

Running head: ACADEMIC VOCABULARY INSTRUCTION AND READING
COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN
ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

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Master's Dissertation

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ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

Abstract

English has proven to be the language for communication all over the world. Being competent in the four skills that entails its use has become not only a choice, but also a necessity. Students enrolled in Chilean bilingual private schools are compelled to be proficient in the use of the English language as soon as they finish their school life but, unfortunately, they will face challenges they have not been prepared to. Although schools in Chile prepare students in English reading comprehension, they do not consider the fact that students will also have to encounter tertiary education, where an important part of the information they receive will be presented in a non-familiar structure, with words different from the ones they are used to, which may have a negative impact in students' learning process. This investigation will deal with academic vocabulary instruction and its effects on academic reading comprehension, expecting to find in qualitative and quantitative terms the concrete impact that learning new vocabulary has over reading comprehension in this specific type of text. This investigation was carried out through an action research perspective which will consider 10th grade students from a private school in Santiago who are about to take their FCE exam.

Key words: academic vocabulary instruction, reading comprehension, semantic mapping, academic texts.

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To my students, husband, and beloved family.

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Chapter 1: Introduction

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

1. Introduction

Learning a language entails the development of four language skills that are practiced throughout life. Reading and listening, are the ones responsible for our comprehension whereas writing and speaking are the ones that allow us to express knowledge or feelings about something to the world that surrounds us. In this sense, the English language learners this research will consider are expected to become independent users of L2 at the end of their school life, even more, if these learners have just graduated from a bilingual school. They had in their school years the possibility of being immersed in a second language, which is the one nowadays we use for business and global communication. The latter involves a great responsibility in terms of the potential contribution they could make to their society, a duty that is also called by their school in their definition of what is expected of them once they finish their school life: "In terms of the second language, a student is a bilingual person aware of their possibilities regarding this matter" (Bradford School, Student's Profile).

Despite this academic preparation, at the end of their school years, students show high performance in pragmatic, semantic, and syntactic terms, using the language appropriately in different contexts, such as colloquial conversations with teachers or peers, or writing a report or a review about a topic. Nevertheless, this performance is not as independent when it comes to the understanding of academic texts. According to Rose (2016) in "Reading to Learn", academic texts do not belong to the scope covered by schools in English speaking environments, moreover, the last type of texts considered by the school are the review, personal responses, and interpretation (Rose, p.2), being these, the ones that require a higher level of competence on the second language.

In light of this, it is worth the concern of how students will face their college life. The comprehension of academic texts as well as their analysis is one of the main tasks students will have to face once they start their life in the university. Regardless of their destination, Chile or overseas, students who want to pursue higher education studies will have to be able to read comprehensibly and study over a type of text they were not exposed to before, a text which has special patterns, ways to deliver and share information. Here, Errico (2015) refers to the great difference that exists between the number of academic publications made in

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English versus other languages. Publications made in Spanish only reach 0.5% (Errico, 2015) being all the rest made in other languages and of course, most of them, made in English, even if the writer is not native.

Nowadays, students at year 10th show competence in general terms, they can read a novel achieving comprehension, as well as saying what they think about a topic and they are also able to write paragraphs if told or participate in listening tasks. Nonetheless, when faced with tasks that demand the knowledge of vocabulary which is different from the one they are used to talking with, they prefer Spanish-English translation instead of the L2 definition or its synonym in the target language. This lack of more specific vocabulary about a topic is what hinders students' understanding and motivating them to face a text which has different structures, vocabulary, and information. As stated by Baumann & Graves (2010) "It is critical for learners to acquire the vocabularies of specific academic domains if they are to understand and learn the body of domain language" (p.6).

This investigation deals with this topic, which is how increasing the knowledge of specific vocabulary can lead to improving reading comprehension skills when it comes to academic texts. This research question will be answered by contrasting two different genres: a narrative and an academic text tied in a way to one of the topics of that narrative. The narrative will be William Golding's *Lord of the Flies*, which is going to act like a guiding line to the analysis and understanding of academic texts. In this sense, the idea of using a narrative is to provide a context as well as a purpose of reading, so the students feel compelled to read an academic text. It is worth mentioning that the use of these texts does not mean that they are going to deepen the content of the novel, but their objective is to expose and motivate students towards academic texts in their structure and their topics, which are novel to an English class.

To achieve these goals, the methodological design of this research will be mixed, therefore, it will carry out a quantitative as well as a qualitative methodology and analysis. Specifically, this research will be based on a concurrent triangulation design, for which we will need to specify hypothesis and guiding assumption separately to serve both analyses, as Dörnyei (2003) suggests in *Research Methods in Applied Linguistics*.

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Hypothesis: *Students will perform better when tested on their academic reading skills because of implementing focused, contextualized, and explicit academic vocabulary instruction.*

Guiding assumption: *Students will perceive reading academic texts as a more approachable and comprehensible process as they will receive academic vocabulary instruction by teaching more strategies to cope with unknown words.*

1.2 Research question: *How increasing the knowledge of academic vocabulary can lead to improving reading comprehension skills of academic texts?*

1.3 Research objectives

1.3.1 General Objective: *To improve reading comprehension of academic texts through increasing students' repertoire of academic vocabulary.*

1.3.2. Specific Objectives:

A. To describe students' perceptions on reading academic texts in the classroom before and after the academic vocabulary instruction.

B. To measure, through the reading of an indexed article, the impact that academic vocabulary instruction has on reading comprehension.

C. To explore strategies that enhance academic vocabulary learning which can work towards an improvement on the comprehension of academic reading tasks.

To achieve this, first, we will look into academic vocabulary theory and reading comprehension theories. On the other hand, it is worth including in the theoretical framework of this investigation the phenomenon of *attrition*, which is key in many of the words forgetfulness in students. For this, we will include what Kathleen Bardovi-Harlig and David Stringer's (2010) study says about this linguistic phenomenon as well as Rose's theory of reading comprehension in *Reading to Learn* (2016) and Veroheven (2011) regarding reading comprehension skills. As genre studies are crucial to understanding the difference in texts in linguistic terms--the narrative and the academic text--, this research considers Martin and Rose's in *Working with Discourse* (2002)

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In the specific case of academic texts, this investigation will consider the works done by Battaner, Attienza (2009) “Características lingüísticas y discursivas del texto académico”. To see how English has officialized its place within the scientific community in terms of the number of publications made in English compared to other languages, the note made by Errico (2015) “El Español Frente Al Inglés En La Comunicación Científico-académica: ¿Una Lengua Que Goza De Buena Salud?” will be considered.

The methodology to be used in this investigation will involve as a first step the certainty of the level of proficiency students have at the moment of the test, this is, they should reach B2 level of proficiency by 10th grade, that is why the first step will be to apply a standard and validated MOCK exam on the students involved in the investigation to ascertain the aforementioned level. The second and longer step is to read the novel which is part of the program for 10th grade, *Lord of the Flies*, which is going to be used and introduced for this intervention. During the analysis of the novel, students will be exposed to the reading of two academic texts: one text related to the influence of peer pressure in alcohol consumption and the other related to time management and social media. Both texts are available in the Annex of this investigation.

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Chapter 2: Theoretical Framework, state of the art, and bibliographic discussion.

2. Theoretical framework, state of the art, and bibliographic discussion.

As mentioned in the introduction, the main objective of this research is to, through a class intervention, improve 10th-grade students' reading comprehension skills by increasing their academic vocabulary repertoire. In the light of this objective, the first topic to be explored is the one of reading comprehension.

2.1. Reading Comprehension.

2.1.1. Reading Comprehension

Reading comprehension, as a central receptive linguistic skill, entails cognitive factors as well as linguistic ones. On the cognitive side, attention, perception, and memory play a fundamental role, since they explain how information is processed. The latter is addressed by Verhoeven et al. (2011) when pointing out that:

it has been shown that limitations in attention may cause reading problems (Adams & Snowling, 2001; Purvis & Tannock, 2000). Besides, perception may also have an impact on children's reading acquisition. As a case in point, research has shown that problems in both auditory perception (cf. Tallal, 2000) and visual perception (Ramus, 2001) may lead to reading problems. (p. 388)

Nevertheless, although skills in reading comprehension are highly explainable through the cognitive behavior of an individual, linguistic factors stand out as being not only useful for explaining skill development but also, to enlighten paths in reading improvement. According to Verhoeven et al. (2011), linguistic factors are fundamental when referring to the development of reading comprehension, mentioning three core processes:

(a) the parsing of sentences into their constituent components; (b) the drawing of inferences to make the relations within and between sentences sufficiently explicit and thereby facilitate the integration of information; and (c) the identification of underlying text structure, such as the propositions within a text (microstructure), and the global gist of a text. (p. 389)

In this sense, successful development of reading comprehension in students would be closely related to a full understanding of the core of a text which demands prior lexical knowledge. As this investigation deals with the reading comprehension process in students who are expected to be in a B2 level of proficiency, it is worth mentioning that for this stage

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in their reading comprehension skills, this level demands that a student “can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms” (Council of Europe, 2011). From this, we can infer that at this stage, students not only need to understand what they are reading but also need to be independent, therefore, regardless of how sure they are of the meaning of certain words, the linguistic competence gained throughout their school life should be enough to discern the global gist of any text. This relationship between reading comprehension, vocabulary, and background knowledge is what is going to be explored in the next section.

2.1.2. Relationship between reading, vocabulary instruction, and knowledge about the topic.

The main objective of this research is to improve reading comprehension through increasing academic vocabulary repertoire in 10th-grade students. At this stage, most students who have been exposed regularly to the L2 already possess some background in terms of high-frequency vocabulary, as well as previous knowledge about topics they have covered throughout their school life. However, students have not been exposed to academic vocabulary instruction pointing to improve their reading comprehension skills, neither have they explicitly used their background knowledge in any topic towards a better performance at reading. Therefore, in this section, we are going to deal firstly with the importance of vocabulary instruction in reading comprehension and secondly, with the relationship of vocabulary, reading, and background knowledge.

According to Martinovic (2013), vocabulary knowledge and reading comprehension are strongly related. Confidence about the meaning of words results in reading not only for understanding but also for pleasure, which encourages critical thinking. Martinovic (2013) defends the idea of the positive effect of teaching vocabulary on reading comprehension skills stating that "when students have a greater in-depth knowledge of the language and context, they have a better understanding of what they read." (p. 7). Her investigation was intended for 7th-grade students in New Jersey, who struggled with reading comprehension because of

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their lack of vocabulary knowledge. The author carried out an investigation that related vocabulary growth with reading comprehension skills taking into consideration the research by Curtis & Longo (2001), who suggested the importance of the concrete use of newly known words to understand their meaning. These authors also presented some strategies for teachers to achieve the purpose of meaningful vocabulary teaching. In the first place, they referred to the careful selection of vocabulary words, second, they recommended explicit instruction and lastly, the authors suggested frequent encounters with vocabulary words (Martinovic, 2013, p. 13). For this research, this careful selection Martinovic (2013) refers to, will be made in light of the importance of certain words within the context of the text. On the other hand, this selection will consider the possibility of these terms being used before, so students can use their prior knowledge to achieve higher stages of thinking, such as inference, or hypothetical-deductive reasoning.

In terms of careful selection, Martinovic (2013) resorts to the theory provided by Beck, McKeown, and Kugan (2002) who refer to the selection of words as a fundamental step to vocabulary teaching. The researchers suggest that within this selection of words there should be some factors to be considered before the explicit teaching of these new words. Firstly, determine the relevance of the words to be taught. Secondly, ways in which these new words are relatable to students' background knowledge and finally, determine how knowing that specific word will help in the understanding of the text in question (Martinovic, 2013). For this research, the selection of new words before the reading of an academic text should be helpful to preview the content of what they have to read and the context in which it was written, which in turn, should facilitate the understanding of the text once they start with the reading process. Here, it is relevant to point out that even though vocabulary instruction is key for improving reading comprehension skills, the amount of reading students get is directly proportional to vocabulary growth as well. Nagy (1998) referred to this phenomenon stating that "Increasing the volume of students' reading is the single most important thing a teacher can do to promote large scale vocabulary growth" Nagy (1998, p. 40), so the relationship between vocabulary and reading works in both ways. Regarding the role of background knowledge in the learning of new words and success in the comprehension of texts, Martinovic (2013) says this knowledge is relevant for the students as well as for the teacher, since the latter, being aware of their students' word knowledge, can select

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vocabulary words accordingly that "meet a student's needs" (Martinovic, 2013, p.15) to prepare the reading of a text.

In terms of the second strategy pointed out by Curtis and Longo (2001), explicit instruction, Martinovic (2013) points out the importance of an intensive instruction of specific words which accomplish a key role in the general understanding of the text. The author resorts to the theory provided by Marulis & Neuman (2010) who reinforced this idea by suggesting that explicit instruction requires the application of activities before, during, and after using new words. In this same perspective, Feldman & Kinsella (2005) recommend a teaching strategy that consists of five stages as part of explicit vocabulary instruction. The first stage is pronunciation. In this stage, the teacher shows the right pronunciation of the novel word, which aims to make students confident about the sound by encouraging them to make sense of the word by using it in oral sentences. The second stage would be, according to the researchers, the explanation of the word, in which the teacher provides synonyms for it. The third stage refers to the word in different contexts, by giving examples. The fourth stage is the elaboration of definitions on the students' part. The teacher encourages them to give definitions of the novel word in their terms supporting this notion with the vocabulary they already have. Finally, Feldman & Kinsella (2005) refer to the formal or informal assessment of the words shown (Martinovic, 2013).

The third strategy suggested by Curtis & Longo (2001) refers to the encounters with novel vocabulary words, which need to be as frequent as possible and meaningful to enhance their retention. In Martinovic's words, teachers must foster these encounters as they are "strategies that are used to encourage students' engagement thus increasing comprehension of the text to be read" (2013, 16). Here, Martinovic refers to the contribution made by Nagy (1998), where he suggests three strategies to make these encounters with new words as meaningful and frequent as possible in the classroom. These strategies are 1) semantic mapping, 2) repetition and meaningful use of vocabulary words, and 3) presentation of words in a variety of contexts. The first one, semantic mapping, aims to allow students to connect their background knowledge with the knowledge of the new word to make sense of it, thus fostering the activation of the prior knowledge and making meaningful experiences. The researchers Ugel and Thompson (2009) suggested five key steps to the successful use of the semantic mapping strategy in the classroom. First, the authors proposed the writing of the

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word in the center of a given graphic organizer. Then, brainstorming with words related to the new word introduced in third place, grouping related words into broad categories with labels. After this, students need to create subcategories for each of the new words introduced, and finally, the teacher needs to give a place to the discussion of the relationship between the new vocabulary word and its categories and subcategories. (Martinovic, 2013, 17). The second strategy for frequent and meaningful encounters with new words is the repetition and meaningful use of the words. For this strategy to take place, it is important to consider that new vocabulary words need to be practiced. To retain new words in students' long-term memory, it is not enough to provide graphic activities if the new words are not going to be connected to meaningful experiences or are not going to be used again. Here, Martinovic points out that students need to be allowed to have "multiple encounters with those words" (2013, 17) to encourage the retention of newly learned words through their engagement in their learning. Martinovic (2013) resorts to McKeown et al. (1983) to explain the implications of this approach, where she stated that "the rationale on the part of the researchers was that by requiring students to manipulate words in rich ways there would be a deeper understanding of the words and more flexibility using the words" (Martinovic 2013, p.19).

In conclusion, it can be said that according to the revised theory provided in this section, vocabulary learning accomplishes a key role in the successful development of reading comprehension as it allows students to understand the texts presented in a better way without having to deal with the hurdle of facing an unknown word, especially those that have a key role in the global understanding of the text. On the other hand, it is important to point out that students' prior knowledge works in favor of the development of reading comprehension skills since this information working together with what they received from readings and meaning of new words, make it possible that new learnings are more meaningful, resulting in a better and more motivating experience regarding reading comprehension.

In the next section, we are going to revise some strategies that are going to be applied in the classroom that will be useful to improve reading comprehension skills through increasing academic vocabulary repertoire.

2.1.3. Reading Strategies.

According to the processes for reading comprehension mentioned by Verhoeven et al. (2011), to develop reading comprehension, the teacher needs to animate students towards active learning. This is to say, parsing, inferences, and relations among words apart from the type of text the student is dealing with must be relevant for the task of understanding a text. In this sense, Chlapana and Tafa (2014) mention the importance of active learning in reading comprehension, even more, if this skill is being developed in non-English speaking students. The authors refer to vocabulary learning as key in reading comprehension, and how this learning has proven to be efficient when it involves participation from the students. More specifically, they mention that “children’s active involvement in the word explanation through interactive instruction techniques, which encourage them to relate the word definitions to book illustrations, story plot and background knowledge, constitutes a factor with significant short and long-term effects on vocabulary learning (Anthony, 2008).” (Chlapana, Tafa, 2014, p. 1636).

In this research, students will not face storytelling techniques, though they will deal with the narrative genre when reading *Lord of the Flies*, this story will be the frame in which academic texts with academic vocabulary are to be included. The objective of inserting academic vocabulary and academic texts within a piece of narrative relates to increasing motivation which, as we have been pointing out, is a key aspect in reading comprehension as well as in the process of learning new words besides providing the experience of reading academic texts with a suitable and attractive context. The latter provides these academic texts with a context not only more meaningful but natural.

Apart from encouraging active learning, students will explore new words through graphic organizers. According to Khatib (2012), graphic organizers fulfill an essential role when encouraging reading: "graphic organizers can be manipulated at all stages of teaching reading. Moreover, the use of graphic organizers makes the students retrieve the information obtained quite easily, which will support and enhance learning.” (1114).

The author deals with graphic organizers as story maps, although graphic organizers can also be used as semantic maps allowing students to connect what they already know with new information as well as linking all the meanings of new words to make sense of the global

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meaning of a text, as it is the case of keywords, where we can get the general picture of an academic text. Khatib (2012) defines a graphic organizer as "a diagram or illustration of a written or oral statement" (1115), which allows students to "develop an understanding of a body of knowledge and explore new information and relationships. They are valuable in having students access prior knowledge and gather new knowledge and information." (1115). Khatib (2012) also refers to the importance of graphic organizers in pre-teaching and post-teaching stages, as they are useful to organize information and reinforce important concepts within the reading. The author resorts to Hill (1994) when referring to the importance of graphic organizers in their role of simplifiers of the decoding process stating that "Visual organizers suffice for organizing students processing of text in both reading and writing. Often these organizers are employed to provide structure to lectures and class discussion" (Khatib, 2012, 1115). For the objectives of this research, graphic organizers will provide students not only with context but also with a safe ground where they can discuss and infer the meanings of the keywords presented in the academic texts they will deal with.

As it was already pointed out, the main objective of this research is to improve reading comprehension skills through increasing the repertoire of academic vocabulary. To achieve that purpose, the next section will explore the notions of narrative and academic genre, so to provide a framework of how these texts will be used in the research.

2.2. Genre Studies.

The problem of this research is how to improve reading comprehension skills through increasing academic vocabulary repertoire in 10th-grade students. To answer this question, students are going to be given two academic texts to read, both of which refer to topics present in William Golding's *Lord of the Flies*. For this reason, literature on genre (narrative and academic) has been included.

2.2.1. Narrative

Every material planned that aims to improve one's students' language learning needs to be compelling and motivating during the last years of school, the reading of novels appears to be the most appealing since connections can be drawn to their life, making comparisons,

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and creating discussion. In this sense, Rose (2017) points out the importance of genre in school learning as it "unfolds in social interaction; it is goal-oriented to serve social functions that evolve in cultures, and it is staged because it usually takes more than one step to achieve its goals" (p. 2). This concept of genre is framed within SFL (systemic functional linguistics), a model that shows language through strata, representing interdependence among its elements and the role of context in making meaning. Rose (2017) explains this stratified structure saying that "the model of stratification allows us to recognize that resources at lower strata are learned in higher-level contexts. Learners build resources for exchanging meanings in texts by repeatedly experiencing them in social contexts, with the guidance of carers, teachers, and others." (p.7). From this perspective through involving genre, and specifically, novels to the task of vocabulary learning students are led to experience different social contexts as well as share theirs, making learning new words a meaningful process. In this sense, Rose (2017) refers to "Reading to Learn" as a methodology that helps students and teachers improve their reading and writing skills through the application of SFL theory, emphasizing the importance of context to get meaningful learning. Rose (2017) explains this approach in "curriculum genres", each one corresponding to stages in learning development. Vocabulary learning in these stages relates to detailed reading, in which the teacher:

first previews a sentence and reads it aloud, as students follow the words. Each wording in the sentence is then previewed with a meaning cue. The student's task is to identify and mark the wording from the meaning cue. They are asked in turn to identify the words aloud, to engage and affirm all students equally, and the whole class marks the words in their copies (p. 11)

This genre, narrative, will be used in this research as a general framework while not analyzed. In the classroom, novels tend to be the ones that engage students in an activity and make language structures more meaningful. In this case, novels are going to be the main tool to engage and motivate students towards the learning of new vocabulary. Here, Paul Nation (2002) in *Best Practices for Vocabulary Teaching and Learning*, points out that "deliberately drawing attention to language items as a part of the language system (language-focused instruction) makes learning more certain. Relying on meaning-focused input alone is leaving too much to chance" (p. 268). Nation (2002), states that language-focused instruction works

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better to incorporate new vocabulary as this is the approach that explains the use within the language system. In this sense, "Language-focused instruction thus includes focusing on the pronunciation and spelling of words; deliberately learning the meanings of a word; memorizing collocations, phrases and sentences containing a word; and being corrected for incorrect use of a word" (Nation, 2002, p. 270).

In this research, and for the reasons already mentioned, *Lord of the Flies* will be used for contextualizing the academic texts students will be reading. This novel will not be analyzed as a piece of narrative, as it will only serve the purpose of framing the topic of the academic texts discussed. Among the many topics of *Lord of the Flies*, the students will be dealing with "mob mentality" and "civilizations and savagery", both salient topics in the novel to understand and engage with the main topics of the academics texts that they will be reading, one on alcohol consumption and peer pressure and the other on time management and organization. This will provide more engagement and is expected it will make their reading a more meaningful experience.

2.2.2. Academic texts

As an important part of this research deals with academic texts, we will resort to Paz Battaner et al. (2009) research on the "Linguistic and discourse characteristics of academic texts" to go through the general notions of academic discourse. In their research, the authors refer to the lack of investigation in this field, stating that "despite having a central role in the school curriculum, the academic discourse is not frequently taken into consideration". Within the field of academic discourse, the authors can identify two subtypes of discourses: one that helps to build knowledge which "is the one used in textbooks, of individual use and very restricted" (Battaner et al., 2009) and the other is the one that shares knowledge or points of view with a third party. The authors refer to the first type of discourse as belonging to a very restricted public and completely separated from the narration. Here, ideas and evidence are exposed to analyze a topic, therefore how ideas are organized differ from the narrative genre, which is the one students are more acquainted with and enjoy the most. The authors point out that academic texts belong to an expository genre claiming that the "value of the meaning of these texts is very often related only to theory contained in other disciplines. They require great degrees of semantic and referential generalization as well as an important deal of

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abstraction to explain particular or concrete phenomena" (Battaner et al. 2009). The latter is, according to the authors, one of the main hurdles to overcome when facing an academic text since, as learners, one tends to look for examples to explain unknown concepts or any other phenomena, making it simpler and closer to one's reality. Academic texts, on the contrary, rely on concepts as well as having a structure different from school textbooks and novels. Battaner et al. (2009) refer to some elements that make the academic text less attainable to school students such as "nominalizations for action, processes or states; neutral, specific and precise adjectival constructions; specific expressions for a myriad of circumstances, ontological verbs, etc" (Battaner et al., 2009). All these elements make academic discourse more difficult to understand for school students because they are not acquainted with it either in terms of structure or contents. However, it is exactly this type of discourse the one that they will have to deal with the most in their future years, whether choosing to attend college in Chile or overseas.

2.3. Academic Vocabulary

According to Baumann & Graves (2010) in "*What is Academic Vocabulary?*" finding a proper definition for this construct was far from an easy task, hence, they resorted to comparing the notions of some scholars in the field to provide more clarity to the concept. One of these scholars was Pilgreen (2007) who defined academic language as "the basic terms used to communicate the tools and tasks across content areas" (p.239), as opposed to other language experts who adventured a definition that was closer to the register used in the production of an academic text. When defining academic vocabulary, the authors divide this concept into two main categories: *the domain-specific and the general ones, according to the notions provided by scholars*. As they explain, "domain-specific academic vocabulary refers to the content-specific terms and expressions found in content area textbooks and other technical writing" (p.6) whereas "general academic vocabulary is used to refer to words that appear in texts across several disciplines or academic domains" (p.6).

As Baumann & Graves stated, teaching academic vocabulary for second language learners is not as frequent as language teaching, therefore, research on teaching L2 academic vocabulary has not been as explored as teaching general L2 vocabulary for general purposes. Kelley et al. (2010) in their paper "*Effective Academic Vocabulary Instruction in the Urban*

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Middle School” agreed on this stating that "academic vocabulary instruction should be incorporated into standard practice to improve language skills and consequently boost reading comprehension for struggling readers" (p.5). The authors based their study on what they saw in schools of deprived areas in the United States, where most of the students belong to "language minority (LM)" communities, meaning that their mother tongue is different from English but, as they are living in an English-speaking country, they should become competent language users and be ready for academic future scenarios. In this sense, the authors point out that "what is missing from classwork is direct instruction focused on academic vocabulary that will support them as they read expository texts in their academic future" (p.6). Kelley et al (2010), while not providing definitions or notions of academic vocabulary, turned to design a program in which the focus was to motivate and increase the teaching and learning of academic vocabulary to improve reading comprehension of texts where academic vocabulary was present. This program considered three main stages including vocabulary instruction, research, and balance of direct teaching of words with teaching word-learning strategies. To explain vocabulary instruction, the authors say that it "should focus on deeply understanding a relatively small number of words, their elements and related words in rich contexts" (p.6). The second stage, research, refers to word selection and how meaningful those words are to understand the overall meaning of one paragraph or the whole text. Here, the authors state that research refers to "making sure [words] are high utility in nature. Spending precious instructional time on the deep learning of general-purpose academic words is more valuable than targeting the low-frequency and relatively unimportant words highlighted in bold in many textbooks" (p.6).

In this sense, the role of planning the lesson or the program according to the needs of the students becomes an essential, but difficult task since, as they say, "it is infrequently taught in schools" (p.6) though crucial in their success once they start their tertiary education life. The last guiding principle of this program is to balance direct teaching of words with teaching word-learning strategies which, according to the authors, is explained as "instruction such as using contextual cues and using one's morphological awareness skills, students gain the cognitive tools they need to learn a large number of words independently" (p.6).

As Baumann & Graves (2010) and Kelley et al. (2010)'s research has already made clear, the issue of including academic vocabulary in lesson planning is not easy, on the one

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hand, because of the lack of research in the area--when compared to L2 language teaching--and on the other, because of how infrequent it is to find tasks related to academic vocabulary and reading in the ESL classroom. However, especially in contexts like the ones in which this research will be carried out, increasing vocabulary size becomes an essential task, since an important part of the students taking part in this investigation will have to decide on going overseas to pursue their college studies or if they decide to stay in Chile, they will have to read an important number of articles in English throughout their academic life. Schmitt & Schmitt (2014) in their paper "*A reassessment of frequency and vocabulary size in L2 vocabulary teaching*", mention this issue while relating it to frequency. Here, they resort to Nation's (2001) breaking of vocabulary into four categories: high-frequency words, academic words, technical words, and low-frequency words (Schmitt & Schmitt, 2014) when he refers to academic vocabulary as something that it "is worth focusing on for learners wishing to study in English, and the same goes for technical vocabulary for learners focusing on specific-purpose domains" (p. 485). The authors refer to Nation's conceptualization since he emphasizes the importance of devoting most of the time in the L2 classroom to the teaching of vocabulary that will be needed in general terms, rather than words that learners--when given the right strategy--can figure out on their own, as it is the case of low-frequency words. The authors refer to academic vocabulary as "the next band to teach after high-frequency vocabulary" (p. 493), conceptualizing it as in Fig 1 below:

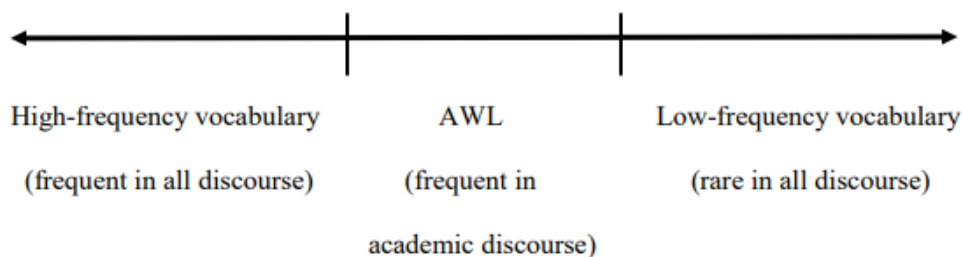


Fig 1. Coxhead's Academic word list (AWL), 2000, 2011. (Schmitt & Schmitt, p. 493)

According to the research carried out by the authors, a truly relevant percentage of the words included in the AWL belong to the high-frequency vocabulary list, stating that "In fact, we find that 64.3% of the AWL headwords are from the first 3,000 most frequent words in

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English, while the 4,000 level gives 81.5% coverage, and the 5,000 level 92.1% coverage" (p. 493). In the light of this, Schmitt & Schmitt propose to label this "academic word list" as "mid-frequency vocabulary", bearing in mind that more than 50% of the words included in AWL belong to the groups of words that students should master during the school years. This proposal is represented in Figs 2 and 3 below:

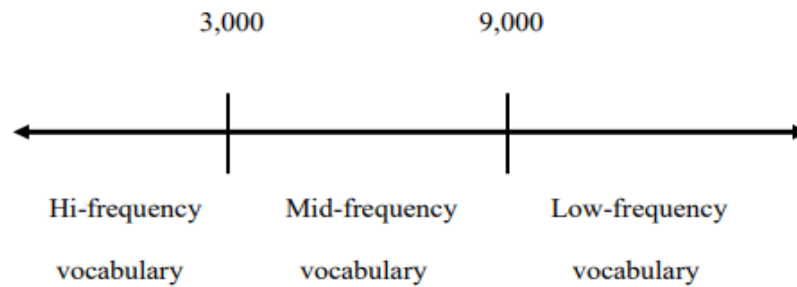


Fig 2. Mid-frequency vocabulary (Schmitt & Schmitt, p. 495)

3,001-4,000: *academic, consist, exploit, rapid, vocabulary*

4,001-5,000: *agricultural, contemporary, dense, insight, particle*

5,001-6,000: *cumulative, default, penguin, rigorous, schoolchildren*

6,001-7,000: *axis, comprehension, peripheral, sinister, taper*

7,001-8,000: *authentic, conversely, latitude, mediation, undergraduate,*

8,001-9000: *anthropology, fruitful, hypothesis, semester, virulent*

Fig 3. Type of words at the mid-frequency band (Schmitt & Schmitt, p. 495)

Within the learning of academic vocabulary, it is possible to find special teaching programs aiming to train students for the understanding of not only academic text but also dealing with the English language from an academic perspective. It is here, that English for Academic Purposes appears to help people—not only high school or undergraduate students—learn linguistic and cultural practices involved in studying or working through the medium of English (Gillett, 1).

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According to Gillett (2011), English for Academic Purposes (from now on EAP), is oriented to achieve specific purposes—which is why the author claims that EAP is considered within ESP (English for Specific Purposes)—being the most salient one the success in students' academic careers. This, from the pedagogical perspective demands the teacher to plan according to the learner's aims and what they want to study. For this, the ultimate reason for students to study and learn English at an academic level becomes essential. Most students who pursue careers related to academia, take the standardized examination IELTS. According to Hashemi and Daneshfar (2018), this exam measures the English language proficiency needed for a more academic environment. In terms of the layout and general organization of this exam, like the ones planned for general English, IELTS measures proficiency in the four skills: listening, reading, speaking, and writing. Its difference lies in the goal of the exam, which is to demonstrate if the student can manage in a learning environment that demands a higher English language performance. Concerning vocabulary and reading, which is the core of this research, the authors state that "most skills are dependent on vocabulary. Vocabulary expansion is of great significance in IELTS [. . .] reading. But that vocabulary is the core of skills and vocabulary development is a constituent of any exam". Here, the authors go beyond the mere knowledge of vocabulary by also stating that "in reading, for example, we can invest in vocabulary using special techniques and strategies like pre-teaching vocabulary in context, extensive reading, and intensive reading" (Hashemi & Daneshfar, 43).

To also address one of the main problems students encounter at the time of remembering words, their meanings, and use, this theoretical framework will continue explaining from Kathleen Bardovi-Harlig and David Stringer's perspective, the linguistic phenomenon of attrition.

2.3.1. Attrition

According to Kathleen Bardovi-Harlig and David Stringer (2010), the definition of attrition is the same for L1 and L2 stating that "Language attrition may refer to the loss of language as a result of contact with majority languages, loss of language by communities, or loss of language by individuals in both pathological and nonpathological settings" (p. 2). In the case of attrition in second language acquisition, the authors resort to linguistic and

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extralinguistic variables. In the linguistic side they count, "factors such as lexical and morphosyntactic influence from the dominant language, frequency of input, loss of morphological complexity, and a reduction in registers of use" while for extralinguistic factors they refer to "age of the learners, length of time without input and motivation for language maintenance" (p.2). In the case of learners of a second language, regardless of their competence in their target language, the authors state that the only difference between L1 and L2 attrition is that the in the first, acquisition does not give place to being unsuccessful, whereas strategies to language acquisition in L2 become essential in the process of learning (Bardovi-Harlig & Stringer, 2010). Here, the authors refer to some tasks which can be used to assess learners and avoid loss of language. These tasks are self-assessment, written tasks, oral tasks, and background questionnaires (Bardovi-Harlig & Stringer, 2010). The last two are, according to the authors, where the learners can practice and exercise the use of words in their second language, especially the oral task, when confronted with spontaneous conversations or classroom discussions. In the case of background questionnaires, the authors state that they "are often useful and arguably necessary in some cases as informal indicators of variables that are difficult to control" (p. 21) explaining that "For example, it is not always possible to closely monitor participants during their residence abroad, but it is extremely valuable to have information on patterns of contact with native speakers" (p. 21). Here, it is important to point out that students might likely go through this process given that the exposure they have had to academic vocabulary has been quite scarce so far, therefore, they might forget the academic vocabulary words very easily.

As it was pointed out in the introduction, this research considers two parallel studies, and one of them, considers students' self-perception when facing a new challenge, as is the case of academic texts. This is why this theoretical framework considers a brief reference to the importance of self-esteem or self-perception on student's learning process.

2.3.2. Self-perception and learning.

This research considers within its design a qualitative study, which core is the self-perception that students have of their learning process. As Sharma and Agarwala (2015) state "self-esteem refers to individual's perception or subjective appraisals of one's self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds

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positive or negative views about self" (Sedikides & Gress, 2003, as cited in Sharma et al. 2015) This concept affects directly on an accurate insight of one's difficulties when learning a new language. Thus, taking into consideration students' opinions and perception of what would be eventually harder or easier to learn in terms of this research becomes essential, as their motivation and goals for their life after they finish school is one of the central topics of this investigation.

Moreover, the authors refer to the role of self-esteem, or self-perception in the life of teenagers by pointing out that "low self-esteem affects child's mental health and performance" (111), therefore taking into consideration their preferences support not only their learning process but also their motivation towards the learning of a new language and helps teachers to plan accordingly.

To end this part of the investigation, it is important to remember that the key theoretical elements to consider for the analysis and the instrument that was built for this research are the relationship between reading, vocabulary, and knowledge about the topic, reading comprehension, especially when referred to academic texts and reading strategies. On the other hand, the theory provided by Martinovic (2013) will be of great importance as this theory was key for the choosing of the words that students needed to work with within the interventions. It is also important to mention the role of self-perception and the concept of attrition, which will be playing an important role in the development of the intervention and the difficulties it may represent for students.

The next section of this research presents the methodology to follow considering the justification for the research design that was chosen, the significance that this study may have in the future, how this research frames itself as action research and its corresponding stages, and finally the pedagogical intervention that was designed to carry out this investigation.

Chapter 3: Methodology

3. Methodology

3.1. Research problem

Reading comprehension is a fundamental skill for students of English as a foreign language. Chilean students of 10th grade who are enrolled in bilingual schools have developed a good level of comprehension when reading novels, stories, or short readings in textbooks in L2. However, when they are shown a text with academic vocabulary or a different structure, students show poor performance on these features. In this scenario, the teaching of academic vocabulary and the structures of academic texts should be helpful for students who are getting ready to start their tertiary education since they will need to read comprehensibly an important number of texts with this structure in their college life. This study aims at improving reading comprehension skills through increasing academic vocabulary repertoire in 10th-grade students.

3.2 Significance of the study

In Chile, the English language has become a tool for development and access to better opportunities. Due to this, there is a tendency for parents to enroll their children in schools where English is central and bilingual schools are gaining popularity for the context or setting they offer. However, when entering university students are not ready to face the challenge of understanding a text with different vocabulary and a structure they were not acquainted with at school. Due to this, students might not be prepared to face academic challenges not even in their mother tongue as is shown in the results of the tests they take when entering University. The latter along with the inner difficulty of the specific content of the text, adds an unnecessary burden to the student, which may result in frustration and reluctance to work with texts in a different language.

This is the reason why the instruction of academic vocabulary arises as a valuable tool for the comprehension of academic texts. The results of this study will enable teachers and perhaps schools to include this content in their high school lessons to help students prepare for their university life and facilitate the induction process of first-year university students.

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3.3. Research questions

The research questions presented here are framed within a mixed-method approach, which in turn, will be carried out by using concurrent triangulation design.

1. To what extent does an increase in academic vocabulary repertoire impact students' reading comprehension of academic texts skills?
2. What are the students' perspectives towards the instruction of academic vocabulary to improve reading comprehension of academic texts?

3.4 Research objectives

This research will be framed within a mixed-method approach. General and specific objectives will be summarized in the table below accounting for the quantitative and qualitative methodologies. These objectives will be integrated by using action research.

	Quantitative research	Qualitative research
General objective	To measure the impact of increasing academic vocabulary repertoire on reading comprehension tasks.	To explore strategies that enhance academic vocabulary learning which can work towards an improvement on the comprehension of academic reading tasks.
Specific objectives	<p>1) To assess students' reading comprehension skills of academic texts before the intervention.</p> <p>2) To assess students' reading comprehension skills of academic texts after the intervention</p> <p>3) To compare pre and posttests results in reading</p>	<p>1)To identify students' initial perception of reading academic texts in the classroom before the academic vocabulary instruction.</p> <p>2) To describe students' final perception of reading academic texts after the academic vocabulary intervention.</p>

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	comprehension skills for academic texts.	
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Fig. 4. General and specific objectives mixed methods study

3.5. Hypothesis and guiding assumption

For the quantitative design, the hypothesis is that students will obtain a statistically higher score when tested on their academic reading skills because of implementing focused academic vocabulary instruction.

For the qualitative design, the guiding assumption is that students will perceive reading academic texts as a more approachable and comprehensible process as they will receive academic vocabulary instruction by teaching more strategies to cope with unknown words.

3.6 Quantitative design variables

The variables of this design consider academic vocabulary instruction and reading comprehension of academic texts. Therefore, the independent variable, academic vocabulary instruction is the one to be implemented in the classroom so to seek an effect on students-reading comprehension skills.

Dependent variable: Measuring the impact on academic texts' reading comprehension skills.

Independent variable: Academic vocabulary instruction.

3.7 Qualitative design

As this study will be implemented in the classroom, the qualitative aspect of this investigation will be carried out through action research. Despite the latter, and as this research uses a mixed methodology, some of the questions included in the action research cycle are to be measured by instruments included in the quantitative design.

To address the objectives in the qualitative design, which mainly refer to the exploration of strategies towards a better performance in reading comprehension for academic texts and students' perception of their accomplishment before and after the intervention, the researcher will resort to the action research cycle and specific questions for each of its stages.

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Action research questions by stages	
OBSERVATION	<p>Pre-diagnosis stage</p> <p>Are students' reading skills enough to deal with academic texts?</p> <p>Do students have enough knowledge of high-frequency vocabulary in L2 so they can understand and elaborate on B2-level texts?</p> <p>(Instrument: FCE Mock exam)</p>
	<p>Diagnosis stage</p> <p>How do students perform when asked to read comprehensibly an academic text?</p> <p>(Instrument: Pre-test: Reading assessment)</p> <p>How do students perceive the process of reading an academic text?</p> <p>How do students perceive academic vocabulary instruction?</p> <p>(Instrument: Academic texts: Self Perception)</p>
PLANNING	<p>Will students engage with activities focused on academic vocabulary learning through a visual/ kinesthetic learning strategy such as graphic organizers?</p> <p>Will students perform better in their reading comprehension skills when presented academic texts related to the central themes of the novel "The Lord of the Flies"?</p>
ACTION	<p>Implementation of the study (4 lessons of one hour each).</p>
REFLECTION	<p>Do students use graphic organizers to infer the meaning of unknown words in an academic text?</p> <p>How do students perceive their performance when reading an academic text?</p> <p>Can students elaborate on the meanings of words they were not acquainted with before? Are they able to infer the meanings of words?</p> <p>(Instrument: Post-test. Reading assessment)</p> <p>(Instrument: Academic texts: Self Perception)</p>

Fig 5. Action research by stages

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As mentioned earlier, this investigation will be carried out through action- research, so it will be organized as follows:

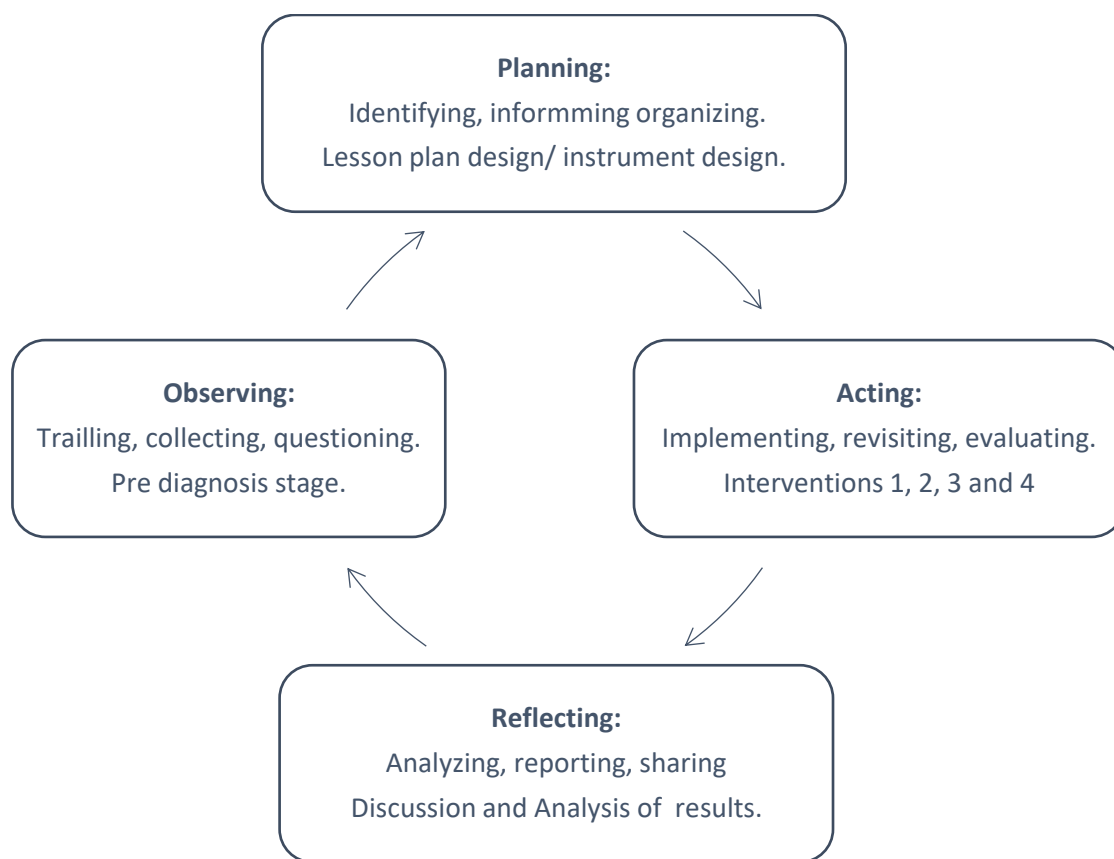


Fig 6. Action research cycle

3.8 Research design

As mentioned earlier, this is a mixed-method study as Dörnyei (2003) suggested “involves the collection or analysis of both quantitative and qualitative data in a single study” (p.163). The objective is to understand the phenomenon considering not only the results obtained in tests but also the students' perceptions of their performance before and after the intervention. Therefore, this study will have an expansion function, as it will expand the scope of the research. The quantitative method will be used to measure the intervention outcomes and the qualitative method will be used to explore the perceptions before and after

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the intervention is carried out. It will also be a quasi-experimental and cross-sectional study as the phenomenon will be studied in two different periods.

These quantitative and qualitative methods will be enclosed within a concurrent triangulation design as the instruments are going to be employed in the sampling at the same time; the quantitative instruments (pre-and post-tests) will be executed at the same time as the qualitative instrument, which will be a survey that students will have to answer in Google Forms. Hence, the design is QUAN-QUAL. The academic vocabulary instruction can be improved by the participants' perceptions and opinions in light of their reading comprehension performance as their self-perception of their dispositions and performance in academic texts play a fundamental role in reading comprehension.

The data gathered in the surveys will work towards a more holistic interpretation of the results obtained in the quantitative stage. It is worth mentioning that in this study qualitative and quantitative analysis are equally important since the first will give information that the second will expand through qualitative data to enrich the results of the study.

The study will follow a comparative sequence for the interpretation of the results since qualitative information will work to explain the results obtained in the quantitative stage. Specifically, this research will have two sequences for two stages, as there are pre-tests and post-tests; the first stage is applying the pre-test quantitative instrument (test applied before the intervention) along with the corresponding survey. The second stage will consist of the application of the post-test quantitative instrument, which will be a reading assessment, followed by its corresponding survey. Altogether, this sequence can be summarized as Quantitative data collection- Qualitative data collection- Quantitative data analysis- Qualitative data analysis- Overall interpretation.

3.9. Sampling

The subjects of this study are twenty-one 10th-grade students from a private school in Santiago. This study will use sequential sampling for mixed methods since the sample will depend on the characteristics of the research. It is worth mentioning that this sample is the same for quantitative as for qualitative analysis.

The type of sample this research will apply is non-probability sampling. It is also a convenience or opportunity sampling as the members of the sample will be selected since

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they meet the criteria of the study: they are high school students from an educational institution. Moreover, these students belong to the researcher's workplace, which chooses this sampling more consistent with the general objective of the study.

The school in which this research will be carried out is Bradford School. This school belongs to the Association of British Schools in Chile, therefore, within the core education of students, they are taught by an English immersion program which means that most subjects are taught in English from PK to 6th grade. For the school, there are three main pillars in the education of Bradford students:

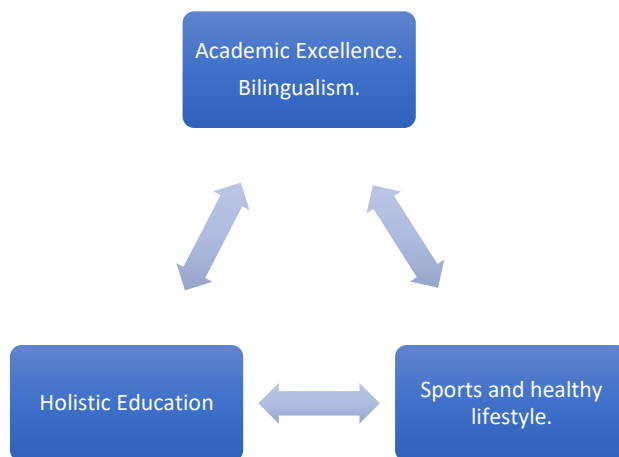


Fig 7. Bradford School Institutional Project. (2013)

From 7th to 12th grade, students are expected to express themselves spontaneously in a written and oral fashion, but as they reach 9th grade onwards, they start getting ready for international examinations in English (FCE at the end of 10th grade) and for deciding on either taking IB or PSU programs. Here, the school explains as follows their scope: "We prepare our students to achieve the highest standards required in the national scenario and we offer challenging international programs that will strengthen their competencies. We also value greatly the learning of English language as a distinguishing attribute for their future". (Bradford School Institutional Project, 2013)

This research will work with one group of 10th-grade level, which consists of 21 students.

3.10. Data collection techniques and methods

Data collection technique: For this intervention, the researcher will work with two tests: pre and posttests. These tests will be done as a way of measuring the initial and final scores before and after the intervention.

The pre-and post-tests will consist of 8 multiple choice questions with 3 different alternatives. The construction of the test will involve item analysis to ensure item discriminability and item difficulty. In this point, it is worth mentioning that in the pre-diagnosis stage, the instrument to be used will be the FCE mock exam, which consists of 4 parts devoted to reading comprehension to test general reading performance and vocabulary. However, for the pretest, the researcher will elaborate on a different test that will consider academic text comprehension. For the post-test, the researcher will repeat the instrument applied in the pretest considering time constraints and the timespan between one test and the other. The researcher will not give any feedback to guarantee the credibility of the results.

The quantitative instrument, which will be the same used in pre and post-test, will be designed with 8 multiple choice questions and will be divided into two parts. The first part will be devoted to specific vocabulary that is involved in the text students will read. These words are not defined as keywords, but they are repeated along with the text, so their meaning becomes relevant for the understanding of the text. It is important to clarify that as this research pretends to establish or measure the impact of academic vocabulary on reading comprehension, these words are given isolated, so students are supposed to define the words first and then read the text.

Next, students will have to choose among three possible definitions. These definitions will depend on context.

According to what Martinovic (2013) states, a careful selection of words has a positive impact on the instruction of vocabulary. Hence, below there is a chart with the words considered in the quantitative instrument that aims to explain their relevance, considering the level of students and the role of that specific word in the text.

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Word	Reason
1. Extent	Repeated along the text.
2. Juxtaposition	Cognate. Crucial for the understanding of the first text.
3. To seep (over)	Phrasal verb likely to be confused with some other phrasal verbs.
4. Avocation	Cognate. In the context of the reading, the correct understanding of this word is crucial for the comprehension of the whole text.
5. Pragmatics	Should be part of students' vocabulary repertoire in a B2 level.

The second part of the quantitative instrument is text comprehension. Students now will have the chance to read the text and then answer those questions. Each question has three different options and is organized using these criteria: identifying information, the general structure of the text, and identification of the main idea.

As for the interventions, the vocabulary strategies proposed by Nagy (1998), Curtis and Longo (2001), and Ugel and Thompson (2009) will be considered, using semantic mapping as the main strategy. Students will have to identify one unfamiliar word and find in the context words that can lead to the inference of that word. These words do not have to be accurate, since, as the authors suggest, to make learning a meaningful experience, a discussion needs to be present.

The qualitative instrument, however, aims to ask the students their perspectives towards their performance about academic texts. This instrument in the pretest will include an open question at the end to know the answers of the students, and what they expect from the intervention. The posttest will gather what students think about their performance once finished with the intervention. The qualitative instruments will consist of 8 questions, with 2, 3, or 4 alternatives each depending on the topic to cover.

The figure below shows a chart with the objectives of each of the instruments.

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Design	Instrument/	Specific objective
QUANTITATIVE	Pre-test (multiple-choice test)	-To assess students' academic reading comprehension skills before the intervention.
	Post-test (multiple-choice test)	-To assess students' academic reading comprehension skills after the intervention.
QUALITATIVE	Academic texts: Self-perception 1	-To identify students' initial perception of their academic reading comprehension skills before the academic vocabulary instruction intervention.
	Academic texts: Self-perception 2	-To describe students' final perception of their academic reading comprehension skills after the academic vocabulary instruction intervention.

Fig 8. Qualitative/ quantitative instruments

3.11. Data analysis techniques

This investigation carries out a mixed-method methodology, so there will be a quantitative analysis and qualitative analysis carried out at the same time. The qualitative analysis aims to deepen and expand on the quantitative information obtained. To do this, the steps to follow are:

Quantitative: This research will deal with the correlation of scores to test the impact of academic vocabulary instruction in students' reading comprehension skills in academic texts, therefore the coefficient of the Pearson correlation will be considered to measure the degree of impact that vocabulary has on reading comprehension within the test applied.

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Qualitative: This methodology aims to get the overall perception of students towards the intervention of academic vocabulary instruction and thus describe their viewpoints regarding how effective or ineffective the intervention was for the improvement of their reading comprehension skills. The survey considers the analysis of the content because it will help to explore patterns in the obtained information that will allow concluding the students' perception regarding their perspectives on the intervention.

As two approaches will be used to study the same phenomenon (qualitative and quantitative methods), triangulation of the results will be done to avoid biases in the research.

Criteria of scientific quality

Quantitative criteria of scientific quality

1. Validity

In this research, validity refers to the extent to which the results are derived from the independent variable, which is academic vocabulary instruction. Content validity will be ensured through a panel of experts who will explore the theoretical foundations and instruments to clarify the fidelity of the results. Besides, to guarantee internal validity in the pre and post-tests, the objectives of these tests must be addressed explicitly in the instruments. This will be done so to ensure that the results are true and evaluated by a panel of experts.

In terms of threats to validity, attrition is possible since participants may want to leave the study, leaving an unrepresentative sample. Considering the current circumstances in which this study will be carried out (online classes), this is a possible scenario, regardless of the students being enrolled in the class. Panel conditioning, on the other hand, is a threat of validity which is controlled since students' reading performance cannot be altered by their participation in the research.

2. Reliability

To ensure reliability, internal consistency of the test items will be conducted through the calculation of Cronbach's Alpha. The value of Cronbach's alpha ranges from 0 and 1. The

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closer the coefficient is to 1, the more reliable the internal consistency of items. Finally, this coefficient will be obtained through SPSS.22.0 software.

3.12. Pedagogical intervention

This pedagogical intervention includes the four lesson plans that detail each one of the activities. It is important clarifying that because of school internal policies, each of the interventions must be planned according to the learning objectives from the Chilean Ministry of Education. Due to this emergency context, the Ministry determined some prioritized objectives that have to be covered for each skill. These objectives are for listening and speaking OA1 and OA 8. For reading OA 9 and OA 12 (first and second level respectively), while for writing, OA 14. Details on the aspects of each of these objectives are specified and described below.

All the activities planned for this intervention, are based on the literature presented in the previous section, with special emphasis on the theory presented by Martinovic (2013), Chaplana and Tafa (2014), Kelley (2010), and Rose (2017) regarding vocabulary, active lessons, and reading comprehension, respectively.

Stage 1: Pre-test + survey:

OA 9: Students show comprehension of general ideas as well as explicit information in adapted and authentic texts, in printed or digital versions about a myriad of topics (students' interests or other subjects, immediate context, global interest, other cultures, etc.) which may contain the seasons of the year.

Evaluation/ learning indicator: Students relate the content of the texts with the functions of the texts, e.g.: telling past situations using the past/present perfect tense. They make contributions to the class, relating the content of the text with their background knowledge or current affairs.

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Activities:

Warm-Up:

Students take a survey (Qualitative instrument)

How do you think a teacher's life is? Busy? Relaxed? Students discuss.

This discussion introduces the video "A teacher's vlog". The teacher asks: do you think that it is hard for teachers to draw a line between their personal and professional life? Have you ever seen a teacher in the supermarket? What do you think when you see your teacher outside school? (introduction of one's identity as a teacher: the main idea of the content of the reading)

Development: Students take the pre-test (quantitative instrument). Part 1 vocabulary.

Students read the text: Response to "The Waiting Self" and TYCA to you (December 2007 issue). Kroll and Henderson. Sept 2008. LLBA. P, 81.

Students answer part 2: text comprehension.

Materials:

PPT with examples, explanations, and instructions.

Google forms survey/ questionnaire.

Reading pdf: Response to "The Waiting Self" and TYCA to you (December 2007 issue). Kroll and Henderson. Sept 2008. LLBA. P, 81.

Intervention 1

The general objective of this intervention is to present students with the general structure of academic texts and their content.

OA 7: Students react to oral or written texts through oral presentations or discussions. OA 9: Students show comprehension of general ideas as well as explicit information in adapted and authentic texts, in printed or digital versions about a myriad of topics (students' interests or other subjects, immediate context, global interest, other cultures, etc.) which may contain the seasons of the year.

Evaluation/ learning indicator: Students relate the content of the texts with the functions of the texts, e.g.: telling past situations using the past/present perfect tense. They make contributions to the class, relating the content of the text with their background knowledge or current affairs.

Activities:

Warm-up:

Students share their experiences about peer pressure: *Have you ever been pushed to do something you do not feel like doing? Have you ever experienced peer pressure? In which situations?* Students discuss. After the conversation, they watch a video on peer pressure and answer some questions in the video to check comprehension included in the first part of a worksheet on google docs they have work with for the session: *Can you remember some examples of “pluralistic ignorance” the speaker referred to in the video? What does the speaker say about drinking? What kind of research did the speaker refer to?*

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Students continue the discussion and read some slides about alcoholism in adolescents due to peer pressure.

Development:

Students read, in groups, an article by Gommans et. al (2017) related to the topic. Due to time constraints (the class only lasts one hour) the class only reads the abstract, introduction, and part of the conclusion. In groups, students answer a worksheet with some questions on general comprehension: *What do the authors say about the role of peers in the drinking behavior of adolescents? According to the text, why is it that adolescents positively appraise alcohol consumption?*

Why do you think that the authors state: “the popularity composition of the group may correlate¹ significantly with individual drinking”?

Students have presented the general structure of an academic text. As the article presented includes statistical information, students are asked for the importance of that information within the text: *why is it important? Does it make a difference presenting evidence in a text? if so, why?* Also, in groups, students are asked to organize the content in each of the parts of the text they read, comparing this organization to the one of an essay.

Students are presented with the concept of "keyword": they are shown an extract of the text they just read, and the keywords associated with it in the abstract. They are asked: *why do you think the author thought that these were the keywords? Are they essential?* Students are also asked to discover some words they are not acquainted with. *Are these words essential in the comprehension of the abstract? If not, which of the words you already know are useful to define it?* In groups, students are asked to fill in the information in the worksheet: (a) *Are these words/phrases helpful to understand the overall meaning of the text? (Keywords: popularity, alcohol use, adolescence, classroom composition, social comparison)*

¹ Correlate: to bear reciprocal or mutual relations.

<<https://www.merriam-webster.com/dictionary/correlate>>

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(b) Can you find more relevant words? Find at least, two more: _____ / _____

Closure: Students are presented with a survey they have to answer through a zoom poll.

Materials:

Explanatory PPT with activities

Video. <https://www.youtube.com/watch?v=uME3JOM3W4k>

Reading: "Individual Popularity, Peer Group Popularity Composition, and Adolescents' Alcohol Consumption" Rob Gommans, Christoph M. Müller, Gonneke W., J. M. Stevens Antonius H. N. Cillessen, Tom F. M. Ter Bogt (2017)

Worksheet on Google docs. (See Annex)

Intervention 2

OA 9: Students show comprehension of general ideas as well as explicit information in adapted and authentic texts, in printed or digital versions about a myriad of topics (students' interests or other subjects, immediate context, global interest, other cultures, etc.) which may contain the seasons of the year.

Evaluation/ learning indicator: Students relate the content of the texts with the functions of the texts, e.g.: telling past situations using the past/present perfect tense. They make contributions to the class, relating the content of the text which their background knowledge or current affairs.

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Activities:

The general objective of this lesson is to get students acquainted with new strategies to increase their academic vocabulary repertoire. The topic of the class is the effects of social media on time. Due to the objective of the class, which may be dense for students, the lesson will be in a great deal designed with the help of an “add-on” for google slides presentations: Pear Deck. This platform will make possible the interaction between the content and the students, and it will make easier the task of giving feedback.

Warm-up:

Students discuss this topic by answering the question: *Can a Youtuber choose to be away from social media?* In this part of the class, students are asked to answer some questions first, which they will have to answer using the PearDeck platform: *Did this bring any benefits for him? Can you name any? Can someone who makes a living out of the internet be away from social media?*

Development:

Before students read the article intended for this class, students will be asked to answer the question of what is to infer, as it is one of the main skills they will have to develop in this class.

After this, they are given the general instructions and the reading. All the activities are planned in groups as for the reduced time for the class. Because of this, students will only read the introduction, as the objective for the class is not structure, but practicing graphic organizers as strategies for comprehending new words.

Students have presented an example to model what they will have to do. This exercise is a graphic organizer based on the word they are not familiar with and the words that are

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helpful to understand the main word. students are divided into groups and are given some time to do the activity.

Closure:

Students answer some questions orally or writing their answers through Pear Deck:

How much time of your day do you spend on social media? Which is the one you use the most? Would you be willing to say away from social media in light of what we've been talking about today?

Materials:

Interactive PPT.

Introduction of text: "Effect of Abstinence from Social Media on Time Perception: Differences between Low- and At-Risk for Social Media Addiction Groups". Turel, Cavagnaro (2019)

Video: https://www.youtube.com/watch?v=9z8_YhWoq2o

Stage 2: Post-test + survey and Intervention 3

OA 9: Students show comprehension of general ideas as well as explicit information in adapted and authentic texts, in printed or digital versions about a myriad of topics (students' interests or other subjects, immediate context, global interest, other cultures, etc.) which may contain the seasons of the year.

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Evaluation/ learning indicator: Students relate the content of the texts with the functions of the texts, e.g.: telling past situations using the past/present perfect tense. They make contributions to the class, relating the content of the text which their background knowledge or current affairs.

Activities:

This class objective is to give feedback on the activity carried out in the previous class on vocabulary. Here, the students have the chance to discuss the answers of the rest of the groups and see if they would have done things differently or would have chosen other words. This class is also planned using the add-on Pear Deck, so students can interact and explain thoroughly their impressions about the interventions and clarify doubts.

Warm-up:

Students answer why graphic organizers are important. The teacher prompts a discussion about this strategy: *why do you think this strategy is not only useful for vocabulary but for any other new information you get?*

Development:

Students are given feedback on their activities from the previous lesson. Each group's work is presented to the class. The teacher asks if they would have done something differently or if they would have chosen a different word. students explain the reasons for their choice and how the helping words relate to one another.

Students take the survey and the post-test at the same time. They are given 25 minutes for this.

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Materials:

Google Forms: post-test and survey.

Interactive PPT.

Chapter 4: Analysis and discussion.

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The following analysis is divided into different stages since this intervention suffered a few delays given the standardized test the students had to take which modified the original calendar which affected the continuity of the different interventions. Below you will find the description or analysis of each of the following stages.

4.1 Stage 1: Pretest and survey: October 7th, 2020. Acting.

The first intervention was carried out during the first week of October 2020. After asking for parents' consent, most of the students involved participated actively and had the chance to ask for the impact of this intervention on their performance after they finish their school life. As they are enrolled in a school which prepares them for the International Baccalaureate, they manifested interest in knowing how handling academic texts would help them in their performance while studying for the IB. Hence, they showed a positive attitude and disposition towards the development of their academic skills. The results presented below, aim to answer the second research question of the qualitative part of the study: *"What are the students' perspectives towards the instruction of academic vocabulary to improve reading comprehension of academic texts?"*. To achieve this purpose, the questions are organized in the first place to know prior notions of academic texts. Secondly, how prone they are to dealing with academic texts at school and finally, their expectations towards the intervention and what they think the main hurdle maybe when dealing with this type of text.

Despite the circumstances of the 2020 pandemic, fortunately, out of the 21 students in the class, 17 filled the form of the qualitative study, with the following results for the first two questions:

Qualitative analysis

Academic texts: Self-Perception

Question 1: *"For you an academic text is..."* The objective of this question was to know if the students were acquainted with academic texts, and on the other hand, this question aimed to know their perception of them in the light of their linguistic competence:

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Approach to academic texts

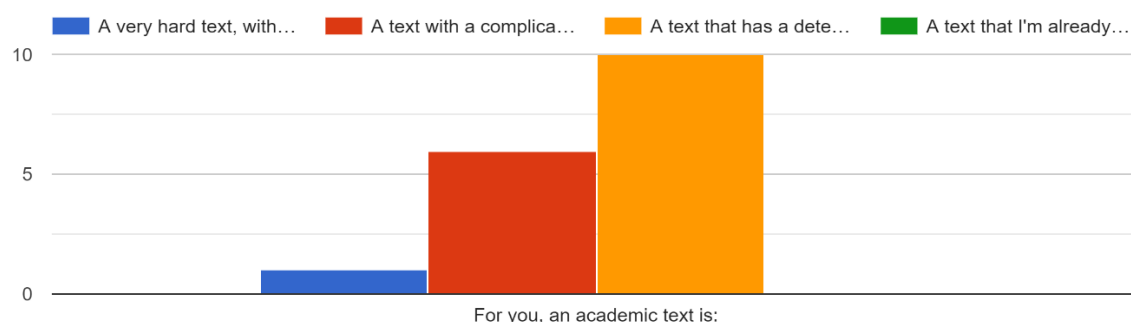


Fig 9: 1st question qualitative study

The choice in blue was “A very hard text, with a complicated structure and hard vocabulary”, the choice in red was "A text with a complicated structure or vocabulary", the yellow choice was "A text that has a determined structure, but not necessarily difficult" and the green one was "A text that I'm already familiar with. Not hard at all". As it can be seen in Fig 1, students think of academic texts as hard texts, but not necessarily unattainable. They feel confident in their skills, but they also acknowledge, as it will be seen in future answers, their need for specific training to understand them better as there are zero answers for the “not hard at all”. Another aspect to consider is that students, apart from feeling confident, show a positive attitude towards their learning process. They think they will learn new techniques which will have a positive impact on the understanding of a type of text that is strange to them. however, no one is confident enough to claim that they are fully familiar with this type of text.

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Question 2: *Where do you think you will find academic texts as a primary source of reading?*

Academic texts in education

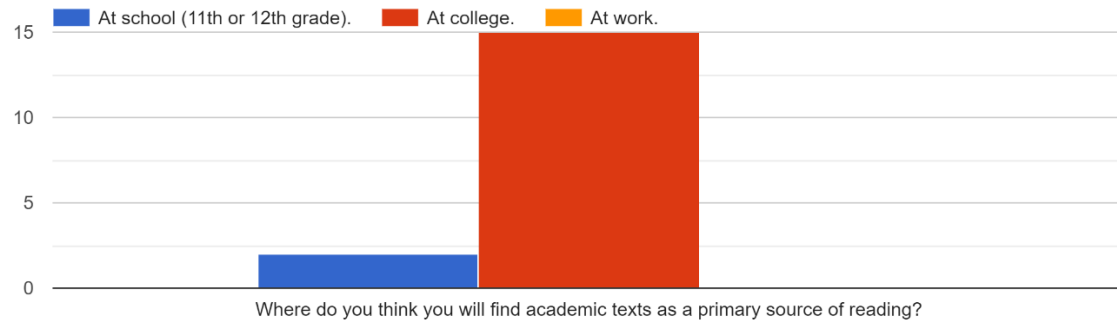


Fig 10: 2nd question qualitative study

This second question aimed to know whether students were familiar with the importance of academic texts in their future life as students in college. Most students know that they will have to deal with academic texts during college, as higher education studies are a priority for most of these students. As they will have to prepare for the IB, they will still have to read some academic texts, but not as intensively as in college, where they will have to read and understand daily. The overwhelming majority of students report that they consider college as the place they will find academic texts.

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Question 3: “When reading, which of these texts is your favorite?”

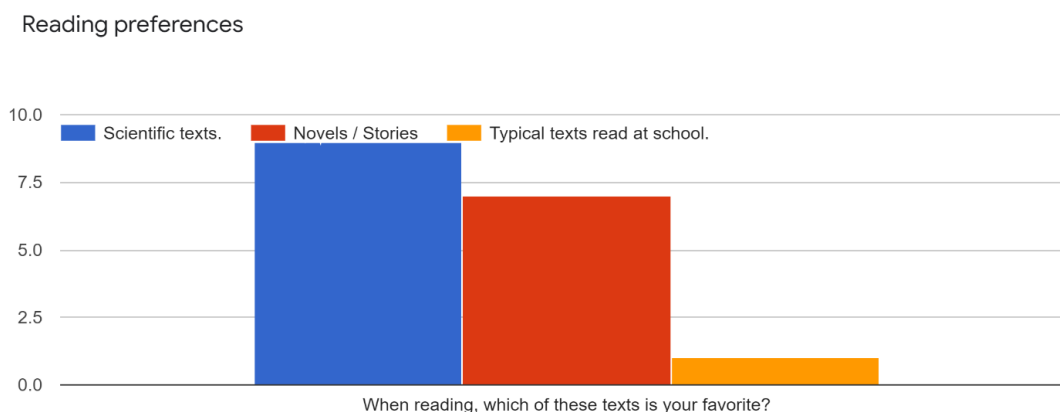


Fig 11: 3rd question qualitative study

The objective of this question was to determine the preferences of the students when reading. Most of the students said they preferred scientific texts, whereas some others were inclined towards novels or stories. 9 students out of 17 were inclined towards scientific texts, while 7 to novels and only 1 student preferred reading school textbooks. This preference towards scientific literature can be due to some preconceived ideas of what they understand by a scientific text. Most of them, when asked about this result, answered that they thought the question referred to articles found in magazines such as “Popular Mechanics” or astrophysics. Some others understood that scientific texts were related to academia, where analysis of information is the core of the text. In this sense, and bearing in mind the context of the study, this answer can be interpreted as a *social desirability bias*, since students are acquainted with the goal of the study and they showed their willingness to participate and do it as well as possible. It is worth considering that there is a misconception of what an academic text entails. At this stage, students understand it as a text that delves into a topic, without astringency.

As it is understood that academic texts present major difficulties in vocabulary and structure, the researcher thought of relating a novel, because they are more familiar with this genre, with the context of the first academic text students will encounter so to enable and

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motivate students towards the comprehension of the content of the text. Question 4 explores this issue.

Question 4: “*Would you like to read academic texts to complement your understanding of narrative texts (stories/novels)?*”

Narrative and Academic texts.

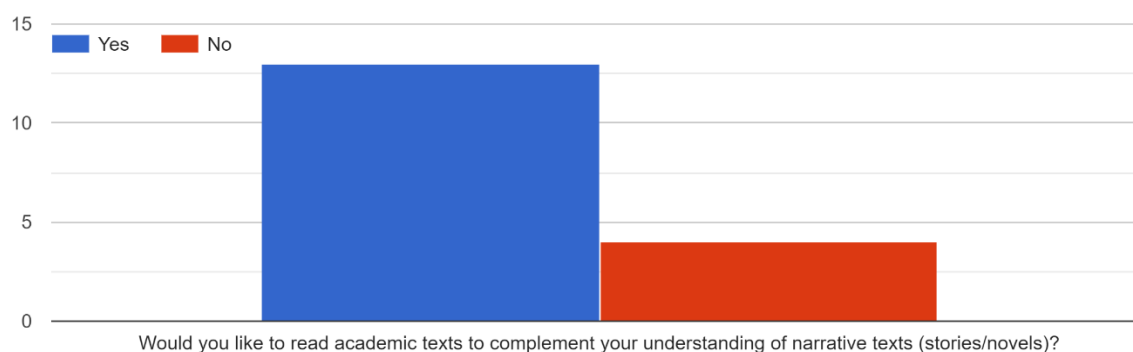


Fig 13: 4th question qualitative study

As pointed out before, this question aimed to know if students perceive that narrative texts could become useful in the comprehension of academic texts and if academic texts can be a support or a complement in the comprehension of narrative. The first one provides background knowledge of the themes covered in scientific texts to deal with the misconception that scientific texts are about Popular Mechanics or texts of the like. From the perspective of vocabulary, as the vocabulary used in novels, if not always familiar, can be easily gauged by context as well as structure, an aspect that students have studied several times and feel confident with.

In this sense, the results obtained in this question show the general understanding of the students that academic texts can be helpful in the task of introducing the topic of a novel or expand its content. However, the results do not show that this understanding is shared by everyone. Most students perceive that academic texts can help their comprehension –13 students—while 4 students do not think that academic texts can support their comprehension in a significant way.

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Up to *Question 4*, we have been dealing with the general notion of the students about academic texts and how prone they are to dealing with them in terms of ways they can get acquainted with their structure and specific vocabulary. Now, in *Question 5*, students' perspectives on the instruction of academic texts will be addressed. Firstly, from their expectations and then from the perspective of the difficulties they may encounter while dealing with an unknown type of text or genre.

Question 5: *How do you think receiving specific preparation on academic texts will impact your performance in college?*

Impact of the study

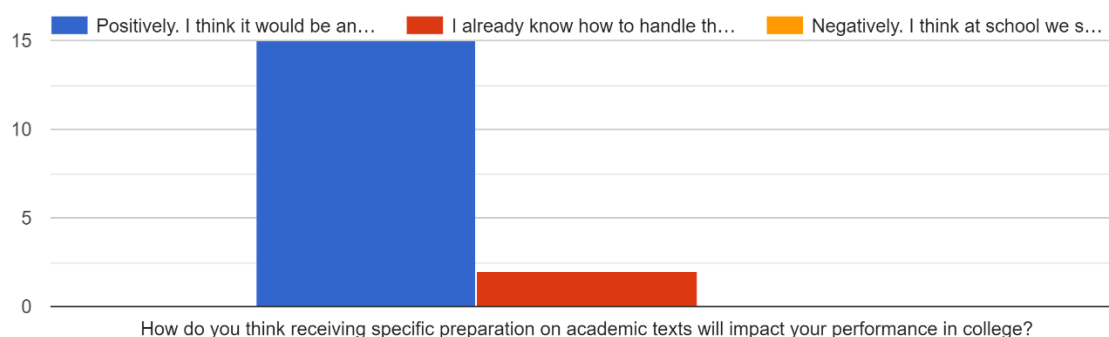


Fig 5: 5th question qualitative study:

The objective of this question was to address the research question more unambiguously. It aimed to find out how students perceived direct instruction on academic texts. The results show that an overwhelming majority think that the study would benefit their future performance when dealing with this kind of text. Most of them, despite knowing that next year, they will receive specific training for the International Baccalaureate, still do not know what it entails specifically from the perspective of how to introduce academic sources: how to cite, how to acknowledge papers, and how to comprehend the content coherently so to include some significant information in a written text produced by them. In this sense, students feel that anything that could enhance their mastery of academic texts would help them to produce their own more confidently.

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Question 6: *What do you think is the most difficult aspect of academic texts?*

Difficulties in academic texts



Fig 14: 6th question qualitative study:

This question intended to know if students perceived vocabulary as the main hurdle in the comprehension of academic texts or if there was another aspect that hindered their comprehension. That is why among the options student could choose vocabulary alone was included or vocabulary plus organization—meaning overall structure—considering that the latter does not bear any resemblance to any text they have read before.

Looking at the results, the aspects of vocabulary only—the blue bar—and vocabulary and organization—the purple bar—hold most of the perceptions of the students, with 5 students each, being acknowledged as the most problematic aspects, while organization only is perceived by 3 students as a difficult aspect. Here, it is identified the fact that vocabulary plays a central role in the access to understanding a text. These results answer the research question “*What are the students’ perspectives towards the instruction of academic vocabulary to improve reading comprehension of academic texts?*” since students were quite unequivocal by choosing the option of vocabulary or vocabulary plus structure. It is worth emphasizing that the choice of vocabulary was spontaneous which proves the role of vocabulary in the access to the comprehension of written texts.

At this point and bearing in mind the general objective of the study, which is to increase students’ academic vocabulary repertoire to improve reading comprehension in academic

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texts, the researcher can validate the posture that the instruction of academic vocabulary can facilitate the comprehension of academic texts apart from providing students with the confidence they need to produce written text, in the light of what they read.

As this is mixed-method research, the following analysis will be based on quantitative information which intends to measure the extent to which an increase of academic vocabulary repertoire impacts the students' reading comprehension skills.

Quantitative analysis:

Pre-test.

The following graphs aim to provide a general picture of the student's performance on the pre-test. This pre-test consisted of five vocabulary questions which were intended to measure the knowledge of vocabulary before the exposure to the text and three content-related questions that students had to answer right after reading the text. The first five questions were selected following these criteria: they were relevant for the content of the text—also known as keywords—and, besides, they are common academic words. The three other questions aimed to identify how relevant knowing—or not knowing—those keywords were for answering them. Thus, from the perspective of the research question, the design of the pre-test aimed for realizing to what extent knowing the meaning of those words influenced the general comprehension of the text.

Insights

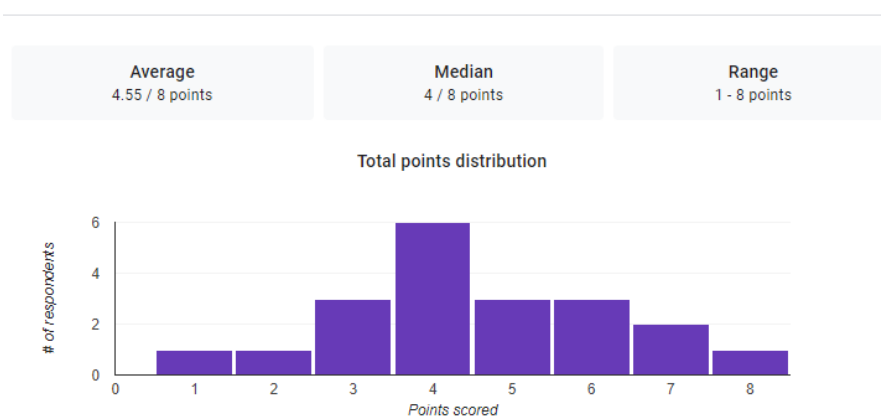


Fig 15: General results from Pretest.

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The graph shows an average of 4 points from a total of 8 points, which in general terms, is a result that demonstrates a low level of competence in the comprehension of vocabulary with isolated words and content of the academic text provided. However, it is worth mentioning that some students got the most answers correct, though no one got a full score. The sub-analysis below will show details on the students' performance regarding vocabulary. Correct answers are signaled in green.

1. *Specific Vocabulary*

Word 1: “Extent”

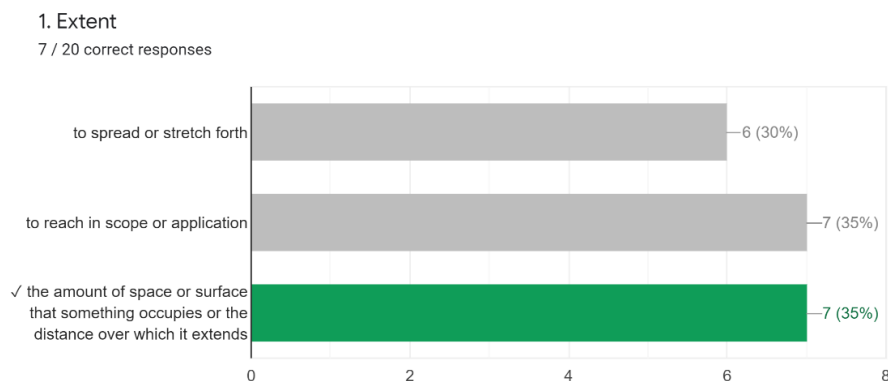


Fig 16: Specific Vocabulary: 1st word

The graph above shows a similar amount of answers among the three choices provided. This result shows that, because of having no context, students resorted to either their mother tongue to figure out the meaning of the word or to the formula: "to some extent", which has been used before in some school texts they have been exposed to before.

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Word 2: “Juxtaposition”.

2. Juxtaposition

13 / 20 correct responses

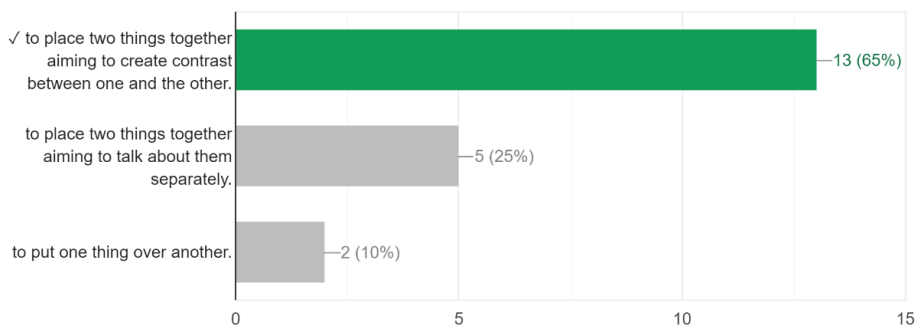


Fig 17: Specific Vocabulary: 2nd word

Most students have already been exposed to this word counterpart in Spanish, where it has a similar meaning and the contexts in which this word is used either in English or Spanish are remarkably similar. As this can work as a cognate, it was easier for students to choose among the other choices provided. It is worth mentioning that students had to discriminate the specific semantic part of the correct definition to identify the correct choice.

Word 3: “To seep (over)”.

3. To seep (over)

12 / 20 correct responses

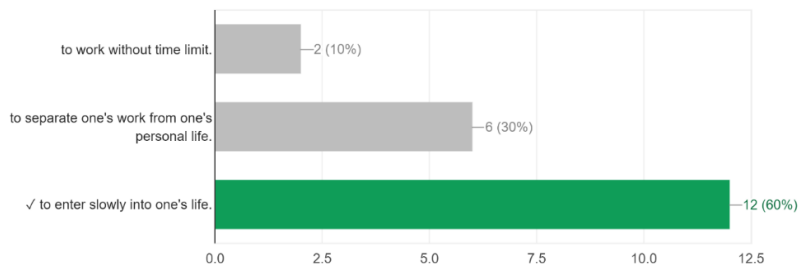


Fig 18: Specific Vocabulary: 3rd word

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In this case, the results show that most of the students got the answer correct (60%), however, a significant portion of the sample chose an option that was opposite to the meaning of the word. When asked about this answer, students said they remembered “to sweep”, which involves the smooth and slow motion of a broom, so it would not make sense to choose a word meaning separation. On the other hand, they also remembered “over” which is also used in contexts where one wants to include someone, which might mean that the students jump to conclusions when trying to convey meaning in words that they think they know.

Word 4: “Avocation”.

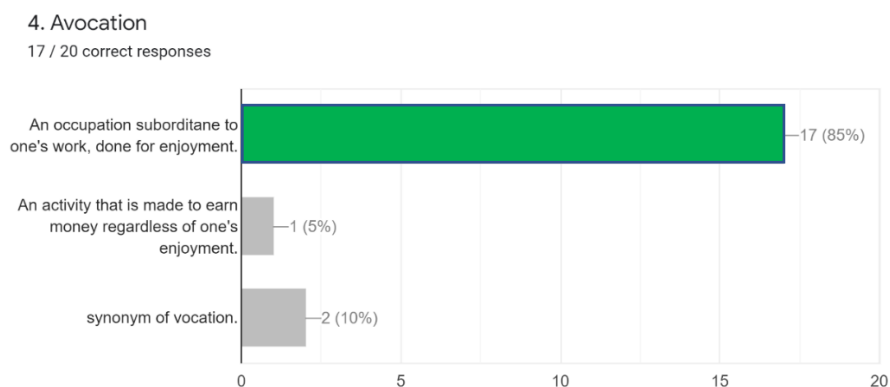


Fig 19: Specific Vocabulary: 4th word

Here, students related the word entirely with vocation. We understand vocation as an activity we enjoy, but we choose to do it throughout our lifetime. In this sense, students took that notion to choose the first option, which is the right one. The latter is demonstrated by the number of people that chose the second option which was related to activities we do not enjoy but we do it to earn money. Avocation is what we usually know as a "hobby". It is also possible that they chose this answer by disregarding the other two, using the vocabulary strategy the use of prefixes.

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Word 5: “Pragmatics”.

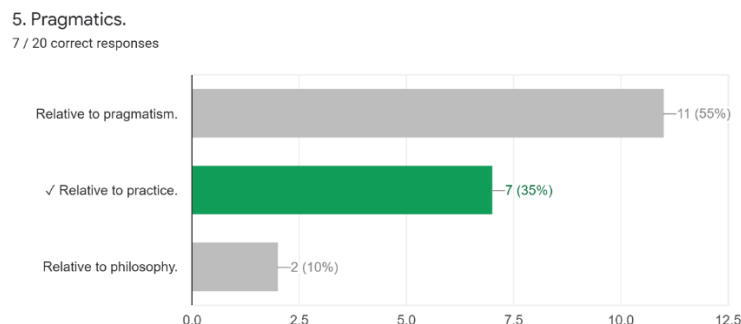


Fig 20: Specific Vocabulary: 5th word

For this word, the results show that 35% of the students got the answer right while a 55% selected a different choice. It is worth mentioning that both choices are remarkably close in meaning, the only difference, in this case, would be an eventual context. The objective of this question was to know how acquainted students were with this word, as it relates to similar terms they should be dealing with in other subjects.

Now that the vocabulary results have been revised, the next section will consist of general comprehension of the text. As it was said before, the objective of this part is to elucidate if the degree of knowledge of the keywords affected the general understanding of the text. To do so, the graphs are going to be presented together so to give a general picture of the answers. The right answers are presented in green.

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2. Text Comprehension.

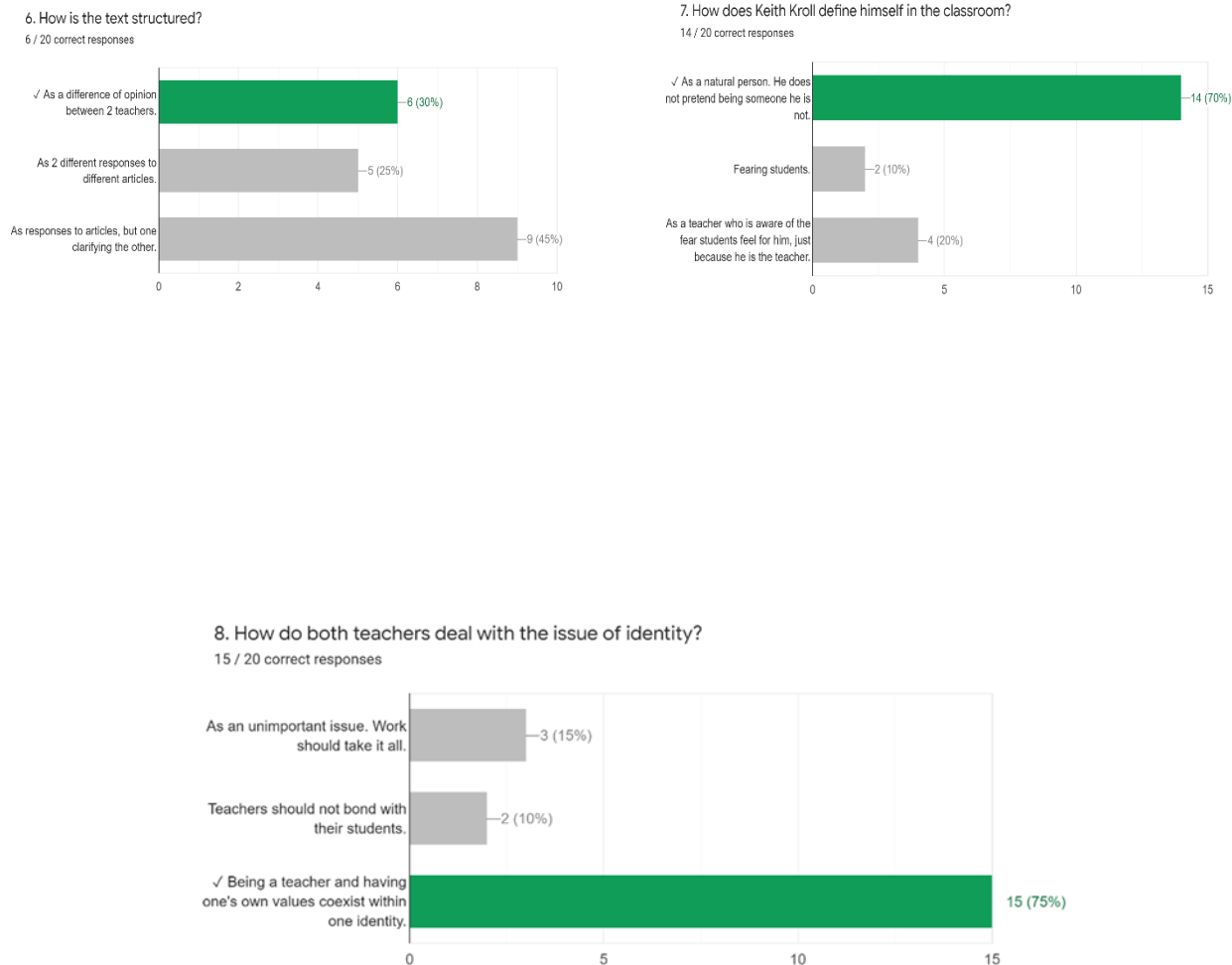


Fig 21: Text Comprehension pretest

As can be seen in these graphs, the general meaning did not get affected by the results obtained in the previous section. Questions 7 and 8 show that most students selected the right answer, while question 6 shows that 30% of the students got the right answer. The latter

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explains, on the other hand, that structure in academic texts is an aspect to work on, not only from the perspective of the form but also from the point of view of the content. The text presented needed to be read fluently to understand its general structure, which was an exchange of points of view between two teachers. In this sense, students, after having taken this pretest, explained that they read the text extremely fast, so they got confused about the tone of the exchange of the writers, a fact that affected their answer. The reason for their quick reading might be due to the lack of time to read the text more carefully, as for the whole session they only had one hour. The latter, although considered at the time of the choosing of the text, may have hindered a deeper comprehension or any students' intention on reading twice what was not clear.

Regarding questions 7 and 8, students could grasp perfectly well the role of one of the writers and the main topic of the reading which was the teacher's identity. In these questions, students got 70% and 75% of the right answers respectively, which shows a good degree of understanding of the main idea of the reading.

These results show that in this stage the knowledge of the keywords or unknown words does not necessarily mean that students did not comprehend the whole text. as it can be seen in the graphs, students were able to answer the questions of comprehension quite successfully, unlike the questions of vocabulary where they had some difficulties.

4.2. Intervention 1: November 16th, 2020. Acting

In this intervention and in the ones that follow, I will be presenting different texts that include the main interests of the students in the light of some themes and symbols studied before in the novel "Lord of the Flies".

The second intervention of this research aimed to present the students with the general structure of an academic text. On the other hand, and according to one of the specific objectives of the study, students were presented with a strategy to infer the meaning of unknown words employing the knowledge of other words in the "neighborhood". The text students were presented was "Individual popularity, Peer group popularity composition, and adolescents' alcohol consumption" by Rob Gommans (2017). The choosing of this text was

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based on the interests of adolescents towards peer pressure and the analysis made some lessons before of the symbolism and main topics of *Lord of the Flies*.

To introduce the topic and engage with students, there was a discussion about what students understood by the concept of peer pressure and their experience. Students were invited to share their experiences and insights about that topic. Later, students have presented a video that showed scientific facts about alcohol consumption enhanced by peer pressure. Students had to watch the video and then answer some questions to confirm understanding and engagement. For this activity, students were provided with a worksheet in google docs (see appendix) which they had to fill and send back. This activity, however, although carefully planned, could not be completed due to time constraints, so as a class, we resorted to discussion and oral participation. Figure 22 shows the first activity.

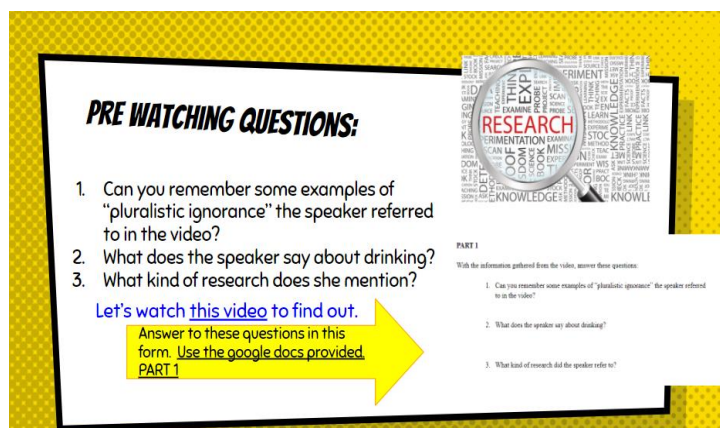
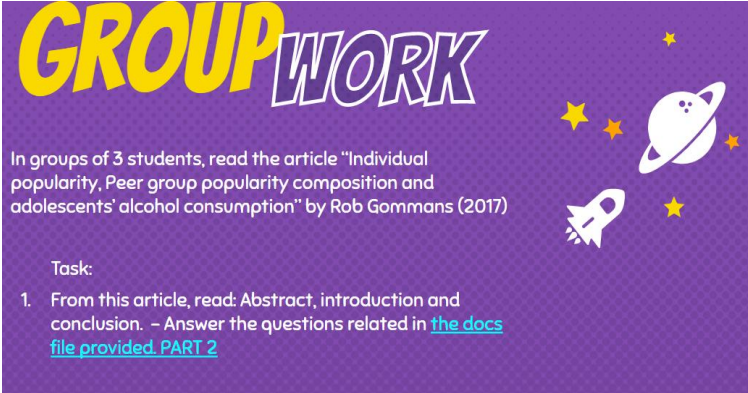


Fig 22: Intervention 1. Pre-watching questions

In the next section, students were shown some graphs that portrayed the alcohol use among teenagers, so they could have a general picture of the content of the text they were going to work with. To do this, they have presented an activity in which they had to fill a worksheet with open questions about the content of the first part of the academic text presented. Due to the length of the article, students were asked to read only the abstract, introduction, and conclusion of the text in groups, so they can have time for feedback and discussion. Figure 23 shows the slide of the instruction given, while figure 24 shows the questions students had to answer.

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A purple rectangular graphic with a white grid pattern. The words "GROUP WORK" are written in large, bold, stylized letters at the top left. "GROUP" is yellow and "WORK" is white. Below the title, there is a paragraph of text and a list of instructions. To the right of the text, there are white line-art illustrations of a planet with a ring, a rocket, and several stars.

GROUP WORK

In groups of 3 students, read the article "Individual popularity, Peer group popularity composition and adolescents' alcohol consumption" by Rob Gommans (2017)

Task:

1. From this article, read: Abstract, introduction and conclusion. – Answer the questions related in [the docs file provided. PART 2](#)

Fig 23: Intervention 1. Content

PART 2

With the information gathered from the reading, answer these questions. You can discuss the answers with your classmates.

1. What do the authors say about the role of peers in the drinking behaviour of adolescents?
2. According to the text, why is it that adolescents positively appraise alcohol consumption?
3. Why do you think that the authors state: "the popularity composition of the group may correlate¹ significantly with individual drinking"?

¹ Correlate: to bear reciprocal or mutual relations.

Fig 24. Intervention 1. Content

In this activity, students had to answer the questions in groups employing discussion, although the answers to them were not achieved by discussion only, they were designed to needing the content of the text. The only question in which students could mix their insights with the content of the text was the third one, in which each group had to explain their answers a bit further. The answers to these questions could be found in the specific parts of the text they had to read. The second part of this intervention was related to vocabulary strategies and to presenting students the general structure of an academic text. This, because students declared structure to be one of the main difficulties along with vocabulary in the understanding of academic texts. The structure was presented to students as showed in figure 17 below:

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

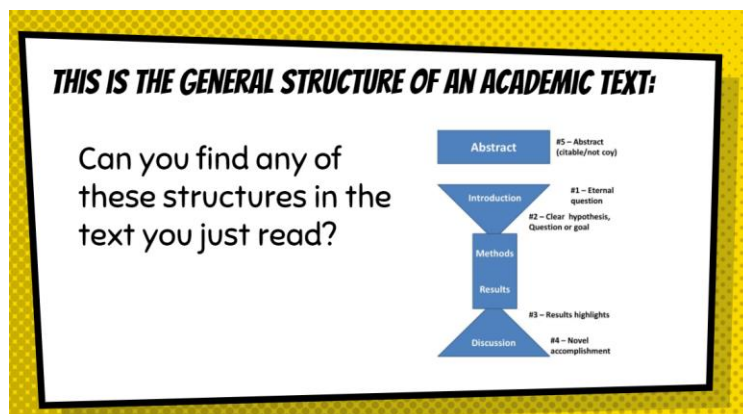


Fig 25. Intervention 1. Structure

Here, students were encouraged to discuss and identify those structures in the text presented. They were also invited to infer the function of each structure, for instance: “what do you think an abstract is for?”. In this case, the answers went from *presenting key vocabulary to give a general view of the whole text without the findings*. To address vocabulary and to serve the second specific objective of this study, students were asked to create their own “graphic organizers”, in which they were supposed to relate familiar terms—not necessarily single words—to the word that was unknown to them. For modeling purposes, students have presented the example shown in figure 26:

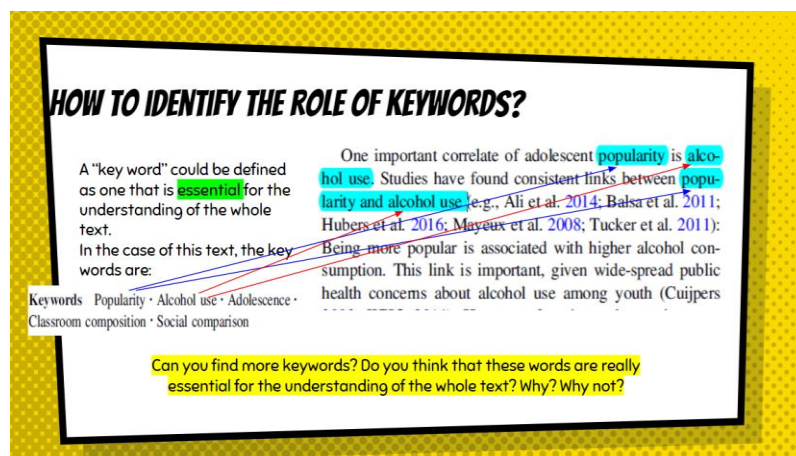


Fig 26. Intervention 1. Structure

Students were invited to think critically about the keywords presented in this text as they wondered if keywords were unknown words or were only essential to their

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comprehension. They were explained that in this specific example, the context, or the words that help us understand the meaning of the extract are the ones that also help the reader define the meaning of the unknown word, thus understanding the meaning of the whole extract. After going through the modeling and exposition of the vocabulary strategy and the structure of the academic text, students were asked to complete a worksheet in groups, which is shown in figure 27 below:

GROUP WORK

In groups, identify the structures that make the text you just read, an academic one.

Part 3.

1. **Is this structure helpful to understand the text?, discuss.**
Also, identify the key words in the parts you read.
2. **Can you find more relevant words? Find at least 2 more.**

PART 3

Identify the structures that make the text you just read an academic one. Follow the example of the structure of an essay.

1. (a)

Structure of an essay	Structure of an academic text
(Beginning): Introduction Thesis statement	(Beginning):
(Middle): Body Arguments	(Middle):
(End): Conclusion	(End):

(b) Is this structure helpful to understand the text? Why/ why not.

2. (a)

Are these words/phrases helpful to understand the overall meaning of the text?
(*Keywords: popularity, alcohol use, adolescence, classroom composition, social comparison*)

(b) Can you find more relevant words? Find at least, two more:

1. _____
2. _____

Fig 27: Instructions and worksheet.

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Unfortunately, and due to technical issues and time with some extra activities related to the school, students could not do these activities using the worksheet they were supposed to write on, instead, all the activities were carried out orally and using the zoom platform (Annotation) for the vocabulary activities in groups. Nevertheless, students showed a great disposition towards the activity and declared that they could use the same strategy not only in English texts but also in Spanish ones.

4.3. Intervention 2: November 16th, 2020. Acting.

This intervention dealt with vocabulary strategies and, specifically, the use of graphic organizers for helping students with the semantic meaning of unknown words.

For this purpose, the article "Effects of abstinence from social media on time perception" by Turel and Cavagnaro (2019) was the text students worked with. As planned in the previous lesson, and due to time constraints, students only read the introduction, since the objective of this intervention was focused on the instruction of the strategy, not on the structure of the text. The whole lesson was meant to be as interactive as possible, so students used PearDeck—a google slides add-on—to work in groups and interact in real-time with the class and the teacher. To start the class and give context to the article, students were presented the question of how the use—or abuse—of social media affects one's time and performance during the day. For this, students watched a video about a YouTuber who challenged himself to be away from social media for 30 days.



Fig 28 Intervention 2. Context.

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To ensure students' attention, some questions were given for them to answer after watching the video:

1. Did this bring any benefits for him? Can you name any?
2. Can someone who makes a living out of the internet be away from social media?

Bearing in mind that one of the specific objectives of this research is to explore strategies that enhance academic vocabulary learning, the ability of inference becomes essential. That is why the activity related to graphic organizers began with students' prior notions of what inference means.

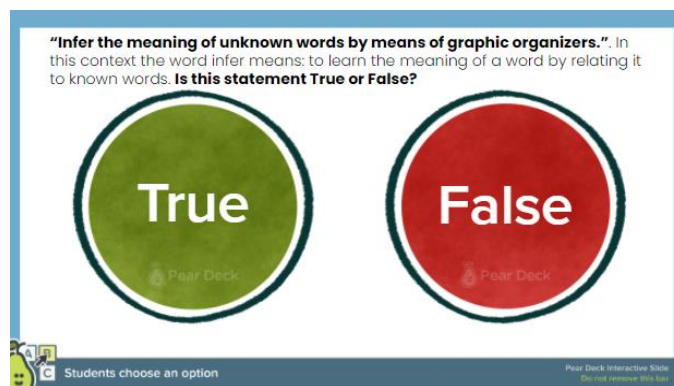


Fig 29: Intervention 2. Inference.

As pointed out before, students only read the introduction of the article, and to get the general idea of the text, they had to read it one time but answering some open questions on general comprehension and inference at the end of each paragraph. Figure 30 below, shows the instruction given to the students:

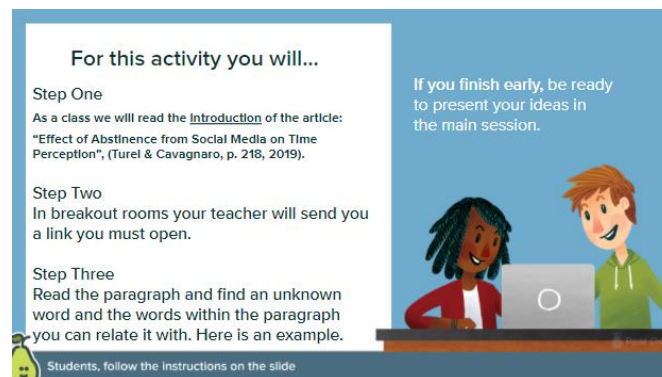


Fig 30: Intervention 2. Instructions.

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After reading, they were divided into five groups to work with the strategy forementioned. To describe the strategy, students were told to find one unknown word and then discover four words in the "neighborhood" that could help elucidate the meaning of the unknown word. To achieve this, some examples were given. Students were assigned one paragraph to work with and 15 minutes to complete the task. Figure 31 below, shows the examples given.

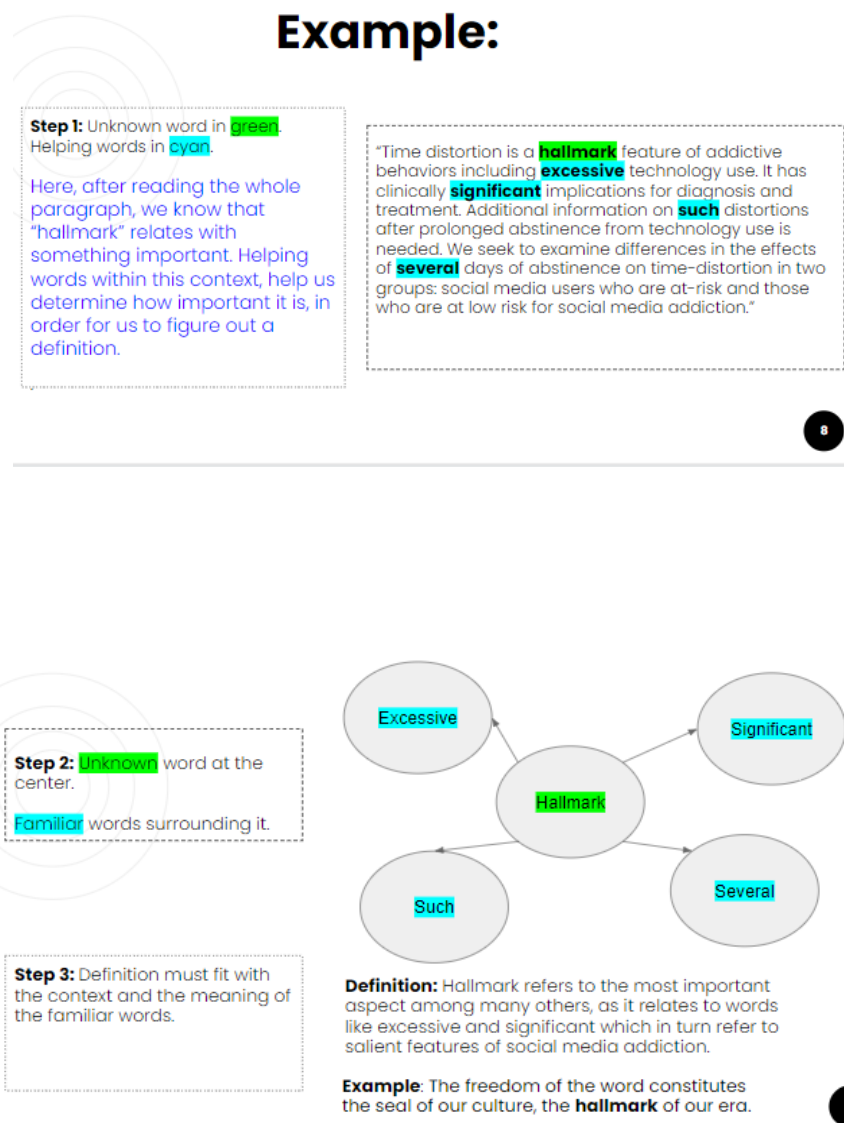


Fig31. Intervention 2. Modeling.

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As shown in figure 31, students worked with the text in groups. The main objective of the activity, apart from complying with the specific objective of the research was to trigger on students the need to resorting to lexical and semantic tools they already master to discover what they are not acquainted with yet. In this sense, the activity presented in this intervention was highly successful since students felt confident enough to use words that at first sight might not seem very related to the unknown words, but in context, made sense (for students) to include them in the definition of the word they did not understand. The intervention that will be next described will provide some of the answers from students in this activity as well as the results obtained for the post-test and their self-perception towards academic texts after participating in these interventions.

4.4.Intervention 3: First part: feedback / Second part stage A and B: November 25th, 2020. Acting

This last intervention was divided into two stages. The first stage was devoted to feedback on the activity carried out in the previous lesson on vocabulary, while during the second stage, students had the opportunity to answer the post-test and the qualitative instrument on self-perception, now, after the interventions. It is worth mentioning, as it was said at the beginning of the second intervention, that this study suffered a one month and ten days delay, which resulted in a reduced number of students attending their class sessions due to fatigue and several evaluations in groups scheduled by other subjects for the last days of class. The latter harmed this study, since from the 17 and 21 students who answered the instruments during the first session, this time only 7 and 11 respectively participated in this stage of the research.

This part of the analysis will consist, in the first place to the description of the feedback given to students on the activity carried out in the previous session. The second stage will be devoted to the analysis of the results obtained in the qualitative and quantitative studies.

Stage A: Feedback

In this first part of the session, the students were asked about graphic organizers as a tool for vocabulary learning. They have presented a slide using the Pear Deck add-on so they could choose the alternative they thought was right.

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Figure 32 below shows the slide and the alternatives presented to students.

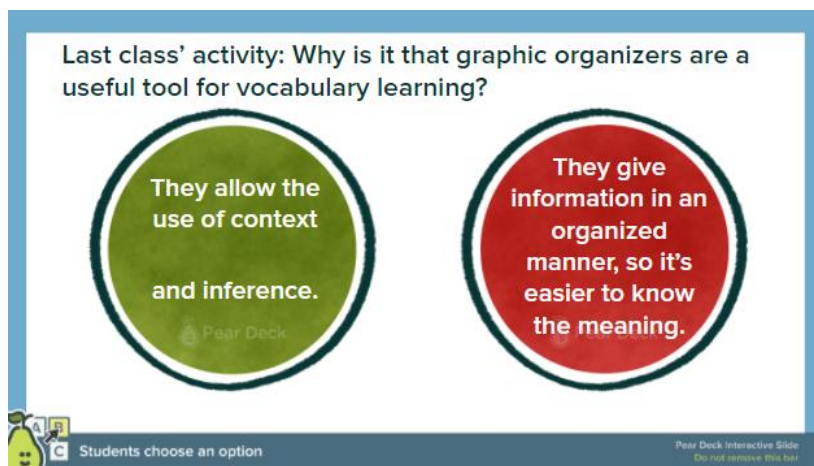


Fig 32: Intervention 3. First part. Interaction

In general, students chose the option in green: "they allow the use of context and inference", which was the right one. This, as they explained later because they understood from the last activity that even if many of the words that helped them get the definition of an unknown word were not related, the context was useful to get the meaning of the word they were not acquainted with. As it will be seen in the next example, —for more examples, please see annex—the central word (the "unknown") is not necessarily related to the helping ones. Students are already familiar with the context of the reading, hence some of those words are helpful to get the meaning even if they are not always semantically related to the new word. Figure 33 portrays the latter in this feedback.

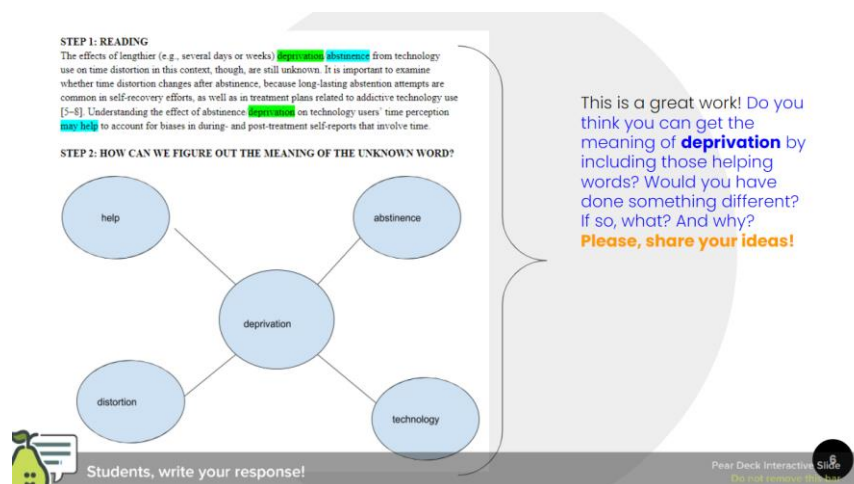


Fig 33: Intervention 3. First part. Feedback

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In the activity above, students chose as unknown the word “deprivation”. Despite being this a word that was used as a synonym (/abstinence), students associated the word not only with its direct synonym but also with the context to find a definition that could be coherent in that specific reading or paragraph. Therefore, they considered the words *help*, *distortion*, and *technology* apart from the evident synonym of *abstinence*. As they related all these words, students could see that the word *deprivation* meant keeping oneself away from the technology of one's own will.

The next stage of the intervention consisted of the analysis of the results obtained in the post-test and student's self-perception towards academic texts after having participated in the intervention.

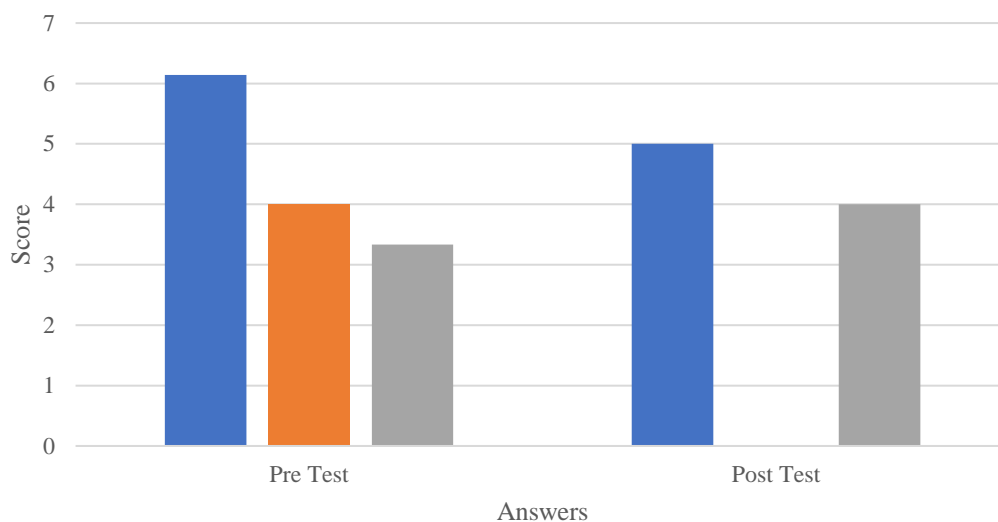
Stage B: Qualitative and Quantitative instruments post-intervention.

This stage will be divided into two parts: the qualitative study, in which students will answer the same questions as the pretest but once they have been in a short training about academic texts, and the quantitative one, in which students will have to answer the same questions they answered in the pretest but counting on what they learned during the intervention. It is worth mentioning that students during the pretest never had feedback and that more than a month has passed between the pretest and posttest.

To remember the results obtained in the pretest, as in this part of the analysis these results are compared to the ones obtained earlier, a comparative table is provided below only with the results of the qualitative study as the questions in the qualitative tests were slightly changed to meet the needs of pre-test and post-test.

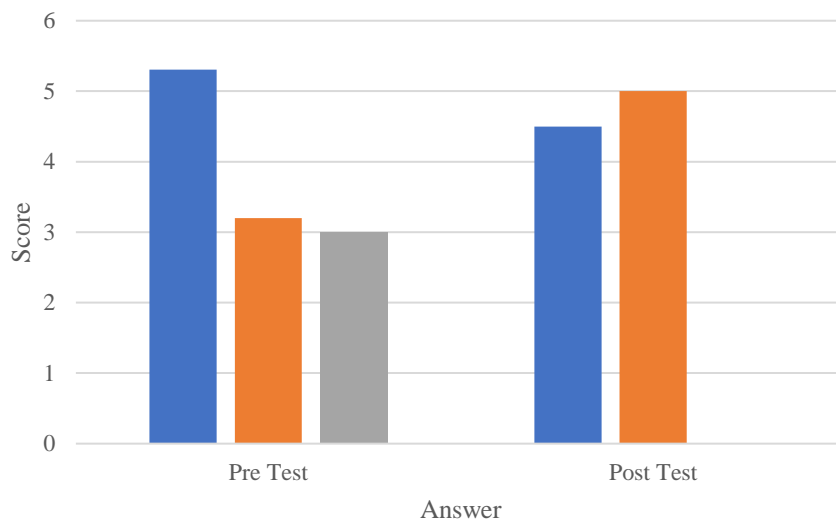
ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

1. Extent



- the amount of space or surface that something occupies or the distance over which it extends
- to reach in scope or application
- to spread or stretch forth

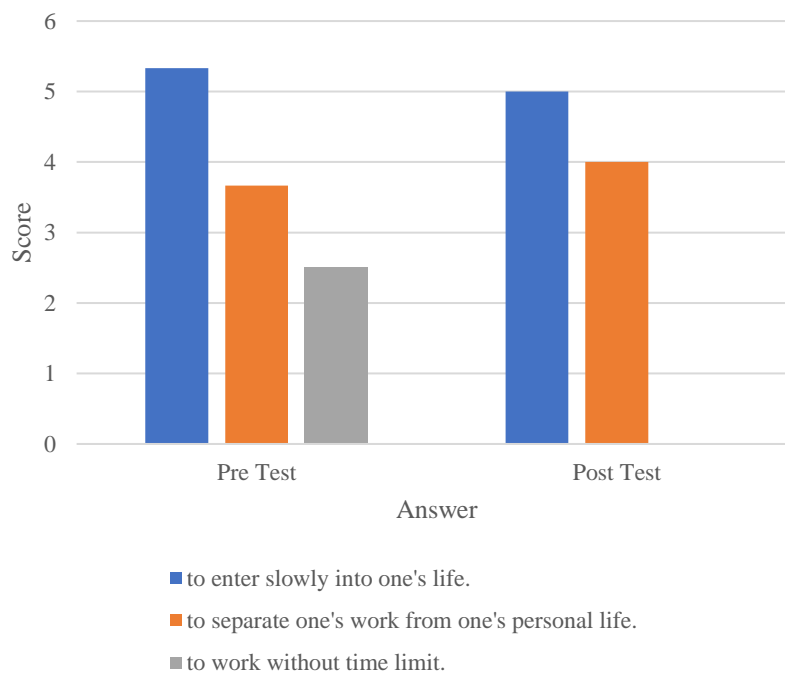
2. Juxtaposition



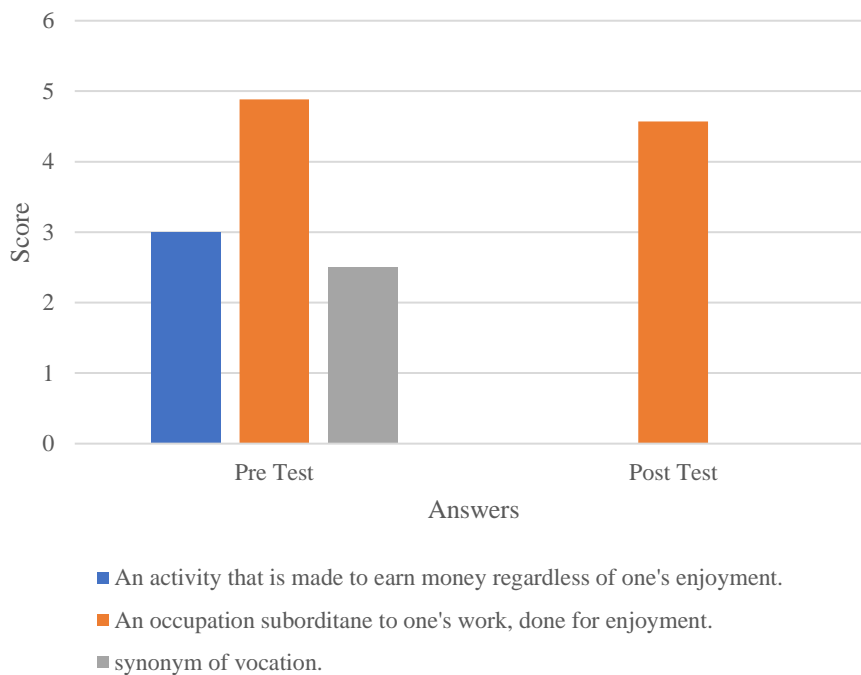
- to place two things together aiming to create contrast between one and the other.
- to place two things together aiming to talk about them separately.
- to put one thing over another.

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3. To Seep (Over)

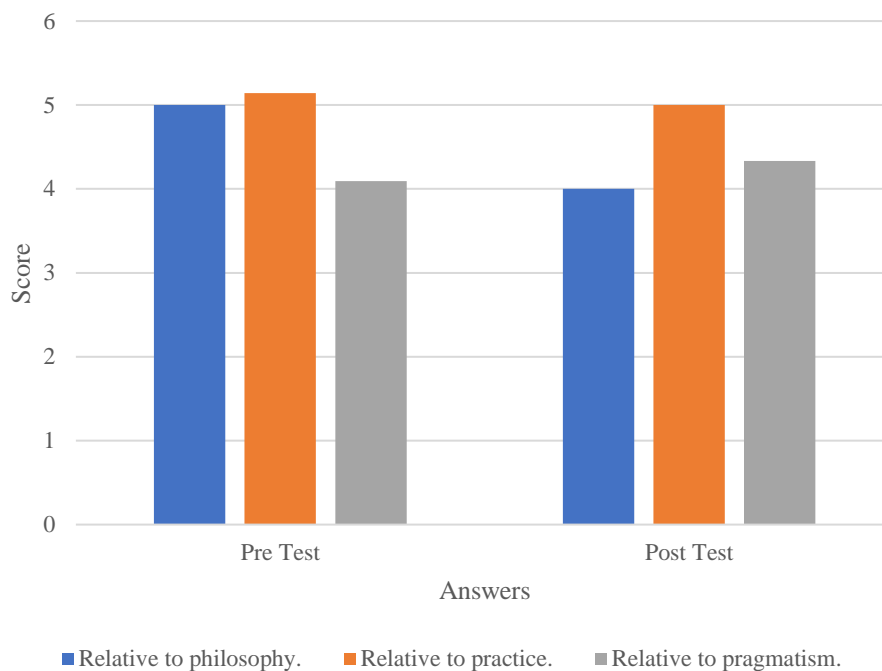


4. Avocation

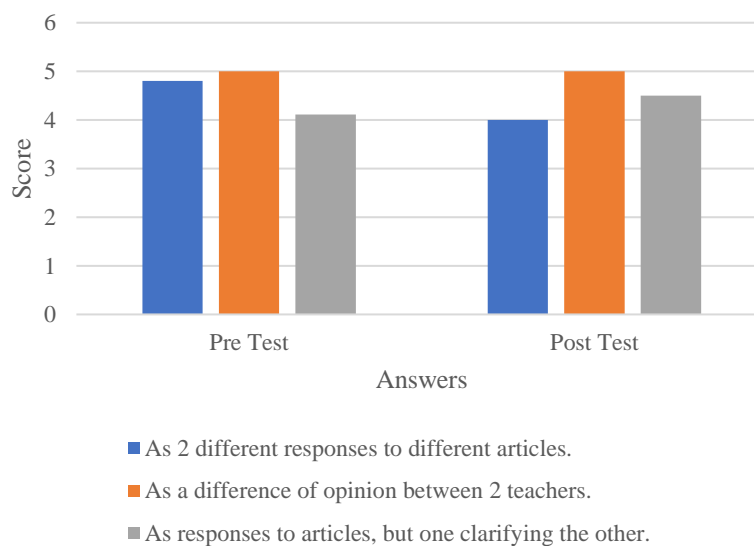


ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

5. Pragmatics

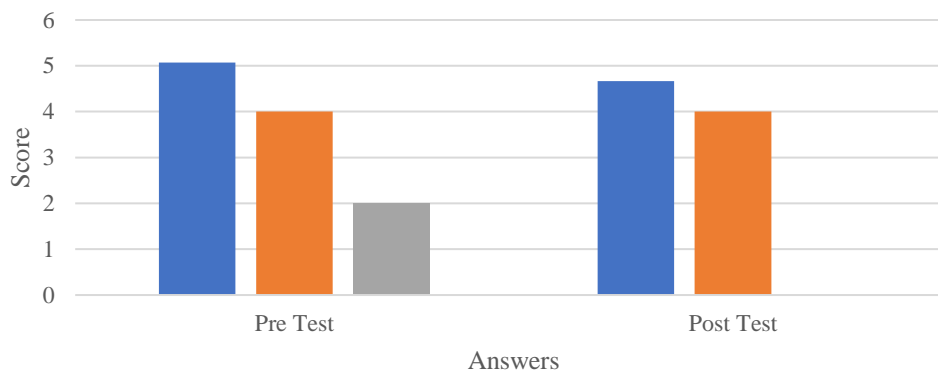


6. How is the text structured?



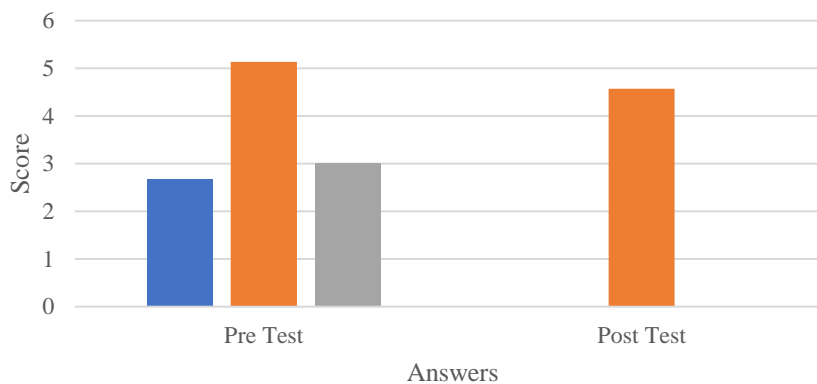
ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

7. How does Keith Kroll define himself in the classroom?



- As a natural person. He does not pretend being someone he is not.
- As a teacher who is aware of the fear students feel for him, just because he is the teacher.
- Fearing students.

8. How do both teachers deal with the issue of identity?



- As an unimportant issue. Work should take it all.
- Being a teacher and having one's own values coexist within one identity.
- Teachers should not bond with their students.

Fig 34. Comparative quantitative results. Pre-test and post-test

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Stage B. 1: Academic text: Self-perception Post-intervention

Question 1: For you, an academic text is:

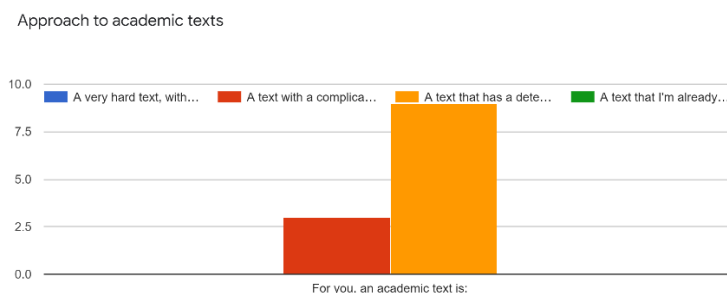


Fig 35. Intervention 3. Second part. Stage A. 1st question Qualitative study

Figure 234 shows that students moved between the choice of the notion of academic text as a complex text because of its vocabulary and structure or a text that without being easy, has a determined structure or vocabulary. Here, the tendency goes clearly towards defining an academic text as a kind of text that needs specific structure and vocabulary—this is to say, that academic texts belong to a different genre, therefore they are structured differently to achieve a purpose—but the difference with the pretest relies on the fact that no one chose the definition of being a "very hard" text, almost unattainable. The instruction received in the interventions showed that students saw that the structure, as well as the vocabulary of academic texts, can be learned and assimilated, so they can focus only on the content of the article or journal they are reading. However, no one chose the alternative that defined academic texts as a text that needs no preparation or training whatsoever, meaning that although they see academic texts as comprehensible ones, they are by no means texts that demand no effort from the reader.

Question 2: Where do you think you will find academic texts as a primary source of reading?

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

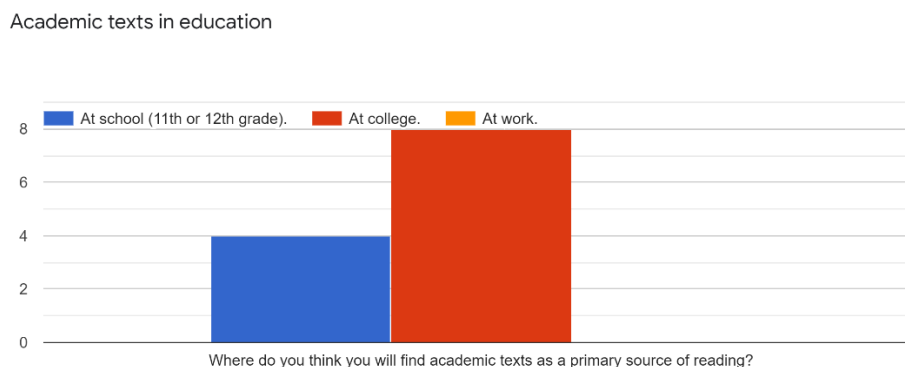


Fig. 36. Intervention 3. Second part. Stage A. 2nd question Qualitative study

Most students chose in the pretest the alternative of “college” as the place in which they would have to read academic texts. This choice took 88% of the preferences, while only 11% chose the school as to where they would have to deal with academic texts as a primary source of reading. It is worth mentioning that while the intervention took place, the school scheduled a lecture about the IB and its Diploma program, which includes some academic reading among its contents, the fact that leads to thinking that students could have changed their perspectives due to this new information. In consequence, in figure 35 a 33.3% of the students chose the alternative of the school as the place in which they will have to deal with this kind of text, whereas a 66.6% chose college.

Question 3: When reading, which of these texts is your favorite?

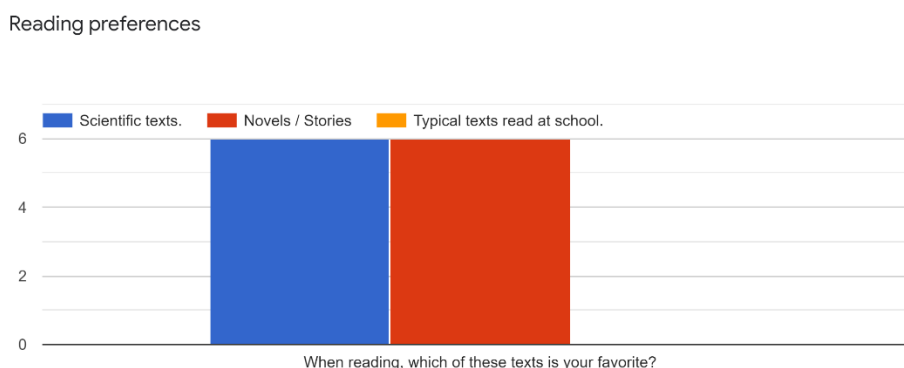


Fig. 37. Intervention 3. Second part. Stage A. 3rd question Qualitative study

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When students answered this question in the pretest, they were not acquainted with what a scientific text entailed. Moreover, they confused scientific texts with magazines like *Popular Mechanics*. After the intervention, students already know the structure of an academic text and they know that within academic texts, we can find articles or journals that are devoted to science, such as physics, mathematics, chemistry, biology, etc., but above all, that most academic texts belong to the scientific community to contribute to knowledge regardless of the field. Considering this, 50% of students chose as their reading preference novels or stories, while another 50% were inclined towards academic texts. this result contrasts with what was obtained in the pretest, which was a 53% of students inclined their preferences towards scientific texts, 49% to novels or stories, while a 5.8% chose the texts they read a school as a reading preference.

Question 4: Would you like to read academic texts to complement your understanding of narrative texts?

This question, as it was also explained in the pretest, aimed to elucidate how willing students were to complement their comprehension of a novel employing delving into a specific theme and reading an academic text about it. In this way, students could feel more motivated towards the instruction of academic vocabulary, the academic text structure, and the content of the reading.

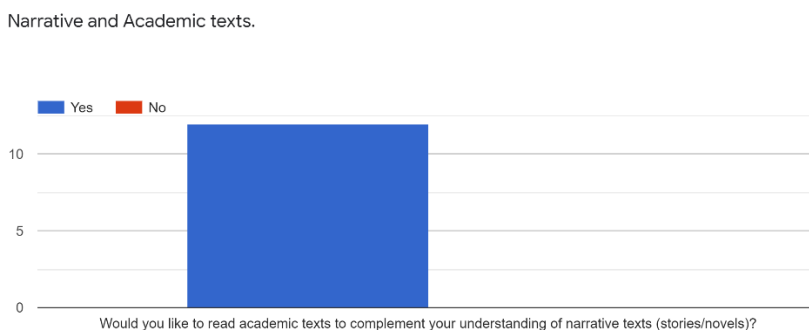


Fig. 38. Intervention 3. Second part. Stage A. 4th question Qualitative study

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In the pretest, question four was answered "yes", by 76.4 % of students who thought it would be positive to complement the comprehension of a novel by reading an academic text, while 23.5% thought otherwise. In the posttest, figure 37 shows that 100% of the students thought that this was positive. This can be explained by the fact that the interventions were planned considering the discussions held when reading "Lord of the Flies", where the two topics of peer pressure, time management, and responsibility were covered as symbols and relevant themes. Students had the opportunity to discuss and read about these topics in a more contemporary manner, as the readings that were chosen for the interventions were quite up to date.

Question 5: Now that you are acquainted with academic texts, how do you think you'll handle them?

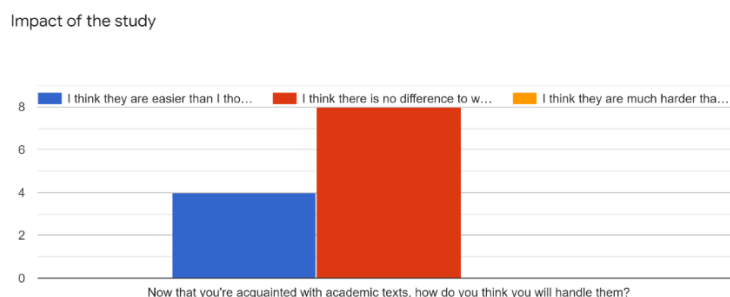


Fig. 39. Intervention 3. Second part. Stage A. 5th question Qualitative study

As the objective of this part of the qualitative instrument in the pretest was to know their perspectives towards the instruction of academic texts before the intervention, this question was different. In the pretest, as it could be seen in the first stage of this action research, this question addressed directly the impact students thought this intervention would have on their performance in college with academic texts. To this question, 88.23% of the students answered that it would have a positive impact while an 11.76% of the students answered that it would not have any impact on their performance because they already know how to work with this type of text. In the posttest, however, the question was changed as students were already familiar with academic texts, and this question aimed to know their perceptions of this type of text and how they think they would handle them in the future.

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Here, 33.3% thought that academic texts were easier than they thought they would be while 66.6% of the students think there is no difference to what they expected from academic texts. It is worth mentioning, that none of the students chose in the pretest that training on academic texts would result in a negative impact or, in the case of the alternative presented in the post-test, none of them answered that academic texts were much harder than they thought they would be. This can show that students feel confident in the instruction they received in the intervention as they state through this result, that they can easily handle academic texts.

Question 6: From what you know of academic texts, which is the aspect you find most difficult?

As in the previous case, the wording of this question in the pretest was different from what was presented in this posttest. The question presented in the pretest aimed to foresee the main difficulty of students when working with academic texts. In that opportunity, as it was already presented in the first stage of this intervention, 29.4% of the students declared as the main difficulty vocabulary only while the same percentage of students chose vocabulary plus the structure of the academic text. The aspects of grammar, content, and organization alone, were chosen by 31.12% of the sample. Therefore, vocabulary only plus vocabulary and structure of an academic text were chosen by 58.8% of the students. Conversely, in the posttest, the question aimed to know if students perceived their difficulties the same way they did in the pretest. Figure 39 shows the perceptions of the students after the intervention:

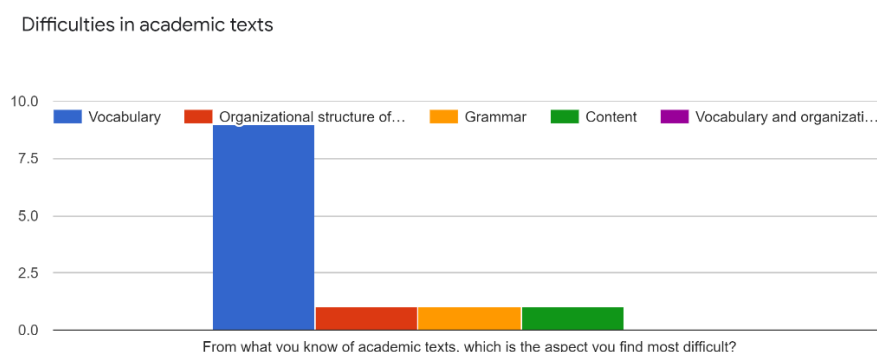


Fig. 40. Intervention 3. Second part. Stage A. 6th question Qualitative study

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In this question, students still recognize vocabulary as the main difficulty. A 75% of the students chose this alternative as the aspect they consider most challenging. However, they perceive the structure of the academic text not as hard as vocabulary, therefore the last choice of vocabulary plus structure did not get any student. This result proves that students although confident in their skills, still feel the need to be instructed on new strategies that can help them comprehend academic texts regardless of how challenging the vocabulary included in those texts can be.

The following part of stage B will show the results obtained in the test taken as a post-test. As it was mentioned at the beginning of this analysis, the instrument applied to this stage was the same students had to answer in the pretest with two months of separation between them. It is worth mentioning that students were never given feedback about the results obtained in the pretest, so the changes presented in this posttest are the result of the instruction received during the intervention.

The first graph will show the overall performance of the group concerning the whole test, while the following ones will show the performance on each of the questions included in the test.

Stage B. 2: Posttest.

Figure 40 below, shows the general performance of the students in this posttest. As mentioned before in the analysis of this research, the last interventions could not be carried out with the same number of students in the pretest because of activities scheduled by the school at the same time this intervention was taking place, therefore, the number of students who could take part in these tests was significantly reduced: of 20 students who took the pretest during the first days of October, only 7 could take this post-test during the last days of November. This analysis of the post-test will consider only 7 students.

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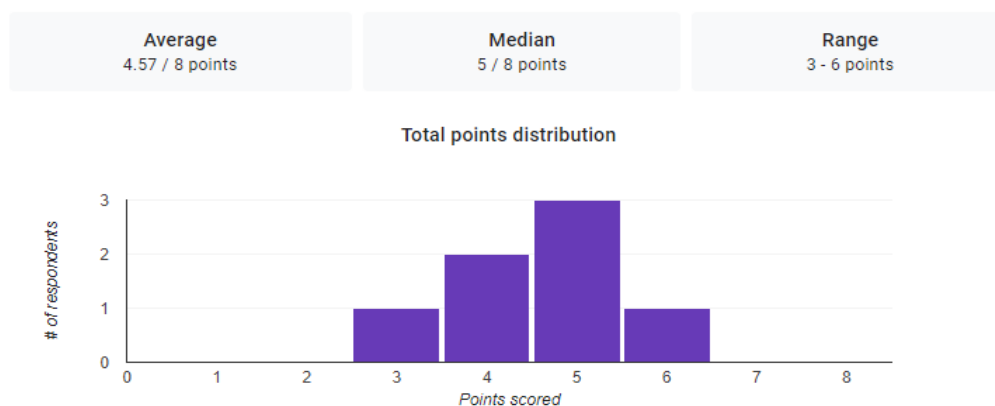


Fig. 41. General results posttest.

As mentioned earlier, this test was the same applied in the pretest. Figure 34 shows that the average of correct answers was 4.57 out of 8 points while the median was 5 correct answers out of 8 total points. The results obtained in the pretest showed an average of 4.55 out of 8 points and a median of 4 points. The latter is a general improvement in the students' performance. However, the results in the pretest show that although the median was lower than in the post-test, there were individual students who achieved better performance. As it can be seen in figure 40, none of the students who took this test achieved a complete score. The maximum score was 6 points out of 8. On the other hand, in the results shown above, none of the students got scores lower than 3, whereas in the pretest some students got between 1 and 3 points.

Next, the results of vocabulary and general comprehension of the text will be presented.

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Specific Vocabulary

Word 1: “Extent”

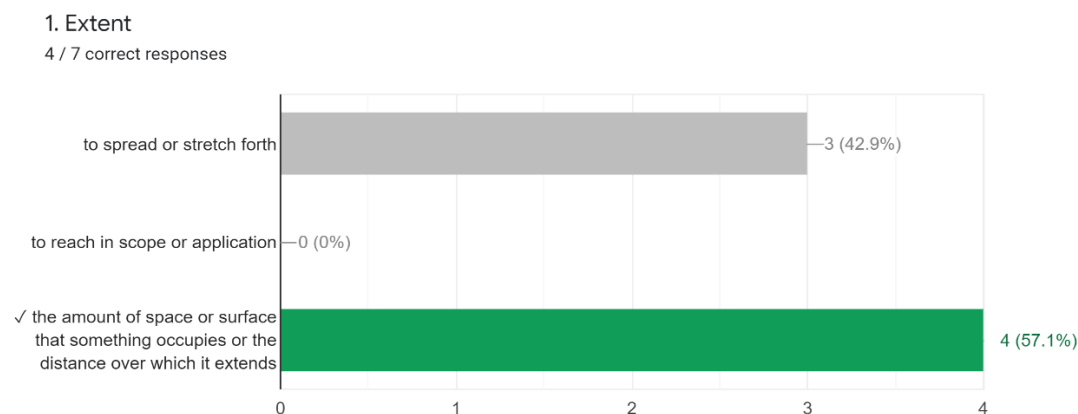


Fig. 42. Intervention 3. Second part. Stage B. Specific Vocabulary 1st word.

The answers of the students in the pretest were for choice A "to spread or stretch forth" 30%, for choice B "to reach in scope or application" 35%, and for choice C "the amount of space or surface that something occupies or the distance over which it extends", 35%. The results obtained in the posttest, however, show a difference. Choice A with 42.9% of the preferences, choice B with 0%, and choice C was chosen by 57.1% of the students.

These results show that students associate the word “extent” with space and extension, in contrast with what happened in the pretest, but they still do not recognize the word “extent” as a noun, as they confused choice A, which, although related in semantic meaning, was not the right one as the word “extent” is a noun.

Word 2: “Juxtaposition”

In the case of “juxtaposition”, 65% of the students in the pretest answered correctly. The rest of the students while getting the notion of two things together still was not the specific semantic part included being considered correct. While here, in the posttest, 85.7%

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of the students answered correctly. Only one student chose another alternative, which, although close, was not the right one.

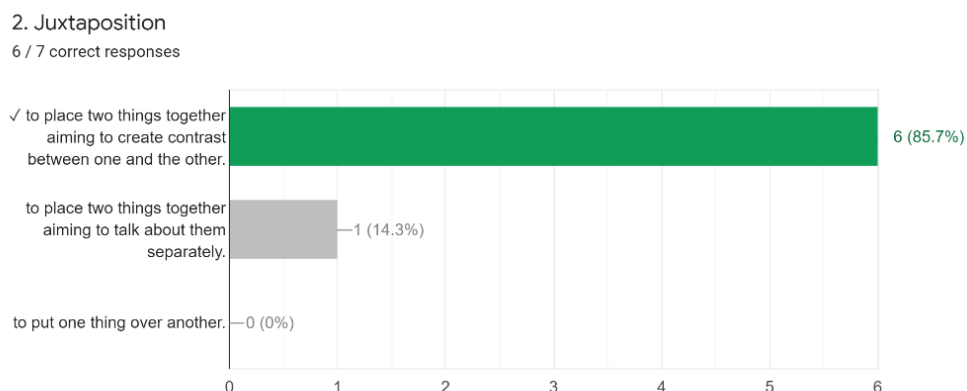


Fig. 43. Intervention 3. Second part. Stage B. Specific Vocabulary 2nd word.

Figure 42 shows how students answered. It is also worth mentioning that none of the students chose the third alternative. This means that the word juxtaposition was not merely understood as to “put two things together” but also, with some context that compels the word to make sense within the article students were supposed to read after.

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Word 3: “To seep (over).”

The definition that was considered correct for this exercise was alternative C "to enter slowly into one's life". Students in the pretest concluded the definition out of presuppositions, resulting in that 60% got the answer correct. Figure 43 shows the result obtained in the posttest for the same word.

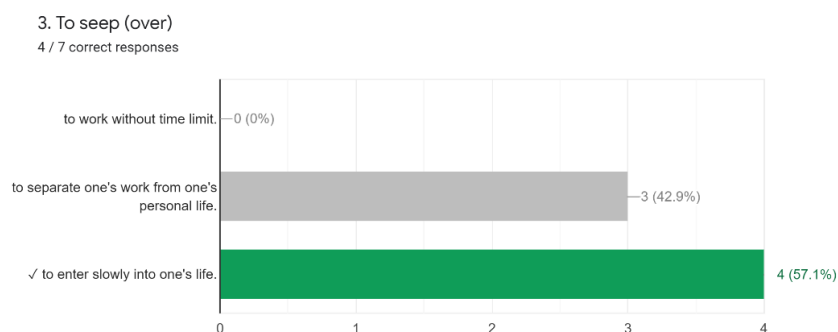


Fig. 44. Intervention 3. Second part. Stage B. Specific Vocabulary 3rd word.

In the posttest, however, only 57.1% got the right answer while 42.9% chose a different alternative. The two choices although semantic opposites still can rise some confusion on students since both relate to things separating or moving towards people, while the first alternative is not related. On the other hand, this might also mean that students related these two choices into one context, as in the interventions. This "analysis" made by students could have led them to confusion since in the pretest they just jumped to conclusions with no previous knowledge of what that word—or phrase—meant.

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Word 4: “Avocation”

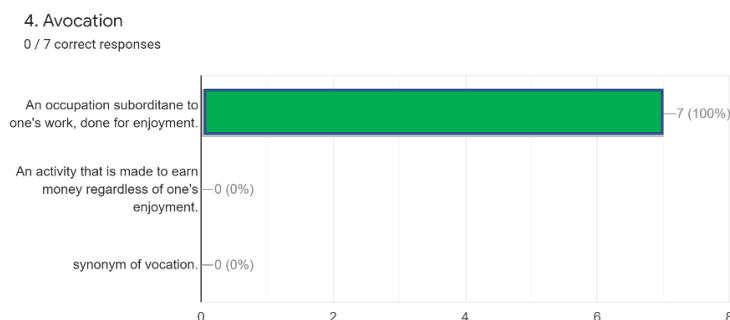


Fig. 45. Intervention 3. Second part. Stage B. Specific Vocabulary 4th word.

For "avocation", students in the pretest related the word to "vocation" and they might have disregarded the other two options due to the use of prefixes and their similarity with the original word. On that occasion, students got an 85% of success while only a 15% chose a different alternative. In the case of figure 44, in the posttest, all 7 students got the right answer. This might be because students realized the semantic meaning of the choices given, in which alternative A is the opposite as alternative B: "An occupation subordinate to one's work, done for enjoyment", while the other was "An activity that is made to earn money, regardless of one's enjoyment".

Word 5: “Pragmatics”

In the pretest, this word showed that students were not acquainted with this word before. Although they knew that in some cases this word can be related to philosophy, just a small group could extrapolate that knowledge to a more specific definition. In the pretest, only 35% of the students succeeded, while 65% chose a different answer. This result can be explained due to the polysemy of the word *pragmatics*, which can be used in more than one context, influencing its semantics. Figure 45 below, shows the results obtained in the posttest for the same word.

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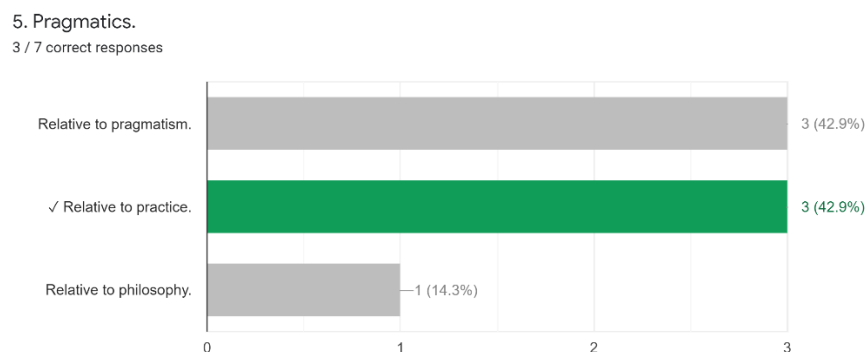


Fig. 46. Intervention 3. Second part. Stage B. Specific Vocabulary 5th word.

Here, 42.9% of the students chose the right answer, while 57.2% chose another alternative. Despite the context provided by the alternatives; this result shows that students still need more context to grasp the right definition of the word.

The next section will explore the results obtained in the posttest in terms of text comprehension compared to what was observed in the pretest.

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Text Comprehension

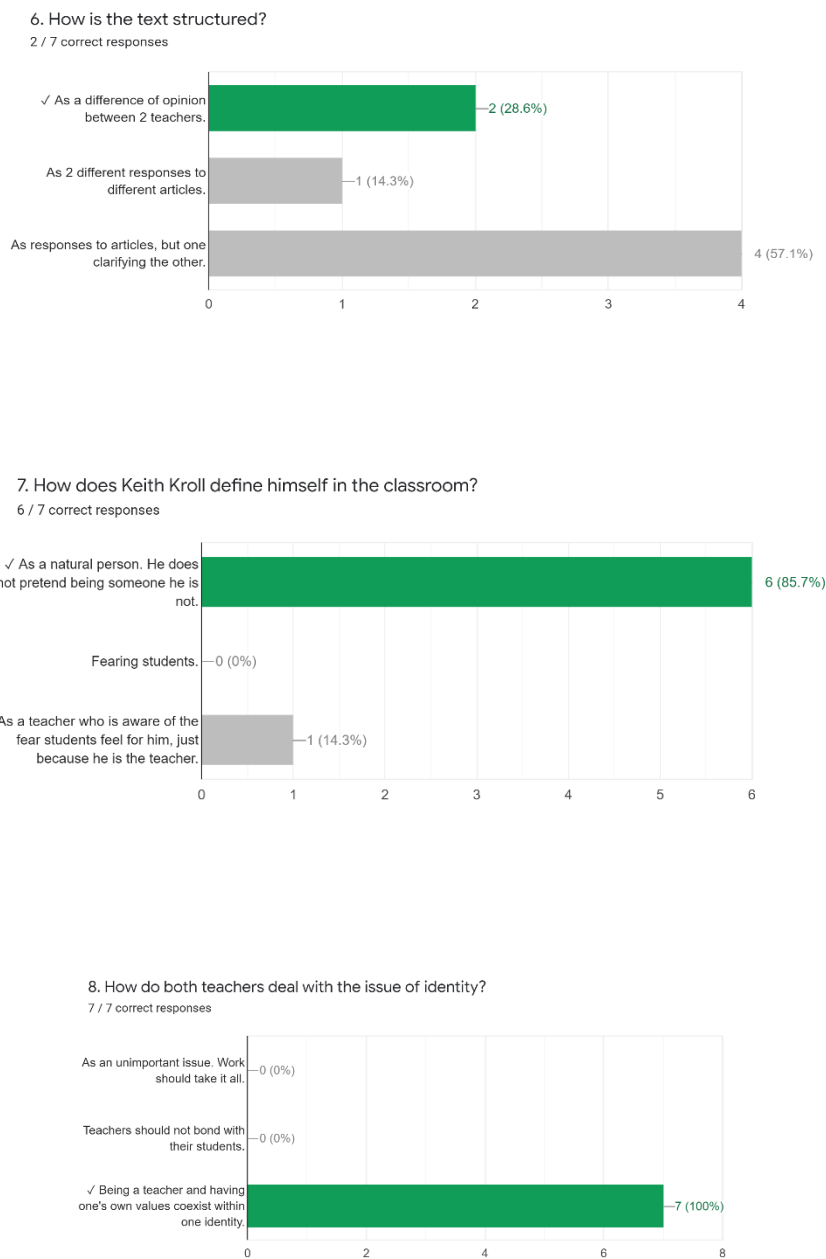


Fig. 47. Intervention 3. Second part. Stage B. Text comprehension.

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The results obtained in this posttest show little difference from what was shown in the pretest. The test that began this research showed a 70% and a 75% of success in questions 7 and 8 respectively, while question 6 showed only 30% of success. On that occasion, the comprehension of the structure of the text was explained because of lack of exposure to texts with a different organization, therefore the strategy students use to comprehend the general idea of the text does not apply to academic literature. Here, in the posttest, despite having included in the interventions the structure of academic texts, students still confuse the general objective of the article, nonetheless, students this time chose the alternative which was closer to the right option. Regarding questions 7 and 8, students by an overwhelming majority chose the right options, showing that they understood the role of each writer and the main topic of the article which was the teacher's identity.

In general, the results of this posttest show an improvement in the specific vocabulary. Students were able to elucidate the meaning of the words by supporting themselves in the context given by the options presented. This strategy allowed them to get the right answer regardless of being exposed to the reading itself. In terms of general comprehension of the article, students show a better performance in terms of comprehension of specific information, while they still struggle if they are presented with a text that contrasts two different points of view, as is the case of the text they worked within these tests (pre and post. (see Annex).

4.5.Discussion: Reflecting on the results obtained.

This section will be devoted to present and interpret the reliability of the instruments employed for this investigation along with the correlation among them. To do this, a statistical analysis carried out using the SPSS software will be provided. On the other hand, the results mentioned in the previous section and the ones on correlation provided by the SPSS will be shown and interpreted so to prove or disregard the hypothesis and research questions posed at the beginning of this research.

To start with, it is important to refer to what was mentioned in the methodology as the results of the FCE MOCK exam were considered for carrying out this study, to

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standardize the materials students would have to read and work with. The results of how reliable this instrument was, are shown in the following chart:

Case Processing Summary

		N	%
Cases	Valid	19	100,0
	Excluded ^a	0	,0
	Total	19	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,965	,966	51

Fig. 48. Cronbach's Alpha MOCK FCE.

As figure 47 shows, the instrument used to measure the level of proficiency of students in reading, shows a good degree of reliability, as its coefficient is 0.965, close to 1.

Reliability Pretest and Posttest:

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,656	,665	6

Fig. 49. Cronbach's Alpha pre/posttest.

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In this case, the coefficient of reliability is "acceptable", though not high, due to the number of items involved. Only 8 items were included since the time for applying the instrument was quite reduced.

The quantitative part of this investigation was based on the idea that if there was an improvement in academic vocabulary in students, this would have a positive impact on their reading comprehension skills. Through the analysis carried out in the previous section, we could see that there was an impact and students also referred to their need to be trained on this matter. However, in quantitative terms, this impact is not as significant as in qualitative terms. Figure 49 shows the results that support this statement:

Correlations

		VI	VD
VI	Pearson Correlation	1	,452 [*]
	Sig. (2-tailed)		,046
	N	20	20
VD	Pearson Correlation	,452 [*]	1
	Sig. (2-tailed)	,046	
	N	20	20

^{*}. Correlation is significant at the 0.05 level (2-tailed).

Fig. 50. Correlations.

The coefficient for the dependent variable in terms of the independent one is 0.452. This result belongs to the group between $0.6 > X > 0.4$ where the coefficients have a moderated impact. The latter means that the effect of academic vocabulary on reading comprehension might be positive but not necessarily determines the whole comprehension of the text. In qualitative terms, though, as it could be seen in the results obtained from the survey applied to this sample of students, they declare that increasing their academic vocabulary repertoire would help them in terms of motivation and self-confidence as well as they could read an article or journal focusing more on its content than on the words they are not acquainted with.

These results might suggest a contradiction to what Kelley et al. (2010), stated: "academic vocabulary instruction should be incorporated into standard practice to improve language skills and consequently boost reading comprehension for struggling readers" (p.5),

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as the numbers did not show a significant impact, nonetheless, this statement also refers to incorporate this knowledge into the standard practice, as we may interpret that the results are likely to change more significantly in the long run. In this sense and referring to what Martinovic (2013) also suggested about the relationship existing between vocabulary knowledge and reading comprehension, it is possible to say that in these interventions, students demonstrated an active participation and eager interest regarding the topics that were treated in each of the sessions. This attitude generated rich conversation and genuine interest in reading academic texts as a means to expand their knowledge about any topic. According to Martinovic (2013), "when students have a greater in-depth knowledge of the language and context, they have a better understanding of what they read." (p. 7).

These results should be taken into account considering the external scenario in which this research was carried out. The scarcity of time compared to the regular schedule, forced to reduce the length of tests in the interventions—which directly affected the reliability of the instrument of this research—as well as it demanded from the researcher and the students more intense sessions with very little opportunity for feedback and comments. Regarding the research objectives, this lack of time resulted in very few sessions in which it was possible to teach the strategies for improving academic vocabulary through graphic organizers, as this strategy demands not only modeling how to organize the words but also giving feedback to students so they can assimilate the strategy. On the other hand, and as it was mentioned earlier, the sample was seriously affected in number as the school scheduled different activities for the dates in which the interventions were organized. This jeopardized students' motivation and disposition as the interventions of the last overlapped with the last evaluations of different subjects. Due to this, the results obtained especially in the posttest limit the generalizability of this research. However, these limitations were all tackled by different methods, as group work and oral participation when students showed problems with the document uploaded to their platform or they needed more clarification about the requirements.

As the class interventions of this research were carried out mostly in groups, it is beyond this study to show results about the particular reading performance of students who may present a learning disability or who struggle more than others with reading

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comprehension. Thus, future studies should consider some methods that address the needs of students who present more difficulties in reading comprehension as well as making relations among words, or students who have not had the chance to study in a bilingual environment.

Chapter 5: Conclusions and final considerations.

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This research aimed to answer this question *How increasing the knowledge of academic vocabulary can lead to improving reading comprehension skills when it comes to academic texts?* to answer this question in light of the results we obtained in this investigation, it can be said that increasing the knowledge of academic vocabulary has a positive impact on reading comprehension skills. This positive effect can be seen in the way students take advantage of the words learned to comprehend a text more profoundly and have their own opinion about it. As it could be seen in the discussion of this research, in the short run, the impact is not very significant, while when students are asked about the effect of knowing or not knowing the words involved in an article—such as keywords, for example—they declare they would feel much more confident in their reading process.

While the size of the sample limits the generalizability of the results, this approach provides new insight into the importance of including academic vocabulary instruction in the standard curriculum, as a way to prepare students to face the challenges that their life after their school education would entail. This is not only for students who choose college as their main preference after finishing their school life but also for many other students with a genuine thirst for knowledge and who want to dig deeper into their disciplines. Some of the results shown in this research clarify that the answers of the students were very influenced by what they expect from the future, regardless of what they want to study or if they want to go to college. In this sense, it is important to mention that the instruments that were employed in this research gave students the chance to honestly answer what they wanted and how they felt towards their reading process and intellectual needs once they finish their school life.

Based on these conclusions, practitioners should consider the investigation about academic vocabulary and academic texts to include this into the standard teaching practice. There are educational institutions that can directly benefit from this type of research, as the school this research was carried out, in which students take the IB Diploma and need to have some knowledge of how academic texts are structured, how to read them comprehensively and for that, they need some academic vocabulary instruction to feel more confident and create their thinking.

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At this point, it is important to go back to the research questions that were central in this investigation and find out how they were answered. The first question referred to the impact that an increase in academic vocabulary repertoire would have on the reading comprehension skills of academic texts. This question was answered by applying a quantitative instrument on students, which resulted in a positive impact while not crucial or decisive. The correlation index delivered by the SPSS resulted in a coefficient of 0.452, which shows a positive effect while moderated, which means that despite the positive effect of the increase of academic vocabulary on reading comprehension, this factor does not necessarily determine the general comprehension of the text. However, the impact of this quantitative coefficient appeared to be quite different from what was obtained in the qualitative part of this investigation. For this qualitative part, the question to be answered referred to the students' perspectives towards the instruction of academic vocabulary to improve reading comprehension of academic texts. Here, students showed great concern when asked about their performance in reading comprehension of academic texts, especially in vocabulary. As it could be seen in the posttest, students although having had some training in academic vocabulary literacy, still do not feel confident enough to face an academic text if they are not entirely acquainted with its vocabulary. This was demonstrated when asked about the *main difficulty when facing academic texts*, where 75% of the students chose the alternative “vocabulary”, over everything else.

As it could be seen, the impact of the explicit instruction of academic vocabulary to understand academic texts, may not be as statistically significant on students' reading comprehension, but it could have a more considerable effect on students' confidence when handling an academic text. The teaching of new strategies which enabled them to take advantage of the words they already know to unravel the meaning of new words cooperated on giving students more confidence, nonetheless, they still feel the need of being trained more often and deeper on this, as they know that this kind of text will be the one they will have to deal with during most of their college life.

In terms of the objectives for this investigation, these were split into qualitative and quantitative in light of the mixed nature of this research. The general objective for the quantitative part was to measure the impact of increasing academic vocabulary repertoire on

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reading comprehension skills. The general objective for the quantitative part was achieved by the application of the quantitative instrument and the following analysis through the SPSS software, which delivered the results already discussed in these conclusions. Regarding the specific objectives of this quantitative part, first, we considered the assessment of students' reading comprehension skills of academic texts before the intervention, second the assessment of students' reading comprehension skills of academic texts after the intervention, and lastly, the comparison of both results, pre, and posttest, in reading comprehension of academic texts. All these objectives could be achieved using the application of the quantitative instrument and its following analysis in Google Forms. Regarding the last specific objectives, the comparison between pre and post-test and the correlation between academic vocabulary and reading comprehension skills of academic texts were carried out using the SPSS software and the information delivered by Google Forms. In the process of assessment of students' reading comprehension before the intervention, it was possible to find out that students, despite their lack of knowledge of specific words, were able to understand the overall meaning of the text. Once the intervention was carried out, however, the results of reading comprehension were not significantly changed, nevertheless, students knew more specific words related to the content of the text, which gave them the chance to express their understanding of the content more profoundly but did not show a substantial effect in the general comprehension of the text.

The general objective for the qualitative part was to explore strategies that enhanced academic vocabulary learning, which can work towards an improvement on the comprehension of academic reading tasks. Here, students had the opportunity to use semantic mapping using graphic organizers to use their background knowledge in favor of the words they did not know. This strategy was greatly valued by students, since, as they declared after the interventions were over, it enabled them to continue reading without losing the thread and the content of the text, giving them more confidence to understand the whole idea. As for the specific objectives, the first one was to identify students' initial perception of reading academic texts in the classroom before the academic vocabulary instruction. Here it could be seen, as detailed in the analysis, that students showed their concern not only about vocabulary but also about the structure of an academic text. After having answered the first

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survey, they expressed that as they were never faced with an academic text, their main concern was to understand the structure as they did not know the objective of each part of the academic text, which along with the hurdle of facing unknown vocabulary, made them insecure and doubtful of their abilities when reading a text with these characteristics. The second specific objective was to describe students' final perception of reading academic texts after the academic vocabulary intervention. Regarding this last point, students declared to feel more confident when confronting an academic text, as they were shown its structure and had the opportunity to work with an academic text, individually and in groups. They could make sense of the parts of an academic text and also, had the chance to explore the reasons behind including an abstract, an introduction, and the importance of format for the academic community. Despite having cleared most of the doubts regarding structure, they still declare the necessity of being trained in vocabulary. This because, as students themselves say it, knowing more specific words not only helps them understand the main idea better but also helps them in the process of analyzing the text, which can cooperate whenever they need to write a summary or a paper on an academic text they read in college.

This research may have helped to raise the need of incorporating reading comprehension of academic texts and academic vocabulary instruction in the current curriculum. The latter because of what students expressed, in the sense that they still do not feel ready to face the challenges of the university despite studying in a bilingual school. This is why it could be useful to continue this research when students are in 11th and 12th grade to measure similar results as a longitudinal study to have more certainty of the real impact that an academic vocabulary instruction would have in reading comprehension skills in academic texts.

Chapter 6: Bibliographic references.

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Chapter 7: Annexes

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

7.1 School's consent.

Santiago, 30 de septiembre 2020

Sr(a).
Patricia Neira Everard
Director
Bradford School
Presente

Estimada Sra. Directora:

En calidad de investigador responsable me dirijo a usted para invitar a miembros de su escuela a participar en mi estudio **“Instrucción de vocabulario académico para la mejora de la comprensión de lectura de textos académicos en estudiantes de Segundo año de Educación Media”**. Se trata de un proyecto de tesis de Magíster con potencial impacto educacional, que se propone generar innovaciones en la comprensión de lectura para alumnos con un nivel de inglés B2 a la luz de su inminente entrada en la educación superior.

El objetivo general de la investigación es entregar herramientas y estrategias para la mejora en la comprensión de lectura de textos académicos a través de la instrucción explícita de vocabulario académico.

El proyecto considera la participación de los profesores de inglés responsables de los grupos de segundo año de Educación Media y sus estudiantes.

Este estudio se llevará a cabo a partir del día 7 de octubre hasta el día 4 de noviembre del año en curso. Se programará en cuatro intervenciones, siendo la primera la aplicación de una encuesta de índole cualitativa más un cuestionario que recogerá información cuantitativa previo al inicio de la investigación-acción. La segunda y tercera intervención consistirán en la implementación de la investigación y la cuarta instancia consistirá en la aplicación de una encuesta cualitativa y cuestionarios cuantitativos para verificar el impacto de la aplicación de la investigación.

Se adjuntan fechas de la intervención:

Primera intervención 7 de octubre

Segunda intervención 14 de octubre

Tercera intervención 28 de octubre

Cuarta intervención 4 de noviembre

- Nota: Estas fechas podrían variar según el desarrollo de la investigación y otros posibles factores externos.

Para llevar a cabo lo anterior, la participación en el estudio implica apoyar la realización de las siguientes acciones: participación en encuestas de orden cualitativo y cuestionarios antes y

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

después de realizada intervención más la implementación del estudio a través de clases zoom de 1 hora por 4 semanas consecutivas los días miércoles.

Para garantizar la correcta conducción del proyecto, cumpliendo los requerimientos éticos de la investigación con personas, a todos los actores invitados a participar se les solicitará su consentimiento informado antes de involucrarlos en el estudio.

Frente a cualquier duda que le suscite la participación en este proyecto, Ud. podrá contactarse conmigo como investigador responsable Ximena Dolores Elgueta Pizarro, xdelguet@uc.cl, tel 9-74843495. También podrá contactarse con la profesora guía de esta investigación, Sra. Leyla Lobos Vásquez al mail lklobos@uc.cl.

Agradezco de antemano la acogida y valioso apoyo que usted pueda brindar a este proyecto.

Saludos cordiales,

Ximena Elgueta Pizarro
Investigador Responsable
Estudiante Magíster Lingüística Aplicada al Inglés como Lengua Extranjera.
Pontificia Universidad Católica de Chile

AUTORIZACIÓN

Yo _____, Director de _____, autorizo y apoyo la participación de este establecimiento en el proyecto “Instrucción de vocabulario académico para la mejora de la comprensión de lectura de textos académicos en estudiantes de Segundo año de Educación Media”. El propósito y naturaleza de la investigación me han sido explicados por investigador responsable, Sra. Ximena Elgueta Pizarro.

Para efectos de dar curso a esta autorización, el investigador responsable cuenta con la certificación previa de un Comité Ético Científico que corresponde de acuerdo a la normativa legal vigente.

La investigación constituirá un aporte al conocimiento y al ejercicio de la docencia en la lengua inglesa, impactando en los aprendizajes y en el desarrollo de habilidades socioemocionales de los alumnos.

Me han quedado claras las implicancias de la participación de nuestro establecimiento en el proyecto y se me ha informado de la posibilidad de contactar ante cualquier duda al investigador responsable del estudio Ximena Elgueta Pizarro, xdelguet@uc.cl 9-74843495 o al Comité Ético Científico de Ciencias Sociales, Artes y Humanidades de la Universidad Católica, cuya presidenta es la Sra. Inés Contreras Valenzuela, e-mail de contacto: eticadeinvestigacion@uc.cl , teléfono: 223541047.

Nombre del Director: _____

Firma del Director : _____

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

Fecha : _____

(Este documento se firma en duplicado, quedando una copia para el Director del Establecimiento y otra copia para el investigador responsable)

7.2 Informed consent: letter to parents and students.

FORMULARIO DE CONSENTIMIENTO INFORMADO

Instrucción de vocabulario académico para la mejora de la comprensión de lectura de textos académicos en estudiantes de Segundo año de Educación Media.

Ximena D. Elgueta Pizarro

Facultad de Letras

Usted ha sido invitado a participar en el estudio “Instrucción de vocabulario académico para la mejora de la comprensión de lectura de textos académicos en estudiantes de Segundo año de Educación Media” a cargo del investigador Ximena Elgueta Pizarro. Esta investigación se enmarca dentro del Trabajo Final de Graduación del Magíster en Lingüística Aplicada al Inglés como Lengua Extranjera (ILE) de la Facultad de Letras de la Universidad Católica. El objeto de esta carta es ayudarlo a tomar la decisión de participar en la presente investigación.

¿De qué se trata la investigación científica a la que se lo invita a participar?

Se invita a participar a los estudiantes de Segundo año de Educación Media de un estudio que pretende a través de la enseñanza específica de vocabulario académico y de la estructura de un texto académico, mejorar la comprensión de lectura de los textos de índole investigativa.

¿Cuál es el propósito concretamente de su participación en esta investigación?

Usted ha sido convocado por la etapa escolar en la que se encuentra y su formación en la lengua inglesa.

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

¿En qué consiste su participación?

Participará a través de encuestas y cuestionarios online que consistirán en formulario en formato Google forms y clases sincrónicas a través de la plataforma Zoom. Estas consistirán en dos encuestas de opinión: una antes y otra después de implementado el estudio; más dos cuestionarios para estudios cuantitativos uno antes y otro después del estudio.

¿Cuánto durará su participación?

Cuatro horas cronológicas, considerando las dedicadas a la resolución de las encuestas y cuestionarios antes mencionados. Las intervenciones serán expositivas los días miércoles.

¿Qué beneficios puede obtener de su participación?

Los beneficios directos previsibles y potenciales de este estudio para usted son manejar una mayor gama de herramientas estratégicas y lingüísticas para una mejor comprensión de lectura de un rango de textos de mayor complejidad en la lengua extranjera. Por otro lado, usted estará contribuyendo al conocimiento en el área de la lingüística y eventualmente a la inclusión de diferentes planes de aprendizaje para generaciones venideras.

¿Qué riesgos corre al participar?

Al participar en este estudio, usted se verá enfrentado a textos no conocidos con anterioridad, lo que podría derivar en frustración en una primera instancia.

¿Cómo se protege la información y datos que usted entregue?

Su participación será completamente anónima. Sólo la investigadora tendrá acceso a su información y no le pedirá en ningún momento datos personales. Las encuestas, así como los cuestionarios no almacenarán ni su nombre ni su dirección de correo electrónico. Sólo serán manejados de manera estadística. Transcurrido un período de 5 años, los datos proporcionados por las encuestas serán eliminados de los dispositivos electrónicos que contienen esta información.

¿Es obligación participar? ¿Puede arrepentirse una vez iniciada su participación?

Usted NO está obligado de ninguna manera a participar en este estudio. Si accede a participar, puede dejar de hacerlo en cualquier momento sin repercusión negativa alguna para usted.

Aunque sus padres o adultos responsables hayan autorizado la realización de esta investigación, usted puede negarse a participar sin consecuencias negativas para usted.

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

¿Qué uso se va a dar a la información que yo entregue?

La información que usted entregue estará disponible en el documento escrito de esta investigación a través de gráficos y tablas de orden estadístico y cualitativo, siendo estos datos completamente anónimos.

¿Se volverá a utilizar la información que yo entregue?

Transcurridos 60 meses del término de la investigación, la información será destruida.

¿A quién puede contactar para saber más de este estudio o si le surgen dudas? Si tiene cualquier pregunta acerca de esta investigación, puede contactar a Ximena Elgueta Pizarro, Facultad de Letras. Su email es xdelguet@uc.cl. Se indica también profesora guía de la investigación: Sra. Leyla Lobos Vásquez. Su email es lklobos@uc.cl.

HE TENIDO LA OPORTUNIDAD DE LEER ESTA DECLARACIÓN DE CONSENTIMIENTO INFORMADO, HACER PREGUNTAS ACERCA DEL PROYECTO DE INVESTIGACIÓN, Y ACEPTO PARTICIPAR EN ESTE PROYECTO.

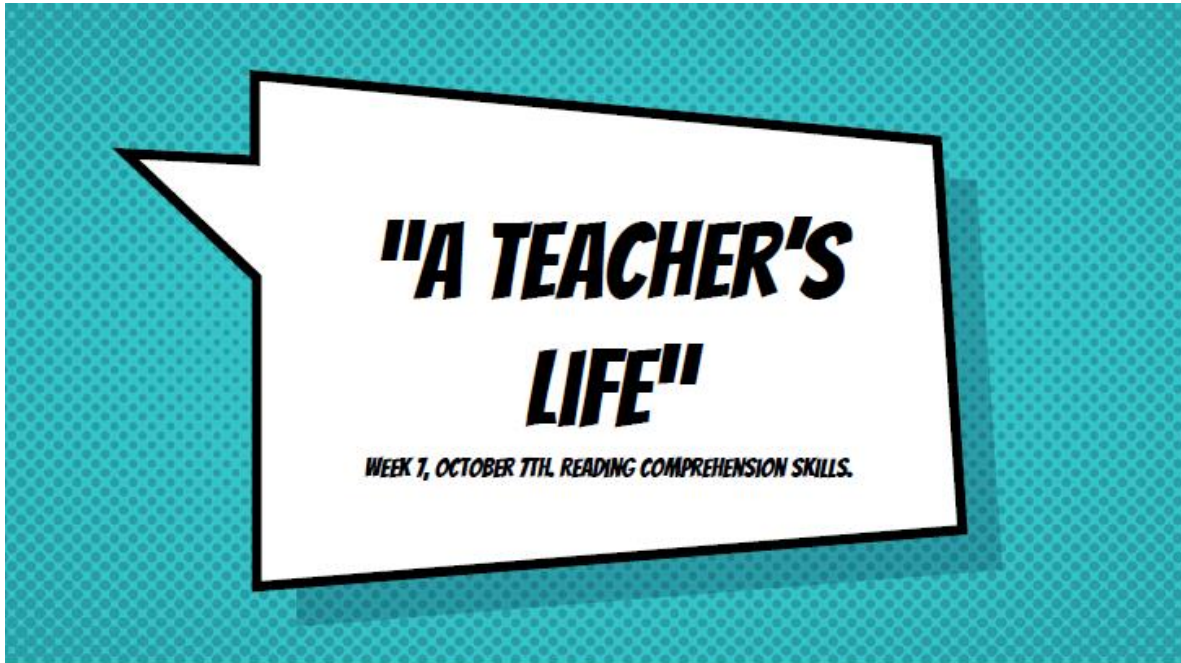
(El investigador puede indicar las casillas que considere pertinentes para favorecer las opciones de participación de las personas. Ejemplos.)

_____ Acepto participar en la investigación.

_____ Acepto participar de la investigación y ser filmado.

Por favor, contestar la pregunta anterior en el siguiente link de Google Forms:

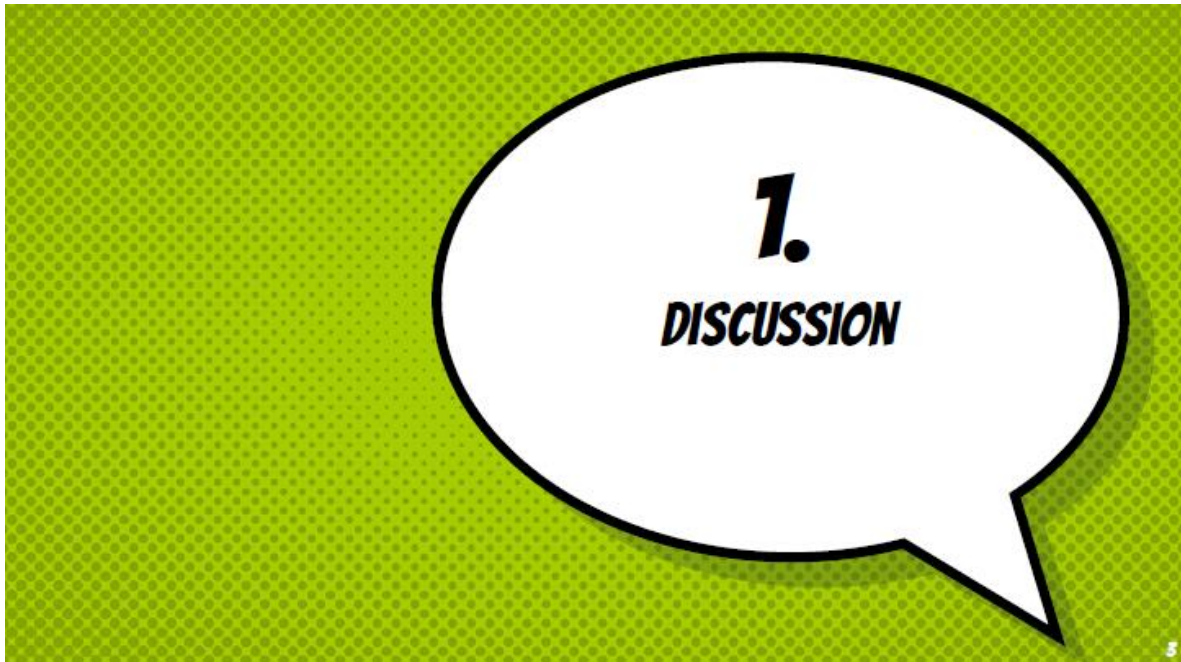
7.3. Stage 1. Part A



TODAY WE WILL:

- Discuss about a teacher's life.
- Listen and watch a video on the topic of the class.
- Read an academic text about the topic.
- Illustrate understanding on hard/key vocabulary.

2



**LET'S WATCH THIS
VIDEO ON A TEACHER'S
DAY.**



This is a video about a regular day for a teacher in the USA. Please, mind the context (country, age of the students, and lessons in classrooms).

A lot of teachers argue that it is hard to draw a line between what is our professional life and personal life. Why do you think that is?



READING TIME

You are going to read a text about two teachers who give their opinion about an article. Focus on the topic, each writer's stance towards the article and vocabulary.

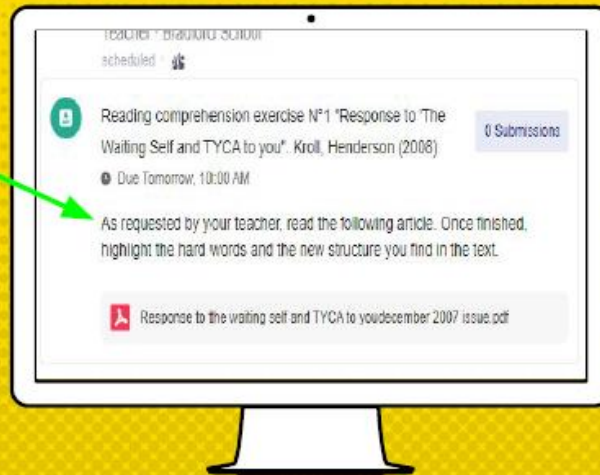
This is the article: [Response to "The Waiting Self" and TYCA to you \(Dec. 2007 issue\)](#)

7

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

SPECIFICS:

1. Go to Edmodo.
2. Find the text.
3. Download the text.
4. Read it and write in a separate sheet (paper/ word) the unknown vocabulary or characteristics of the text.
5. Time: 20 mins.



YOU JUST READ AN INDEXED ARTICLE.

Indexed articles can be academic or scientific texts, written in a very specific way.

These texts are the one you will deal with during your whole college life, and you will be expected to produce some too! Next year, in the IB program, you'll be writing your extended essays.

ACADEMIC TEXT

Conference Papers

Articles






Reviews

Theses/ Dissertations



ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

7.4 Stage 1: Academic Text: Self-perception. October 6th.



Academic texts: Self-Perception

Questions Responses 17

Academic texts: Self-Perception

Dear student,

First of all, I'd like to thank your willingness to participate in this investigation, whose main objective is to help you improve your reading comprehension skills of academic texts.
In this survey, you need to express your disposition towards an academic text.
This survey is completely anonymous, so your honesty when answering would be greatly appreciated.

Approach to academic texts







A very hard text, wi... A text with a comp... A text that has a d... A text that I'm alre...

For you, an acade... ☐ ☐ ☐ ☐

Academic texts in education

At school (11th or 12th ... At college. At work.

Where do you think you ... ☐ ☐ ☐



<https://docs.google.com/forms/d/1ogfVxYQxNaY40t8MQbuQWu9uWu6CO6D00voGJmexEE/edit>

1/3

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

20/1/2021

Academic texts: Self-Perception - Google Forms

Reading preferences

Scientific texts.

Novels / Stories

Typical texts read at sc...

When reading, which of t...

☐☐☐

Narrative and Academic texts.

Yes

No

Would you like to read academic t...

☐☐

Impact of the study

Positively. I think it woul... I already know how to h... Negatively. I think at sc...

How do you think receivi...

☐☐☐

Difficulties in academic texts

Vocabulary

Organizational ...

Grammar

Content

Vocabulary an...

What do you thi...

☐☐☐☐☐

What is your general perception of academic texts? *

Short answer text








<https://docs.google.com/forms/d/1ogfvXyQxNaY40t8MQbuQWu9uWuC6CO6D00voGJmexEE/edit>

2/3

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

7.5 Stage 1: Pre test.



Pre-test

Questions Responses 20

Total points: 8

Section 1 of 3

Pre-test.

Dear student,

Please read the text attached to this pre-test and answer these questions based on the information gathered in the text.

After section 1 Continue to next section

Section 2 of 3







Specific Vocabulary

In this first item, select the alternative which you think fits best

1. Extent

- ☐ to spread or stretch forth
- ☐ to reach in scope or application
- ☐ the amount of space or surface that something occupies or the distance over which it extends

2. Juxtaposition



https://docs.google.com/forms/d/1mpZIdTN56FUzbRa_7XKSqzmaK7_VOeQXRDVv95cBhU/edit 1/3

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

20/1/2021

Pre-test - Google Forms

☐ to place two things together aiming to talk about them separately.

☐ to put one thing over another.

3. To seep (over)

*

☐ to work without time limit.

☐ to separate one's work from one's personal life.

☐ to enter slowly into one's life.

4. Avocation

*

☐ An occupation subordinate to one's work, done for enjoyment.

☐ An activity that is made to earn money regardless of one's enjoyment.

☐ synonym of vocation.

5. Pragmatics.

*

☐ Relative to pragmatism.

☐ Relative to practice.

☐ Relative to philosophy.

After section 2 Continue to next section



https://docs.google.com/forms/d/1mpZldTN56FUzbRa_7XKSquzmaK7_VOeQXRdVv95cBhU/edit

2/3

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN
ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

20/1/2021

Pre-test - Google Forms

Text Comprehension.

Please answer these questions by selecting the alternative which best defines your understanding.

6. How is the text structured?

*

- ☐ As a difference of opinion between 2 teachers.
- ☐ As 2 different responses to different articles.
- ☐ As responses to articles, but one clarifying the other.

7. How does Keith Kroll define himself in the classroom?

*

- ☐ As a natural person. He does not pretend being someone he is not.
- ☐ Fearing students.
- ☐ As a teacher who is aware of the fear students feel for him, just because he is the teacher.

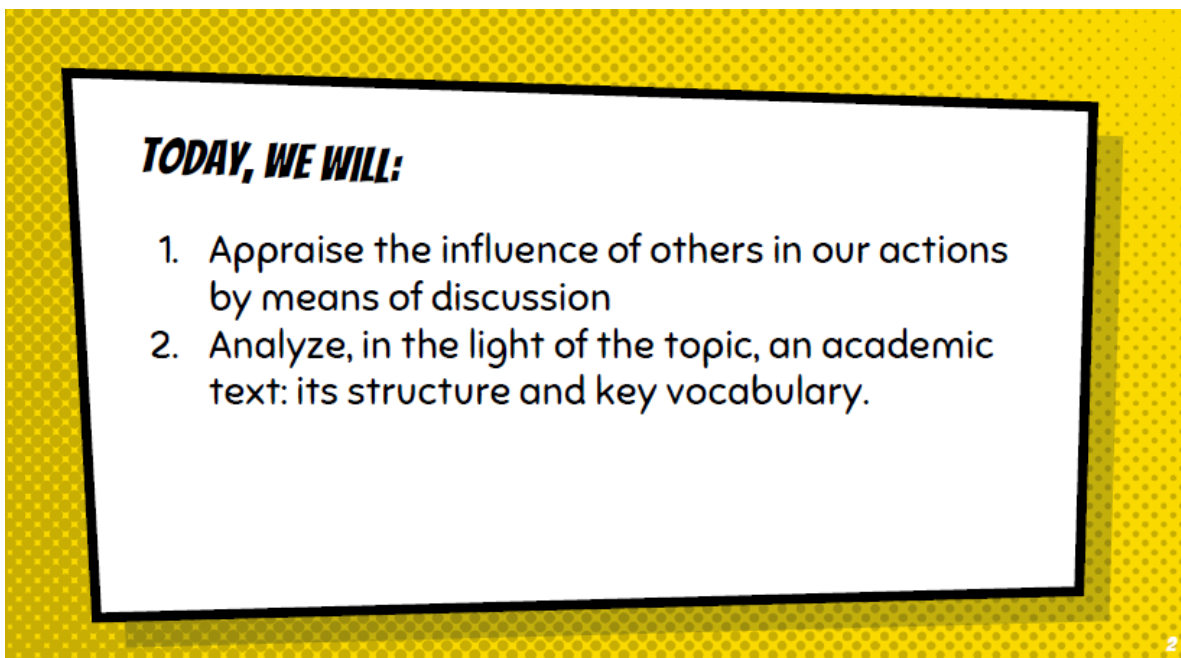
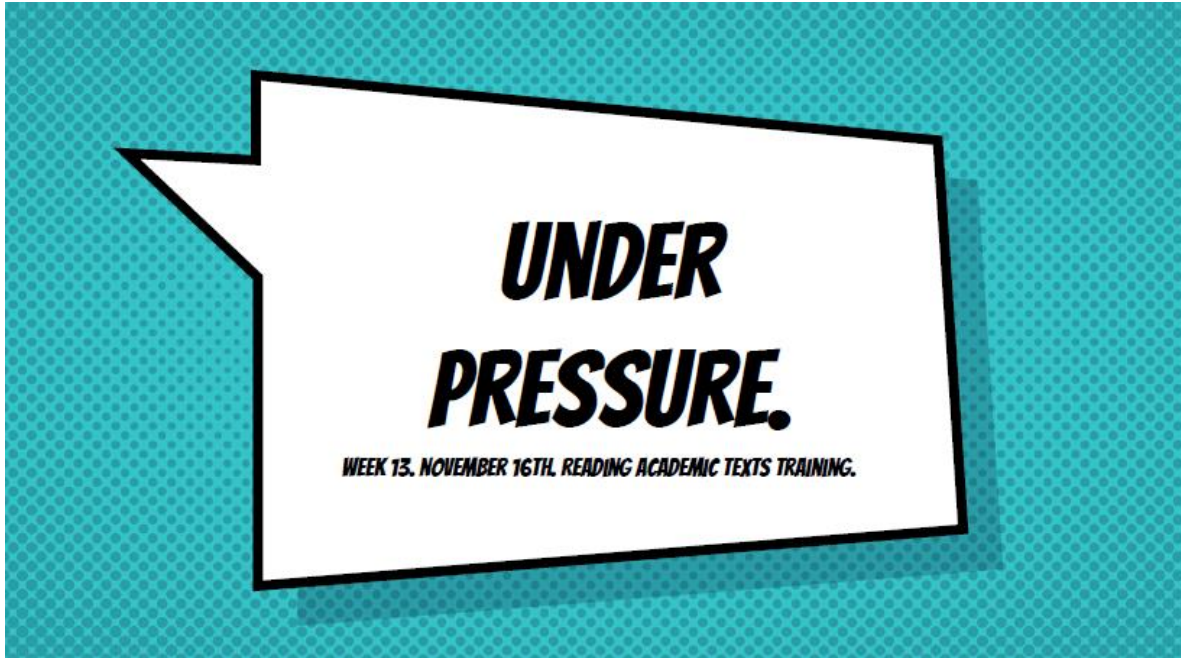
8. How do both teachers deal with the issue of identity?

*

- ☐ As an unimportant issue. Work should take it all.
- ☐ Teachers should not bond with their students.
- ☐ Being a teacher and having one's own values coexist within one identity.



7.6. Intervention 1





LET'S TALK

How would you define "peer pressure"?
Have you ever experienced it?
If so, how have you handled the situation?

4

A red background with a white dotted pattern. On the left, the text 'LET'S TALK' is in a large, bold, black, sans-serif font. Below it, three lines of text in a smaller, black, sans-serif font ask questions about peer pressure. To the right of the text, there are two illustrations. The top illustration shows a row of six diverse people's heads (two men and four women) with colorful speech bubbles above them. The bottom illustration shows a group of five people (three men and two women) with speech bubbles above them that say 'Please...', 'Come on!', 'Go on!', and 'Do it!'. In the bottom right corner of the red background, there is a small white number '4'.

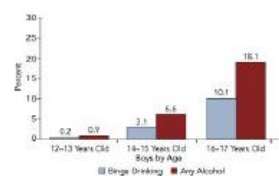
ALCOHOL CONSUMPTION:

How do you think
your environment
can influence one's
drinking habits?

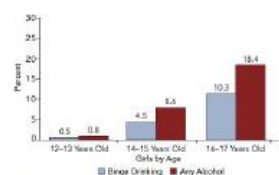


DRINKING PATTERNS VARY BY AGE AND GENDER.

Alcohol use among boys



Alcohol use among girls



Retrieved from

[8](https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/underage-drinking#:~:text=Many%20young%20people%20drink%20alcohol, had%20at%20least%20%20drink.&text=8%20days%20about%2058.0, had%20at%20least%20%20drink.&text=in%202018%207.1%20million%20young, sips%E2%80%90in%20the%20past%20month%20. Center for Behavioral Health Statistics and Quality. 2018 National Survey on Drug Use and Health Public Use File Codebook. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2019.</p></div><div data-bbox=)

GROUPWORK

In groups of 3 students, read the article "Individual popularity, Peer group popularity composition and adolescents' alcohol consumption" by Rob Gommans (2017)



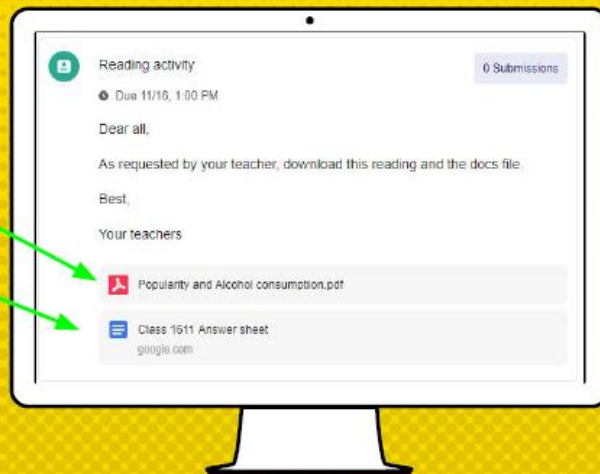
Task:

1. From this article, read: Abstract, introduction and conclusion. – Answer the questions related in [the docs file provided. PART 2](#)

9

SPECIFICS

1. Go to Edmodo.
2. Download the file.
3. Read the parts assigned CAREFULLY
4. Answer the questions
5. Skim the rest of the article.
6. Discuss the role of the statistical data included in the study.
7. Time: 20 minutes.



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3. ACTIVITIES AND TEXT STRUCTURE

How is an academic text
structured?

7

HOW TO IDENTIFY THE ROLE OF KEYWORDS?

A "key word" could be defined
as one that is **essential** for the
understanding of the whole
text.

In the case of this text, the key
words are:


Keywords Popularity · Alcohol use · Adolescence ·
Classroom composition · Social comparison

One important correlate of adolescent **popularity** is **alcohol use**. Studies have found consistent links **between popularity and alcohol use** (e.g., Ali et al. 2014; Balsa et al. 2011; Hubers et al. 2016; Mayeux et al. 2008; Tucker et al. 2011): Being more popular is associated with higher alcohol consumption. This link is important, given wide-spread public health concerns about alcohol use among youth (Cuijpers

Can you find more keywords? Do you think that these words are really
essential for the understanding of the whole text? Why? Why not?

8

GROUP WORK



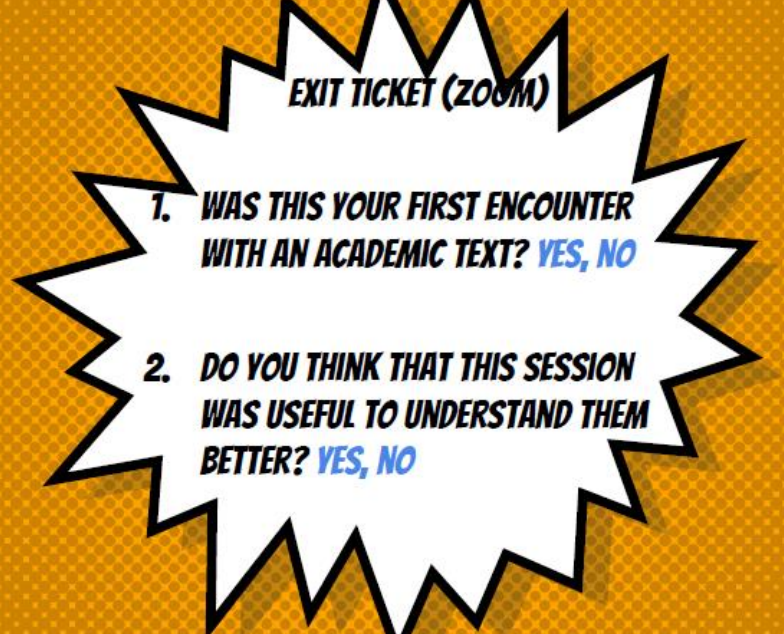
In groups, identify the structures that make the text you just read, an academic one.

Part 3.

1. Is this structure helpful to understand the text?, discuss.
Also, identify the key words in the parts you read.
2. Can you find more relevant words? Find at least 2 more.

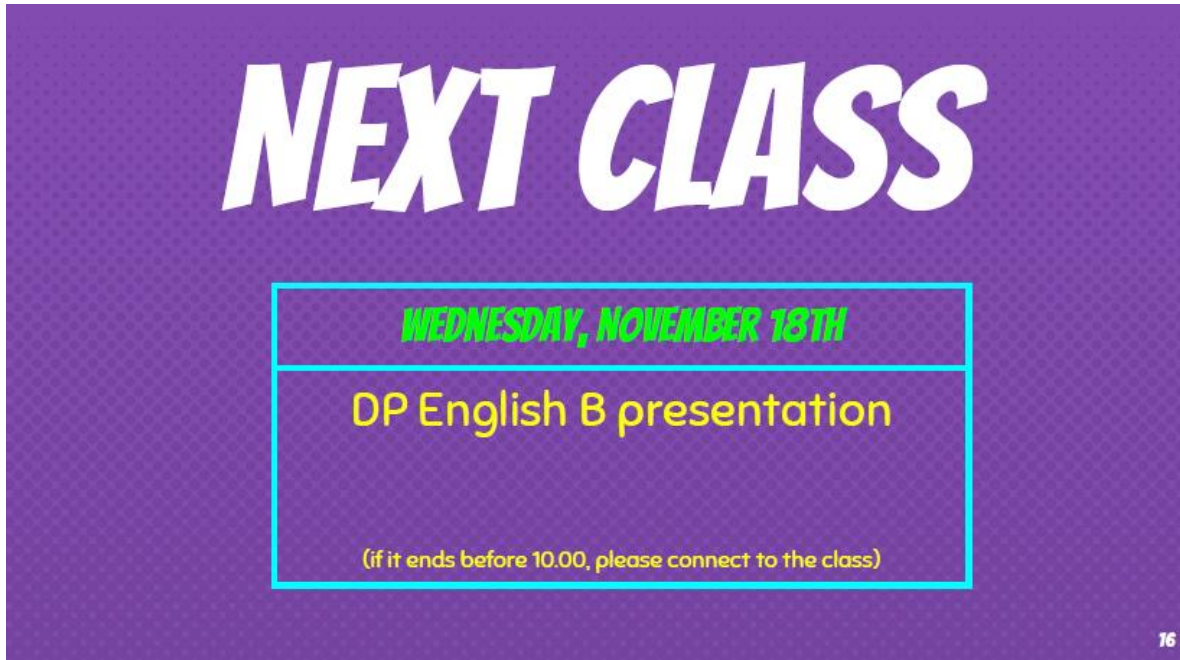
14

EXIT TICKET (ZOOM)



1. WAS THIS YOUR FIRST ENCOUNTER WITH AN ACADEMIC TEXT? **YES, NO**
2. DO YOU THINK THAT THIS SESSION WAS USEFUL TO UNDERSTAND THEM BETTER? **YES, NO**

15



7.6.1. Worksheet and text.

7.6.1. Worksheet



In- class Activity

“Under Pressure”

This document has 3 parts:

1. Part 1 includes 3 questions you have to answer while watching the video in class.
2. Part 2 includes 3 questions based on the reading “Individual Popularity, Peer Group Popularity Composition and Adolescents’ Alcohol Consumption”.
3. In part 3, you’ll find an activity to complete with your group related to keywords and structure of the text.

PART 1

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

With the information gathered from the video, answer these questions:

1. Can you remember some examples of “pluralistic ignorance” the speaker referred to in the video?
2. What does the speaker say about drinking?
3. What kind of research did the speaker refer to?

PART 2

With the information gathered from the reading, answer these questions. You can discuss the answers with your classmates.

1. What do the authors say about the role of peers in the drinking behaviour of adolescents?
2. According to the text, why is it that adolescents positively appraise alcohol consumption?
3. Why do you think that the authors state: “the popularity composition of the group may correlate² significantly with individual drinking”?

² Correlate: to bear reciprocal or mutual relations.

<<https://www.merriam-webster.com/dictionary/correlate>>

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN
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PART 3

Identify the structures that make the text you just read an academic one. Follow the example of the structure of an essay.

1. (a)

Structure of an essay	Structure of an academic text
(Beginning): Introduction Thesis statement	(Beginning):
(Middle): Body Arguments	(Middle):
(End): Conclusion	(End):

(b) Is this structure helpful to understand the text? Why/ why not.

2. (a)

Are these words/phrases helpful to understand the overall meaning of the text?
(Keywords: *popularity, alcohol use, adolescence, classroom composition, social comparison*)

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN
ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

(b) Can you find more relevant words? Find at least, two more:

1. _____
2. _____

7.6.2. Text intervention 1

J Youth Adolescence (2017) 46:1716–1726
DOI 10.1007/s10964-016-0611-2



EMPIRICAL RESEARCH

Individual Popularity, Peer Group Popularity Composition and Adolescents' Alcohol Consumption

Rob Gommans^{1,2} · Christoph M. Müller³ · Gonneke W. J. M. Stevens¹ ·
Antonius H. N. Cillessen² · Tom F. M. Ter Bogt¹

Received: 15 August 2016 / Accepted: 1 November 2016 / Published online: 15 November 2016
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Abstract Previous studies have convincingly shown associations between popularity and adolescent drinking. This study examined whether the popularity composition of the peer group and the relative difference in popularity between adolescents and their peers are also associated with adolescent drinking. Participants were 800 adolescents ($M_{age} = 14.73$; $SD_{age} = 1.00$; 51.6 % girls) from 31 classrooms who completed peer ratings of popularity and self-reports of alcohol consumption. Results showed that drinking was higher among popular than unpopular adolescents, higher among popular adolescents surrounded by less popular classmates, and lower in classrooms with more variability in popularity. Thus, beyond individual popularity, peer group popularity composition also should be taken into account when investigating antisocial and health risk behaviors in adolescence such as drinking.

Keywords Popularity · Alcohol use · Adolescence · Classroom composition · Social comparison

Introduction

In adolescence, the peer group is highly salient (Brechwald and Prinstein 2011; Ryan 2001). During this period,

interpersonal behaviors become more sophisticated and there is an increased awareness of social roles. Peer networks become larger and—in addition to the primary classroom context—start to include a larger array of peers both within school and outside of school. Due to these changes, more frequent and complex relationships with peers develop (Brown 1990). These increases in engagement with peers give adolescents the opportunity to compare themselves to others and to learn how they are doing—how similar or “successful” they are—compared to others (Festinger 1954; Piehler 2011).

One important dimension of the adolescent peer group is popularity. Popularity is peer-perceived and reflects prestige, visibility, and reputation (Cillessen and Marks 2011). Popularity is more salient in early adolescence than in other age groups (Cillessen and Rose 2005; LaFontana and Cillessen 2010). This is not surprising, because being popular in adolescence is correlated with enhanced self-perceptions, increased belongingness to the peer group, lower chances of rejection and exclusion, and access to valuable resources (Cillessen et al. 2011). Consequently, adolescents are motivated to engage in popularity-enhancing behaviors (such as aggression and substance use) and abstain from popularity-diminishing behaviors in order to acquire or maintain popularity (Caravita and Cillessen 2011; Cillessen et al. 2014; LaFontana and Cillessen 2010).

One important correlate of adolescent popularity is alcohol use. Studies have found consistent links between popularity and alcohol use (e.g., Ali et al. 2014; Baka et al. 2011; Hubers et al. 2016; Mayeux et al. 2008; Tucker et al. 2011). Being more popular is associated with higher alcohol consumption. This link is important, given wide-spread public health concerns about alcohol use among youth (Cuijpers 2002; WHO 2014). However, focusing only on the association between adolescents' own popularity and their

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² Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands

³ Institute of Special Education, University of Fribourg, Fribourg, Switzerland

7.7 Intervention 2



Today, we will:

- Explain the effects of social media in our lives, minds and time management.
- Infer the meaning of unknown words by means of graphic organizers.



1 So, Social media affects my time?

Well, let's see how!



Can a youtuber choose to be away from social media?

Matt D'Avella is a content creator on youtube. One of his challenges was to try to stay away from social media for 30 days.

Did this bring any benefits for him? Can you name any?

Can someone who makes a living out of internet be away from social media?

Let's check it out!



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar



“Infer the meaning of unknown words by means of graphic organizers.” In this context the word infer means: to learn the meaning of a word by relating it to known words. **Is this statement True or False?**

True

False

Pear Deck

Pear Deck

Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

For this activity you will...

Step One

As a class we will read the introduction of the article:
"Effect of Abstinence from Social Media on Time Perception", (Turel & Cavagnaro, p. 218, 2019).


Step Two


In breakout rooms your teacher will send you a link you must open.

Step Three

Read the paragraph and find an unknown word and the words within the paragraph you can relate it with. Here is an example.

If you finish early, be ready to present your ideas in the main session.





Students, follow the instructions on the slide

Example:

Step 1: Unknown word in **green**.
Helping words in **cyan**.

Here, after reading the whole paragraph, we know that "hallmark" relates with something important. Helping words within this context, help us determine how important it is, in order for us to figure out a definition.

"Time distortion is a **hallmark** feature of addictive behaviors including **excessive** technology use. It has clinically **significant** implications for diagnosis and treatment. Additional information on **such** distortions after prolonged abstinence from technology use is needed. We seek to examine differences in the effects of **several** days of abstinence on time-distortion in two groups: social media users who are at-risk and those who are at low risk for social media addiction."

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Step 2: Unknown word at the center.

Familiar words surrounding it.

Step 3: Definition must fit with the context and the meaning of the familiar words.

Excessive

Significant

Hallmark

Such

Several

Definition: Hallmark refers to the most important aspect among many others, as it relates to words like excessive and significant which in turn refer to salient features of social media addiction.

Example: The freedom of the word constitutes the seal of our culture, the **hallmark** of our era.

9

Stretch Break!

Let's take 1 minute to stretch

Students, follow the instructions on the slide

Let's do it!

In groups, you will read one paragraph of the introduction and then you'll find unknown words and define them by understanding context and known words in the "neighbourhood".



11

Exit ticket: So, what do **you** think about all this?

1. How much time of your day do you spend on social media?
2. Which is the one you use the most?
3. Would you be willing to stay away from social media in the light of what we've been talking today?



Students, write your response!

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12

7.7.1. Text:

Directions: As a class, we will read the introduction of an article called: “Effect of Abstinence from Social Media on Time Perception: Differences between Low and At-Risk for Social Media “Addiction” Groups” by Tarel and Cavagnaro (2019).

Introduction

Paragraph 1

Time distortion is dissociation between actual and perceived time intervals. It is a hallmark feature of many substance use disorders [1], as well as of impulse disorders that involve addictive use of smartphones [2], videogames [3], and social media sites [4]. It is important for

three primary reasons. First, it can motivate frequent repetition of technology use; when the last session is perceived to be in the distant past when it was not too long ago, psychological barriers for repetition in the present are removed. Similarly, when technology use session duration seems shorter than it actually is, it can motivate continuance [3]. Second, time distortion can be used as a diagnostic marker for impulse control disorders, as it often efficiently separates cases that may require treatment from those that may not [4]. Third, impulse control disorders are diagnosed based on self-reports that involve time estimates (e.g.,

the “tolerance” aspect of addictive use of technologies). Such estimates can be biased under risk for “addiction” conditions [2, 3].

Question: Why do you think the authors state that “time distortion can be used as a diagnostic marker for impulse control disorders”?

Paragraph 2

In the realm of compulsive use of technology, two types of time distortion have been observed. The first involves a downward bias in the perceived duration of technology use among people who are at risk for technology “addiction”; that is, usage sessions seem shorter than they really are. The second involves an upward bias of time intervals of relatively short tasks (20–30 min) that cue the use of the addictive technology but prevent its use; these tasks seem longer than they actually are for people who are at-risk for addictive use of technologies [4].

Question: Why do the authors use the term “downward bias” related to the use of technology?

Paragraph 3

The effects of lengthier (e.g., several days or weeks) deprivation/abstinence from technology use on time distortion in this context, though, are still unknown. It is important to examine whether time distortion changes after abstinence, because long-lasting abstention attempts are

common in self-recovery efforts, as well as in treatment plans related to addictive technology use

[5–8]. Understanding the effect of abstinence/deprivation on technology users’ time perception

may help to account for biases in during- and post-treatment self-reports that involve time.

Question: Why do you think the authors refer to time distortion as something that may change after abstinence?

Paragraph 4

Here, we seek to make first strides toward understanding how time distortion is affected by several days of abstinence, in normal vs. at-risk for social media “addiction” users. We focus on Facebook as a common instance of social media and a platform the use of which for some university age users can be associated with addiction symptomatology [9–11]. Social media “addiction” (also can be termed excessive or problematic use of social media) is a psychological

state of dependence in which users are overly preoccupied with social media activities, and are driven by an uncontrollable motivation to use social media sites, to such an extent that

it interferes with normal functioning and generates behavioral addiction-like symptoms [4].

It

is a potential disorder that has not yet been formalized in the DSM or ICD (these include references to Internet gaming disorder, but not social media). Nevertheless, there is a growing corpus of academic works that illuminate the potential adverse effects of excessive and compulsive social media use on some individuals [12, 13]. Studies also demonstrate that the use of such sites can be associated with functional and morphological brain changes that resemble in some cases those observed in other addictive behaviors [14, 15].

Question: Which do you think could be the “functional brain changes” the text refers to?

Paragraph 5

Studies of adolescents point to about a 4.5% prevalence rate of strong addiction-like symptoms in relation to social media use; given the non-existent formal diagnosis criteria, this group is conceptualized as “at-risk for social media addiction” [13]. Studies of young adults

point to a 15.2% prevalence rate of “at-risk for social media addiction” [4]. In both populations, many others present addiction-like symptoms in relation to social media use but do not meet at-risk for addiction criteria.

Question: Why do you think there is no criteria to diagnose potential “addiction” to social media?

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7.7.2 Worksheet



Definition of unknown words: In-class activity.

Group 1

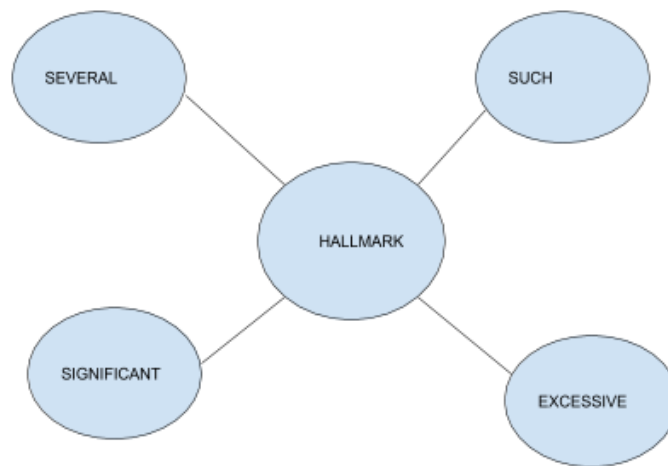
Names:

Instructions: Read the following paragraph and highlight one unknown word. Complete the graphic organizer below with the words that helped you understand the meaning and fill the space given with a definition which you think best suits the word you didn't know.

STEP 1: READING

Time distortion is a **hallmark** feature of addictive behaviors including **excessive** technology use. It has clinically **significant** implications for diagnosis and treatment. Additional information on **such** distortions after prolonged abstinence from technology use is needed. We seek to examine differences in the effects of **several** days of abstinence on time-distortion in two groups: social media users who are at-risk and those who are at low risk for social media “addiction”

STEP 2: HOW CAN WE FIGURE OUT THE MEANING OF THE UNKNOWN WORD?



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**STEP 3: HOW WOULD YOU DEFINE THE UNKNOWN WORD? MAKE SURE IT
FITS WITH THE CONTEXT.**

You can write your definition here: Hallmark refers to the most important aspect among many others, as it relates to words like excessive and significant which in turn refer to salient features of social media addiction.

7.8. Last intervention



Today, we will:

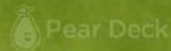
1. Evaluate in a formative way (feedback) last class' exercise on vocabulary.
2. Apply what we've learned in Lord of the Flies' chapter 8 "Gift for the darkness".



2

Last class' activity: Why is it that graphic organizers are a useful tool for vocabulary learning?

They allow the
use of context
and inference.



They give
information in an
organized
manner, so it's
easier to know
the meaning.



Students choose an option

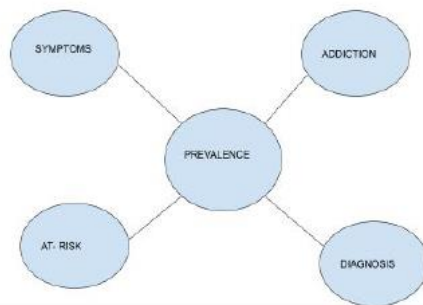
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STEP 1: READING

Studies of adolescents point to about a 4.5% **prevalence** rate of strong **addiction-like symptoms** in relation to social media use; given the non-existent formal **diagnosis** criteria, This group is conceptualized as "at-risk for social media addiction" [13]. Studies of young adults point to a 15.2% **prevalence** rate of "at-risk for social media addiction" [4]. In both populations, many others present addiction-like symptoms in relation to social media use but do not meet **at-risk** for addiction criteria.

STEP 2: HOW CAN WE FIGURE OUT THE MEANING OF THE UNKNOWN WORD?



This is a great work! Do you think you can get the meaning of **prevalence** by including those helping words? Would you have done something different? If so, what? **Please, share your ideas!**



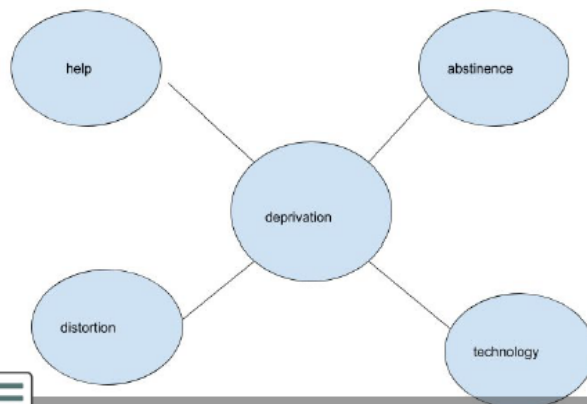
Students, write your response!

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STEP 1: READING

The effects of lengthier (e.g., several days or weeks) **deprivation** **abstinence** from technology use on time distortion in this context, though, are still unknown. It is important to examine whether time distortion changes after abstinence, because long-lasting abstinence attempts are common in self-recovery efforts, as well as in treatment plans related to addictive technology use [3–8]. Understanding the effect of abstinence **deprivation** on technology users' time perception **may help** to account for biases in during- and post-treatment self-reports that involve time.

STEP 2: HOW CAN WE FIGURE OUT THE MEANING OF THE UNKNOWN WORD?



This is a great work! Do you think you can get the meaning of **deprivation** by including those helping words? Would you have done something different? If so, what? And why? **Please, share your ideas!**



Students, write your response!

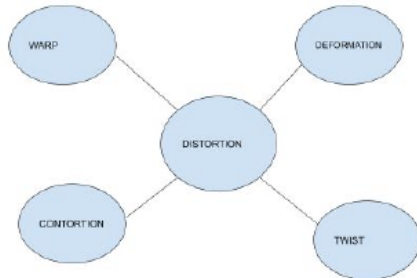
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ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.

STEP 1: READING

In the **realm** of compulsive use of technology, two types of **time distortion** have been **observed**. The first involves a **downward** bias in the perceived duration of technology use among people who are at risk for technology "addiction"; that is, usage sessions seem shorter than they really are. The second involves an upward bias of time intervals of relatively short tasks (20–30 min) that cue the use of the addictive technology but prevent its use; these tasks seem longer than they actually are for people who are at-risk for addictive use of technologies [4].

STEP 2: HOW CAN WE FIGURE OUT THE MEANING OF THE UNKNOWN WORD?



STEP 3: HOW WOULD YOU DEFINE THE UNKNOWN WORD? MAKE SURE IT FITS WITH THE CONTEXT.



Write your definition here: Distortion is a deformation or warp (this can apply to almost anything that changes the perception or original meaning).
Students, write your response!

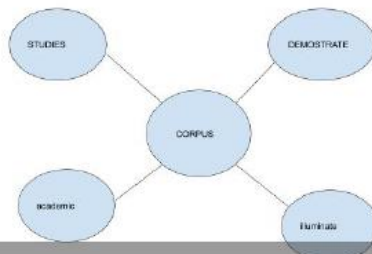
This is a great work! Do you think you can get the meaning of **distortion** by including those helping words? Would you have done something different? If so, what? And why? Do you agree with the definition? Would you have defined this word in a different way? **Please, share your ideas!**

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STEP 1: READING

Here, we seek to make first strides toward understanding how time distortion is affected by several days of abstinence, in normal vs. at-risk for social media "addiction" users. We focus on Facebook as a common instance of social media and a platform the use of which for some university age users can be associated with addiction symptomatology [9–11]. Social media Baddiction[®] (also can be termed excessive or problematic use of social media) is a psychological state of dependence in which users are overly preoccupied with social media activities, and are driven by an uncontrollable motivation to use social media sites, to such an extent that it interferes with normal functioning and generates behavioral addiction-like symptoms [4]. It is a potential disorder that has not yet been formalized in the DSM or ICD (these include references to Internet gaming disorder, but not social media). Nevertheless, there is a growing **corpus** of **academic** works that **illustrate** the potential adverse effects of excessive and compulsive social media use on some individuals [12, 13]. **Studies** also **demonstrate** that the use of such sites can be associated with functional and morphological brain changes that resemble in some cases those observed in other addictive behaviors [14, 15].

STEP 2: HOW CAN WE FIGURE OUT THE MEANING OF THE UNKNOWN WORD?



Students, write your response!

This is a great work! Do you think you can get the meaning of **corpus** by including those helping words? Would you have done something different? If so, what? And why? **Please, share your ideas!**

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This is the end!

Thanks to all of you for participating of this intervention. Please, fill these forms (2) as requested. Click on the links:

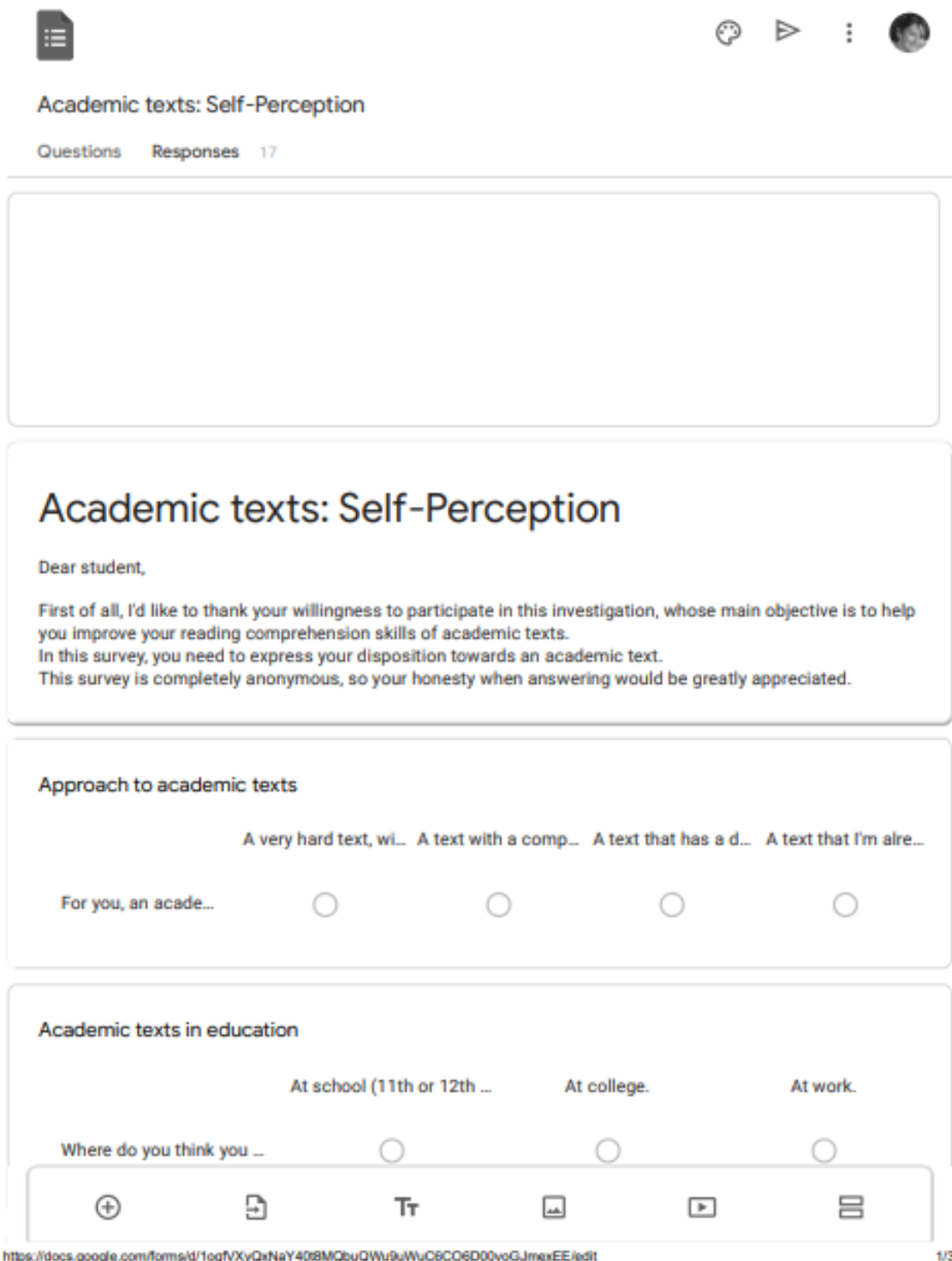
1. [Academic texts: Self Perception \(post.i\)](#)
2. [Post-test](#)
3. [Kroll and Henderson](#)

Time: 15 minutes.



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7.8.1. Academic text: Self Perception post intervention.



The image shows a Google Forms interface for a survey titled "Academic texts: Self-Perception". At the top, there is a header bar with a document icon, a palette icon, a play button icon, a three-dot menu icon, and a profile picture icon. Below the header, the title "Academic texts: Self-Perception" is displayed, followed by "Questions" and "Responses 17". The main content area contains a greeting "Dear student," followed by a paragraph: "First of all, I'd like to thank your willingness to participate in this investigation, whose main objective is to help you improve your reading comprehension skills of academic texts. In this survey, you need to express your disposition towards an academic text. This survey is completely anonymous, so your honesty when answering would be greatly appreciated." Below this, there are two sections of questions. The first section is titled "Approach to academic texts" and contains a question: "For you, an academic text is..." with four radio button options: "A very hard text, with a lot of vocabulary", "A text with a complex structure", "A text that has a difficult topic", and "A text that I'm already familiar with". The second section is titled "Academic texts in education" and contains a question: "Where do you think you need more practice with academic texts?" with three radio button options: "At school (11th or 12th grade)", "At college.", and "At work." At the bottom of the form, there is a toolbar with icons for adding new questions, inserting a form, text, images, videos, and a table.

Academic texts: Self-Perception

Questions Responses 17

Dear student,

First of all, I'd like to thank your willingness to participate in this investigation, whose main objective is to help you improve your reading comprehension skills of academic texts. In this survey, you need to express your disposition towards an academic text. This survey is completely anonymous, so your honesty when answering would be greatly appreciated.

Approach to academic texts

A very hard text, with a lot of vocabulary A text with a complex structure A text that has a difficult topic A text that I'm already familiar with

For you, an academic text is...

At school (11th or 12th grade) At college. At work.

Where do you think you need more practice with academic texts?

1/3

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Reading preferences			
	Scientific texts.	Novels / Stories	Typical texts read at sc...
When reading, which of t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>







Narrative and Academic texts.		
	Yes	No
Would you like to read academic t...	<input type="radio"/>	<input type="radio"/>

Impact of the study		
	Positively. I think it woul...	Negatively. I think at sc...
How do you think receivi...	<input type="radio"/>	<input type="radio"/>

Difficulties in academic texts					
	Vocabulary	Organizational ...	Grammar	Content	Vocabulary an...
What do you thi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






What is your general perception of academic texts? *

Short answer text



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7.8.2. Post-test



Post-test

Questions Responses 7

Total points: 8

Section 1 of 3

Post-test.

Dear student,

Please read the text attached to this post-test and answer these questions based on the information gathered in the text.

After section 1 Continue to next section

Section 2 of 3







Specific Vocabulary

In this first item, select the alternative which you think fits best

1. Extent

- ☐ to spread or stretch forth
- ☐ to reach in scope or application
- ☐ the amount of space or surface that something occupies or the distance over which it extends

2. Juxtaposition



<https://docs.google.com/forms/d/1DAmpYLkzfc2ibRGnUsF-eGlyK04Tn-MQZMBXgK2UG0/edit> 1/3

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Post-test - Google Forms

- ☐ to place two things together aiming to talk about them separately.
- ☐ to put one thing over another.

3. To seep (over)

*

- ☐ to work without time limit.
- ☐ to separate one's work from one's personal life.
- ☐ to enter slowly into one's life.

4. Avocation

*

- ☐ An occupation subordinate to one's work, done for enjoyment.
- ☐ An activity that is made to earn money regardless of one's enjoyment.
- ☐ synonym of vocation.

5. Pragmatics.

*

- ☐ Relative to pragmatism.
- ☐ Relative to practice.
- ☐ Relative to philosophy.

After section 2 Continue to next section



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Post-test - Google Forms

Text Comprehension.

Please answer these questions by selecting the alternative which best defines your understanding.

6. How is the text structured? *

- ☐ As a difference of opinion between 2 teachers.
- ☐ As 2 different responses to different articles.
- ☐ As responses to articles, but one clarifying the other.

7. How does Keith Kroll define himself in the classroom? *

- ☐ As a natural person. He does not pretend being someone he is not.
- ☐ Fearing students.
- ☐ As a teacher who is aware of the fear students feel for him, just because he is the teacher.

8. How do both teachers deal with the issue of identity? *

- ☐ As an unimportant issue. Work should take it all.
- ☐ Teachers should not bond with their students.
- ☐ Being a teacher and having one's own values coexist within one identity.



<https://docs.google.com/forms/d/1DAmpYLkzfc2ibRGnUsF-eGlyK04Tn-MQZMBXgK2UG0/edit>

3/3

ACADEMIC VOCABULARY INSTRUCTION AND READING COMPREHENSION IN
ACADEMIC TEXTS FOR 10TH GRADE STUDENTS.