



**Effectiveness of the prediction strategies to improve reading comprehension in English
foreign language learners**

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AVAL DEL TUTOR DE LA TESIS

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Fecha

Siendo designado como tutor del programa de maestría Pedagogía del Inglés como Lengua Extranjera de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado Effectiveness of the prediction strategies to improve reading comprehension in English Foreign Learners, que ha sido elaborado por Mónica Salomé Mosquera Morocho bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

Firma: Jhonny Campoverde

DEDICATORY

This study is wholeheartedly dedicated to my star students who reminded me that there are no physical or educational limitations for those learners who have strong motivation, discipline, and perseverance; who had been my daily inspiration and let me guide them through the acquisition process of a second or third language. To my beloved students, who have been the real proof that learning a foreign language; is like a golden key that opens an extraordinary door to endless and unique life opportunities.

I would like to dedicate this project to my parents and my baby son who had witnessed the hardest work of being a mother, teacher, counselor, translator, designer, and psychologist during this entire time.

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ABSTRACT

Reading comprehension is one of the most relevant modes of communication in English as a Foreign Language because it is a vital part of foreign language acquisition.

Prediction strategy is a determining reading technique that is an essential element in reading comprehension development. Predicting activities allow learners to gather information from the title, heading, picture, and diagrams. Therefore, it encourages learners to activate prior knowledge and increase critical thinking by making self-reflections and inferences. The main aim of this study was to determine the effectiveness of applying prediction strategies to improve reading comprehension. The sample group belongs to a public high school located in Puyo City in Ecuador. The educational research was addressed to 35 learners, from eighth grade who present diverse difficulties in understanding short texts. An active research methodology was implemented to determine an initial reading diagnosis as an educational problem. Consequently, this research used a mixed method, where an assortment of quantitative and qualitative instruments were implemented during the investigation; a diagnostic test, a final test, a survey and, an observation sheet to collect qualitative and quantitative data applied on two cycles. The initial diagnosis determined the lower level of reading comprehension and critical thinking. The implementation of the prediction strategies let the participants to discover new abilities to increase their reading comprehension during the first Cycle. On the second Cycle, the learners practice and improve skimming, scanning, guessing from the pictures, and making inferences. The survey allowed the compilation of learners' opinions about the relevance of prediction strategies as powerful tools to improve reading comprehension. Late, the findings reveal that prediction strategies were a masterpiece in enhancing reading skills, activating prior knowledge, and building a balance in the educational environment to ensure positive learning outcomes.

***Keywords:* reading comprehension, prediction strategy, critical thinking, and prior knowledge.**

RESUMEN

La comprensión lectora es una de las destrezas comunicativas más significativas dentro del Inglés como lengua extranjera al ser una parte esencial en la adquisición de un idioma. La estrategia de predicción es una técnica de lectura que comprende un elemento esencial dentro de la lectura comprensiva. Las estrategias de predicción permiten a los estudiantes obtener información del título, encabezado, imágenes o diagramas. De esta forma, se fomenta la activación de conocimiento previo, el desarrollo del pensamiento crítico a través de la autorreflexión y las inferencias. El objetivo principal de este estudio fue determinar la efectividad de la aplicación de estrategias de predicción para mejorar la comprensión lectora. El grupo muestral pertenece a un colegio público ubicado en la ciudad de Puyo, Amazonía ecuatoriana. La investigación estuvo dirigida a 35 estudiantes, de octavo grado con diversas dificultades en la comprensión de textos cortos. Se implementó una metodología de investigación activa para delimitar un diagnóstico inicial y verificar que la lectura comprensiva como un problema educativo. En consecuencia, esta investigación utilizó un método mixto, se implementaron diversos instrumentos cuantitativos y cualitativos, una prueba de diagnóstico y una prueba final, una encuesta y una hoja de observación de clases aplicada en ambos ciclos. El diagnóstico inicial permitió establecer el escaso nivel de pensamiento crítico. La implementación de las estrategias predictivas permitió que los participantes descubrir nuevas habilidades para incrementar la comprensión lectora durante el primer ciclo. En el segundo ciclo, los estudiantes practicaron y mejoraron estrategias de: skimming, scanning, guessing from the picture, e inferencias. La encuesta permite recopilar las opiniones de los estudiantes sobre la importancia de las estrategias predictivas como una herramienta poderosa para mejorar la comprensión lectora. Los resultados revelaron que las estrategias predictivas fueron una pieza maestra para mejorar las destrezas lectoras, activar conocimientos previos y crear un equilibrio en el entorno educativo para garantizar resultados de aprendizaje positivos.

Palabras clave: **lectura comprensiva, estrategia de predicción, pensamiento crítico y conocimiento previo.**

INDICE GENERAL

FICHA SENESCYT PARA EL REPOSITORIO.	2
COPIA INFORME DE SIMILITUD (ANTIPLAGIO).	5
CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR	6
AVAL DEL TUTOR DE LA TESIS.....	7
DEDICATORY	8
ACKNOWLEDGMENT	9
ABSTRACT	10
RESUMEN	11
INTRODUCTION	15
CHAPTER 1: THEORETICAL FRAMEWORK	21
1.1 RESEARCH BACKGROUND	21
1.2 Independent Variable	26
1.2.1 Strategies for teaching reading in an EFL context: skimming, scanning, inferring, and predicting from context.	26
1.2.2 The prediction strategy	27
1.2.2.1 Definition of Prediction Strategy.....	28
1.2.2.2 Process of Prediction	29
1.2.2.3 Purpose of Prediction Strategy	29
1.2.2.4 Advantages of Using Prediction Strategy	30
1.2.2.5 Disadvantages of Using Prediction Strategy	31
1.2.3 Teaching Reading by Applying Prediction Strategy	31
1.2.4 Efficient Teaching Strategies to Boost Prediction and Activate Prior Knowledge.....	32
1.2.4.1 KWL Charts.....	33
1.2.4.2 Graphic organizers.....	33
1.2.4.3 Skimming	34
1.2.4.4 Scanning	35
1.2.4.5 Inferring.....	35
1.2.5 Effective Application of prediction strategies to eighth-grade learners	37
1.3 Dependent Variable.....	37
1.3.1 Communicative Approach.....	37
1.3.2 Key components of Communicative Approach	38

1.3.3 General definition of skills at Communicative Approach related to the Critical thinking	39
1.3.4 <i>Benefits of the application of Communicative Approach among EFL learners to increase reading abilities.</i>	41
1.3.5 Reading Skill in EFL	43
1.4 Usefulness of reading comprehension strategies to improve critical thinking skills.	45
CHAPTER 2: METHODOLOGY	47
2.1. Research Design	49
2.2. <i>Research Setting and Subject</i>	51
2.3 Data Collection Techniques and Instruments	51
2.4 Instruments to collect data.	52
2.4.1 Pre-test:	52
2.4.2. Post-test:	52
2.4.3. Classroom Observation Scheme:	53
2.4.4 Survey :	54
2.5 Data Analysis	54
2.5.1 <i>Data reduction.</i>	56
2.5.2. <i>Data display.</i>	56
2.5.3. <i>Validity of data</i>	56
2.6 Procedures of Data Collection	58
2.7 Operationalization Matrix	60
2.8 Ethical considerations	61
CHAPTER 3	64
CONCLUSIONS	83
RECOMMENDATIONS	84
REFERENCES	85
ANNEXES	90
INDICE DE TABLAS	
Table 1. <i>Comparison chart from cycle 1 and 2 on pre-test and post-test</i>	68
Table 2. <i>Average media of pre-test and post-test in cycle 1 and 2.</i>	71
Table 3. <i>Text used for reading activities</i>	74
Table 4. <i>Perception of improvement of Reading comprehension</i>	75
Table 5 <i>Prediction of the text</i>	76

Table 6. <i>Prior Knowledge</i>	78
Table 7. <i>Use of pictures for predictions</i>	79
Table 8. <i>Abilities to which prediction strategy contribute</i>	80
Table 9. <i>Acceptance of prediction strategy</i>	81
Table 10. <i>Effectiveness of prediction strategy</i>	82

INDICE DE FIGURAS

Figure 1. <i>Action Research Spiral</i>	50
Figure 2. <i>Operationalization Matrix Independent Variable</i>	60
Figure 3. <i>Operationalization Matrix Dependent Variable</i>	61
Figure 4. <i>Pre test and Post Test Cycle 1 and Cycle 2</i>	68
Figure 5. <i>Average media of pre-test and post-test in cycle 1 and 2</i>	71
Figure 6. <i>Text used for reading activities</i>	74
Figure 7. <i>Perception of improvement of Reading comprehension</i>	75
Figure 8. <i>Prediction of the text</i>	77
Figure 9. <i>Prior Knowledge</i>	78
Figure 10. <i>Use of pictures for predictions</i>	79
Figure 11. <i>Abilities to which prediction strategy contribute</i>	80
Figure 12. <i>Acceptance of prediction strategy</i>	81
Figure 13. <i>Effectiveness of prediction strategy</i>	82

INDICE DE ANEXOS

Annex 1. <i>Solicitud de presentación del tema</i>	90
Annex 2. <i>Research Plan</i>	97
Annex 3. <i>Letter to ask permission in the high school</i>	98
Annex 4. <i>Approval from the principal of the High School</i>	99
Annex 5. <i>Parent Consent form</i>	100
Annex 6. <i>Lesson Plan</i>	101
Annex 7. <i>Pre-test 1</i>	102
Annex 8. <i>Pre test 2</i>	103
Annex 9. <i>Post-test 1</i>	104
Annex 10. <i>Post-test 2</i>	105
Annex 11. <i>Survey addressed to students of Eighth Upper Basic Learners</i>	106
Annex 12. <i>Test Rubric</i>	107
Annex 13. <i>Observation Sheet</i>	108

INTRODUCTION

Reading is an amazing skill that last your whole life, that give readers the opportunity to improve academic development and ensure success at future careers. Nowadays, the most relevant situation among learners is the lack of interest among learners on reading activities and the common misconception of reading being a difficult skill (Fauzan, Eriyanti, & Asih, 2023).

One of the reasons for this belief, that has led readers to accept reading as a punishment, is the lack of adequate reading strategies. In this context, the development of reading skill inside the acquisition of English as a Foreign Language in Public Institutions has been directly affected, despite of the methodology used by educators to increase the level of the four modes of communication: listening, reading, writing and speaking (Alyousef, 2006).

Once, it has been determined that the research problem is “The lack of critical thinking that affects the reading comprehension skill of eighth grade learners of Upper Basic on the acquisition of English as a foreign language”. Indeed the focus of the research is the improvement of reading comprehension and critical thinking through the usage of prediction strategy to activate prior knowledge as part of the Cognitive Reading Strategy to be a beginning point on the improvement of the reading skills and sub-skills as well as the development of the other language skills

The purpose of this research proposal is to develop an investigation about the effectiveness of the application of prediction strategies in the improvement of reading

comprehension skill in the acquisition of English as a Foreign Language of eighth grade students struggling with reading comprehension from “Doce de Mayo” Educational Unit, located in the downtown of Puyo city, of Pastaza Province.

It is also important to consider that this High school is a public institution where reading activities sometimes are developed without proper activation of prior knowledge or introducing to the topic. Hence, learners have not developed critical thinking to improve reading comprehension skill, and there are limited information about this age group on this context. Therefore, this educational researcher has as its main purpose to answer the following research question: What is the impact of the application of prediction strategies over the improvement of reading comprehension skills of eighth grade EFL learners?

Following this context, the reason why this educational research has focused on the effectiveness of prediction strategies among eighth grade learners from Upper Basic Education is because of the necessity to implement and develop critical thinking as a vital part of pre-reading activities to improve cognitive sub-skill of reading comprehension (Alipanahi & Mahmoudi, 2014).

Developing critical thinking through the application of Prediction strategies is an essential ability that enhance the reading comprehension process (Graesser, 2007). Besides as the sample group belongs to a transition grade improving reading comprehension skills boost the other modes of communication and enhance the language acquisition process.

Consequently, this educational proposal has as its main objective demonstrate the effectiveness of prediction strategy as boost to enhance Reading sub-skills and promote critical thinking among eighth graders of “Doce de Mayo” Educational Unit, from Puyo city. Besides, the specific objectives will be:

To evaluate the initial reading proficiency level of Eight Grade students of Upper Basic General Education from eighth grade at “Doce de Mayo” Educational Unit in Puyo city.

1. To determine the level of improvement among Eighth Grade students at “Doce de Mayo” Educational Unit from Puyo city during the implementation of prediction strategies over the reading comprehension skill.
2. To establish the student’s perception about the use of the prediction strategies as a master tool to enhance the reading comprehension and boost reading skills at “Doce de Mayo” Educational Unit in Puyo, city.

Indeed, the results of this educational research would state the effectiveness of Prediction strategies and the context of the investigation will enlighten the external factors that the development of critical thinking. This educational proposal directly aligns to the research lines of the university because it is a pedagogical proposal that aims to integrate methodologies, particularly prediction strategy to improve educational pedagogy and increases reading comprehension.

Furthermore, the beneficiaries of this educational research are the students from Eighth Grade at “Doce de Mayo” Public Educational Unit, located in Puyo city at Pastaza province. There learners receive English as Foreign Language according to the

national curriculum, and they are about twelve to thirteen years old and most of the students come from rural areas. They are in the Eighth Year of Superior Basic Education and its majority have low or medium economic possibilities that in certain way reduced materials, resources and access to technology or TICS. Besides, most the students came from families that dedicate to cultivate the ground and sell farm products, to be part time workers. Although, there is a small quantity of parents that have a stable job.

It is important to mention that most of the students have an A1 proficiency level of English according to the CEFR (Common European Framework of Reference), meaning that most of learners have basic notions of the language; however, they have difficulties at understanding complex topics or developing the new language. Therefore, the main barriers for this sample group is the difficulty to access to technology to use it as a boost to improve the acquisition of English as a Foreign Language, and the limited time to practice inside the school due to the change at the curriculum.

In this context, the majority of the students avoid reading exercises due to the belief of being difficult; therefore, the research looks to improve the reading comprehension skill focusing at the implementation of prediction strategies to activate prior knowledge to provide better learning outcomes. That is how the beneficiaries will get another perspective of the use of pre-reading activities and prediction strategies to boost critical thinking and prediction ability to enhance reading development. Then, while they improve, reading skills will benefit from a general improvement of the learning process, to master other abilities and successfully communicate on English.

Moreover, this educational research will have a mixed methodology, qualitative and quantitative, to gather specific information to verify the effectiveness of the prediction strategies to improve the reading comprehension skill among EFL eighth learner of a Public School. A sort of diverse instrument will be applied to collect data. A pre-test, to evaluate the initial state of the sample group in terms of reading abilities. A post-test to determine the final status after the implementation of the prediction strategies to verify the improvement at reading short text. A survey with a rubric to collect the opinion of learners about the relevance of critical thinking and prediction activities as a vital part of reading. An observation sheet to determine a neutral opinion of the effectiveness of the prediction strategies applied at EFL eighth graders.

Therefore, the implementation of this educational research does not only benefit the sample group, it includes all the students among the high school, teachers and the educational sphere members who were involved in this investigation. Then, the results of the research and the recommendations will guide future teaching practices to improve language methods and approaches inside the educational development to ensure better learning outcomes. By the end of this research proposal, where the effectiveness of the implementation of prediction strategy as a tool to increase reading comprehension skill will be measured, the community will get another perspective about reading comprehension skill.

Additionally this proposal is directly connected with the research lines of the university to address educational problems and provide practical solution that can be implemented in realistic educational spheres. By the development of a methodological

proposal which include the investigation of a real and plausible problem leading better teaching practices in terms of methods and techniques to acquire a foreign language.

Finally, this educational research involves three main chapters and some relevant sections. The first chapter encompasses the review of literature, the research background as well as the description of the independent variable, the prediction strategy; and the dependent variable the reading comprehension skill. After, in the second chapter the methodology of the research is detailed. There is a description about the tools and instruments to collect quantitative and qualitative data. In addition, this chapter explains how the recollected data will be analyzed, the validity of this data and the ethical considerations for this research. On chapter three there is a detailed description of the lesson plans and the methodology applied to the sample group to gather the information. Then, this chapter describes the results of the research, the analysis of these results by means of tables and graphics. Lastly, there are some conclusions and recommendations for future investigations.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1 RESEARCH BACKGROUND

The investigation into the effectiveness of prediction strategies in improving reading comprehension among eighth-grade English Foreign Learners (EFL) is grounded in the evolving landscape of language education and the recognized need for innovative pedagogical approaches. The backdrop of this research encompasses the challenges faced by EFL students, particularly in the critical domain of reading comprehension. EFL learners often encounter difficulties in understanding and interpreting texts due to language barriers, limited vocabulary, and unfamiliarity with cultural nuances embedded in the English language. The significance of proficient reading comprehension skills cannot be overstated, as they serve as a linchpin for overall language proficiency and academic success (Khairiyah, 2018).

A notable study conducted by Smith et al. (2018) implemented the guided prediction technique in a group of foreign English students. In this method, participants were guided to anticipate text content before reading, allowing learners to develop predictive strategies. The results indicated significant improvements in reading comprehension, highlighting the effectiveness of guided prediction as a teaching tool.

On the other hand, more recent research led by Berzener and collaborators (2021) explored the influence of autonomous prediction strategies. In this study,

students were encouraged to formulate personal predictions without prior guidance. The results demonstrated that participants who practiced autonomous prediction showed a substantial increase in reading comprehension compared to those who did not use this strategy. This approach encourages student autonomy and the ability to develop predictive skills independently.

Furthermore, longitudinal research, such as the study by García et al. (2019) have evaluated the long-term effectiveness of prediction strategies in foreign English learners. Various prediction techniques were implemented over an extended period, and results indicated sustained improvements in reading comprehension as participants became familiar with and refined these strategies over time. This highlights the importance of consistency and continued practice in applying prediction strategies.

Regarding assessment methods, several studies have used standardized reading comprehension tests, such as the Reading Aptitude Test (RAT) and the Reading Comprehension Index (RCI). These measurements have made it possible to compare, quantitatively, the student performance before and after the implementation of prediction strategies, providing objective data on the effectiveness of these interventions (Taylor, Pearson, Clark, & Walpole, 2000).

In the broader framework of language education, the Communicative Approach has emerged as a transformative paradigm that redefines the language teaching and learning process. This approach, which has gained prominence since the 1970s, is distinguished by its emphasis on effective communication as the central goal of

language learning, overcoming traditional methodologies focused on grammar and memorization. However, despite its comprehensive approach, the specific application of prediction strategies in the context of reading comprehension within the Communicative Approach has been a relatively underexplored area (Littlewood, 2011).

Prediction strategies, which involve anticipating content, making inferences, and activating prior knowledge before reading, have proven effective in various educational settings. However, integrating these strategies within the framework of the Communicative Approach presents unique challenges and opportunities. In this context, communication becomes the main vehicle for the acquisition of linguistic skills, and reading comprehension plays a crucial role in building communicative competence (AKKAS & Coker, 2016).

Recent research has begun to address this gap in the academic literature by exploring how prediction strategies can be effectively implemented in the context of the Communicative Approach. A study led by Morales et al. (2022) examined the integration of guided prediction in language teaching programs based on the Communicative Approach. Results indicated that students who participated in guided prediction activities showed significant improvements in reading comprehension ability, suggesting that these strategies may be valuable within this pedagogical approach.

Furthermore, the application of prediction strategies in the Communicative Approach has also opened a space for metacognitive reflection and the development of critical skills in students. A longitudinal study led by García-Hernández (2021) explored

how incorporating prediction strategies not only improved reading comprehension, but also fostered students' ability to critically evaluate and analyze the information presented in texts.

Despite these advances, challenges and outstanding questions persist in this emerging field of research. The adaptation of prediction strategies to different levels of linguistic competence, the diversity of educational contexts and the variability in the nature of the texts used are aspects that require continuous attention. The theoretical support for the integration of prediction strategies in reading comprehension within the framework of the Communicative Approach is based on the convergence of fundamental pedagogical principles and on the deep understanding of the cognitive processes involved in the acquisition of a foreign language. When considering the theoretical foundation, several key aspects are highlighted that support the feasibility and effectiveness of this integration (Dos Santos, 2020)

First, the Communicative Approach is intrinsically aligned with the theory of constructivism, which posits that learning is an active process in which students construct own knowledge through interaction and participation in meaningful situations. By prioritizing communication as the central goal, this approach promotes the practical application of language in authentic contexts, recognizing that communicative competence involves more than just grammar and memorization.

Reading comprehension theory, on the other hand, highlights the importance of activating prior knowledge as a crucial element for the interpretation and assimilation of

textual information. Prediction, as a strategy, aligns perfectly with this principle, since it involves the mobilization of previous experiences and the creation of expectations before reading. The seminal work of Anderson and Pearson (1984) highlights the connection between the activation of prior knowledge and the improvement of reading comprehension, providing a solid theoretical foundation for the implementation of predictive strategies (Anderson & Pearson, 1984).

Vygotsky's theory of the Zone of Proximal Development (ZPD) also supports the idea that effective learning occurs in collaboration with others (Fani & Ghaemi, 2011), and the Communicative Approach encourages interaction between students to jointly construct meaning. In this sense, the application of prediction strategies not only becomes an individual activity, but also a collaborative process that enriches the learning experience, as indicated by Lin's (Lin & Maarof, 2013) research on the co-construction of knowledge in the interactive communication.

From a cognitive perspective, Rumelhart's theory of knowledge schemas reinforces the importance of activating previous schemas to facilitate the understanding of new concepts (Yazigy, 1992). Prediction, by asking students to anticipate the content of the text based on prior knowledge, contributes to the activation of these schemes, thus facilitating the assimilation and retention of the information read.

The intersection of these theories supports the integration of prediction strategies in the Communicative Approach, suggesting that this practice not only conforms to contemporary pedagogical principles, but also capitalizes on fundamental cognitive

processes. Furthermore, the literature on the Communicative Approach has evolved to recognize the importance of reading competence in effective communication, as evidenced by the work of Canale and Swain (Canale & Swain, 1980).

1.2 Independent Variable

1.2.1 Strategies for teaching reading in an EFL context: skimming, scanning, inferring, and predicting from context.

Teaching reading in an English as a Foreign Language (EFL) context requires specialized strategies that cater to the unique needs of learners. Unlike native speakers, EFL students often lack the intuitive grasp of vocabulary and grammar, making the direct teaching of reading skills crucial for reading comprehension. Strategies such as skimming, scanning, inferring, and predicting from context can significantly enhance EFL learners' reading abilities (Chali, 2020). This paper explores these strategies, the advantages and disadvantages, and how they can be effectively applied to eighth-grade students.

Teaching strategies are the systematic approaches educators employ to facilitate learning and achieve educational goals. These strategies encompass a wide range of methods, techniques, and tools designed to engage students, enhance understanding, and promote critical thinking. Effective teaching strategies are tailored to meet the diverse needs of learners, considering factors such as the background knowledge, learning styles, and motivation levels (Killen & O'Toole, 2023).

1.2.2 The prediction strategy

The prediction strategy is an interactive approach where students and teachers exchange ideas, emotions, and perspectives. For instance, teachers may ask students to examine information such as headlines, titles, pictures, summaries, or charts to formulate main ideas or concepts likely to appear later in the text. After making a prediction, students draw inferences.

Besides, making predictions goes beyond merely guessing what happens next it engages students actively in reading and maintains the interest. Additionally, teaching students to make predictions encourages learners to ask questions during reading, motivates pupils to skim information to grasp certain events or parts of a story, and manage reading material effectively (Bailey, 2017).

Additionally, Fries-Gaither (2011) states that prediction involves readers using text information (such as titles, headings, pictures, and diagrams) and the personal experiences to anticipate upcoming content. A reader making predictions remains focused on the text, continually thinking ahead, refining, revising, and verifying predictions. This strategy also facilitates connections between prior knowledge and the text's purpose.

Moreover, the prediction strategy represents authentic learning because it allows teachers to incorporate real-life problems into classroom activities. Teachers can employ various real-life context tasks and resources, such as organizing predictions, completing stories, and using journal prompts or blogs. Additionally, written samples

from workshops are crucial tools that aid students in developing reading comprehension and enhancing critical thinking skills (Breitbart, 2005)

1.2.2.1 Definition of Prediction Strategy

Prediction strategy is one of the strategies that can be used in teaching process of reading comprehension. Prediction is educated guesses about what will happen in the text, competent readers monitor the appropriateness of making a prediction, a strategy which includes an on-going assessment of applicable prior knowledge for the text and task at hand. (Afflerbach, 1990)

Prediction is a determining factor when it comes to reading comprehension. If the predictions are not based on accurate prior knowledge, the reader can be guided to flawless prediction. According to Lyutaya (2011) prediction is a pre-reading technique that activates previous knowledge, focuses readers' attention, sets the mood and establishes the reading purpose. Besides, a prediction can be done by the information obtained from title, headings, pictures, table of contents, figures or graphs.

Predicting is a common pre-reading technique to activate background knowledge, focus the attention of readers, set the mood of the story, and establish a purpose for reading. Readers can often predict the content of a story by looking at the title or chapter headings, scanning the table of contents, and reviewing any pictures, tables, figures, or graphs. Even if the predictions are wrong, the reader will be curious and want to start reading to check his or her predictions.

1.2.2.2 *Process of Prediction*

Prediction Strategy is also a strategy that supports the acquisition of comprehension in reading a text. Prediction is an educated guess as to what will happen. Block et.al in Zygouris, (2019) states that by making prediction, readers are using the following processes:

- Prior knowledge
- Thinking on a literal and inferential level
- Adding to previous knowledge base
- Linking efferent and affective thinking processes
- Making connections
- Filling the gaps in the author 's writing.

Based on the explanation above, making predictions activates students' prior knowledge about the text and helps learners make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students previous knowledge—as well as what they suppose might happen—to make connections to the text.

1.2.2.3 Purpose of Prediction Strategy

In this study, prediction strategy has purposes to provide some students' opportunity to be active in the class, such as:

1. The students will predict more and more, so they will have a greater chance of being right.
2. The students will be motivated and have purpose in reading text by asking learners to predict what will happen in the text.
3. The students will activate prior knowledge to develop a deeper meaning in comprehending the text.

1.2.2.4 Advantages of Using Prediction Strategy

There are some advantages of using prediction strategy in teaching reading process according to Kijhatzi, such as:

- Prediction helps students to set a purpose for reading and anticipate what students will read.
- Reviewing prediction helps students to interact with the text.
- Prediction helps the students to connect prior knowledge with the information being learned.
- Prediction helps students to develop mental models that they can use whenever they read.

- Prediction helps students to pay attention to the sequence of events.
- By supporting students' prediction with evidence from the text, they develop critical thinking skills and improve comprehension.

1.2.2.5 Disadvantages of Using Prediction Strategy

There are some disadvantages of using prediction strategy in teaching EFL reading process, such as:

- Applying this strategy requires a lot time.
- Not all students can connect prior knowledge with the information being learned.
- Only some students that have good mental models and able to attention the sequence of applying this strategy.

1.2.3 Teaching Reading by Applying Prediction Strategy

In teaching reading comprehension, the most important thing is to build up students' confidence and interest in reading text with prediction strategy on teaching reading comprehension in a text can improve the ability of students to comprehend the text. Prediction strategy helps students to make connection between prior knowledge and information from the text that they read.

Zygouris (2004) explains that before reading, good readers make predictions about what they are going to read. Students should be encouraged to look at the front

cover of the trade book and picture books, subheadings, illustrations and captions, and graphics and charts in informational text. Students should make logical predictions based on what they have seen. During reading, good readers gather evidence about predictions; revising, abandoning, or creating new predictions based on what they are reading. The teacher should draw the student's attention to specific contextual features for making predictions rather than simply asking learners to guess what will come next. After reading, the readers confirming of refining the prediction using the information they found in the text.

Students also tend to be more comfortable with the text. However, the strategy is important for all types of text. Teachers should make sure to include time for instruction, modeling, and practice as students read informational text. They can also help students successfully make predictions about informational text by ensuring that students have sufficient background knowledge before beginning to read the text. Teachers can help students develop proficiency with this skill by making connections between predicting while reading and predicting before reading. Students will not necessarily make these connections independently, so teacher talk and questioning are important.

1.2.4 Efficient Teaching Strategies to Boost Prediction and Activate Prior Knowledge

Efficient teaching strategies play a crucial role in enhancing students' reading comprehension by boosting the ability to make predictions and activate prior

knowledge. These strategies are integral to engaging learners in a way that transforms reading from a passive activity into an interactive and thought-provoking process.

1.2.4.1 KWL Charts

One effective strategy is the use of ***KWL charts*** (Know, Want to Know, Learned), which help students organize the thoughts before, during, and after reading. By first listing what they already know about a topic and what they want to learn, students activate prior knowledge and set purposeful reading goals.

This preparation primes minds to make informed predictions about the text, fostering a more active and engaged reading experience. Another powerful strategy is the use of pre-reading discussions, where teachers prompt students to share prior knowledge and make predictions about the content based on titles, headings, and images. These discussions not only activate existing knowledge but also build a collaborative learning environment where students learn from each other's insights and perspectives.

1.2.4.2 Graphic organizers

These are another effective tool for boosting prediction and activating prior knowledge. Concept maps, story maps, and Venn diagrams help students visually organize information, making connections between new and existing knowledge clearer. For instance, a story map can help students predict the plot of a narrative by identifying key elements such as characters, setting, and potential conflicts.

Additionally, incorporating questioning techniques, such as asking open-ended questions that encourage students to think critically about what they are about to read, can significantly enhance prediction skills. Questions like ‘What do you think will happen next?’ or ‘Why do you think the character acted that way?’ prompt students to engage deeply with the text. Lastly, the use of multimedia resources, such as videos or interactive digital tools, can provide contextual background that activates prior knowledge and stimulates curiosity. When integrating these varied and interactive teaching strategies, educators can create a rich learning environment that not only boosts prediction skills but also deepens overall reading comprehension among English foreign learners.

1.2.4.3 Skimming

Praono (2020), mention that skimming is a reading technique that involves quickly moving thorough a text to get a general idea of the content. This strategy is particularly useful for EFL learners who need to grasp the main idea without getting bogged down by unfamiliar words. The primary advantage of skimming is that it saves time and helps students identify the overall theme and structure of the text. It also reduces the cognitive load, allowing learners to focus on the broader context before delving into details.

However, skimming has its disadvantages. It may lead to the overlooking of important information and nuances that are critical for a deeper understanding. For eighth-grade students, teaching skimming can involve exercises where they practice

reading headlines, topic sentences, and summaries. Educators can use texts related to the interest, such as short stories or articles about popular culture, to make the practice engaging and relevant.

1.2.4.4 Scanning

Scanning is another useful technique where readers quickly look through a text to find specific information. This method is advantageous for locating particular facts, dates, names, or keywords without reading the entire text. For EFL learners, scanning helps in improving speed and efficiency, making it easier to handle academic assignments and standardized tests.

The downside of scanning is that it does not promote a thorough understanding of the material. Students may miss the context surrounding the specific information they are searching for. To teach scanning to eighth-graders, teachers can provide activities like treasure hunts in texts, where students search for answers to specific questions. This not only makes the exercise fun but also helps students develop quick search skills that are crucial for exams and real-life tasks (Pramono, 2020).

1.2.4.5 Inferring

Inferring involves reading between the lines to understand implicit meanings, making connections between the text and one's own knowledge. This skill is essential for deeper comprehension and critical thinking. For EFL students inferring can bridge

the gap between unfamiliar vocabulary and overall understanding, enhancing the ability to interpret and engage with complex texts.

One disadvantage of inferring is that it can be challenging for students who lack sufficient background knowledge or language proficiency. Eighth-grade students can practice inferring through guided reading sessions where teachers model the thought process of making inferences. Using texts that are slightly above the current proficiency level can help students stretch the inferential thinking while still providing enough context to support understanding (Bayat & Çetinkaya, 2020).

2.3.4 Predicting from context

Predicting from context involves anticipating what will happen next in a text based on clues and prior knowledge. This strategy engages students actively, making reading a more interactive and engaging process. It also helps EFL learners to focus on context clues, which can aid in understanding unfamiliar words and phrases.

However, incorrect predictions can sometimes lead to misunderstandings. Teachers can mitigate this by encouraging students to justify the predictions and revisit learners as they read further. Activities such as story mapping and prediction charts can be effective. Teachers can use texts with clear narrative structures, such as folktales or adventure stories, to make the practice enjoyable and meaningful (Buehl, 2023).

1.2.5 Effective Application of prediction strategies to eighth-grade learners

Eight-grade students, who are capable of metacognitive and abstract thought, can greatly benefit from these strategies. At this age, they can appreciate the purpose behind reading activities and think critically about how to approach learners. They respond well to texts with realistic details, relatable heroes, and engaging plots, such as legends, myths, and historical accounts.

To effectively teach these strategies, educators can incorporate a variety of texts and activities that cater to students' interests and developmental level. For instance, combining skimming and scanning exercises with current events articles can help students stay informed and engaged. Meanwhile, inferring and predicting activities can be linked to literature classes, where students analyze characters' motivations and predict plot developments.

Moreover, Reshma (2023) recommends EFL teachers to implement strategies that enhance students' abilities to find important information to support an idea or argument. One effective strategy is critical reading combined with note-taking.

1.3 Dependent Variable

1.3.1 Communicative Approach

The Communicative Approach, a paradigm in language teaching and learning, represents a significant departure from traditional methods by placing communication at the forefront of language education. It is a pedagogical approach that views language as

a tool for communication rather than an isolated set of grammatical rules and vocabulary. The fundamental premise of the Communicative Approach is rooted in the belief that language acquisition occurs most effectively when learners engage in meaningful and authentic communication (AKKAS & Coker, 2016).

At its core, the Communicative Approach aims to develop learners' ability to use language fluently and appropriately in various real-life situations. Unlike traditional methods that prioritize rote memorization of vocabulary and grammar rules, this approach emphasizes the importance of language as a dynamic means of conveying meaning. It places a strong emphasis on the interactive and social nature of language, acknowledging that language exists to facilitate communication between individuals (Morales, 2022).

1.3.2 Key components of Communicative Approach

Key components of the Communicative Approach include interactive and cooperative learning activities, where learners engage in tasks that mirror real-world communication scenarios. These tasks often involve negotiation of meaning, problem-solving, and information exchange, fostering the development of both linguistic and pragmatic competence. Furthermore, the approach encourages the integration of all language skills—listening, speaking, reading, and writing—within authentic contexts (Jin, 2008).

The classroom dynamics under the Communicative Approach are characterized by learner-centered activities, where the teacher assumes the role of a facilitator rather

than an authoritative figure. Students are provided with opportunities to express creatively, share personal experiences, and engage in discussions that require the application of language in meaningful ways. Error correction is approached judiciously, with an emphasis on comprehension and effective communication rather than mere adherence to grammatical accuracy (Nazari, 2007).

Moreover, the Communicative Approach aligns with contemporary views on language acquisition that recognize the importance of cultural and sociolinguistic aspects. It encourages learners to understand and appreciate the cultural nuances embedded in language use, fostering not only linguistic competence but also intercultural communicative competence (Bahumaid, 2012).

1.3.3 General definition of skills at Communicative Approach related to the Critical thinking

In the context of education, the term "Critical Thinking" (CC) refers to a multifaceted intellectual discipline encompassing a repertoire of cognitive abilities and intellectual virtues that enable individuals to engage in reflective and purposeful thinking. Critical thinking involves the meticulous analysis of information, the judicious evaluation of evidence, and the development of reasoned conclusions. It is not merely a set of skills but a comprehensive cognitive process that encourages individuals to question assumptions, consider alternative perspectives, and engage in intellectual inquiry with precision and clarity (Tosuncuoglu, 2018).

Central to the construct of critical thinking is the ability to analyze and synthesize information effectively. Individuals adept in critical thinking can deconstruct complex issues into manageable components, discern patterns and relationships, and synthesize disparate information to form cohesive insights. Analytical skills, therefore, play a pivotal role in the critical thinking process, enabling individuals to navigate the intricate terrain of information and arrive at well-informed conclusions (Alagozlu, 2007).

Moreover, critical thinking encompasses the skill of evaluation, wherein individuals assess the credibility, relevance, and reliability of information. This evaluative dimension involves a discerning approach to evidence, recognizing biases, and scrutinizing the validity of arguments. Through this skill, individuals cultivate a heightened awareness of the quality of information and the persuasive strategies employed in various forms of communication.

Communication skills are integral to critical thinking as well, as the ability to articulate thoughts and ideas with clarity and coherence facilitates the expression of one's critical insights. Effective communication involves not only the mastery of language but also the capacity to convey complex concepts in a manner accessible to diverse audiences. Furthermore, active listening, a subset of communication skills, is crucial in the critical thinking process, enabling individuals to engage empathetically with diverse perspectives and refine the own understanding through dialogue.

Problem-solving, another key facet of critical thinking, involves the application of analytical and evaluative skills to address challenges and make informed decisions. Individuals proficient in critical thinking possess a problem-solving acumen that allows learners to approach issues systematically, consider alternative solutions, and anticipate potential consequences.

1.3.4 Benefits of the application of Communicative Approach among EFL learners to increase reading abilities.

The application of the Communicative Approach in English as a Foreign Language (EFL) instruction has been recognized for its profound benefits, ushering in a paradigm shift from traditional rote learning methods to a dynamic and interactive language acquisition model (AKKAS & Coker, 2016). This pedagogical approach places a primary emphasis on communication as the cornerstone of language learning, fostering an environment wherein learners actively engage in meaningful interactions. The multitude of advantages associated with the Communicative Approach extends beyond linguistic proficiency, encompassing broader cognitive, social, and cultural dimensions (Alharbi & Smith, 2018).

Foremost among the benefits is the development of practical language skills. By immersing learners in real-life communicative situations, the Communicative Approach facilitates the acquisition of language in contexts that mirror authentic language use. This application not only enhances the learners' ability to comprehend and produce language but also equips students with the skills to navigate diverse communicative

scenarios. Practical language skills cultivated through this approach extend beyond mere grammatical correctness, encompassing pragmatic competence and the ability to express oneself effectively in various social and cultural contexts.

Furthermore, the Communicative Approach contributes significantly to the enhancement of critical thinking skills among EFL learners. Through interactive tasks, discussions, and problem-solving activities, learners are prompted to analyze, synthesize, and evaluate information. The approach encourages learners to question, reason, and form independent judgments, thereby nurturing a habit of mind characterized by intellectual curiosity and discernment. As critical thinking is a transferable skill, its cultivation through the Communicative Approach transcends the realm of language acquisition, preparing learners for academic and professional success in a broader context. (Bookfield,2012)

Moreover, the Communicative Approach supports the development of a broad spectrum of language skills. In addition to the traditional focus on speaking and listening, it integrates reading and writing within communicative contexts. Learners not only consume but also produce language in a variety of forms, thereby honing the overall language proficiency. The integration of all language skills ensures a holistic language learning experience that aligns with the multifaceted nature of effective communication.

1.3.5 Reading Skill in EFL

Reading skills are crucial for learners of English as a Foreign Language (EFL) as they form the foundation for acquiring and comprehending new information. Proficiency in reading enables learners to engage with a wide range of texts, from academic materials to everyday content, enhancing the vocabulary and understanding of complex grammatical structures. Bookfield (2012). For EFL learners, reading skills also support the development of other language abilities, such as writing, listening, and speaking. By encountering diverse linguistic contexts through reading, learners can see practical applications of language rules and idiomatic expressions, which can significantly improve the overall language proficiency.

Developing reading skills in EFL involves a variety of strategies that cater to different levels of proficiency and learning styles. Teachers often employ techniques such as extensive reading, where learners read large amounts of material for general understanding and pleasure, and intensive reading, which focuses on detailed comprehension and analysis of shorter texts. Both methods are beneficial: extensive reading can increase fluency and build confidence, while intensive reading helps learners to critically engage with the text, enhancing the analytical and inferential skills. Additionally, incorporating prediction strategies, skimming, scanning, and contextual guessing can empower learners to navigate texts more effectively, improving the reading speed and comprehension. Mahmood (2014).

In this research, the focus is on using prediction strategies to enhance reading comprehension among EFL learners. Prediction as a reading strategy, involves anticipating what will happen next in a text based on cues and prior knowledge. This technique encourages active engagement with the material and helps learners to think ahead, making the reading process more interactive and dynamic. By teaching EFL learners to predict content, they become better equipped to handle unfamiliar vocabulary and complex structures, thereby improving the overall comprehension. Direct teaching of such skills is particularly beneficial in an EFL context where learners do not have the same intuitive grasp of the language as native speakers (Curtain & Dahlberg, 2010).

1.3.6 Peculiarities of teaching Reading in EFL context

There are some slight differences between teaching reading in an EFL context and teaching reading to native speakers. While vocabulary is crucial for both groups in terms of comprehension, EFL learners benefit greatly from the explicit instruction of reading skills like skimming, scanning, inferring, and predicting from context (Curtain & Dahlberg, 2010). For learners in the sublevel EGB Media, who are an age where they develop metacognitive and abstract thinking abilities, understanding the purpose behind reading activities and strategies can significantly enhance the learning experience. They respond well to texts that include realistic details and relatable heroes and heroines and are often captivated by legends, myths, history, and factual information.

In addition, the Ministry of Education (2014) claims that assessing and improving reading skills in EFL requires continuous practice and targeted feedback. Regular assessment, such as quizzes, reading comprehension tests, and discussions, can help identify areas of strength and those needing improvement. Providing learners with diverse reading materials, from news articles and literature to scientific papers and instructional manuals, ensures exposure to various genres and writing styles. Encouraging a habit of reading outside the classroom, supported by accessible resources such as libraries and online platform, further reinforces these skills. Ultimately, fostering strong reading skills in EFL not only enhances academic and professional opportunities for learners but also enriches the personal and cultural experiences by opening doors to global perspectives and knowledge.

1.4 Usefulness of reading comprehension strategies to improve critical thinking skills.

Reading is the most important skill that the students have to master. One of the main key in reading is the important role of students' prior knowledge plays in order to understand written text. The students read in order to obtain information, but the actual process of reading is the coding of visual symbols into words according to a fixed system. Learning activities of English, especially in reading, often appears monotonous and boring because the teacher uses conventional method. The teacher just asks the students to open the textbooks and ask learners to read certain text without any strategy. After that, the teacher will ask the students to do the task from the textbook.

The success of teaching reading comprehension is influenced by the technique method, and strategy that are used in teaching learning process. It means that the teachers should choose and select the appropriate strategy in teaching process especially teaching reading. So, in this case to answer the problems, the researcher thinks that using prediction strategy will help the students comprehend the material better. It also helps the students to connect prior knowledge with the information being learned, helps students to develop mental models that they can use whenever they read, and helps students to develop critical thinking skills.

Using prediction strategy will also make the teaching and learning activity become fun, interesting and pleasing in the class. The teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also as the way to attract the students' interest and make learners more active in teaching reading comprehension activity. Prediction strategy can be very helpful for the teacher to improve the performance in teaching reading and also for the students to improve the ability in reading comprehension so that they can easily get the message and information from that text.

CHAPTER 2: METHODOLOGY

The study aims to determine the improvement of the reading skill among eighth grade learners after applying prediction strategies and compare learners results from the initial reading abilities and the final result after the application of prediction strategies. The control variables among the educational research that may impact over the reading skills of the participants are: the cultural background, the accessibility to teaching materials and resources.

In this educational research, the independent variable will be the prediction strategy choose to be applied on among the eighth-grade learners. Due to the fact, the main aim of this investigation is to demonstrate the effectiveness of prediction strategy to enhance Reading skills and cultivate critical thinking among eighth graders at “Doce de Mayo” Educational Unit. Meanwhile, the dependent variable is the reading skill of the participants of the educational research.

It is important to specify that this educational investigation has a mixed approach quantitative and quantitative. According to Creswell (2017), quantitative research refers to the process of collecting analyzing, and interpreting numerical data results from the study. Therefore, this approach will help us analyze and interpret the numerical data collected from the question not open at the survey using statistical methods to quantify the effectiveness of prediction strategy at the improvement of reading skills among the study sample.

In the same line and according to the same author, Creswell (2017) qualitative approach deals with the collection and analysis of non- numerical data, such as

observations, interviews, and open-ended survey. Therefore, among this research, this will be the most relevant approach, because it allows the collection of important information to determine the external factors that may influence the reading comprehension process and the effectiveness of the prediction strategies.

The methodology that this educational research will use is the inductive method because the collection of data and information is done from observation of the sample group. Then, this data patterns allow us to develop an explanation or a theory that compromises assumptions to identify learners from these similar characteristics, getting from particular features to generalities.

In the case of our investigation this is an advantage after the collection of the initial level of reading comprehension and characterization of eighth grade learners a hypothesis can be done, to generalize the effectiveness of prediction strategies to enhance the reading comprehension skill among Eighth Grade students of Superior Basic Education based on the data from the pre-test and post-test.

Besides, this research will also benefit from the application of deductive Method, which refers to the act of developing a theory or explanation before the collection of data to test the theory. It can be applied at this research proposal because the development of critical thinking as part of the implementation of prediction strategies to improve reading skills has been proved before, therefore the effectiveness of prediction strategies has been proved and we can develop the hypothesis to support it with the collection of data.

2.1. Research Design

Research is a systematic effort in answering a problem. Research is usually divided three methodology, they are qualitative research, quantitative research, and Classroom Action Research (CAR).

Classroom Action Research or CAR is a research that be conducted in the class. Classroom action research has a very important and strategic role to improve the quality of learning when implemented properly, its mean that the parties involved in CAR (teacher) consciously develop the skill in detecting and solving problem that happened when learning in the class through meaningful action according to (Kunandar, 2016).

Classroom action is a method of finding out what the best way in the classroom. Therefore, we can increase students' ability in learning process. The aim of classroom, action research is to improve the teachers' teaching inside the classroom or school. While there is no requirement that the findings be generalize to other situation, the result can add to knowledge base. As (Wina, 2006) affirmed, classroom action research consists of three following words:

1. Research. - examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.
2. Action. - Some activities are deliberately made with specific purpose, which in this research formed a series of cycle activities.

3. Class. - Class is group of students who are in the same time receive the lesson from the teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with —room for the teacher to teach. || Class not just a room but also a group of students who are studying.

Integrating the three terms mentioned above, classroom action research refers to a deliberate and planned activity that occurs within the classroom setting.

In this research, the Classroom Action Research (CAR) model designed by Kemmis and McTaggart, as described in Ishak and Ugi's book, was employed. This model consists of four steps: planning, acting, observing, and reflecting. As Ishak (2012) noted, the improvement of the problem is achieved through a series of cycles. The following figure illustrates the CAR research design used:

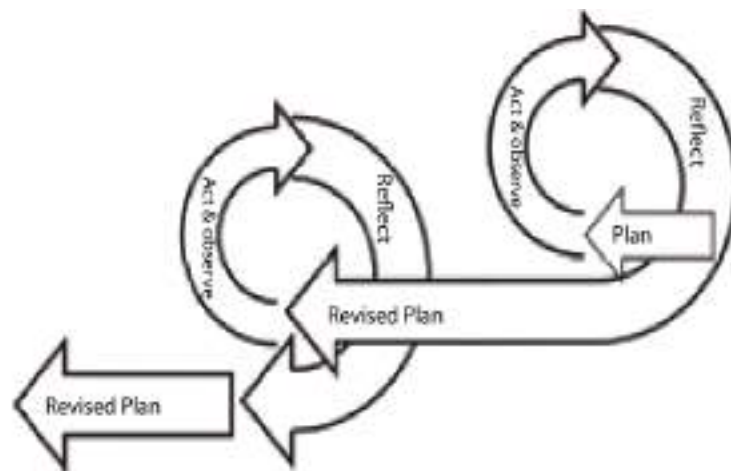


Figure 1 Action Research Spiral, Model from Kemmis and Mc. Taggart

2.2. *Research Setting and Subject*

This research had been done in the English Area of the 12 de Mayo High School, located in Puyo city in the Pastaza province belonging to the Amazon region, during the months of November, December and January of the 2023- 2024 school year. The participants were chosen randomly from the fourth classes of eight upper basic, resulting on 29 girls and 11 boys from about 12 to 14 years old.

Besides, it is important to mention that there are some students which need micro curricular planning adaptation due to some physical conditions which are not associate with the educational development of the students. Although they may be considered as a limit, in the final evaluation, and for the learning outcomes during the acquisition of English as a Foreign Language.

In addition, most of the students were new at the school and they started from the beginning since learning vocabulary and verbs, from the sample group, the majority of learners are visual 65%, while only the 28% of the total amount of students are auditory, and the 7% are kinesthetic. The last group will suppose a challenge due to its nature and the incompatibility with the settle and ordinary teaching techniques and learning methodologies

2.3 Data Collection Techniques and Instruments

As mentioned earlier, this study employed a mixed-methods approach, combining descriptive qualitative research with qualitative descriptors and Action

Research. This approach allowed for a comprehensive analysis of the effectiveness of prediction strategies in a single case study. To achieve this, multiple data collection techniques were implemented to gather diverse and robust information. These techniques included classroom observations, which provided insights into the real-time implementation and impact of prediction strategies. Additionally, students' performance was assessed through pre-tests and post-tests, enabling a comparative analysis of the reading comprehension skills before and after the intervention.

Finally, a survey was administered at the end of the study to capture students' perceptions and experiences regarding the use of prediction strategies. This multi-faceted data collection process ensured a thorough evaluation of the research objectives, providing a detailed understanding of how prediction strategies influence reading comprehension.

2.4 Instruments to collect data.

2.4.1 Pre-test:

This data collection tool allows the compilation of data of the initial status of the learners in terms of learning abilities, need, styles through direct observation and the application of learning styles test. It is relevant for the investigation to determine the initial level of the learners before the application of Prediction strategies among the sample group (Alshammari, 2021).

2.4.2. Post-test:

This data collection tool involves administering a test to participants after the implementation of Prediction Strategies among the students from Eighth Grade from “Doce de Mayo” Public Educational Unit. This last tool is essential to determine the effectiveness of prediction strategies to enhance reading comprehension sub-skill and to improve general language outcomes at acquiring English as a Foreign Language.

2.4.3. Classroom Observation Scheme:

The classroom observation was conducted in order to identify the strategies used by EFL teachers and also to identify the students’ responses toward teachers’ strategies in teaching reading comprehension. The idea of using an observation sheet as the main data collection is related to the Flander (1960) as cited in Allwright (1988) who proposed observation as the key procedure for a number of researchers who were interested not so much in comparing ‘methods’ as in investigating ‘teaching style’ in the hope of being able to find which one was the most effective.

Furthermore, on this research, there was the support of three volunteers that work on “DOCE DE MAYO” high school, one American volunteer belonging to Peace Corp and two German volunteer which belong to “Chirigoba Foundation”, who had been part of the investigation and had taken observations to give a neutral overview about the initial knowledge of the students, effort and support during the implementation of the research and the final learning outcome on the post test.

2.4.4 Survey :

A Likert Scale Questionnaire will be used not only because this method is simple, flexible and reliable (Apuke, 2017), also due to the possibility to transform opinion into measurable data. Then, this series of statements related to a particular target with items by marking one if the responses ranging from ‘high degree’ or 5 in case of ‘no degree’. Consequently, it will identify the effectiveness of the prediction strategies (Alqahtani, 2016) among the eighth-grade learners from Upper Basic Education from “Doce de Mayo” Public Educational Unit.

The data gather from the survey was used to support the main data that get from observation and to correlate it with the research question and the specific objectives of the investigation. The data taking from the student’s answers were considered to confirm and to find out the students’ responses toward teachers’ strategy used in teaching reading comprehension.

2.5 Data Analysis

The technique of analyzing the data of this research applied the quantitative and qualitative data. The quantitative data was used to analyze the score of the students, the researcher observed activities by using anagram that given to the students. The quantitative data was used to analyze the students’ scores by given reading test.

There are 10 questions for each cycle. In scoring reading test, it is determined that the ranging from 0-10 by accounting the correct answer. The correct answer is

given 10 while the wrong answer is given 5 and to know the mean of students' scores of reading in each cycle, the writer applied the following formula:

$$X = \frac{\Sigma N}{x}$$

Where: X = The mean of the students grades

Σ = The total score of the students

N = The number of the students

In addition to determine the percentage of reading acquisition the same rubric will be applied to the pre and post test to determine the score of the learners as the following formula

$$X = \frac{\Sigma N}{x} \times 100\%$$

Where: X = The mean percentage of the students grades

Σ = The total score of the students

N = The number of the students

Meanwhile, the qualitative data is analyzed by using qualitative data analysis interactive model from Miles and Huberman, (1994) which includes, data reduction, data display, and conclusion drawing and verification as illustrated below.

2.5.1 Data reduction.

Refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose. In this phase, the researcher needed separate the accurate data from the inaccurate ones. Through the data reduction, the researcher focused on the data that was analyzed. It could be easy for the researcher to continue the collecting the data.

2.5.2. Data display

Refers to an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something either analyze further or take action-based on that understanding³². In this phase, the researcher presented the data into design that is done in form of short statement, charts, graphs, matrices, and networks.

2.5.3. Validity of data

There are four indicators that was established to check the validity of data in qualitative research, credibility, transferability, dependability, and confirm ability.

1. **Credibility:** is qualitative research that means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the

research itself. In credibility, the researcher chooses triangulation. It was accomplished by asking the same research question of different study participants and by collecting data from different sources and by using different methods to answer those research questions. The researcher limited on methodological triangulation. It was accomplished by checking the data on the same source with different techniques.

2. Transferability is a trustworthiness concept that can be seen as external validity. In transferability, the researcher choose can be applied in another situation. It was accomplished by the researcher in making the report might provide a detailed, clear, systematic, and reliable description.

3. Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is supposed to measure when repeated multiple of times. In dependability, the researcher focused to audit dependability. It was accomplished by auditing the entire researcher's activities in conducting the research. How the researcher determined the data source, conducted the data analysis, and made a conclusion.

4. Confirm ability referred to the degree to which the result could be confirmed or collaborated by others. The researcher focused to audit confirm ability. It was accomplished by testing the result of the research associated with the process in conducting the research.

2.6 Procedures of Data Collection

The data collection procedures were administered in two cycles. Each cycle consisted of four divisions: 1) planning, 2) action, 3) observation, and 4) reflection.

1. Pre-test

Before beginning Cycle I, a pre-test was administered to assess the students' baseline knowledge of reading comprehension, identify problems in reading, and understand common behavior and attitude towards English lessons.

2. Cycle I and II

a. Planning, involved preparing to address the research problem through specific treatments. The researcher prepared necessary materials for the learning process. The planning in the first cycle included:

- Selecting appropriate topics and materials.
- Developing the lesson plan.
- Preparing media and facilities for teaching and learning.
- Preparing observation sheets for both the teacher and the students.
- Preparing the post-test for Cycle I.

b. Action, refers to the implementation of the planned activities. In this step, the researcher implemented prediction strategies in the teaching and learning process for reading comprehension.

- Starting the class with greetings.

- Explaining the structure of descriptive texts.
 - Giving instructions on practicing the prediction strategy.
 - Applying the prediction strategy.
 - Asking students to read predictions about the text.
 - Evaluating the students' predictions and summarizing the lesson.
- c. **Observation**, involved monitoring classroom activities during the teaching and learning process. The observer identified issues by filling out observation sheets and noted the students' difficulties. The collected data served as a basis for reflection.
- d. **Reflection**, aimed to evaluate the previous phases. It involved analyzing the results of the action and observation steps. If problems persisted, the process moved to the next cycle for further refinement and resolution.

research aims to improve the reading comprehension by implementing prediction strategies to activate prior knowledge, thereby enhancing learning outcomes. By doing so, students will gain a new perspective on the use of pre-reading activities, which will boost the critical thinking and prediction abilities, ultimately improving the reading skills and overall language proficiency.

Furthermore, the beneficiaries of this educational research are the Eighth-Grade students at “Doce de Mayo” Public Educational Unit, located in Puyo city in the Pastaza province. These students, aged between twelve and thirteen, receive English as a Foreign Language according to the national curriculum. Most of the learners come from rural areas and have low to medium economic means, which limits the access to materials, resources, and technology. Many of the students' families are involved in agriculture or part-time work, with only a few parents holding stable jobs.

This educational research was conducted at “Doce de Mayo,” a public high school in Puyo city, in the Pastaza province of the Amazon region, with approximately one thousand students from kindergarten to baccalaureate. The school has limited space for interactive activities, with classrooms typically accommodating thirty-two to thirty-five students. English is taught as a Foreign Language, and the subject was previously allotted five hours per week, but this has been reduced to three hours per week post-pandemic. This reduction has directly impacted the teaching and learning process and the students' proficiency levels. Therefore, this research proposal focuses on the effectiveness of prediction strategies to enhance reading comprehension skills.

The first approach was to ask permission to the principal of the High School, after getting his written response and approval. Then, to preserve the integrity of the participants, for being under-age, all the members along with their parents held a meeting where they assisted to be informed about the research plan and activities the learners will be involved with and sign a consent form. This formal paper, the representatives of the participants agree with some terms, the most important is that the participation in this study is merely voluntary, and anonymous and their identity will not be reveal. Besides, the consent form established the length of the study, which is five months and the activities in which the participants will be involved. The same aspects will be applied for the results of the research to avoid any harm.

CHAPTER 3

This educational research gathers quantitative and qualitative data from the effectiveness of the application of reading strategies to improve the reading comprehension skill at descriptive texts. Qualitative data was collected by the observation sheet, diary notes and the survey. While quantitative data was determined by the application of pre-test and post-test in cycle I and II. These research tools were designed for a sample group of 35 eight grade students of a public high school at the sub-urban area.

It is important to recall, that among the sample group there were some student who had special needs due to non-associated psychological difficulties that did not interfere with the specific neural pathway, necessary to acquire a new language. As this Educational Unit, is a public and sub-urban high school located at the heart of the Amazonia, in Pastaza province, 70% of the students are descendants from native tribes or came from families with direct connection to ancient civilization; their first language is Kichwa, Shuar and Shiviari. As a consequence, the English language acquisition will be their third one and the interference of their mother tongue, did influence at the final result, specially at comprehension level; where the more neuronal synapses are required to model their own language (Kuhl, 2010).

The first step done by the researcher was to ask permission to the head master of the institution and the head teacher of the English Foreign Language Area. After his approval to call for an informative meeting to explain the whole research to the learners, and parents, to obtain the formal parent consent in order to effectively apply this

educational research to 35 randomly chose eighth graders from “Doce de Mayo” Educational Unit. During this meeting, the students had a general idea about the activities planned for the research and the length of the study.

Besides, the researcher emphasized that the participation was voluntary and anonymous. In case, someone felt press or had the desire to leave the study that could be possible. Moreover, it is important to state that the sample group has already been English students of the researcher and have a Basic English proficient level (A1.1).

Before the application of the first investigative tool, the lesson plan were designed following the learning needs and styles of the participants with the resources and materials available in this institution. The lesson plans were based on the teaching materials of the level, and aligned with the learning objectives, the resources available at the classrooms for both cycles. The lesson plan is focused on measuring the reading comprehension sub-skill at descriptive texts, where the language acquisition process has already started among EFL learners, as it could be seen in Appendix I (Page...). Hence the researcher design the pre and post test for both cycles, the observation sheet and the survey to collect students’ perspective about the effectiveness of the prediction strategies

On October 25th the pre-test was administer to the 35 participants of the sample group. The researcher explain how the pre-test is designed and give general instructions to develop. Then, the participants had forty minutes to develop the 10 questions test. Then, this pre-test was reviewed with the guide of a rubric, and it was scored. After, during November 2023, the students had three classes in which the results of the pre

test were analyzed and to prediction activities where implemented, predict from the picture and make inferences. In this lessons, the researcher conducted a class that started by explaining the general instructions for the lesson and the aim, which was to implement prediction strategies to improve reading comprehension. Then the researcher divided students into groups to maintain a general reflection about the topic of the text. Third, the researcher illustrate some predictions to demonstrate the usefulness of the application of prediction strategies to activate prior knowledge and reach a better reading comprehension of descriptive texts. Finally, the researcher explain the students the importance of the activation of prior knowledge through the analysis of the picture and correlation to the topic.

On November 27th there was the fourth interaction with the sample group and the post-test I was implemented in the end of cycle I. The test was about descriptive text with figure and ten questions in form of multiple choices. The post-test I was conducted to measure the improvement of students' reading comprehension ability, after practicing the use of prediction from the picture and inferences.

The observation sheet allowed to notice, and register all activities inside the classroom. It was done to observe how the teacher's performance, students' behavior and response, and what the students' problem during the teaching and learning process using Prediction Strategy. Most of the students had participated effectively during teaching and learning process. Although some of them did not practice with their group and still lack about descriptive text. Moreover, they made some noise while the other

students read the text in front of the class. However, they were enthusiastic and enjoyable about the topic which discussed in the class even some students seen did not pay attention. The activity of students could be seen in observation sheet in Annex 13

The action of cycle II was done on December 2023. In this phase, the researcher had done some activities. First, the researcher explained about descriptive text, how describe a place, and give some example to make the text more understandable for the students. After that, the researcher asked the students to read and understand the text that is below of the picture. Then, the researcher collected the text and left only pictures to apply Prediction Strategy. They had to made prediction strategy in their groups and performed the result of their prediction in front of the class. Finally, each student gave a feedback to discuss together.

While, in a second meeting of this second cycle, the researcher held the post-test II. A test with 10 items, also with multiple choices; that was scored according to the rubric. The researcher give the general instructions and as the students read the text and choose the correct answer from each question. Late in January, the survey was developed by all the participants to gather their perception and opinions about the effectiveness of the prediction strategies to improve reading comprehension in EFL learners

Critical thinking is one of the most important abilities among EFL learners, developing reading skills can be challenging, especially if there are no prediction tools, from which get to a start point. Consequently, prediction activities along with an adequate management of teaching materials, learning need, student's environment and activation of prior knowledge led to a pathway of successful reading comprehension.

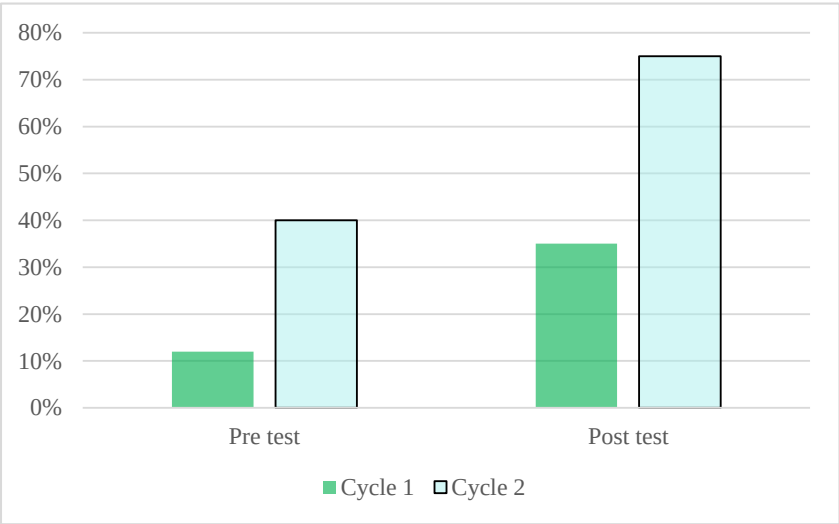
Whether the prediction strategies are applied efficiently, the most reading comprehension score there will be on an average student with balanced emotional state under regulated learning condition. At the table below, there will be a representation of the increment of reading comprehension during cycle 1, in comparison of the pre-test and post-test.

Table 1. Comparison chart from cycle 1 and 2 on pre-test and post-test

	Cycle 1	Cycle 2
Pre test	12%	35%
Post test	40%	75%

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 4. Comparison chart from cycle 1 and 2 on pre-test and post-test



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

The initial level of the sampling group was determined by the pres-test, where an 8 questionnaire was applied, in order to measure the prediction ability and its impact over the reading comprehension skill, where there was a result of 12% of reading comprehension all over the 35 participants. Most of the students claim they have never been taught how to use predictions to get an enhanced result at understanding descriptive text. As Table 1 demonstrated cycle 1 let the learners to effectively apply prediction strategies to increase their understanding level until 40% of the text.

In addition, in Cycle 1, it has been plausible that most of the students find difficult to obtaining specific ideas from the text. Therefore, students tend to use their language intuition as default state to determine what the answer was. There was no analysis, or application at the pre-test. In general, the students were governed by their basic instincts to get through the test. Besides, some of the students complain about the difficulties at understanding the vocabulary of the text. Indeed, there was a group of 6 students, who did not achieve even the basic vocabulary to obtain the general idea of the text

On the other side, most of the learners, were capable of associating the picture of this descriptive text (Annex 7) to predict the meaning of the text and activate the prior knowledge, instead of only using language intuition. Undoubtedly, few students, only four were capable of extracting specific information from the text. To conclude, these four students started this educational research with a higher proficiency level, in reading comprehension skill

To sum up, these results demonstrated an initial prognosis where the lack of critical thinking was notable, and there was almost no prediction applied to boost the reading comprehension sub skill. However, after the application of general strategies to introduce prediction as a master key on reading comprehension. There was a considering increased score on the comprehension percentage of the sample group, from 12 until 40 percentage on the first cycle. Another important fact, is the role of pre reading activities that ensure the activation of the intend vocabulary to book the students into the topic of the descriptive texts.

According to Figure 4, the application of these prediction strategies positively influenced the participant's reading comprehension skill. At the beginning of the study, there was a total amount of 150 students' errors among all the categories; abstract the general idea, correlate the topic of the text, gather main and secondary ideas of the text, and look for specific details. While, in the post-test, only 80 learners' errors and there were only 10 errors at abstracting the general idea, 40 errors at gathering main and secondary idea, 5 errors at correlating the topic of the text, whereas, there was 25 errors at looking for specific details as the following chart illustrates:

Thus, the findings validated the relevance of the prediction strategies to improve the reading comprehension strategies among EFL, proving to be an effective strategy to increase reading comprehensible. Which can answer one of the research questions: Is the prediction strategy effective to improve the reading comprehension skill of EFL learners? Besides, it is important to recall that the research found that the correlation of

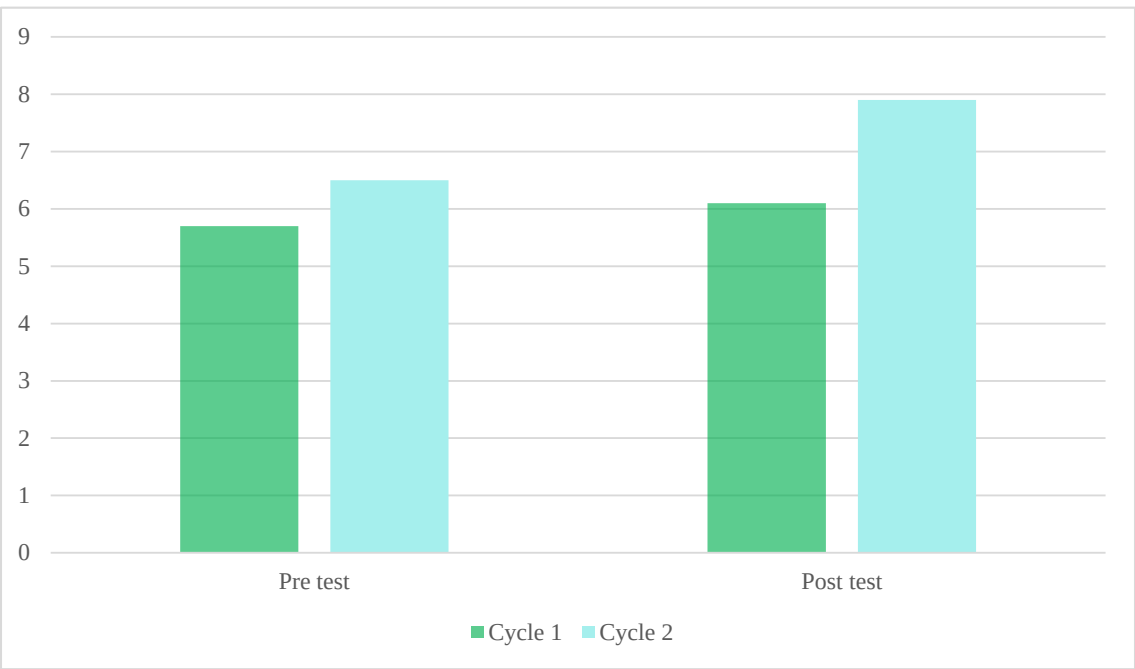
the topic of the text was one of the most remarked categories improved by the application of prediction strategies among the first cycle.

Table 2. *Average media of pre-test and post-test in cycle 1 and 2.*

Pre test	5.7	6.5
Post test	6.1	7.9

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 5. *Average media of pre-test and post-test in cycle 1 and 2.*



As the table below indicates, the media of the pre-test was 5.7 and the media of the post test was 6.5 were there is an increment of 0.8 during the first cycle. Although, it not a great improvement it can demonstrates the effectiveness at enhancing the comprehension score among eight-graders. Whereas, at the second cycle there is greater increment from 6.1 at the pre-test till 7,9, where there is an increment of 1.8 points.

Therefore, these values confirmed the effectiveness and validity of the data was due to the quantity of errors detected on the pre-test and the post-test in contrast of the first and second cycle.

Additionally, there was a great relevance on the second cycle, to understand how the average grades changed during the research in terms of reading comprehension skill rate is it important to focus at the 10 questions that measure the reading comprehension rate by the following parameters:

1. Correlate the picture with the topic of the descriptive text
2. Obtain the general idea
3. Extract the main idea
4. Extract the secondary idea.
5. Search for specific insigh details amont the text.
6. Look after specific information at the text.

In addition, there was an enormous interference of the mother tongue that negatively affect the application of peer feedback. Students develop a big dissatisfaction with peer feedback. Even though peer feedback was demonstrated to create results in reducing the number of errors confirming that the simultaneous usage of peer and teacher feedback has an effective result in developing writing in a Foreign language.

To sum up, the findings revealed that the usage of peer feedback and teacher feedback at the same time, despite the lack of confidence create peer correction in the beginning, created a positive effect on the writing skills of the participants inside the

EFL context, related to the first question. The students improved their linguistic abilities to have fewer morphological, semantic, and syntactic errors.

On the other side, the qualitative data was collected from the survey, the observation sheet, and previous documentation. This instruments were developed by the researcher following the main objective of the investigation and were validated for experts giving content validity to this research. Besides, the data gathered from the survey was converted into tables and graphs by the use of Excel. The survey count with four item with a frequency scale, two items with multiple choice and two yes or no questions. The following are the results of the Survey applied to EFL learner to obtain students perception about the effectiveness and acceptance of prediction strategy to improve reading comprehension:

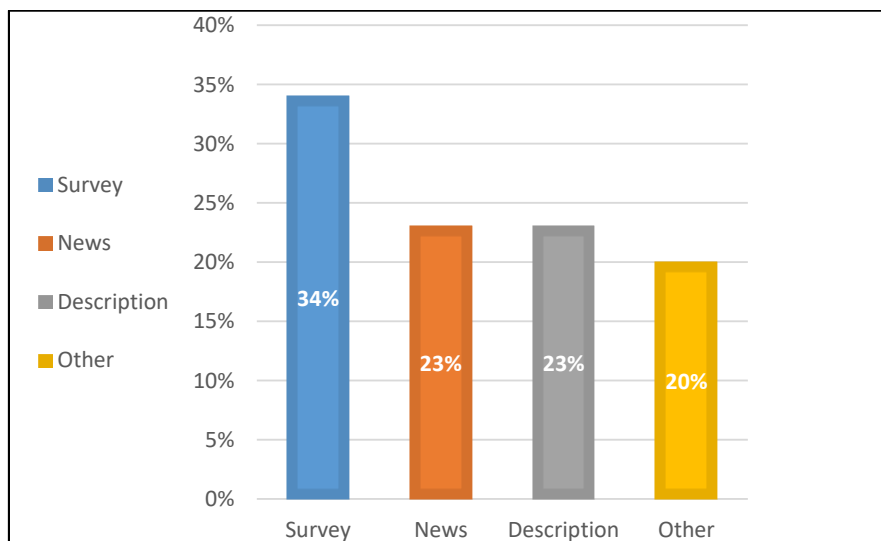
1. Nowadays, what kind of text did your English teacher use for reading activity?

Table 3. *Texts used for reading activity*

Options	Frecuency	Percentage
Survey	12	34%
News	8	23%
Description	8	23%
Other	7	20%
TOTAL	35	100%

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 6. *Texts used for reading activity*



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

The figure 6 demonstrate the percentage of students who had received surveys, news, descriptions or other text types as pre activities before a reading comprehension activity. As figure 2 illustrates, 34% of the students had started reading activities with the use surveys whereas 20 % of earners claim to have experienced other text. In

contrast, the 23% of learner who had experience reading activities that started with news or descriptions of text.

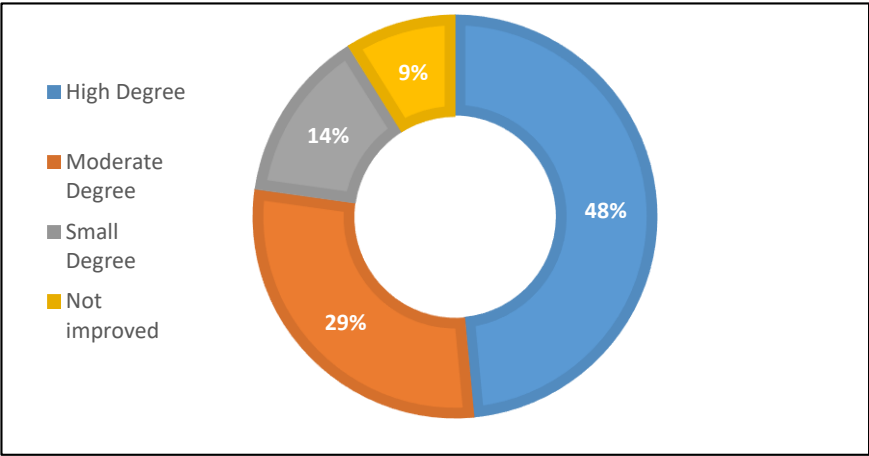
2. Do you consider that level of Reading Comprehension has improved with the predicting strategy?

Table 4. Perception of improvement of Reading Comprehension.

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Options	Frecuency	Percentage
High Degree	17	49%
Moderate Degree	10	29%
Small Degree	5	14%
Not improved	3	9%
TOTAL	35	100%

Figure 7. Perception of improvement of Reading Comprehension.



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

As Figure 6 illustrates the majority of students, (48%) considered that their reading comprehension level improved in a high degree. Whereas, 9% of the learners believed that there has not been any degree of improvement at reading comprehension. In contrast, to those students (29%) that considered a moderate degree of improved reading comprehension. However, 14% of learners considered there was a small degree of improved reading comprehension after the application of prediction strategies.

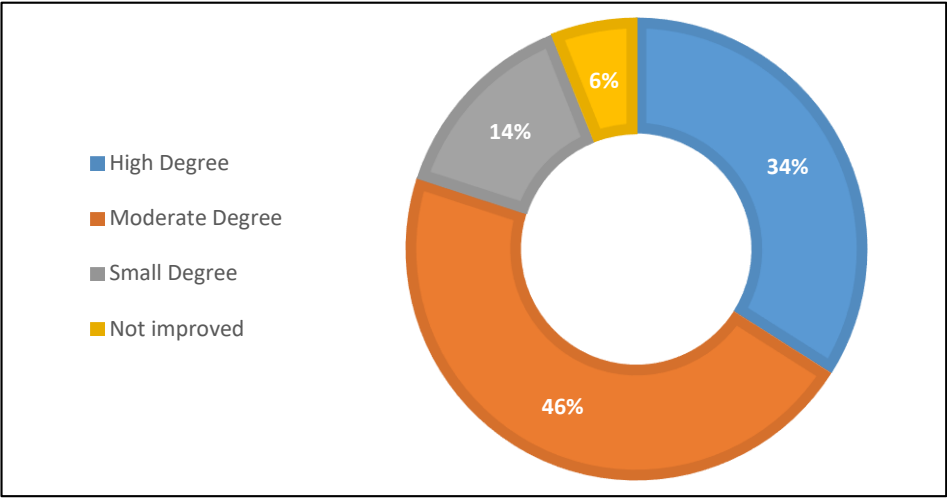
3. After the strategy, were you able to predict what the text is about?

Table 5. Prediction of the text

Options	Frecuency	Percentage
High Degree	12	34%
Moderate Degree	16	46%
Small Degree	5	14%
Not improved	2	6%
TOTAL	35	100%

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 8. *Prediction of the text*



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

As Figure 4 exemplifies, 46% of participants claim to be able to predict text, in a moderate degree. While, 34% of the sample group perceive they could predict the text on a high level. Moreover, 14% of the learners seem to demonstrate a small degree at prediction the text. Whereas 6% of the students seems to have not improved their prediction ability of text.

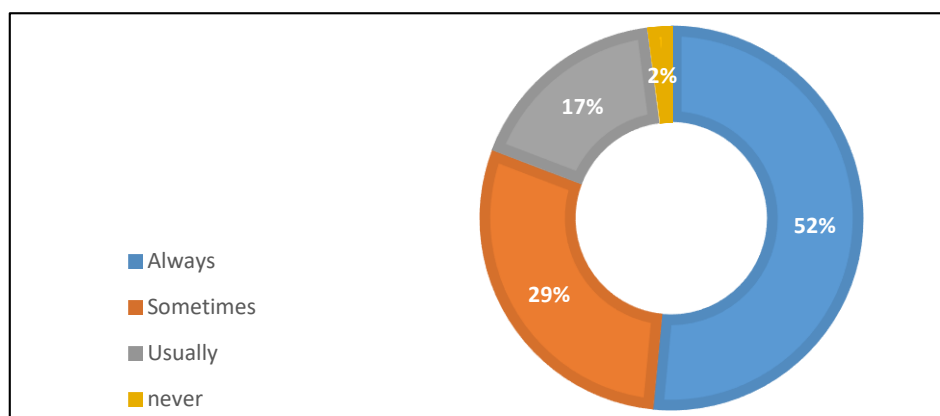
4. Do you use the prior Knowledge (vocabulary, grammar, text structure) at reading a text?

Table 6 *Prior knowledge*

Options	Frecuency	Percentage
Always	18	52%
Sometimes	10	29%
Usually	6	17%
Never	1	2%
TOTAL	35	100

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 9. *Prior Knowledge*



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

According to Figure 7, 52% of the learners always used prior knowledge when reading a text. In contrast, to the 2% of participants that never used prior knowledge. The 17% of students usually used prior knowledge, and 29% of the learners usually use prior knowledge at reading text.

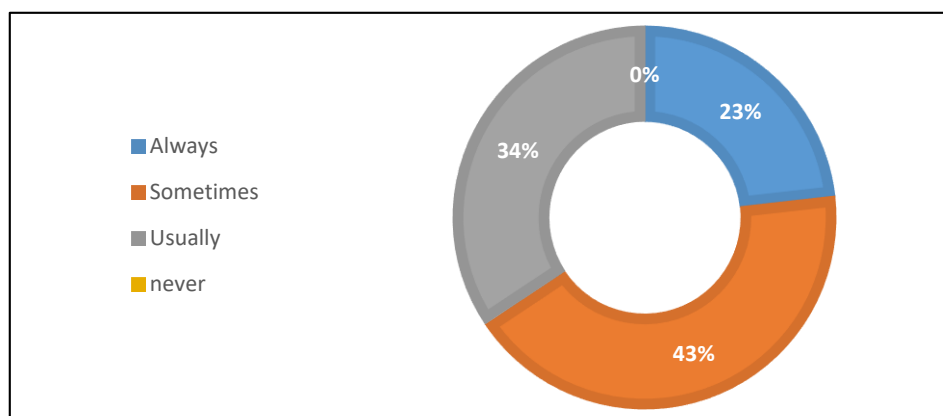
5. How often do you use the photos or pictures to predict the text topic?

Table 7 *Use of pictures for predictions*

Options	Frecuency	Percentage
Always	8	23%
Sometimes	15	42%
Usually	12	34%
Never	0	0%
TOTAL	35	100

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 10. *Use of pictures for predictions*



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 8 illustrates how frequent participants use picture or images to predict the topic of a text. Therefore, 23% of learners always use visual aids for prediction whereas 43% of learners said sometimes, and 34% claimed that they usually use picture for predictions Nevertheless, 0% of respondents denied the usage of pictures or images.

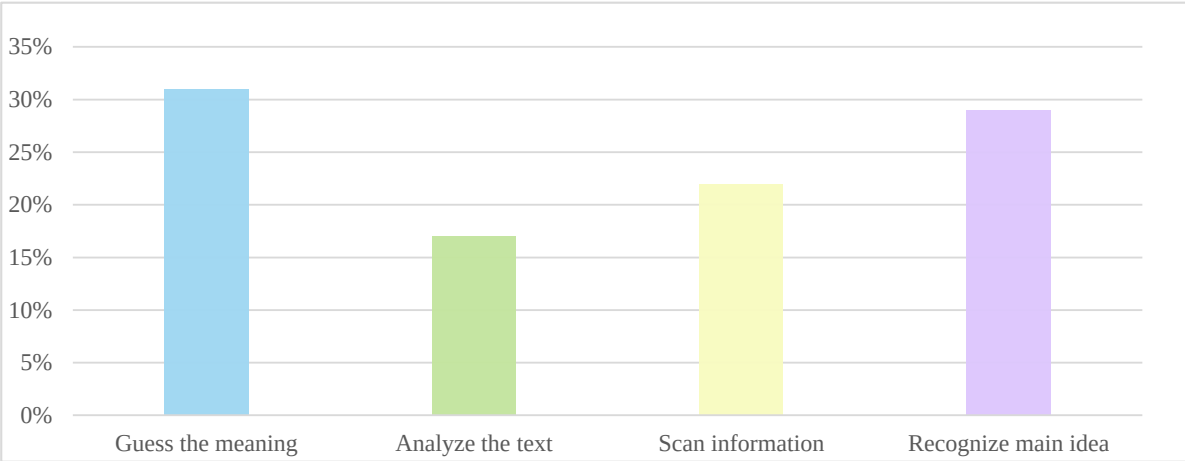
6. Which abilities did the prediction strategy contribute to your comprehension to read in English:

Table 8. *Abilities to which prediction strategy contribute*

Options	Frecuency	Percentage
Guess the meaning	11	31%
Analyze the text	6	17%
Scan information	8	22%
Recognize main idea	10	29%
TOTAL	35	100

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 11. *Abilities to which prediction strategy contribute*



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

As Figure 9 demonstrates, the abilities that the respondents claimed to had reinforced by the application of prediction strategies. For 31% of respondent guessing the meaning was the ability their improved with this strategy, whereas 17% of the learners believed the ability they improved was to analyze the texts. However, only 22% of learners related scanning information as an improved ability. Same with recognizing the main idea, (29%).

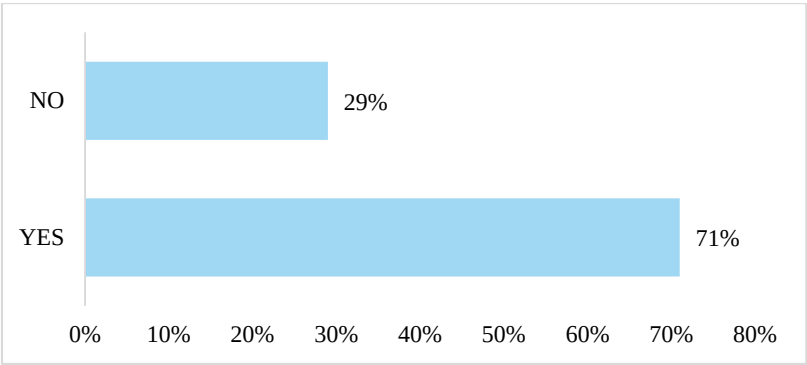
7. Do you like prediction strategy

Table 9. Acceptance of prediction strategy

Options	Frecuency	Percentage
Yes	25	71%
No	10	29%
TOTAL	35	100

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 12. Acceptance of prediction strategy



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 10 illustrates the acceptance of prediction strategies among the participants. The 71% of respondents answered yes, when they were asked if they like prediction strategies, meanwhile the 29% affirmed the dislike it.

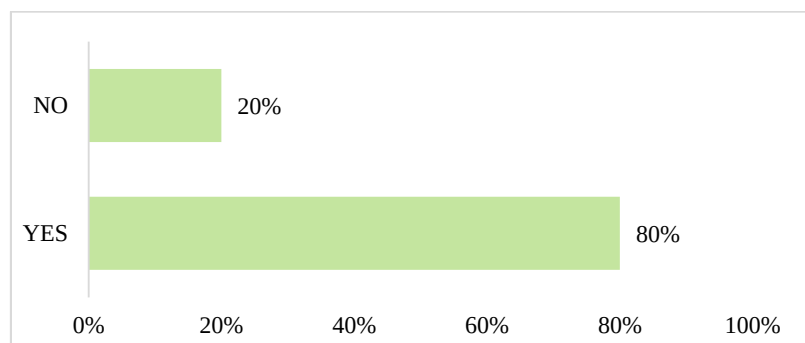
8. Do you consider effective the prediction strategy in reading comprehension?

Table 10. *Effectiveness of prediction strategy*

Options	Frecuency	Percentage
Yes	28	80%
No	7	20%
TOTAL	35	100

Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

Figure 13. *Effectiveness of prediction strategy*



Note: Source: Survey applied to eighth graders. Elaborated by: Mosquera, M. (2024)

As Figure 11 had demonstrated 80% of respondents believed on the effectiveness of the prediction strategies to improve reading comprehension, whereas the 20% distrust the efficacy of prediction strategies to improve reading comprehension among EFL learners.

CONCLUSIONS

1. The pre-test revealed the majority of participants had difficulties analyzing the general idea of short descriptive text. Besides, findings from the first cycle affirmed the poor level of critical thinking among the EFL learners.
2. During this educational research, the participants learn how to use pictures, titles, and inferences effectively to boost critical thinking activate prior knowledge, and demonstrate a better understanding of short text.
3. The post-test during cycle II determined the effectiveness of the application of prediction strategies because of the improved reading comprehension and better grades the sample group had. Besides, the participants demonstrated greater confidence in analyzing short texts.
4. Learners considered that the feedback provided in cycle II helped them to have a better understanding of prediction strategy, and to have a better development at reading comprehension in terms of scanning, skimming, guess from the picture, and making inferences.
5. The observation scheme, developed by external teachers verified the validity and relevance of the implementation of predictive strategies for the enhanced reading comprehension of the sample group.
6. The survey reveal the high level of acceptance and credibility, the respondents gave to prediction strategies. The majority of the participants claimed to have a better development in reading comprehension after the implementation of prediction strategies.

RECOMMENDATIONS

1. The post-test II could contain different activities based on a longer text, to have a broader perception and sampling about the efficacy of prediction strategies on the sample group.
2. The limited resources of the classroom can be a concern that could be diminished for future investigation. The instruments, tests, and materials were delimited only to hard or physical resources due to the lack of digital components in the classrooms
3. The survey could have more specific questions, to provide a broader compilation of data to clarify the perception of the respondents about the effectiveness of the prediction activities in improving reading comprehension
4. The time between each intervention or class with the sample group could be shortened because the classes were distant one to each other, and the researcher needed to take too much time to recall the already practiced prediction in order to continue with the plan
5. Besides, another crucial factor in was the low rate of reading comprehension habits among the participants. As a manner to improve reading habits and comprehensive reading, the researcher proposed to consider the foundation of a Reading Club to promote reading as a habit in this Educational Unit.
6. For further research, to apply more strategies to confirm the results of multicultural and already bilingual learners to emphasize the effectiveness of prediction strategies, The length of the study should be longer.

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ANNEX 2 RESEARCH PLAN

UNIVERSIDAD BOLIVARIANA DEL ECUADOR

ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

TITLE OF THE PROPOSAL: Effectiveness of prediction strategies to improve reading comprehension in English Foreign Learners.

AUTHOR I: Mónica Salomé Mosquera Morocho

RESEARCH CONTEXT: “Doce de Mayo” Educational Unit, in Puyo Town, Pastaza Province, Ecuador Country.

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

Reading is an amazing skill that last your whole life, that give readers the opportunity to improve their academic development and ensure their success on their future careers. Nowadays, the most relevant situation among learners is the lack of interest among learners on reading activities and the common misconception of reading being a difficult skill. One of the reasons for this belief, that has led readers to accept reading as a punishment, is the lack of adequate reading strategies. In this context, the development of reading skill inside the acquisition of English as a Foreign Language in Public Institutions has been directly affected, despite of the methodology used by educators to increase the level of the four modes of communication: listening, reading, writing and speaking.

For this reason, we have decided to address our research in the improvement of reading skills through the application of prediction strategies to provide learners effective tools that allow a better reading comprehension of short text. During the diagnostic test taken to 25 students from eighth year of Upper Basic education, it has been demonstrated the lack of critical thinking and the problems in reading comprehension skill.

Therefore, we have determined that the problem is “*The lack of critical thinking that affects the reading comprehension skill of eighth grade learners of Upper Basic on the acquisition of English as a foreign language*”. Indeed the focus of the research is the improvement of reading comprehension and critical thinking through the usage of prediction strategy to activate prior knowledge as part of the Cognitive Reading Strategy to be a beginning point on the improvement of the reading skills and sub-skills as well as the development of the other language skills

2. Statement of the problem to be investigated.

The purpose of this research proposal is to develop an investigation about the effectiveness of the application of prediction strategies in the improvement of reading comprehension skill in the acquisition of English as a Foreign Language of eighth grade students struggling with reading comprehension from “Doce de Mayo” Educational Unit, located in the downtown of Puyo city, of Pastaza Province. Following this context, it is important to consider that this High school is a public institution where reading activities sometimes are develop without proper activation of prior knowledge or introducing to the topic. Hence, learners have not develop critical thinking to improve their reading comprehension skill, and

there are limited information about this age group on this context. Therefore, this educational researcher has as its main purpose to answer the following research question: *What is the impact of the application of prediction strategies over the improvement of reading comprehension skills of eighth grade EFL learners?*

3. Justification of the research.

The reason why this educational research has focused on the effectiveness of prediction strategies among eighth grade learners from Upper Basic Education is due the necessity to implement and develop critical thinking as a vital part of pre-reading activities to improve cognitive sub-skill of reading comprehension. Developing critical thinking through the application of Prediction strategies is an essential ability that enhance the reading comprehension process. Besides as the sample group belongs to a transition grade improving reading comprehension skills boost the other modes of communication and enhance the language acquisition process. Consequently, the aim of this research proposal is to gather enough information to analyze the initial level before the application of Prediction strategies and after implementing the use of prediction as tool to increase awareness among eighth grade EFL learners. The results of this educational research would state the effectiveness of Prediction strategies and the context of the investigation will enlighten the external factors that the development of critical thinking.

4. Description of the relationship between the proposal and the research lines of the university.

This educational proposal focus on determining the "Effectiveness of prediction strategies to improve reading comprehension in English Foreign Learners" among eighth grade learners from Upper Basic at "Doce de Mayo" High School. This educational proposal directly aligns to the research lines of the university because it is a pedagogical proposal that aims to integrate methodologies, particularly prediction strategy to improve educational pedagogy and increases reading comprehension.

The main aim of the research is to focus on the problem of the low reading level of learners to propose a methodological approach in order to apply prediction strategy to enhance reading skill among eighth grade learners from Upper Basic at "Doce de Mayo" High School. This educational research involves the analysis and review of literature, the development of prediction strategies as a tool to increases prior knowledge and enhance reading comprehension.

Due to the investigation of the effectiveness of the implementation of prediction strategy as a tool to increase reading comprehension skill, there is a contribution to the community that will be part of the research, the Eighth grade learners from the already mentioned public high school. Then this proposal is directly connected with the research lines of the university to address professional problems and provide practical solution that can be implemented in realistic educational spheres.

Additionally, the implementation of this educational research does not only benefit the sample group, it includes all the students, teacher and the whole institution immense at the investigation. Then, the results of the research and the recommendations will guide future

teaching practices to improve language methods and approaches inside the educational development to ensure better learning outcomes.

5. Object of the research

The teaching – learning process of reading.

6. General objective (one)

To demonstrate the effectiveness of prediction strategy as boost to enhance Reading sub-skills and cultivate critical thinking among eighth graders of “Doce de Mayo” Educational Unit, from Puyo city

Specific objectives (three)

1.To evaluate the initial reading proficiency level of Eight Grade students of Upper Basic General Education from eighth grade at “Doce de Mayo” Educational Unit in Puyo city.

2.To determine the level of improvement among Eighth Grade students at “Doce de Mayo” Educational Unit from Puyo city during the implementation of prediction strategies over the reading comprehension skill.

3.To establish the student’s perception about the use of the prediction strategies as a master tool to enhance the reading comprehension and boost reading skills at “Doce de Mayo” Educational Unit in Puyo, city.

7. Description of the variables of the study (independent & dependent)

In the present educational research, the **independent variable** will be the **prediction strategy** choose to be applied on among the eighth grade learners. Due to the fact, the main aim of this investigation is to demonstrate the effectiveness of prediction strategy to enhance Reading skills and cultivate critical thinking among eighth graders at “Doce de Mayo” Educational Unit. The relevance of determining the independent variable is that will provide a compilation of data that can be used to recollect the perspective of the sample group members. Therefore, with the collection of data and its analysis the strengths and weaknesses of the implemented strategy can be determined too.

The *dependent variable* is the **reading skill** of the participants of the educational research. The study aims to determine the improvement of the reading skill among eighth grade learners after applying prediction strategies and compare them with their initial reading abilities before the application of prediction strategies. The control variables among the educational research that may impact over the reading skills of the participants are: the cultural background, the accessibility to teaching materials and resources.

8. Description of the research approaches, methods, data collection

1. Research Approaches:

- **Quantitative Approach:** According to Creswell (2017), quantitative research refers to the process of collecting, analyzing, and interpreting numerical data results from the study. Therefore, this approach will help us analyze and interpret the numerical data collected from the question not open at the survey using statistical methods to quantify the effectiveness of prediction strategy at the improvement of reading skills among the study sample
- **Qualitative Approach:** As Creswell (2017) qualitative approach deals with the collection and analysis of non-numerical data, such as observations, interviews, and open-ended survey. This is the most important approach at this educational research because it allows the collection of precious information to determine the external factors that may influence the reading comprehension process and the effectiveness of the prediction strategies.

2. Research Methods:

- **Inductive Method:** This educational research will use inductive method because the collection of data and information is done from observation of the sample group. Then, this data patterns allow us to develop an explanation or a theory. In the case of our investigation this is an advantage after the collection of the initial level of reading comprehension and characterization of eighth grade learners a hypotheses can be done, to generalize the effectiveness of prediction strategies to enhance the reading comprehension skill among Eighth Grade students of Superior Basic Education based on the data from the diagnostic and post-test.
- **Deductive Method:** refers to the act of developing a theory or explanation before the collection of data to test the theory. It can be applied at this research proposal because the development of critical thinking as part of the implementation of prediction strategies to improve reading skills has been proved before, therefore the effectiveness of prediction strategies has been proved and we can develop the hypothesis to support it with the collection of data.

3. Data Collection:

The tools that this research proposal will use are:

- **Diagnostic test:** this data collection tool allows the compilation of data of the initial status of the learners in terms of learning abilities, need, styles through direct observation and the application of learning styles test. It is relevant for the investigation to determine the initial level of the learners before the application of Prediction strategies among the sample group.
- **Survey with a rubric:** this data collection tool refers to the application of a set of question to a large number of learners by using the Likert scale in order to transform the opinions and answers into measurable or numerical data. This will allow us to identify the effectiveness of the prediction strategies among the eighth grade learners from Upper Basic Education at "Doce de Mayo" Public Educational Unit.
- **Post-test:** This data collection tool involves administering a test to participants after the implementation of Prediction Strategies among the students from Eighth Grade at "Doce de Mayo" Public Educational Unit. This last tool is essential to

determine the effectiveness of prediction strategies to enhance reading comprehension sub-skill and to improve general language outcomes at acquiring English as a Foreign Language.

9. Description of the beneficiaries and their main characteristics.

The beneficiaries from this educational research are the students from Eighth Grade at “Doce de Mayo” Public Educational Unit, located in Puyo city at Pastaza province. There learners receive English as Foreign Language according to the national curriculum, and they are about 12 to 13 years old and most of the students come from rural areas. They are in the Eighth Year of Superior Basic Education and its majority have low or medium economic possibilities that in certain way reduces their materials, resources and access to technology or TICS. Besides, most the students came from families that dedicate themselves to cultivate the ground and sell their products, to be part time workers. Although, there is a small quantity of parents that have a stable job.

It is important to mention that most of the students have an A1 proficiency level of English, meaning that most of them have basic notions of the language; however, they have difficulties at understanding complex topics or developing their own language. The main barriers for this sample group is the difficulty to access to technology to use it as a boost to improve the acquisition of English as a Foreign Language, and the limited time to practice inside the school due to the change at the curriculum.

In this context, the majority of the students avoid reading exercises due to the belief of being difficult; therefore, the research looks to improve the reading comprehension skill focusing at the implementation of prediction strategies to activate prior knowledge to provide better learning outcomes. That is how the beneficiaries will get another perspective of the use of pre reading activities to boost their critical thinking and prediction ability to enhance their reading development. Then, while they improve, their reading skills will benefit from a general improvement of the learning process, to master their other abilities and successfully communicate on English.

10. Description of the research context

This educational research takes place in a Public high school, “Doce de Mayo” located in Puyo city, in Pastaza province at the Amazon region, with about 1000 students among children and teenager from kindergarten to baccalaureate. There is almost space to accommodate the students to conduct interactive activities; most of the classroom have about 32 to 35 students. English is receive as a Foreign Language, and it is a subject that until last school year had 5 hours per week, however nowadays we count with 3 hour per week. This reduction come to post pandemic and directly affect the teaching learning process and the proficiency level among the students. In this context, the research proposal focus on the effectiveness of prediction strategies to enhance the reading comprehension skill.

In addition, the learners from “Doce de Mayo” Educational Unit follow the national curriculum given by the Ecuadorian Ministry of Education, taking the books of the Ministry of Education of Ecuador, which have short readings that are not enough for developing the reading activities. These books have few strategies for improving reading comprehension, being another reason that our society does not promote reading enough not even in the first language. Besides, there is no English technology laboratory in the high school that decreases the opportunity to combine education with digital media. In consequence, the learners have not been involved in the combined use of technology to improve their language abilities.

Finally, it is important to consider inside this educational research the challenges and limitations that learners have to overcome, the reduction of instruction time, the English national curriculum guide, the lack of a reading culture, and limited access to technology. These contextual factors should be taken into consideration while developing the research about the effectiveness of prediction strategies to improve reading comprehension in English Foreign Learners among eighth grade students at “Doce de Mayo” Educational Unit.

11. Description of the practical contributions of the proposal.

This educational proposal about the effectiveness of the prediction strategies to improve the reading comprehension in English Foreign Learners among eighth grade students at “Doce de Mayo” Educational Unit has a substantial practical contribution for the community. These contributions include enhancing the reading comprehension skill and the development of critical thinking among the learners to activate prior knowledge and induce better learning outcomes, leading to an enhanced confidence on the language. This proposal topic comprises the development of prediction as a masterpiece to engage the students and cultivate critical thinking to empower the students of previous knowledge in order to increase their reading comprehension rather than to enter to the reading activity without any previous interaction. In addition, the aim of the research is to develop important skills such as critical thinking, problem solving, collaboration and creativity by the implementation of prediction strategies. Not to mention that the educational research offers a pedagogical insight about the pre-existing knowledge in language education; and provide evidence base on the recommendations done after the implementation of prediction strategies on the development of teaching methodologies to improve the language learning outcomes, and recall the importance of reading as a vital habit inside all the spheres of human development.

12. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need.

This educational proposal about the effectiveness of the prediction strategies to improve the reading comprehension in English Foreign Learners among eighth grade students at “Doce de Mayo” Educational Unit has a substantial importance due to several perspectives:

On the professional sphere, it remarks the importance of an analysis about the teaching methodology, techniques and strategies. While implementing prediction strategies as a basis to improve reading comprehension skills and a tool to develop critical thinking

ANNEX 5. PARENT CONSENT FORM

CONSENT FORM EFFECTIVENESS OF THE PREDICTION STRATEGIES TO IMPROVE READING IN ENGLISH FOREIGN LEARNERS AT EIGHTH GRADE OF GENERAL BASIC EDUCATION

(Maestría en Pedagogía del Inglés como lengua extranjera)

I _____ (parent) agree to participation of my child _____ (student) in the research project titled Effectiveness of the prediction strategies to improve reading comprehension at Eighth Grade of General Basic Education, conducted by Mónica Salomé Mosquera who has discussed the research project with me.

I have received, read, and kept a copy of the information letter/plan language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risk, and methods of this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- My participation is completely voluntary
- My right to withdraw from the study at any time without any implications to me.
- The risks including any possible inconvenience, discomfort, or harm because of my participation in the research project.
- The steps that have been taken to minimize any possible risks.
- What I expected and required to do.
- Whom I should contact for any complaints with the research or the conduct of the research
- Security and confidentiality of my personal information.

In addition, I consent to:

- Audio-visual recording of any part of or all research activities (if applicable)
- Publication of results from this study on the condition that my identity will be not revealed.

Name: _____

Signature: _____

Date: _____

ANNEX 6. LESSON PLAN

Subject	ENGLISH AS A FOREIGN LANGUAGE
Focused skill	Reading
Topic:	SPORTS
Time	45 min
Teaching Objective:	To improve the reading comprehension skills by applying guessing from the picture strategy.
Teaching Materials	Pictures, descriptive text, worksheet
Teaching Strategy	Guessing from the picture
Introduction	The researcher introduces herself with the students. Then, explains what will be the topic for these classes. The researcher makes a warm up and does a vocabulary game, show to the students some pictures about sports and ask them to guess
Procedure	The researcher, organize the students in groups of four, introduces again prediction strategies handle a worksheet of the activity to every group. After, the teacher explain the student how to use descriptions to make predictions from the image and the title. Then, the teacher ask the students to make predictions themselves based on the picture or title. The teacher ask the students to read aloud and practice the correct intonation. For that, she emphasis on the correct usage of English intonation patterns. The students read the text part by part and make them some questions to review the comprehension of the text. Later, the students answer the questions from the worksheet. Students share their answers to the class to compare their results and confirm the correct answersStudents discuss about the text to review if there predictions were valid
Closure	Teacher ask the students their opinión about the activity and how hard it was.

ANNEX 7. PRE-TEST 1

PRE-TEST 1

1. Preparation. Write the animal into the correct group. (1p)

(cat dog tiger lion rabbit elephant)

PETS	WILS ANIMALS
------	--------------



2. Circle True or False for these sentences. (4p)
- | | | |
|--|------|-------|
| 1. The dog is lost. | True | False |
| 2. The dog's name is Sherry. | True | False |
| 3. The dog is a female. | True | False |
| 4. The dog was lost on Monday morning. | True | False |
3. Check your understanding: gap fill and complete the lost dog report (4p)

LOST DOG REPORT

Dog's name:
Age:
Date dog was lost:
Time dog was lost:

4. Check your understanding, correct and write these sentences on the line. (1p)
1. The dog is called Berry
2. The dog is five years old.

The researcher, Mónica Mosquera

ANNEX 8. PRE TEST 2

PRE-TEST 1

1. Preparation. Circle the best option to complete these sentences (1p)

1. You can take a train at the bus station / train station .
2. At a train station you need a train ticket / passport .



2. Check your understanding. Circle True or False for these sentences (4p)

- | | |
|---|------------|
| 1. This is a single ticket. | True False |
| 2. This is a child's ticket. | True False |
| 3. This ticket costs £16.50. | True False |
| 4. This ticket is for trains to London. | True False |

3. Match the first part of the sentence with the second part and write a–e next to the numbers 1–5. (5p)

- | | |
|-----------------------------------|---------------------|
| 1..... The train is going | a. from Manchester. |
| 2..... The train is leaving | b. £16.50. |
| 3..... This is | c. 10 July 2014. |
| 4..... This train ticket costs | d. an adult ticket. |
| 5..... The date on this ticket is | e. to Liverpool |

The researcher, Mónica Mosquera

ANNEX 9. POST TEST 1

POST TEST 1

1. Preparation. Which of these are sports? Circle the,. (1p)

(swimming pool tennis football volleyball sports café athletics university)



2. Circle True or False for these sentences. (4p)

1. There are yoga classes at the University of Hoburn.	True	False
2. There is a TV at the sports café.	True	False
3. The rowing club meets on Saturdays.	True	False
4. The volleyball team meet at 6pm.	True	False

3. Check your understanding: complete the sentences with the following words (5p)

(3pm swimming team Thursday TV to join Tuesday)

1. At the University of Hoburn you can play volleyball on _____. 2. At the University of Hoburn you can join the athletics team on _____. 3. The rowing club is on Friday at _____. 4. The University of Hoburn needs players for the football team, athletics team, volleyball team, rowing team and the _____. 5. The University of Hoburn also has a sports café with _____.

The researcher, Mónica Mosquera

ANNEX 10. POST TEST 2



My house is not very big, but it's tidy and cozy. I have a bedroom where I sleep and relax. In my bedroom, there is a bed with a comfortable mattress and pillows. The floor is made of wood, and there is a rug next to the bed. I also have a chair and a desk in my room, where I can study or work on my computer. My wardrobe is next to the desk, and I keep all my clothes in it.

I like to keep my house clean, so I often sweep the floor and dust the furniture. I make my bed every morning, and I always put my clothes away in the wardrobe. Sometimes, I rearrange the furniture in my room to make it look different. All in all, I really like my house. It's small but comfortable, and I feel happy and relaxed when I'm at home.

Answer the following questions (2points each question) :

1. *What is the size of the house?*

- | | |
|----------|---------|
| a) Big | c) Cozy |
| b) Small | d) Tidy |

2. *What is in the bedroom?*

- | | |
|--------------------------------|-------------------------------------|
| a) A bed, a chair, and a desk | c) A bookshelf, a rug, and a mirror |
| b) A sofa, a table, and a lamp | d) A wardrobe, a TV, and a computer |

3. *What is the floor made of in the bedroom?*

- | | |
|-----------|-------------|
| a) Carpet | c) Tiles |
| b) Wood | d) Concrete |

4. *Where does the author keep their clothes?*

- | | |
|-----------------|--------------------|
| a) In the bed | c) In the wardrobe |
| b) In the chair | d) In the desk |

5. *What does the author do to keep the house clean?*

- | | |
|--|---------------------------------|
| a) Sweep the floor and dust the furniture. | c) Put clothes away in the bed. |
| b) Rearrange the furniture in the room. | d) Make the bed every evening. |

The researcher, Mónica Mosquera

ANNEX 11. Survey addressed to students of the Eighth Upper Basic Learners

“DOCE DE MAYO” PUBLIC HIGH SCHOOL

Date:_____ Gender: Male____ Female____ Age:_____

Objective: To gather information concerning to use of Predicting Strategy and Reading comprehension in EFL learners.

Directions: *This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no right or wrong answers. We will appreciate your cooperation and help.*

1-Nowadays, What kind of text did your English teacher use for reading activity?

A.-Survey____ b.-News____ c.-Descriptions ____ d.-Other_____

2.-Do you consider that level of Reading Comprehension has improved with the predicting strategy?

A-High degree () b. Moderate degree () c. Small Degree () d. not improved ()

3.-After the strategy, were you able to predict what is the text about?

a. High degree () b. Moderate degree () c. Small Degree () d. not improved ()

4.-Do you use the prior Knowledge (vocabulary, grammar, text structure) at reading a text?

a. - Always ____ b.-Sometimes____ c.-Usually d.-Never_____

5.-How often do you use the photos or pictures to predict the text topics?

a.-Always____ b.-Sometimes____ c.-Usually d.-Never_____

6.-Which abilities did prediction strategy contribute to your comprehension to read in English:

a- Guess meaning of unfamiliar words from context ()

b.-To analyze the text carefully before to answer ()

c.-To scan Information ()

d.-Recognize the main idea in text ()

7. - Do you like prediction strategy?

A.-Yes () b.-No ()

Why_____

8. - Do you consider effective the prediction strategy in reading comprehension?

a.-Yes () b.- No ()

Why_____

Your cooperation is highly appreciated
The Researcher, Mónica Mosquera

ANNEX 12. TEST RUBRIC

Comprehension Questions Grading Rubric

Code_____ Date_____ Gender_____ Age 12-15

Performance Indicators	Poor 1-3	Fair 4-6	Good 7-8	Very Good 9-10
Accuracy Grammar, verb tenses and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structure	Very frequent errors; difficulty in making meaning clear	Very frequent errors; difficulty in making meaning clear	Quite accurate; some errors, but meaning is clear
Comprehension Learners can recognize main ideas and secondary ideas in straightforward newspaper articles on familiar subjects. To understand the meaning.	Show great difficulty to understand straightforward newspaper articles and reports about contemporary issues. Show a great difficulty to understand straightforward newspaper articles and reports about contemporary issues.	Show difficulty to understand straightforward newspaper articles and reports about contemporary issues. Show difficulty to understand straightforward newspaper articles and reports about contemporary issues.	The items are Understood straightforward newspaper articles and reports about contemporary issues. Understand straightforward newspaper articles and reports about contemporary issues but gets confused at times, affecting comprehension.	Easily understands straightforward newspapers articles and reports about contemporary issues Easily understand straightforward newspaper articles and reports about contemporary issues.

Source: Taken and adapted from English Language Curriculum (MinEduc, 2016) and Classroom Assessment Suggestions (MinEduc, 2012)

The researcher **Mónica Salomé Mosquera.**

ANNEX 13. OBSERVATION SCHEME SHEET

OBSERVATION SHEET

DATE: _____ NUMBER OF STUDENTS: _____

SCHOOL: _____ SUBJECT: _____

OJECTIVE: _____

STRATEGY APPLIED: _____

FOCUS	Topic	YES	NO
The teacher as the researcher	1. Teacher greets the students.		
	2. Teacher absents the students.		
	3. Teacher motivates the students.		
	4. Teacher gives warm up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.		
	5. Teacher tells students the goal of the study.		
	6. Teacher applies Prediction Strategy.		
	7. Teacher establishes the students to make the characteristic of the solid prediction.		
	8. Teacher gives the example of predicting activity to the students by showing the picture.		
	9. Teacher asks the students about what they think based on the picture.		
	10. Teacher asks the students to create their prediction which may or may not be validated in the text.		
	11. Teacher asks the students to share their prediction in a small group and correct it.		
	12. Teacher concludes the material of teaching.		
STUDENTS	1. Students pay attention to the teacher's explanation		
	2. Students are enthusiasm and interest in learning process by implementing Prediction Strategy		
	3. The students are active in joining the learning process		
	4. Students interact and discuss about the topic of study.		
	5. Students ask the teacher about the topic that they do not understand.		
	6. Students do predicting activity seriously.		
	7. Students able to generate their own prediction based on the examining all information of the topic		

The researcher **Mónica Salomé Mosquera.**