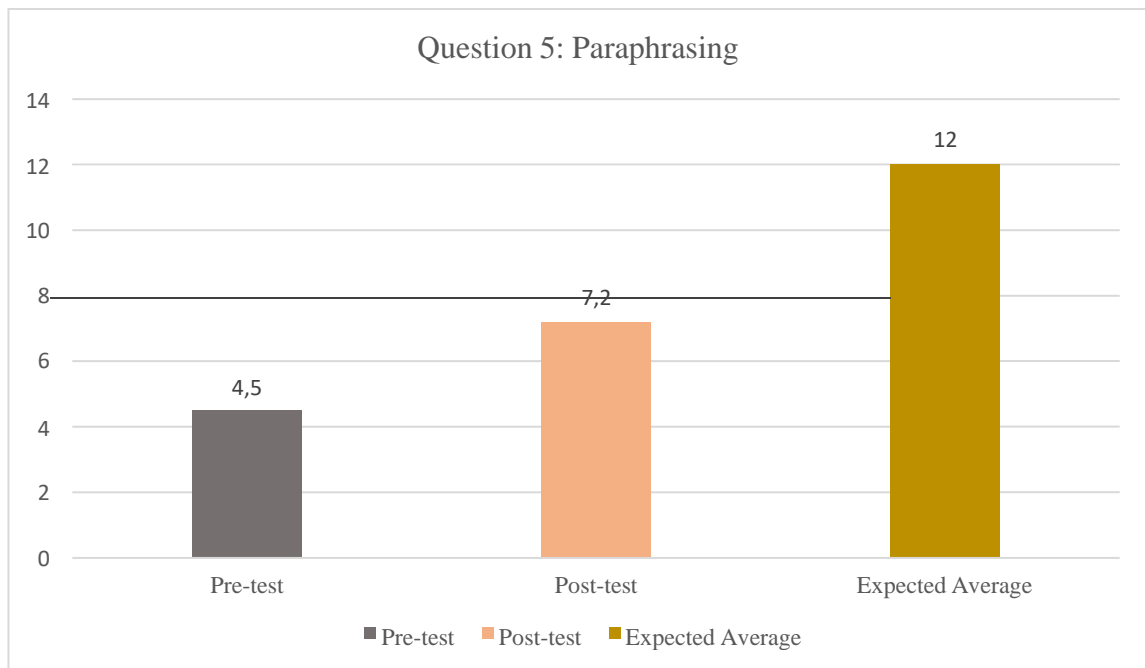
Table 5 Questions 5 average scores over 12

Question 5: Paraphrasing		
Pre-test	Post-test	Expected Average
4,5	7,2	12

Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Graphic 5 Questions 5 average scores over 12



Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Analysis and interpretation

Table 5 shows the average scores obtained in question 5 from the pre-post test. The first column in graphic 5 represents the average obtained in the pre-test with a value of 4,5 over 12 points. On the contrary, the second column indicates the average obtained in the post-test. The result was 7,2 over 12 points.

Thereby, it is clear that students had some difficulties in paraphrasing before using the strategy. However, they improved a lot after learning the strategy. Thus, learners were able to use their own words to express the main idea and details from the text.

3.1.6 Pre-Post Test final results

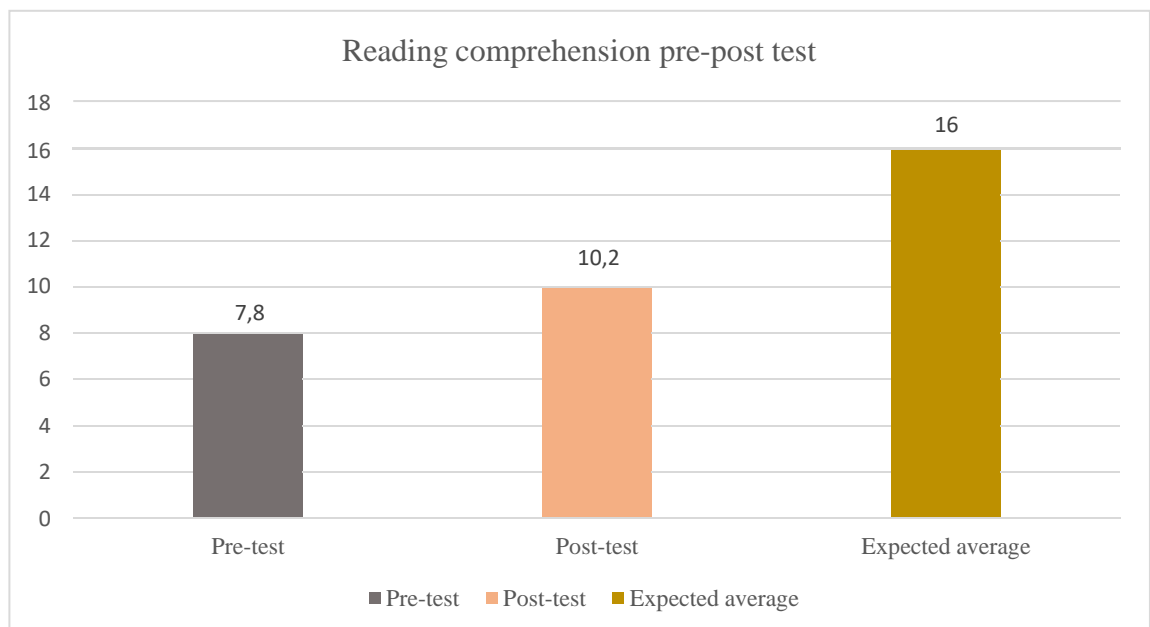
Table 6 Pre-Post test scores over 16

Reading comprehension pre-post test		
Pre-test	Post-test	Expected Average
7,8	10,2	16

Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Graphic 6 Pre-Post test scores over 16



Source: Students' pre-post test

Developed by: Pilatuña, M (2020)

Analysis and interpretation

Table 6 depicts the final scores gathered from the pre and post-tests applied to 39 students. In graphic 6, the first column represents the average score obtained in the pre-test. It can be seen that the results were 7,8 points over 16. Meanwhile, the second column shows the scores from the post-test. It can be seen the average was 10,2 points over 16.

As a result, the group of students faced some difficulties in comprehending texts, especially in the paraphrasing part. However, there was relevant progress in learners after the strategy application. Hence, students improved their level of reading comprehension.

3.1.2 Students' survey results

The following analysis shows the results obtained from the students' survey. It aimed to determine the benefits of using the Read Ask Put strategy in students. The survey was applied at the end of the treatment via google forms. There were five closed questions in which students had to choose two alternatives, yes or no.

Question 1: Do you consider that the strategy has helped you to express your ideas about the text better?

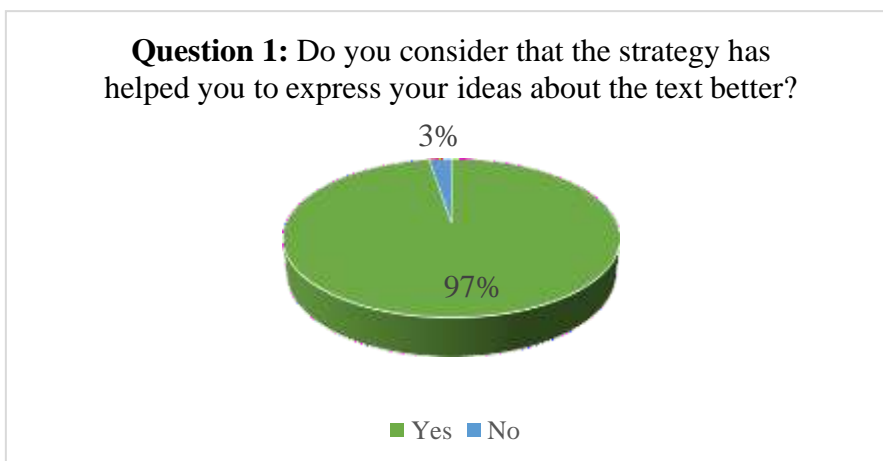
Table 7 Expressing ideas

Alternatives	Frequency	Percentage
Yes	38	97%
No	1	3%
Total	39	100%

Source: Students' survey

Developed by: Pilatuña, M (2020)

Graphic 7 Expressing ideas



Source: Students' survey
Developed by: Pilatuña, M (2020)

Analysis and interpretation

From question 1, 97% of the students stated that the strategy helped them to express the ideas better. On the other hand, 1% claimed that the strategy did not contribute to express their ideas better.

As a result, most of the students affirmed that the Read Ask Put strategy helped them to improve the way they express the ideas from the text.

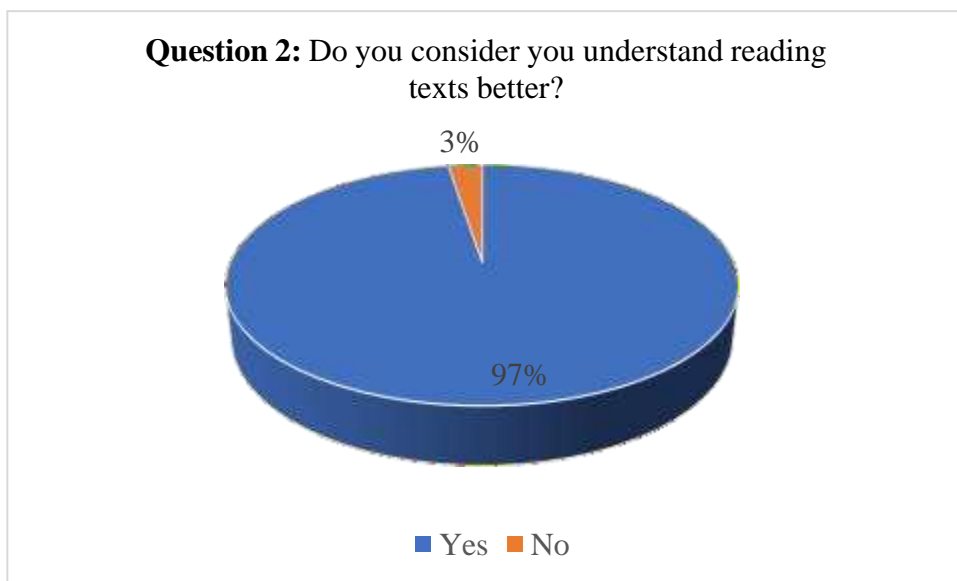
Question 2: Do you consider you understand reading texts better?

Table 8 Reading texts understanding

Alternatives	Frequency	Percentage
Yes	38	97%
No	1	3%
TOTAL	39	100%

Source: Students' survey
Developed by: Pilatuña, M (2020)

Graphic 8 Reading texts understanding



Source: Students' survey

Developed by: Pilatuña, M (2020)

Analysis and interpretation

From question 2, 97% of the learners stated that they understand reading texts better. On the contrary, 3% of students said that they were not able to comprehend reading texts better.

Thus, it can be said that the majority of students comprehend reading texts better after using the strategy.

Question 3: Do you think you keep more information from texts?

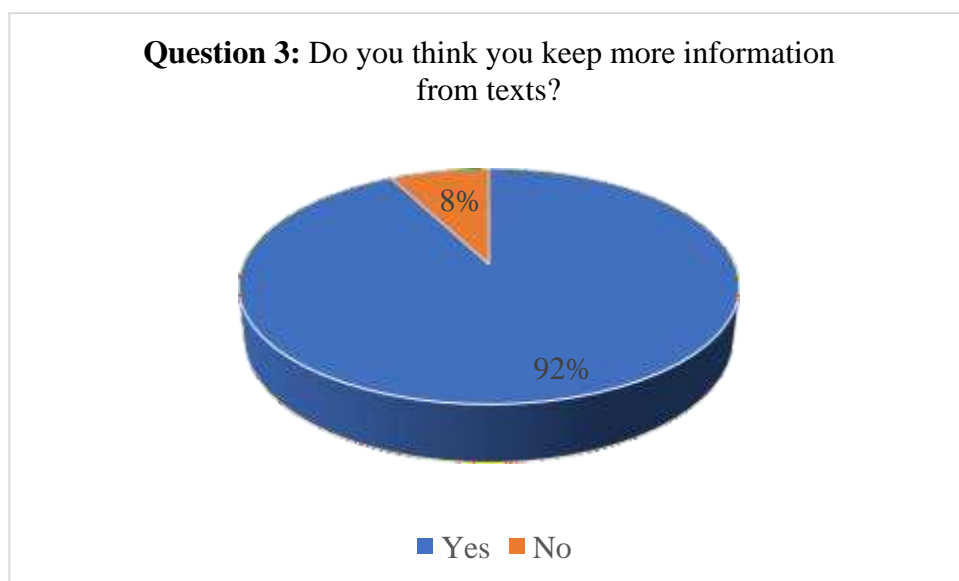
Table 9 Keeping information from texts

Alternatives	Frequency	Percentage
Yes	36	92%
No	3	8%
TOTAL	39	100%

Source: Students' survey

Developed by: Pilatuña, M (2020)

Graphic 9 Keeping information from texts



Source: Students' survey

Developed by: Pilatuña, M (2020)

Analysis and interpretation

From question 3, 92% of learners expounded that after using the strategy, they retained more information from texts. However, 8% of students stated that they were not able to keep the information from the reading passages.

Thereby, it means that a great number of students expressed that the Read Ask Put strategy assisted them to keep more information from the reading texts.

Question 4: Can you identify details from the text easily?

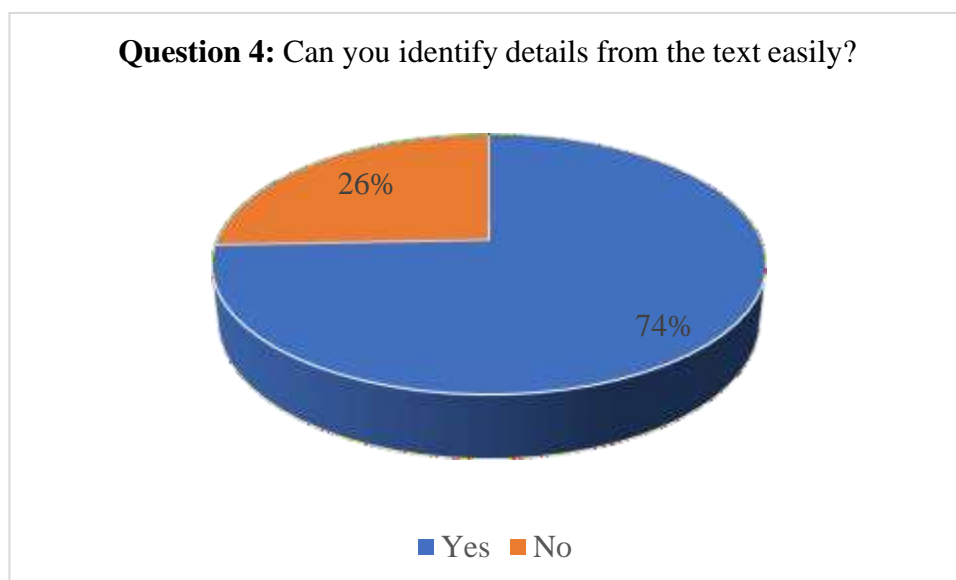
Table 10 Identifying details from the text

Alternatives	Frequency	Percentage
Yes	29	74%
No	10	26%
TOTAL	39	100%

Source: Students' survey

Developed by: Pilatuña, M (2020)

Graphic 10 Identifying details from the text



Source: Students' survey

Developed by: Pilatuña, M (2020)

Analysis and interpretation

From question 4, 76% of students affirmed that they could identify the details from the text easily. Meanwhile, 26% of learners stated that recognize details was not easy for them.

Consequently, most of the students claimed that the RAP strategy helped them to recognize the details from the text in a simple way.

Question 5: Do you think your range of vocabulary has increased?

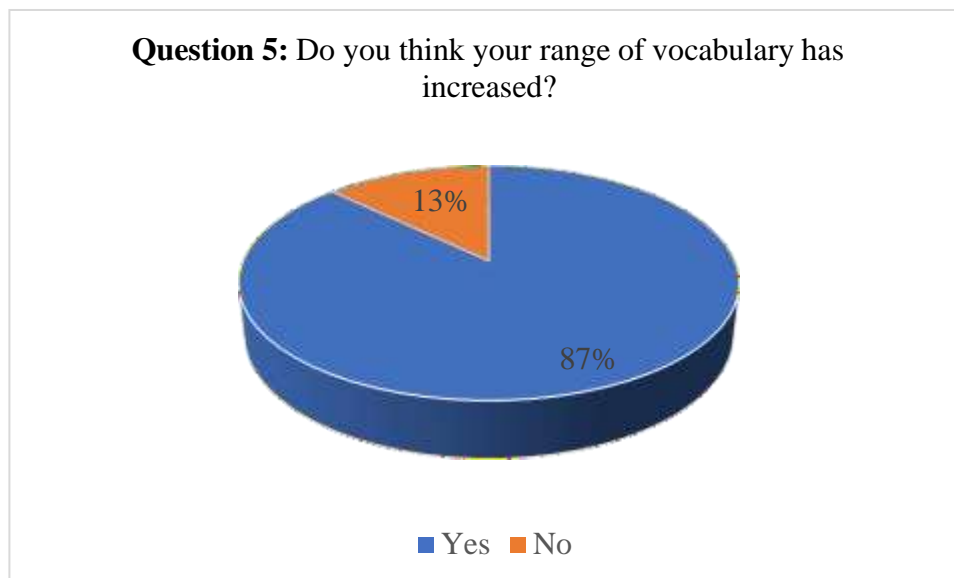
Table 11 Range of vocabulary

Alternatives	Frequency	Percentage
Yes	34	87%
No	5	13%
TOTAL	39	100%

Source: Students' survey

Developed by: Pilatuña, M (2020)

Graphic 11 Range of vocabulary



Source: Students' survey
Developed by: Pilatuña, M (2020)

Analysis and interpretation

From question 5, 87% of the total number of students claimed that their range of vocabulary has increased. On the other hand, 13% of students said that the range of vocabulary did not increase after using the strategy.

As a result, it can be said that most of the students' vocabulary increased significantly after learning the strategy.

In general, the findings based on the students' survey showed that the majority of students considered the Read, Ask, Put strategy beneficial in some aspects. For instance, the strategy allowed them to express what they think of the text properly. Besides, learners were capable to comprehend reading texts better thanks to the strategy. Moreover, learners stated that they could retain information from texts more time than they used to. Another finding was that most students could identify details from the text easily. Finally, due to the RAP strategy, the participants increased their range of vocabulary.

3.2 Hypothesis verification

The T-students test was used to correlate the results obtained in the pre and post-tests before and after the treatment. The researcher used the SPSS software in this current study to prove one of the hypotheses presented above. Moreover, the statistical tool allowed the researcher to determine whether the Read Ask Put strategy improved students' reading comprehension.

3.2.1 T- student test

Table 12 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-2,4103	,9380	,1502	-2,7143	-2,1062	16,047	38	,000

Source: SPSS software

Developed by: Pilatuña, M (2020)

Based on the results from table 12, there were two possible alternatives. First, if the p-value was higher than the alpha level of significance ($\alpha=0,05$), the null hypothesis would be accepted. Second, if the p-value was lower than 0,05, the alternative hypothesis would be accepted. As the p-value was 0,000, the null hypothesis was rejected, and the alternative hypothesis was accepted. It is concluded that the Read Ask Put strategy influenced students' reading comprehension.

3.2.2 Test of normality

Table 13 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,146	39	,035	,967	39	,299
POSTTEST	,119	39	,179	,966	39	,273

Source: SPSS software

Developed by: Pilatuña, M (2020)

The test of normality allowed to determine whether the results from the pre and post-tests had a normal distribution. Due to the population number, the Shapiro test of normality was used. The results from the test of normality showed that the p-value of the pre-test was 0,299. Meanwhile, the p-value of the post-test was 0,273. As the values were of both tests were higher than 0,05, it is concluded that the gathered data proceeded from a normal distribution.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results of this current study, the following conclusions have been reached:

- It is concluded that the initial level of reading comprehension of students from the Second Semester was low. The average of the pre-test was 7,8 over 16 points. It meant that the score was less than half of the expected average. On the contrary, the post-test demonstrated improvements. The group average was 10,2 over 16 points. It can be seen that the level of reading comprehension increased significantly. Thus, there was a relevant difference in the group's results before and after the application of the Read Ask put strategy.
- Based on the results obtained in each question from the post-test, it was possible to determine the importance of the Read Ask Put strategy. Most of the students had a significant improvement in finding out the author's opinion, argument, perception, and some facts about the reading text. However, learners had a great enhancement in question 5 which asked them to write the main idea and details. As this question was over 12 points, learners obtained an average of 4,5 points before applying the strategy. On the contrary, after students were taught with the strategy, they increased their average from the last question to 7,2 points over 12 points. Thus, learners were capable to determine the main idea and details from the text with the assistance of Read, Ask, Put strategy.
- Due to the results from the students' survey, it was found the benefits of using the Read Ask Put strategy. The 97% of students claimed that the strategy allowed them to express ideas about the text and understand readings texts better. Furthermore, the 92% of learners mentioned that the retention of information from texts was higher. Moreover, the 74% of participants affirmed that they identify details from

texts readily. Besides, the 87% of learners expressed that the range of vocabulary has increased greatly. Consequently, students noticed the benefits they got after using the Read Ask Put strategy.

4.2 Recommendations

- For future investigations, it is recommended researchers to apply the Read Ask Put strategy frequently in English classes to enhance reading comprehension. It conveys the strategy should be applied at least three times per week if it is possible. This time application can evidence the increase of the students' level of reading comprehension.
- Teachers should focus on the second and third steps of the strategy. It is recommended to provide extra time in the last step of the strategy until students can manage it by themselves. It will enable students to express ideas from texts using their own words. As the last step of the strategy asks students to put the ideas in their own words, it is also recommended that teachers supply students with online dictionaries to facilitate a variety of synonyms. In this way, learners may avoid using the same words as in the texts.
- Teachers should encourage learners to use the Read Ask Put strategy to improve their academic performance. Future investigators may implement more classroom activities to help learners manage this strategy better. It means that they can apply it in different reading texts. Consequently, students will foster some reading subskills such as identifying details, identifying main ideas, retaining information, increasing lexical items, etc.

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Annexes

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 2 de Octubre 2020

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **“READ ASK PUT STRATEGY AND READING COMPREHENSION”** propuesto por la estudiante Cynthia Michelle Pilatuña Espinoza, portadora de la Cédula de Ciudadanía 1805243548, estudiante de la Carrera de Idiomas 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.



Lic. Sarah Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Pre and post-test



INSTRUMENT VALIDATION



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Table 14 Expert's general information

Full Name: Chimbo Cáceres Elsa Mayorie
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<p style="text-align: center;">Degrees</p> <p>Undergraduate: Bachelor's degree in Human Science.</p> <p>Institution: Universidad Técnica de Ambato</p> <p>Year: 2003</p> <p>Postgraduate: Master's in Bilingual Education</p> <p>Institution: Universidad Internacional de la Rioja</p> <p>Year: 2017</p> <p>Teaching experience: 22 years</p>

Source: Language program

Developed by: Pilatuña, M (2020)

INSTRUMENT VALIDATION



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



EXPERT'S GENERAL INFORMATION:

Table 15 Expert's general information

Full Name: Jordán Buenaño Cristina del Rocío
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Bachelor's degree in Human Sciences and Education
Institution: Universidad Técnica de Ambato
Year: 2007
Postgraduate: Master's in Curriculum Design and Educational Evaluation
Institution: Universidad Técnica de Ambato
Year: 2015

Source: Language program

Developed by: Pilatuña, M (2020)

READING COMPREHENSION PRE AND POST-TEST

Instructions:

- ✓ The test lasts 10 minutes
- ✓ Read the text and questions below.
- ✓ For each question, choose the correct answer A, B, C, or D.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay for several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First, we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thank us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something, they won't mind getting dirty, but before long they realize what we mean.

Adapted from: https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

1. What is the writer trying to do in this text? (1 pt.)

- A. describe how children make friends at a summer camp.
- B. suggest how parents should choose a summer camp for children.
- C. explain what it is like for children at a summer camp.
- D. advise children how to behave at a summer camp.

2. What does the writer say about rock climbing at the camp? (1 pt.)

- A. Some children already know how to do it.
- B. Some children prefer to swim or play table-tennis.
- C. Some children refuse to take part.
- D. Some children find it more enjoyable than they expected to.

3. What surprises the writer about the children who stay at the camp? (1 pt.)

- A. The youngest ones find it hard to be away from home.
- B. They complain if they cannot phone their parents.
- C. They miss meal times with their parents.
- D. They seem grateful for their experience here.

4. What does the writer think about some parents? (1 pt.)

- A. They should visit their children instead of phoning them.
- B. They don't need to keep on phoning the camp.
- C. They shouldn't allow their children to bring phones to camp.
- D. They need to be reminded to phone their children.

5. What is the main idea of the text? What are the supporting details? Write complete sentences using your own words. (12 pts.)

RUBRIC

Table 16 Rubric to evaluate paraphrasing

Criteria	0	1	2	3
The main idea and supporting details are expressed accurately				
The response is written in the student's own words.				
The sentences are organized logically				
The ideas are expressed clearly				

Source: Language Assessment: Principles and Classroom practices

TOTAL: ____/12

Developed by: Pilatuña, M (2020)

Google forms link pre-test: <https://forms.gle/HM11pB63W6hQb1UWA>

Google forms link post-test: <https://forms.gle/be3GULTTPT8ASA6a9>

Source: Pilatuña, M (2020)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Dra. Elsa Mayorie Chimbo Cáceres, with I.D. No. 1802696458, certify that I conducted the expert judgment on this instrument designed by Cynthia Michelle Pilatuña Espinoza, with I.D. No. 1805243548 for the Final Degree Project entitled “READ ASK PUT STRATEGY AND READING COMPREHENSION” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 11th, 2020.

Sincerely,

ELSA MAYORIE
CHIMBO
CACERES

A digital signature stamp for Elsa Mayorie Chimbo Cáceres. It includes her name in all caps, a small red checkmark, and a block of small text containing identification details such as 'Presencia digitalizada por R.L.S. S.A.S.', 'CÓDIGO NACIONAL', 'Número de control único (C.U.)', 'Fecha de emisión del documento', 'Autorización de expedición de', 'Identificación de', 'Código de verificación', and 'Fecha de emisión del documento'.

Dra. Mayorie Chimbo Cáceres

I.D. 1802696458

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Lcda. Mg. Cristina del Rocío Jordán Buenaño, with I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument designed by Cynthia Michelle Pilatuña Espinoza, with I.D. No. 1805243548 for the Final Degree Project entitled “READ ASK PUT STRATEGY AND READING COMPREHENSION” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 11th, 2020.

Sincerely,



Firmado electrónicamente por:
**CRISTINA DEL
ROCIO JORDAN
BUENANO**

Lcda. Mg. Cristina Jordán Buenaño

I.D.1804010500

Annex 3: Survey



INSTRUMENT VALIDATION



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Table 17 Expert's general information

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Source: Language program

Developed by: Pilatuña, M (2020)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
STUDENTS' SURVEY

Objective: To determine the benefits of using the Read, Ask, Put strategy in students from the second semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program.

Instructions:

- Read the questions carefully.
- Put a check in the option that most fits your opinion.

After learning and using Read Ask Put strategy,

	YES	NO
1. Do you consider that the strategy has helped you to express your ideas about the text better?	()	()
2. Do you consider you understand reading texts better?	()	()
3. Do you think you keep more information from texts?	()	()
4. Can you identify details from the text easily?	()	()
5. Do you think your range of vocabulary has increased?	()	()


UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Dra. Elsa Mayorie Chimbo Cáceres, with I.D. No. 1802696458, certify that I conducted the expert judgment on this instrument designed by Cynthia Michelle Pilatuña Espinoza, with I.D. No. 1805243548 for the Final Degree Project entitled “READ ASK PUT STRATEGY AND READING COMPREHENSION” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 4th, 2020.

**ELSA
MAYORIE
CHIMBO
CACERES**



Firmado digitalmente por ELSA
MAYORIE CHIMBO CACERES
Nombre de reconocimiento (DN):
c=EC, o=BANCO CENTRAL DEL
ECUADOR, ou=ENTIDAD DE
CERTIFICACION DE INFORMACION-
ECIBCE, +QUITO,
serialNumber=0000537633, cn=ELSA
MAYORIE CHIMBO CACERES
Fecha: 2020.12.04 19:19:49 -05'00'

Sincerely,

Dra. Mayorie Chimbo Cáceres

I.D. 1802696458

Annex 4: Lesson Plans

FIRST SESSION

Table 18 Lesson plan first session

COURSE: Second Semester PINE		DATE: November 23 rd , 2020	TIME: 30 min.	N° OF STUDENTS: 39
Aims: To allow students to take more time to finish the pre-test				
Objective:				
<ul style="list-style-type: none"> To determine students' level of reading comprehension by the application of pre-test. 				
Assessment: Formative assessment				
Anticipated problems: Low level of reading comprehension				
Solution: Talk a little bit about RAP strategy				
TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS	
10 minutes	<ul style="list-style-type: none"> Introduce yourself to the group of students. Ask students to write down their names on the chat. Talk about the strategy and its benefits. Tell students the time of the experimentation. 	<ul style="list-style-type: none"> Write down their names on the chat. Ask questions if there are some doubts 	Zoom chat	
15 minutes	<ul style="list-style-type: none"> Explain to Ss. the reading comprehension pre-test and the time they have to do it. 	<ul style="list-style-type: none"> Ask questions if they have doubts. Do the pre-test 	Reading comprehension pre-test Google forms link: https://forms.gle/HM11pB63W6hQb1UWA	
5 minutes	<ul style="list-style-type: none"> Give Ss. instructions for the next zoom session. 	<ul style="list-style-type: none"> Listen to the teacher 		

Source: Language program

Developed by: Pilatuña, M (2020)

SECOND SESSION

Table 19 Lesson plan second session

COURSE: Second Semester PINE		DATE: November 30 th , 2020	TIME: 40 min.	N° OF STUDENTS: 39
Aims: To allow students to memorize what RAP strategy means to apply it in reading texts.				
Objectives:				
<ul style="list-style-type: none"> • To explain what RAP stands for. • To describe the first step of RAP strategy. 				
Assessment: Controlled and guided activities				
Anticipated problems: Ss. do not know anything about the strategy.				
Solution: Give a clear explanation of the strategy and its purpose in reading comprehension.				
TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS	
5 minutes	<ul style="list-style-type: none"> • Explain to Ss. the activities for the class. • Ask Ss. to write down their names on the chat 	<ul style="list-style-type: none"> • Listen to the teacher. • Ask questions if there are doubts. • Write down their names. 	Zoom chat	
10 minutes	<ul style="list-style-type: none"> • Introduce the strategy using the presentation. • Explain each step briefly. • Response Ss' questions. 	<ul style="list-style-type: none"> • Listen carefully. • Ask questions if there are doubts. 	Reading Power 2 book, pg. 112 Genially Presentation: <a href="https://view.genial.ly/5fb67f0361d0430d2b549695/presentation-
rap-strategy">https://view.genial.ly/5fb67f0361d0430d2b549695/presentation- rap-strategy	
5 minutes	<ul style="list-style-type: none"> • Introduce the first step of the strategy. • Encourage Ss. to infer what the text is about using the title of the reading. 	<ul style="list-style-type: none"> • Give the teacher opinions about what the text can be about. 	Genially Presentation Reading Power 2 book, pg. 112	

<p>15 minutes</p>	<ul style="list-style-type: none"> • Ask Ss. to read the text silently. • Ask Ss. to make a table with the three steps of the strategy in a sheet of paper. • Ask. Ss. to find unknown words and write them on the paper. • Discuss the meaning of the words. 	<ul style="list-style-type: none"> • Read the text silently. • Find out the unknown words and write them on their paper. • Share the unknown words with the teacher and class. 	<p>Genially presentation</p> <p>Reading textbook.</p> <p>Ss' table</p>
<p>5 minutes</p>	<ul style="list-style-type: none"> • Explain Ss. a little bit about the next zoom session. 	<ul style="list-style-type: none"> • Listen to the teacher 	

Source: Language program

Developed by: Pilatuña, M (2020)

THIRD SESSION

Table 20 Lesson plan third session

COURSE: Second Semester PINE	DATE: December 4 th , 2020	TIME: 35 min.	N° OF STUDENTS: 39
Aims: Allow Ss. to make mistakes about what RAP strategy stands for.			
Objectives: <ul style="list-style-type: none"> • To describe the second step of RAP strategy. • To recognize the main idea of the text by looking for repeated words in the text. • To recognize the supporting details by formulating wh- questions. 			
Assessment: Controlled and guided activities			
Anticipated problems: Ss. do not remember the meaning of RAP and its steps. Solution: Review the meaning and the steps of the strategy.			
TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS
5 minutes	<ul style="list-style-type: none"> • Ask Ss. what is the meaning of RAP strategy. • Review what is the meaning of the strategy and the steps. • Ask Ss. to write down their names on the chat. 	<ul style="list-style-type: none"> • Give a response to the teacher. • Write down their names on the chat. 	Zoom chat
10 minutes	<ul style="list-style-type: none"> • Introduce the second step of the strategy. • Explain how to find the main idea. 	<ul style="list-style-type: none"> • Discuss what the repeated words are in the text. 	Genially Presentation: <a href="https://view.genial.ly/5fb67f0361d0430d2b549695/presentation-
rap-strategy">https://view.genial.ly/5fb67f0361d0430d2b549695/presentation- rap-strategy Reading Power 2 book, pg. 112

	<ul style="list-style-type: none"> Ask Ss. to find the repeated words in the text. 		
15 minutes	<ul style="list-style-type: none"> Guide Ss. to formulate accurate wh-questions. Give examples of the wh- questions. Ask Ss. to formulate their own wh-questions to find the supporting details. Check Ss' questions and responses. 	<ul style="list-style-type: none"> Look at the examples provided by the teacher. Formulate their own wh-questions. Discuss the questions and responses with the teacher and the whole class. 	<p>Genially Presentation:</p> <p><a href="https://view.genial.ly/5fb67f0361d0430d2b549695/presentation-
rap-strategy">https://view.genial.ly/5fb67f0361d0430d2b549695/presentation- rap-strategy</p>
5 minutes	<ul style="list-style-type: none"> Give Ss' instructions for the next session. 	<ul style="list-style-type: none"> Listen to the teacher. 	

Source: Language program

Developed by: Pilatuña, M (2020)

FOURTH SESSION

Table 21 Lesson plan fourth session

COURSE: Second Semester PINE		DATE: December 7 th , 2020	TIME: 30 min.	N° OF STUDENTS: 39
Aims: To allow students to make mistakes while formulate wh-questions.				
Objectives:				
<ul style="list-style-type: none"> • To describe the third step of RAP strategy. • To describe effective tips to paraphrase correctly. 				
Assessment: Controlled and guided activities				
Anticipated problems: Problems while using wh- questions.				
Solution: Review how to formulate accurate questions and responses.				
TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY		MATERIALS
5 minutes	<ul style="list-style-type: none"> • Ask Ss. to write down their names. • Ask Ss. about the three steps of the strategy 	<ul style="list-style-type: none"> • Write down their names on the chat. • Give the teacher a response. 		Zoom chat
15 minutes	<ul style="list-style-type: none"> • Introduce the third step of the strategy. • Provide Ss. some tips to paraphrase correctly. • Give some practice to paraphrase. • Give Ss. some online dictionaries of synonyms to avoid using the same words from the text. 	<ul style="list-style-type: none"> • Do the task to paraphrase. • Use the online dictionaries if it is necessary. 		Genially presentation

<p>10 minutes</p>	<p>Ask Ss. to write down on their paper the main idea and details that were found in the last session using their own words. Ask some Ss. about what they have written. Give feedback if it is necessary.</p>	<ul style="list-style-type: none"> • Write down the main idea and detail in their own words. • Discuss their responses with the teacher. 	<p>Ss' table</p>
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Source: Language program

Developed by: Pilatuña, M (2020)

FIFTH SESSION

Table 22 Lesson plan fifth session

COURSE: Second Semester PINE		DATE: December 10 th , 2020	TIME: 35 min.	N° OF STUDENTS: 39
Aims: To allow students to apply the three steps of the strategy.				
Objectives: To use the three steps of the RAP strategy by themselves properly.				
Assessment: controlled and guided activities				
Anticipated problems: Some students could have trouble in the last step of the strategy. Solution: Review the last step of the strategy.				
TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS	
10 minutes	<ul style="list-style-type: none"> Ask Ss' to write down their names on the chat. Make a review of each step of the strategy briefly. Explain to Ss' the activity. 	<ul style="list-style-type: none"> Write down their names on the chat. Ask questions if there are doubts. 	Zoom chat Grammarly presentation.	
25 minutes	<ul style="list-style-type: none"> Use a different reading for the activity. Ask Ss' to start reading the text and apply the three steps. 	<ul style="list-style-type: none"> Read the text. Apply the steps of the strategy by themselves. 	Grammarly presentation. Reading Power 2 book, pg. 109	
5 minutes	<ul style="list-style-type: none"> Explain to Ss' the activities for the next session. 	<ul style="list-style-type: none"> Listen to the teacher. 		

Source: Language program

Developed by: Pilatuña, M (2020)

SIXTH SESSION

Table 23 Lesson plan sixth session

COURSE: Second Semester PINE	DATE: December 14 th , 2020	TIME: 30 min.	N° OF STUDENTS: 39
Aims: To allow students to do the pre-test and the survey.			
Objectives:			
<ul style="list-style-type: none"> • To find out whether students improved reading comprehension after the application of the RAP strategy using the post-test. • To determine other benefits of using RAP strategy using a student's survey. 			
Assessment: Formative assessment			
TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	SUCCESS INDICATOR
5 minutes	<ul style="list-style-type: none"> • Ask Ss' to write down their names on the chat. • Give Ss' instructions about the pre-test and survey. 	<ul style="list-style-type: none"> • Write down their names on the chat. • Listen carefully. 	Zoom chat
15 minutes	<ul style="list-style-type: none"> • Share the link of the post-test on the chat. • Check the time. 	<ul style="list-style-type: none"> • Do the post-test. 	Post-test Link: https://forms.gle/be3GULTTPT8ASA6a9
10 minutes	<ul style="list-style-type: none"> • Explain to Ss' the survey • Share the link on the chat. 	<ul style="list-style-type: none"> • Answer the survey 	Students' survey https://forms.gle/X3hTAYETxJbfNCEt9

Source: Language program

Developed by: Pilatuña, M (2020)

Annex 5: Student's pre-test

Figure 2 Student's pre-test question 1 and 2

9 de 16 puntos Puntuación publicada el 23 feb 7:37 Publicar puntuación

Reading Comprehension Pre-test

*Obligatorio

Dirección de correo electrónico *

gdevaky11gallegos@gmail.com

✓ 1. What is the writer trying to do in this text? * 1 / 1

A. describe how children make friends at a summer camp.

B. explain what it is like for children at a summer camp. ✓

C. suggest how parents should choose a summer camp for children.

D. advise children how to behave at a summer camp.

Añadir comentarios a una respuesta individual

✓ 2. What does the writer say about rock climbing at the camp? * 1 / 1

A. Some children already know how to do it.

B. Some children prefer to swim or play table-tennis.

C. Some children refuse to take part.

D. Some children find it more enjoyable than they expected to. ✓

Añadir comentarios a una respuesta individual

Source: Google forms

Developed by: Pilatuña, M (2020)

Figure 3 Student's pre-test questions 3,4 and 5

3. What surprises the writer about the children who stay at the camp? * 0 / 1

A. The youngest ones find it hard to be away from home.

B. They complain if they cannot phone their parents.

C. They miss meal times with their parents. ✗

D. They seem grateful for their experience here.

Respuesta correcta

D. They seem grateful for their experience here.

Añadir comentarios a una respuesta individual

4. What does the writer think about some parents? * 0 / 1

A. They should visit their children instead of phoning them.

B. They don't need to keep on phoning the camp.

C. They shouldn't allow their children to bring phones to camp. ✗

Respuesta correcta

B. They don't need to keep on phoning the camp.

Añadir comentarios a una respuesta individual

5. What is the main idea of the text? What are the supporting details? Write complete sentences using your own words. * 7 / 12

Many children can the oportunity that do new activities, for example they can do rock climbin, but the guys miss your families for this reazon, they using the phones in little free time.

Source: Google forms

Developed by: Pilatuña, M (2020)

Annex 6: Student's post-test

Figure 4 Student's post-test question 1 and 2

13 de 16 puntos 🔒 Puntuación sin publicar Publicar puntuación

Reading Comprehension Post-test

**Obligatorio*

Dirección de correo electrónico *

isra2017ortiz@gmail.com

✓ 1. What is the writer trying to do in this text? * 1 / 1

- A. describe how children make friends at a summer camp.
- B. explain what it is like for children at a summer camp. ✓
- C. suggest how parents should choose a summer camp for children.
- D. advise children how to behave at a summer camp.

Añadir comentarios a una respuesta individual

✓ 2. What does the writer say about rock climbing at the camp? * 1 / 1

- A. Some children already know how to do it.
- B. Some children prefer to swim or play table-tennis.
- C. Some children refuse to take part.
- D. Some children find it more enjoyable than they expected to. ✓

Source: Google forms

Developed by: Pilatuña, M (2020)

Figure 5 Student's post-test question 3,4 and 5

✓ 3. What surprises the writer about the children who stay at the camp? * 1 / 1

A. The youngest ones find it hard to be away from home.

B. They complain if they cannot phone their parents.

C. They miss meal times with their parents.

D. They seem grateful for their experience here. ✓

Añadir comentarios a una respuesta individual

✓ 4. What does the writer think about some parents? * 1 / 1

A. They should visit their children instead of phoning them.

B. They don't need to keep on phoning the camp. ✓

C. They shouldn't allow their children to bring phones to camp.

D. They need to be reminded to phone their children.

✗ 5. What is the main idea of the text? What are the supporting details? Write complete sentences using your own words. * 9 / 12

The main idea of the text is the experiences of staying in a summer camp can be great for children.
The supporting details are that some children do things they didn't do before as rock climbing. They are very nervous but after they are agree and try to do that things wich make them feel happy.

Source: Google forms

Developed by: Pilatuña, M (2020)

Annex 7: Student's survey

Figure 6 Student's survey question 1 and 2

STUDENTS' SURVEY

Objective: To determine the benefits of using the Read, Ask, Put strategy in students from the second semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" program.

*Obligatorio

Dirección de correo electrónico *

nnunez2149@uta.edu.ec

Name and last name *

NAYELI NUÑEZ

Instructions:- Read the questions carefully. Select the option that most fits your opinion.

After learning and using Read Ask Put strategy.

1. Do you consider that the strategy has helped you to express your ideas about the text better? *

Yes

No

2. Do you consider you understand reading texts better? *

Yes

No

Source: Google forms

Developed by: Pilatuña, M (2020)

Figure 7 Student's survey question 3, 4, and 5

3. Do you think you keep more information from texts? *

Yes

No

4. Can you identify details from the text easily? *

Yes

No

5. Do you think your range of vocabulary has increased? *

Yes

No

Source: Google forms

Developed by: Pilatuña, M (2020)

Annex 8: Zoom sessions

Figure 8 Steps of the Read, Ask, Put strategy



Source: Students from Second Semester PINE program
Developed by: Pilatuña, M (2020)

Figure 9 Reading Power text, pg. 112

Children Can't Stop Talking

Two Spanish children are getting treatment for addiction to mobile phones. The children, ages 12 and 13, went to a special center for problems of addiction. Their parents said they not live without using their phones all the time. These are the first cases like this in the country.

The children were spending about six hours a day talking, sending text messages, or playing video games on their phones.

Dr. Maite Utgés, Director of the center, said it was the first time they had treated children with addiction to mobile phones. She said that both children weren't getting along with other children and were failing at school. The children are now learning to live without their phones. Utgés said they might need at least a year of treatment to get them off the mobile phones.

Before they started treatment, both children had their own phones for 18 months. Their parents did not limit the time their children spent on the phones.

The children paid for their phones by getting money from a grandmother and other family members. They didn't explain what they were doing with the money.

Governments in other countries are also concerned about the way children use mobile phones. The Japanese government asked parents to limit the time children could use their phones. In Britain, doctors have reported several cases of children with problems because of mobile phones. In these cases, the young people became very unhappy when they didn't receive enough phone calls.

A study in Spain found that 65 percent of children between ages 10 and 15 in Spain had a mobile phone in 2007.

Source: Students from Second Semester PINE program
Developed by: Pilatuña, M (2020)

Figure 10 Second step of the strategy

What are the important details?

- Who** • Who is the main character in the text?
- What** What happens to children?
- Why** • Why children need treatment?
- How** • How did children become addicted to cellphones?

Source: Students from Second Semester PINE program

Developed by: Pilatuña, M (2020)

Figure 11 Third step of the strategy

Step 3: Put in your own words

Write the main idea as a complete sentence
The main idea of the text is.....
The text is about.....

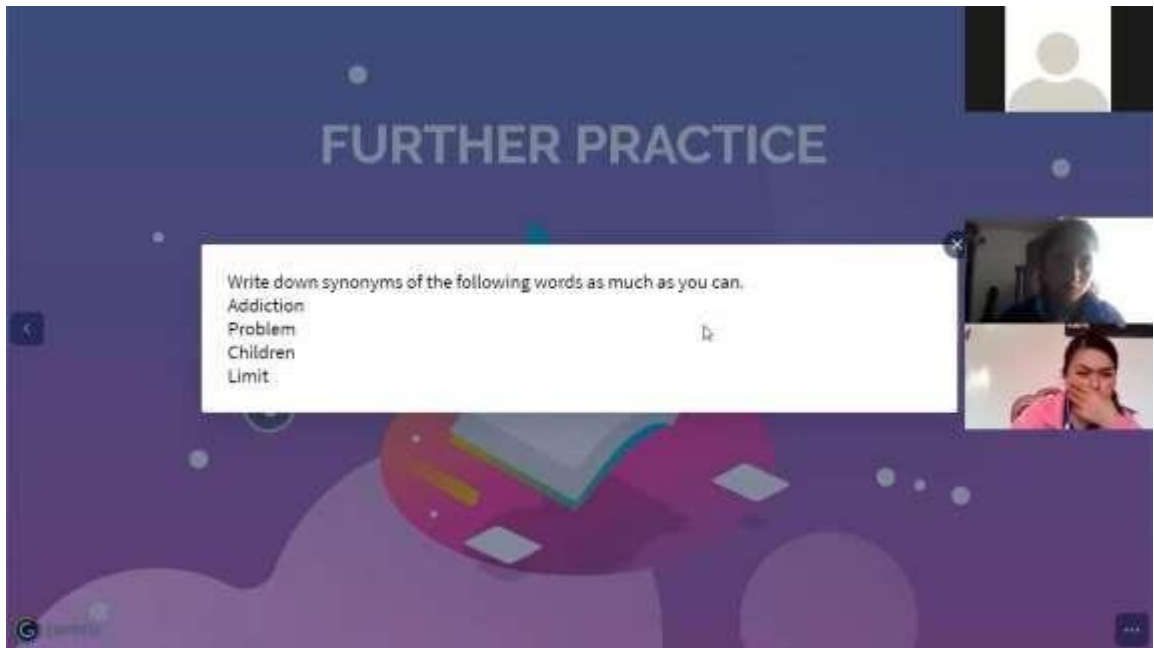
Write the key details in complete sentences:
One important detail is.....
Another detail is.....

Re-read and make sure you **do not use** the same words as in the text.

Source: Students from Second Semester PINE program

Developed by: Pilatuña, M (2020)

Figure 12 Vocabulary practice




Source: Students from Second Semester PINE program
Developed by: Pilatuña, M (2020)

Figure 13 Reading Power text, pg. 109



Source: Students from Second Semester PINE program
Developed by: Pilatuña, M (2020)

Annex 9: Urkund analysis



Urkund Analysis Result

Analysed Document:	Pilatuña_Michelle_Dissertation.docx (D91471027)
Submitted:	1/9/2021 2:43:00 AM
Submitted By:	cpilatuna3548@uta.edu.ec
Significance:	4 %



Firmado electrónicamente por:
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SUAREZ MOSQUERA**

.....
Dra. Mg. Wilma Elizabeth Suárez Mosquera
TUTORA TRABAJO DE TITULACIÓN