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TÍTULO MAGISTER EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

The use of the Socrative App as an innovative technological tool to carry out formative assessment activities related to reading comprehension for EFL learners

TRABAJO DE TITULACIÓN

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El presente trabajo de titulación "The use of the Socrative App as an innovative technological tool to carry out formative assessment activities related to reading comprehension for EFL learners" realizado por Guamán Gordillo María del Cisne, ha sido orientado y revisado durante su ejecución; por lo tanto, se aprueba la presentación del mismo.

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Yo, María del Cisne Guamán Gordillo declaro ser autora del presente trabajo de titulación: "The use of the Socrative App as an innovative technological tool to carry out formative assessment activities related to reading comprehension for EFL learners", de la Titulación de Maestría en Pedagogía de la Enseñanza de Inglés como Lengua Extranjera, siendo: Fabián Marcelo Paredes Zúñiga, director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

First of all, I want to dedicate this achievement to the Almighty God who has granted me life and been the light that illuminates my path. Also, I dedicate this achievement to my dear mother, América Gordillo, for her unconditional support to accomplish my goals and being a clear example of honesty and work. Finally, I dedicate it to my dear husband Felipe and children Cristina and Miguel, who have accompanied me along this challenging but rewarding journey.

María del Cisne

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Abstract

This research-work was conducted in a public high-school in Loja-Ecuador. The purpose was to experiment the integration of Socrative, a student response system (SRS), as a technological tool to carry-out EFL formative assessment activities regarding reading comprehension instruction. To do it, two groups of students, who were coursing the last year of secondary education, were intervened as control and experimental groups. The initial English language proficiency of both groups was heterogeneous, due to learners had different prior knowledge. Then to conduct this study an intervention plan aligned to contemporary reading-comprehension-instruction, national-curricular-standards, and classroom-assessment-principles was designed and implemented along three months. The unique difference among the two groups was the mechanism used to provide formative-assessment-feedback. With the control-group, conventional strategies were used, while with the experimental-group Socrative was used. A pre- and post- survey, a pre- and post- questionnaire, a pre- and post- test, and an observation worksheet were used as instruments. As result, the experimental-group participants achieved better results regarding metacognitive-reading-strategies development, reading-motivation increases, purposes-for-reading English texts expansion, reading reluctance decreases, and reading-comprehension-performance improvement, in comparison with the control-group.

Key words: EFL reading comprehension instruction, classroom assessment for learning, metacognitive reading skills, integrating technology in educational settings.

Resumen

Esta investigación fue realizada en un colegio-público de la ciudad de Loja-Ecuador. El propósito fue experimentar la integración de Socrative, una herramienta para realizar actividades de evaluación formativa referente a la instrucción de comprensión lectora. Dos grupos de estudiantes, del último año de educación-secundaria, fueron intervenidos como grupos 'experimental' y 'control'. El dominio-inicial del idioma en ambos grupos fue heterogéneo, los estudiantes tenían diferentes conocimientos-previos. Se diseñó e implementó un plan de intervención basado en enfoques pedagógicas actuales, estándares curriculares nacionales y principios de evaluación-formativa, durante tres meses. La diferencia entre los dos grupos fue el mecanismo utilizado para proporcionar retroalimentación de evaluación formativa. Con el grupo-control, se usaron estrategias convencionales, mientras que con el grupo-experimental se utilizó Socrative. Los instrumentos fueron pre- y post- encuesta, pre- y post cuestionario, pre- y post prueba, y hoja de observación. Como resultado, los participantes del grupo-experimental lograron mejores resultados en el desarrollo de estrategias de lectura meta-cognitiva, aumento de la motivación lectora, expansión de propósitos de lectura en inglés, disminución de renuencia en la lectura y mejor rendimiento de comprensión lectora.

Palabras clave: instrucción de comprensión de lectura, evaluación de aula para el aprendizaje, habilidades de lectura meta cognitiva, integración de tecnología en entornos educativos.

Introduction

Having a high level of English language proficiency opens doors to wide academic and professional opportunities in this globalized age. Nowadays, English language is used for several purposes such as educational, business, or inter-governmental relationships (Seidlhofer, 2011). Therefore, most of educational systems around the world include in their curriculum the English language as subject. Particularly, the Ecuadorian Ministry of Education has implemented a universal educational system looking for quality and excellence in the English teaching learning process. Its main objective is to bring Ecuadorian students to accomplish the functional level B1 in the use of English language, on which students have reached the communicative competence to perform as "independent users" (Ministerio de Educación, 2014). B1 English language proficiency level, aligned to the CEFR (Common European Framework of Reference), is expected to be achieved as high school students' exit profile.

Nevertheless, Ecuadorian learners have not achieved the curriculum-stated standards even though new-redesigned educational policies were previously implemented. In 2015, a study was conducted by Education First (EF) Company. EF evaluated learners' English language proficiency through the application of a standardized test focused on reading and listening skills, denominated "EF English Proficiency Index"; on which Ecuadorian learners are sort in the yellow band, which belongs to "low proficiency", in the 47th place among 72 other evaluated countries (Education First, 2017).

Mainly, within the third curriculum thread 'reading' it is highlighted that the skills reading and writing are more important in the superior level 'bachillerato' because those skills will be the most needed in students' post-high school academic goals, professional careers, and employment plans. Subsequently, teachers have to address their instruction in order to lead students to develop strong reading and writing skills to forge a successful learner's academic and professional future.

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However, regarding reading comprehension issues both students and teachers have valid arguments. EFL learners, on one hand, argue that reading is an uninteresting activity. Kweldju (2000) asserts that even though reading is an important skill to domain, EFL learners present lack of interest on it due to some factors, like students' limited background knowledge, inability to understand the content of text, and complicated organizational structure of text. Besides, most of students in Ecuadorian public high schools, who are coursing the sub-level 'bachillerato', show reluctance to read because they think that reading is a boring and monotonous activity that usually makes them to feel frustrated because they are no able to recognize too many words within the text. On the other hand, EFL teachers who teach at public high schools at sub-level 'bachillerato' hypothesize that English language curriculum standards are too higher or far away from reality, which makes them unachievable. Moreover, some factors like inappropriate students-level material, physical classroom features, and large classrooms are identified as barriers that influence effective reading instruction. Therefore, some traditional English language educators prefer just to focus on grammar instruction, letting aside the other language skills arguing that students English proficiency is no enough to follow the curriculum guidelines.

Moreover, EFL teachers also point out that conducting reading instruction demands too much effort from educators at assessing within large classrooms. The Ecuadorian public classrooms have an interval of 30-40 students per class, which makes almost impossible for educators to provide opportune feedback to every single learner when reading comprehension is formatively assessed. Most of educators assess students' reading comprehension through paper worksheets inside or outside the classroom, which takes them too much time. Of course, some strategies like self-assessment, co-assessment, or group-assessment can be applied, but there is still the need to record and take into account every single participation along the lesson flow. As result, weaker reading comprehension students are left behind, because of the time.

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According to Black and William (1998, cited in Fulcher, 2010), the most important mode to achieve learning goals is by assessing students' progress along the process in order to immediately adjust instruction according to students' needs. This kind of assessment is identified as formative assessment or assessment for learning, which intention is not to measure students' knowledge for grades, instead it provides insights to the instructor to make some adjustments in the lesson when it is required. Also Fulcher (2010) indicates that providing feedback's purpose is to cause a successful change in the learner, so he/she will move to the next step of comprehension. Similarly, Solano (2016) asserts that formative assessment activities are oriented to obtain information which allows teachers to accommodate their instruction, thus creating opportunities for students to reach certain learning goals in real time, according to the circumstances that raise in every lesson.

Then, ICT resources should be included in education in order to optimize teachers' effort along the teaching process. At automatizing the repetitive process of assessing readers' comprehension through multiple choice, or true / false questions, teachers would have the option to go back and do different accommodations to instruction in real time in order to bring learners to achieve the curriculum learning outcomes. Likewise, teachers will have more available time to focus on what is really important like having students with different opinions in strategically organized-groups to promote discussion, detecting on time which student struggles at a particular point, and providing the corresponding scaffolding to achieve students' academic success.

Some research studies have been handled regarding the integration of technology inside the classroom which highlight the relevance of this topic. Kozma (2003) claimed that teachers should use technology to create structure, provide advice, and monitor learning progress; while students ought to use technological tools and resources as support for searching information, designing products, and publishing results. Nevertheless, Kozma (2003) also pointed out that

tools and tutorials alone do not have a great impact on student learning. He argued that studies are needed that directly assess the impact of ICT on student learning, especially those skills such as information handling, problem solving, communication, and collaboration that are considered important for the 21st century. Similarly, Herrera, Morales, and Murry (2013), claim that in this information age we live in, technology drives our society, so educators have to carefully choose technologies that facilitate students' comprehension and demonstration of their learning.

Therefore, the purpose of this research work was to examine the impact of applying contemporary practices for reading comprehension instruction in combination with a technological tool called 'Socrative' that allows carrying out formative assessment activities looking for improvement in learners' reading comprehension skills. Some previous research studies regarding the inclusion of Socrative inside the classroom for formative assessment purposes have already been handled worldwide.

A study conducted by Wash (2014) had as purpose to implement Socrative in classroom as an interactive, real-time, and web-based student response system tool to better engage students in classroom, in an undergraduate course at Winthrop University. On that study, the author concluded that using Socrative in classroom increases classroom participation and helps to provide instant feedback on what students know. Moreover, Wash (2014) also indicates that rather than viewing mobile technology as a 'disruptive innovation', it is advisable to take advantage of this instructional medium. In the same year, a study looking for the benefits of using online student response systems in Japanese EFL classrooms was conducted by Cathrine Mork. The author found out that Socrative is useful for both learners and educators. Some benefits for students were leaners' enjoyment, motivation, and learning increase, while the benefits for educators were effective formative assessment activities fulfillment, and practical and efficient grading and sharing, (Mork, 2014).

Similarly, a study led by Wong, Tee, and Choo (2015) had as aim to demonstrate that blended learning enhances the quality of student learning experience, facilitates innovation in teaching and learning approaches, and provides flexibility at scaffolding and monitoring students' performance. Defining as blended learning to the strategic and systematic implementation of technology combining the best features of face-to-face interaction of different teaching models and learning styles within teaching and learning process. Additionally, another study, conducted by Tretinjak et all (2015), had as purpose to experiment using Socrative as instrument to create an engaging class environment through educational exercises and games that could be used on any web enabled device at the School of Electrical Engineering in Zagreb, Croatia. With the study, authors demonstrated that the use of Socrative increases student participation during class and provides instant feedback to both the students and the teacher on the achieved learning outcomes (Tretinjak, Bednjanec, & Tretinjak, 2015).

Furthermore, Kaya and Balta (2016) claimed that it is inevitable to use technological devices in the field of education for efficient teaching and learning. Their study was conducted at a EFL classroom in a university prep school. Their research indicates that Socrative is an appropriate tool that instructors can safely use in their English teaching classes to achieve better instruction. Moreover, the authors emphasized that the successful use and positive attitudes of students proves that Socrative facilitates teaching interactively in English language classes, and can be imitated and applied at other institutions (Kaya & Balta, 2016).

Based on the aforementioned details, this research is quite remarkable for innovating EFL teaching and learning process at public schools where despite of limited conditions, educators pursue to improve their daily practices in order to have learners to achieve the curricular standards.

CHAPTER I: LITERATURE REVIEW

Educators and researchers are always looking for improving their daily practices to obtain better results into the teaching-learning process. Integrating technology in education is a way of updating educators' pedagogical practices, looking for accuracy and practicality. Nevertheless, combining technology with contemporary teaching approaches is effective only if it is carefully planned and implemented. The present literature review has theoretical fundaments regarding two variables, dependent and independent respectively. Having as dependent variable learner's reading comprehension skills performance, which is an attribute or characteristic that depends on or is influenced by the independent variable. On the other hand, the independent variable is the application of theory-grounded reading instruction approaches using Socrative's functionalities to provide assessment for learning, which is an attribute or characteristic that influences or affects outcomes of the dependent variable.

Reading Comprehension

Reading is one of the receptive skills to be mastered along the learning process of any language, which has direct correlation to productive skills. Research tremendously demonstrates that when a learner develops ability to comprehend written text, both fluently and accurately, has high probability of becoming proficient (Ferris & Hedgcock, 2014). Therefore, reading quality constitutes a valuable input for learners. Some key concepts regarding reading comprehension matters are analyzed below.

There are several definitions regarding what is 'reading' from different authors. Paran (1996) considers reading as an activity that involves constant guesses that are later rejected or confirmed. On the other hand, Aebersold (1997) emphasizes that reading includes discovering meaning within a social context, which refers to the real life purpose; for example reading a newspaper to keep informed and have knowledge to share at talking in conversations. Moreover, Gabb (2000) defines reading as an active process where readers apply different

strategies to achieve grasping. Similarly, Alyousef (2006) recognizes reading as an interactive process between a reader and a text, which leads to automaticity or reading fluency with practice. Furthermore, Graesser (2007) considers that reading as an extraordinary achievement a person can accomplish taking into account the components and levels that must be mastered. Components like words and sentences involves complex matters; for instance, words contain graphemes, phonemes, and morphemes; while sentences have semantic, syntactic and pragmatic composition. Whilst reading levels refer to the literal, inferential and critical comprehension a reader experiments at gradually processing and interpreting a text. Therefore, Graesser (2007) points out that comprehension is not always effortless and fast, reading strategies need to be applied when there is a break down at any level of comprehension.

A relevant key-concept to distinguish is the difference among reading 'strategies' and reading 'skills'. Carrell, Gajdusek, and Wise (1998) explain that 'strategies' are actions selected intentionally to achieve particular goals, while 'skills' refer to information-processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Reading skills are applied to a text unconsciously for many reasons including expertise, repeated practice, compliance with directions, luck, and native use. In conclusion, a strategy can go underground and become a skill, likewise an emerging skill can become a strategy when it is used intentionally.

Sterwart (2012) hypothesizes that there are two types of reading comprehension skills concrete and abstract. Concrete comprehension skills include the ability to answer questions when the information being asked is explicitly stated in the reading selection, for instance vocabulary, main idea, fact or opinion, sequencing, following directions and reading for details. While abstract comprehension skills require from the reader to draw on prior knowledge and processing to identify what is not explicitly stated, such as inference, analysis, evaluation, drawing conclusions, and cause and effect. Both types of comprehension, concrete and abstract

require that the reader have adequate processing and working memory skills, which enable him/her to take in new information, identify and categorize it, merge it with previously learned information, and respond.

In addition, Alyousef (2006) claims that there are two types of reading intensive and extensive. Extensive reading refers to the fact of exposing learners to large quantities of meaningful and interesting L2 material, based on the assumption that the exposition produces a beneficial effect on the learners' command of the L2 in long term. While intensive reading refers to short texts which are used as models to illustrate specific aspects of the lexical, syntactic or discoursal system of the L2, having as purpose to provide the basis for targeted reading strategy practice.

Moreover, three models of the reading process have been identified the bottom-up model, the top-down model, and the interactive model (Dechant, 1991; Grabe, 1997; Kintsch, 2011). The bottom-up model is the process of manipulating phoneme-grapheme relationship, where the reading processing starts with the smallest units, single letters, letters blends, and building up to words and phrases. On the other hand, the top-down model is a process of reconstructing meaning through the use of contextual information reading the whole paragraph rather than word by word. Finally, the interactive model combines the two earlier models of reading bottom-up and top-down, so this model requires the interplay of meaning-gathering activities which jointly determine the nature of the mental representations formed in comprehension. In other words, the interactive model approach assumes that the reader simultaneously uses bottom-up or top-down processing even though one source of meaning can be primary at a given time.

Reading Comprehension Instruction

Duke and Pearson (2002) explain that a successful reader implements deliberate, conscious, effortful, time consuming strategies to deal with reading complexities.

Consequently, reading educators have the role of explicit teach such reading strategies to handle the challenges of reaching reading comprehension. Complementarily, Guthrie and Wigfield (1997) state that effective reading instruction requires reader's motivational and cognitive characteristics to intrinsically build knowledge, use cognitive strategies, and interact socially to learn from text. These engagement processes can be observed in student's cognitive effort, perseverance, and self-direction in reading.

Teachers can help learners to acquire the strategies and processes used by a good reader, in fact, there is a large number and range of strategies that work. However, Duke and Person (2002) highlight that to provide a good reading comprehension instruction it is necessary to balance two aspects, a supportive classroom with specific features and a well-established model of reading comprehension instruction. Among the features of a supportive classroom the authors mention: spending quality of time actually reading; having learners to read varied genres texts for real purposes; developing an environment rich in vocabulary and concept development through reading, experience, and discussion of words and their meanings; leading learners to enhance their ability to decode words accurately and automatically; spending meaningful time writing to make connections between reading and writing, developing students' abilities to write like a reader and read like a writer; and finally creating an environment rich in high-quality talk about text. All those features should involve both teacher-to-student and student-to-student talk within different levels of text processing, since clarifying basic material stated in the text, to drawing interpretations of text material by relating the text to other texts, experiences, and reading goals.

Additionally, Pearson and Duke (2002) suggest a model for an efficient comprehension instruction for educators based on five phases. In the first phase, educator does an explicit description of the strategy and when and how it should be used; then educator models the strategy in action; next the strategy is collaboratively used in action; after a guided practice

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using the strategy is required with gradual release of responsibility from having the teacher as primarily responsible of direct instruction and modeling, to the region of shared responsibility with guided practice, facilitating and scaffolding, until learner assumes gradually more responsibility by participating; and finally independent use of the strategy is indispensable.

Moreover, Alyousef (2006) asserts that three remarkable reading instruction theories have emerged along the education history. First, the text structure theory reading instruction is based on various aspects of text structure and considered to be effective in improving students' SL / FL reading comprehension. Meyer (1975), cited in Alyousef (2006), stated that the structure of a text resembles a tree structure where the more general information includes the more specific information within a text. The schema theory, on the other hand, has as premise that a potential reader comes to read a text with something in his/her mind or memory, which is called "schema" which means pre-existing knowledge of the world. A schema contains interrelated concepts which are stored in a hierarchy, where the more general concepts incorporates the more specific ones; recognizing three kinds of schemata: 'linguistic schemata' or prior linguistic knowledge, 'content schemata' or background knowledge, and 'formal schemata' or knowledge of text structure. Finally, the metacognitive theory deals with activities in pre-reading, whilst reading, and post reading stages which should pass through during independent learners' reading or in educators' reading instruction in order to facilitate comprehension and learning.

The effectiveness of teaching metacognitive reading strategies to EFL/ESL learners has been demonstrated in several research studies (Iwai, 2011). Learning what strategies are, how to use them, when and where to use particular strategies, and the importance of evaluating their use are crucial factors to accomplish the development of reading comprehension for students whose first language is not English. The Benchmark Education Company (2017) asserts that metacognition literally means "big thinking". At practicing and applying metacognitive

strategies, educators enable students to hand any text across a curriculum, having them to become proficient readers. According to Iwai (2011), some reasons to use metacognitive strategies are: to develop in students a deeper understanding of text, to take students' thinking to higher level, and to steer students into adulthood.

Karbalaei (2010) recognizes three types of metacognitive reading strategies, global, problem solving, and support. Global cognitive strategies are generally intended to prepare the scenery for the reading act at the planning stage; for instance: setting purpose for reading, using prior knowledge, previewing text before reading, checking how text content fits purpose, skimming to note text characteristics, determining what to read, using text feature like tables or figures, using context clues, using typographical aids like italics or bold, predicting or guessing text meaning, confirming prediction. Problem solving reading strategies, on the other hand, are used when problems arise at understanding textual information while reading; such as reading slowly and carefully, trying to stay focused on reading, adjusting reading rate, paying close attention to reading, pausing and thinking about reading, visualizing information read, re-reading for better understanding, reading aloud when text becomes hard, guessing meaning of unknown words. Finally, support reading strategies involve using the support mechanisms or tools aimed at sustaining responsiveness to reading at evaluating stage; among this kind of strategies are taking notes, summarizing text information, discussing reading with others, underlining information in text, using reference materials, paraphrasing for better understanding, going back and forth in text, asking oneself questions.

Due to reading is a process, contemporary reading tasks involve three-phase procedures: pre-, while-, and post- reading stages (Alyousef, 2006), which are directly related to metacognition reading instruction. First, along the 'pre-reading stage' the purpose is to develop a plan before reading; then on the second 'while-reading stage' the intention is to monitor

readers' understanding; and finally the third 'post-reading stage' purpose is to evaluate readers' thinking after reading.

There are different reading strategies that can be applied along the reading instruction process. Regarding to the first stage, pre-reading activities which help to activate knowledge that learners already have about the topic (Drucker, 2003), educators might include pre-reading strategies like discussing of titles, subheadings and photographs, identifying text structure, previewing, and others. Many educators fall on the mistake of leaving out pre-reading activities for lack of time, when actually they will spend more time when students do not activate their prior knowledge. On the other hand, while-reading activities help students to focus on aspects of the text and to understand it better (Nasrin , 2014), then among some while-reading activities to be applied by instructors are identifying topic sentences and the main idea of paragraphs, distinguishing between general and specific ideas, identifying the connectors to see how they link ideas within the text, checking whether or not predictions and guesses are confirmed, skimming /scanning a text for specific information, and answering literal or inferential questions (Farrel, 2001). Finally, Haller (2000) points out that post-reading activities enhance learning comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

Moreover, according to Alyousef (2006) good reading comprehension instructors have a set of remarkable characteristics. Such as using clearly formulated instructional strategies that embody focused goals, plans, and monitoring feedback; possessing in-depth knowledge of reading, literacy processes and content knowledge to understand how to teach these effectively; tapping internal student motivation to stimulate intellectual curiosity, and explore students' self-understanding; using aesthetic imagery and expression to encourage problem solving; being warm, caring, and flexible; having high expectations of him/herself and his /her students; concerning about students as individuals; performing the role of helping students to use their

skills and prior knowledge to discover the information on their own; having clear and concise instructional strategies ready beforehand; and knowing how to use formative and summative assessments to monitor student learning.

Besides teaching learners how to approach and tackle the text in order to become an independent and efficient reader, assessment of reading comprehension is another crucial component of effective instruction. Duke & Pearson (2002) claim that good reading comprehension instruction should be accompanied by ongoing assessment. Educators should monitor students' use of reading comprehension strategies and their success at grasping what they read. The results of this monitoring are beneficial for both teachers and students. Teachers, on one hand, can identify when a particular strategy is being used un-effectively in order to respond with either an additional instruction or a modified instructional approach. While students, on the other hand, can monitor their own reading comprehension progress being aware of their strengths and weaknesses as developing good readers.

Classroom Assessment

Classroom assessment refers to the process of gathering evidence of what a learner knows, what the learner understands, and what the learner is able to do along the teaching-learning process. According to Calfee and Masuda (1997) effective assessment in the classroom is aimed at helping students to perform well in relation to the learning standards. Standards are constituted by descriptors of the target students should be able to reach within the different domains of the curriculum (Richards, 2001). Each standard is further explicated by other components like content, performance criteria, and learning competences. Content standards identify and set the essential knowledge and understanding that should be learned; performance standards describe the abilities and skills learners are expected to demonstrate in relation to the content standards and integration of 21st century skills; and learning competencies refer to the

knowledge, understanding, skills, and attitudes learners need to demonstrate in every lesson and/or learning activity (Richards, 2001).

Assessment for educators is viewed as a crucial factor of the teaching-learning process because it provides teachers valuable information regarding the instruction effectiveness. It has been widely recognized that there are two types of classroom assessment formative and summative. According to Herrera and Murry (2011), formative assessment is an ongoing process that allows educators to evaluate the effectiveness of the lesson and ensure student comprehension by providing learners with immediate feedback on how well they are learning; results of this assessment are usually documented but not including in computing grades. Meanwhile, summative assessment is used to measure whether learners have met the content and performance standards; results of this assessment are usually used as bases for computing grades (Herrera & Murry, 2011). Likewise, Lyon et al (2005, p. 5) argue that 'formative and summative assessment can be defined as "assessment for learning" and "assessment of learning" respectively; the purpose of formative is to improve achievement, to support learning whilst the purpose of summative is to measure and verify learning'.

Both formative and summative assessment can be done individually or collaboratively. Individual assessment enables learners to demonstrate independently what has been learned through check-up, quizzes, unit tests, written output, performances and quarterly assessment. Collaborative assessment, on the other hand allows learners to support each other's learning to produce evidence of their learning through discussions, games, group activities and creation of projects (Brown & Priyanvada, 2010).

Classroom 'assessment for learning' is a pragmatic approach which makes emphasis on understanding how classroom assessment works, its value, and when it should take place along the teaching-learning process. This approach started to get relevance since 1980's, specifically with the work made by Archbald and Newman in 1988, who criticized standardized testing and

promoted assessment centered on meaningful real world problems or tasks. Later Black and William's work in 1998 and the Assessment for Learning Movement have gained progressively interest regarding the role of assessment during the learning process rather just at the end of it among many educational systems around the world (Fulcher, 2010). To continue, information regarding to how assessment for learning works, its value, and when it takes place; ways to assess student learning during class; and assessment for learning principals are presented below.

According to Lyon et al (2005), in classrooms where assessment is used to support learning, teachers continually adapt instruction to meet students' needs. For these authors, it is required that educators change classroom assessment gears from quality control to quality assurance in learning. Referring as quality control to assessment of learning, where traditional approaches for instruction and assessment involve teaching some given material, and then, at the end of teaching, identifying who has and hasn't learned it. Instead quality assurance or assessment for learning is advised, where actions -like adjusting teaching as needed while the learning is still taking place and making emphasis on what students are getting out of the process rather than on what teachers are putting into it -are involved.

Additionally, Scherer (2016, p. 3) points out that 'teachers who develop useful assessments provide corrective instruction and give students second chances to demonstrate success, which can improve their instruction and help student to learn'. Every activity that students do -such as discussing in groups, completing book, answering and asking questions, working on projects, handing in homework assignments, even sitting silently and looking confused- is a potential source of information about how much students understand. 'The educator who consciously uses assessment to support learning takes assessment results, analyzes them, and makes instructional decisions that address the understandings and misunderstandings that results reveal' (Lyon, Leahy, Thompson, & Wiliam, 2005).

Regarding assessment for learning value Stiggins et al (2004) claim that educators through effective assessment have the power to do a huge positive impact on learners, such as motivation for learning, restoration of the interest for learning , and encouragement to go further in learning. Moreover, Lyon et al (2005) assert that research results indicate that using assessment for learning improves student achievement, which are consistent across several countries' educational systems such as Canada, England, Israel, Portugal, and the United States. Learners who are provided with authentic assessment are able to achieve learning standards more effectively (Lyon, Leahy, Thompson, & Wiliam, 2005). Similarly Earl (2013) claims that several studies demonstrate that when learning is targeted assessment for leaning is powerful, then assessment has the potential to change teaching and learning. Furthermore, according to Wilson (1996), cited in (Earl, 2013, p. 2), classroom assessment must satisfy many goals providing feedback to students, offering diagnostic information for the teacher to use, providing summary information for recordkeeping, proffering evidence for reports, and directing efforts at curriculum and instructional adaptations. All these purposes coexist making classroom assessment processes unavoidable, where the challenge for educators is to look for practical assessment strategies to deal with the complexity of the assessment process, in ways that made sense for both teachers and students.

Classroom assessment for learning, formative assessment, differ from traditional practices within the aspect o when assessment should take place. Those traditional practices have a misconception about assessment purpose, assessment is handled by educators as the last phase of teaching-learning process. Educators usually follow three cyclical phases: (1) establishing lesson goal and objectives, (2) designing and applying activities to accomplish learning objectives, and (3) assessing what had been achieved (Fulcher, 2010). The problem of this three cyclical phases is that assessment is included in the learning process too late at the end of the process, where there is no option to go back and do different accommodations to

instruction in order to warranty learners to achieve learning objectives. However, since 1980, the idea of including assessment during the learning process started to change the mind of educators around the world. According to Black and William (1998, cited in Fulcher, 2010), advocators of Assessment for Learning Movement, the most important mode to achieve learning goals is by assessing students' progress along the process in order to immediately adjust instruction according to students' needs.

Due to assessment for learning is the process of seeking and interpreting evidence to be used by teachers to decide where the learners are in their learning, where they need to go and how best to get there, a qualified educator applies a variety of activities along the lesson. There are varied ways to assess student learning during class, such as brainstorming, concept map, decision making, item clarification, matrix, minute paper, multiple choice survey, quick case study, plus/delta, reflection, strip sequence, and think-pair-share (University of Oregon, 2014).

Furthermore, there is a set of principles an effective assessment classroom for learning should fulfill. Broadfoot, et al. (2002) point out ten assessment for learning principles. Assessment for learning should: (1) be part of effective planning of teaching and learning; (2) focus on how students learn; (3) be recognized as central to classroom practice; (4) be considered as a key professional skill for teachers; (5) be sensitive and constructive because any assessment has an emotional impact; (6) foster motivation because it makes emphasis on progress and achievement rather than failure; (7) promote commitment to learning goals and a shared understanding of the criteria by which they are assessed; (8) provide learners constructive guidance about how to improve; (9) develop learners' capacity for self-assessment so that they can become reflective and self-managing; and finally (10) recognize the full range of achievements of all learners.

Complementary, Scherer (2016) thinks that formative assessment can improve both teaching and learning if some principles are implemented. (1) Helping students to understand

the role of formative assessment, learners usually have a misconception about assessment, they directly associate assessment to tests and therefore to grades. For that reason, educators' role is to make students aware that their main goal at performing the classroom activities is not immediately perfection, instead assessment provides opportunities to practice and progressively achieve learning goals within a safe environment. (2) Mapping out curriculum departing from clear KUDs, having well stated what students should *Know*, *Understand* and be able to *Do* as a result of every lesson. (3) Making room for students' differences through being flexible at making accommodations that deal with students' learning difficulties. (4) Providing useful feedback, letting students know what to do to improve. (5) Making feedback user-friendly, the provided feedback should be clear, focused, and appropriately challenging for the learner. (6) Assessing persistently so formative assessment permeates a class period through constantly watching what students do, looking for clues about learners' learning progress, and asking questions that probe students' thinking. (7) Engaging students with formative assessment by having them to get involved in thoughtfully examining teacher feedback through asking questions when the feedback is not clear, and developing plans to how they will use the feedback to benefit within their own academic growth. (8) Looking for patterns, the goal of reviewing formative assessment is to look for clusters of student need and plan ways to help each group of students move ahead. (9) Planning instruction around content requirements and student needs, there is no sense spending time on formative assessment unless it leads modification of teaching and learning plans. (10) Repeating the process, formative assessment should be more habitual than occasional in classrooms where the goal is maximizing each student's growth.

Even though all positive aforementioned benefits of assessment for learning provide, it also causes issues regarding educators' workload. According to Scherer (2016), most of teachers get frustrated at marking every error on paper, particularly at large students number

classrooms. So, it is a tedious and almost impossible task to provide formative feedback during the lesson at large classrooms within a short period of time. Those educators feel like formative assessment is a time-consuming practice robbing from them valuable time, which could be spent in more useful matters like covering long-range contents on time, preparing material or searching for new pedagogical practices. Then a practical way of tackling somehow those issues is by combining pedagogical practices with technology in order to optimize time. According to Herrera, Morales, and Murry (2013) educators should take advantage of this information-technology era we live in by carefully choosing technologies that facilitate students' learning and classroom management.

Incorporating technology in classroom assessment

To effectively incorporate technology within educational purposes, it is required to identify the educational need or gap for which the use of new technological tools might potentially enhance learning (Deubel, 2007). Along this research work, the gap has been already identified, the educator needs to incorporate a technological tool that facilitates providing pertinent and meaningful feedback to students' formative activities of reading comprehension. Specially being helpful and practical at repetitive processes like scoring multiple choice or true / false questions checking, so teachers would have more available time to focus more on other principles of assessment for learning which cannot be automatized.

Additionally, taking into account that through effective classroom assessment students have the opportunity to develop self-assessment capacities, the intention of the present study is to provide learners the opportunity to become reflective and self-managing at being awarded of the benefits of classroom assessment for learning. As Spanos et al (2001) point out effective classroom assessment is no longer teacher-centered (where the educator is the sole source of information); instead it is necessary to create a safe student-centered classroom assessment

where each student is responsible for his/her own learning who meaningfully uses teacher's guidance.

Nevertheless, there is no any technological tool that can cause meaningful learning without the application of effective instructional methods (Deubel, 2007). Therefore, to get effective results educators have to strategically plan how and when to incorporate any new pedagogical strategy, including technology, into instruction. Moreover, the same author also claims that technology might become effective only if it is implemented as an integral part of an instructional program and not approached as an optional-extra feature. Both aforementioned aspects give the researcher insights that the technological tool to be implemented for improving student's reading comprehension performance in this study must be combined with current effective pedagogical practices.

On the other hand, the inclusion of technology in the classroom, known as blended learning, has several advantages in language learning. Different studies pointed out that using technology into instruction motivates learners, enhances students-teacher interaction, facilitates instant feedback, allows teachers to save time, and leads learners to become more autonomous (Deubel, 2007). Technology motivates learners because multimedia material (which includes audio, text, and pictures) facilitates illustrations and understanding, and empowers learners to perform and accomplish activities at their own pace. Also, technology in classroom enriches students-teacher interaction which becomes flexible regarding their time and place; educators and learners can join synchronous and asynchronous online activities without geographic limits. Immediate feedback, on the other hand facilitates learners to assess their performance, which allows them to recognize their strengths and weaknesses. All those aspects lead learners to become more independent and teachers save time.

However, according to Bitner and Bitner (2002) there are eight relevant areas to be considered in order to allow teachers to successfully integrate technology into the curriculum.

'Change' always causes fear, anxiety and concern among adults, then it is crucial to help educators to overcome this issue through training. 'Training' should provide teachers with knowledge of the very basics of computer use. 'Personal use' of computers for daily life purposes, such as word processors, spreadsheets, graphics programs and so forth, enhances teachers' interest to look for ways to integrate technology into their curriculum and demonstrate its use to others. 'Learning' is the core impetus for students and teachers when using technology into classroom, which becomes an opportunity for both to become partners in the learning process. A 'climate' must be present in the school that allow teachers and learners experiment without fear of failure. 'Motivation' is required to endure the frustration along the change process, extrinsic motivation is suggested in order to overcome the change. Finally, educators need continuous and opportune technical 'support' when it is required. All in all, Bitner and Bitner (2002) claim that the eight keys may seem basic, but they are not easily accomplished; they require planning, commitment, time, and money.

The technological tool to be implemented in the present study is denominated as "student response system" (SRS), which is an electronic system which allows educators to provide feedback and responses to questions and quizzes during a lecture. Particularly, for the present research, the SRS denominated Socrative is going to be implemented in a EFL classroom, in combination of a well-structured intervention plan.

Regarding incorporating technology in classroom, Deubel (2007) pointed out that the chance for an effective technological tool implementation in educational setting would increase if the educator is also able to answer 'yes' to one or more of the six following questions. Would the application of new media assess students' prior knowledge and either provide the instructor with relevant information about students' knowledge and skill level or provide help to students in acquiring the necessary prerequisite knowledge and skills if their prior knowledge is weak?' (Deubel, 2007, p. 23). Then regarding this question, according to the Socrative user manual,

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teacher is able to create open-answer questions, so at the beginning of the lesson, questions to active students' prior knowledge about the lesson topic can be asked to the whole class. Which is valuable, due to through Socrative every single opinion can be collected, unlike a regular lesson, where due to time only few students are asked to share their opinions aloud. Moreover, the whole-class answers can be displayed in a projector, so everyone has the opportunity to read them. Letting the instructor and learners building up knowledge based on several opinions.

The second question is 'would the use of new media enhance students' organization of information given that organization determines retrieval and flexible use?' (Deubel, 2007, p. 23). According to the available information, through Socrative it is possible to get individualized reports about students' performance, then those reports can be sent to each student by email. After that, students might organize those results in physical or digital learning portfolios, which is evidence of learners' progress.

'Would the use of new media actively engage students in purposeful practice that promotes deeper learning so that students focus on underlying principles, theories, models, and processes, and not the superficial features of problems?'(Deubel, 2007, p. 23), is the third question. Several studies show that Socrative engages students' participation and motivation. Moreover, contemporary reading comprehension instruction approaches can be applied through Socrative, due to there are available functionalities to create closed and opened questions.

The next question is 'would the application of new media provide frequent, timely, and constructive feedback, given that learning requires accurate information on one's misconceptions, misunderstandings, and weaknesses?' (Deubel, 2007, p. 23). According to Socrative's manual, this is a great tool to provide feedback in real time, it means that educator is able to immediately know who has answered the question correctly, and who is straggling yet. Then, in the same lesson, the instructor is able to take decisions to help students to achieve

the expected learning goals, rather than collecting worksheets and assessing them to take corrective actions later, in the next lesson.

The fifth question is 'would the application of new media help learners develop the proficiency they need to acquire the skills of selective monitoring, evaluating, and adjusting their learning strategies, which are called as metacognitive skills? (Deubel, 2007, p. 23). Socrative is not a platform designed for specifically improvement of reading skills, nevertheless it seems that Socrative is compatible to develop pre-, while- and post- reading activities. Where open-answer questions can be applied as pre-reading activities, multiple-choice questions as while-reading, and a combination of both opened and multiple choice questions as post-reading activities to have students to develop more complex activities, such as inferring or summarizing. Moreover, by end of the intervention plan, metacognitive skills are also going to be analyzed in this study.

The last question is 'would the use of new media adjust to students' individual differences given that students are increasingly diverse in their educational backgrounds and preferred methods of learning? (Deubel, 2007, p. 23). Regarding this question, it seems that Socrative will not be helpful for students with special needs or according to their learning styles or preferences, nevertheless the implementation of this tool has as purpose to experiment and explore.

Moreover, Britten and Cassady (2014) assert that for a successful integration of technology in classroom, it is critical that teachers identify the connections among standards, best practices in teaching, and uses of technology. In this research, it is also relevant to explore curricular guidelines and standards in order to align the aforementioned factors, so to continue with this literature review, Ecuadorian curriculum is briefly presented below.

Marsh (2009) argues that curriculum includes content, purpose, and organization. Each curriculum provides a list of contents to be covered along the teaching-learning process, the purpose of those contents to be taught to specific group learners, and the scope and sequence of contents. According to Ebert II, Bentley, and Ebert (2013), curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. Therefore, the purpose of the curriculum is to prepare the student to succeed within the society as it is, which includes the capacity for positive change and growth.

Particularly, the Ecuadorian Curriculum for English as a Foreign Language has as main purpose to prepare citizens in Ecuador that are able to communicate effectively in this globalized age (Ministerio de Educación del Ecuador, 2016). Hence, the curriculum states guidelines that shapes the English teaching learning process. Generally, at applying the 2016 EFL English Curriculum, "21st century skills" are expected to be developed on learners, such as global engagement, social and thinking skills, and foundation for lifelong learning. These skills are related to the capability of developing understanding and appreciation of cultural diversity around the world, and becoming active participant at creating innovative problem-solutions; taking into consideration that there are several points of view regarding particular issue.

Specifically, regarding to the focus of this research work "reading" is labeled as one of the five curriculum threads, and "reading comprehension" is one of the four reading sub-threads. Moreover, the Ecuadorian Ministry of Education, with the 2016 curriculum update, provides macro-level guidelines to educators such as curricular objectives, methodological orientations, and success indicators. Therefore, it is required that educators align their micro curriculum-level practices

According to Ecuadorian Ministry of Education, there are three curricular objectives regarding the thread "reading", which involve having learners to identify main points and

details within a text by exposing learners to different kinds of texts, and explicitly teaching learners a range of reading comprehension strategies. In other words, those curriculum objectives basically stated that teachers have to lead students to learn and acquire reading strategies to appreciate different types of reading materials useful for learners' present and future interests.

On the other hand, performance criteria, evaluation criteria and indicators constitute a list of specific measurable behaviors learners should perform as evidence students have met the course learning objectives (Marsh, 2009). The 2016 English Curriculum presets to educators nine performance criteria, three evaluation criteria, and three indicators for the performance criteria regarding to the "reading" thread; which should be developed from the beginning of the sublevel bachillerato and achieved by the end of the third-bachillerato. Summarizing, the Ecuadorian EFL curriculum states that learners should be able to apply a variety of reading strategies to identify main points within digital or printed texts, about subjects of personal interest or familiar academic topics.

Taking a look to previous studies related the present research topic different ones point out that the student response system (SRS) Socrative is an innovative technological tool to integrate in classroom to provide good quality formative assessment, which offers educators several functionalities to create and deliver well-structured lessons, aligned to constructivist pedagogical practices which are learner-centered. Nevertheless, as Mork (2014, p. 128) claimed response systems using clickers have actually been around since the 1960s, it is only more recently that they have been given attention as tools to promote learning, especially via the active learning approach.

For instance, Paz and Prieto (2015) assert that it is very common that instructors, after having presented the lesson topic, assess what the learners have understood, and what is required to be reinforced; which can be done through Socrative because this app offers

innovative functionalities that empower the instructor to monitor and trace the learners' performance. Similarly, Kaya and Balta (2016) argue that Socrative is a smart student response system that enables instructors to discover or assess what students have learned in their lectures in real time. Besides the benefit of providing immediate feedback, another function that Socrative offers is the possibility to grade learner's performance improvement due to there is a historical register of his/her answers along the lesson, which can be sent through email or simply download on a pdf format. The upcoming section presents some relevant studies related the present one.

Wash (2014) conducted a study on which one faculty member engaged students in the classroom using their own devices, regardless of platform, with the interactive, real-time, web-based student response system tool called Socrative. In this study 40 students of Winthrop University participated in a course of science education methods, which lasted the whole academic period. The methodology applied by the researcher to use Socrative within the instruction was to have students to practice questions for required certification examinations to be provided, pulse checks on critical thinking questions allowing students to respond with anonymity, formal assessment checkpoints, and review of content material opportunities. Each of those options provided both the instructor and the students with real-time feedback, jumpstarts classroom discourse, and encourages active participation. By the end of the intervention, the researcher applied a survey to collect learners' opinion and formalize students' responses about to using Socrative daily in the classroom. The results indicate that students strongly believe response technology increases participation in class, helps to provide instant feedback on what students know, and increases mental engagement in class. Therefore, Wash's study also suggested that rather than viewing mobile technology as a 'disruptive innovation', it is advisable to take advantage of this instructional medium.

On the other hand, in the same year, another study regarding the benefits of using online student response systems in Japanese EFL classrooms was conducted by Cathrine Mork (2014). The author investigated student perceptions of an online student response system (OSRS) used in two Tokyo universities during the 2013 academic year in order to emphasize the benefits of employing OSRs in EFL classes in the context of the Japanese learner. Mork (2014) concluded that Socrative is useful for both learners and educators. For students, some benefits are leaners' participation, enjoyment, motivation, and learning increase, enhancement of interaction, practicality, learner's self-assessment, mutual awareness building, peer assessment, initiation of discussion, and self-preparation level. While some benefits for educators are evaluation of class understanding, pacing, formative assessment, grading, efficiency, sharing, experimentation, and exploration. Finally, Mork (2014) emphasized that the potential reasons for the study success with language students were OSRs novelty and the simplicity of the logging process in comparison with others.

Later, Wong, Tee, and Choo (2015) conducted an investigation focused on the application and effectiveness of e-learning tools for students' learning activities one of them Socrative, by combining the best features of face-to-face interaction, different teaching models, and learning styles within teaching and learning environment. The studied was conducted with nineteen students from the School of Computing and Information Technology at Taylor's University Lakeside Campus. The researches evaluated the effectiveness of e-learning tools as assessment tools by carrying out an interview with the students to gather qualitative information on this. Besides the interview to gather more information, the researchers also asked some testing questions via Socrative. At concluding their study, authors recognized that blended learning enhances the quality of student learning experience, enriches students' learning experience, facilitates innovation in teaching and learning approaches, and provides flexibility at scaffolding and monitoring students' performance (Wong, Tee, & Choo, 2015).

Another study conducted by Tretinjak et all (2015) had as purpose to experiment using Socrative as instrument to create an engaging class environment through educational exercises and games that could be used on any web enabled devices, such as smartphones, tablets, laptops and desktops at the School of Electrical Engineering in Zagreb, Croatia. The research was conducted for two months on seventy-four students from 17 to 18 years of age, who attended subjects from the vocational education program 'computer system electronic technician'; so participants were already familiar with different platforms such as Edmodo and Zondle. The researchers by the end of the intervention conducted a survey to the study participants, which demonstrated that the use of Socrative increases student participation during class and provides instant feedback to both the students and the teacher on the achieved learning outcomes, thus creating an interactive learning environment (Tretinjak, Bednjanec, & Tretinjak, 2015).

Furthermore, Kaya and Balta (2016) claim that it is inevitable to use technological devices in the field of education for efficient teaching and learning. This study was conducted at a EFL classroom at the beginning of the second semester of 2014-2015 academic year in a university prep school. There were 146 participants, 75 of them were males and 71 females, whose ages ranged from 18 to 40. Those participants were from different departments, most of them were from the interior design department, others from civil engineering, architecture, molecular biology, electronic engineering and international relations departments. The participants learn English in the University prep school, organized in 16 different classes and at different levels of English, divided according to principles of the CEFR for languages. 5 classes were A2, 8 classes were B1 and 3 classes were B2. Kaya and Balta (2016) indicated that Socrative is an appropriate tool that instructors can safely use in their English teaching classes to achieve better instruction. Moreover, the authors emphasized that the successful use and positive attitudes of students proves that Socrative facilitates teaching interactively in

English language classes, and can be imitated and applied at other institutions (Kaya & Balta, 2016).

To conclude, Lim (2017) carried out an experiment was in an undergraduate programming class from March to July 2016, which involved a total of 45 students at Sunway University, private university in Malaysia. In this study, the interactive teaching model was implemented in the lecture class once per week for a continuous of 14 weeks. Both qualitative and quantitative data were collected in the research. As instruments, the researcher used anonymous online survey questionnaires to evaluate participants' involvement and perception, while students' academic results, attendance records and the instructor's teaching evaluation scores from the experiment were extracted and compared with past year data. The study results were overall positive; it was demonstrated that implementation of mobile-based interactive teaching model does encourage the engagement and participation of students in class, and students' overall academic performance had improved especially in the test and exam components. As a final point, Lim (2017) advised based on the findings and the experience in the classroom the implementation of mobile-based interactive teaching model, especially for instructors who are looking to integrate a quick feedback or active learning element to their classroom to better engage their audience, particularly at large classrooms.

Therefore, the collected information of all those aforementioned studies provided the background needed to conduct the present research. As it has been evident, most of previous studies have been handled with students that have achieved a certain level of maturity (18 years old as media), and the integration of Socrative in the classroom has constituted a generally positive asset at the teaching learning process.

CHAPTER II: METHOD

Setting and participants

The present research was handled at a public high school located in Loja, south of Ecuador. Where the study was held with students of third year of bachillerato, on which students should be near to achieve the exit profile stated by the curricular standards of the Ministry of Education. Specifically, for this study, two groups of students, who were coursing the last year of secondary education were intervened as control and experimental groups with 30 students each one. Regarding to students' English language proficiency, it is important to mention that both groups control and experimental had heterogeneous target language domain. Even though all students under study had commonly studied English as a foreign language for five academic periods, since they started secondary school; some learners had had different previous encounters with English language at their elementary schools or extracurricular courses.

For that reason, students were sorted according to their pre-test reading comprehension results into six categories according to Harmer (2012): beginner, false beginner, pre-intermediate, intermediate, upper-intermediate, and advanced. Where 'beginner level' is for who do not know any English; 'false beginner' for who in fact cannot really use any English but actually know quite a lot which can be quickly activated; 'pre-intermediate' for who has not yet achieved intermediate competence, which involves greater fluency and general comprehension of some general authentic English; 'intermediate' for who have a basic competence in comprehending fairly straightforward reading; 'upper-intermediate' for who have the competence of intermediate students plus an extended knowledge of grammatical construction and skill use, however they may not have achieved the accuracy or depth of knowledge so they are less able to operate at different levels of subtlety; and finally 'advance' for those whose level of English is competent, allowing them to read simplified factual and fictional texts to communicate fluently.

Procedures

This research was done through conducting an extensive literature review, designing and implementing an intervention plan, and tabulating and analyzing the obtained results. First, scientific information regarding reading comprehension process, current approaches for reading comprehension instruction, classroom assessment, and integration of technology in education was reviewed and summarized.

Next, an intervention plan, aligned to contemporary reading comprehension instruction approaches, classroom assessment for learning principles, curricular objectives, and performance criteria indicators stated by the Ecuadorian Ministry of Education, was designed. A total of twelve reading comprehension lessons were part of the intervention plan six intra-class and six extra-class. Likewise, the base-book contents were used to implement the intervention plan along three months, having a weekly session of three academic periods of 40 minutes each one. Besides, it is also important to mention that each lesson design included a prior vocabulary and grammar class in order to enable students to possess the necessary lexis and syntax to develop further reading activities, as Alyousef (2006) recommends.

Moreover, the intervention plan lessons were structured according to Pearson and Duke's model (2002) for an efficient reading comprehension instruction, which includes a five stages procedure. In each lesson, first the instructor explicitly showed students what reading strategy to use; second, learners and instructor developed a modeling of the reading strategy in action; third, the reading strategy was collaboratively practiced; fourth, a guided reading-strategy practice was handled with a gradual responsibility release; and finally individual practice was promoted as extra class activity.

Then, three research instruments were applied to diagnose the departure conditions. First, a pre-test, adapted from the standardized test denominated EF English Proficiency Index, was utilized to measure learners' reading comprehension performance. Next, a pre-

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questionnaire regarding 'metacognitive awareness of reading strategies inventory (MARSI) was adapted and applied before and after the intervention. That instrument was designed by Mokhtari and Reichard (2002), which contained 30 questions regarding the three types of metacognitive reading strategies global, problem solving, and support. Each question was measured through a scale from 1 being the lowest to 5 being the highest. Finally, a pre-survey regarding learners' reading motivation frequency, purposes for improving reading skills, and assessment for learning awareness were applied to both groups experimental and control. To gather reliable answers, the pre-survey was conducted in students' native language, and also participants were asked to answer the survey honestly, knowing that there was no right or incorrect answer.

After that, the intervention plan was implemented to both the experimental and control groups. Each lesson was designed according to the metacognitive reading instruction theory, which involves three stages pre-reading, while-reading and post-reading. So that, 'pre-reading activities' were useful to activate learners' prior knowledge about lesson-topic, 'while-reading activities' helped students to focus on aspects of the text that can give them insights to understand it better, and finally 'post-reading activities' aided learners to enhance reading comprehension by having them to achieve the next level of understanding through making inferences, summarizing, or reflecting on the text message.

Nevertheless, the intervention difference among the experimental groups rely on the formative assessment tactics. With the control group, conventional instruments and strategies were used, such as oral participation, paper worksheets, peer and self-assessment. On the other hand, with the experimental group the online application Socrative was used to formatively assess students' grasping.

Next, researcher applied the post-test, post- questionnaire, and post-survey to both control and experimental group in order to determine the usefulness of the techniques and

activities applied through the intervention plan. Moreover, a satisfaction survey was applied to experimental group in order to identify learners' standpoints regarding the use of Socrative within EFL reading comprehension instruction. Finally, the collected data was tabulated and interpreted in order to validate if the action research objectives were achieved, and then conclusions and recommendations were derived from the experimented actions to wrap up the research.

CHAPTER III: RESULTS AND DISCUSSION

**Description, Analysis and Interpretation of Results**

The intention of the present study was to observe the effects of incorporating a student response system, called Socrative, to provide formative assessment at reading comprehension instruction and its incidence on learner's EFL reading comprehension performance. As it was mentioned in the methodology section, two groups of students, labeled as control and experimental group who were coursing the last year of high school, were taken as sample of this study.

Both groups of students received almost the same treatment, a triangulation of contemporary reading comprehension instruction approaches, classroom assessment for learning principles, and national curriculum standards guidelines. The remarkable difference among control and experimental group was the mechanism used to provide formative assessment feedback. With the control group, traditional strategies like asking randomly for ideas or opinions, and answering paper worksheets in groups or individually were used. While with the experimental group, the technological tool Socrative, installed in learners' portable devices, was used as communication channel among learners and instructor.

Then, results are going to be presented in terms of two sections. The first section "classroom for learning principles and its incidence on learners' reading comprehension performance" is aimed to explore the data collected before and after the intervention of both control and experimental group, in order to identify the relation among students' EFL reading classes engagement level, students' classroom assessment for learning awareness, and students' reading comprehension performance. Whilst the second section "Socrative app review" is targeted to validate the experimental group learners and researcher' perceptions about the integration of the online SRS Socrative as technological tool in classroom assessment for learning.

Classroom for learning principles and its incidence on learners' reading comprehension performance.

In this section, first pre-intervention statuses of both control and experimental group are described, which involve aspects of learners' reading comprehension performance, learners' assessment for learning awareness, and learners' EFL reading motivation before the intervention. Then, a comparison of some aspects, like purposes for reading, factors that limit reading comprehension and metacognitive reading strategies, is going to be handled highlighting the change among before and after intervention collected data. Finally, post-intervention statuses of both control and experimental group are going to be contrasted in order to identify the effect of using the SRS Socrative for formative assessment.
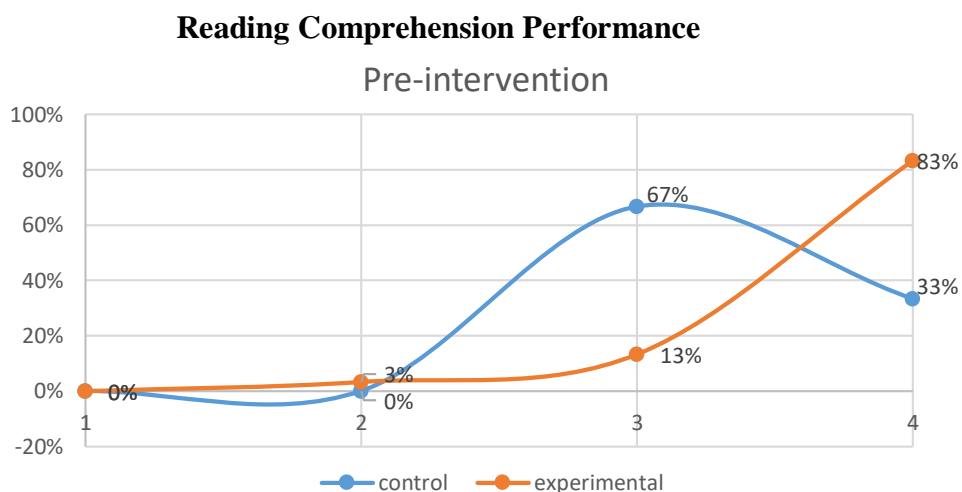
Reading Comprehension Performance

Pre-intervention

1. Learner domains the required competency level (from 9 to 10 points)
2. Learner has achieved the required competency level (from 7 to 8,99 points)
3. Learner is about to achieve the required competency level (from 4,1 to 6,99 points)
4. Learner has not achieved the required competency level (equal of below 4 points)

Graph 1: Reading Comprehension Performance of both control and experimental group before the intervention
Source: Pre- test.
Elaborated by: María del Cisne Guamán

According to the pre-test results, both control and experimental group participants did not achieve the required reading comprehension competency level stated in the national curriculum standards. 33% of control-group learners and 83% of experimental-group learners did not achieve the required EFL reading comprehension competency. Similarly, 67% of

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control-group learners and 13% of experimental group learners were about to achieve the expected reading comprehension competency. Only 3% of experimental group learners had the requisite reading comprehension level. As a final point, 0% of both control or experimental group domain the required EFL reading competency. Those results are fruit of learners previous reading instruction. However, reading comprehension performance cannot be isolate studied, assessment of reading comprehension is a crucial component at learners' achievement. Educators should accompany their instruction with ongoing assessment in order they can monitor learners' success at grasping (Duke & Pearson**,** 2002).

How often and when do you receive individualized feedback from your teacher regarding your reading comprehension performance?

Pre-intervention
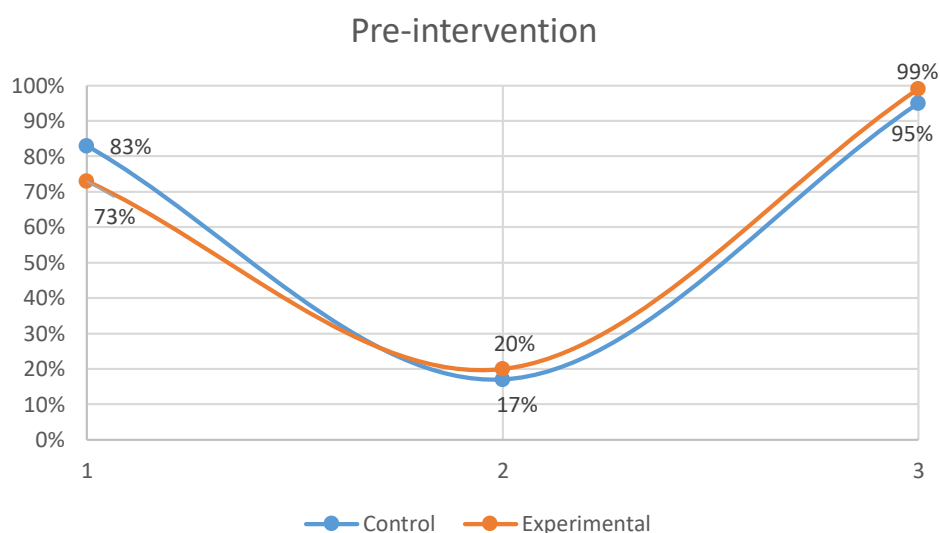
1. Never along the lesson.

2. Sometimes next class or some days after the lesson.

3. Almost always at the end of the unit or term.

Graph 2: Frequency and occurrence when learners used to receive feedback about their reading comprehension performance before intervention
Source: Pre- survey.
Elaborated by: María del Cisne Guamán

Overall, results show that before the intervention learners of both groups, control and experimental, did not use to receive individualized feedback about their reading comprehension performance with frequency neither at the right moment. 83% of the control-group and 73% of the experimental group learners manifested that they never used to receive reading comprehension feedback along a lesson because there were too many students in the class, so

it was impossible for their instructor to provide an individualized feedback. Moreover, 17% of the control-group and 20% of the experimental group learners manifested that they sometimes received reading comprehension feedback next class or some days after the lesson. Finally, 95% of the control-group and 99% of the experimental group mentioned that almost always they received their scores by the end of the term, at final scores socialization when for learners the only relevant fact is to achieve the minimum average to pass the course and any remedial action can be done.

Do you agree on the following statements regarding assessment for learning awareness?
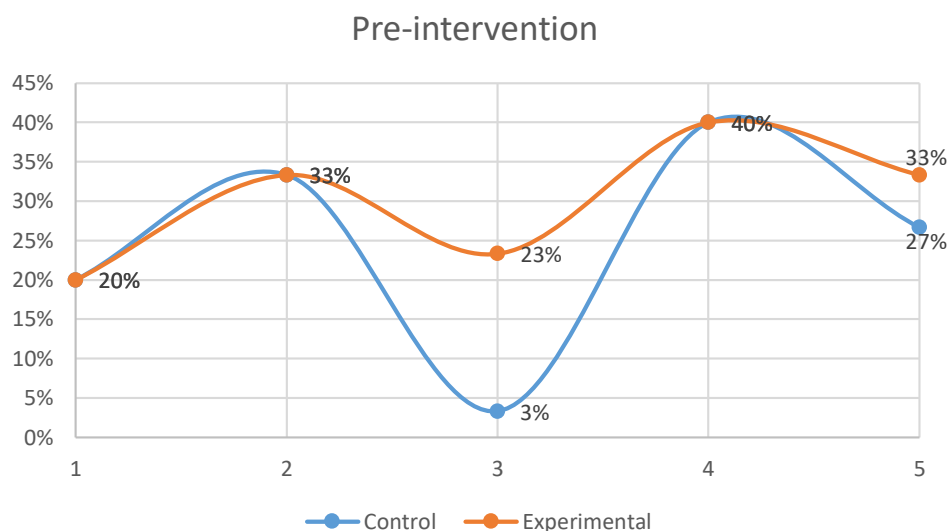
Pre-intervention

1. Knowing which is the objective of the reading lesson help me to have a clear idea what we are learning
2. Knowing which are the evaluation criteria of the reading lesson help me to have a clear idea about what is expected from me
3. As learner, I am the main actor of classroom assessment
4. The feedback provided along formative assessment activities help me to monitor my learning progress
5. I am aware of the importance of formative assessment activities for my learning

Graph 3: Learners' assessment for learning awareness before the intervention
Source: Pre- survey.
Elaborated by: María del Cisne Guamán

The poor or insufficient assessment has incidence on leaners assessment for learning awareness. Before the intervention, results showed that learners of both control and experimental group were not aware of the assessment for learning principles. Only 20 % of both control and experimental group participants agreed on the fact that knowing which is the objective of the reading lesson helped them to have a clear idea about what they were learning.

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Similarly, a reduced percentage of 33% of both control and experimental group participants manifested that knowing which were the evaluation criteria of the reading lesson helped them to have a clear idea about what was expected from them. Moreover, 3% of control group learners and 23% of experimental group participants looked themselves as the main actors of their own learning progress. In the same way only 40% of both control and experimental group participants stated that the feedback provided along formative assessment activities helped them to monitor their learning progress. Finally, 27% of control group learners and 33% of experimental group participants declared that they were conscious about the importance of formative assessment activities for their learning.

How often are you motivated at EFL reading comprehension classes?
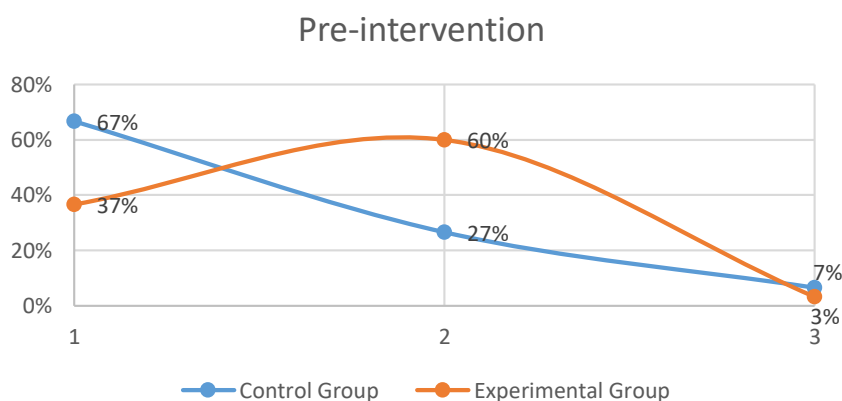
Pre-intervention

1. I'm 'NEVER or ALMOST NEVER' motivated to read texts at English class.
2. I'm 'SOMETIMES' motivated to read texts at English class.
3. I'm 'ALWAYS or ALMOST ALWAYS' motivated to read texts at English class.

Graph 4: Learners' motivation frequency at EFL reading classes before the intervention
Source: Pre- survey.
Elaborated by: María del Cisne Guamán

The frequent classroom assessment for learning practice has impact on learners' motivation for learning. Previously to the intervention, results show that learners' EFL reading motivation level was low in both control and experimental group. Within the control group, results show that 67% of students manifested that they were never or almost never motivated, 27% of students said that they sometimes felt motivated, and 7% of students held that they were almost always or always motivated along an EFL reading lesson. While within the experimental

group, on the other hand, results show that 37% of students were never or almost never motivated, 60% of students were sometimes motivated, and 3% of students claimed that they almost always or always felt motivated along an EFL reading lesson.

Then the invention plan was implemented under strategical conditions of a supportive environment, a well-structured reading instruction model, and quality of formative assessment. Learners of both groups control and experimental were mainly exposed to reading comprehension lessons with a supportive environment, with characteristics of prior-knowledge activation, vocabulary enrichment, word-meaning negotiation using L1 and L2, opportunities for language production aurally or written, spending quality time actually reading.

In addition, every single activity designed in the intervention plan had as purpose to provide assessment for learning taking into account students differences. Nevertheless, in the control group it was really difficult for instructor to listen every student opinion regarding a question, so teacher had learners to discuss their opinions inside small groups, then some of them were told aloud. While in the experimental group, every student did an individual contribution through Socrative, all the answers were displayed in the screen in front of the class, so everyone, learners and instructor, had opportunity to observe and discuss the diversity of ideas presented. Moreover, Socrative let the instructor to write constructive feedback at creating quizzes in advance to the lesson delivery, so when learners participated in classes, they were able to receive the corresponding comment on learner's answer choice immediately. Even the instructor could send to learners' email account an individualized pdf file with the respective results.

Then to identify learners' post-intervention change of both control and experimental group, a comparison of the data collected before and after intervention regarding some aspects, like learners' purposes for reading, learners' identification of factors that limit their reading

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comprehension and learners' metacognitive reading strategies level, is going to be presented below.

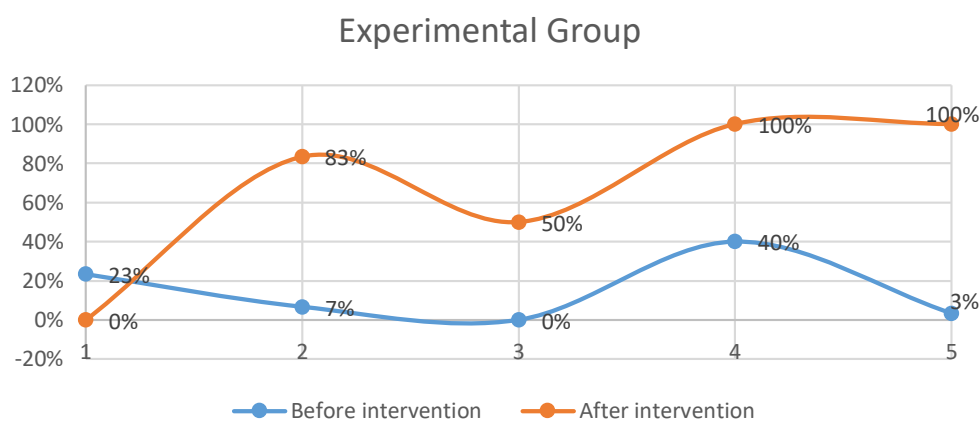**What are the reasons you have to feel interested in developing your English reading skills?**
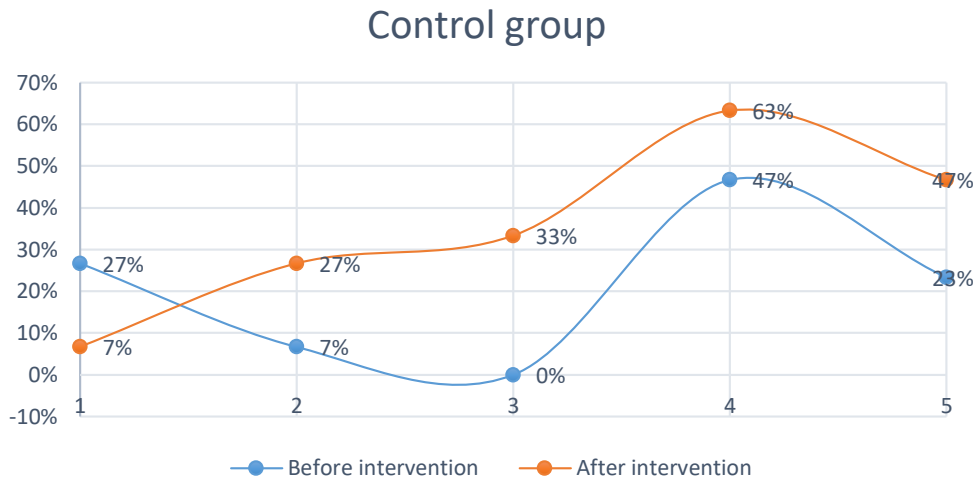
1. I don't have any reason to be interested in, it doesn't have real life purposes.
2. I'm interested in reading to know the culture where English is spoken
3. I'm interested in reading to look for academic information
4. I'm interested in reading entertainment information
5. I'm interested in traveling abroad for academic or employment purposes

Graph 5: Control-group learners' reasons to improve their reading comprehension skills before and after the study intervention.
Source: Pre- and post- survey.
Elaborated by: María del Cisne Guamán

The participants of the control group, previously to the intervention, did not have clear reasons or purposes to be interested in developing their English reading skills. According to the pre-survey results, 27% of students said they did not have any reason to be interested due to it doesn't have real life purposes, only 7% of students claimed that they were interested in reading to know the culture where English is spoken, 0% of students pointed out that they were interested in intensifying their target language reading skills for academic purposes, 47% of students were interested in improving their reading skills for entertainment purposes, and 28% of students showed their interest in acquiring reading skills to travel abroad for studying or working purposes.

However, after the intervention, a meaningful change could be noticed within the control group. A decrease of 20% in learners' lack of reasons to read in the target language, from 27% according to the pre-survey to 7% according to the post-survey, was identified; therefore, a meaningful increment in learners' purposes for reading in the target language was detected. In fact, there was an increment of 20% regarding having as purpose to develop reading skills for learning about English culture, from 7% according to the pre-survey to 27% according the post-survey. Also, there was a drastic increment of 33% in learners' interest in enlarging their reading skills for academic purposes, from 0% according to the pre-survey to 33% according to the post-survey. Similarly, a growth of 16% in learners' interest to improve their reading skills for entertainment purposes, from 47% in the pre-survey to 63% in the post-survey. Finally, an increase of 10% was also detected regarding learners' reading purpose for studying or working abroad, from 28% according to the pre-survey to 47% according to the post-survey.

What are the reasons you have to feel interested in developing your English reading skills?

Graph 6: Experimental-group learners' reasons to improve their reading comprehension skills before and after the study intervention.
Source: Pre- and post- survey.
Elaborated by: María del Cisne Guamán

On the other hand, before the intervention, the participants of the experimental group, similarly to the control group, seemed to have no strong reasons or purposes to lengthen their

English reading comprehension skills. The pre-survey results show that 23% of students held that they did not have any reason to be interested in because they thought English was a useless and unpractical language; only 7% of students manifested being interested in reading to become familiar with English culture, 0% of students were interested in strengthening their reading comprehension skills for academic purposes, 40% of students were interested in refining their reading skills for entertainment purposes, and 3% of students were interested in getting reading skills to travel abroad to study or work.

Nevertheless, after the intervention, the experimental-group participants definitely broadened their purposes to improve their English reading comprehension skills. Results show an absolute decrement of 23% in learners' apathy to find worthy reasons to learn to read in a foreign language, from 23% in the pre-survey to 0% in the post-survey. In contrast, a drastic increment of 76% in students' wiliness to read in order to learn about English culture, from 7% according to the pre-survey to 83% according to the post-survey. Also, an increase of 50% in students' attention to expand their reading skills for academic purposes, from 0% in the pre-survey to 50% in the post-survey. In addition, a growth of 60% in students' interest on reading for entertaining purposes, from 40% in the pre-survey to 100% in the post-survey. To end, a raise of 97% in students' thoughtfulness to read for traveling abroad for academic or business matters, from 3% in the pre-survey to 100% in the post-survey.

Those results are outcomes of one of the strongest asset of the SRS Socrative that lets instructors to build up a safe classroom environment which elicits learners to envision the importance of developing their English reading comprehension skills within real life purposes. A classroom setting where every student has the opportunity to disclose his/her prior knowledge gives the instructor a clear departure point about were students are where they need to go. As the constructivist theory states, in order every learner can go up to a next step in knowledge, it is necessary that learner has the opportunity to activate what he/she already knows to be able to

connect it with the new knowledge. Socrative has the technology to display the different opinions in real time, in other words as soon as learners send their answers, answers are presented immediately in the dashboard. Those answers can be shown with the author's name or anonymously, according to the instructor configuration; which is convenient for shy students.

What are the reasons you have to feel interested in developing your English reading skills?

Control Vs Experimental post intervention
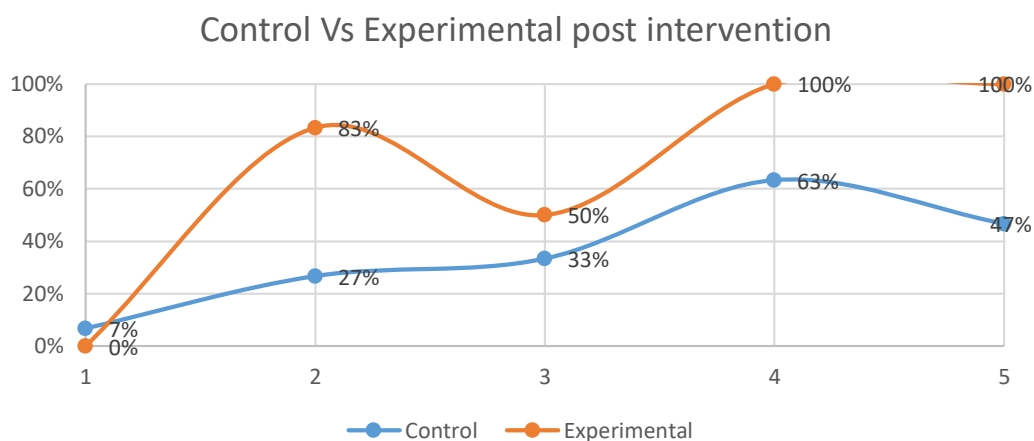
1. I don't have any reason to be interested in, it doesn't have real life purposes.
2. I'm interested in reading to know the culture where English is spoken
3. I'm interested in reading to look for academic information
4. I'm interested in reading entertainment information
5. I'm interested in traveling abroad for academic or employment purposes

Graph 7: Comparison among experimental and control group learners' reasons to improve their reading comprehension skills after the study intervention.
Source: Post- survey.
Elaborated by: María del Cisne Guamán

Results overall show that when asking participants about reasons they have to develop their English reading skills post intervention, the experimental group presents higher percentages than the control group. Within the control-group participants a 7% of participant still show indifference about having purposes to improve their reading skills, while within the experimental group all of participants completely abolish their apathy for reading. Instead more than 50% of experimental group manifested their interest on enlightening their reading skills on various worthy purposes. Therefore, the gotten results are aligned with Sittings et al (2004) standpoint, who claimed that applying classroom assessment for learning principles empowers educators to do enormous positive impact on learners restoration of interest for learning and

encouragement to go further. Likewise, it is evident that one of the intervention outcomes is the fact that the participants start to approach reading skills as important and relevant in their superior level 'bachillerato'; which according to Ministry of Education (2016) will be the most needed in students' post-high school academic goals, professional careers, and employment plans.

What problems do you have when you are reading a text written in English that gets you to feel frustrated?

Control group
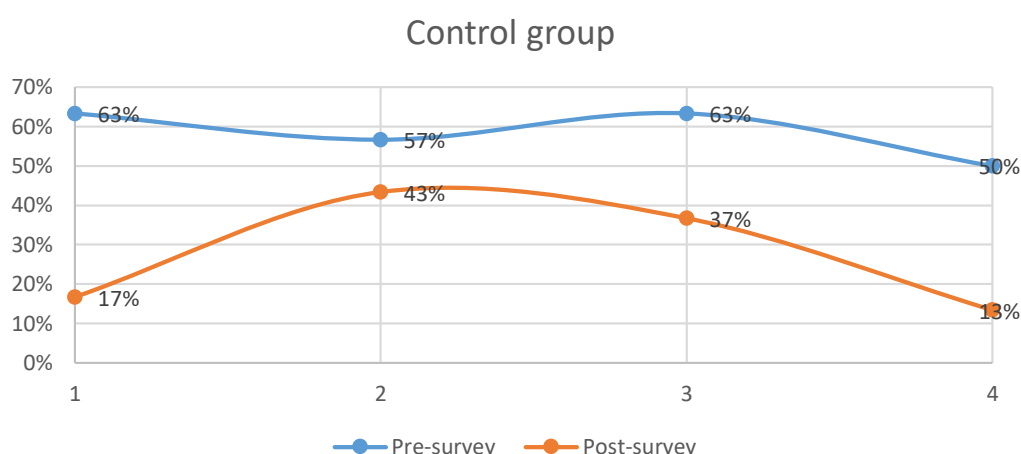
1. I don't have enough vocabulary to understand a text.
2. I don't know enough grammar rules to understand a text
3. I don't know enough about English culture to understand a text
4. I don't know what strategy to use to understand a text

Graph 8: Factors that limit control-group learners to read texts in English before and after the intervention
Source: Pre- and post- survey.
Elaborated by: María del Cisne Guamán

On the other hand, looking at factors that learners considered to be the obstacles to perform reading activities with success, before the intervention, the participants of the control group had pointed out high rates of language barriers. 63% of learners claimed that the problem at reading in English was that there were too much unknown words; 53% of learners considered as problem the lack of knowledge of grammatical structures in the target language; 63% of learners identified the difference among their native culture with the English one as a hurdle; and 50% of learners stated that they didn't know what reading strategy to use to understand English written texts.

Conversely, a meaningful reduction of control-group leaners' standpoints regarding factors that inhibited them to perform well reading activities was identified after the intervention. A decrease of 46% in learners' appreciation that the lack of vocabulary limited them to understand, from 63% according to the pre-survey to 17% according to the post-survey. Also a reduction of 14% in learners' point of view about seem grammar structures as barrier at grasping English written texts, from 57% according to the pre-survey to 43% according to the post-survey. Moreover, a drop of 27% in learners' thinking that no knowing enough about English culture impedes them to understand the text at reading, from 63% in the pre-survey to 37% in the post-survey. Finally, a fall of 37% in learners' opinion who claim that lack of reading strategies limited them to successfully complete reading activities, from 50% in the pre-survey to 13% in the post-survey. Those results show that the intervention plan has been effective to placate factors that inhibit learners from grasping English written texts, such as students' limited background knowledge, inability to understand the content of text, and complicated organizational structure of text.

What problems do you have when you are reading a text written in English that gets you to feel frustrated?

Experimental Group

- 1. I don't have enough vocabulary to understand a text.
- 2. I don't know enough grammar rules to understand a text
- 3. I don't know enough about English culture to understand a text
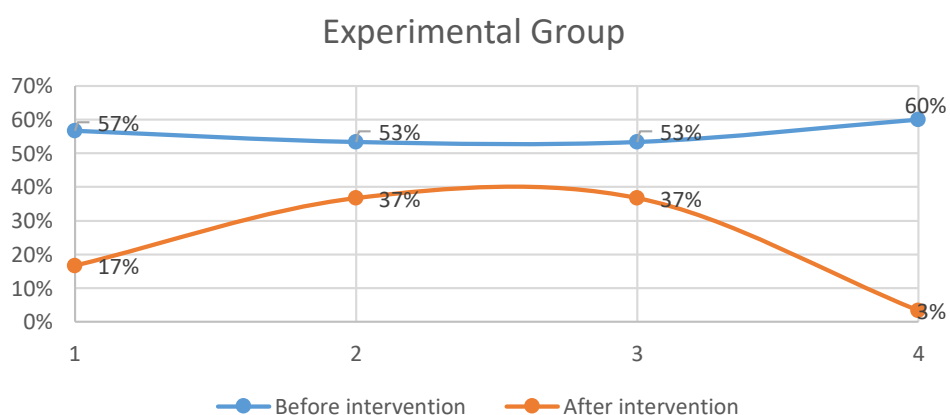- 4. I don't know what strategy to use to understand a text

Graph 9: Factors that limit experimental-group learners to read texts in English before and after the intervention
Source: Pre- and post- survey.
Elaborated by: María del Cisne Guamán

Before the intervention, the experimental-group participants had pointed out high rates regarding elements that obstructed them to achieve an acceptable level of reading comprehension. For the 57% of participants the inconvenient was finding out too much unknown words with in a text; while for the 53% of participants unknowing grammar and English culture limited them to grasp English written texts; and for the 60% of participants the issue was no knowing what reading strategy to use.

After the intervention, there was a meaningful decrease in experimental-group learners' difficulties to perform reading comprehension activities successfully. There was a drop of 40% of participants who saw as limitation unknown vocabulary, from 57% in the pre-survey to 17% in the post survey. Similarly, there was a descend of 16% in learners' opinion regarding having as barrier the fact of unknowing grammatical rules and English culture to understand texts in English, from 53% in the pre-survey to 37% in the post survey. Finally, a great decrease of 57% in learners' appreciation about no knowing what reading strategy to use, from 60% in the pre-survey to 3% in the post-survey.

What problems do you have when you are reading a text written in English that gets you to feel frustrated?

Control Vs Experimental group post intervention
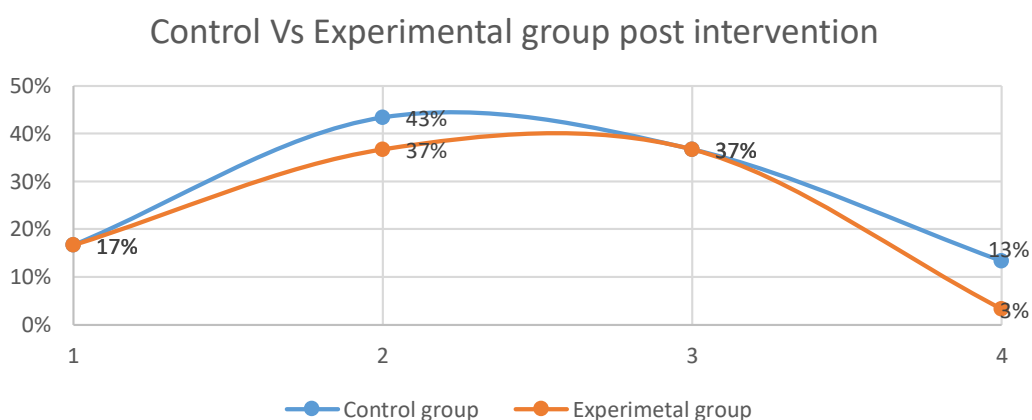
1. I don't have enough vocabulary to understand a text.
2. I don't know enough grammar rules to understand a text
3. I don't know enough about English culture to understand a text
4. I don't know what strategy to use to understand a text

Graph 10: Comparison among experimental and control group learners' inconvenient to perform reading comprehension activities after the study intervention.
Source: Post- survey.
Elaborated by: María del Cisne Guamán

Results show that limitations of unfamiliar vocabulary and lack of reading strategies knowledge at performing reading comprehension activities were similarly overcome by experimental-group participants rather the control-group ones at comparing percentages. Yet aspects of grammatical structures knowledge and English culture acquaintance are still being considered as barriers to understand a text. Therefore, Koda (2007)'s appraisal was confirmed, who mentioned that vocabulary knowledge, background knowledge, knowledge of grammar, metacognitive awareness, syntactic knowledge, and reading strategies are critical variables or components that influence on students' reading comprehension. The limitations that were not overcome by learners were left aside because of time availability, nevertheless better results can be accomplished at incorporating a more extensive grammatical structures and vocabulary practice that help learners to enlarge their intercultural awareness.

Learners' metacognitive reading strategies level
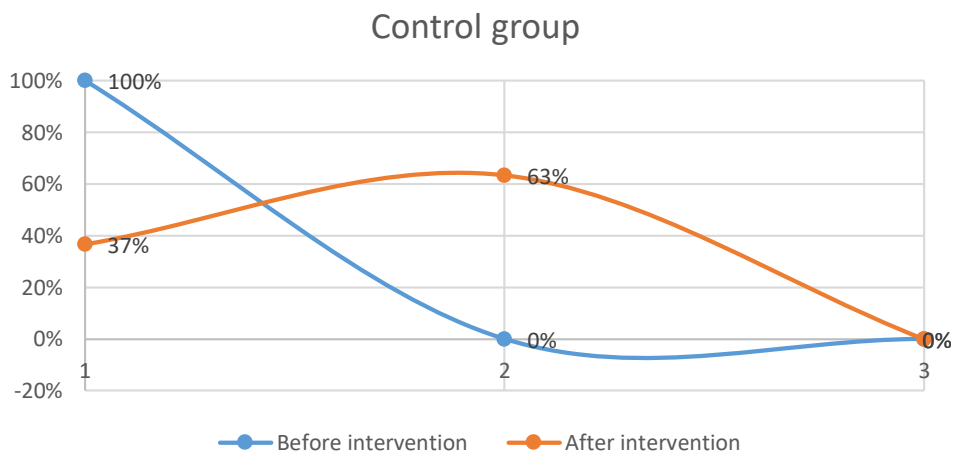
Control group

1. Learners with "LOW" metacognitive reading strategies
2. Learners with "MEDIUM" metacognitive reading strategies
3. Learners with "HIGH" metacognitive reading strategies

Graph 11: Control-group participants' metacognitive reading strategies level before and after the intervention
Source: Pre- and post- survey.
Elaborated by: María del Cisne Guamán

Metacognitive reading comprehension skills, was one of the barriers overcome by both control and experimental groups with the intervention. Then, at doing a deeper analysis of this limitation, results show that the 100% of the control-group participants had 'low' metacognitive

reading strategies domain before the intervention plan. While after the intervention 37% of learners continued having low level, 63% achieved 'medium' metacognitive reading skills level, and none of the participants reached 'high level'.

Learners' metacognitive reading strategies level

Experimental Group

1. Learners with "LOW" metacognitive reading strategies domain
2. Learners with "MEDIUM" metacognitive reading strategies domain
3. Learners with "HIGH" metacognitive reading strategies domain

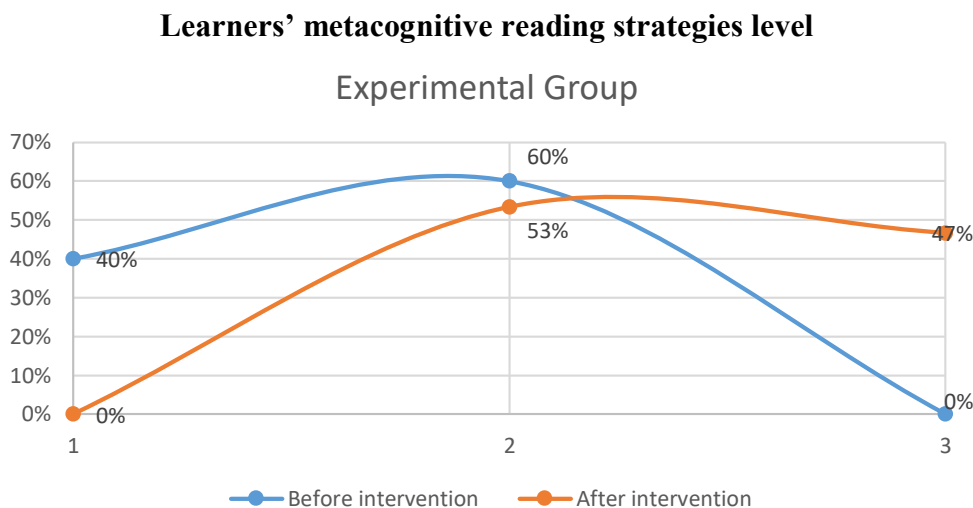Graph 12: Experimental-group participants' metacognitive reading strategies level before and after the intervention
Source: Pre- and post- survey.
Elaborated by: María del Cisne Guamán

On the other hand, results show a meaningful achievement in experimental-group learners' metacognitive reading strategies domain post intervention. Before the intervention, 40% of students had had 'low' metacognitive reading strategies level, 60% of students had possessed 'medium' metacognitive reading strategies level, and 0% of them had not had 'high' level. In contrast, after the intervention none student had 'low' metacognitive reading strategies level, 53% of students presented a 'medium' metacognitive reading strategies level, and 47% of students rated 'high' metacognitive reading strategies level.

Learners' metacognitive reading strategies level

Control vs Experimental group, post-intervention
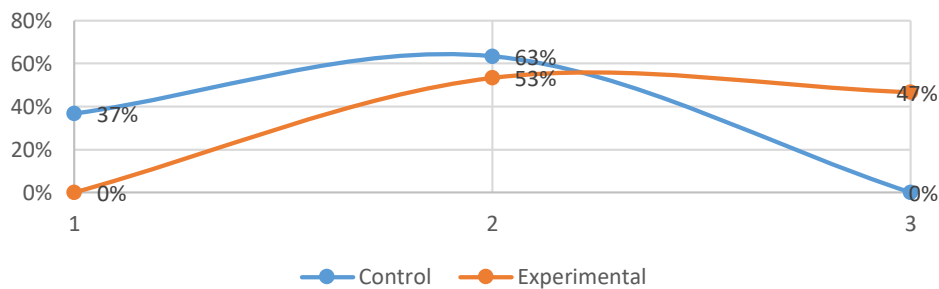
1. Learners with "LOW" metacognitive reading strategies domain
2. Learners with "MEDIUM" metacognitive reading strategies domain
3. Learners with "HIGH" metacognitive reading strategies domain

Graph 13: Comparison among experimental and control group learners' inconvenient to perform reading comprehension activities after the study intervention.
Source: Post- survey.
Elaborated by: María del Cisne Guamán

At comparing the intervention gotten results regarding the improvement of learners' metacognitive reading strategies, there is a huge difference among control and experimental group. After the intervention, within the experimental group there are no learners with 'low' metacognitive reading strategies level, yet within the control group there is still a 37% of participant in this level. On the other hand, another unanticipated result is that within the control group none of the participants achieved a 'high' metacognitive reading strategies level while 47% of the experimental group participants, almost the half of the sample, achieved it. Regarding this aspect, results confirm researchers' asseveration that reading strategies have to be taught explicitly in order to enhance students' grasping to become fluent readers (Pearson & Duke, 2002; Graesser, 2007). Moreover, learners' metacognitive reading strategies level is the outcome of aligning the intervention plan to Duke and Pearson's (2002) model, which involved five phases. First, the instructor explicitly presented the reading strategy; then the strategy was modeled in action; later the strategy was collaboratively practiced where at the beginning scaffolding was provided, then gradually students had to take responsibility of their learning; and finally learners had the opportunity to practice the reading strategy independently.

Do you agree on the following statements regarding assessment for learning awareness?
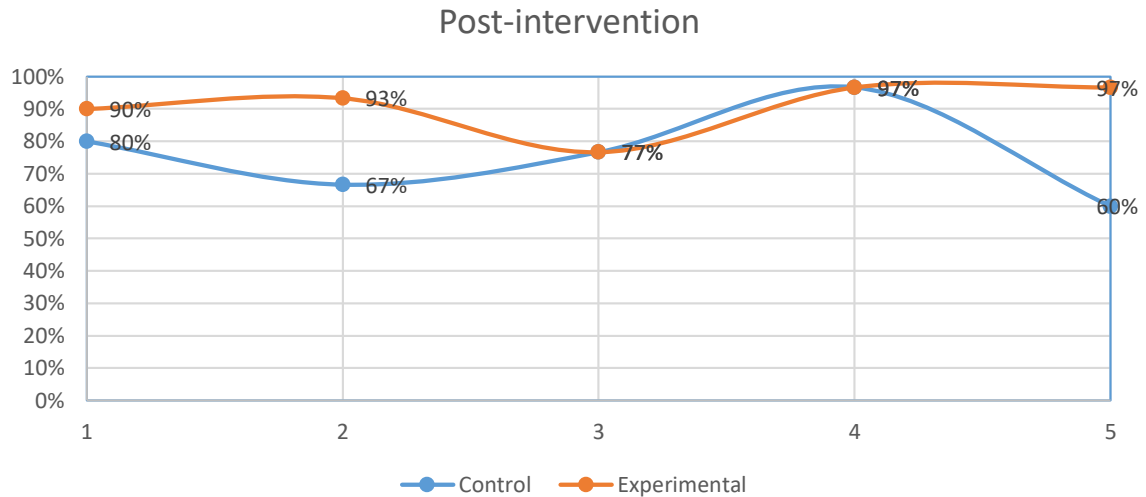
Post-intervention

1. Knowing which is the objective of the reading lesson help me to have a clear idea what we are learning
2. Knowing which are the evaluation criteria of the reading lesson help me to have a clear idea about what is expected from me
3. As learner, I am the main actor of classroom assessment
4. The feedback provided along formative assessment activities help me to monitor my learning progress
5. I am aware of the importance of formative assessment activities for my learning

Graph 14: Learners' assessment for learning awareness after the intervention
Source: Post- survey.
Elaborated by: María del Cisne Guamán

Meanwhile, looking at learners' awareness of classroom assessment for learning principles, results show that the experimental group participants display a better assimilation of assessment for learning benefits rather than the control group participants after the intervention. 80 % of control group participants and 90% of experimental group participants agree on the fact that knowing which is the objective of the reading lesson help them to have a clear idea about what they are learning. 67 % of control group participants and 93% of experimental group participants manifest that knowing which are the evaluation criteria of the reading lesson help them to have a clear idea about what is expected from them. Moreover, 77% of both control and experimental group learners consider themselves as the main actors of their own learning progress. Similarly, 97% of both control and experimental group participants state that the feedback provided along formative assessment activities help them to monitor their learning progress. Finally, 60% of control group learners and 97% of experimental group participants

declare that they are conscious about the importance of formative assessment activities for their learning.

Based on results, it can be identified that due to the intervention being aligned to classroom for learning principles control-group participants somehow improved their assessment for learning awareness, while experimental-group participants achieved a meaningful change in their standpoint regarding assessment process. There are better results within the experimental group because formative assessment feedback was frequent and transparently scored, through the SRS Socrative participants clearly understood that assessment intention is not to always obtain good grades, instead the intention is to practice and have second chances to demonstrate success. While, within control-group participants did not improve their assessment for learning, as higher as the experimental ones, because of their inaccurate conception that high grades are the most important matter, then those learners did not do the activities with transparency, cheating was detected.

In other words, results confirm the value of classroom assessment principles stated by Broadfoot, et al (2002) and Scherer (2016), who highlight that those principles guide and empower educators to change traditional with innovative and effective practices. On which, assessment is not intended for grades, instead the purpose is creating a safe environment for learning by offering a transparent teaching, where students can develop self-assessment skills which enables them to become the main actors of their learning. By transparent teaching, it is meant that learners must be aware of what learning objectives do they have, and under what performance indicators they are going to be assessed.

How often are you motivated at EFL reading comprehension classes?
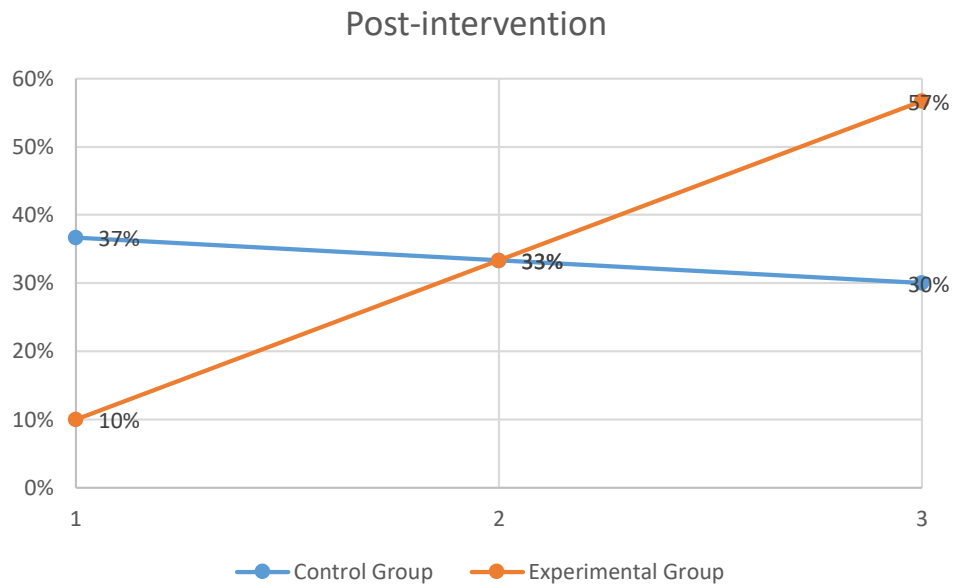
Post-intervention

1. I'm 'NEVER or ALMOST NEVER' motivated to read texts at English class.

2. I'm 'SOMETIMES' motivated to read texts at English class.

3. I'm 'ALWAYS or ALMOST ALWAYS' motivated to read texts at English class.

Graph 15: Learners' motivation frequency at EFL reading classes after the intervention
Source: Post- survey.
Elaborated by: María del Cisne Guamán

After the intervention, results also show that learners' EFL reading motivation level change in both control and experimental group. A 37% of control-group participants and a 10% of experimental-group participants manifest to be never or almost never motivated, it means that control group has a 27% higher rate of low motivation level than the experimental group. While there is a similar rate of 33% in both control and experimental group participants who claim that they sometimes feel motivated. Finally, 30% of control-group participants and 57% of experimental-group participants express to be almost always or always motivated, it means that experimental group has a 27% higher rate of high motivation level than the control group.

Those results are congruent with Stiggins et al (2004), who pointed out that through effective assessment educators can motivate students for learning. Even though the researcher did her best to provide personalized feedback almost immediately to the control group participants, the sooner it could be done was the next class, due to the class students' number. While with the experimental group, an immediate feedback was provided automatically through

the SRS Socrative. Therefore, learners' motivation level is higher in the experimental group than in the control group.
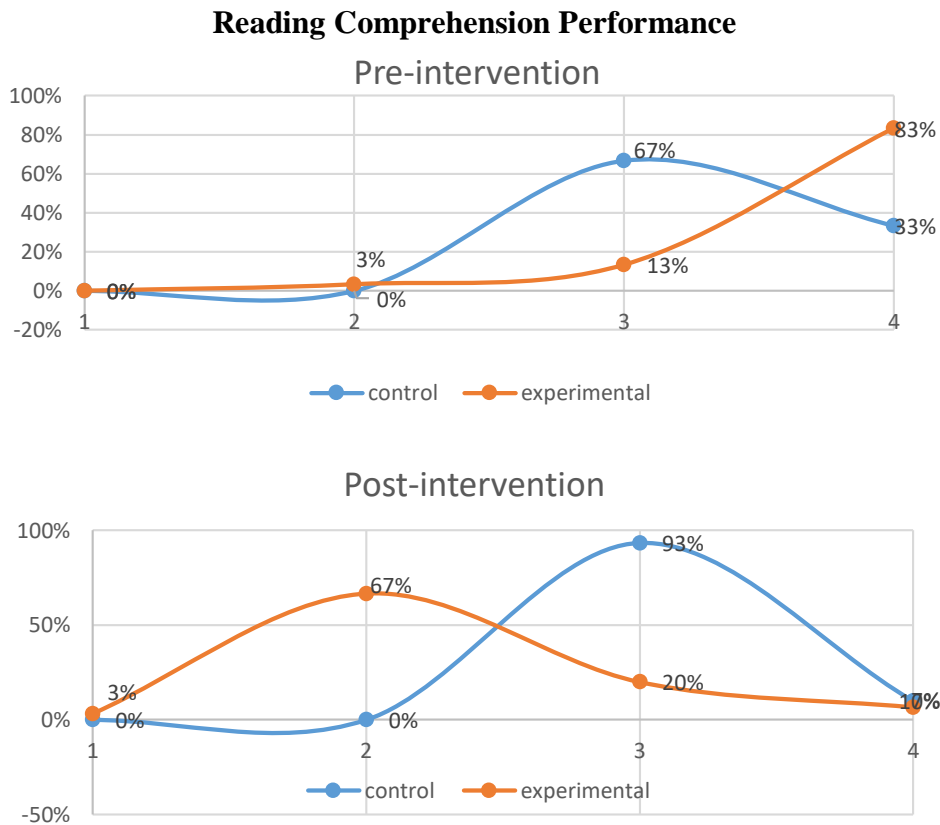
Reading Comprehension Performance

Pre-intervention

Post-intervention

1. Learner domains the required competency level (from 9 to 10 points)
2. Learner has achieved the required competency level (from 7 to 8,99 points)
3. Learner is about to achieve the required competency level (from 4,1 to 6,99 points)
4. Learner has not achieved the required competency level (equal of below 4 points)

Graph 16: Reading Comprehension Performance of both control and experimental group before and after the intervention
Source: Pre- test and post-test
Elaborated by: María del Cisne Guamán

Finally, learners' reading comprehension performance results show a notable evolution in both control and experimental group after the intervention. In the control group, results show a decrement of 23% of participants, from 33% in the pre-test to 10% in the post-test, who did not achieve the required reading comprehension competency. Similarly, there is an increment of 26% of control group participants, from 67% in the pre-test to 93% in the post-test, who are about to achieve the required reading comprehension competency. However, 0% of control group participants have not achieved yet the required reading comprehension competency.

While in the experimental group, results show a huge decrement of 76% of participants who did not achieve the required reading comprehension competency, from 83% in the pre-test to 7% in the post-test. In the same way, there is slight growth of 7% of experimental participants who are about to achieve the required reading comprehension competency, from 13% in the pre-test to 20% in the post-test. Also, there is a meaningful progress of 67% of experimental participants who have already achieved the required reading comprehension competency, from 0% in the pre-test to 67% in the post-test. Finally, there is a slight but significant increase of 3% of experimental participants who have domain the required reading comprehension competency stated by national standards.

The study results regarding reading comprehension performance show higher achievement within the experimental group than within the experimental one, yet there was improvement within both groups. Generally saying, the gotten results ratify Scherer (2016)'s proposal, who claimed that when formative assessment is habitual, learners have more opportunities to achieve learning goals. Similarly, results confirm Calfee and Masuda (1997)'s position who pointed out that effective assessment in the classroom help students to perform well in relation to the learning standards. So, it is advisable for future studies to expose learners to reading instruction under similar conditions like the present study, just adding grammatical structures and material that enlarge learner's multicultural worldwide awareness, within longer periods of time. Moreover, there was an increase in learners' motivation level towards EFL reading, likewise a meaningful broaden of learners' purposes for reading English texts, therefore a meaningful abolishment of learners' apathy to develop their reading comprehension skills.

Socrative app review.

Several studies highlight the benefits of implementing SRSs in classroom. Particularly, Kaya and Balta (2016) recommend the implementation of the SRS Socrative as an appropriate tool that instructors can safely use in their English teaching classes to achieve better instruction. Mainly, the present research was handled to determine the effectiveness of using the student response system Socrative, which is a technological tool that lets educator to provide feedback at answering to questions and quizzes during a lecture.

Using Socrative in EFL reading comprehension class is helpful to:

Experimental group
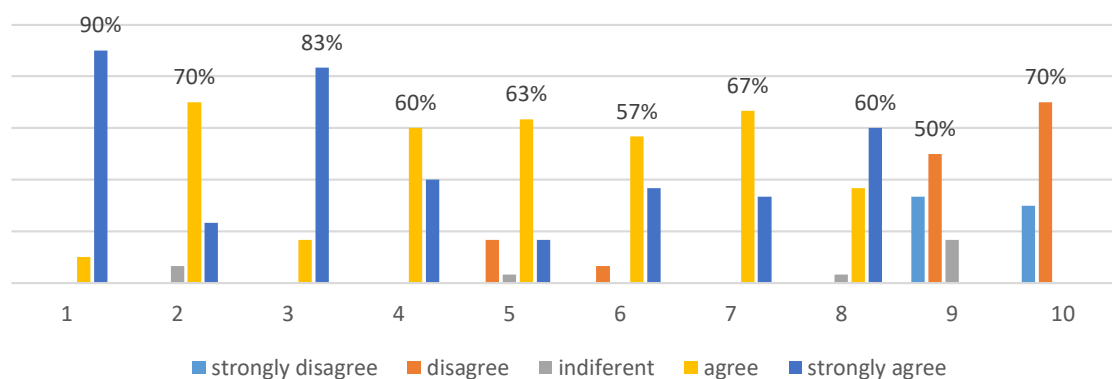
1. Improve my reading class engagement.
2. Improve my reading comprehension performance.
3. Actively participate in the lesson when the educator asks us for our personal opinion based on our previous experiences.
4. Receive immediate feedback regarding reading comprehension questions which makes me to identify my strengths and weaknesses.
5. Monitor my reading understanding along the lessons.
6. Observe my classmates' opinions in order to identify similarities or differences, promoting discussion.
7. Create positive interactions in the classroom.
8. Reflect on and wrap up what I've learnt.
9. Work collaboratively inside a group
10. Do peer-assessment

Graph 17: Experimental group learners' standpoint regarding using the SRS Socrative within reading comprehension lessons
Source: Satisfaction questionnaire
Elaborated by: María del Cisne Guamán

According to the collected data, 90% of the experimental group participants strongly think that using Socrative have helped them to feel more engaged along reading comprehension classes. Also 70% of the experimental group participants agree that through Socrative they have improved their reading comprehension performance. Those results are similar to the studies

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done by Wash (2014), Mork (2014), and Wong, Tee, and Choo (2015); who respectively asserted that using Socrative in class increases student's mental engagement in class and enriches students' learning experience.

Moreover, results also show that the 83% of the experimental group participants strongly agree that by using Socrative they are able to actively participate in class with several ideas such as standpoints, experiences or personal opinions. Similarly, 60% of participants agree that Socrative lets them to receive immediate feedback regarding their reading comprehension questions which makes them being able to identify their strengths and weaknesses. In the same way, 63% of students agree that through Socrative they can monitor their reading understanding along the lessons. Those results are congruent with Lim (2017) and Tretinjak et al (2015)'s thinking, who asserted that the implementation of mobile-based interactive teaching model in fact encourage the engagement and participation of students in class, and facilitates the provision of instant feedback to both the students and the teacher on the achieved learning outcomes, thus creating an interactive learning environment. Furthermore, results also confirm what Broadfoot, et al. (2002) stated that assessment for learning empowers learners to be able to identify their snags and how best to get the intended learning outcomes.

Likewise, 57% of participants claim that observing their classmates' opinions in a big screen enables them to identify similarities or differences, promoting discussion. In addition, 67% of participants assert that Socrative is useful to create positive interactions in classroom. Lastly, 60% of participants agree that by the end of the reading lesson, through Socrative they have the opportunity to reflect and summarize what they have read, therefore learners are able to wrap up what they have learnt. Alike Mork (2014) and Kaya and Balta's (2016) studies the encouraging attitudes of experimental group participants evidences that Socrative aids instruction interactively in English language classes, develops learner's self-assessment,

promotes quality class discussion, and improves leaner's self-preparation level. Therefore, the implementation of student response systems is advisable to try in educational contexts.

Nevertheless, no all students' opinions about using Socrative in class are positive. Regarding working collaboratively in teams, 50% of the experimental group participants disagree on the fact that using Socrative is useful for conducting group work activities; while 70% additionally claimed that Socrative is not useful for peer-assessment. It was identified that in Wash (2014), Wong et al (2015), Tretinjak et al (2015), and Kaya et al (2016)'s studies, previously conducted, researchers did not focus their attention towards using Socrative for cooperative or collaborative work. Just in Mork (2014)'s study, it is mentioned that it would be interesting if students could play a more active and creative role themselves, for instance creating their own activities to share with the class. However, along the implementation of the intervention plan, it was intended to apply cooperative work strategies, nevertheless Socrative does not offer any functionality for this purpose.

Complementary, along the implementation of the intervention plan it could be identified that the logging processes in Socrative is really simple. To begin using Socrative, the instructor has to create an account, then a unique room code is automatically generated, which can be later personalized by the instructor. While students don't need to create a separate account or login credentials, students access to the Socrative virtual room by using the unique room code provided to them by the instructor. After logging in, students are able to participate in various activities such as quizzes and answering quick questions, which are previously created by the instructor. Therefore, authentication issues like recovering forgotten passwords are avoided. This is positive if the instructor intention is going to be focused only on one lecture assessment.

Whereas for instructors, who are interested in long-term assessment, Socrative is not useful to keep track of students' performance along the process within an academic period. It has to be manually done, each lesson results can be copied and organized in other software or

physical document. Moreover, sending feedback by email cannot be automatically done either. Due to there is no a registration process for students, an email address cannot be register once, at the beginning. Then regarding this issue, new Socrative updates should provide functionalities to organize the information in the way it might be easily retrieved as Deubel (2007) recommends. Socrative free version does not covered this requirement, then it is clear that this SRS needs to evolve to appropriately provide help at storing and analyzing the collected data to offer more specialized functionalities that benefit instructor and learners to trace academic performance along long periods of time.

Socrative is not a software tool specialized in a specific area of knowledge, it is just a useful asset for instructors who are interested in having their audiences actively participate along the lecture. Reports regarding participant answer can be exported in two formats pdf or excel, which can be downloaded or sent to the instructor's email account either individualized or as group. Nevertheless, Socrative reports are only focused on a certain quiz, it would be better if functions regarding showing results were also focused on presenting the performance of a student along the time. So SRSs should evolve in a way they offer user functionalities to display smarter reports, through which educators and learners can have an accurate overview about learners' progress in relation to the curricular standards.

CONCLUSIONS

The study outcome denotes that the integration of technology in the teaching learning process does produce effective results when there is a connection among curriculum standards, contemporary teaching approaches, and ITC tools use. Technological tools can cause a remarkable change within in educational contexts, where educators' willness and commitment is required to achieve learning goals.

Based on results, Pearson and Duke's model for reading comprehension instruction was highly effective in combination with the SRS Socrative. The experimental group participants, within an EFL context, achieved upper measurements regarding metacognitive reading strategies development, reading motivation increase, purposes for reading English texts expansion, reading reluctance decrease, and reading comprehension performance, in comparison with the control group.

Results show positive learners' acceptance towards using Socrative at EFL reading comprehension lessons. Those results are the outcomes of applying a constructivist approach, where students are the central entity of the learning process and teachers are the facilitators. In other words, learners are who process and internalize the knowledge thought the opportunities created by the instructors. While instructors, on the other hand, have the role of building up a safe classroom environment by providing efficient assessment for learning.

The implementation of the SRS Socrative produces positive effects on students' attitudes regarding EFL reading instruction, due to it facilitates innovation in teaching and learning approaches, and provides flexibility at scaffolding and monitoring students' performance. Through the SRS Socrative, it is possible to provide frequent, timely, and constructive feedback, which gives learners accurate information on their misconceptions, misunderstandings, and weaknesses. Feedback is previously configured according to the

learners' choice for right and wrong answers. At conducting student-paced quizzes learners can immediately receive their feedback which gives learners relevance to their effort, at no needing that the instructor confirms or disconfirms their participation. Then as consequence, the quick feedback becomes as the active learning element in the classroom that better engages audiences, particularly at large classrooms.

The SRS Socrative offers educators multiple functionalities that facilitate the teaching learning process like simple log in process, teacher and student paced quizzes, reports, etc., useful for an isolated lecture; nevertheless, there is still a need that Socrative developers implement functionalities to display smarter reports, through which educators and learners can have an accurate overview about learners' progress in relation to the curricular standards along considerable periods of time, such as a term or a school year.

RECOMMENDATIONS

For educators, the integration of technology in EFL teaching and learning process is highly recommended. To do it, instructors should apply a triangulation of contemporary pedagogical approaches, curricular standards, and classroom assessment for learning principles. Due to those conditions maximize probabilities of achieving learning success. Of course at the beginning some technological issues are going to be present, however, as long as educator keep their positivism and enthusiasm, learners will be also able to overcome them.

For students, it is strongly suggested that they become aware of formative assessment principles, from which they can take advantage from. In other words, learners should not rely on educators' knowledge impartment, instead they just need guidance at exploring and internalizing knowledge.

For future researches, it is advisable to conduct studies regarding the impact of using SRSs (student response system) in longer period of time. Based on the present study results it is predictable that at exposing students to longer process the results would definitively show greater impact on students' learning performance and self-assessment skills. On the other hand, searchers should also consider to implement other open SRSs available, in order to compare and contrast how well SRSs covers instructors and learners' assessment for learning requirements.

For student respond system developers, considering assessment for learning principles will enable them to identify in a more accurate way instructors and learners' requirements. Particularly, SRS need yet to be improved, those systems should work on-line and off-line to avoid internet connection or maintenance issues. At on-site courses, students and instructor are in fact in the same physical place, their devices should be able to connect to local networks through different media such as wireless, or blue tooth.

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ANNEXES

Annex 1: Intervention Plan

Curricular General Objectives – Reading Threat					
1. To access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. (OG.EFL3)					
2. To deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. (OG.EFL4)					
3. To directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. (OG.EFL5)					

Performance Criteria				Indicators for the performance criteria	
• Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. • Determine the main conclusion in texts which clearly argue a point of view.				• Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics.	
• Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. • Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.				• Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within.	
• Find the most important information in print or online sources in order to support an idea or argument. • Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. • Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. • Detect complexities and discrepancies in information presented in both print and online references and resources.				• Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.	

MICRO-PLANNING					
Intra-class	**Lesson 1**	**Lesson 3**	**Lesson 5**	**Lesson 7**	**Lesson 9**	**Lesson 11**
Topic	Let's talk about movies	Professions	Environmentally friendly	Imagine that!	In the news	Going Back in time
Title	Reading between the lines	Choosing a profession	Green Products	Breaking Bad Habits!	India's rag pickers find	A pivotal accomplishment
Text type	Movie review	Magazine Article	Wiki	Magazine Article	Newspaper Article	History Book
CEF Standards	– Can use an idea of the overall meaning of short texts and utterances on everyday topics to derive the probable meaning of unknown words from the context.	– Can understand simple texts on familiar matters of a concrete type which consist of high frequency, every day or job-related language.	– Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension	– Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	– Can recognize significant points in straightforward newspaper articles on familiar subjects.	– Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
Reading Strategy	Make inferences and understand a story, use the facts given to make good guesses about other things that are not directly stated.	Identify connectors of contrast such as on the other hand, although, but and however to establish relationships between ideas.	The most important sentence in a paragraph is the topic sentence. It clearly states the main idea of the paragraph and gives an overview of the sentences to follow. Usually, it is placed at the beginning of a paragraph.	*Identifying text purpose*: Is the text trying to inform or persuade you? The text type will help determine its purpose and content. *Informative texts* try to provide as much factual information as possible and support its arguments. *Persuasive texts* provide some information, but also try to convince the audience of something by stating opinions.	Predictions are not wild guesses. They are based on context clues within the text such as pictures, synonyms and antonyms words, and the plot or context of the surrounding sentences and words. Context clues can also come from readers' prior knowledge about the content.	Look for chronological order or concept repetitions to establish a sequence.
Reading Comprehension Indicator	– Understands movie reviews. – Is able to infer meaning of unknown words and phrases from a short movie review.	– Reads and understands short passages about personality types, professions and university degrees. – Understand longer texts which use connectors of contrast to compare different professions.	– Reads and understands factual texts on environmental issues and green products.	– Understands factual texts on how to break bad habits. – Identifies the purpose of a text: informative or persuasive. – Identifies if an argument is fact or opinion. – Identifies a text's audience.	– Understands articles found in the different sections of a newspaper. – Predicts meaning of unfamiliar words and sentences by using context clues.	– Understands factual texts on important inventions and historical events – Identifies the order of paragraphs in a text. – Identifies subtitles in a text in regards to the information presented.
Extra-class	**Lesson 2**	**Lesson 4**	**Lesson 6**	**Lesson 8**	**Lesson 10**	**Lesson 12**

Annex 2: Pre- and Post- Reading Test

 UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
AREA HUMANÍSTICA

MASTERS IN PEDAGOGY OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Dear Student:
This is an instrument which objective is to get a brief overview of the English Teaching Learning Process in practice with action research purposes. So, I would be very grateful if you can answer the following questions with honesty.

Student Code: _____   Group: _____   Date of application: _____

Reading Test Instructions

− You are about to start the 25-minute reading test.
− You will have 25 minutes to complete 3 to 5 reading tasks.
− Each reading task can have up to 8 questions
− You will not lose point for wrong answers. Try to answer every question, on to the text question if it is too hard.
− You cannot go back to a task once you have submitted your answers.

Indicator for the performance criteria:
- Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics.

Reading Section
Look at SIX posters labelled A-F. Read each statement and decide which poster best matches each statement.

A	**B**	**C**
Want to improve your Spanish, meet new people and eat good food? **Join the Olé España Language Club!** *Every Tuesday from 7 pm to 10 pm at the El Toreo Tapas Bar*	**We need people to help at the German Film Festival** When: Saturday 10am to 10pm Where: City Cinema Pay: 15 € / hour Watch all films for free! Meet the actors and directors!	**New Gym Opening GetFIT-CityGYM opens on the 1st of July** Weights, Aerobics, Yoga, Pilates, Salsa, Tango and much much more. *Hurry, special membership rate for the first 2 months!*
D	**E**	**F**
New Lead Singer Need! Our band plays rock, pop and alternative music. ***Send us some of your recordings so we know what your voice sounds like.***	**Open theater group, all ages. Professional acting and voice training.** First meeting next Monday at 7 pm. No experience needed. Bring comfortable clothes. *Monthly fee 20 € per person*	**Fantastic walking tour** Mysterious Stories of the City *Where do we meet? Town Hall in the City Center When? Monday, 7pm Cost? 5 € per person*

1. You want to make some extra money _____b
2. You want to sing in a band _____d
3. You like to watch movies _____b
4. You want to learn more about the city _____F
5. You want to be an actor _____e
6. You want to lose some weight _____c
7. You like to hear interesting stories _____F
8. You want to taste new food _____A

_____/ 2,5 points

Indicator for the performance criteria:
- Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within.

Reading Section

Look at SIX posters labelled A-F. Read each statement and decide which poster best matches each statement.

A	**B**	**C**
Have you got what it takes? Can you sing? Can you dance? **MEGASTAR** *Auditions for a new TV show Tuesday and Thursday 9:30AM to 4:30PM Highfields Shopping Center Central Plaza*	**WANTED – DOG WALKER** Mon. to Fri. early mornings | must live near to the university | must like dogs email John@gmail.com to discuss payment	**TUTOR** International students: I offer private lessons and can also check your work for language mistakes. Call John on 9896-976-2222 Very good rates
D	**E**	**F**
CANADA DAY COME JOIN US FOR A CELEBRATION OF ALL THINGS CANADIAN *Tues 11am to 2pm | Barbecue (vegetarian options available) | Live music | Free admission | @Studentunion Hall*	**BATTLE OF THE BANDS** Live music 9pm-11pm | DJ 11pm-2am. *Every Saturday night at Holby Hall (on University Road)*	**VOICE LESSONS with Celia!** Professional voice training | breathing techniques | different performance styles from Country to Rock Call Celia on 5639-5698

1. You want to make some extra money _____
2. You want someone to correct the writing in your homework _____
3. You want to attend a cultural event _____
4. You want to go dancing with some friends _____
5. You want to hear some local musicians _____
6. You want to have lunch _____
7. You want to show off your talent _____
8. You want to learn how to sing _____

_____/ 2,5 points

Indicator for the performance criteria:
- Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.

Read the text and choose the best answer for each question

Juan is the newest student in our class. He was born in Lima, Peru, but now he lives in Buenos Aires in Argentina. He came to Argentina two years ago to study at the university. He likes the excitement and culture in Buenos Aires but prefers Lima. Lima has mountains, the sea and great food! His mother still lives in Lima so he goes back once a year to visit her. He also has a brother. His brother is married and lives in Ohio in the USA. His wife is Peruvian and they have been married for one year. They do not have any children yet, but they have two dogs. Juan's father also lives in the USA. He lives in a one-bedroom flat with his dog. Juan is not married but has a girlfriend. She's German and has also been living in Argentina for two years. Juan would like to learn German and Italian. Last Christmas Juan and his girlfriend went to Lima, but this year they are planning to celebrate Christmas in Germany or the USA.

What is the passage mainly about?
Juan's studies   ( )
Juan's family   ( )
Juan's house   ( )
Juan's country   ( )

Where is Juan from?
Peru   ( )
Argentina ( )
Ohio   ( )
Florida   ( )

Which statement is true about Juan?
He likes Lima more than Ohio   ( )
He likes Buenos Aires more than Florida ( )
He likes Lima more than Buenos Aires   ( )
He likes Argentina more than Peru   ( )

What does Juan like best about Lima?
The cultural events   ( )
The scenery   ( )
The kinds of houses   ( )
The excitement of the city   ( )

How many children does Juan's brother have?
None   ( )
One   ( )
Two   ( )
Three   ( )

The passage suggests that Juan and his brother both…
travel a lot.   ( )
prefer houses to flats.   ( )
visit their mother each year.   ( )
like animals.   ( )

How many languages does Juan speak?
Two   ( )
Three ( )
Four ( )
Five ( )

Who did Juan probably visit last Christmas?
His mother   ( )
His father   ( )
His brother   ( )
His girlfriend ( )

_____/ 5 points

Adapted from (Education First, 2017)

Results interpretation:
1.Learner domains the required competency level (from 9 to 10 points)
2.Learner has achieved the required competency level (from 7 to 8,99 points)
3.Learner is about to achieve the required competency level (from 4,1 to 6,99 points)
4.Learner has not achieved the required competency level (equal of below 4 points)

Annex 3: Pre- and Post- Metacognitive Reading Strategies Questionnaire

	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA **AREA HUMANÍSTICA** **MASTERS IN PEDAGOGY OF TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Dear Student:
This is an instrument which objective is to get a brief overview of the English Teaching Learning Process in practice with action research purposes. So, I would be very grateful if you can answer the following questions with honesty.

Student Code: _____ Group: _____ Date of application: _____

METACOGNITIVE READING STRATEGIES AWARENESS:

DIRECTIONS: Listed below are statements about what people do when they read academic or school related materials such as textbooks, library books, magazines, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

☐ 1 means "I never or almost never do this."
☐ 2 means "I do this only occasionally."
☐ 3 means "I sometimes do this." (About 50% of the time.)
☐ 4 means "I usually do this."
☐ 5 means "I always or almost always do this."

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this questionnaire.

Code	Strategies	Never / Almost never	Only occasionally	Sometimes	Usually	Always / Almost Always
GLOB.	1) I have a purpose in mind when I read.	1	2	3	4	5
GLOB	2) I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	3) I preview the text to see what it's about before reading it.	1	2	3	4	5
GLOB	4) I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
GLOB	5) I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
GLOB	6) I decide what to read closely and what to ignore.	1	2	3	4	5
GLOB	7) I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
GLOB	8) I use context clues to help me better understand what I'm reading.	1	2	3	4	5
GLOB	9) I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOB	10) I critically analyze and evaluate the information presented in the text.	1	2	3	4	5

Code	Strategies	Never / Almost never	Only occasionally	Sometimes	Usually	Always / Almost Always
GLOB	11) I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOB	12) I try to guess what the material is about when I read.	1	2	3	4	5
GLOB	13) I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	14) I read slowly but carefully to be sure I understand what I'm reading.	1	2	3	4	5
PROB	15) I try to get back on track when I lose concentration.	1	2	3	4	5
PROB	16) I adjust my reading speed according to what I'm reading.	1	2	3	4	5
PROB	17) When text becomes difficult, I pay closer attention to what I'm reading.	1	2	3	4	5
PROB	18) I stop from time to time and think about what I'm reading.	1	2	3	4	5
PROB	19) I try to picture or visualize information to help remember what I read.	1	2	3	4	5
SUB	20) When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUB	21) I try to guess the meaning of unknown words or phrases.	1	2	3	4	5
SUB	22) I take notes while reading to help me understand what I read.	1	2	3	4	5
SUB	23) When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUB	24) I summarize what I read to reflect on important information in the text.	1	2	3	4	5
SUB	25) I discuss what I read with others to check my understanding.	1	2	3	4	5
SUB	26) I underline or circle information in the text to help me remember it.	1	2	3	4	5
SUB	27) I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
SUB	28) I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
SUB	29) I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
SUB	30) I ask myself questions I like to have answered in the text.	1	2	3	4	5
Adapted from (Mokhtari & Reichard, 2002)						

Annex 4: Pre- and Post- Survey

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA **AREA HUMANÍSTICA**
MAESTRIA EN PEDAGOGÍA PARA LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA
Estimado Estudiante: Este es un instrumento de investigación cuyo objetivo es obtener una descripción general del proceso de enseñanza-aprendizaje del inglés en la práctica con fines de investigativos. Por lo tanto, estaría muy agradecida si usted responde a las siguientes preguntas con honestidad.
Código del Estudiante: _____ **Grupo:** _____ **Fecha de aplicación:** _____
Contexto: las siguientes preguntas se encuentran dirigidas a las apreciaciones que los estudiantes tienen con respecto a aprender a leer en idioma inglés. Tenga en cuenta que no hay respuestas correctas o incorrectas a las declaraciones en esta encuesta, lo importante para la investigadora es su opinión.

1. **A continuación, se incluyen algunas declaraciones con respecto a la evaluación de conocimientos de comprensión lectora en idioma inglés. Cinco números siguen cada declaración (1, 2, 3, 4, 5) y cada número significa lo siguiente:**
   1. Muy en desacuerdo
   2. En desacuerdo
   3. Indiferente
   4. De acuerdo
   5. Muy de acuerdo

   Después de leer cada declaración, marque con un círculo el número (1, 2, 3, 4 o 5) que le corresponda usando la escala prevista. Tenga en cuenta que no hay respuestas correctas o incorrectas a las declaraciones en este cuestionario.

	Muy en desacuerdo	En desacuerdo	Indiferente	De acuerdo	Muy de acuerdo
1. Saber cuál es el objetivo de la lección de lectura me ayuda a tener una idea clara de lo que estamos aprendiendo	1	2	3	4	5
2. Saber cuáles son los criterios de evaluación de la lección de lectura me ayuda a tener una idea clara de lo que se espera de mí	1	2	3	4	5
3. Como aprendiz, soy el principal actor de la evaluación del aula	1	2	3	4	5
4. Los comentarios proporcionados a lo largo de las actividades de evaluación formativa me ayudan a controlar mi progreso de aprendizaje	1	2	3	4	5
5. Soy consciente de la importancia de las actividades de evaluación formativa para mi aprendizaje	1	2	3	4	5

2. ¿A su criterio, con qué frecuencia usted disfruta las clases de lectura en inglés? (seleccione sólo una opción)

☐ nunca o casi nunca
☐ a veces (alrededor del 50% del tiempo).
☐ siempre o casi siempre

3. Seleccione una o más razones por las que usted está interesado en desarrollar sus destrezas de lectura en Idioma inglés.

Quiero aprender a leer en inglés para:
☐estudiar o trabajar en el extranjero
☐acceder a información académica actualizada
☐acceder a información de entretenimiento, como letras de música, revistas, etc.
☐conocer la cultura en la que se habla el idioma inglés
☐otras razones:

Por favor, indique cuáles:
_____
_____

4. Seleccione una o más razones que le dificultan a usted mostrar mayor interés por la lectura en idioma inglés en el aula.

☐no entiendo la mayoría de las palabras mostradas en el texto de inglés.
☐no sé qué estrategias aplicar para lograr entender un texto en inglés.
☐no conozco las costumbres de la cultura inglesa
☐otras razones:

Por favor, indique cuáles:
_____
_____

5. Seleccione una opción. ¿Con qué frecuencia usted recibe retroalimentación ya sea verbal o escrita de su docente con respecto a sus habilidades de comprensión lectora?

☐ nunca o casi nunca
☐ solo ocasionalmente
☐ a veces (alrededor del 50% del tiempo).
☐ normalmente (alrededor del 75% del tiempo)
☐ siempre o casi siempre

6. Seleccione una o más opciones. ¿Cuándo usted recibe retroalimentación individualizada de su docente con respecto a sus habilidades de comprensión lectora?

☐en cada clase
☐en la siguiente clase, cuando mi docente revise cada uno de nuestros trabajos
☐al final del periodo (parcial, quimestre, term)
☐otras

Por favor, indique cuáles:
_____
_____

7. Seleccione una o más opciones. ¿Cuándo usted recibe retroalimentación individualizada de su docente, cuáles son algunas de sus reacciones?

☐reviso si puntaje el puntaje que he obtenido es igual o superior a lo que se necesita para aprobar el curso.
☐comparo con mis compañeros quién ha tenido el puntaje más alto.
☐me deprimo cuando tengo un puntaje bajo, lo que me lleva a evitar seguir intentando leer en inglés
☐reviso cuidadosamente lo que mi docente ha escrito, para saber en qué he fallado.
☐en el caso que no me quede claro cuál fue mi error pregunto a mi docente para entender mejor y superar mis debilidades.
☐ninguna de las anteriores
☐otras

Por favor, indique cuáles:
_____
_____

Gracias por su colaboración.

Annex 5: Observation Worksheet

<table>
<tr><td colspan="2" align="center">UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
AREA HUMANÍSTICA

MASTERS IN PEDAGOGY OF TEACHING ENGLISH AS A FOREIGN LANGUAGE</td></tr>
<tr><td colspan="2" align="center">Observation Worksheet
Objective: document strengths and drawbacks of using Socrative to provide formative assessment at reading comprehension instruction.
Lesson Topic: _____ Date of application: _____</td></tr>
<tr><td align="center">Strengths</td><td align="center">Drawbacks</td></tr>
<tr><td></td><td></td></tr>
</table>

Annex 6: Socrative satisfaction level survey

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
AREA HUMANÍSTICA
MASTERS IN PEDAGOGY OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Dear Student:
This is an instrument which objective is to review your opinion of using Socrative at reading comprehension instruction.

I thank you for your collaboration in advance.

Check the following statements if you agree with them.

Using Socrative in EFL reading comprehension class is helpful to:	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
Improve my reading class engagement.					
Improve my reading comprehension performance.					
Actively participate in the lesson when the educator asks us for our personal opinion based on our previous experiences.					
Receive immediate feedback regarding reading comprehension questions which makes me to identify my strengths and weaknesses.					
Monitor my reading understanding along the lessons.					
Observe my classmates' opinions in order to identify similarities or differences, promoting discussion.					
Create positive interactions in the classroom.					
Reflect on and wrap up what I've learnt.					
Work collaboratively inside					
Improve my reading class engagement.					

Thanks