



Collaborative Assessment in Scanning to Improve Reading Comprehension

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### **Abstract**

This study implemented a collaborative assessment by applying a scanning strategy to improve reading comprehension skills. This action research was carried out at a public university in Guayaquil. It was conducted for six weeks, and there were 20 participants. This paper is a mixed design study that combined quantitative and qualitative instruments: a pre and post-test, a checklist, a pre and post-survey, and learning logs. At the end of the innovation, there was an enhancement in the post-test mean compared to the pre-test one. The findings show that innovation's impact was Cohen  $d= 4.19$ , which indicates a large effect size. The results demonstrated that collaborative assessment in scanning improved students' reading comprehension skills. Participants increase the understanding of the texts, and perceive mistakes after rereading the text. They also became responsible for assessing and providing feedback on their peers' tasks, which increased their perspectives about working in collaboration in class. Thus, the implications of collaborative assessment in scanning is significant and benefits EFL teachers and researchers who want to improve the reading comprehension of their learners.

*Keywords:* collaboration, scanning, reading comprehension, assessment.

### Resumen

Este estudio implementó una evaluación colaborativa mediante la aplicación de una estrategia de identificación de las ideas específicas para mejorar las habilidades de comprensión lectora. Esta investigación-acción se aplicó en una universidad pública de Guayaquil. Se llevó a cabo durante seis semanas y hubo 20 participantes. Este documento es un estudio de diseño mixto que combinó instrumentos cuantitativos y cualitativos: una prueba previa y posterior, una lista de verificación, una encuesta previa y posterior y registros de aprendizaje. Al final de la innovación, hubo una mejora en la media de la prueba posterior en comparación con la prueba previa. Los resultados muestran que el impacto de la innovación fue Cohen  $d = 4,19$ , lo que indica un gran tamaño de su efecto. Los resultados demostraron que la aplicación de la evaluación colaborativa mediante la aplicación de una estrategia de identificación de las ideas específicas mejoró las habilidades de comprensión lectora de los estudiantes. Los participantes superaron las dificultades para leer, aumentaron la comprensión de los textos y percibieron errores después de volver a leer el texto. También se hicieron responsables de evaluar y proporcionar retroalimentación sobre las tareas de sus compañeros, lo que aumentó sus perspectivas sobre el trabajo en colaboración en clase. Por lo tanto, las implicaciones de la evaluación colaborativa mediante la aplicación de una estrategia de identificación de las ideas específicas, son significativas y benefician a los profesores e investigadores de inglés como lengua extranjera que desean mejorar la comprensión lectora de sus estudiantes.

*Palabras clave:* colaboración, ideas específicas, comprensión lectora, evaluación.

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### Collaborative Assessment in Scanning to Improve Reading Comprehension

English is the communication language for millions of people around the world (Rao, 2019). This language enables individuals to interact easily with citizens from across the globe. This globalized world requires people to acquire and use the English language to communicate, access information, and interact with others (Ting, et al., 2017). Developing English skills is required for personal and academic achievement. Reading is one of those skills which needs to be learned or enhanced. It is very challenging, including for university students, since many tasks given by professors are based on reading (Deveci, 2018).

In both international and Ecuadorian context, learners face complex metacognitive decisions and limitations in reading (Oliver & Young, 2016). According to the Council of Europe (2011), one use of reading is reading for information; primary learners should pick out details from short texts. This statement may not be achieved when there is not an understanding of reading instruction. There is a gap between learners' needs and teachers' guidance in reading (Nash, 2018). It happens because students have difficulties comprehending readings, and teachers do not apply any strategy to support their students while working in class.

Low literacy levels promote a need for reading comprehension (Barnes et al., 2017). Reading strategies' importance is increasing, but intriguing in current communicative research (Durán et al., 2017). On the one hand, Communicative Language Teaching (CLT) involves group interaction, collaboration, and student-centeredness (Richards, 2006). On the other hand, authors wonder if CLT is feasible in reading due to teachers' lack of expertise in the approach and other limitations like

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coursebooks and time (Jabeen, 2014). Similarly, there is also the learners' lack of reading strategies for comprehension (Josephs & Jolivette, 2016).

There are some solutions to the use of CLT in reading activities. One of the solutions to improve reading instruction is teacher training (Khan & Akhtar, 2017). Another is to identify the correct mix of strategies to apply in reading skills, although strategies in reading may overlap (Huang, 2018). In contrast, other authors explore feedback for reading comprehension (Feng et al., 2015; Shi et al., 2018). Similarly, some suggest to provide enough material to read (McQuillan, 2019) but with the use of some interaction (Johnson et al., 2017).

Collaborative work is essential for improving reading comprehension skills because it increments interaction among students. Collaboration involves students working in a group on the same task to complete it (Wahab, 2017). Helmers (2017) stated that working as a team helps learners build an understanding of a text and increase reading comprehension. When learning is social, students can give and receive feedback and assess their peers while improving their reading skills. Students made corrections to their tasks after input from each other (Zhi-Feng & Yi Lee, 2013). Focusing on peers' strengths and weaknesses, learners elevate their knowledge and conduct them to autonomy learning (Shams & Tavakoli, 2014).

Skimming-scanning is one of the most applied strategies for teaching reading comprehension. Scanning strategy is used to quickly find specific information in a text while ignoring its broader meaning (Brown, 2001). This strategy helps the students to read in a more focused and efficient way. This strategy has the purpose of getting the ideas and detailed knowledge of the text soon. Brown (2004) mentioned that skimming is the rapid reading matter coverage to determine its gist or main idea (p. 213).

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In Ecuador, researchers have addressed the needs of learners in collaboration, reading comprehension, and scanning, but not altogether. For instance, Barreiro (2019) successfully achieved the improvement of reading comprehension but using summaries. Another example, Moreira (2019) claimed an overall acceptance towards using a collaboration strategy to improve writing; participants were more engaged and “on task”. Similarly, Bustamante (2019) found that participants felt more “confident” to write collaboratively with their classmates. On the same note, Vélez and Castillo (2017) studied the effect of scanning in reading comprehension, but they used extensive reading as a strategy. Although providing a great background, these authors do not apply the variables of the present study altogether.

The present study took place in Guayaquil, at a public university. The reason to apply this investigation was that students could not understand readings properly. Learners did not understand the correct meaning of the text to do the activities. Moreover, tasks related to reading were challenging to complete, or students took an extended length of time to perform them. The participants were 20 students and test results and the researcher observations demonstrated that the majority of learners got a low A2 level and a reduced group got a higher A1 level.

According to local authorities (Ministerio de Educación, 2016), students should be in the CEFR B1 (independent users) when they finish their secondary studies. However, after a proficiency test, it was determined that participants did not have the expected level. It was deduced that learners lacked reading skills (that would later be identified with a reading pre-test).

After analyzing the test results, most of the participants demonstrated that they are closed to reach an A2 proficiency level in general. The test results, their confidence

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to respond to the passages, and their accuracy using the English vocabulary, were reasons to design the lesson plan for this innovation using reading competence standards for A2 level.

This research focuses on the impact of collaborative assessment in scanning to improve reading comprehension. The innovation is meant to contribute to the English language's current research in terms of reading skills and CLT strategies. Furthermore, this study also explored the students' perspective towards enhancing reading comprehension to acquire English.

### **Literature Review**

Reading is a challenging skill for students because it is one of the components to improve the English language. In this action research, there is a special place for CLT in reading comprehension. In the present section, there is a summary of authors that support the use of collaborative work. The following literature is related to primary studies of reading comprehension, collaborative in reading, and scanning for improving reading skills.

### **Reading Comprehension**

Understanding and comprehending a text refers to making sense of individual words when the person is reading (Alaís et al., 2014). Besides, the reader should be able to join ideas to develop a general one regarding the overall story (Sedita, 2005).

In a study for adult learners, Ali (2012) defined reading comprehension (RC) as a process should have structure and a sequence in addition to being cumulative. The learners must use some components such as word recognition and oral reading to learn something new every time, which may give automaticity to the students. Although the

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author mentioned that adults starting to read could find the activity “daunting,” he also observed that adults obtained a high level of improvement and pride in their progress to understand texts.

However, But, Brown and Smyth (2017) emphasized that reading comprehension results may be affected by the content of the texts; that is, the complexity. In the current study, the authors reflected on how peer work and assessment may positively impact students in reading comprehension.

### **Scanning.**

During scanning, students look for specific information within a text. According to Maxwell (1972), scanning is to find the details of a version rapidly. Asmawati (2015) suggested using this strategy because the texts were difficult to understand, and scanning is taught in most reading development courses to enhance students reading comprehension. Rodriguez (2018) referred to scanning as the ability to skim a text to get precise information in agreement with the reading's purpose. Ngoc (2015) established that scanning involves looking for the keywords immediately and reading the content to find the general idea. Using scanning in reading comprehension helps readers find specific information without misspending much time.

### **Collaborative Assessment as Reading Comprehension Strategy**

This study aimed to use a collaborative technique: peer assessment, which involved students evaluating their peers' work. Classmates assessed the quality of each other's work with ideas and strategies for improvement in the form of feedback. This activity may enhance the evaluators' own learning and self-confidence. It personalizes the learning experience and education (Stanford University, 2019).



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There are varied opinions about the use of reading strategies and CLT. Acosta (2019) debated that personal reading strategies were controlled by the same person and may not differ from silent reading. On this note, Headington (2018) advised the use of peers for feedback and assessment but mentioned that there would exist emotional factors when receiving a critique.

In this topic of peer work in reading, Yamini and Tahmasebi (2012) did not find resistance from participants in a study performed in Abadan Azad University of Iran. The study was applied because retiring EFL students showed discontent with their final scores in oral productions in Reading Comprehension. The authors obtained positive opinions from learners indicating that they were more proactive and empowered on reading comprehension. They supported the increment of teaching instruction during collaborative work; this way, students can do it correctly.

By the end of their study, the authors explained that participants improved scores and attitudes towards the strategies they used. Students were assessed three times by the speakers, peers, and the teacher in oral production on reading comprehension. Participants were friendlier to each other; they had closer contact with the teacher, were open to suggestions from their peers, and felt more autonomous.

Other studies found that some students are not motivated to work with peers (Deveci, 2018). This lack of motivation does not allow learners to enhance their reading comprehension skills. Many students feel they can accomplish tasks better individually than with their peers (Burke, 2011). Beebe and Masterson (2003) stated that a student might dominate the discussion; this leads to the other member not being satisfied to work collaboratively. It can be a disadvantage for learners to improve their reading skills.

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One of the present study factors was that students should focus on the collaborative assessment in scanning strategies to improve reading comprehension skills. Students used this strategy to preview the reading, clarify unclear information, make and respond to questions, and summarize the main ideas they found in the passage. Khatri (2018) confirmed that students should be aware of how they are reading and if their comprehension is better or not. Zhan et al., (2017) supported the use of collaboration in English learning and described it as students' reading together to comprehend a text, help each other give feedback, and meet a mutual goal in everyday tasks.

When students work with their peers and assess them, they become more critical to reflect on their work (Ndoye, 2017). The assessment generates positive reactions in students; it leads to the growth of self-awareness, identifying the gap between one's and others' experiences, which facilitates the acquisition of new knowledge (Shams & Tavakoli, 2014). Using peer assessment, learners can provide information to their peers by using feedback. Feedback is a process where a person observes another's work or activity, checks it, takes notes about it, and gives a comment or grades it to improve performance (Grabe, 2016, as cited in Prado & Zambrano, 2019). Feedback is a beneficial tool for learners because it maximizes their learning taking advantage of their peers' knowledge.

After detecting students' reading difficulties, this study examined collaborative assessment in scanning to improve reading comprehension skills. Regarding the students' needs in the field of reading comprehension and meeting CLT principles, the present research proposed the following questions:

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1. What is the extent of improvement in reading comprehension with collaborative assessment in scanning?
2. What are the difficulties that students have to overcome reading comprehension during this innovation?
3. What are students' perspectives regarding the newly implemented strategy?

### **Innovation**

This study explored the use of collaborative assessment in scanning to improve reading comprehension skills, it lasted 24 teaching hours in six weeks. This study addressed twenty university students in the second semester, taking the second English module at a public university in Guayaquil. Their English proficiency in a majority was a low A2 level, according to the CEFR. For this innovation, the “Personal Best” textbook and other reading activities were used during the innovation period. The class was planned by using a backward design plan (Appendix A) to complete one unit of the coursebook.

The classes took two hours each day, four hours a week. Each lesson included one activity around a text, whether creating a story, imitating a document, or writing. However, the focus was to read a text and answer reading comprehension questions. In the first week of the innovation, students worked with a link with different reading materials such as a poster, a flyer, an email, and text messages, so they noticed that reading could be done with any texts. They did the activities that came along the passages mentioned in the lesson plan.

The second activity was to create a chart with three columns that needed to be completed with information such as their reading comprehension concerns. Their ideas on what to do to improve reading comprehension and if there was something new, they

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have learned from this activity. Students learned about scanning, and they were allowed to use their cellphones to share new ideas, meanings, and examples regarding scanning. Then, they watched a video about scanning and compared it to what they thought.

In the second week of the innovation, the activity was to watch a video about “Good Feedback,” they had to create a checklist for scanning with some ideas from the video. After this activity, they worked on the coursebook activity, “Getting to work,” they read, scanned, underlined the answer to the questions, and then they swapped books to compare their answers.

In the third week and the fourth week, the lessons included the coursebook and activities related to the study. The participants practiced exercises based on the syllabus. Participants read texts and checked their answers with their classmates in small groups to compare the results. After that, they used the teacher’s answer key to verify if their answers were correct.

In the fourth week, participants started to create their reading comprehension questions. For example, they wrote a biography and used the “Collaborative scanning checklist” to check, revise, and provide feedback to each other’s work. It allowed learners to develop their reading comprehension skills while they were working with their partners.

In the fifth week, students worked on texts from the coursebook and continued using the “Collaborative scanning Checklist” and giving each other feedback. The document was an email, and they had to create a similar one with their information. After receiving input about informal emails, they added more ideas to their emails and corrected mistakes with their peers’ opinions.

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In the sixth week, students received four texts, then they read and completed the exercises collaboratively to answer remaining questions with their peers. They used the “Collaborative Scanning Checklist” to check the improvements made during the implementation of this innovation. As a group, they exchanged their worksheets and checked each other’s answers to compare their results and make corrections if it was necessary.

### **Methodology**

The research design for this study was mixed; quantitative and qualitative. The quantitative instruments used in this research were a pre-test and post-test, a checklist, and a survey; and, the qualitative tools were the learning logs.

### **Participants**

The participants in this study were twenty adult students from the second semester in the second module of English at a public university in Guayaquil. There were 12 males and 8 females. The ages ranged between 19 and 22 years old. The ethnicity of the participants was mestizo and their mother tongue was Spanish. Most of them have access to the internet. Their learning styles and needs were varied based on the researchers’ previous classes’ observations. The English proficiency level of participants was a low A2, according to the proficiency Test (Appendix C) taken at the beginning of the innovation.

### **Instruments**

In the first week, students took the reading comprehension pre-test, a pre-survey and a demographic survey (Appendix B) to know the personal background of students. The first instrument was a proficiency test (Appendix C); participants were not

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informed about it, to avoid external factors (they could have studied for it). The document consisted of six sections, with a text that each participant had to read and carefully answer the questions with a text. The sections were gradually more difficult, from A1 to B1. The maximum score was 40. Furthermore, the researcher validated the proficiency test and the pre-test in collaboration with another expert in the area.

To answer research question 1.- What was the extent of improvement in reading comprehension with collaborative assessment in scanning? A pre-reading test (Appendix D) and a post-reading (Appendix D) test were applied. The pre-test included the Reading Comprehension sections. After reading five passages, students read the questions and chose one from the four possible answers. The pre reading and the post reading tests were the same to avoid interpretation errors on the results, but changes were expected due to complexity.

To answer research question 2.- What are the difficulties that students have to overcome reading comprehension during this innovation? The participants filled a collaborative scanning checklist (Appendix E) during the reading assignments. This instrument facilitated the data collection of the frequency of students' understanding and improvement of each task.

To answer research question 3.- What are students' perspectives regarding the newly implemented strategy? The instruments to understand students' perspectives were a survey (Appendix F), and the learning logs (Appendix G). The survey consisted of nine statements about reading, scanning, and collaboration in assessment, in which participants had to "rank" each; they choose from "Totally Agree" to "Totally disagree." Moreover, for this third question learning logs were applied to have a clear idea about

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opinions and thoughts of participants about collaborative assessment in scanning to improve reading comprehension.

### **Ethical Standards**

To carry out this study the teacher, who was also the researcher, requested permission from the director of the program. Additionally, the researcher received written consent from the students (Appendix F) when receiving the Likert-type survey. Participants were informed about the benefits of the study and they agreed on participating.

### **Data Analysis**

The data analysis refers to collecting data from students in the topics of reading comprehension, and collaboration in scanning. The author implemented the instruments before and after the study to get results for further analysis. The analysis was both qualitative and quantitative. The author gathered information from the surveys, checklist, the tests and learning logs.

### **RQ#1: What was the extent of improvement in reading comprehension with scanning through collaboration in the assessment?**

The researcher applied a pre and post-reading test. The scores obtained were entered in an Excel spreadsheet. Later, the data were imported and tabulated in the Statistics Package for the Social Studies Version 24th (SPSS) to get descriptive statistics. Through this application, the data was entered and through some of the programs' features, the results of descriptive statistics could be found, as well as the significance of the study (p-values) and the reliability of the survey. The author obtained

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Cohen's  $d$  by typing the mean and standard deviation of the pre and posttest in an online calculator.

### **RQ#2: What are the difficulties that students have to overcome reading comprehension during this innovation?**

A collaborative scanning checklist was applied. This instrument enabled the data collection which was tabulated in an Excel worksheet to get the frequencies of each component of this checklist.

### **RQ#3: What are the students' perspectives regarding the newly implemented strategy?**

The instruments applied were a pre and post survey (Appendix F) which had nine items about the perspectives towards collaborative assessment in scanning to obtain the frequencies of each survey and compare the results. Another instrument used were the learning logs. The questions on the learning logs were assigned and fulfilled after completing each reading. Furthermore, the researcher checked all students' learning logs to know students' opinions about this innovation.

## **Results**

The data collected during these six weeks to answer the three research questions are presented in this section. To answer the research question number one: What is the extent of improvement in reading comprehension with collaborative assessment in scanning? Results demonstrated the scores obtained in the pre-reading test and the post-reading test. With these data, the researcher figured out that participants did not understand the readings entirely due to the lack of reading strategies at the beginning of



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the innovation. Still, in the last part of the innovation, learners took the post-reading test as one of the research's final components with the following results.

Table 1 shows that after implementing the innovative strategy of collaborative assessment in scanning, learners had a positive and highly significant improvement in their reading comprehension.

Table 1 shows the overall results of the pre and post reading test of this study. The mean difference is 8.95; this indicates a significant and positive increase in the post-reading test scores, also demonstrated in Figure 1. Additionally, Cohen's  $d$  is 4.19 showing a positive and highly significant effect size, which means a great effect between the pre-reading and post-reading tests. After analyzing the results, these indicate that the participants' reading comprehension have increased after implementing this innovation.

Table 1

*Descriptive statistic of pre-test and post-test*

	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Effect Size</b>
	<b>Sample</b>	<b>Mean</b>	<b>Std. Devt.</b>	<b>Grade</b>	<b>Grade</b>	<b><math>d</math></b>
<b>Pre-test</b>	20	25.60	2.60	21.00	31.00	
<b>Post-test</b>	20	34.55	1.54	33.00	38.00	4.19

To answer the research question number two: What are the difficulties that students have to overcome reading comprehension during this innovation? The teacher assessed the students' checklists given them for these six weeks using the collaboration scanning checklist. The results of the collaboration scanning's improvement at the beginning and the end of the innovation are shown in table 2.

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Table 2.

*Checklist with all the percentages of students.*

Questions	Pre and post	
	Yes	Yes
Is it difficult for you to read and understand texts in English?	90%	25%
Has your perspective changed after using the strategies of scanning and peer assessment to improve reading skills?	15%	90%
Do you think collaborative assessment in scanning is essential to enhance reading skills?	30%	90%
Do you like the feedback you get during the revision of reading comprehension tasks?	15%	80%
Do you get the gist easily when working with your peers by using scanning strategy?	35%	70%
Do you use scanning during the whole reading and completion of activities?	20%	80%
When you finish reading a text, is it easy for you to answer questions about it?	20%	75%
Do you think that the scanning technique helped you understand texts better?	35%	85%

In the previous table, results showed the noticeable improvement that students had after implementing the innovation. Students increased and developed their abilities in reading comprehension through collaborative assessment in scanning. The most significant improvement is the perspectives about use of the strategy of scanning (90%), followed by overcoming the difficulties to read and understand the texts by the use of the scanning's help and get feedback during the revision of the task (65%) and finally collaborative assessment in scanning is essential to enhance reading skills and it is easy

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for answer questions about after read a text (60%). These findings show the benefits of collaborative assessment in scanning.

To answer the research question number three: What are the opinions of students regarding the newly implemented strategy? This action research concluded with this question to know opinions of students about collaborative assessment in scanning to improve reading comprehension skills. For it, two specific instruments were applied. Firstly, a survey with nine items, and secondly, the learning log's results obtained through the implementation applied during the study. The results of each instrument are described below:

Table 3.

*Students' perspectives towards the innovation*

	<b>pre &amp; post-survey mean</b>	
<b>Items</b>	<b>Mean</b>	<b>Mean</b>
I can understand a short, simple text.	1.50	3.75
I know how to provide feedback.	2.25	3.55
I improve my reading comprehension with the help of my classmates.	1.25	3.30
I understand a short text by scanning it.	1.85	3.95
I know how to scan a text.	1.40	3.85
I enjoy reading with the help of my classmates.	1.40	3.70

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Scanning helped me to improve my reading comprehension.	1.30	3.75
Scanning made me realize my mistakes after reading the text again.	1.30	3.70
Peer assessment was useful for reading.	1.80	3.30

Table 3 displays significant differences in students' opinions concerning the pre and the post-survey. There was a clear increase in the means of all the items, but it was more substantial in items 5 and 7, whose mean increased by 2.45 points. Results demonstrate that students have obtained the required skills to take part in this action research. Item 5 demonstrated that students learned how to scan a text. Item 7 showed that the use of scanning helped students to improve their reading comprehension. Results confirmed that participants have positive opinions regarding the newly implemented strategy skills at the end of the innovation.

The second instrument showed students' improvement through the learning logs when they tried to fulfill them after each scheduled task. The teacher checked all the papers written by the students and tabulated data to obtain their opinion and perspective related to the collaborative assessment in scanning to improve their reading strategies. The learning logs were randomly chosen from eight participants and for their question 1.- How well did students do when giving and receiving peer assessment? Students 3, 4, and 6 agreed that when they received some collaboration, they were doing the activities, and results were better for the next task.

The second learning log question was, what have students gained from this activity? (Peer-feedback, reading, using scanning), students had similar answers about their improvements. Almost all participants focused on referring to the growth obtained through the peer-feedback. The third learning log question related to what students could have done differently (For receiving/giving peer feedback, reading, using

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scanning). One answer took in special attention; it was the one written by student 3, she told when she received the activity number three, she prepared at home some flashcards which she shared with their partner in a little group. They then talked about the contexts written in each piece of paper to encourage them to talk and have some knowledge and opinion about the class.

The fourth learning log question asked, if students need to go back through the task to fill in any “blanks” in their understanding, most of them said yes. Students wrote about re-reading the text more than once and underline the specific vital words close to the blank space, which could be very beneficial for improving reading comprehension skills. Student 1 said that going back would not be helpful because students could feel like they had stopped in their learning, and it is something that learners cannot allow in this phase of their education.

It is noticeable in Table 3, the pre-survey shows in a general form how confused and lost were the students in the scanning field. On the other hand, the same table shows how a proper training and an efficient collaborative assessment in scanning has developed their reading comprehension skills after the innovation.

### **Discussion**

The current action research aimed to improve university students' reading comprehension skills by using collaborative assessment in scanning. Results demonstrated that the strategy significantly impacted on students' reading comprehension. Results are described below contrasted with the primary readings from authors in the literature review.

Regarding question 1: What is the extent of improvement in reading comprehension with scanning through collaboration in the assessment? As results

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confirmed, collaborative assessment in scanning made enhancements in the reading comprehension of students. The innovation's application caused a positive and significant impact Cohen  $d = 4.19$  on learners in this study. However, reading comprehension could sometimes be a more challenging skill to develop. Students needed to understand what the text is saying to the reader in a proper context, as But, Brown and Smyth (2017) emphasized that reading comprehension results may be affected by the texts' content.

Students overcame many challenges through the implementation of the study, one was the team work, but they had to collaborate with their peers by assessing their tasks. According to Stanford University (2019), peer assessment personalizes the learning experience and motivates ongoing education. Helmers (2017), and Wahab (2017) affirmed that working collaboratively helps learners build an understanding of a text and increase reading comprehension.

Question 2: What are the difficulties that students have to overcome reading comprehension during this innovation? The findings indicate that after implementing the innovation, overcame the difficulties to read and understand the texts by using the scanning strategy. The checklist application helped students work collaboratively and enhance their skills when working with their classmates. Ndoye (2017), Zhan et al. (2017) Zhi-Feng and Yi Lee (2013) stated that while students made corrections to their tasks, they gave input to each other, which helped them to improve their abilities. According to Shams and Tavakoli (2014); and Headington (2018), focusing on peers' strengths and weaknesses helps develop autonomy. The struggles presented at the beginning of the study were solved during the implementation, and the results were beneficial for the participants.

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Question 3: What are students' perspectives regarding the newly implemented strategy? The results specified that participants had positive perspectives regarding collaborative assessment in scanning at the end of the implementation because, through it, they improved reading comprehension skills and worked collaboratively. The means of each item in the post survey show that scanning allowed learners to understand short and simple texts, provide feedback to peers, realize their mistakes, and of course, improve their reading comprehension. These results are affirmed by Asmawati (2015), and Vélez and Castillo (2017), who said that employing a scanning strategy in reading comprehension improves reading.

According to the learning logs results, participants felt confident when giving and receiving feedback from peers because the understanding was better after each task. They gained more knowledge and used their contexts to provide a personal opinion about their improvements. Therefore, applying this strategy was helpful for students during the innovation and after it. The positive answers of learners display that collaborative work in scanning influences their learning due to interaction (Johnson et al., 2017; Moreira, 2019). Furthermore, this study allowed learners to be responsible for their peers' work, improvements and assessment.

### **Conclusions**

Collaborative assessment in scanning is useful to improve the reading comprehension of English learners. With the firm objective of encouraging students to achieve their academic goals, it was necessary to work on their reading comprehension to help them. This action research made students improve their reading comprehension in English as a second language through collaborative assessment with scanning. Students were required to apply the innovation proposed as daily training to develop

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their knowledge in each class. It enabled them to understand the texts better to look for the main idea or find specific words in the text, allowing them to improve their comprehension.

Nevertheless, few studies are done about using scanning to improve reading comprehension combining the collaborative assessment; even though there is some relevant literature about, it is found separately. This action research has collaborated with closing the gap of this topic, and students could share their opinions with peers while improving reading comprehension.

Results confirmed that scanning generated a positive impact on students' reading comprehension; additionally, students' perspective changed during the innovation. Their grades increased considerably, and students reflected positively in the last learning logs, and the collaborative scanning checklist about their understanding and knowledge acquired. Findings also showed that students were motivated when they noticed their improvements.

The collaborative work allowed students to communicate their opinions which increased the abilities to give feedback to their peers. At the beginning of the innovation, The pretests students' grades were low, but step by step with collaborative work these grades improved. The results of the survey and learning logs show that collaborative assessment in scanning improved the reading comprehension of participants. The perspectives of students towards the new strategy were positive at the end of the implementation.

Likewise, CLT principles motivated learners to construct meaningful knowledge while working with peers. Students were able to use different vocabulary found in the texts, understand a reading easily and complete the tasks in a collaborative way. Finally,



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collaborative work is essential to reinforce the previous knowledge and develop a correct teaching and learning process where the students build up their own understanding.

### **Limitations**

The limitations have been focused on the action research limitation context, not on students' weaknesses. One of the most remarkable limitations from the beginning was the reduced sample size to work with the innovation. The study was limited to twenty Ecuadorian EFL university students who worked during the innovation. Another critical limitation was the limited time set for applying this study to provide more reliable and longer-lasting results. Finally, the absence of a control group limited the possibility of generalizing the results.

Despite limitations that were not focused on students, it is necessary to mention that the real big problem and concern was that learners do not like or even do not want to read in their mother tongue. The learners' limited English knowledge and the little desire to read prevented the correct completion of specific tasks or took more time to perform them. It became a little more challenging because the action research was implemented in L2. It was noticeable when they demonstrated the lack of vocabulary, verifying that participants needed to enhance their reading and English language skills.

### **Recommendations**

This action research should be replicated following these recommendations for future improvement in learners: Students at university must have the prior knowledge about vocabulary, reading comprehension and the other skills to work powerfully in these kinds of studies.

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Additionally, it is recommended to have a control group in the next innovations to have more data to compare and contrast the results. Furthermore, it is suggested to extend the innovation for more weeks to obtain more substantial work with better development in the tasks. Teachers receive proper training to use and teach students how to use the peer-assessment to connect the group better and do a better job during the peer-assessment time.

To motivate learners to investigate the use of technology and later reading applications. It is well known that learners are not likely to read a bunch, but when implementing extra activities to practice during the innovation helps learners to increase the learning. Besides, it is good to remind them to always start with the easiest part of the test to later continue with the most challenging tasks. Finally, it is also suggested to explore the use of technology to develop more engaging activities.

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# COLLABORATIVE ASSESSMENT IN SCANNING

## **Appendix A**

### **Design from Your Goals**

Available upon request.

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## **Appendix B**

Demographic Information/ Información Demográfica

Available upon request.

**Appendix C**

**English Proficiency Test/Kite Lite English Test**

<https://www.kaplaninternational.com/free-english-test-online>

**Appendix D**

**Reading (Pre & Post) Test.**

Available upon request.

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**Appendix E**

**Collaboration Scanning Checklist**

Available upon request.

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**Appendix F**

**Survey Peer assessment in Scanning for Reading**

Available upon request.

# COLLABORATIVE ASSESSMENT IN SCANNING

## **Appendix G**

### **Learning Logs**

Available upon request.