



**Facultad de
Ciencias Sociales y Humanísticas**

PROYECTO DE TITULACIÓN

**“THE EFFECTIVENESS OF PRE-TEACHING VOCABULARY
THROUGH QUIZLET TO IMPROVE READING
COMPREHENSION IN A SECONDARY EFL CLASS; AN ACTION
RESEARCH STUDY.”**

A dissertation submitted in fulfillment of the requirements for the degree of

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

By:

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DEDICATION

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ABSTRACT

This action research study aims to determine the effectiveness of pre-teaching vocabulary through Quizlet to improve reading comprehension. Also, to know the students' perceptions about them at a "fiscomisional" high school in the urban area of Loja city. According to Pena (2012), vocabulary and reading comprehension have a strong relationship, and the vocabulary should be instructed directly using the pre-teaching strategy. Participants were 36 from the 3rd year of bachillerato, 17 male and 19 female, and their ages range from 16 to 19 years old. The study employed an action research design with quantitative and qualitative components in a spiral process. The researcher used t-test Cambridge (KET reading comprehension) exam to measure their reading understanding using the statistical data analysis package R as a quantitative component. The interview and survey in the Likert scale were used qualitatively to know students' perceptions and use triangulation data analysis. The study's findings reveal that applying the pre-vocabulary strategy through the Quizlet app increases students' reading comprehension. Participants have a favorable perception of the strategy and the Quizlet app; they expressed that both are helpful, effective, and dynamic, enhancing their reading performance.

Keywords: *Reading comprehension, pre-vocabulary strategy, Quizlet app, action research.*

RESUMEN

El propósito de este estudio “action research” es determinar la efectividad de la estrategia de preenseñar el vocabulario mediante la aplicación Quizlet para mejorar la comprensión lectora de los estudiantes. También, conocer las percepciones de los mismos acerca de ambos en un colegio fiscomisional de la zona urbana de la ciudad de Loja. De acuerdo a Pena (2012), el vocabulario y la comprensión lectora están fuertemente relacionadas, y el vocabulario debería ser instruido directamente utilizando la estrategia de pre-enseñanza . Los participantes fueron 36 del 3ero de bachillerato, 17 hombres y 19 mujeres, sus edades van desde los 16 hasta los 19 años de edad. Este estudio emplea el diseño de “action research” con componentes cuantitativos y cualitativos en un proceso espiral. El examen de Cambridge (KET reading comprehension) fue utilizado para medir la comprensión lectora mediante el análisis estadístico R de manera cuantitativa. La entrevista y la encuesta en escala de Likert fueron utilizados para conocer de manera cualitativa las percepciones de los estudiantes, usando el análisis de triangulación de datos. Los resultados del estudio revelaron que aplicando la estrategia de pre enseñar el vocabulario a través de la aplicación Quizlet mejoro la comprensión lectora de los estudiantes. Los mismo que tienen una percepción favorable acerca de la estrategia y de la aplicación, ellos expresaron que son útiles, efectivas, dinámicas y que mejoran su desempeño en la lectura.

Palabras claves: *comprensión lectora, estrategia de pre- enseñar el vocabulario , aplicación Quizlet, diseño “action research”.*

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ABBREVIATIONS

CEFR	Common European Framework of Reference
Apps	Application Software
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	Native Language
L2	Second Language
ICT	Information,Communication and Technology

Chapter 1

1.1 Introduction

Reading is one of the most demanding skills to approach, especially in the remote learning environment that educators face during the pandemic lockdown. As a result, Educators might have to use extra resources to enhance students' reading comprehension learning. Furthermore, reading needs practice and improvement. Reza et al.(2013) state that English learners have difficulties with reading comprehension even when they have many years of learning experience.

Poor reading English skills are a significant issue in EFL learners that educators can notice in classes. The lack of reading resources, lack of reading strategy knowledge, poor culture reading, and ineffective teaching approaches are reasons for low student reading comprehension. (Mousavin,2018). Consequently, educators might look for feasible methods to instruct reading. Gözem (2020) states that technological resources are students' owned territory where they feel comfortable and familiar. As a result, integrating web2.0 in education is a successful manner of instructing a skill nowadays.

1.2 Aims and Rationale

According to Muijselaar et al. (2017), reading comprehension depends on several cognitive and linguistic processes. Mousavian et al. (2018) agree that reading comprehension success depends on understanding vocabulary and background knowledge. The more vocabulary knowledge the students have, the better text understanding they will have. Thus teaching pre-reading activities become essential in instructing reading skill. However, Adjideh (2006) assures that some teachers avoid teaching pre-reading activities that constrain students' background knowledge of reading. As a result, the use of pre-teaching vocabulary could be a suitable way to enhance reading comprehension,

On the other hand, pandemic issues make instructing reading skills in an online learning environment demanding. Educators must search for valuable and practical resources that enhance their teaching. Apps (application software) like Padlet, Nearpod, and Quizlet will allow teachers to keep students involved and motivated. Consequently, Sanosi (2018) states that Quizlet, a mobile and web-based platform that enables students to learn using different tools and games, will improve

vocabulary acquisition. Moreover, the use of this platform might enhance teachers' instruction of pre-reading vocabulary.

Consequently, the purpose of this action research study is to determine the effectiveness of pre-teaching vocabulary through Quizlet to improve reading comprehension at the secondary level for multi-level learners at a fiscomisional high school in the urban area of Loja city. Therefore the intended objectives are the following:

1. To determine the effectiveness of the pre-teaching vocabulary strategy using the Quizlet app to improve the reading comprehension of multi-level students from a "fiscomisional" high school in Loja.
2. To identify the student's reading comprehension level
3. To know the student's perceptions about the use of the Quizlet app in pre-teaching vocabulary.

1.3 Research Question

This action research study aims to answer the following questions: How does pre-reading vocabulary strategy through Quizlet affect the reading comprehension level of A2 students from a "fiscomisional" high school in Loja?

Sub-research question

1. What is the effect of applying a pre-reading vocabulary strategy through the Quizlet app in multi-level learners' reading comprehension from a "fiscomisional" high school in Loja?
2. What are students' perceptions about using pre-teaching vocabulary through the Quizlet app in their reading comprehension performance?

1.4. Hypothesis

Hypothesis based on research question number one, the null hypothesis is: the mean of the post-test is equal to the mean of the pre-test in the Cambridge reading comprehension test.

The research hypothesis is: the mean of the post-test is greater than the average of the pre-test.

1.5. Overview

The present study has chapter 1 to introduce the problem, aim, research questions, and objectives. Chapter 2 provides the context of the study, participants, and the significance of the research. Moreover, Chapter 3 presents the literature review with the most relevant information regarding the main topics of the study. Methodology, findings, and results are applied described in chapter 4 and 5. The discussion of the findings is presented in chapter 6. The last chapter 7, draws the conclusions and recommendations, and it is also presented the limitations of the study and further research.

Chapter 2

2.1. Introduction

This action research study took place in a prestigious “fiscomisional” public high school in Loja, Ecuador. It is located in the urban area of Loja city. Students come from medium and low-class socioeconomic levels. There are students from 12 to 19 years old. Students are expected to graduate from high school with a B1.1 English level in the Ecuadorian education curriculum(2016). However, EFL (English as a Foreign Language) classes are multi-level, and teaching instruction is the same to everyone even if they are not at the same level of understanding, especially in reading ability. Consequently, methodologies applied in the classroom need to change to help students improve their reading performance.

2.2. Context of the study

The institution where this action research study was applied is one of the biggest and oldest ones in Loja city. It started as a trade school in 1966 under Ministry resolution No. 2213. On the 2nd of October 1969, the trade school also included the high school as their academic program to citizens.

This fiscomisional public high school is under the Ministry of Ecuadorian education and Marista’s religious community, and its vision is to educate good Christians and honest citizens. It is a religious high school with the government’s support and follows the national Ecuadorian educational curriculum. This high school has Science, Mechanic, Accounting, and Agricultural Baccalaureate. The faculty are around 240 teachers and 40 administrative staff, and there are more than 4.000 students from 12 to 19 years old. It used to have the International Baccalaureate with outstanding results.

Moreover, it was the first high school with its coliseum for artistic and academic events named after priest Santiago Fernandez, one of its founders. As one of the vastest institutions, it has three well-structured buildings for the different levels and areas of study. It has numerous computer, science labs, and auditoriums that students and educators use to enhance their knowledge.

The academic community has the mission to instruct the science, principles, and theories under the national pedagogical model. Due to the pandemic, education changed to remote learning, ministry of education decided to adjust it to “Curriculo Priorizado para la emergencia.” As a result, Teachers have to work with the Ministry of Education’s material and adapt it using technological resources.

2.3. Justification of the study

Since educators have recently shifted to the remote classroom environment, curriculum changes highlighting receptive rather than productive skills. Thus, English language instruction is more demanding to assess students’ academic performance, especially reading skills. Besides, many schools are concerned about reading comprehension and the methods of teaching reading. (Sepher, 2014). The minister of Ecuadorian education in the curriculum 2016 requires students to achieve a B1.1 level from the CEFR (Common European Framework of Reference) in reading skills. This requirement placed students in a dare to face during their academic life.

The purpose of this action research study is to assess the effectiveness of pre-teaching vocabulary through Quizlet to improve reading comprehension at the secondary level for multi-level learners at a Fiscomisional high school in the urban area of Loja city. The participants are from different backgrounds. They are between 16 and 19 years old from the 3rd year of bachillerato. At this stage in the research, the effect of the pre-teaching vocabulary strategy applied through the Quizlet platform will be described as the techniques that improve students’ reading comprehension.

2.4. Conclusion

Students from public and fiscomisional high schools have low reading English comprehension levels, so teachers need to look for different strategies and tools to approach this skill. The use of web2.0 tools is feasible to address reading methods as pre-vocabulary activities to enhance reading comprehension. According to Mousavian (2018), pre-reading strategies are instructional methods that help EFL learners acquire vocabulary fluency and connect vocabulary with comprehension.

Understanding vocabulary before reading a text is a suitable way to enhance reading comprehension. Furthermore, Chumbi (2020) claims that reading is a complex

process where different vocabulary, previous knowledge, and reading strategies are needed. The following chapter will explain the main theoretical concepts that valid this action research study.

Chapter 3

3.1. Introduction

In this section, some relevant information will be presented to validate the present study about assessing the effectiveness and perceptions of pre-teaching vocabulary in students reading comprehension levels. Theoretical concepts like reading comprehension and pre-teaching vocabulary strategy are relevant for this inquiry.

3.2. Reading skill

Reading is defined as “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.” (Alshammari,2015) Thus, reading is an essential skill that must be practiced to enhance a second language ability development. Furthermore, Chumbi (2020) claims that reading is a complex process where different vocabulary, previous knowledge, and reading strategies are needed. Avilés & Maruri (2017) considered reading a receptive skill that provides a meaningful text interpretation.

Moreover, Krashen (2016) states that learners who are great readers develop their literacy competence, providing them advantages in academic performance. In reading skills, Kazime (2013) states that the main goal is comprehension to understand the relationship between ideas in a text. According to Reza (2013), in EFL/ESL classes, reading comprehension is a relevant factor in their learning process that might be prioritized at different levels of education. Managing reading comprehension allows learners to master the content of a wide range of curriculum areas. (Nippol, 2017).

Some essential aspects to consider in reading instruction are phonemic awareness, phonics, word recognition, vocabulary, and comprehension. All of them are fundamental skills to be an acceptable reader. (Chamba, 2019). Some research was done on explicit strategies to instruct reading comprehension to guide students to independent and understanding reading. (Cowell,2012).

One of the main aspects of reading comprehension is vocabulary knowledge; for example, a study done in the north of Israel with elementary schools pointed out that knowing the meaning of words is an effective tool to understand texts and reading

comprehension (List, 2019). Consequently, reading strategies that involve vocabulary instruction are suitable to improve reading comprehension.

Moreover, Berg (2013) claims that pre-teaching strategies encourage organized thinking of the explicit content in upcoming instruction. As a result, pre-teaching strategies become a relevant tool to enhance student's reading performance.

3.3. Cognitive Reading Strategies

Firstly, It is essential to highlights that reading strategies are classified into three main groups: metacognitive, cognitive, and social or affective strategies. (Bachore,2014). Some authors vary in naming the groups of reading strategies, but they have the same foundations.

Similarly, cognitive strategies have different definitions. Suyitno et al. (2017) define them as reflective and analytical processes to convey ideas. These strategies allow students to self instruct and learn independently. Futhermore, Bacholer (2017) affirms that cognitive activities attempt to set up meaning from the text. Ozek et al. (2006) also mentioned that cognitive strategies are mental processes that directly manipulate the learning materials. As a result, following guided steps help students to manage their reading to make it meaningful.

Palmer (2003) maintains that instructing reading involves planning and implementing reading lessons. Zhang et al. (2020) indicate that making predictions, translating, summarizing, linking prior knowledge or experience, using grammar rules, and guessing meaning from contexts are cognitive strategies implemented in ESL(English as a second language) classes. Consequently, the pre-reading strategies involve a cognitive process that allows students to follow specific steps to improve their reading understanding. One study example was applied in an Ecuadorian public university with a sample of 50 female and male participants in the action research study with quantitative and qualitative data analysis. The study involves cognitive strategies lesson plans developed in the classroom; the results demonstrated positive effects in using cognitive strategies to improve students' reading comprehension (Aviles &Maruri, 2017). Consequently, a cognitive strategy like a pre-teaching vocabulary with a lesson plan is convenient for this action research inquiry.

3.4. Pre-reading strategies

It is known that reading strategies are tools that readers use to comprehend a text better. Marinaccio (2012) remarks that effective readers know how and when to use the strategies before, during, and after reading. Additionally, pre-reading methods also involve metacognitive strategies and precisely previewing vocabulary and analyzing text structure.

In reading instruction, pre activities are not as expected as they suppose to be. Thus, It is essential to provide students opportunities to develop their reading comprehension performance. Muijselaar (2017) states that the relationship between reading strategies and reading comprehension is evident because learners aware of their reading strategies are more successful at their studies. Moreover, educators who use some pre-reading strategies will provide students with efficient tools to enhance their reading performance.

Ajideh (2006) advocates that pre-reading strategies had been designed to facilitate student's understanding of the written discourse and their existing knowledge. Indeed, ESL learners will take advantage of their schematic knowledge to successfully comprehend the text. Therefore, Balance (2018) emphasizes the importance of student's experience on instructional strategies that involve their needs and promote their purposes.

According to Mousavian (2018), pre-reading strategies are instructional methods that help EFL learners acquire vocabulary fluency and connect vocabulary with comprehension. Sitthitikul (2007) states that L1 and L2 learners apply similar strategies when reading; both use sound-symbol, vocabulary, meaning, language structure, background, and textual knowledge to understand texts. Thus pre-teaching vocabulary in classes helps students build up their background knowledge and comprehend a complex vocabulary reading.

Balance (2018) claims that managing unknown vocabulary is the primary constraint to producing reading comprehension and language effectively. Consequently, it is essential to reinforce the use of this strategy to develop reading comprehension.

3.5. Pre-teaching vocabulary strategy.

As it was mentioned, teaching vocabulary in advance might help students to understand better the upcoming text. Chumbi (2020) claims that reading instruction involving vocabulary activities will foster students to make connections, infer meaning, and understand the text. Therefore, Denne (2017) also states that strategies based on schemata theory like pre-teaching vocabulary increase comprehension. The author also advocates that understanding boosts when content and comprehension skills are taught simultaneously. Moreover, when the teacher introduces the vocabulary before the reading, the student will know what the text is about, so both skilled and less skilled benefit. As a result, it is suitable for English teachers to use it before the reading class session.

Thuraisingam (2017) also claims that vocabulary should be taught before the reading; otherwise, the readers will waste time figuring out the new words to comprehend the entire passage. Quinn et al. (2015) further assert that words should not be interpreted as isolated; instead, context must be considered. Thus, the pre-reading vocabulary strategy might be applied in classes considering the complete reading passage. There are several studies about the relation between pre-teaching vocabulary instruction and reading comprehension level. For instance, Ikram (2019) worked on a case study about the impact of pre-vocabulary teaching on EFL elementary learners' reading comprehension with a sampling of 132. It was divided into different groups for specific qualitative methods demonstrated that integrating the instruction of vocabulary before the reading helped to comprehend and identify the main ideas of the text.

In addition, Swanson et al. (2015) established that applying a short list of five to seven words for each lesson was most effective in boosting students' comprehension of the text. Those terms must be selected carefully by the instructor. Teachers must use the list of both text and visuals to facilitate students' understanding of the text. Denne (2017) also supports using an unfamiliar list of terms will improve student's reading comprehension. It is suggested to use mnemonic devices like flashcards to help students who struggle with reading comprehension. Consequently, the use of extra mnemonic tools might help engaged learners to learn and reinforce vocabulary knowledge.

3.6. ICTs in reading skill

Alkamel et al. (2018) emphasize that many countries consider ICT (Information, Communication, and Technology) part of the curricular core. Methodologies in teaching must evolve with the educational environment. The internet has free tools to promote innovative English learning. Drigas et al. (2014) point out that Information, Communication, and technology have modified teaching and learning, making students the centered approach. Furthermore, Ammanni (2016) also highlights that using ICTs in an English classroom is essential; it focuses on meeting the students' individual needs, providing direct opportunities to learn. They also mentioned that mobile devices furnish useful apps like games, dictionaries, and interactive apps like nearpod, quizziz, padlet, and Quizlet.

These apps have become powerful tools for instructing English, especially in reading. Chhabra (2012) emphasizes that e-learning provides teachers and students with technological tools that motivate and stimulate their learning. Taking advantage of these tools, educators could guide reading instruction effectively. Similarly, Henrietta et al. (2016) confirmed in their study that using ICT in teaching reading has four advantages. First, it is beneficially related to attracting students' attention. It also allows students to have broad access to suitable reading materials. Moreover, Boakye's (2008) study remarks that the correct use of ICT in the classroom stimulates cognitive skills to contribute to acquiring skills and reinforces learning. On the other hand, Liu et al.'s (2016) investigation suggest that it is relevant to increase reading online classes to develop students' ICT reading skills.

It is noticeable that teaching needs improvement and innovation due to the pandemic learning change to remote style. Consequently, ICTs are the answer to advance in the teaching and learning field. To sum up, ICTs in education have become necessary; educators must adapt and change traditional methodology and enhance ICTs skills. A recent study was applied by Alban et al. (2020) about collaboration to improve descriptive writing facilitated by padlet. This study describes an action research approach involving quantitative data analysis demonstrating that using technological apps will enrich students' language performance.

3.7. The Quizlet app and vocabulary instruction

Another critical fact in this research study is technological tools that help educators effectively instruct their knowledge in education. Miller (2018) emphasizes that technology as an educational tool provides meaningful input that could be included in the curriculum approach. Selwyn (2018) further explains that technology is an integral element in education nowadays; it is part of everyday learning.

Platzer (2020) mentioned that many vocabulary tools had been created like My Word Coach, Study Stack, etc. One of these vocabulary tools is Quizlet that Sanosi (2018) described as a web-based application that fosters students to acquire new knowledge through learning tools. Çeçen (2020) also describes Quizlet as an interactive platform with flashcards for vocabulary development. Iam et al. (2018) highlight that since 2010 Quizlet has become a multi-purpose popular online learning tool.

Quizlet app has some modules or sets that include flashcards, quizzes, games, and collaborative activities that efficiently allow students to learn languages and vocabulary. Andarab (2019) explains that Quizlet has 150 million study sets to use, or you can create your unique set of vocabulary. The set can be the word and its definition, translation, synonym, antonyms, etc. Quizlet has the following activities: learn, flashcards, write, spelling, test, matching, gravity, and live. Andarab (2019) described the elements as following:

- Flashcards mode allows you to study and create sets of words as flashcards, pictures, definitions, synonyms, and antonyms. It also has the pronunciation of the word and phrases.
- Learn mode assesses if you learned the definition, synonyms, or antonyms of the words, it has a multiple-choice option and writing part. It highlights the correct and incorrect answers so you can repeat the word at the end of the exercise.
- Spell mode, here you type the word you hear to enhance your spelling and listening skills. There are 18 languages that you can use to practice spelling
- Test in this mode the set of flashcards are used to generate a test. There are some combinations of the type of questions, and it is an excellent tool to assure your learning

- Match mode is a time race game that consists of matching the word with the correct definition. It is an interactive way to work in the class because you have a top list of the best time.
- Gravity mode is a game created to review writing. You have to complete the word or the definition as it is done in the flashcards.
- Live mode this section allows students to work as a group or individually on matching the term with the definition. Everyone collaborates to complete the activity in class.

These resources provide by the Quizlet application are essential in this research study to achieve the outcome. The relation between vocabulary instruction and Quizlet is well-known and studied. Several inquiries describe this relationship, like Dizon (2016) in his study of Quizlet in the EFL classroom to enhance academic vocabulary. His study with a convenience sample of 9 Japanese students revealed that Quizlet is helpful and easy to use. Moreover, Apps modes encourage learners to get involved in the class and learn new vocabulary interactively.

3.8. Direct Instructional Model.

Kim et al. (2005) define the Direct Model as a clear and systematic process to present the content. Moreover, Avilés & Maruri (2017) describes it as a holistic procedure involving meaningful steps in different contexts. Therefore, applying this strategy will enhance students' cognition in their learning process. They will be aware of their process and development in learning a second language.

Furthermore, Magliaro et al. (2005) state that the Direct Model emphasizes the relation between teacher and student, which components are modeling, reinforcement, feedback, and successive approximation. Rosenshine (2008) also remarks that teachers lead a specific procedure to solve problems in the direct method, and it has three specific uses. The first one is the instructional process which is based on the most influential teacher's investigations. The second is about the cognitive strategies used in reading and writing, and the last one is the Distar classroom procedure.

This study has its foundation in the second use of the Direct Instructional model. It involves the cognitive strategy furnish scaffolding and supporting steps as exemplifying the strategy, providing the prompts, presenting the task in smaller pieces, and encouraging

participation. These steps are part of the planning implementing in this inquiry to achieve the primary goal.

3.9 Conclusions

All the concepts presented allow the researcher to have the theoretical foundations to develop this action research study. Furthermore, the investigations described in the literature review revealed several previous reviews related to pre-teaching vocabulary strategy and reading comprehension. It also presents Quizlet and vocabulary instruction relation. However, one similar study to the present inquiry was done by Ledesma (2019). Quizlet is used as a facilitated tool to prove vocabulary and reading comprehension improvement directed by a quantitative approach. As a result, no prior studies highlight the methodological strategy of pre-teaching vocabulary using the Quizlet app to improve students reading comprehension with an action research approach. Thus, The present action research study will try to fulfill this gap.

Chapter 4

4.1. Methodology

This study was done in a remote learning environment due to the pandemic issue in Loja city of Ecuador. This research aims to determine the effectiveness of the pre-teaching vocabulary strategy through the Quizlet app to improve multi-level learners reading comprehension. The action research design was applied in this study to collect enough information that validates this study. Stringer (2007) states that action research is based on a qualitative research paradigm whose purpose is to obtain clarity and understanding of a question, problem, or issue.

On the other hand, Creswell (2012) defined action research as a mixed approach study to highlight the helpful process of solving practical classroom problems. This method allows teachers to gather qualitative and quantitative data needed to make improvements in the educational field. Moreover, Koshy (2005) states that action research fosters teacher participation in inquiry, and the emerging results will enhance the researching practitioners' professional development. Elliott (1991) also claimed that action research engages teachers in the researchers' roles.

Action research has a cycle process, identifying a research problem, reviewing the literature, specifying a purpose for the research, collecting data, Analyzing and interpreting data, and reporting and evaluating the research. Following these steps, the researcher considers a practical problem in the classroom environment that needs to be solved as the main factor of action research (Creswell,2012). Besides, Stringer (2007) also claimed that action research is a spiral with three phases look, think and act. This procedure was convenient to address in this study because it allows the researcher to obtain valid data to improve reading strategies in remote learning. Another author that emphasizes the action research process is Greenwood (2017); he advocates that the spirals or cycles mentioned are interwoven, fluid, and repeated throughout the investigation.

It is relevant to mention that quantitative and qualitative techniques were employed to collect data for this study. According to Greenwood (2017), Triangulation in action research involves more than one data collection method; for example, using interviews, surveys, and making comparisons across different types of information. It states that quantitative analyses with qualitative surveys responses are great ways to obtain findings

and conclusions. Hence, the qualitative techniques to know learners' perception of pre-teaching vocabulary through the Quizlet app in their reading comprehension performance were surveys and interviews. Besides, a quantitative technique was essential to assess the effectiveness of the pre-teaching vocabulary strategy through The Quizlet app in student's reading comprehension through the statistical method. As a result, the data was analyzed and triangulated to achieve the findings and conclusions of this research.

4.2. Participants

This action research study considers a convenience sample due to the remote learning environment and considering equipment issues. The participants were 36 high school students with multi-level reading English performance in a fiscomisional high school in Loja city with the corresponding authorization (See Appendix A). Moreover, the students are in the 3rd, the bachillerato the last academic year, and their ages range from 16 to 18 years. They are 17 male and 19 female students. They have three-hour English classes in the Ecuadorian education curriculum; they have two synchronous classes and one asynchronous per week because of the pandemic. Each class is 40 minutes long. The researcher applied a four-week intervention in this study. The students or legal representatives signed a participant consent form (See Appendix B), where they agreed to participate in the study.

Moreover, they know that the information used in the research is confidential. It is essential to mention that three students could not attend some intervention or complete all the activities. As a result, they were taken off the study.

4.3. Teaching Materials

The materials used in this research study were the readings activities from the "Aprendamos Juntos en casa plan" (See Appendix C) taken from the English modules created by Matts (2020) under the Ministry of Ecuadorian education sponsor. They have their foundation on the communicative approach and the curriculum prioritized for an emergency; for the present study, lesson plans were designed using direct and explicit methods. Archer et al. (2011) define the explicit method as a scaffolding process where students are guided with explanations and supportive practice until the student master the skill. Consequently, the researcher incorporates the

Quizlet app to apply the pre-teaching vocabulary strategy to satisfy learners' needs, particularly the lack of reading comprehension.

4.4. Lesson plan design

As the pre-reading vocabulary strategy is a cognitive reading approach. It is essential to address it through a well- structure plan. The primary purpose of the lesson plan is to direct the pre-teaching vocabulary method through The Quizlet app in an organized way so students will know how to use the strategy for future needs. They will take some steps to use the app to learn and practice some vocabulary before reading to improve their reading comprehension skills. As proposed by the direct and explicit method (Wyse, 2010), the lesson plan is well structured to explain students' steps to master a skill.

The lesson plan was applied using the following steps:

4.4.1. Pre-reading activities:

It is well known that pre-reading activities enhance students to activate their schemata and prior knowledge to direct students to a better understanding. For this reason, these pre-reading activities are the main focus of the study. They follow some steps, and they can vary depending on the objective of the reading class. In this case, the foremost step will be introducing the title and previewing vocabulary using the Quizlet app with different tools.

The warm-up activity (Anticipatory) was done using a brainstorming activity related to the topic studied using a PowerPoint presentation and interactive apps like Mentimeter and poll everywhere. This activity allows students to connect their prior knowledge with the new topic. (See Appendix D)

The pre-reading vocabulary activity is with the Quizlet app. (a clear explanation of what to do). Thus, the flashcards are created with the highlight and most spoken and valuable words. The set of words include the English definition and the image. Like Antonacci et al. (2012) state, one approach to developing vocabulary knowledge is teaching individual words that are taught directly and systematically, taking into account the context and meaning of the words. (See Appendix E).

Thirdly, the teacher will model the process of using Quizlet and working with the vocabulary. They use the tool matching in the Quizlet app, where they have to join the word

with their definition and image. Students will work with this tool for 2 minutes to familiarize themselves with the terms and work individually. Students' participation is registered in the app so the teacher can be sure that they are working on the activity. Moreover, as Action research is a cycle process, this step was improved by adding the "learn" tool in The Quizlet app during the second part of the intervention. (See Appendix F)

4.4.2. While-Reading Activities:

Here, the students develop their skills using resources that they work the activities and the reading individually during this Stage which helps them improve their second language learning experience. There are several while reading activities that teachers can apply. In this Stage, the reading aloud strategy was applied to involve students in the lesson and clarify any doubt about the text. The silent reading was also used, providing students enough time to check their understanding using the vocabulary they had already worked on in the previous steps. In this step, the teacher requests students to read aloud the text for the first time; they also have 2 minutes to do the silent reading. (Guided and independent practice) (See Appendix G)

4.4.3. Post-reading activities:

This Stage aims to assess and reinforce what the student learned and comprehends about the reading. Trope et al. (2009) state that post-reading or after follow-up, beyond reading exercises, guide students to vast analyzes of the text. Furthermore, Archer et al. (2011) emphasize that students need feedback to improve their practice. The post-reading activity for this study was a reading comprehension test that allows students to check their level of comprehension (closure and assessment)

After reading, the teacher asks students to complete a cloze test with multiple-choice options using google forms. At the end of the class, they have 5 minutes to complete it, and this mini-test evaluates the reading comprehension using the vocabulary they learned. (See Appendix H)

These phases of the reading procedure are commonly used in classes. However, a remote learning environment makes teachers adapt these steps using some TICS resources like Mentimeter, poll everywhere, PowerPoint, and Quizlet as the main tools to instruct reading skills and improve their reading comprehension.

4.5. Implementation of the study

Action research is the primary foundation of this study. The researcher will use this approach to determine the effectiveness of the pre-teaching vocabulary strategy using the Quizlet app to improve the reading comprehension of multi-level students from a fiscomisional high school in Loja.

The study began applying the action research with a quantitative component by taking the reading comprehension from the A2 KET Cambridge test with the corresponding authorization by the Senior Business Development Manager, Andes, Cambridge (See Appendix I). This test consists of five sections, the first one with six multiple-choice questions where students have to read and identify the text's main idea. In section two, seven multiple matching questions, three short texts on the same topic join the questions with the text. The third section has one reading where students have to interpret it. They have to answer five multiple-choice questions about the same reading. The fourth section asks students to fill in the blanks with the correct word. There are also six multiple-choice questions. Finally, section five corresponds to choose one of the words presented to complete the gaps in the reading. The total scale on correct answers is 30 points.

The action research with the component of qualitative data collection was directed to know the students' perceptions about the pre-vocabulary strategy through Quizlet survey o at the beginning and the end of the intervention in a Likert scale was applied. Belli (2014) claims this research instrument helps discover the strength, feelings, or attitudes about specific short statements; the main point is that the higher the category chosen, the greater the state of agreement. It was adapted from the article Students' perception of Quizlet as a Chinese learning tool: a preliminary study by Lam et al. (2018) with the corresponding authorization. (see Appendix J) Moreover, another technique in the study was an interview; as Belli (2014) mentioned, it is an instrument with several advantages like adaptability and knowing participants' feelings rather than a questionnaire. Furthermore, an interview adapted from the inquiry Question-Generation Strategy to Improve Students' Reading Comprehension in an EFL Class: An Action Research Study by Chumbi (2020) with the corresponding authorization. (See Appendix).

There were eight interventions for 40 minutes, two interventions per week. The teacher applied the three stages of the reading as the lesson plan presented before, focusing on the pre-reading vocabulary strategy through Quizlet as the main central part of the study. Moreover, as Mills (2011) states, action research is a spiral because the researchers follow the cycle back and forth with data collection, analysis, and interpretation. Based on this foundation. This research study has two times intervention. The teacher applied the lesson plan described in the previous paragraphs for the first four interventions. All the instruments were applied to complete the cycle of an action research study. The survey perceptions of all the participants and the interviews with four randomly selected students in the first part of the intervention point out that the intervention needs to include the tool “Learn” in the Quizlet app to reinforce the vocabulary explained in the pre-reading activity. Consequently, the last fourth intervention includes two tools for the Quizlet app that certainly increase the reading comprehension results.

4.6. Data Collection procedures and analysis

Gathering data was done by the pre and post-test as a quantitative data collection technique by the reading comprehension test. (See Appendix L) It was analyzed with a statistical method with a significant level of $p < .05$. On the other hand, surveys and interviews as a qualitative approach; the triangulation was applied to analyze the information that addresses the conclusions and recommendations of this study. Moreover, the Normalized Hake gain was used to determine the effectiveness of the pre-reading vocabulary strategy through the Quizlet app to improve reading comprehension during the first phase of the inquiry.

4.7. Normalize Gain

The Normalized Gain was introduced by Hake (1988). It measures the effectiveness of a course or method to promote understanding. Furthermore, it is also a standard measure for reporting scores on research-based. The normalized gain is obtained using the following formula:

$$\langle g \rangle = \frac{\langle \text{post} \rangle - \langle \text{pre} \rangle}{100 - \langle \text{pre} \rangle}$$

This equation explains that in the brackets, the average of the pre and post-test scores must be written and calculated divided by the total score of the test and the pre-test

score. To sum up, “ the amount students learned divided by the amount they could have learned. ‘

Chapter 5

5.1. Findings

The purpose of the action research study was to determine the effectiveness of the pre-teaching vocabulary strategy using the Quizlet app to improve the reading comprehension of multi-level students from a public school in Loja. The specific research questions are the following:

1. What is the effect of applying a pre-reading vocabulary strategy through the Quizlet app in multi-level learners' reading comprehension from a public high school in Loja?
2. What are students' perceptions about using pre-teaching vocabulary through the Quizlet app in their reading comprehension performance?

5.2 Research Question 1:

What is the effect of applying a pre-teaching vocabulary strategy using the Quizlet app in multi-level learners' reading comprehension?

The quantitative component in the action research was applied to determine the effectiveness of the pre-teaching vocabulary strategy through Quizlet, which was analyzed using the pre y post-Cambridge KET reading comprehension test. Hence, in action research, the process is a cycle called the interactive spiral (Stringer, 2007). In this study, two phases were made to reflect on the strengths and weaknesses of each intervention. It will help to achieve the primary goal and make any necessary changes.

5.2.1 First Stage

During the First Stage of the study, the students were assessed to know their reading comprehension level. Table 5.1 shows the English reading comprehension level of the participants using the KET Cambridge exam.

Table 5.1. CEFR Reading Comprehension level of the participants

CEFR LEVEL RESULTS	Number of participants
LOW A1	3
A1	14
A2	15
B1	4
TOTAL	36

These results accomplished one of the inquiry’s objectives, which is knowing the English reading comprehension level. Three students have low A1, fourteen are in the A1 level, and fifteen have A2 level. The last four students are in the B1 level, according to the CEFR.

The First Stage analyzes the strengths and weaknesses of applying the pre-vocabulary strategy through the Quizlet app during the initial four interventions. Furthermore, The results came from a reading comprehension cloze test from the teaching materials compared with the Cambridge reading comprehension pre-test. Thus, as the “act” phase in the action research approach (Stinger, 2007), these results were obtained to analyze the pre-teaching vocabulary strategy’s effect on reading comprehension performance during the first phase of the study.

Moreover, the researcher presents the results taking into account the English reading level of the participants and converting the scale of the pre-reading test that is over 30 points to 10 because each intervention reading cloze test is over 10 points. Table 2 shows the results of the pre-test and the first phase of the reading comprehension test.

Table 5.2 Results of the first phase of the inquiry about reading comprehension level.

<i>Students' level</i>	<i>First phase</i>	<i>Pre-test</i>
<i>low A1</i>	7.81	1.22
<i>A1</i>	8.84	3.76
<i>A2</i>	9.33	5.84
<i>B1</i>	9.4	7.91

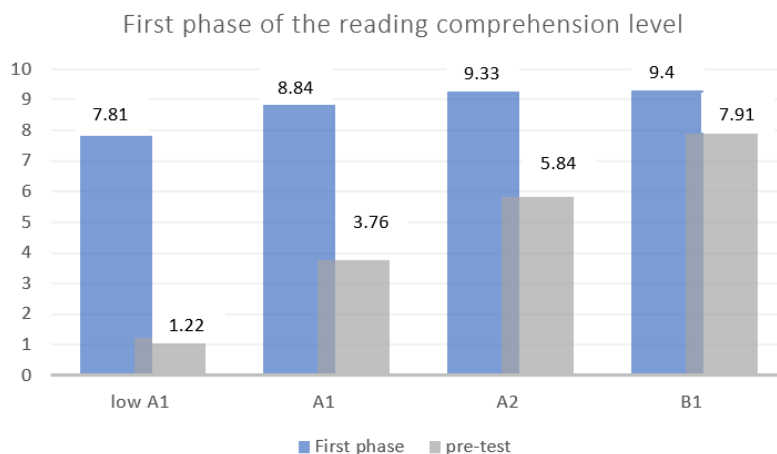


Figure 5.2 Improvement of the students during the first phase

The figure and the table indicate the students' reading comprehension level during the study's first intervention phase using the cloze test with the pre-vocabulary strategy through Quizlet. The Hake gain approach was used to interpret the results. These results show an improvement of 75% in the students with the Low A1 level. Moreover, the students of A1 level have the 81% of enhancement. A2 participants show 83%, and the B1 learners have a 71% improvement in reading comprehension.

The results demonstrated a considerable level of improvement during the first phase of the intervention in each level of participants. As a result, the researcher decided to add one more tool from the Quizlet app, "Learn Mode," Participants will answer a multiple choice activity to reinforce their vocabulary and increase their reading level performance.

5.2.2 Second Stage

Finally, in the second phase, the results obtained in the pre and post-test over 30 points are considered to determine the pre-vocabulary strategy effect through the Quizlet app. They are presented in the following table and figure.

Table 5.3 Second phase reading comprehension performance

<i>Student's level</i>	<i>PRE-TEST</i>	<i>POST-TEST</i>
<i>LOW A1</i>	3.67	9
<i>A1</i>	11.29	19.29
<i>A2</i>	17.53	22.07
<i>B1</i>	23.75	27.25

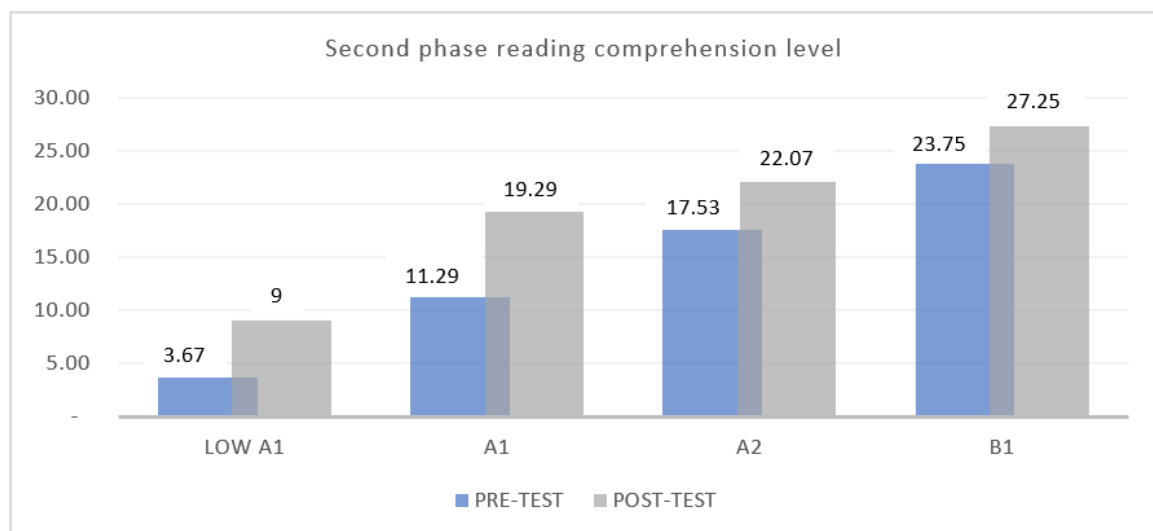


Figure 5.3 Second phase reading comprehension performance

Table and figure 5.3 demonstrate the improvement in the reading comprehension level. The pre-test and the post-test scores were compared with the paired t-test to answer the research question. (See Appendix I for students' scores). In table 4.4., there are statistical data of the pre-test and post-test using the Data analysis Statistical package "R." The t-value is 4.0567 with 68 degrees of freedom at a significant level of $p < 0.0001$. As a result, the null hypothesis is rejected, and the research hypothesis is accepted.

Table 5.4 Cambridge Reading Comprehension test.

<i>Test</i>	<i>Number of students</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Pre-test</i>	36	14.64	5.59
<i>Post-test</i>	36	20.47	6.57

5.3 Research question 2:

What are students' perceptions about using pre-teaching vocabulary through the Quizlet app in their reading comprehension performance?

The response to the second research question needs the interview and the survey instruments analyzing with the qualitative component in this action research study. The interview was applied with a random sampling of participants bearing in mind their reading comprehension level. Moreover, the interview was also done during and end of the study.

5.3.1 First Stage of the spiral process in the action research

In the First Stage of the inquiry, an interview was applied to six participants, two from the low A1 and A1 level, two students from the A2 level, and two more from the B1 level. The results are the following according to the transcript made by the researcher.

5.3.1.1 Interview First Stage

Question 1: What is your opinion about the PRE-VOCABULARY strategy in L2- English language?

All the participants affirmed that the pre-vocabulary strategy is an engaging, dynamic, and fantastic way to learn vocabulary before reading. As it is stated from A2 participant said, " es una buena estrategia y es bueno tener un pre vocabulario antes de la

lectura ya que así podemos entender de mejor manera lo que vayamos a leer y tener una mayor comprensión.” [it is a good strategy, and it is good to have a pre-vocabulary before the reading so we can understand in a better way what we are going to read and have a better understanding.] Another participant from the A1 level said, “ es muy importante ya que conocer el significado es completamente influyente para entender el contexto de la lectura y entenderla” [it is very important because knowing the meaning influence completely to understand the context of the reading]

Table 5.5 Participants opinions about the pre-vocabulary strategy

<i>Opinion</i>	<i>Number of participants</i>
<i>It is good</i>	3
<i>Interesting</i>	2
<i>dynamic</i>	1

It is noticeable that students appreciate the strategy and feel they are learning vocabulary that helps them to improve their reading comprehension. Maunsell (2019) remarks that expanding vocabulary knowledge in students enhances them to understand the text better. Moreover, comprehension and vocabulary are closely related.

Question 2: Do you think this strategy helps you improve your reading comprehension of a text? How?

All the students agree that the pre-vocabulary strategy helps them improve their reading comprehension. Furthermore, they add some reasons and manners of how this strategy works for them, as the repetitions and learn the meaning of the words before a reading is a meaningful way to improve their reading performance.

Like a low A1 student affirms that “ si, en verdad es buena la estrategia, las repeticiones y los graficos nos ayuda a comprender los significados lo que nos hace entender la lectura” [yes, the strategy is good, the repetitions and graphics help to understand the meaning as a result it helps to comprehend the Reading] B1 student also claim that “ al conocer el significado me siento motivado ya que es mas fácil entender la lectura y me siento confiado de responder cualquier pregunta” [to know the meaning, I feel motivated because it is easier to understand the reading and I feel confident to answer any question]

Table 5.6 participants' reasons about pre-vocabulary strategy and reading comprehension.

<i>Answer</i>	<i>Number of participants</i>	<i>Opinion</i>	<i>Number of participants</i>
Yes	6	Know the meaning help to understand the reading	6
No	0	It is easy to understand the text	3
		Repetitions and graphics	1

Participant's answers demonstrate that the pre-vocabulary strategy enables and motivates them to read. Blachowicz et al. (2006) mentioned that language and word-rich environments promote students to develop their new word knowledge independently.

Question 3: What do you think of using Quizlet as a tool to learn vocabulary before reading?

The answers remark that the Quizlet app is a helpful, engaged, entertaining, and funny tool that motivates them to learn vocabulary; it is also used in other subjects. Some of the statements from the participants are: Low A1 student claims that “ nos favorece porque es algo llamativo y nosotros nos vemos mas interesados en las actividades y aprendemos de forma correcta”[it is suitable because it is entertained and we are engaged on the activities and learn in a better way] Another learner A2 level said “ me parece una herramienta sensacional, capta la atención y nos garantiza que podamos aprender mejor” [I think it is a sensational tool, catch the attention and its guarantee a better learning].

Table 5.7 Participants opinions about The Quizlet app

<i>Opinion</i>	<i>Number of participants</i>
<i>It is a sensational tool</i>	3
<i>Helps to understand</i>	3
<i>Entertain and engaged</i>	3

Analyzing the results demonstrated that students are engaged using the app to complete the pre-reading activity. Montaner (2019) emphasizes that the Quizlet app

enhances students to work with the vocabulary inside and outside the classroom, as it is a technological tool that most teenagers feel comfortable doing with their daily tasks.

Question 4: Will you use this strategy in the future? Why?

Participants answered that they would use the strategy in the future, and one of them had already used it with different subjects. Some of the reasons the participants mentioned are A1 student points out that “ es la mejor estrategia para ayudar a que las personas puedan comprender los textos” [it is the best strategy to help people understand the texts] Another student from B1 level said “ entonces en el futuro la seguire utilizando porque me ha facilitado bastante aprendo nuevas palabras, para comprender mejor la lectura”[so in the future, I continue using it because it helps a lot to understand the new words and comprehend in a better way the reading]

Table 5.8 participants’ reasons about the use of the strategy in the future.

<i>Answer</i>	<i>Number of participants</i>	<i>Reasons</i>	<i>Number of participants</i>
Yes	6	It helps to understand the reading	4
No	0	It is an entertained and different method	2
		Helps to learn new vocabulary	1

The answers show that students percept that the pre-vocabulary activity is helpful for their future academic life. Nordin (2013) states that learners who know effective reading strategies have better academic performance because reading efficiently is needed.

5.3.1.2 First Stage Survey Likert Scale

In the next step of the present study, the researcher applied the survey in the liker scale through The SurveyMonkey page to the participants. The statements were explained in L1 and also in L2 before their application. It was applied during the first phase of the study with the following results:

Statement 1: I feel Quizlet is helpful for learning English vocabulary

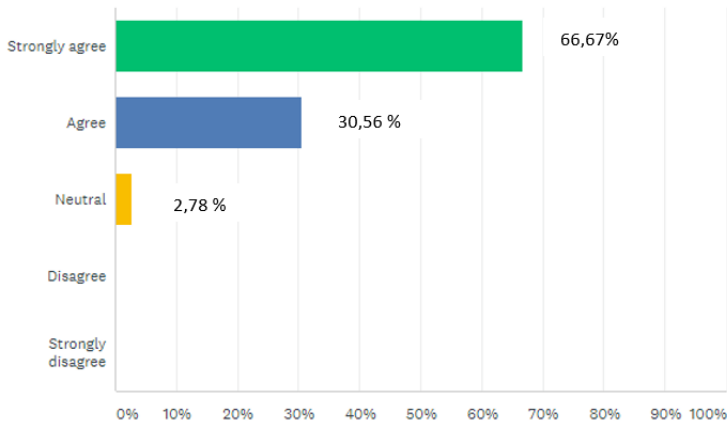


Figure 5.4 Results of the first statement about students' perceptions of the Quizlet app.

Figure 5.4 illustrates the answers of the 36 participants; 24 of them, which represents 66,67%, strongly agree, 11 students with 30,56%, and neutral 2,78%. These results sustained that most of the participants believe Quizlet is a helpful app to learn English vocabulary that will enhance their reading comprehension at the end. Cain et al. (2014) emphasize the importance of the different aspects of vocabulary knowledge rather than verbal abilities to enhance reading comprehension.

Statement 2: I was able to learn English vocabulary more quickly with Quizlet

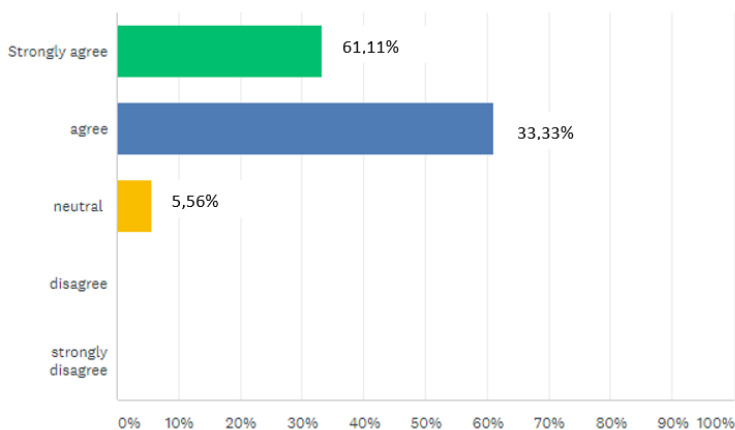


Figure 5.5 Results of students' perceptions of the Quizlet app

Figure 5.5 shows that 22 of the participants, 61,11% agree with the second statement, 12 students with 33,33% strongly agree, and 5.56% are neutral. Consequently, most of the 36 participants agree that the Quizlet app allows them to

learn vocabulary faster. Wagner et al. (2009) maintain that individuals with better vocabulary demonstrate advanced reading comprehension. Furthermore, Lam et al. (2018) indicate that mobile devices and apps are more practical to learn vocabulary.

Statement 3: I think using Quizlet to understand the vocabulary of the reading is effective and useful.

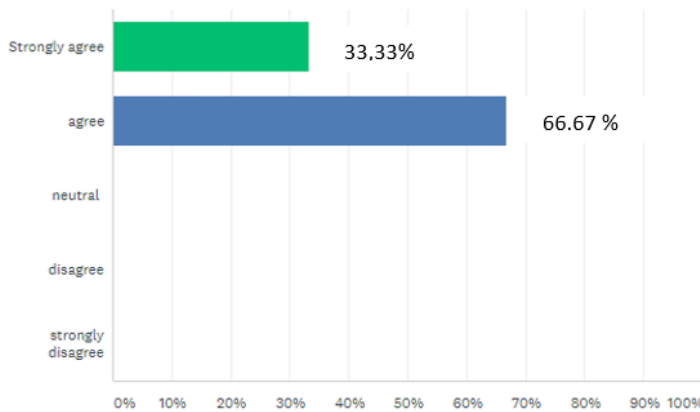


Figure 5.6 Results of students' perceptions of the Quizlet app in reading.

The third statement of the survey related to use the Quizlet app to understand the vocabulary of the reading passage shows that 24 participants, 66.67%, agree that the Quizlet app is effective and useful. The other 12 students, 33.33%, strongly agree on the same statement. Çeçen (2020) affirms that the Quizlet app provides helpful tools such as adding a picture to the words, sound, and different sets available to everyone. Consequently, it shows that students are confident using the app in reading classes.

Statement 4: I could understand better the readings using the Quizlet app to learn the vocabulary.

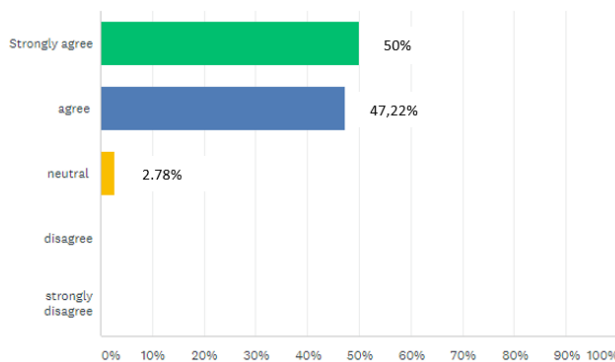


Figure 5.7 Results of students' perceptions of the Quizlet app in reading to learn vocabulary.

Figure 5.7 demonstrates that 18 participants, 50% strongly agree that the Quizlet app helped understand the reading, 17 students, 47,22% agree with the same statement. However, there is one student that chose neutral that represents 2,78%. Dreyer et al. (2003) highlight that nowadays, educators might help involved students in a technological environment to enhance reading comprehension. The results demonstrate that they are aware of their improvement in reading through the Quizlet app.\

Statement 5: I think pre-vocabulary activities with Quizlet are helpful to understand the reading.

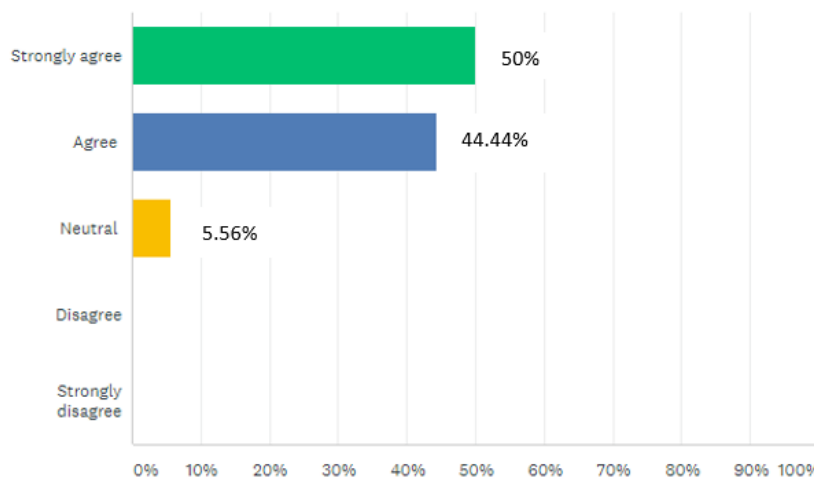


Figure 5.8. Results of students' perceptions of pre-vocabulary activities with Quizlet.

The last statement presented in figure 4.8 shows that 18 participants the 50% strongly agree that pre-vocabulary activities with Quizlet are helpful to understand the reading. 16 students, 44.44%, agree on the same thought, and the last two learners, 5.56%, answered neutral. Constantinescu (2009) remarks that reading and vocabulary are closely related, and using technology apps to enhance that relationship is the best prompt an educator can do.

5.3.2 Second Stage Findings

Cresswell (2012) claims that action research involves either quantitative, qualitative or both methods to data collection. Therefore this study involves both components. Moreover, it is a practical action research study because it furnishes a school issue to improve practice. Besides, action research has a cycle model that the researcher

goes back and forth between data collection, interpretation, and analysis. Consequently, the findings presented above demonstrate the first phase in the cycle action research model.

Analyzing the two instruments applied interviews and the survey on a liker scale during the first phase of the intervention. The results demonstrate a positive perspective of using the Quizlet app to apply pre-vocabulary strategy before reading activity. For this reason, the researcher decides to add one more tool from the Quizlet app to prove the benefits of the strategy in reading comprehension.

The Second Stage of the study applied a survey to 12 randomly selected participants, three from each reading comprehension level proficiency and ethical considerations. The survey applied at the end of the intervention to all 36 participants presented the following results.

5.3.2.1 Second Stage Interview

Question 1: What is your opinion about the Pre-teaching vocabulary strategy in L2-English language?

Participants' answers highlight that pre-vocabulary strategy is excellent, important, dynamic, and helps understand the reading. One low A1 level student affirms that "*Si me gusta porque al momento de lo que tenemos el vocabulario antes puedo comprender mejor la lectura*" [yes, I like it because having the vocabulary before I can understand better the reading]. Another A1 level student was mentioned. "*Pienso que enseñar las palabras antes de una lectura ha sido muy importante al menos para mí me ha ayudado mucho*" [I think that teaching the words before the Reading have been really important at least for me, its help me a lot.]

Coding the answers is explained in Saldaña (2013), finding the main patterns and follow the three-stage, the table below points out the main ideas in the interviews. It is noticeable that participants have a positive perception of the strategy.

Table 5.9 Participants' opinions about the pre-vocabulary strategy second stage.

<i>Opinion</i>	<i>Number of participants</i>
<i>It is good and interesting</i>	7
<i>Help to understand the reading</i>	4
<i>Dynamic and easy</i>	2

Fortunately, All the 12 participants, even from different levels of reading comprehension, are consistent and similar, demonstrating that students are aware of the benefits of the strategy, and the reasons are explained in table 4.9.

Question 2: Do you think this strategy helps you improve your reading comprehension of a text? How?

Amazingly, all the 12 participants answered affirmative to this question. Some of the reasons are that this strategy helps to understand and interact with the reading and activate previous knowledge. A2 level student also states that “Si se me hace mucho más sencillo para comprender la lectura ya que tenemos el significado y tenemos la idea de que es el texto y de esa manera podemos comprenderlo mejor” [yes, it is easy for me to understand the reading, since we have the meaning and the idea of what is the reading about so in this way we can comprehend it in a better way]. A B1 level student affirms that “Creo que al momento de que yo se el significado del vocabulario que esta presente en la lectura se me facilita poder entenderla y por lo cual puedo tener una mejor visión de esta” [I believe when I know the meaning of vocabulary from the reading, it is easy for me to understand and have an overview of it].

Table 5.10 participants’ reasons about pre-vocabulary strategy and reading comprehension second stage.

<i>Answer</i>	<i>Number of participants</i>	<i>Opinion</i>	<i>Number of participants</i>
<i>Yes</i>	12	Know the meaning help to understand and interact with the reading	9
<i>No</i>	0	Practice vocabulary	2
		Activate previous knowledge	2

Participants’ answers in table 4.10 show that the pre-vocabulary strategy is helping them to improve their reading comprehension performance. Ikram’s (2020) study also claims that pre-vocabulary strategy is a convenient way to instruct reading, especially when they lack vocabulary is the principal constrain to understand the reading.

Question 3: What do you think of using Quizlet as a tool to learn vocabulary before reading?

Most of the participants answered that Quizlet is a practical, dynamic, and entertaining tool that they might not know helps understand the reading. A low A1 participant comment that “ es una buena aplicación porque es dinámico el aprendizaje ya que mediante juego hace más interactiva la clase en línea.” [it is a good app, it makes learning dynamic because it is a game that makes the online class interactive] Another participant from B1 level said, “Yo creo que es útil por el hecho de que se pueden hacer diferentes actividades, entonces es mas entretenida y mas divertida la clase” [I believe that it is useful because you can do different activities, so it makes the class entertaining and enjoyable]

Table 5.11 Participants’ opinions about The Quizlet app in the second phase.

<i>Opinion</i>	<i>Number of participants</i>
<i>It is a practical tool</i>	3
<i>Helps to understand</i>	4
<i>Entertain and dynamic</i>	7

Table 5.11 shows that students have a great perspective of the Quizlet app and how to use this app to foster their reading performance. Wahjuningsih’s (2018) study remarks that the combination of interactive flashcards provides by the Quizlet app has motivated students to improve their English learning.

Question 4: Will you use this strategy in the future? Why?

All the participants answered that they would use the pre-vocabulary reading strategy in their future academic life. Some of the reasons they mentioned are: A2 level learner said, “ Si, porque nos permite aprender nuevas palabras lo cual nos da un mejor entendimiento del tema de la lectura”. [yes, because it allows us to learn new words that better understand the reading.] A1 student also points out “ Si, incluso últimamente lo he estado aplicando esta estrategia para mis estudios” [yes, actually I have been applying this strategy to my studies].

Table 5.12 participants' reasons about the use of the strategy in the future second phase.

<i>Answer</i>	<i>Number of participants</i>	<i>Reasons</i>	<i>Number of participants</i>
Yes	12	It helps to understand the reading	10
No	0	Are applying now	2
		Organized ideas	1

Table 5.12 demonstrates that all the participants will use the strategy in the future. Moreover, some of them have been applying it in their daily lives. Mihara (2011) highlights that pre-reading strategies are appropriate for enhancing students' reading performance, significantly contributing to their academic lives.

In the second stage of the study, the survey applied to all the 36 participants at the end of the interventions related to student's perceptions about using pre-teaching vocabulary strategy through the Quizlet app in their reading comprehension performance are the following:

5.3.2.2 Second Stage Survey

Statement 1: I feel Quizlet is helpful for learning English vocabulary

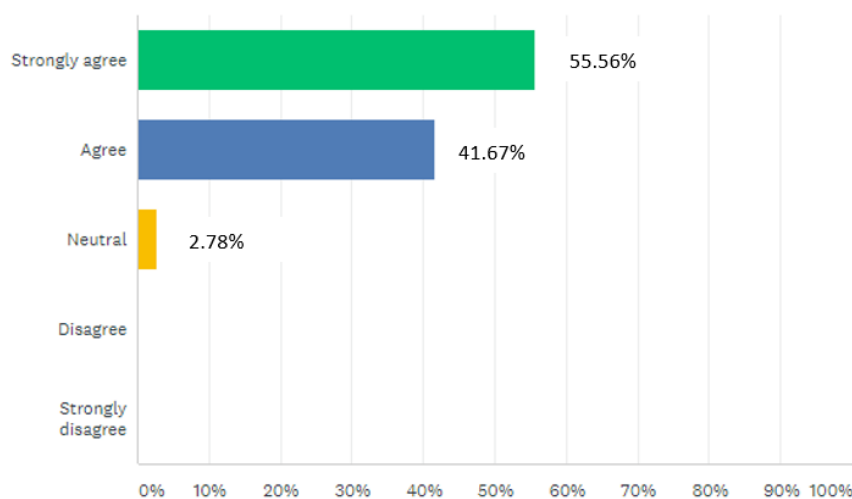


Figure 5.9 Results of the first statement about students' perceptions of the Quizlet app second phase.

The results in figure 5.9 represent all the 36 participants of the inquiry where 20 students are 55.56%, strongly agree that Quizlet is a helpful tool to learn vocabulary, 15 students agree with the same statement. One is the 2.78% chose the neutral option. In the

second phase, participants still feel that the Quizlet is an efficient tool. Setiawan et al. (2020) advocate that using ICT makes learning effective and efficient; apps like Quizlet motivate students' language acquisition, and participants are aware of that.

Statement 2: I was able to learn English vocabulary more quickly with Quizlet

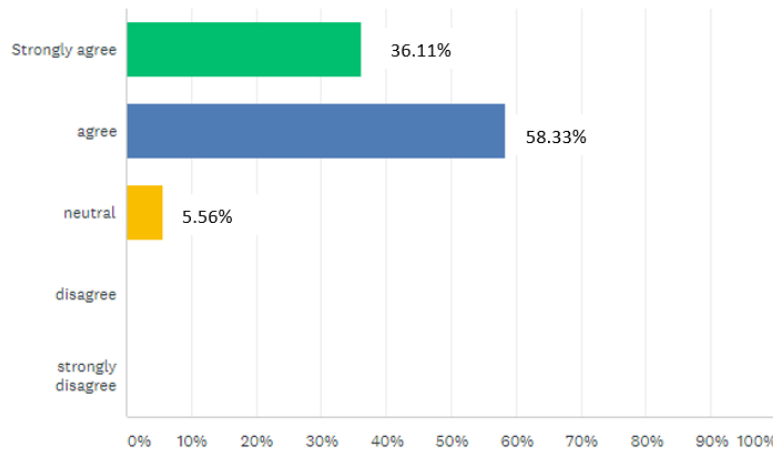


Figure 5.10 Results of students' perceptions of the Quizlet app second phase

In the second statement, 13 participants, 36.11%, strongly agree that they learn vocabulary quickly using the Quizlet app. 21 learners agree with the same thought, and two learners, 5.56%, chose neutral. The results show that they are aware of their learning progress using the app. Abdulaziz's (2018) study holds that the Quizlet app increases vocabulary knowledge; it is a convenient tool to enhance vocabulary acquisition.

Statement 3: I think using Quizlet to understand the vocabulary of the reading is effective and useful.

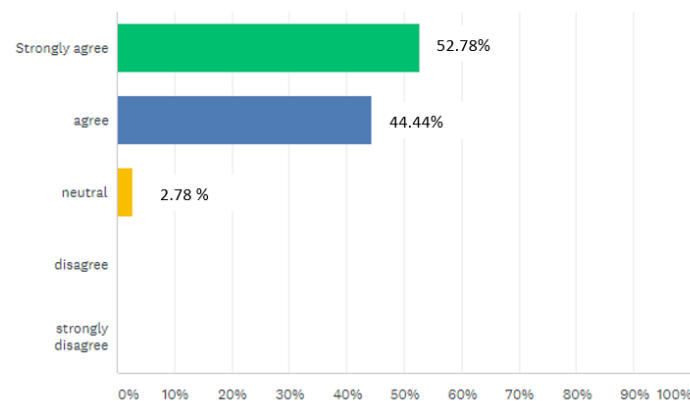


Figure 5.11 Results of students' perceptions of the Quizlet app in reading the second phase.

Of the 36 participants asked at the end of the treatment, 19 of them, 52.78%, strongly agree that Quizlet is effective and useful to understand the vocabulary of the reading. Sixteen that represent the 44.44% agree on the same statement, and one student chose neutral. Cinar et al. (2019) indicate that Quizlet provides a meaningful contribution to vocabulary learning and retention.

Statement 4: I could understand better the readings using the Quizlet app to learn the vocabulary.

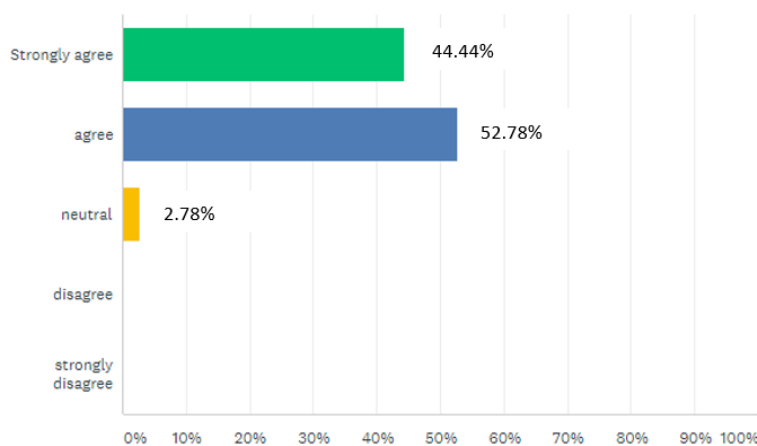


Figure 5.12 Results of students' perceptions of the Quizlet app in reading to learn vocabulary second phase.

Figure 5.12 demonstrates the 36 participants' answers; 16 of them, 44.44%, strongly agree, 19 participants, 52.78% agree that they could understand better the readings using the Quizlet app. There is one answer neutral based on the same statement. Ledesma (2019) points out that the more vocabulary students learn, the more they can understand what they read.

Statement 5: I think pre-vocabulary activities with Quizlet are helpful to understand the reading.

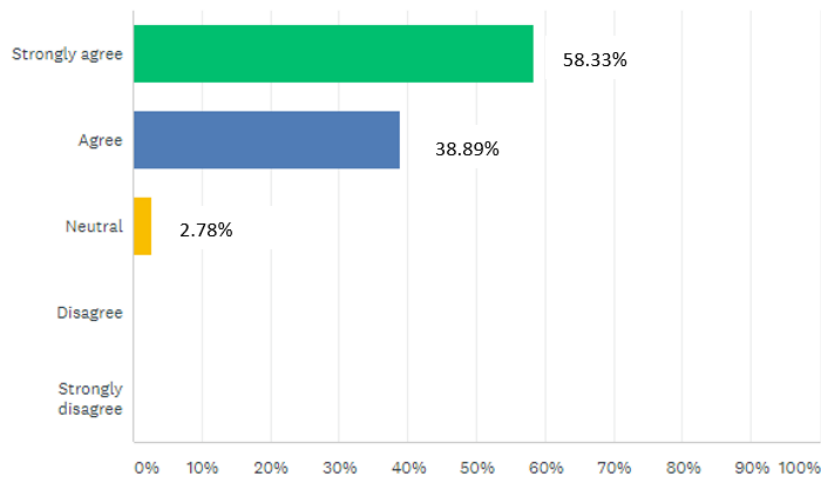


Figure 5.13 Results of students' perceptions of pre-vocabulary activities with Quizlet second phase.

The last statement of the survey explained the following results 21 of the 36 participants with 58.33% strongly agree that pre-vocabulary activities with Quizlet are helpful to understand the reading. Fourteen participants, 38.89%, agree with the same idea. There is one learner 2.78% chose neutral. Mihara (2011) states that pre-vocabulary strategy solves problems like lack of conceptual and vocabulary knowledge. Consequently, participants know the importance of the strategy and its effect on their reading performance.

Chapter 6

6.1. Discussion and Conclusions

This action research study involved qualitative and quantitative data analysis following the cycle process stated by Creswell (2012): identifying an issue, collecting data, analyzing and interpreting data, and developing an action plan. Consequently, there are two phases in this inquiry.

6.1.1. First stage analysis

During the first phase of the treatment, the pre-test (KET Cambridge exam) and reading comprehension tests of the interventions were applied; the information gathered was analyzed using the Hake gain, which demonstrated a significant improvement in all the participants. The differences were noticeable in the lower reading comprehension levels that increased their reading performance.

Furthermore, the interviews applied to randomly selected students were analyzed qualitatively. It shows that students are aware of the benefits of pre-vocabulary strategy through the Quizlet app. The survey took during the first phase of the intervention also describes participants' perceptions. They felt the Quizlet app is helpful, practical and enhances their understanding of the vocabulary of a reading passage. After analyzing all information using the quantitative and qualitative approaches. The researcher decided to add one more tool from the Quizlet app to the action plan. The "learn mode" is where students will complete one more multiple-choice activity before the reading quiz at the end of the session.

6.1.2. Second stage analysis and conclusions.

In the last part of the treatment, after applying the changes to the session. The pre and post-test were applied (KET Cambridge reading Comprehension exam) and analyzed with Data analysis statistical Package "R." The t-value is 4.0567 with 68 degrees of freedom at a significant level of $p < 0.0001$. Conclude, the null hypothesis is rejected, and the research hypothesis is accepted that establishes the mean of the post-test is greater than the average of the pre-test. It confirms that pre-vocabulary strategy

through the Quizlet app has a positive effect on students reading comprehension levels. This analysis answers the first research question.

The students' perceptions about using the Quizlet app in their reading comprehension performance are responded with the triangulation method. The interviews applied to 12 participants expressed that students consider the pre-vocabulary strategy using Quizlet as an efficient and effective way to develop their reading comprehension. Moreover, the final survey in the Likert scale confirms the interview's thoughts; students feel that the strategy and the tool allow them to learn new vocabulary and understand the readings meaningfully.

6.2. Limitations of the study

This action research study was developed in a remote learning environment with limitations, connection problems, and timing. Moreover, this inquiry was applied to a focus group with a convenience sample. The Quizlet app also has different extra functions that require extra time to put into practice which was a constraint in this inquiry. Furthermore, another factor limiting this study was reading instruction during the intervention because students were exposed to a specific direct method to address reading. Besides, the texts provided by the ministry of education have a communicative approach that differs from the method applied in the intervention. Finally, the study was done with a convenience sample that might have outcome generalized the conclusions.

6.3. Implications for further research

The present study can be a reference for further investigations on improving reading comprehension methodologies by implementing technology apps and facilitating student learning. Moreover. This study could be applied using different language skills like writing or listening and approaches like quasi-experimental.

6.4. Recommendations

After carrying out this study, the researcher verifies that applying a pre-reading vocabulary strategy through the Quizlet app in multi-level learners positively affects students' perceptions and increases their reading comprehension level, as is presented in the t-test, interviews, and surveys. Therefore, the researcher recommends using the

pre-vocabulary strategy with the Quizlet app; it is an excellent option to instruct reading in the remote learning environment. The app also provides extra options to enhance all language skills that will be extraordinary for teacher and student development.

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APPENDICES

Appendix A

Loja, 08 de abril, 2021

Doctor
Alonso Guamán
RECTOR DE LA UNIDAD EDUCATIVA FISCO-MISIONAL [REDACTED]
[REDACTED]

Yo, Silvana Patricia Jaramillo Aguilar estudiante de la Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera (MTEFL), Cohorte 2019-2021, de la Escuela Superior Politécnica del Litoral ESPOL, por este medio comunico que actualmente me encuentro en el proceso de trabajo de titulación.

El trabajo de titulación que he elegido es el desarrollo de tesis mediante una investigación de campo. Por este motivo, solicito a usted muy respetuosamente, me permita realizar este trabajo investigativo denominado **“THE EFFECTIVENESS OF PRE-TEACHING VOCABULARY THROUGH QUIZLET TO IMPROVE READING COMPREHENSION IN A SECONDARY EFL CLASS: AN ACTION RESEARCH STUDY”**. (La pre-enseñanza del vocabulario usando la aplicación Quizlet y su efecto en la comprensión lectora de los estudiantes del nivel bachillerato. Un estudio de investigación de campo). Esta investigación se enfoca en emplear la metodología de pre-enseñanza del vocabulario mediante la utilización de las TICs para evidenciar la lectura comprensiva en el idioma Inglés de los estudiantes.

El objetivo final de la investigación es mejorar las prácticas de enseñanza en beneficio de los estudiantes. Este trabajo se desarrollará dentro de las horas de clase del 3er Año de Bachillerato General Unificado, paralelo “I”, de manera sincrónica via Teams. El periodo de aplicación será durante cinco semanas; por lo tanto, las actividades realizadas serán calificadas y consideradas como insumos del parcial.

En el proceso de elaboración del informe de investigación se guardará la privacidad necesaria para salvaguardar la identidad de los sujetos estudiados.

Anexo la propuesta de tesis presentada y la respectiva aprobación. Por la cordial acogida que diera a esta petición, le expreso mi más sincero agradecimiento.

Atentamente,



Lic. Silvana Patricia Jaramillo Aguilar.

C.I. 1104736838

Visto Bueno



Appendix B

CARTA DE CONSENTIMIENTO

Título de Tesis: “La efectividad de la estrategia de pre- enseñar el vocabulario usando la aplicación de Quizlet para mejorar la comprensión lectora de los estudiantes de secundaria que aprenden el idioma inglés como lengua extranjera (estudio de acción)”

Información del participante:

Por favor elija su posición, escoja todas las que apliquen.

- Administrador del Programa
- Estudiante/participante
- Maestro
- Representantes o padres de familia de participantes menores de 18 años.
- Otros, (por favor explique)

Yo, _____ estudiante de tercero de bachillerato “I” de la Unidad Educativa Daniel Álvarez Burneo he sido invitado a participar en este estudio investigativo, el mismo que me ha sido explicado por Silvana Jaramillo Aguilar docente de inglés de la misma unidad educativa. Este estudio es llevado a cabo para crear un conocimiento referente al uso de la estrategia de pre-enseñar el vocabulario usando la aplicación de quizlet para mejorar la comprensión lectora en el área de inglés en Loja- Ecuador.

Propósito del estudio investigativo

El propósito de este estudio de acción es evaluar la efectividad de la estrategia de pre-enseñar el vocabulario a través de la aplicación quizlet para mejorar la comprensión lectora con una análisis cuantitativo y cualitativo a nivel secundario con estudiantes de diferentes niveles de inglés en un colegio fiscomisional en el área urbana de la ciudad de Loja.

Descripción de los métodos de investigación.

El método investigativo y técnicas que serán usadas en esta investigación serán cuantitativas y cualitativas. Los participantes serán evaluados con un pre and post test al inicio y final de la investigación. También, los estudiantes participaran en clases donde se aplicará la estrategia de pre- enseñar el vocabulario con la aplicación quizlet, leerán y completarán mini test de comprensión lectora al final de cada clase. Contestarán dos encuestas durante y al final de la investigación.

Requerimientos de los participantes

Los participantes tienen que asistir a dos clases sincrónicas de 40 minutos los días martes y miércoles durante un mes, ellos participarán activamente, contestarán encuestas, y comprenderán mini test al final de cada clase. Requerimientos: asistir a clases y completar con las actividades. Algunos de los participantes serán entrevistados a través de la aplicación Teams en las tardes siguiendo un horario organizado. Todos los participantes llenarán dos encuestas una durante la intervención investigativa y la otra al final de la misma. Yo observare las clases y revisaré las actividades enviadas.

Beneficios para los participantes

Los participantes serán beneficiados aprendiendo de su experiencia en el uso de pre enseñar el vocabulario a través de la aplicación de Quizlet y verán su desarrollo en la comprensión lectora, ellos aprenderán como usar la aplicación quizlet para aprender inglés de una mejor manera. Las notas de las actividades realizadas durante la investigación equivaldrán a sus notas del cuarto parcial y del examen del segundo quimestre.

Riesgos e Incomodidad

La única incomodidad o riesgo predecible para los participantes es el tiempo para completar las encuestas, mini test, pre and post test y las entrevistas. Por favor contactarse con el investigador Silvana Jaramillo Aguilar número telefónico 0992863680 o al email spjaramilloa@fmsnor.org si tienen alguna pregunta.

Confidencialidad

Yo entiendo que cualquier información personal obtenida como resultado de mi participación en esta investigación será mantenida confidencial en lo legamente posible. En cualquier publicación que resulte de esta investigación ni mi nombre o cualquier información de la cual pueda ser identificado será incluida.

Participación Voluntaria

La participación en esta investigación es voluntaria. Yo comprendo y soy libre de retirar mi consentimiento de participar en este estudio o cualquier actividad específica en cualquier momento. Yo comprendo que ni mi posición en mi trabajo o en lo académico serán afectados si yo decido no participar en este estudio. Yo he tenido la oportunidad de preguntar acerca de esta investigación, y he recibido las respuestas a mis preocupaciones en las áreas que no comprendí. La información proporcionada en esta investigación será anónima. Firmando este consentimiento, yo firmo que comprendo los términos asociados a este estudio. Yo voluntariamente apruebo el participar en esta investigación.

Fecha: abril 2021

Firma del participante
Cédula:

CARTA DE CONSENTIMIENTO

Título de Tesis: “La efectividad de la estrategia de pre- enseñar el vocabulario usando la aplicación de quizlet para mejorar la comprensión lectora de los estudiantes de secundaria que aprenden el idioma ingles como lengua extranjera (estudio de acción)”

Información del participante:

Por favor elija su posición, escoja todas las que apliquen.

- Administrador del Programa
- Estudiante/participante
- Maestro
- Representantes o padres de familia de participantes menores de 18 años.
- Otros, (por favor explique)

Yo, _____ representante de _____ estudiante de tercero de bachillerato “I” de la Unidad Educativa Daniel Álvarez Burneo me han pedido otorgar el permiso a mi hijo o hija para participar en este estudio investigativo, el mismo que me ha sido explicado por Silvana Jaramillo Aguilar docente de inglés de la misma unidad educativa. Este estudio es llevado a cabo para crear un conocimiento referente al uso de la estrategia de pre-enseñar el vocabulario usando la aplicación de quizlet para mejorar la comprensión lectora en el área de inglés en Loja- Ecuador.

Propósito del estudio investigativo

El propósito de este estudio de acción es evaluar la efectividad de la estrategia de pre-enseñar el vocabulario a través de la aplicación Quizlet para mejorar la comprensión lectora con un análisis cuantitativo y cualitativo a nivel secundario con estudiantes de diferentes niveles de inglés en un colegio fiscomisional en el área urbana de la ciudad de Loja.

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Los participantes tienen que asistir a dos clases sincrónicas de 40 minutos los días martes y miércoles durante un mes, ellos participarán activamente, contestarán encuestas, y comprenderán mini test al final de cada clase. Requerimientos: asistir a clases y completar con las actividades.

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durante la intervención investigativa y la otra al final de la misma. Yo observare las clases y revisare las actividades enviadas.

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Riesgos e Incomodidad

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Participación Voluntaria

La participación en esta investigación es voluntaria. Yo comprendo y soy libre de retirar mi consentimiento de mi hijo o hija para participar en este estudio o cualquier actividad especifica en cualquier momento. Yo comprendo que la posición académica de mi hijo o hija serán afectados si yo decido que no participe en este estudio. Nosotros hemos tenido la oportunidad de preguntar acerca de esta investigación, y he recibido las respuestas a mis preocupaciones en las áreas que no comprendí. La información proporcionada en esta investigación será anónima. Firmando este consentimiento, yo firmo que comprendo los términos asociados a este estudio. Yo voluntariamente apruebo que mi hijo o hija participe en esta investigación.

_____ **Fecha: Abril, 2021**

Firma del representante

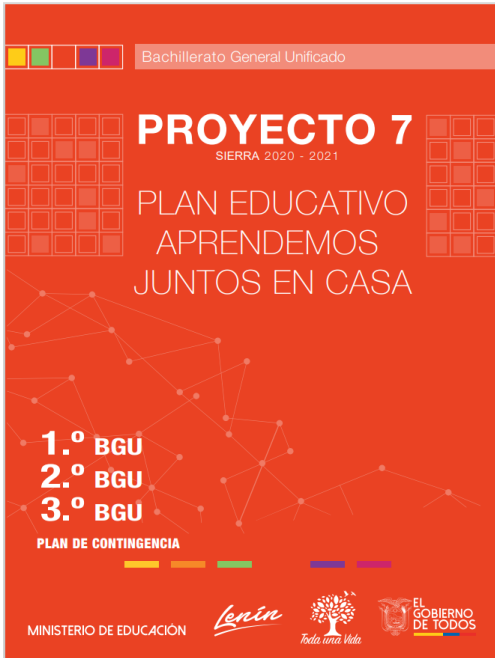
Cédula:

Firma del participante o estudiante

Cédula:

Appendix C

Aprendamos Juntos en Casa plan



Activity 5: Dance therapy

1. Discuss the following questions in class or at home.
Do you like to dance? What type of music do you like?

2. Vocabulary:

Aliments = diseases, illnesses/ **assess** = evaluate/**take up** = start, especially a new activity

3. Read this text about dance therapy

Dance therapy has become quite popular since the start of the new millennium, even though its roots go back to the 19th century. Not only is it fun, but it also has a lot of physical and mental health benefits. It is based on the idea that motion and emotion are interconnected. It can help to treat various physical **ailments** like cancer, arthritis, hypertension, obesity, chronic pain, and cardiovascular disease. It also is effective in treating mental health issues such as depression, anxiety, dementia, and low self-esteem. It can even help with social disorders such as autism and trauma caused by aggression or domestic violence.

How do we know it is effective? Because there have been several studies on the topic. In a study from The Arts in Psychotherapy, researchers found that dance therapy had a positive impact on people with depression. A study from the American Journal of Dance Therapy found that dance therapy helped decrease aggression and improve social behavior among teens. And there are dozens more studies that show the benefits of dance therapy. Dance therapy is different than regular dancing.

PLAN EDUCATIVO • APRENDEMOS JUNTOS EN CASA

Even though regular dance of any kind is good for your health and mood, dance therapy takes it to a different level. It becomes more than exercise – it is a language through which people can communicate feelings. Dance therapists guide participants and assess their body language. This becomes the therapeutic side of this activity. So, if you are looking to take up a new good habit, try dance therapy!

Source: <https://www.goodtherapy.org/learn-about-therapy/types/dance-movement-therapy>

Discuss these questions with a partner or a member of your family. Then, write your responses.

- Do you believe in the power of dance therapy? Why or why not?
- What do you think is the most beneficial aspect of dance therapy?
- Would you ever consider becoming a dance therapist? Why or why not?

If it is possible, listen to the music in the link. Then, dance to it with your classmates or family to relax. <https://www.youtube.com/watch?v=IzIrr72SGxE>

Appendix E

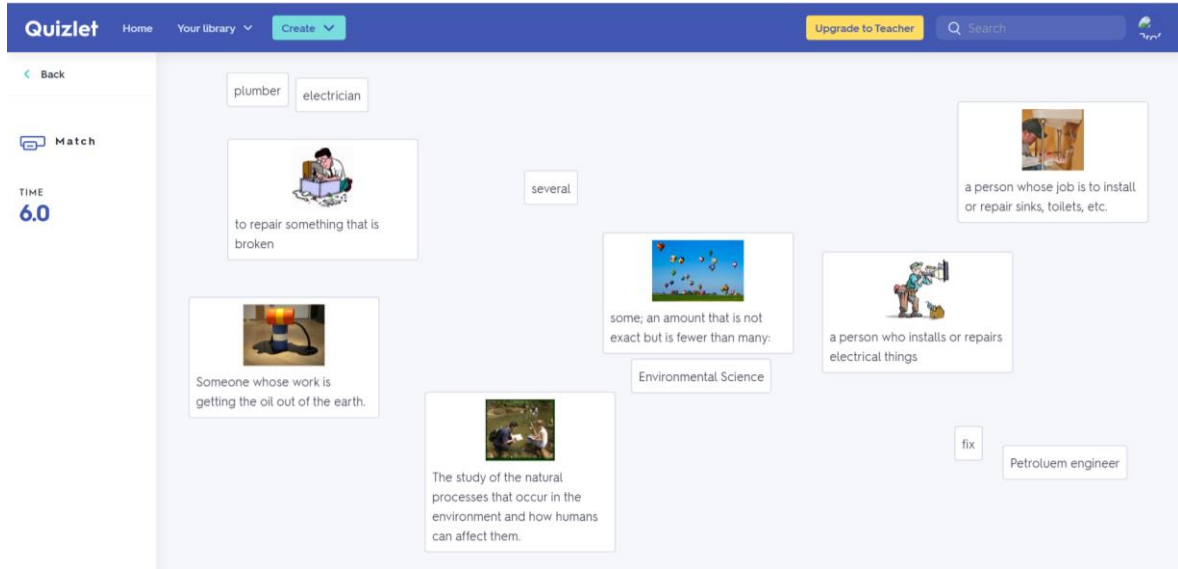
LESSON PLAN (QUIZLET PRE-ACTIVITY)

The screenshot shows the Quizlet website interface. At the top, there is a navigation bar with the Quizlet logo, links for Home, Your library, and Create, a yellow Upgrade to Teacher button, and a search bar. Below the navigation bar, the page title is "TRADE SCHOOLS". On the left side, there is a menu with "IN-CLASS" (Live) and "STUDY" (Flashcards, Learn, Write, Spell, Test, Match, Gravity) options. The main content area displays a flashcard with the word "trade" in the center. Below the flashcard, there are navigation arrows, a "1/12" indicator, and icons for back, forward, and full screen. At the bottom, it shows the creator's name "silvana_jaramillo8" and a set of icons for sharing and editing. A small instruction at the bottom reads "Read the words. Link their pictures and their meanings."

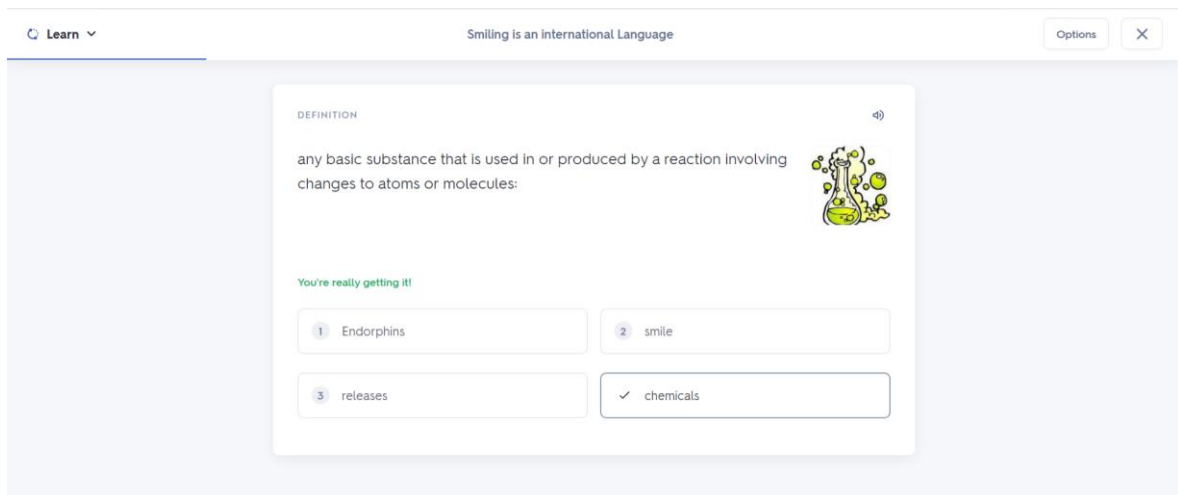
This screenshot shows the same Quizlet interface as above, but with a different flashcard. The flashcard features a small image of a person working in a technical environment on the left. To the right of the image, the text reads "a job that is normally manual and requires special training". The rest of the interface, including the navigation bar, menu, and creator information, remains the same. The instruction at the bottom is "Read the words, look their pictures and their meanings."

Appendix F

LESSON PLAN (QUIZLET MATCH AND LEARN MODE)



The screenshot shows the Quizlet Match mode interface. At the top, there is a navigation bar with 'Quizlet', 'Home', 'Your library', 'Create', 'Upgrade to Teacher', and a search bar. On the left, there is a sidebar with 'Back', 'Match', and 'TIME 6.0'. The main area contains several cards and labels. The cards include: 'plumber' and 'electrician' labels; a card with an image of a plumber and the text 'to repair something that is broken'; a card with an image of an oil pump and the text 'Someone whose work is getting the oil out of the earth.'; a card with an image of a person working in a field and the text 'The study of the natural processes that occur in the environment and how humans can affect them.'; a card with an image of butterflies and the text 'some; an amount that is not exact but is fewer than many:'; a card with an image of a person working on a sink and the text 'a person who installs or repairs electrical things'; and a card with an image of a sink and the text 'a person whose job is to install or repair sinks, toilets, etc.'. There are also labels for 'several', 'Environmental Science', 'fix', and 'Petroleum engineer'.



The screenshot shows the Quizlet Learn mode interface. At the top, there is a navigation bar with 'Learn', 'Smiling is an international Language', 'Options', and a close button. The main area contains a definition card. The definition is: 'any basic substance that is used in or produced by a reaction involving changes to atoms or molecules:'. To the right of the definition is an image of a chemical reaction. Below the definition, there is a message: 'You're really getting it!'. There are four input boxes for the definition: 1. Endorphins, 2. smile, 3. releases, and 4. chemicals. The 'chemicals' box has a checkmark next to it, indicating it is the correct answer.

Appendix G

LESSON PLAN (WHILE READING)

Activity 5: Why are toquilla straw hats called "Panama hats"?

1. **Answer** this question How much do you know about the Panama Hat?
Is there any technology involved to produce Panama hats? Yes _____ No____
Do you think that the history of Panama hats started in Panama and then it was produced in Ecuador? Yes _____ No____
Do you think the production of Panama hats contributes to the growth of a community's economy? Yes _____ No____
2. **Discuss** your answers as a group (teacher could develop a poll) or with your family.
3. **Read** the following passage

The History of Paja Toquilla Hats

It is said that back in 1835, people in Montecristi, Manabi sent boxes of hats to Manta and Guayaquil to be exported to Panama. The time coincided with the California Gold Rush (1848-1855), which made the hat famous because of the abundant sun on the west coast of the United States. They became so popular in the ports of Panama that the name was quickly linked to that location.

During the construction of the Panama Canal, Theodore Roosevelt, who was the president of United States at that time, wore those kinds of hats and contributed to their increasing popularity. Many workers also wore them. It is said that many passengers who were passing through the canal also made the hats famous. They became really valued around the world. Edward VII of England ordered a hat for himself and paid a lot of money for it. In 1985, the hat was selected as one of the 100 best designs ever by the Conrad Foundation in England. Also, in 2017, the UNESCO declared paja toquilla hats as part of the list of Intangible Cultural Heritage of Humanity.

4. **Fill** in the blanks using information from the reading.
 - Paja toquilla hats are called _____.
 - Theodore Roosevelt wore those kinds of hats during _____.
 - _____ ordered a hat for himself and paid a lot of money.
 - In _____, the hat was chosen as one of the best designs by the Conrad Foundation.
 - The _____ declared the hats as part of the Intangible Cultural Heritage.

Appendix H

Lesson Plan (Post Activity-Cloze test)

Trade Schools Reading Comprehension QUIZ ☆

Preguntas Respuestas 2/2 Puntos totales: 10

Trade Schools Reading Comprehension QUIZ

Read the options carefully and choose the correct answer

Correo *

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Full name *

Texto de respuesta corta

What is the author's main idea of trade school reading? *

- students can have several options than study a 4 year plan at universities
- students have to go to trade schools
- students have to study

What are some technical careers that you have to study only for 2 years? *

- computer programmer, web developer and Electrical engineer

Cyberbullying Reading Comprehension QUIZ ☆

Preguntas Respuestas 2/2 Puntos totales: 10

Cyberbullying Reading Comprehension QUIZ

Read the options carefully and choose the correct answer

Correo *

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Full name *

Texto de respuesta corta

What is cyberbullying according to the text? *

- is a type of bullying that happens on digital devices
- it includes sending, posting, or sharing negative material about someone
- Both answers
- none answers

What are some concerns about cyberbullying according to the reading? *

- people can hurt themselves because of cyberbullying
- it is hard to identify the detect a victim of cyberbullying
- it is hard to detect the buller

Appendix I

Cambridge (KET Reading Exam)

Part 1

Questions 1 – 6

For each question, choose the correct answer.

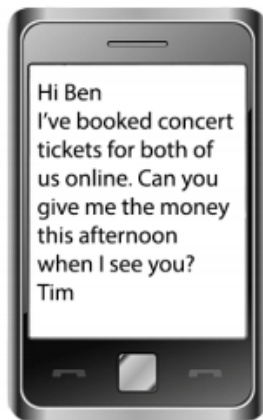
1

For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

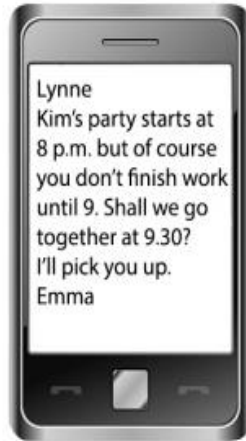
3



ADVENTURE PARK
Half-price tickets for groups of 12 or more
Ask at entrance

- A You get into the park by going this way.
 - B It is more expensive to go here alone.
 - C You will have fun if you come with friends.
-

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

Part 3

Questions 14 – 18

For each question, choose the correct answer.

A family of dancers

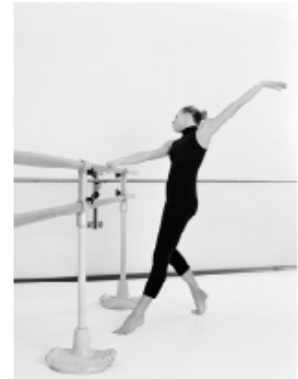
The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 14** What is Alice Watson's job now?
- A** dancer
 - B** teacher
 - C** dress-maker
- 15** Demi had her first ballet lessons
- A** at a very young age.
 - B** at the National Ballet Company.
 - C** from her mother.
- 16** Jack helped his wife and daughter by
- A** moving to a larger house.
 - B** letting them use the living room for dancing.
 - C** making a place for them to practise in.
- 17** What was the best thing about the *Swan Lake* show for Demi?
- A** It was her first show with the company.
 - B** All her family were there.
 - C** She was wearing a new dress.
- 18** Hannah says that Demi
- A** will be a star one day.
 - B** is her favourite granddaughter.
 - C** dances better than Alice did.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the **(19)** of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was **(20)** to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap **(21)** to make the colour purple. At that **(22)** it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William **(23)** his own factory to make the colour. It sold well, and soon purple clothes **(24)** very popular in England and the rest of the world.

- | | | | |
|----|------------|-----------|------------|
| 19 | A class | B subject | C course |
| 20 | A thinking | B trying | C deciding |
| 21 | A way | B path | C plan |
| 22 | A day | B time | C hour |
| 23 | A brought | B turned | C opened |
| 24 | A began | B arrived | C became |

Part 5

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example: **0**

From:	<input type="text" value="Maria"/>
To:	<input type="text" value="John"/>

I hope **(0)** are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to **(25)** lovely beach. We had to leave before lunch because it was very hot. We went to a party **(26)** the evening in the centre **(27)** the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to **(28)** on a boat trip or **(29)** tennis.

I'll show you my photos **(30)** I get back.

See you soon,

Maria

¹ Taken from <https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>

Authorization

Requesting permission to use a sample A2-Key paper for a research study


IT Isabel Tabja <tabja.i@cambridgeenglish.org>
Lun 10/5/2021 9:59


Para: Silvana Patricia Jaramillo Aguilar

Estimada Silvana, buenas tardes
Muchas gracias por escribirnos.
Nos complace autorizar el uso del material indicado, pero solicitamos que nos envíe evidencia de cómo fue utilizado y citado en su investigación una vez que esta haya finalizado.
Atentos saludos,
Isabel

Isabel Tabja Sahurie
Senior Business Development Manager, Andes

Cambridge Assessment English
tabja.i@cambridgeenglish.org
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S Silvana Patricia Jaramillo Aguilar
Jue 6/5/2021 7:32

Para: tabja.i@cambridgeenglish.org

Dear Isabel Tabja Sahuri,
Senior Business Development

My name is Silvana Patricia Jaramillo Aguilar, and I am working on my dissertation for the MA in TEFL at ESPOL Polytechnic university in Ecuador. In my research process, I want to assess my students' English level through the A2 Key test publicly available here <https://www.cambridgeenglish.org/exams-and-tests/key-preparation>.

A2 Key preparation | Cambridge English

Free Cambridge English: Key (KET) exam preparation including sample papers, online practice tests and tips for your exam day.

www.cambridgeenglish.org

Therefore, I want to ask for your kindly written authorization to use the A2 Key Test, which will be properly referenced in my research study.

Thank you for your time, and I look forward to hearing from you soon.

Respectfully,

Silvana Patricia Jaramillo Aguilar

IT Isabel Tabja <tabja.i@cambridgeenglish.org>
Lun 10/5/2021 9:59

Para: Silvana Patricia Jaramillo Aguilar

Estimada Silvana, buenas tardes
Muchas gracias por escribirnos.
Nos complace autorizar el uso del material indicado, pero solicitamos que nos envíe evidencia de cómo fue utilizado y citado en su investigación una vez que esta haya finalizado.
Atentos saludos,
Isabel

Appendix J

SURVEY ²

Choose the best answer for you

1. I feel Quizlet is helpful for learning English vocabulary

Strongly agree Agree Neutral Disagree Strongly disagree

2. I was able to learn English vocabulary more quickly with Quizlet

Strongly agree Agree Neutral Disagree Strongly disagree

3. I think using Quizlet to understand the vocabulary of the reading is effective and useful

Strongly agree Agree Neutral Disagree Strongly disagree

4. I could understand better the readings using the Quizlet app to learn the vocabulary

Strongly agree Agree Neutral Disagree Strongly disagree

5. I think pre-vocabulary activities with Quizlet are helpful to understand the reading.

Strongly agree Agree Neutral Disagree Strongly disagree

² Adapted from the article *Students' perception of Quizlet as a Chinese learning tool: a preliminary study* by Lam (2018)

Authorization

Requesting Permission

Silvana Patricia Jaramillo Aguilar
Dear Eddie T.C. Lam, The corresponding author of Students' perception of Quizlet as a Chinese learning tool: a preliminary study My name is Silvana Patricia Jaramillo Aguilar, and I am a master...
Jun 20/5/2021 20:48

Mensaje enviado con importancia Alta.
Traducir mensaje a: Español | No traducir nunca de: Inglés

TL Tak C Lam <t.lam@csuohio.edu>
Jun 20/5/2021 21:10
Para: Silvana Patricia Jaramillo Aguilar
Silvana Patricia Jaramillo Aguilar,

Yes, you can use my survey for your research study (with proper citation). Good luck with your study and let me know the results. Let me know if you need help.

Eddie T. C. Lam, Ph.D.
Editor-in-Chief, Measurement in Physical Education & Exercise Science (2009-2015)
Section Editor (Tutorial/Teachers' Toolbox), Measurement in Physical Education & Exercise Science
Guest Section Editor (Exercise Science), Measurement in Physical Education & Exercise Science
Coordinator of Graduate Sport Management Program
Dept. of Health & Human Performance
Cleveland State University
2121 Euclid Ave., JH 143
Cleveland, OH 44115-2214
Tel: (216)687-5051
Fax: (216)687-5410
E-mail: t.lam@csuohio.edu
http://facultyprofile.csuohio.edu/csufacultyprofile/detail.cfm?FacultyID=T_LAM
<https://scholar.google.com/citations?user=-oKr5xoAAAAJ&hl=en&oi=ag>

Please treat our students and colleagues as human beings and use "who" to address them instead of "that" (for dead objects).

Confidentiality Note: This message is intended for use only by the individual or entity to which it is addressed and may contain information that is privileged, confidential, and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please contact the sender immediately and destroy the material in its entirety, whether electronic or hard copy. Thank you.

From: Silvana Patricia Jaramillo Aguilar <spjarami@espol.edu.ec>

Requesting Permission

Please treat our students and colleagues as human beings and use "who" to address them instead of "that" (for dead objects).

Confidentiality Note: This message is intended for use only by the individual or entity to which it is addressed and may contain information that is privileged, confidential, and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please contact the sender immediately and destroy the material in its entirety, whether electronic or hard copy. Thank you.

From: Silvana Patricia Jaramillo Aguilar <spjarami@espol.edu.ec>
Sent: Thursday, May 20, 2021 11:48 PM
To: Tak C Lam
Cc: Silvana Patricia Jaramillo Aguilar
Subject: Requesting Permission

CAUTION: This email originated from outside of Cleveland State University! Do not click links, open attachments or reply, unless you recognize the sender's email address and know the content is safe!
Dear Eddie T.C. Lam,
The corresponding author of Students' perception of Quizlet as a Chinese learning tool: a preliminary study

My name is Silvana Patricia Jaramillo Aguilar, and I am a master's student at ESPOL Polytechnic university in Ecuador completing a dissertation in MA in TEFL. I am writing to kindly ask written permission to use your survey in my research study on the effectiveness of Pre-teaching vocabulary activities through Quizlet to improve Reading comprehension in a secondary EFL class: an action research study. My research is being supervised by my professor, Ms. Jorge Flores.

I plan on modifying and adapting some of the questions, and I will use them to assess my students during the research process to achieve my objectives and answer the research questions.

I would like to use your survey under the following conditions:

- * I will use the survey only for my research study and will not sell or use it for any other purposes.
- * I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- * At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or an organization I should contact.

If these are acceptable terms and conditions, please indicate them so by replying to me through e-mail at spjarami@espol.edu.ec<mailto:spjarami@espol.edu.ec>

...

Appendix K

INTERVIEW QUESTIONS³

Four questions were included in the interviews in students' L1:

1. What is your opinion about the Pre-teaching vocabulary strategy in L2- English language?

¿Cuál es tu opinión acerca de la estrategia de pre enseñar el vocabulario antes de una lectura en idioma ingles?

2. Do you think this strategy helps you improve your reading comprehension of a text? How?

¿Piensas que esta estrategia the ayuda a mejorar la comprensión de cualquier lectura en ingles? Cómo?

3. What do you think of using Quizlet as a tool to learn vocabulary before reading?

¿Que piensas acerca de utilizar Quizlet como herramienta para aprender el vocabulario antes de la lectura en inglés?

4. Will you use this strategy in the future? Why?

¿Utilizarías esta estrategia en el futuro? ¿Por qué?

³ Adapted from the article *Question-Generation Strategy to Improve Students' Reading Comprehension in an EFL Class: An Action Research Study* by Chumbi (2020)

Authorization

Requesting Permission

Silvana Patricia Jaramillo Aguilar
Dear Valeria Chumbi Author of Question-Generation Strategy to Improve Students' Reading Comprehension in an EFL Class: An Action Research Study My name is Silvana Patricia Jaramillo Aguil...
Vie 7/5/2021 10:57

Traducir mensaje a: Español | No traducir nunca de: Inglés

VALERIA ALEXANDRA CHUMBI LANDY <valeria.chumbi@casagrande.edu.ec>
Vie 7/5/2021 13:03
Para: Silvana Patricia Jaramillo Aguilar

Dear Silvana,

I'm very glad you are also working on this research topic. I consider it is essential to keep on exploring reading skills and strategies that can help students improve. I am perfectly fine with you replicating that part of the study. Please don't forget to refer to that on yours.

Eager to read your article and the results from your research. Best of luck!

Regards,

Valeria.

On Fri, May 7, 2021, 12:57 PM Silvana Patricia Jaramillo Aguilar <spjarami@espol.edu.ec> wrote:
Dear Valeria Chumbi
Author of Question-Generation Strategy to Improve Students' Reading Comprehension in an EFL Class: An Action Research Study

My name is Silvana Patricia Jaramillo Aguilar, and I am a master's student at the ESPOL University completing a dissertation in MA in TEFL. I am writing to kindly ask written permission to use your interview and survey in my research study on the effectiveness of Pre-teaching vocabulary activities through Quizlet to improve Reading comprehension in a secondary EFL class: an action research study. My research is being supervised by my professor, Ms. Jorge Flores.

I plan on modifying and adapting some of the questioning, and I will use them to assess my students during the research process to achieve my objectives and answer the research questions.

Responder | Reenviar

Requesting Permission

Regards,

Valeria.

On Fri, May 7, 2021, 12:57 PM Silvana Patricia Jaramillo Aguilar <spjarami@espol.edu.ec> wrote:
Dear Valeria Chumbi
Author of Question-Generation Strategy to Improve Students' Reading Comprehension in an EFL Class: An Action Research Study

My name is Silvana Patricia Jaramillo Aguilar, and I am a master's student at the ESPOL University completing a dissertation in MA in TEFL. I am writing to kindly ask written permission to use your interview and survey in my research study on the effectiveness of Pre-teaching vocabulary activities through Quizlet to improve Reading comprehension in a secondary EFL class: an action research study. My research is being supervised by my professor, Ms. Jorge Flores.

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I would like to use your interview and survey under the following conditions:

- I will use the interview and survey only for my research study and will not sell or use it for any other purposes.
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at spjarami@espol.edu.ec

Sincerely,
Silvana Patricia Jaramillo Aguilar

Responder | Reenviar

Appendix L

Cambridge Reading Comprehension Test Scores

CFER LEVEL	PRE TEST	POST TEST
LOW A1	4	7
LOW A1	5	12
LOW A1	2	8
A1	13	16
A1	8	14
A1	11	21
A1	12	23
A1	12	26
A1	13	12
A1	13	23
A1	13	11
A1	8	11
A1	11	28
A1	11	19
A1	11	29
A1	10	22
A1	12	15
A2	17	24
A2	18	16
A2	19	23
A2	20	29
A2	20	29
A2	15	19
A2	17	19
A2	18	30
A2	18	17
A2	19	19
A2	14	15
A2	17	22
A2	14	18
A2	17	25
A2	20	26
B1	26	28
B1	22	24
B1	21	28
B1	26	29