UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros mención: Inglés

"THE QUESTION ANSWER METHOD AND READING COMPREHENSION"

Author: Herrera Muyolema Dennis Joel

Tutor: Mg. Wilma Elizabeth Suárez Mosquera

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: **"THE QUESTION-ANSWER METHOD AND READING COMPREHENSION"** investigated by Dennis Joel Herrera Muyolema with I.D No. 1805030192, 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 **"THE QUESTION-ANSWER METHOD 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.

_____
Dennis Joel Herrera Muyolema

I.D. 1805030192

AUTHOR

APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The Board of Directors who has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "THE QUESTION-ANSWER METHOD AND READING COMPREHENSION" which is help by Mister. Dennis Joel Herrera Muyolema, undergraduate student from Pedagogía de los Idiomas Nacionales y Extranjeros Major, academic period 2020-2021 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

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DEDICATION

To my mother, who gave me the strength and support necessary to complete my university studies. "May God bless her and accompany me for many more years."

Dennis Herrera

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To my mother for being the support that never left me alone.

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Dennis

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TOPIC: "THE QUESTIONS-ANSWER METHOD AND READING COMPREHENSION"

AUTHOR: Dennis Joel Herrera Muyolema

TUTOR: Lcda. Mg. Wilma Suarez

DATE:

Abstract

The Question-Answer method is one of the oldest methods used in education. This method is also known as the Socratic method. This study tried to identify the influence of the Question-Answer method on the reading comprehension of English texts by students. This research was pre-experimental, it had a population of 25 participants of fourth semester "B" from the Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Técnica de Ambato. The treatment was carried out with the entire population of students. Each of the learners read the different readings presented, and actively participated in each of the prepared sessions. Most of the questions asked were planned in advance, with the intention of promoting critical thinking and understanding of readings, some questions were added during the sessions and depending on the context. There were used two tools as a pre-test and a post-test on reading comprehension, they were adapted from a Preliminary English Exam (PET) and the different readings used by the researcher. In the statistical part, a T-student was developed, to observe and verify the influence that this method could have on the reading ability of the students. The results showed that through this method a positive influence was obtained in the reading comprehension of the participants, in the reading of the English language.

Key words: The Question-Answer method, reading comprehension, English language, readings.

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TEMA: **"THE QUESTIONS-ANSWER METHOD AND READING COMPREHENSION"**

AUTOR: Dennis Joel Herrera Muyolema

TUTOR: Lcda. Mg. Wilma Suarez

FECHA:

Resumen

El método de preguntas y respuestas es uno de los métodos más antiguos usados en la educación. Este método también se lo conoce como el método Socrático. Este estudio trato de identificar la influencia del método de preguntas y respuestas en la comprensión lectora de textos en inglés por los estudiantes. Esta investigación fue preexperimental, tuvo una población de 25 estudiantes de cuarto semestre "B" de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. El tratamiento se lo realizo con toda la población de los estudiantes. Cada uno de los estudiantes leyeron las diferentes lecturas presentadas y participaron activamente en cada una de las sesiones preparadas. La mayoría de las preguntas realizadas se planificaron con anterioridad, con la intención de promover el pensamiento critico y la comprensión de lecturas, algunas preguntas fueron añadidas de acuerdo a las sesiones y contexto. Las herramientas usadas fueron un pre-test y un post-test sobre la compresión lectora, fueron adaptados de un Preliminary English Exam (PET) y las diferentes lecturas usadas por el investigador. En la parte estadística se desarrollo un de T-student, para observar y verificar la influencia que pudo tener dicho método ante la habilidad lectora de los estudiantes. Los resultados dieron que a través de este método se obtuvo una positiva influencia en la comprensión lectora de los estudiantes, en la lectura del idioma inglés.

Palabras Claves: Método de preguntas y respuestas, comprensión lectora, idioma inglés, lecturas.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

In the past decades, the Question-Answer Method is better known as the Socratic Method by some authors. It has played an important role in education because questions support to review, to stimulate critical thinking, and to encourage discussion. Also, it is an strat4egy who can be adapted to stimulate our personal understanding (Wilberding, 2019). The use of questions can support learners' development, critical thinking, imagination, and the most important aspect of this research, reading comprehension. Forthese reasons, this study aims to develop further research on this topic.

As we have read these studies, there are not many investigations developed on this subject in Latin America to be more specific in Ecuador, which is uncommon since this method is of great support when teaching a foreign language. This method could help students to develop many skills such as reading, and critical thinking. Probably, participants could have an active role when learning a new language. Also, this method has a great influence on losing the fear of answering. Remember that students are going to make mistakes until they find the correct answer and it is normal to make them, they are part of learning.

Kusmaryani (2017) conducted a study whose purpose was to describe the use of Socratic questioning in assessing students speaking. The methodology of this study followed a descriptive qualitative design with the participation of a complete speaking class of fourth-semester students at Borneo University Tarakan, it lasted one academic year. It used a closed observation; this means the researcher did not interrupt while students were assessed in speaking. The investigator provided a checklist after every effort of Socratic questioning to the students. The researcher recorded activities such as lectures and speaking tests. In the interview section, four questions were formulated for learners, all of which correlated with the implementation of the method of the Socratic questions in the speaking test. The results revealed that students reached the expectations of the lecturer. Besides, the interview result demonstrated that Socratic questioning should be applied to assess critical thinking. Different obstacles were presented such as types of Socratic questions, preparation, and time controlled.

More recent evidence Mogea (2019) analyzed that the principal purpose was revealed the development of reading comprehension with the use of descriptive text and the questions answer strategy. The methodology applied was quantitative. This research had a subject base of 30 students from the second level of MSP Negeri 3 Ratahan High School, in Indonesia. The researcher used a pre-experimental design with one group, which collected data through a pre-test, the teacher wanted to know the results of the students' background knowledge without the Question-Answer Strategy. In post-test, the researcher used the Question-and-Answer Method to teach reading comprehension. The test results demonstrated that teachers conducted a better learning process of reading comprehension. In the pre-test students obtained a score of 5.5, although in the post-test was 7.8, there was a clear difference between the scores.

Meniado (2016) investigated extensively to find a relationship between metacognitive reading strategies, reading motivation, and reading comprehension performance. The research questions of this study were to recognize the reading strategies that learners used to read an academic text, the most common metacognitive reading strategies; a topic which students were interested in, their level of motivation to read; and the level of respondents in reading comprehension. The methodology applied was a descriptive correlational method, the population was 60 randomly selected Saudi college-level EFL students. The instrument used for this study was the Survey of Reading Strategies (SORS) created by Kouider Mokhtari and Ravi Sheorey (2002), a researcher-made inventory composed of 42 items, its scale was from 1 being the lowest to 5 being the highest, a reading comprehension test, it was created by the National Center for Assessment in Higher Education (2011) in Saudi Arabia. The results do not indicate a correlation between metacognitive reading strategies and reading strategies. Also, there was not a relationship between reading motivation and reading comprehension. Nevertheless, a positive connection between reading strategies and reading comprehension was found.

In a recent paper, Banditvilai (2020) examined the reading strategies in its effectiveness on reading comprehension, and after being trained, they would be capable to apply the different strategies for the reading process. This investigation was created to answer two questions, the first question was about the effects of reading strategies namely: Skimming, scanning, making, predictions, and questioning on the reading process. The second was after the process of teaching, the different strategies that students prepared to understand, and how to apply the different strategies presented. This research presented a quantitative

approach. This investigation had a sample population of 59 people, 13 males, and 46 females, they were students from Kasetsart University, Kamphaeng Saen Campus. The data were collected with three instruments such as, a questionnaire that was divided into two parts. One part focused on the gender and English learning experience of students. The second part was used to know the students' reading strategies awareness. Reading tasks consisted of 4 passages that had 4 multiple-choice answers. In the end, semi-structured interviews. The results of the questionnaire revealed that learners had a better attitude regarding the teachers' strategies. In semi-structured interviews demonstrated that several students had positive attitudes towards reading strategies and reading comprehension. Also, it illustrated that reading strategies had positive effects on students and their reading comprehension.

Ibrahim et al. (2016) designed the correlation between students' reading comprehension and vocabulary size. Three research questions were presented in this study, first, how was the performance of International Islamic University Malaysia (IIUM) pre-sessional students in a reading comprehension test. The second question was how the performance of IIUM pre-sessional students in the vocabulary levels test was. The last one tried to explain the relationship between reading comprehension and vocabulary size of IIM pre-sessional students. In methodology developed a correlational analysis to observe the relationship of scores between reading comprehension and vocabulary tests, 129 pre-university students were used as a population to be part of an intensive English language program in a public university, in Malaysia. It implemented two meaningful instruments. The first instrument applied to assess students was the Vocabulary Levels Tests (VLT) Version 2 (Schmitt, Schmitt & Clapham 2001), the second one was the Reading Comprehension Test of the IUMM'S English Proficiency Test (EPT). Students were instructed to fill in all the items. They had to take the VLT test, after a week they completed the EPT reading comprehension test. The results confirmed that there was a slight correlation between learners' reading comprehension and vocabulary size. This relationship was statistically significant at $p<0.01$ level.

Napitupulu (2019) studied the types of Socratic questions employed by the students of the seventh semester in the English Department of FKIP UHN Medan. This research was based on a descriptive qualitative method, it lasted one the academic year 2019/2020. The population used in this research was a complete class of the seventh semester of English students in FKIP UHN Medan. The instruments used were questionnaires, interviews,

and observation. The researcher applied some techniques to collect data: students created a Socratic seminar to present and academic text, Handycam was essential to record the oral presentation in a seminar class. The seminar was recorded in four meetings, and the writer conducted an observation and participated as the leader of the Socratic seminar to obtain authentic data. After all these steps, another procedure happened, the conversation was transcribed, revealed data identified the incidence of Socratic questions, and found the types of Socratic questions and the dominant question. The result demonstrated that students were on the level of getting information from the text, there is not the ability to observe and judge information from some different perspectives.

Nguyn and Phoung (2017) aimed to explore teachers' questions and analyze if these questions facilitated students' critical thinking. The methodology applied in this research was a case study, this investigation had a population of 6 English teachers in charge of English reading classes for grade 10th and 11th at high school in Mekong Delta. All the teachers were non-native speakers, every teacher had an M.A degree in Education in TESOL. It applied two instruments. The first was classroom observation, it helped to recognize the common questions used by teachers in reading classes, the researcher applied a non-participant observation inside the classroom. Meanwhile, the second was Bloom's Taxonomy to understand which types of questions facilitate critical thinking in English reading. It helped to sort teachers' question types. The results of this study revealed that most educators agreed critical thinking would be important in classes. Besides, teachers asked lower-cognitive questions for facts, or knowledge, the higher-cognitive questions limited critical thinking.

Permenkes (2018) aimed to determine the effects of Reciprocal Teaching Strategy (RTS) and Questions Answer Relationship (QAR) on students' reading comprehension. This study was based on a methodology that applied quantitative research and an experimental method. The sample population of this research was a whole second-grade class at MAN Sipirol at Situmba Village. The sample of this research was 2 experimental classes with 29 students, one class was applied to the Reciprocal Teaching Strategy (RTS). In the second experimental class which also had 29 students, they were taught with the Question-Answer Relationship (QAR) Strategy. The collected data was based on pre-test and post-test with the format of a multiple-choice test and the analysis of the data was with t-test. The results showed that RTS was an appropriate strategy for reading comprehension before the experiment students got a mean grade of 63.5 and after

applicating RTS was 75.34. The procedure of QAR enhanced students' skills to respond to comprehension questions and connected the purpose of the text. Before used QAR the means score was 64.48, but after the application, they got 73.78.

Sahamid (2016) intended to assist students in responding to questions using Paul's (1993) model of Socratic Questioning, this appeal increasing students' critical thinking. Three research questions were presented: students were capable to respond with reasoned answers with consistent practice in Socratic Questioning (SQ) and the Elements of Reasoning; students could develop their critical thinking with continued practice of Socratic Questioning and the Elements of Reasoning; selecting correct actions students may improve responses using SQ and the Elements of Reasoning in teaching short stories. The study presented qualitative action research, three cycles were used, each cycle increased the way to used questions and improved the management of the class. 24 students who were doing their secondary level Form Four of Science-Stream secondary school were part of this investigation, it lasted 5 months. All the data of this study was collected through the researcher's field notes, writing tasks by students, and interviews also by students. Each learner was analyzed after each cycle of the action research study. Different changes and adaptations were made based on previous data collected. The results revealed that repeating the practice of Socratic Questioning had positive effects on students' responses. There were different factors affecting students' performance suchas language proficiency, weak reading ability, anxiety.

Acim (2018) aimed to determine if the students handled comfortably the seminar and if there was participation from learners or not. Finally, there was the exchange of critical, respectable, and open knowledge through education. The methodology applied was a quantitative and qualitative approach. There was a population of 40 students. Each learner passed the different stages presented in this investigation. The instrument was an observation, it included notes and narratives. Results revealed that the Socratic seminar provided students with self-confidence for critical thinking, and students could observe the world from diverse perspectives. Also, promoted more analytical thinking through questioning and analysis, better listening to others, and avoiding guided statements.

Utami et al. (2020) intended to increase reading comprehension with the correct use of the Question-Answer Relationship (QAR) strategy. This investigation applied a Classroom Action Research (CAR) method, based on three cycles. Cycle 1 was about

planning, the second was the implementation of the plan, the third comprehension observation, evaluation, and self-evaluation; the last one was the critical reflection based on points 1 to 3, it lasted one academic year. The population was a whole class of eight grade students at SMP Haebat Islam Gontong Kubu Raya, which had 17 students. The instruments of this research were written assessments, observation checklists, and file notes. The results of this investigation expressed that QAR improved reading comprehension in students. In the first cycle learners presented a low answering think, and research questions, their average grade was 61.17. In the second cycle students increased their answerability in thinking, and study questions, the average score was 77.5. In the last cycle, they had a great improvement in explicit and implicit information students had an average grade of 83.33. Students improved their score before each cycle.

Yousefi and Mohammadi (2016) aimed to recognize the role of critical thinking skills in English Foreign Language learners' reading comprehension. There were three research questions, the first question tried to find a statistical relationship between critical thinking and reading comprehension; the next question was about a possible difference among male and female students concerning the relationship between critical thinking and reading comprehension, and the third question verified the role of language proficiency level in the same relationship. In this study, 630 MA graduate students participated in English language teaching and translation at Islamic Azad University, South Tehran, and Science and Research, the sample was 443. There were two instruments to collect data. The reading comprehension test was obtained from Longman's Preparation Course for TOEFL, it had 5 text and 50 items, there was a limited time of 55 minutes. The Critical Thinking Appraisal- Form A(WGCTA) was used to recognize critical thinking abilities. The results of the first question demonstrated that there was an incredible co-relationship between critical thinking and reading comprehension. Then, the second question showed a possible difference between women and men in their critical thinking and their ability to read. The third research question demonstrated that there was a substantial relationship between critical thinking and reading comprehension for low, mid, and high language proficiency groups. However, the results of Z-transformation verified a slight difference between low and mind group, low and high group, mind, and high groups.

Almaliki (2017) studied the Socratic Questioning Method and the value this could have in teaching, learning, and thinking. This action research used a qualitative method to interpret and inductive to analyze data, also there was quantitative information, it had a

duration of 5 months. The sample for this research were students of the Department of English, College of Arts at the Basra University of Iraq, it was divided between 10 males and 10 females. It used a variety of instruments such as critical thinking interviews, students' demographic survey, Socratic questioning interview profile, pre-, during, and post focus group discussions, and exit attitude survey. The results revealed that the intervention affected and developed the ability to think critically. In the second interview, they produced their critical thinking through the dialectic method of instructions.

Balbay (2019) explored the effects on teachers' critical awareness skills in Spoken English courses given at the Foreign Language Education Department in, Turkey. It used a research question that tried to see the impact of the Socratic approach in Spoken English courses on students' critical awareness. This study presented a qualitative method to collect and analyze data, it had a duration of one academic year. In this investigation, the sample used was 22 freshman students. Two instruments were applied such as an interview and observation notes. Each participant was interviewed at the beginning and the end of the academic year. The observation was applied in videotaped seminars. All the data obtained from both instruments were transcript and analyzed. The results demonstrated that students understood the consequences of political decisions, as well as the economy and its educational behaviors. Lastly, they showed a positive attitude towards cultural diversity after the use of Socratic pedagogy.

Suhardiana (2019) explained the utilization of the Socratic Questioning Method to stimulate EFL students' critical thinking in language learning. In this study, the methodology applied was quantitative and qualitative. It had a duration of 6 months. In this investigation the sample population was a complete class of the second semester, they were 25 students. The observation was essential to follow the activity which was divided into 3 parts: the preparation consisted of the students read and answer comprehension questions; production was about students communicated between them using questions; evaluation explained the students' consideration about the whole activity. The results presented that the method encouraged students in thinking through productive, systematic, directed, and deep questioning. Finally, it facilitated to promote cognitive reinforcement in Bloom´s taxonomy.

1.2 Theoretical framework

1.2.1 Metacognition

One of the most important aspects of this research is metacognition. This helps us to be aware of our own experiences and activities in which we are part, all this will help us to grow in the personal and professional field. It helps us to think about whether we are capable of understanding ourselves in the different learning processes and how we can develop the skills of thinking, concentrating, and evaluating the learning that we have every day.

The word metacognition has gained great force in the vocabulary of psychology and education in the last two decades. Much research has been done, and many lectures held on this topic (Shaughnessy, Michael F. Veenman & Kennedy, 2008)

The field of memory development was increased a long time ago, over time evidence presented for strategies according to age, metacognition, and programs that serve in the expansion of memory had more importance (Schneider & Pressley, 1997; Schneider & Bjorklund, 1998; Pressley & Hilden, 2006; Harriet & Wolfgang, 2009).

The relevance that this word is taking, and its definition is growing, especially for all that it can understand. Metacognition is of great interest and importance because it can be used as a bridge to link decisions made with memory, learning, and motivation, and learning with cognitive development (Metcalfe & Shimamura, 1994).

Over time, metacognition has taken on more importance in the educational part, not only because of its definition but because of everything, it can understand for students and teachers. Knowing everything you understand and how to handle it so that students learn in a better way is essential to be able to develop their skills to the fullest. It could be said that it is an essential learning skill for all people, not only for those who are studying but also for those who are outside of an educational institution.

1.2.2 Critical thinking

Critical thinking is one of the most important skills that people must develop. This can especially help students to improve their ability to analyze and evaluate different information on a particular topic. It can also clarify the veracity of the information, for

these reasons and more it has been decided to make the different concepts of the authors known.

The thinking of a person is very important due to the consequences that it can have, either for making decisions or the ideas that can be had on a subject. Critical thinking can give people skepticism and constructive doubt that helps when analyzing an issue, it is also a great reinforcement to make better decisions that must be real, effective, or productive (Cottrell, 2017). Criticism helps in making important decisions that must be taken following social reality, and always keeping in mind that it must be beneficial.

Critical thinking can help you review, evaluate, and revise. It is also a great help in solving problems, it can collaborate with other experts, it is persistent, and it can change things for the better. Critical thinking can occur in two ways, one is because we are forced to think in this way, and the other is due to seeing the way we are thinking (Stratton, 1999).

Reynolds et al. (2013) mention that critical thinking must be very questioning with all things, even with those that are normally accepted by society. This means that we should always be critical even with the things we already know, this is not going to help us develop our understanding of society and the world in which we live.

To understand more about critical thinking, some fundamental questions must be asked to develop it. Budgen (2011) states "Just saying the words doesn't seem to get us very far: "critical" (in what way); "thinking" (about what)" (p. 01). In order to understand how critical thinking works, we must keep in mind the answers we want to answer.

Critical thinking will always help us to have a better understanding of our reality. It is essential that students can develop this skill, not only to be able to answer the odd question but also to improve their way of seeing the world. It can help in making decisions, they must be taken in a way that helps in effectiveness and productivity.

1.2.3 High and low order thinking skills

The use of low order-thinking skills involves memorizing the content, this has the three levels of Bloom's taxonomy which are: remember, understand, and apply. While in high order thinking skills, the knowledge that has been acquired must be understood and applied. Critical thinking and problem-solving must be developed here. It is important to remember that if you cannot achieve lower-order thinking, you cannot promote higher-order thinking, therefore you are not ready for real-life situations.

In high-order thinking skills can find several definitions from different authors, they have also been given their respective categories to evaluate. Brookhart (2009) defines three categories: (1) those that define the transfer terms of higher-order thinking, (2) those that define the critical thinking terms, and (3) those that define the terms of problem-solving. The definitions that are given along with their category help to know how students can be evaluated and the most important help them to improve in each category, which is what matters to a teacher.

Higher-order thinking skills consist of critical thinking and creative thinking. In critical thinking, it is so requested by educational institutions that some of them offer courses to develop this type of thinking, and who does not want their students to become critical thinkers (Conklin, 2011). On the other hand, Jacobs (2010) establishes that all institutions must promote creativity in each of their students. These two types of thinking help students improve their thinking and problem-solving.

Bloom was able to distinguish the activities that required less intellectual activity to be carried out without any major setback. The activities given to the students were not very complex, therefore, only practice and reinforcement are needed (Kerry, 2002). The different activities that can be used must be according to the level of the students, either by age or in this case the level of English they have.

The skills that are developed in the lower order thinking skill are recall, comprehension, and application, they are used with basic content. While higher-order skills present analysis, application, synthesis, and evaluation, this is related to advanced content (Foster, 1989 as quoted in Anderson, 1994). All these skills must go according to the needs of the students and what the teacher wants to achieve with them.

All of these thinking skills are of great help to students and teachers. For teachers, it is of great support because it can help to find the right activities to gradually develop the skills of the students. In this way, students will also be able to reach their full potential in terms of critical thinking and other development of the cognitive skills that they must have.

1.2.4 Question-Answer Method

Better known as the Socratic method, the question-and-answer method is one of the oldest in the field of education. It was developed by the philosopher Socrates, hence its name. It can be said that most teachers have used this method to teach their students. The different questions used are intended to improve the different cognitive abilities of the students.

The Socratic method is understood as a pedagogical style controlled by the teacher through the question-and-answer format. Employing a brief discussion of the students allows them to activate the learning; particularly, it requires that it be guided by a formal structure, in which the teacher guides students to the development of critical reasoning (Lee, 2017). The Socratic method was presented as a pedagogical approach for the first time in 1922 by the philosopher Leonard Nelson, in his reading seminar called "The Socratic Method".

At the beginning of this method, there were many controversies for knowing what it is that most promote when having a discussion. This method owes its origins to the way of philosophizing, it was not designed to promote communication, but to educate the subject in thought and philosophical life. Its subjective technique of educational procedure is the peculiar way of philosophical life (Schwegler, 1892). Communication is not fundamental in this method; the most important aspect is the development of education and the way of thinking of the student.

The Socratic method helps to exercise reflective thinking, according to John Dewey, reflective thinking has two fundamental elements that are doubt and search. The discussion begins with prepared questions that focus on the problem to be solved and spontaneous questions that promote discussion and the development of resolutions that can be used (Moeller & Moeller, 2000).

The advantage of questions and answers in a class is the first step away from monolingual teaching. The initial recognition that learning takes place when students are verbally as well as are attempting to secure verbal interaction. In actuality, there are several types of interaction and it is essential for learning. Most educators agree that mental interaction is not enough, and this should be accompanied by some students' expressions or reactions. The students must comprehend the truth in his mind, then express it in his own words to try to explain the learned.

The Question-Answer Method creates opportunities for the students to demonstrate their studies and desire to boost data. Currently, students can answer accurately, the teacher can say that his students are progressing. Also, the teacher gains some insight into the class. Students must become to improve their answers, and of course, understand the questions perfectly.

1.2.5 Core English skills

Each ability is equally important, but different students will find some of the skills simpler and tougher than others. For example, one student might excel in speaking and listening but is not so good at reading and writing. Often when a student is starting to learn a language, including the English language, they can listen and understand a lot more than they can speak. This is the usual pattern for beginner learners of the English language.

The primary objective of language teaching is the development and understanding of the four skills: listening implies that students must recognize sounds without errors and imagine the meaning of what they are hearing. Speaking the student must pronounce the words with the correct intonation and stress. Reading must read and understand all kinds of texts, and writing must form letters to construct sentences and write paragraphs appropriately (Mohd, 2018).

 The four fundamental skills that must be developed in a language are the most important, especially when acquiring a second or foreign language. Each skill has a unique function, but all have the function of creating communication between people.

1.2.6 Receptive skills

English mastery is divided into two skills: receptive and productive. Understanding that writing and speaking are categorized as receptive skills in languages, while writing and speaking are referred to as productive skills. The receptive skills are listening and reading because learners do not need to produce information, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing.

Teaching a language is a complex process, in which all the skills have a fundamental part when developing it. Duquette (1995) states that the tradition of teaching a second language, receptive skills are essential for communication, these are acquired through the teaching of productive skills. Receptive and productive skills will always be essential to acquiring a new language.

Each skill has a certain difficulty to be acquired by learners. Acquiring receptive skills is easier with a language that is related with mother tongue. It means that total unconditional intelligibility and no possibility of understanding are the endpoints of a continuum (Thije

& Zeevaert, 2007). A language can be acquired more quickly by a new learner who has already been exposed to it.

Receptive and productive skills must be developed with the same relevance. It is essential to recognize that both can complement each other to acquire a language. Without any of the skills, the communication process could not take place. Each student has a particular form to learn, in that case, it is important that learners develop some activities in an equally way.

1.2.7 Reading

Reading allows a reader to recognize different meanings from written language. In other words, it is a cognitive process that allows us to decode symbols to understand their meaning, which is known as a form of language process.

Being able to read and understand written language is very important for all people. The ability to read is one of the most important skills a person can have. Reading is a tool for mental acquisition; it is the transport used to obtain ideas that cannot be transmitted verbally (Bhardwaj, 2004). People must develop the ability to read, as it is essential in the daily life of each person.

Readers are always in search of texts that are of interest and to find them they usually use different strategies. When reading, different strategies can be applied, especially when we look for a scientific article that is of interest to us, we read it carefully the moment we find it (Grellet, 1981). The different strategies that can be used when reading are very important to understand the content you have.

Developing reading skills is one of the most important things to increase, essentially, students must develop it to acquire better language skills and new vocabulary. Every time you read; you acquire new and useful information. Being able to decode texts that have a written message is one of the most essential cognitive processes to acquire a new language.

1.2.8 Reading comprehension

Reading comprehension is one of the abilities of humans to process texts, understand their meaning, and integrate with what already knows. Also, reading comprehension has a lot of abilities such as understanding meanings of words from a discourse context, following the organization of passages, and identifying antecedents and references. These and more

are the skills that a person can develop at the time of being able to fully understand the different texts that must be read.

Previously, reading comprehension has been presented as one of the discrete skills or as a process related to general thinking and problem-solving. It used to not have much to do with the presentation of written language (Pearson, 1978). It can be seen that reading comprehension was not always as relevant as it is now. At first, it did not have much relevance but over time, it has been seen that it is very important, especially for students.

Understanding a text is a complex process, in which the reader must identify many aspects. For a deep understanding of sentences, one must understand the construction of nouns, a discourse focus, presuppositions, and plausible inferences. The reader is obliged to recognize the information given and the new information in the text, after implicitly recognizing what is mostly shared by the readers of a community (McNamara, 2007). Reading comprehension is a fundamental part of the process of acquiring a new language. It is also one of the most complete processes that can be developed by a student.

Reading comprehension skill takes time to fully develop, and it is because of the complex process it has. It is defined as a process that simultaneously extracts and constructs meaning (Sweet & Snow, 2003). The entire process involved in understanding a text is not easy and must be carefully studied so as not to omit important information.

The ability to comprehend writings is influenced by the reader's skill and the ability to process information. If some words are difficult to understand, students will utilize their processing capacity to read individual words, and this interferes the ability to comprehend what is reading.

1.3 Objectives

1.3.1 General objective

To analyze the influence of the Question-Answer Method in the reading comprehension of the students of fourth semester parallel "B" from "Pedagogía de Los Idiomas Nacionales y Extranjeros" at "Universidad Técnica de Ambato".

1.3.2 Specific objectives

- To identify the degree of reading comprehension of students of fourth semester parallel "B" from ¨Pedagogía de Los Idiomas Nacionales y Extranjeros¨ previously the application of this research.
- To apply the Question-Answer method in English classes.
- To evaluate the students' level of reading comprehension after the application of the Question-Answer method.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

The participants of this research were students of the career of "Pedagogía de los Ididomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. Being limited tothe fourth semester "B", there were 25 students.

2.1.2 Instruments

- A pre-test was applied to know students' level of reading comprehension before the application of the treatment. To evaluate the learners, part 3 of the reading section was taken from the Preliminary English Test (PET). This test consists of five multiple-choice questions. This test was adopted in google forms to be completed by the students.

- After the application of the treatment, a post-test was used to check the improvement of the students. It was taken from the PET reading section, part 3. Google forms were also used for students to fill out the test.

2.1.3 Procedure

During this process, the whole class would have 8 sessions over the course of four weeks, in the academic period of October 2020 - February 2021. Each session lasted one hour and would be taught through the Zoom application.

During the first week, in the first session, the pre-test was applied to evaluate the level of reading comprehension of the students before applying the treatment. In the second session, the students explained about reading, reading comprehension, and the importance that this has as a skill in students. After each presentation, some questions would be asked to the students.

During the second week, the researcher would present information on The Question-Answer Method. From this point, different short stories or articles were going to be implemented that would be presented according to the English level of the students, these stories must be of great interest to attract the attention of the learners. The questions applied in this section should helped students analyze the information in the different texts used.

In the third week, stories with a more complex vocabulary was applied to the students. The questions used would help students evaluate their responses and begin to develop more critical thinking.

The last week a final question and answer exercise applied that would help to further develop reading comprehension. In the last session the post-test applied, to evaluate the progress of the students in reading comprehension, after the application of the question-and-answer method.

2.2 Methods

2.2.1 Basic methods of research

The qualitative approach tries to get as close as possible to social reality without the use of quantitative data. By using a qualitative approach, researchers want to collect deeper information and get a more detailed picture of issues, cases, or events (Raj & Stoner, 2009). They want to explore the why and how of a situation, not only what, where, when. As its name indicates, it is about finding the qualities that characterize a specific phenomenon.

A quantitative approach is a systematic investigation that collects quantifiable data and performs statistical, mathematical, or computational techniques. According to Aliaga and Gunderson (1999), qualitative research investigates a social problem. This research tries to explain the phenomenon by collecting numerical data, which must then be analyzed by methods based on mathematics, to be exact statistically.

2.3 Research modality

2.3.1 Field research

Field research is a social investigation that includes direct observation of the place where the problem is. Field research or fieldwork is one of the research styles most used by social scientists. This research is mainly related to social anthropologist, who must investigate and work between people (Burgess, 2003). This research gets the information personally and goes to the place of the facts. It is important to obtain and determine only the specific information and answer particular questions. You should not waste your time.

2.3.2 Bibliographic research

This is bibliographical-documentary research. The study is based on different documents, articles, and scientific studies that support the information presented in this project. The documents collected must have the purpose of searching, and provide the value of authenticity, credibility, representativeness, and clear meaning. Allen (2017) states bibliographic research requires the collection of information through published material. The different materials used can be from a book to electronic media for recordings. You can also use resources found online and in bibliographic databases. This type of research should be applied properly, especially to reach and achieve our different objectives.

2.3.3 Experimental research

It is an investigation with a scientific approach that uses two sets of variables. The first is a constant, which is used to know the differences in the second set. The experimental design is also known as the "scientific method" gets its popularity in scientific research where it originated. Experimental research in the social sciences and scientific experiments have the same basic patterns (Muijs, 2004). Experimental research collects the information necessary to help the researcher make better decisions. Not having the necessary information to support decisions, the facts must first be determined. In this investigation, a cause and an effect should be noted. The success of these studies is based on the confirmation of the change by manipulating the constant variable.

2.4 Level or type of research

2.4.1 Exploratory research

Exploratory research is intended to investigate a problem that has not been studied previously, or that does not have many previous studies. According to Andrew et al., (2019), exploratory research is often aimed at clarifying concepts, gathering explanations, gaining insight, refining problems and ideas, and forming hypotheses. This research and the social sciences are linked by the notion of exploring and turning the researcher into an explorer. If it is seen purely, all research is exploratory.

2.4.2 Descriptive research

Descriptive research aims to describe the characteristics of the population or phenomenon that is being studied. This research focuses more on the "what" of the research subject rather than the "why" of the research subject. It is not as flexible as exploratory, because

it defines questions, the population surveyed, and the specific method of analysis before collecting data (Andrew, Perdesen et McEvoy, 2019).

2.4.3 Pre-experimental research

In a pre-experiment, you can observe a single group or several groups before, during, and after the treatment that could cause a change. This design aims to observe the group of people who received the intervention, who is called the treatment group. To do this, the previous requirements are simple (Thyer, 2012).

2.5 Hypothesis

Null hypothesis

The Question-Answer Method does not increase the reading comprehension of students in the fourth semester "B" at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

Alternative hypothesis

The Question-Answer Method influences the reading comprehension of students in the fourth semester "B" at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

## 3.1 Analysis and discussion of the results

To collect the results, a pre and post-test were adapted from the Preliminary English Test of reading comprehension practice (Cambridge English exams). the research lasted 4 weeks divided into 8 sessions: (1) pre-test, (2) power point presentation of reading comprehension, (3) PowerPoint presentation of The Question-Answer Method and first practice, (4) second practice, (5) third practice, (6) fourth practice, (7) fifth practice, and (8) post-test. The data collected was analyzed to contribute and verify the hypothesis and conclusions.

3.1.1 Pre-test results

Table 1. Pre-test score range out of 10

Students	Grades
10	10
6	8
5	6
4	4

Source: Students' Pre-test
Developed by: Herrera, D. (2020)
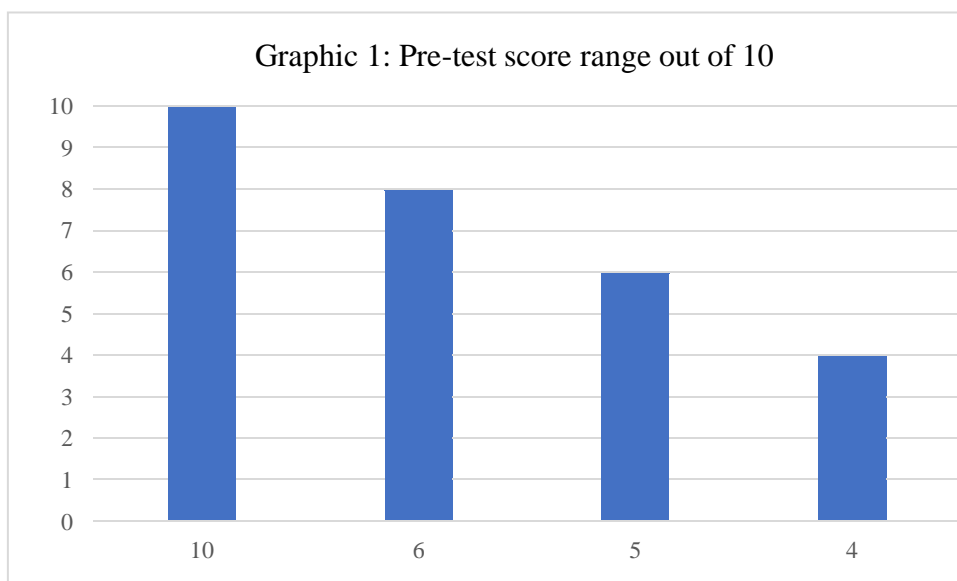
Graphic 1: Pre-test score range out of 10
Source: Students' Pre-tests
Developed by: Herrera, D. (2020)

Analysis and interpretation of results:

Graphic number 1 demonstrates the score range out of 10 that 25 students obtained from the pre-test reading comprehension. The first column beginning from the left side of the graphic shows that 10 learners achieved a grade of 10. The second column represents 6 students who got a score of 8. The third column exhibits that 5 learners obtained a grade of 6. Finally, the last column indicates that 4 students acquired a score of 4 points over 10.

The results show that students who obtained a grade lower than 7 have greater difficulties with reading ability. This demonstrations that their lack of understanding of the text is very low compared to the other students who scored higher than 7.

On the other hand, those students who obtained a grade higher than 7 and those who obtained 10, which is the highest grade, represent that the test was not very difficult. This shows that the text was not complicated because the students have a high level of reading comprehension.

3.1.2 Post-test results

Table 2. Post-test score range out of 10

Students	Grades
14	10
8	8
2	6
1	4

Source: Students' Post-test
Developed by: Herrera, D. (2020)
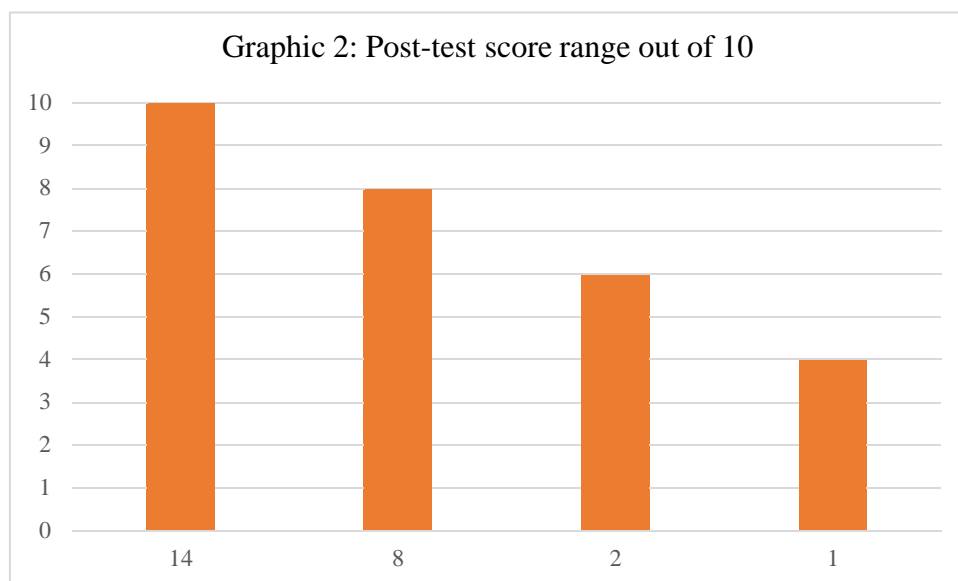
Graphic 2: Post-test score range out of 10
Source: Students' Post-test
Developed by: Herrera, D. (2020)

Graphic number 2 shows the post-test results that 25 students obtained. The test had a score range out of 10. The first column demonstrated that 14 learners achieved a grade of 10 points. Second, 8 students got a score of 8. Third, it exhibits that 2 learners obtained a grade of 6. The last column indicates that 1 student acquired a score of 4 points over 10. The results demonstrate that some students had difficulties with reading comprehension.

The results show us that there was an improvement in their reading comprehension. Most of the students raised their grade or stayed in a range higher than 7. This indicates that the students were able to improve their reading comprehension skills and in other cases they were able to reinforce their knowledge.

It can be seen that the students who obtained a grade lower than 7 are minimal. In these cases, a more thorough follow-up must be carried out to notice what the fault was and to be able to better reinforce this ability. Special attention must be paid to them, since most of them were able to improve their grade and therefore could improve their reading ability. This shows us that the method was effective for most of the students.
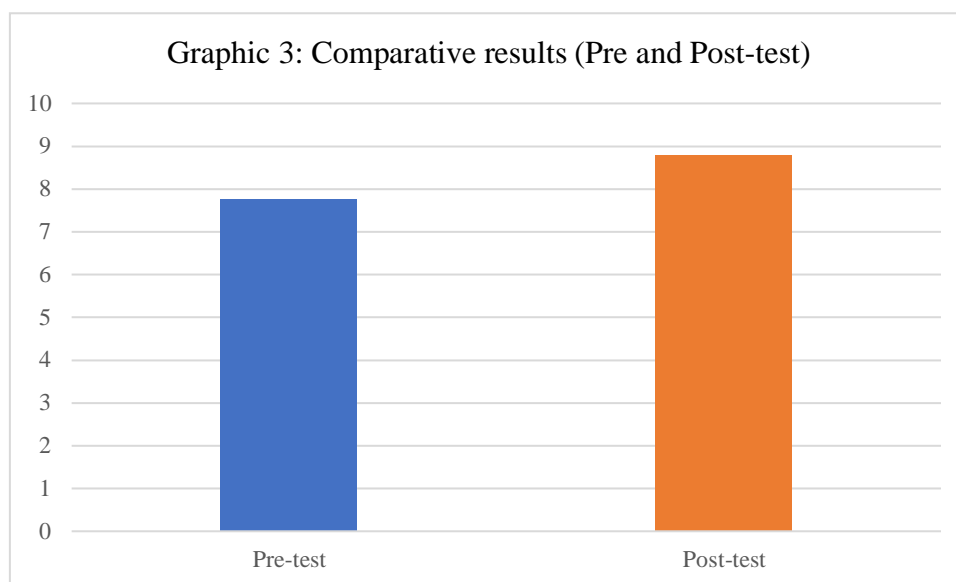
3.1.3 Comparative results

Table 3. Comparative results (Pre and Post-Tests)

Pre-test	Post-test
7,76	8,8

Source: Students' Pre and Post-test
Developed by: Herrera, D. (2020)

Graphic 3: Comparative results (Pre and Post-test)

Graphic 3: Comparative results (Pre and Post-test)
Source: Students' Pre and Post-test
Developed by: Herrera, D. (2020)

Analysis and interpretation of the results

Graphic number 3 demonstrated a difference between the results obtained from pre-test and the grades from post-test. In pre-test, students got a score of 7,76 over 10 points. In post-test, learners obtained a grade of 8,80 over 10. It is possible to recognize that the whole class had an improvement of 1,06.

As result, it is possible to say that The Question-Answer Method had an influence on the improvement in most of the students, and increasing their reading comprehension skills. The improvement that can be observed in the students is very remarkable, especially because the learners were able to reinforce and learn new vocabulary essential for the development of reading. It should be noted that the texts used during the application of the method were of academic interest.

3.2 Discussion of results

In the present research was possible to recognize that learners of the fourth semester parallel "B" from "Pedagogía de Los Idiomas Nacionales y Extranjeros" had some difficulties at the beginning with the reading comprehension of texts. Also, they did not have good critical thinking, supporting ideas to express their thought and point of view. Finally, the lack of unknown vocabulary was an obstacle to start with the reading.

Rao (2009) states that reading is meaningful in the educational process. Reading is one of the receptive skills built in a written mode. This ability can be developed independentlyof listening and speaking, but they usually advance in the same way. Frequently, they happen in societies with developed literary traditions. Reading can help students to improve their vocabulary which can also progress listening comprehension at different stages of learning.

The main objectives of the Socratic method are that students can achieve reading skills to improve the ability to understand and begin to make sense of what is read, and finally to develop high-level thinking. Given this context, the Socratic method helps by facilitating the different achievements and goals in reading education (Kırkkılıç et al., 2019). This can help to identify that this method can be of great help in improving reading comprehension in students. It is important to emphasize that not only understanding can be developed, but critical thinking is also developed, vocabulary improvement, speaking is practiced, and among other skills that can be improved.

Wilberding (2019) mentioned that the Socratic method can be adapted to stimulate personal understanding in learners. Also, this is one of the best known, but least understood methods of teaching. It has been possible to adapt it in different ways, in Socratic and non-Socratic practices, some that are useful for education and others that are not very useful, in all these ways the aforementioned method has been associated.

3.3 Hypothesis verification

3.3.1 Null hypothesis (Ho)

The Question-Answer Method does not increase the reading comprehension of students in the fourth semester parallel "B" at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

3.3.2 Alternative hypothesis (HI)

The Question-Answer Method influences positively in the reading comprehension of students in the fourth semester parallel "B" at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

3.3.3 T-student test

The T-student test applied in this research to verify the hypothesis in this investigation. The statics Shapiro-Wilk supported to verify if the results are reliable, or they are not.

Table 4. SPSS-Test of normality

	Shapiro-Wilk		
	Statics	df	Sig.
Average-pretest-results	,827	25	,010
Average-post-results	,733	25	,007

Source: Test of Normality
Author: Herrera, D. (2020)

Analysis and interpretation

The results of the test of normality with the use of the SPSS statistical software demonstrated the following results. The first value corresponds to the pre-test results with a score of 0,010. The second is of post-test with a score of 0,007. Both values in the column denominated "Sign" are more than 0.05, it determined that the result are normal and reliable.

Table 5. Mean T-Student

		Mean	N	Std. Deviation	Std. Error Mean
Par 1	Average-pretest-results	7,7600	25	2,25979	,45196
	Average-posttest-results	8,8000	25	1,63299	,32660

Source: T-Student
Developed by: Herrera, D. (2020)

Analysis and interpretation

The use of the SPSS statistical software generated a clear difference between the means analyzed in table 5. The average in the pre-test results has a value of 7,7600, meanwhile, the results of post-test have a better score of 8,8000.

Table 6. T-Student test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Desviation	Std. Error mean	95% Confidence Interval of the difference I				
					Lower	Uper			
Par 1	Average_pretest_results – Average_ post_results	-1,04000	1,54056	,30811	-1,67591	-,40409	-3,375	24	,003

Source: T-Students test
Developed by: Herrera, D. (2020)

Analysis and interpretation

Table number 6 is going to support the verification of the hypothesis. The present result is 0,003, which means that is less than 0,005 which is the level of significance. These results support the alternative hypothesis and reject the null one. This means that the Question-Answer method increases the reading comprehension in the students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the collection and analysis of the respective data, it is possible to reach the following conclusions:

➢ The Question-Answer Method influenced positively in the reading comprehension of the fourth semester "B" students of "Pedagogía de Los Idiomas Nacionales y Extranjeros". This can be verified with the results obtained in the pre-test, in which some students had low marks (6 and 4 out of 10). While the results after the application of the Question-Answer method could demonstrate that there was an impact on the students' abilities. Most of the students improved their scores in the post-test that was presented. This can also be verified in the statistical part with the use of the T-Student statistic.

➢ Before applying the method, it was necessary to identify the level that the students had on reading comprehension. Many students failed to take the pretest. On the other hand, when starting with the activities that were planned for the first sessions, there were several problems. The students had difficulty with the unknown words, as they could not fully understand the writing. To argue and support their answers there were also setbacks since critical thinking was not very developed. Finally, there were speech failures, but they were not very serious.

➢ In this research, the Question-Answer method was applied to improve the students' reading comprehension. The different readings and questions were essential to obtain the desired result. It should be noted that the different readings helped improve the vocabulary and thought of the students. On the other hand, the method helped improve critical thinking, speaking, and other skills. Finally, the readings were of great help to maintain the attention and interest of the students to continue learning.

➢ At the end of the research, a post-test was carried out in order to once again measure the reading comprehension of the students. In this case, it was observed that the students did have an increase in their reading ability. Some students

remained and others achieved the highest mark (10) on the test, and many others were able to improve their knowledge in various aspects. Many of the students were able to develop better critical thinking, as well as being able to express their thoughts very easily and speak more clearly and concisely about the topic at hand. In order to have more solid sustenance, the students had a group grade of the pre-test which was 7.76, while in the posttest it increased to 8.80. This means that they improved by 1.04 points, which is a great advance, considering that time and sessions were very limited.

4.2 Recommendations

There are some recommendations if teachers want to apply the Question-Answer method to develop reading comprehension or any other skill.

➢ The Question-Answer method can be adapted to teach and improve many skills that students need to develop. Therefore, when applying it, it must be very well planned with the corresponding questions, be prepared to listen to all kinds of answers, and above all increase improvised questions if necessary.

➢ The teacher must see that all students participate by giving their opinion. Before starting each session, all the students who participate must be motivated, they must know that their opinion is important, and each thought is a contribution thatmust be analyzed. At first, it will be difficult, but over time the participants will feel more confident and will be able to express themselves in a better way, knowing that their response is respectful and of great importance.

➢ To apply the Question-Answer method in reading comprehension, it is important to find writings that are interesting for students. All the readings must be in accordance with the level of English, age, needs, and objectives that are set. All these aspects will support even more the interest and knowledge that the students may have.

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Anexos
Annex 1: Approval

<div align="center">

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

</div>

Ambato, 05/10/2020

Doctor Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación.

Mg. Sarah Iza en mi calidad de Coordinadora de Cuarto semestre paralelo "A" de la Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"The Question-Answer Method in Reading comprehension"** propuesto por la estudiante Dennis Joel Herrera Muyolema portador de la Cédula de Ciudadanía 1805030192, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH JACQUELINE IZA PAZMIÑO
....

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

Annex 2: Lesson plans

Session 1: Presentation of Reading comprehension

Type of lesson 1: Presentation		**Date**: November 23rd, 2020
Grade: 4 Semester	**Subject:** English	**Duration:** 1 hour
Lesson objective: • To explain the importance of reading and reading comprehension to learn a new language.		
Materials/Weblinks/Citations Computer, internet, Google slides, link: https://docs.google.com/presentation/d/1B0-Pb2k1jWggqhxM3rKbNIGBl21dza6uQM826kByThY/edit#slide=id.gacd32e9868_2_227		
Opening: • Teacher presents some guidelines to participate in the sessions: 1) be ready to contribute, 2) invite others into the debate, 3) refer to the reading, 4) comments must be suitable, respectful, centered, 5) listen to build on one another's comments. • To make some previous questions to activate prior knowledge of the students about reading skill.		
Procedure: • Teacher will define and present the google slides with the following topics: 1) reading, 2) reading comprehension, 3) importance and 4) subskills. • Teacher will ask some prepare questions about the presentation. o What can you say about reading? o Why do you think reading comprehension is important in education? o Can you list some reading subskills? and explain one of these. o What is the relationship between receptive and productive skills? • While students are answering the different questions, other questions are added to complement the information and understanding.		
Closing • Each student will say a comment about the new knowledge acquired of reading.		

Session 2: Presentation of the Question-Answer method and first lecture

Type of lesson 2: Presentation		**Date**: November 25th, 2020
Grade: 4 Semester	**Subject**: English	**Duration:** 1 hour

Lesson objective:
- To explain and define the application of the Question-Answer Method.
- To develop the reading comprehension.

Materials/Weblinks/Citations
Computer, internet, Google slides, Google docs, article of "Teacher robots".
References: https://docs.google.com/presentation/d/1hGuEduXs1JEzrKtXyYj4E2PVLx-Pmt7bU8YKcjKdDtw/edit#slide=id.ga2d36bbe57_2_218
https://docs.google.com/document/d/1hq9fgm4qzWiBKMXFV0hhmjV1gucyQRAslDSdlZwARs4/edit
British council. 2020. *Robot teachers*. Available at:
https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/robot-teachers

Opening:
- Teacher presents some guidelines to participate in the sessions: 1) be ready to contribute, 2) invite others into the debate, 3) refer to the reading, 4) comments must be suitable, respectful, centered, 5) listen to build on one another's comments.
- To make some previous questions to activate prior knowledge of the students about the questions answer method.

Procedure:
- Teacher will give a brief explanation about the questions answer method and its characteristics.
- Some questions will be presented at the end of the presentation, and other questions will be added.
  - Before the presentation, did you know anything about this method?
  - How is The Question-Answer method related to Reading comprehension?
  - Why do you think that this method could help you in reading?
  - Do you know if this method is still applying in teaching?
- Teacher will present the topic of the reading "Teacher robots".
- Students should imagine and give ideas about what the reading could be.
- Students and teacher read silently the reading presented.
- Teacher will start to ask about unknow words.
- Teacher will start the debate with some prepared questions about the reading.
  - According to your knowledge, what could be the meaning of "underestimating"?
  - How would you rephrase the meaning of illness?
  - Will you interpret in your own words this sentence "A robot teacher is better than no teacher at all"?
  - What inference can you make "Teachers all over the world are leaving because it is a difficult job, and they feel overworked"?
  - What conclusions can you draw from this article?
- Students should respond and give their thoughts about the reading.
- Some questions will be added to reinforce the knowledge.

Closing

- Some students will share any comment about the presentation and the knowledge acquired.
- Other students will say something about the reading article.

Session 3: Lecture about Adventure Travel

Type of lesson 3: Presentation		**Date**: November 30th, 2020
Grade: 4 Semester	**Subject:** English	**Duration:** 1 hour

Lesson objective:
- To develop the reading comprehension through the question answer method.

Materials/Weblinks/Citations
Computer, internet, Google docs, story of "Adventure Travel"
Link:
https://docs.google.com/document/d/1CXv97x4GH8uu1KtN0sfJOeFJEm1KSEZlcPBy1KRVavY/edit#heading=h.wyz5d0i1yxaz
British council. 2020. *Adventure Travel*. Available at:
https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/adventure-travel

Opening:
- Teacher presents some guidelines to participate in the sessions: 1) be ready to contribute, 2) invite others into the debate, 3) refer to the reading, 4) comments must be suitable, respectful, centered, 5) listen to build on one another's comments.
- Teacher will present the topic of the story.
- Students will guess what the content of the story is.

Procedure:
- Students and teacher read silently the reading presented.
- Teacher will start to ask about unknow words.
- Teacher and students will start the debate with some prepared questions about the reading.
  - Which theme do you prefer for this text?
  - What is your favorite tour? and why?
  - What is the difference between travel and trip?
  - What is the relationship between holidays and tours?
  - What could be a meaning for "huge"?
  - According to the context, what is the best translation of " scuba diving "?
  - What inference can you make for this phrase "white naturally beauty"?
  - Which animals could you find in Antarctica?
  - How would improve one of these tours?
  - What motive is there to make a cultural journey?
  - How would you design a perfect tour?
  - What would you recommend for preparing a tour?
- Students should respond and give their thoughts clearly.
- Some questions will be added to reinforce the comprehension.

Closing

- Some students will say a comment about their learning.

Session 4: Lecture about The Statue of Liberty

Type of lesson 4: Presentation		**Date**: December 2nd, 2020
Grade: 4 Semester	**Subject**: English	**Duration:** 1 hour

Lesson objective:
- To develop the reading comprehension through the question answer method.

Materials/Weblinks/Citations
Computer, internet, Google docs, article of "The Statue of Liberty"
Link: https://docs.google.com/document/d/1NjFxbTOd2bP8XjWLUTPb9rBei-zFE7wBnjWn36DTdm8/edit
Mrnussbaum. 2020. *Statue Of Liberty Reading Comprehension.* Available at:
https://mrnussbaum.com/statue-of-liberty-reading-comprehension-online

Opening:
- Teacher presents some guidelines to participate in the sessions: 1) be ready to contribute, 2) invite others into the debate, 3) refer to the reading, 4) comments must be suitable, respectful, centered, 5) listen to build on one another's comments.
- Teacher will present the topic of the story.
- Students will guess what the content of the article is.

Procedure:
- Students and teacher read silently the reading presented.
- Teacher will start to ask about unknow words.
- Teacher and students will start the debate with some prepared questions about the reading.
  - What is the main idea of this reading?
  - What is the statue of the Statue of Liberty?
  - Which country gave the statue of Liberty to the United States?
  - What was the reason to give the statue?
  - Where is located the statue? and how can tourists access to the statue?
  - What did represent the statue to Claire?
  - How many people can climb to the top every day?
  - What is the original color of the statue? And, why it has this color now?
  - What is "cooper"?
  - What is a landmark?
- Students should respond and give their thoughts clearly.
- Some questions will be added to reinforce the comprehension.

Closing

- Each student will say a comment about the new knowledge acquired.

Session 5: Lecture about The Legend of Fairies

Type of lesson 5: Presentation		**Date**: December 7th, 2020
Grade: 4 Semester	**Subject:** English	**Duration:** 1 hour

Lesson objective:

- To develop the reading comprehension through the question answer method.

Materials/Weblinks/Citations
Computer, internet, Google docs, story of "The Legend of Fairies"
Link: https://docs.google.com/document/d/1QHE9AzsE3Kiqz3-blvXwUCQ_dGofi5stelp6hoHMokI/edit
British council. 2020. *The legend of fairies*. Available at:
https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/the-legend-of-fairies

Opening:

- Teacher presents some guidelines to participate in the sessions: 1) be ready to contribute, 2) invite others into the debate, 3) refer to the reading, 4) comments must be suitable, respectful, centered, 5) listen to build on one another's comments.
- Students will guess what the content of the story is.

Procedure:

- Students and teacher read silently the reading presented.
- Teacher will start to ask about unknow words.
- Teacher and students will start the debate with some prepared questions about the reading.
    - Can you identify the different parts of the text?
    - According to the context, what is the meaning of "stuff"?
    - According to the context, what is the meaning of "worshipped"?
    - Will you state or interpret in your own words this sentence "The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs"?
    - What ideas in the text justify the legend of fairies?
    - According to you, what is the best explanation to believe in fairies?
    - What inference can you make from the third paragraph?
    - What judgment would you make about this story?
    - Do you believe in any other legend?
- Students should respond and give their thoughts clearly.
- Some questions will be added to reinforce the comprehension.

Closing

- Each student will say a comment about the new knowledge acquired.

Session 6: Lecture about Living without energy

Type of lesson 6: Presentation		Date: December 9th, 2020
Grade: 4 Semester	Subject: English	Duration: 1 hour

Lesson objective:
- To develop the reading comprehension through the question answer method.

Materials/Weblinks/Citations
Computer, internet, Google docs, article of "Living without energy"
Link: https://docs.google.com/document/d/1QHE9AzsE3Kiqz3-blvXwUCQ_dG0fi5stelp6hoHMokI/edit
Linguapress. 2020. *Living Without Energy: Intermediate Level English*. Available at:
https://linguapress.com/intermediate/no-energy.htm

Opening:
- Teacher presents some guidelines to participate in the sessions: 1) be ready to contribute, 2) invite others into the debate, 3) refer to the reading, 4) comments must be suitable, respectful, centered, 5) listen to build on one another's comments.
- Teacher will present the topic of the story.
- Students will guess what the content of the article is.

Procedure:
- Students and teacher read silently the reading presented.
- Teacher will start to ask about unknow words.
- Teacher and students will start the debate with some prepared questions about the reading.
  - According to the context, what is the meaning of these words: "heating, lighting, for running our household appliances, piped, fitted, generated, stored, geothermal, in reverse"? Use your own words.
  - Where is the developing this experiment?
  - Will you state or interpret in your own words this sentence "Sunlight, or daylight, is "piped" through the house, into each room, through special high-reflection aluminium tubes"?
  - What is the function of solar panels?
  - What questions would you ask during an interview to the creator of this house?
  - What motive is there to create the house?
  - How would you improve the creation of this house?
  - Do you agree with the outcome to build a house like this?
  - What is your opinion about the text?
  - What would result if people around the world use only this type of house?
  - Could you imagine a world without traditional energy?
  - Will be disappear the pollution using these houses?
- Students should respond and give their thoughts clearly.
- Some questions will be added to reinforce the comprehension.

Closing

- Each student will say a comment about the new knowledge acquired.

Anexe 3: Urkund analysis

URKUND

Urkund Analysis Result

Analysed Document:	Herrera_Dennis_Dissertation.docx (D91552860)
Submitted:	1/10/2021 5:11:00 PM
Submitted By:	dherrera0192@uta.edu.ec
Significance:	5 %

Firmado electrónicamente por:
WILMA ELIZABETH SUAREZ MOSQUERA

Dra. Mg. Wilma Suárez Mosquera
TUTORA TRABAJO DE TITULACIÓN