UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciado en Ciencias de la Educación Mención: Inglés.

"STATION ROATION MODEL AND THE READING SKILL"

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Ambato – Ecuador

2020

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I, Lcda. Mg. Dorys Maribel Cumbe Coraizaca, holder of the I.D No. 180369456-9 in my capacity as supervisor of the Research dissertation on the topic: **"THE STATION ROTATION MODEL AND THE READING SKILL"** investigated by Mr. Bryan Esteban Chamorro Nazate with I.D No. 100402534-0, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "**THE STATION ROTATION MODEL AND THE READING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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Bryan Esteban Chamorro Nazate

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AUTHOR

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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"THE STATION ROTATION MODEL AND THE READING SKILL"** which is held by Bryan Esteban Chamorro Nazate undergraduate student from Carrera de Idiomas, academic period 2020-2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

It is a great feeling to say thank you to my parents, it is just a dedication for you both as you were my support since day one being there for me through the hard times and good times not only in my education but also in my life. I want to tell you I love you and thank you for all the things and love you gave me, now it is time for me to give you back more than I receive from you both. Things are about to change mom, love you.

Bryan

ACKNOWLEDGEMENTS

First of all, I want to say thank you to my parents for being my support every day, you are the ones that always care for me and help me to make good decisions. I also want to say that I could not be happier, and it is because of you, Mishel Yazán, thank you for making me realize that life is beautiful and different from what I thought, thank you for being there whenever I need you, thank you for being with me no matter what happens, and remember that I will be there for you too, love.

Thank you to my teachers who were an important part during all these years of university. I learned more than English from you, I learned to love my profession and to challenge myself to put my skills at a high level to be an excellent teacher.

Finally, I appreciate all the things my tutor Dorys Cumbe did for me during this process, even though the situation was not fair, you always helped me to improve by doing your best, thank you for your time, dedication, and commitment to make this research possible.

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ABSTRACT

Topic: The station rotation model and the reading skill.

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The use of technology in education is one thing teachers must consider in a class to include a variety of tasks and activities that engage students to learn. This is the main objective of this study in which through the use of the station rotation model is to analyze its importance in the development of the reading skill in students of the 2nd semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. To develop this research, the subjects of the study were 36 students who were divided into two groups, the experimental group which was taught using the station rotation model, and the control group in which this model was not used. These groups were evaluated using the reading section from the Preliminary English Test (PET) for the pre-test and post-test. After this, the experimental group was introduced to the station rotation model which consisted of three stations (teacher-led station, online station, and offline station), and thus start working on their reading skill according to each station. In conclusion, the use of the station rotation model in the development of reading skills has been proven to be of the utmost importance in a class. Since the results of the experimental group showed statistical improvements. As a result, the p-value obtained from the T-Test equals .001 which is lower than the significance 0,05. demonstrated in the analysis and discussion of the results.

Keywords: station rotation, reading skill, collaborative work, online instruction.

RESUMEN

Tema: The station rotation model and the reading skill.

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El uso de la tecnología en la educación es algo que los maestros deben considerar en una clase para incluir una variedad de tareas y actividades que motiven a los estudiantes a aprender. Este es el principal objetivo de este estudio en el que mediante el uso del modelo de rotación de estaciones se analiza su importancia en el desarrollo de la habilidad lectora en estudiantes del 2° semestre del programa "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Para el desarrollo de esta investigación, los sujetos de estudio fueron 36 estudiantes que se dividieron en dos grupos, el grupo experimental que se impartió mediante el modelo de rotación de estaciones, y el grupo control en el que no se utilizó este modelo. Estos grupos fueron evaluados usando la sección de lectura del Preliminary English Test (PET) para el pre-test y post-test. Después de esto, el grupo experimental conoció el modelo de rotación de estaciones que constaba de tres estaciones (estación dirigida por el maestro, estación en línea y estación fuera de línea), y así comenzar a trabajar en su habilidad de lectura de acuerdo con cada estación. En conclusión, se ha demostrado que el uso del modelo de rotación de estaciones en el desarrollo de las habilidades lectoras es de suma importancia en una clase. Dado que los resultados del grupo experimental mostraron mejoras estadísticas. Como resultado, el valor p obtenido de la prueba T es igual a 0,001, que es menor que la significancia 0,05. demostrado en el análisis y discusión de los resultados.

Palabras clave: rotación de estaciones, habilidad lectora, trabajo colaborativo, instrucción en línea.

CHAPTER I
THEORICAL FRAMEWORK

1.1 Investigative background

Nisa and Mubarok (2018) led a study in which the objective was to demonstrate an improvement in students' reading skills by using the station rotation model. In order to develop this study, 80 students of the tenth grade of MA NU Mu'allimat Kudus academic year 2017/2018, were the subjects of this experimental research in which the students were divided into the experimental and control group consisted of two groups, one experimental group, and one control group. The station rotation model was used with the experimental group whereas the control group was taught without this model. The information was collected through a pre-test and a post-test. Finally, the results of this study showed that using Station Rotation improves students' reading skills as the experimental group got a higher score (19.7) than the control group (9.6).

Truitt and Ku (2018) conducted a case study in which the main purpose was to show the experiences of 31 third graders who were using the station rotation blended learning in their classes. This case study was developed through one semester in the United States. During the middle and the end of the semester, the students that were taught using the station rotation model participated in student focus group interviews (transcribed and coded) and questionnaires (coded). The students' responses were then compared, and the results showed that Station Rotation involves five positive aspects such as varied activities, the use of technological devices, the topics to be learned, engaging activities, and collaborative work, whereas two negative aspects such as challenging work and technology arise among students. Finally, even there were two negative aspects, the overall perceptions of the Station Rotation model were very positive among students.

Sulistyorini (2018) conducted an investigation to provide educators important information about the use of the Station Rotation blended learning model inside a classroom. This study was developed in a language classroom through action research based on infused active learning strategies on two cycles, one applying three stations at the same time and one with two stations. Active learning was infused to make students develop different and important English skills in each of the stations. The results of this study showed that active learning strategies such as "The power of two" influenced the development of vocabulary, reading, and writing. In addition, "Jigsaw" learning activities developed listening and speaking skills. Finally, the use of active learning strategies and Station Rotation had a huge impact on students' development of English language skills.

Othman et al., (2019) conducted an investigation on blended learning pedagogy in order to develop Higher Order Thinking Skills (HOTS) in students. This study involves a 120-Minute Instructional Station Rotation Model which consists of three main approaches, which were Team-Based Learning, Online Collaborative Learning, and Traditional Method. The methodology was carried out through a survey in the first two weeks. Then, students were divided into small groups called stations that rotate every 30 minutes to develop what is asked for each station. As a result, students were most attracted to Online Collaborative Learning as they could work with digital devices which facilitates the work and communication among them. On the other hand, the traditional method is also valid among students as they agree on the importance of the teacher's role in a class.

Rusijono et al., (2019) led this study applying station rotation as one of the differentiated instructions. The objective of this study was to improve students' memory and delivery of information. In order to achieve this goal, blended Learning's Station Rotation is a suitable method to meet the students' needs and to develop their higher-order thinking skills (HOTS). In order to develop this study, one-group of fourth-grade students were the subjects, and data was collected by observation, interviews, and formative and summative tests. Finally, the results showed that the

station rotation promotes students' HOTS, showing remarkable performance in problem-solving, critical thinking, reflected on projects in which students applied their understanding in their learning process.

Mamman et al., 2019 lead an investigation in which the main objective was to enhance the critical thinking skills of pre-service teachers, using the station-rotation model to achieve this objective. It is mentioned in the study that the lack of critical thinking among students is due to a need for pedagogical principles and effective teacher training to inculcate critical thinking. Thus, based on a quasi-experimental design with a pre-test and a post-test to collect the information, this research work was conducted in one of the faculty of education in a national university located in the northeastern part of Nigeria. With a sample of 108 n=54 on one experimental and one control group, an independent sample t-test was conducted to analyze the difference in critical thinking skills between these two groups. As a result, it is revealed that the use of the station rotation model in blended learning in a blended social collaborative learning environment helped the experimental group to have the highest score in critical thinking.

The investigations mentioned before are of great importance to know about the station rotation model, how it works and its effectiveness, not only for the development of the reading skill but also for different skills such as critical thinking, student's memory, among others, which are based on small learning communities. The station rotation model allows students to work together in the different activities that are designed for them in the teacher-led station, online station, and offline station, and thus to develop the reading skill.

1.2 Theoretical framework

1.2.1 Independent variable (Station Rotation model)

Definition

The Station Rotation model is one of the four existing models (Station-Rotation model, Lab-Rotation model, Flipped-Classroom model, and Individual-Rotation model) which is defined as a course or subject in which students rotate the stations according to the teacher's discretion between different learning modalities, at least one of which is online learning (Christensen et al., 2013). The Station Rotation Model consists of students' rotations into different stations that are planned and designed for a common purpose depending on the teacher's decision and students' needs, one important thing of the Station Rotation model is that at least one of the stations must encourage online learning which also makes this model part of the blended learning (Staker & Horn, 2012). Besides, this model allows the teacher to create small learning communities within the larger class setting. Stations might include differentiated activities to challenge various skill levels that can be developed for students to work individually or as a group in a settled time by the teacher.

Figure N° 1: "Station Rotation Blended Learning Model"
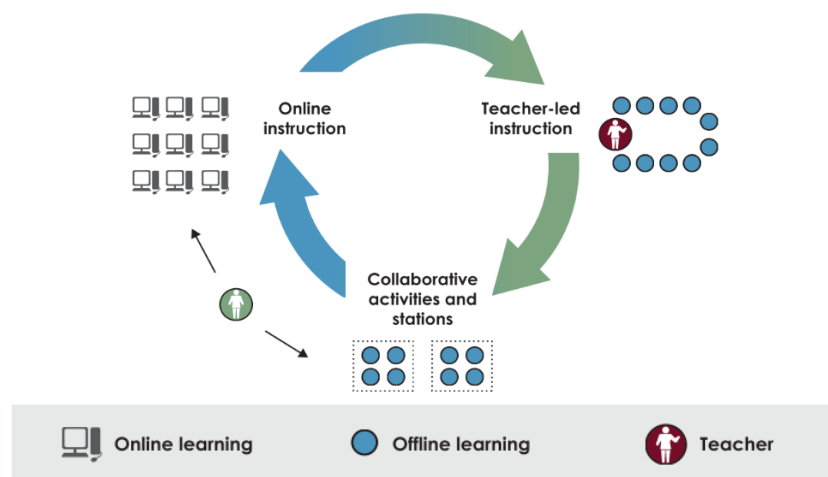
Note. Figure 1 shows the station rotation model division which consists of the online instruction, teacher-led instruction, and collaborative activities and stations. From "Classifying k-12 blended learning," by Staker & Horn, 2012.

Figure 1 shows one way three stations can be created in a class in which students are divided into three groups of instruction, most of the time The Station Rotation is divided into three to four stations depending on the number of students and the teacher's design of the stations (Staker & Horn, 2012). How these stations must be set up is one online instruction, in which students use technology for completing online activities or any other educational purposes. Then, in the teacher-led instruction, the station is led by the teacher in which he/she interacts with students and clear students' misconceptions. Finally, the collaborative activities and stations are fully carried out by the students working on collaborative group works or individually. Each of the stations develops a certain skill or activity and the entire class works on each of them alternating among the activities planned for the teacher within a time set.

Models

Teacher-led station

This is the station in which direct instruction is fundamental for students to understand, construct, and confirm the meaning of the topic of the lesson. Besides, students can ask questions and clear any doubt as well as participate giving their ideas that can be accepted or corrected by the teacher or through dialogue with their peers (Harb, 2019). In this station the teacher uses the best of traditional instruction, explaining the topic of the lesson and encouraging students to be active learners by participating and showing their understanding of the lesson. Thus, in small group instruction, the teacher can facilitate discussion among students about the topic that is being treated in order to know if any student needs some more practice or if the topic is understood. Besides, the teacher-led station introduces the topic of the lesson as it must be related to the other stations' activities.

Working in stations allows the teacher to give oral assessment whenever is needed for students, it is important to mention that in this station students are allowed to talk frequently, both to the teacher and to partners, this helps the teacher to follow-up with the students and monitor their learning. This station is very significant for the teacher to focus on individual student's needs and realize which are the strengths and

weaknesses of each of the groups. As the lesson goes on, the teacher can figure out which students are mastering the content and which of them need more attention. This can help the teacher to plan the online and offline stations according to what is needed for the students to work on. The teacher oversees having a powerful one-on-one impact with students that may have any misconception of the lesson.

Online station

This station allows the teacher to give individual or group work assignments as remediation or extension for students in which they get to work by searching online activities and useful information to clear misconceptions of any lesson. Also, online activities can be reinforced by online platforms that can be provided by the teacher. (Watson et al., 2008). For example, the teacher can plan some personalized activities in Google Docs, Kiddom or any other source, asking students to work in searching the internet for specific information to complete a task. Thus, adaptable software provides students the necessary to facilitate their learning.

The purpose of this online station is to make students interact with technology and develop their research skills as it is one of the essential 21st century skills (Harb, 2019). Working on the online station gives students the opportunity to expand their knowledge and the teacher must encourage them to continue learning by providing educational sources online that engage and motivate students in the process. Moreover, the online station makes it easier for students to have access to videos, updated information, interactive software to learn at their own pace.

Offline station

This station is the one in which students work on collaborative activities for a common purpose, students give their ideas in a discussion in which the teacher is not included. The teacher is not fully involved with students, so they have the entire control of their learning, in this case, the teacher is the one that gives to students the instructions of what they are going to do. The instructions must be clear for students to develop

something productive during this time with no teacher. For example, the teacher can give a topic of any issue such as poverty, and then students must debate and discuss and even write about their experiences, opinions, or questions they might have about what they consider are the reasons, causes, and consequences of poverty. Moreover, students can work on problem-solving activities that can be designed for the teacher, these can be open-ended questions that encourage students to reach an agreement by sharing their thoughts (Sulistyorini, 2018).

There are two main objectives of the offline station. The first one is to make students have a discussion group in which they are participating and learning from each other giving their ideas and having real-time feedback from the group itself. It is important to mention that this offline station is a practice and kind of introduction for the other stations' activities, this offline station helps students to have a previous idea of what the following stations consist of (Truitt & Ku, 2018). The second objective is to create a collaborative learning environment in which students are working at their own pace, being part of an active-learning station that requires high-order thinking skills that emphasizes the exploration of one's thoughts and values. According to Harb (2019), active learning approaches make students develop their knowledge by making connections between their current knowledge and the new information received from their partners. In fact, this type of instruction has proved its effectiveness with students at different levels because such type of learning promotes a positive learning environment and students' performance.

Collaborative work is the basis of the learning process as it shapes a positive attitude from students and it also helps students overcome a lot of challenges in the research process. It is important to mention that learners feel like they are part of a social contract with the main purpose of achieving a desirable outcome (Child & Shaw, 2016). Members of the group share their ideas and analysis of a problem and pool their knowledge, effort, and skills to reach an agreement to have a solution. According to Harb (2019), working as a group develop participants' research skills and encourages

them to get enthusiastic about the research process but also to develop their social interaction competencies feeling confident while working.

Process

According to Tucker (2016) the initial steps of getting started are critical to the long-term success of the Station Rotation blended learning process. Implementing the best practices by creating small-group communities among students help the teacher to overcome problems associated with whole group instruction because in this model the teacher can reach all of the students.

Phase 1 is the building foundation to illustrate the different components that help ensure the station rotation blended learning implementation starts on the right path, and at the right pace. It is important to mention that there are several moving pieces, as the teacher as a guide and source of information for students to help and secure the overall success of the initiative.

Stage 1 Design offline

Reflect on offline collaboration and set offline station expectations and connections to develop students' sharing, talking, and tinkering skills. You must be careful with the sound as the station may be quiet with some movement noise in which students feel themselves focused, excited and creating group contract.

Stage 2 Work online

Reflect on online collaboration and set online station expectations to make students get along with technology. You must allow students to work on computers typing, and using electronic devices to feel focused, engaged, and creative in the process of learning through online research and activities.

Stage 3 Self-assess

In this stage, it is important to discuss the following question to succeed in this process.

- How does collaboration among students work on the development of the settled objectives of each station?
- What is the difference between offline and online activities?
- What are the keys to make collaborative work better?
- Are the offline and online stations the same?

These are some of the questions that must be considered as a teacher.

Benefits

The station rotation model emphasizes students learning in which they are the center of the learning process. Students extend their understanding and experience of working in groups, develop higher-order thinking skills learning one from another, discuss and share their ideas about new information, and work as a team in order to accomplish with what the teacher requires in each of the learning stations (Harb, 2019).

The station rotation model allows the teacher to create small learning communities in which students work in teacher-guided activities (teacher-led station), collaborative activities without the teacher (offline station), and online tasks through technology (online station). Students work with the teacher when they are in the teacher-led station, in this station students are free to ask any question, and the teacher can reach all the students in the group to clear any misunderstanding students may have.

The use of the internet and online learning applications is essential for the development of the station rotation model, as the online station requires online delivery of content which creates a learning environment that engages and motivates students to work (Harb, 2019), offering them a wide range of sources with updated information, videos, interactive software, etc., for the student to interact and learn.

The offline station benefits students' interaction among them to complete the assignments required for the teacher in this station. Having group conversations to solve a problem is the main purpose of this station that creates a self-paced learning environment. It is important to pay careful attention to the instructions for students to work without the teacher (Truitt & Ku, 2018).

This project involves a high degree of organization and initiative to implement a station rotation blended learning model to start with a clear vision and purpose. On the other hand, having a clear idea does not mean that everything needs to be figured out from the beginning. In fact, it is unrealistic to expect definitive solutions, this is a process that will evolve with increasing proficiency as students need time to get accustomed to this model. The use of technology will be fixed through advancements, and trial and error.

1.2.2 Dependent variable (Reading skill)

Reading

There are four language skills: reading, writing, listening, and speaking, from which reading, and listening are receptive skills. This means that these two receptive skills involve responding to a text, whereas productive skills, speaking, and writing produce it. In order to make sense of the written text by reading, it is important to understand the language of the text at the word, sentence, or whole-text level. In addition, readers' knowledge of the world is connected to the message that texts want to share. To understand even a simple sentence, we need to know what the letters are, how are they joined to make words, their meaning, and their function in the sentence.

Reading involves a complete understanding of the text as it often contains a series of sentences connected by grammar and vocabulary. These connections are referred to as discourse and reading is involved with the understanding of all these connections. In fact, by reading, readers must realize some important aspects of a text such as

coherence and cohesion to understand the language of each sentence to know what they mean.

Reading skills

Reading has a purpose and there are some reading skills or sometimes referred to as reading subskills that facilitate reading. **Scanning** which is also referred to as reading for specific information is one skill that helps the readers to save time by reading a text just to find the information they want. Scanning consists of having a brief look at the text by moving the eyes very quickly over the page. It is not necessary to read all the words, you read only the words that help you find the information you are looking for in the text (Jeffries & Mikulecky, 2009).

Another reading skill is reading for gist or also known as **skimming**, like scanning, it is a way of reading very quickly but the reason you skim for is different. It involves glancing through a text in order to have a general sense of the important ideas in a text (Spratt et al., 2012). Reading for detail is another subskill and it involves getting the meaning out of every word and out of the links or relationships between words and sentences.

The third reading skill is **reading for detail.** It is based on getting the meaning out of every word and out of the links between words and sentences. For example, this is commonly used when readers are reading an important letter or when they must answer detailed reading questions.

Another reading skill to get the meaning from a text is **inferring**. When reading, the writer's opinion or feeling on a topic can be inferred. In order to infer meaning from a text, it is important to notice important things such as words, grammar, register, and style that are used in a text (Jeffries & Mikulecky, 2009).

Guided reading

Guided reading is considered a teaching approach that can be used with all readers who have problems at the moment of reading. This approach is based on three fundamental purposes. The first one is to overcome the different instructional needs of all the students in the classroom, allowing them to greatly expand their reading skills (Fountas & Pinnell, 2001). The second one is to teach students to read easy to difficult texts with a good understanding and fluency. Finally, to construct meaning while using problem-solving strategies to figure out new vocabulary words that deal with complex sentence structures which will help students to understand concepts or ideas not previously encountered.

Small groups of instruction with students who are at a similar level in their reading development can be suitable for applying guided reading. The effectiveness of small-group instruction is because it is focused on teaching what students need in order to develop their reading skills and to move forward with their learning. In guided reading, the teacher is in charge of drawing together the groups of students who share similar reading difficulties, it is based on ongoing observation of students learning and combined with the systematic assessment. The main aim of guided reading is to encourage the readers to develop a self-extending system of reading. This means to know strategies that allow readers to confirm whether they are reading the story accurately (self-monitoring) when readers realize on their own that something is not right while reading (self-correcting) when readers look for information in order to assist problem-solving in some way (searching) when readers think of some ideas of what is coming in their reading (prediction), and when readers expect consistency of new information with past inferences and predictions (confirming) (Iaquinta, 2006). This process enables readers to increasingly make the central elements of fluency and accuracy automatic.

Teacher's role in guided reading

Besides forming groups of students at the same reading level, the teacher must be careful with the level of difficulty of the materials to provide the most effective

instruction possible that match the difficulty of the material with the current abilities of the students. The selection and introduction of texts in a particular group of students who share similar developmental needs at a point in time create a context that supports learning (Fountas & Pinnell, 2001). In fact, a good selection of texts will provide opportunities for students to expand their processing strategies. A previous introduction of the text will help readers access and use all sources of information and it will an opportunity for students to independently solve problems while reading. For that reason, the teacher's role is fundamental to guided reading because they prompt and guide students while working to build this self-extending system of reading. Teachers monitor students as they read, prompting for strategies and word recognition when needed. In fact, teachers listen to students reading aloud to realize any problem and think of solutions and activities for it. In order to practice reading new vocabulary and to build students' fluency, the teacher must invite them to reread along with him/her as a guide.

Reading comprehension

According to Fielding and Pearson (1994), reading comprehension is a complex process that involves knowledge, experience, thinking, and teaching. It is said that comprehension is heavily dependent on one's knowledge of both the world and the worlds of language and print. Also, it is important to mention that comprehension is not just the reproduction of the author's words but an inferential and evaluative construction of ideas. Reading comprehension can be taught directly, and its instruction must include four components: a considerable time for actual text reading, comprehension strategies taught by teacher-directed instruction, peer and collaborative learning opportunities, students talking to a teacher and one another about reading responses, in order to succeed at reading (Fielding & Pearson, 1994).

Ample time for reading

Having 7 to 15 minutes of reading is not enough for students to develop reading comprehension skills, extending the reading time for students will bring benefits such as the acquisition of knowledge, which fuels the comprehension process of a broader

array of topics and texts. The more student read, the more students acquire vocabulary and understand the reading.

Teacher-directed instruction

The teacher plays an important role in reading comprehension, as he/she is in charge of modeling and explaining a reading comprehension strategy, what it is, how it is carried out, and when and why it should be applied (Duffy, 1988). It gives the teacher control of the students' reading and is his/her discretion to gradually give students more responsibility for task completion.

Peer and collaborative learning

Cooperative learning is effective as students clearly understand the teacher's goals and they are expected to explain things to one another in the class instead of just comparing answers with the teacher. Thus, group activities are a complement for the teacher's instruction that results in a positive social and cognitive environment for students and their abilities (Stevens, 2008).

1.3 Objectives

1.3.1 General objective

- To analyze the importance of using the station rotation model in the development of the reading skill.

1.3.2 Specific objectives

- To establish the benefits of the use of the station rotation model in the reading skill.

- To demonstrate the effectiveness of using the station rotation model in a class.

- To compare pre-test and post-test results based on the application of the station rotation model.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

The subject of study was the students from the 2nd semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. The total population was formed by 36 students who were taking the subject Context of Educational Matter.

Table N° 1: Population

Group	N° students	Percentage
Control	18	50%
Experimental	18	50%
Total:	36	100%

Source: Field research
Author: Chamorro, B. (2020)

2.1.2 Instruments

- The data was gathered through tests which were delivered into pre-test and post-test. For this, the reading section of the Preliminary English Test (PET) was used in order to collect the required information.

- Google Forms was used to type the Preliminary English Test (PET) for students to take it as the pre-test and post-test.

- Google Docs was used to create the different reading activities for the online and offline stations. These activities were focused on the reading skill in which students had to complete in each of the stations according to the given instructions.

- Zoom was used for online instructions and to organize the class using one of its features called breakout rooms. This was used in order to form three stations which were the teacher-led station, the online station, and the offline station.

- Excel was used in order to create both the control and experimental groups for this study.

2.1.3 Procedure

To develop this research, students from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) were the subjects of study. This group of students was divided into two groups, one is the experimental group and the other is the control group. These two groups were formed randomly using an Excel formula that permits the researcher to form groups according to what is needed. Thus, the experimental group was taught applying the station rotation model, whereas the control group was taught using normal instruction.

The experimental group consisted of 18 students who were learning using zoom for online instruction. This tool was effective as it allows to work using the breakout rooms to dive into a large class and form small groups of students to work together. The breakout rooms in zoom were the most important part of this tool as the station rotation model consist of small groups of students to work on the online, offline, and teacher-led stations. Thus, the experimental group was divided into these three stations randomly, using the same formula of Excel. During this period, students from the experimental group worked together in their groups by developing the tasks that were given on the lesson plans within the time established by the teacher. Also, each group had its Google Docs in order to develop the activities that were asked in each station.

2.2 Methods

2.2.1 Research approach

This study was intended to find the effectiveness of using the station rotation model to improve students' reading skill achievement, including reading comprehension techniques to enhance students' skills at reading. Thus, a mixed approach, quantitative, and qualitative was applied. It is important to mention that a mixed approach collects and analyzes qualitative and quantitative data in order to guide the research to a clear understanding (Almalki, 2016).

Quali-Quantitative research

It was based on both qualitative and quantitative approaches as this project showed students' understanding of the language through reading comprehension questions and online activities intended to develop the reading skill. In addition, it was quantitative as this process included the results of the pre-test and post-test which are tabulated in the next chapter. Moreover, it was qualitative because the information on how the station rotation model influences students' reading skill was analyzed.

2.2.2 Level or type of research

Bibliographical

This was bibliographical research because it is one of the techniques of qualitative research that is responsible for collecting, compiling, selecting, and analyzing the information from papers, books, magazines, articles, thesis, cases of study, newspapers, among others; which were taken into account at the moment of developing the two variables of this research, the station rotation model and the reading skill (Guerrero & Guerrero, 2014).

Experimental

Experimental research was used as it observes the management of the variables and their effects (Guerrero & Guerrero, 2014). First, the research was conducted in two groups which were the experimental group and the control group. Second, both groups took pre and post-tests taken from the PET examination at the beginning and at the end of the research. Finally, the experimental group was the students who were taught using the station rotation model, while the control group was the students who were taught without the station rotation model.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The analysis and interpretation of the obtained data are presented in this chapter. In order to obtain the information for this study, a pre-test, and a post-test were applied at the Universidad Técnica de Ambato, in the second semester of the Pedagogía de Los Idiomas Nacionales y Extranjeros program. For this study, the reading section of the Preliminary English Test (PET) was applied to 36 participants. After that, the students were divided into two groups, the experimental and control groups.

The experimental group was taught applying the station rotation model, in which they had to work in three groups of six students each one for every class. There were five classes in total to apply this model, thus, students were asked to develop planned activities that were based on the reading skill. Each group, the teacher-led station, the online station, and the offline station were designed to make students work together in solving problem activities through reading. The instructions for each group were given through a lesson plan that they had for every class.

At the end of the experiment, the post-test was applied to both groups, the experimental and control group to make a statistical analysis of the data. The information collected from the analysis helped to verify the hypothesis of the study as well as the elaboration of the conclusions and recommendations.

The gathered information is represented in the tables below for the control and experimental groups to notice the difference before and after the treatment application to develop reading skills.

3.2 Interpretation of data

Table N° 2: Pre-test and post-test results (Control group)

Researched group	Score over 32 Pre-test	Average over 10	Score over 32 Post-test	Average over 10
Student 1	10	3,1	9	2,8
Student 2	3	0,9	7	2,2
Student 3	17	5,3	16	5,0
Student 4	7	2,2	8	2,5
Student 5	16	5,0	14	4,4
Student 6	18	5,6	21	6,6
Student 7	3	0,9	5	1,6
Student 8	27	8,4	27	8,4
Student 9	11	3,4	12	3,8
Student 10	12	3,8	11	3,4
Student 11	4	1,3	9	2,8
Student 12	16	5,0	18	5,6
Student 13	13	4,1	14	4,4
Student 14	13	4,1	16	5,0
Student 15	10	3,1	11	3,4
Student 16	8	2,5	4	1,3
Student 17	18	5,6	31	9,7
Student 18	8	2,5	5	1,6
Average:	**11,89**	**3,7**	**13,22**	**4,1**

Source: Field research
Author: Chamorro, B. (2020)

Table N° 3: Pre-test and post-test results (Experimental group)

Researched groups	Score over 32 Pre-test	Average over 10	Score over 32 Post-test	Average over 10
Student 1	10	3,1	17	5,3
Student 2	17	5,3	23	7,2
Student 3	10	3,1	28	8,8
Student 4	10	3,1	15	4,7
Student 5	14	4,4	19	5,9
Student 6	8	2,5	20	6,3
Student 7	18	5,6	20	6,3
Student 8	11	3,4	25	7,8
Student 9	2	0,6	13	4,1
Student 10	18	5,6	21	6,6
Student 11	3	0,9	14	4,4
Student 12	8	2,5	17	5,3
Student 13	7	2,2	12	3,8
Student 14	18	5,6	20	6,3
Student 15	6	1,9	8	2,5
Student 16	21	6,6	25	7,8
Student 17	5	1,6	19	5,9
Student 18	4	1,3	10	3,1
Average:	**10,56**	**3,3**	**18,11**	**5,7**

Source: Field research
Author: Chamorro, B. (2020)

3.3 Individual representation of students' scores

Figure N° 2: Pre- and post-test average score (Control group)
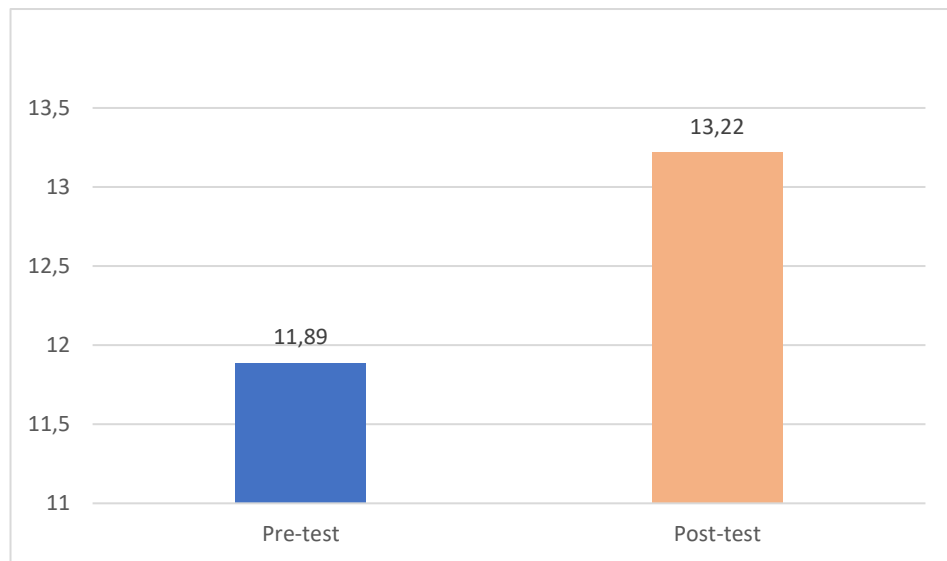
Figure N° 3: Pre- and post-test average score (Experimental group)
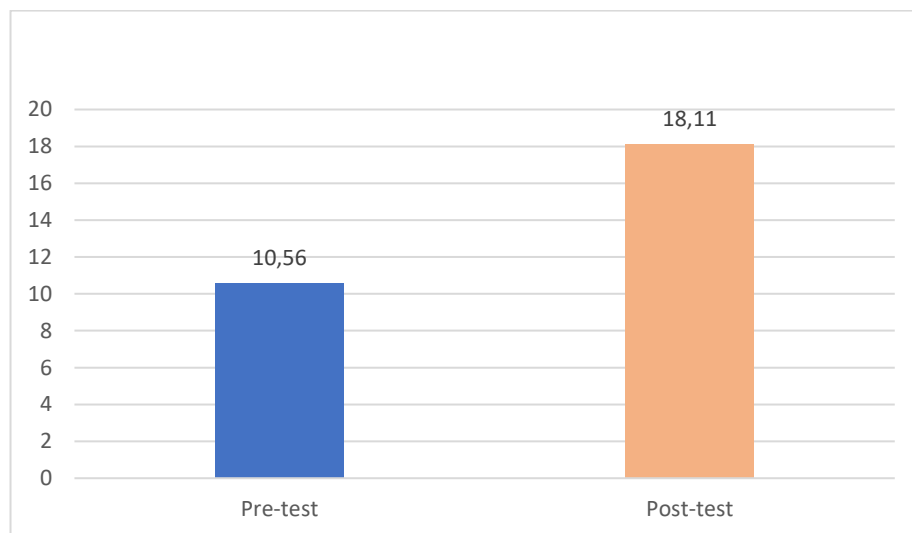
Analysis and interpretation

In table 1, grades obtained by the control group in the pre-test and post-test are presented. This table shows the individual grade obtained out of 32 points and its

average out of 10 points. In addition, figure 2 represents a comparison of the scores in the pre-test and post-test obtained by the control group. The collected information showed that most of the students in the control group got low scores in the pre-test, as the average over 10 points was 3,7, and that there is no significant difference in the post-test either as the average over 10 points is 4,1. On the other hand, table 2 shows the grades obtained in the pre-test and post-test by the experimental group. In addition, figure 3 shows the scores obtained by the experimental group in the pre- and post-test. It is important to mention that the average score over 10 points obtained in the pre-test by the experimental group is 3,3, whereas the average score in the post-test is 5,7. It is clear that after the application of the method, it is possible to notice that the scores increased considerably in the post-test. This means that the experimental group received a higher score after five weeks, one class per week of using the station rotation model to improve the students' reading skills. It is important to mention that it was possible as students from the experimental group were introduced to the different reading techniques using the station rotation model.

3.4 Hypothesis statement

Null hypothesis (H$_0$)

The station rotation model did not affect the development of the reading skill, in students from the 2nd semester of Pedagogía de los Iidomas Nacionales y Extranjeros program.

Alternative hypothesis (H$_1$)

The station rotation model affected the development of the reading skill, in students from the 2nd semester of Pedagogía de los Idiomas Nacionales y Extranjeros program.

SPSS Paired Sample T-test

Table N° 4: Paired Sample Statistics

➡ **T-Test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	10,56	18	5,843	1,377
	POST_TEST	18,11	18	5,411	1,275

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	18	,642	,004

Source: Field research
Author: Chamorro, B. (2020)

Analysis and interpretation

In table 4 is observed that the mean score ob tained in the pre-test equals 10,56, whereas the mean score obtained in the post-test equals 18,11. In order to conclude if there is a significant difference or not between the test, the t-test must be applied.

Table N° 5: Paired Sample Test – Paired Differences

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test Post-test	-7,556	4,780	1,127	-9,933	-5,178	-6,706	17	<,001

Source: Field research
Author: Chamorro, B. (2020)

Analysis and interpretation

In table 5 is observed that the p-value equals ,001, which is lower than the significance 0,05. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

3.5 Verification of hypothesis

T-test was used to verify the hypothesis to show the differences between the scores in the pre-test and post-test for the experimental group, which means that the station rotation model affected the development of the reading skill, in students from 2nd semester of Pedagogía de los Idiomas Nacionales y Extranjeros program.

Independent variable

The station rotation model

Dependent variable

The reading skill

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This investigation has led to the following conclusions.

- The use of the station rotation model could bring real benefits for students' reading skills due to the different stations in which students worked in activities designed by the teacher. Working in each of the stations, the teacher-led station, the offline station, and the online station, helped students achieved great fluency in their reading. In addition, the reading comprehension skill needed for students to get a good score in the reading part of the Preliminary English Test was showed in the difference between the score obtained in the pre and post-test.

- The group of the study showed a special need for the development of the reading skill, thus, the effectiveness of the station rotation model in the class was evidenced through a higher score obtained by the students from the experimental group in the post-test, information that is represented in table 3.

- The comparison between the pre-test and post-test results showed that mean score obtained in the pre-test for the experimental group equals 10,56, in the post-test and 18,11 in the post-test. Whereas, the control group score was 11,89 in the pre-test and 13,22 in the post-test. This means that the experimental group was affected positively showing an improvement in the score compared with the control group.

4.2 Recommendations

- The use of technology to work in a hundred percent online instruction has been challenging to overcome the demands of this station rotation model. For this reason, a detailed set of recommendations with respect to students' development of the reading skill and class performance have been made

- It is advised initial preparation for each class, as students have the exact time to develop what is asked for the teacher in each of the stations. For this reason, providing a lesson plan for students to read the instructions, and to have access to the links of the class and activities is essential to accomplish what is required in the set-up time.

- It is recommended to use Web-based applications such as Google Docs in which students can work together. This is because each student in the group can contribute with some ideas at the same time in order to complete the task. It is important to mention the use of the breakout rooms in Zoom as students can see and talk to each other during class time.

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Annexes

Annex 1: CARTA DE COMPROMISO

Ambato, 2 de Octubre 2020

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"THE STATION ROTATION MODEL AND THE READING SKILL"** propuesto por el estudiante Chamorro Nazate Bryan Esteban, portador de la Cédula de Ciudadanía 1004025340, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH JACQUELINE IZA PAZMINO

…....................................
Lic. Sarah Iza Pazmiño, Mg.
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Annex 2: Lesson planning

Virtual Station Rotation Lesson (**BULLYING**)

Stations	Instructions		
Students groups	Please attend the virtual conferencing session that your group has been assigned.		
	Group 1	LOPEZ MORALES PAUCAR MACHADO DIAZ ROBAYO YANCHALIQUIN SIGCHA MELO PEREZ YANCHALIQUIN SIGCHA SANDOVAL OCAÑA	Video conferencing Link https://zoom.us/j/9959511237?pwd=RDhadHd2a1JmSENjdzRReGZPT0tiQT09
	Group 2	QUINAPANTA SANGUIL MORALES QUEZADA PRECIADO SANCHEZ ALLQUI BARRERA ESPINOSA RODRIGUEZ PAREDES GALAN CAJAMARCA TIPANTUÑA	
	Group 3	MARTINEZ CARDENAS SALINAS TAMAYO LOPEZ VILLACIS PEREZ MAIZA BRAVO ACOSTA CHALUISA CHALUISA AYALA TIPANLUISA	
Teacher-led station	Objective: - To develop reading skills (skimming and scanning)		

20 minutes	- To discuss about bullying - To reflect on bullying causes and consequences
Online Station 20 minutes	Objective: - To define what skimming and scanning mean. - To practice skimming a text to get the general idea. - To scan a text for new vocabulary words. - To scan a text to get specific information Directions: - Open the following link and develop what is asked in the instruction GROUP 1: https://docs.google.com/document/d/19atgrI4n0l5kFeIizJvVz-_655HoeSMxxGmcOQOVc1l4/edit?usp=sharing GROUP 2: https://docs.google.com/document/d/1Q4lvAOrhWcEv0u7T7LXPhHwHBIK0swZmZgxrxExBdew/edit?usp=sharing GROUP 3: https://docs.google.com/document/d/1VH2t2W57Zuy12ZGat3nxDp359KZKaoFGPO7_O3xX8To/edit?usp=sharing
Offline Station 20 minutes	Objective: - To brainstorm ideas about bullying. - To discuss about the causes and consequences of bullying. - To discuss about actions to be taken against bullying. Directions: - Open the following link and develop what is asked in the instruction GROUP 1:https://docs.google.com/document/d/1-l0GG9Lm6BAbrKhVx_QteeXTrrQVp2G3dQGfB5pM7nQ/edit?usp=sharing GROUP 2: https://docs.google.com/document/d/1IMHR_OqkxjLgjQS-ATUIIHByuRVTkLF9rbZ5xF_9k_g/edit?usp=sharing

	GROUP 3: https://docs.google.com/document/d/1iPn2v-aapofMvCZR7eqgttcpyx7Phgx_j4OghBJLqis/edit?usp=sharing

Virtual Station Rotation Lesson (**DISCRIMINATION**)

Stations	Instructions
Students groups	Please attend the virtual conferencing session that your group has been assigned.

Group 1	LOPEZ MORALES PAUCAR MACHADO DIAZ ROBAYO YANCHALIQUIN SIGCHA MELO PEREZ YANCHALIQUIN SIGCHA SANDOVAL OCAŇA	Video conferencing Link https://zoom.us/j/9959511237?pwd=RDhadHd2a1JmSENjdzRReGZPT0tiQT09
Group 2	QUINAPANTA SANGUIL MORALES QUEZADA PRECIADO SANCHEZ ALLQUI BARRERA ESPINOSA RODRIGUEZ PAREDES GALAN CAJAMARCA TIPANTUÑA	
Group 3	MARTINEZ CARDENAS SALINAS TAMAYO LOPEZ VILLACIS PEREZ MAIZA BRAVO ACOSTA CHALUISA CHALUISA AYALA TIPANLUISA	

Stations	Instructions
Teacher-led station	Objective: - To develop comprehension skills (previewing, scanning, and making inferences)

20 minutes	- To discuss about discrimination - To reflect on discrimination causes and consequences
Online Station 20 minutes	Objective: - To define what previewing and inference mean. - To practice how to preview to get information. - To make inferences about the text. Directions: - Open the following link and develop what is asked in the instruction GROUP 1: https://docs.google.com/document/d/1HUNt5_T0uJmnw5rBx4krR5CqjNf23LaEbuEZxdndPXg/edit?usp=sharing GROUP 2: https://docs.google.com/document/d/1ULOkFeTrdL-xe2J-QoAYCsEf3p3LTXypONsTJ7jO1BQ/edit?usp=sharing GROUP 3: https://docs.google.com/document/d/1bJnkziShpa6pW5Y1_Ij7C_Izq7bqyUgyVQ0zp_ni6zE/edit?usp=sharing
Offline Station 20 minutes	Objective: - To brainstorm ideas about discrimination. - To discuss about the causes and consequences of bullying. - To discuss about actions to be taken against bullying. Directions: - Open the following link and develop what is asked in the instruction GROUP 1: https://docs.google.com/document/d/1BVW99V9gDOV_-F70X83_1zZUcCE79BDmsV1mkopjV7c/edit?usp=sharing

	GROUP 2: https://docs.google.com/document/d/1BVW99V9gDOV_-F70X83_1zZUcCE79BDmsV1mkopjV7c/edit?usp=sharing GROUP 3: https://docs.google.com/document/d/1gHzy4_IqMG0nXe6NB4Fr0K-_upPIUoVMc91zZuNvlYk/edit?usp=sharing

Virtual Station Rotation Lesson (**POVERTY**)

Stations	Instructions
Students groups	Please attend the virtual conferencing session that your group has been assigned.

	Group 1	LOPEZ MORALES PAUCAR MACHADO DIAZ ROBAYO YANCHALIQUIN SIGCHA MELO PEREZ YANCHALIQUIN SIGCHA SANDOVAL OCAÑA	Video conferencing Link https://zoom.us/j/9959511237?pwd=RDhadHd2a1JmSENjdzRReGZPT0tiQT09
	Group 2	QUINAPANTA SANGUIL MORALES QUEZADA PRECIADO SANCHEZ ALLQUI BARRERA ESPINOSA RODRIGUEZ PAREDES GALAN CAJAMARCA TIPANTUÑA	
	Group 3	MARTINEZ CARDENAS SALINAS TAMAYO LOPEZ VILLACIS PEREZ MAIZA BRAVO ACOSTA CHALUISA CHALUISA AYALA TIPANLUISA	

Teacher-led station	Objective: - To develop reading skills (focusing on the topic, understanding paragraphs)

20 minutes	- To discuss about poverty in education - To reflect on poverty causes and consequences
Online Station 20 minutes	Objective: - To define what a topic is. - To practice making inferences by reading the topic. - To scan a text for new vocabulary words. - To scan a text to get specific information. Directions: Open the following link and develop what is asked in the instruction GROUP 1: https://docs.google.com/document/d/1qqjZvMVsXBcv98xDLUpP8WRpll3LO0ifui69h_MDgGU/edit?usp=sharing GROUP 2: https://docs.google.com/document/d/1g-QtVVnXahGbm4NI3AG7PYSInBjGngrn70U1S8SnUzE/edit?usp=sharing GROUP 3: https://docs.google.com/document/d/11c5TnggK2DvJuoXH9cSZAmJ0xvatkbcRs4FDv6rn0B0/edit?usp=sharing
Offline Station 20 minutes	Objective: - To brainstorm ideas about poverty. - To discuss about the causes and consequences of poverty. - To discuss about actions to be taken against poverty. Directions: Open the following link and develop what is asked in the instruction GROUP 1: https://docs.google.com/document/d/1pHlF9YB05Pxhwhr-EpXwTmcV8dM1sNu8r80bGFiSQV0/edit?usp=sharing

Annex 3: PET test reading part

Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

New Message

To: Julia
From: Andy

Hello Julia
I can't have Friday off to go sailing. I'm still available on both Saturday and Sunday, but Saturday is better. Let me know what's best for you.
Andy

A Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.

B Andy can go sailing with Julia on Friday if she's not free on Saturday.

C Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

Answer: 0 A B C

1

Sarah,
There's an offer at the computer game-store. If you hand in old games, you'll get cash now or a special ticket for money off next month's new ones.
Tom

The note tells Sarah she

A can buy new games now at a special price.

B can get new and used games in the current sale.

C can sell her used games to the shop.

2

Wanted:
babysitter for regular work, two evenings per week –generally Monday and Wednesday, but this could change in future. Own transport essential; call Sue to discuss duties and pay details.

The advertisement says

A the babysitter should call Sue about weekly transport to her house.

B the jobs the babysitter is responsible for will change each week.

C the babysitter might work on different days each week.

2   **Turn over ▶**

46

3

> Due to staff holidays,
> shop closes early on
> weekdays during
> August;
> Saturdays as normal.

A The shop is closed during some weekdays in August due to holidays.

B The shop's opening hours are different on Monday to Friday in August.

C The shop is closing at different times at weekends in August.

4

> Gym changing rooms
> Place personal items
> in lockers.
> Staff will remove
> anything on floor.

A If staff find items on the floor, they will put them away in a locker.

B You must only leave belongings in the areas provided.

C Lockers are regularly checked by staff.

5

> Museum Café
> These tables are for
> customers only.
> Follow signs for picnic
> areas.

A You should take all food to the special picnic area.

B You can eat picnics in this section of the café.

C You may sit here if you buy something from the café.

Questions 6 – 10

The people below all enjoy music.
On the opposite page there are descriptions of eight places where people can have different musical experiences.
Decide which place would be the most suitable for the following people.
For questions **6 – 10**, mark the correct letter **(A – H)** on your answer sheet.

6 Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.

7 Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.

8 Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.

9 James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.

10 Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring something home to show her friends what she's learnt during her visit.

Musical experiences

A **The Core**
This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the processes involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians!

B **Rhythm-Studio**
Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!

C **WorldScene**
For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience music and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!

D **Universe of Sound**
Create your own musical experience - record yourself making music with a huge orchestra as they play on the video background screen – you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.

E **ArchivedImages**
Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possessions of famous bands and musicians you are interested in. You can actually get to touch things worn on stage at major rock and pop events, and there are plenty of other concert souvenirs.

F **Finale**
Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.

G **Rave-on!**
How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.

H **Show-in-a-day!**
Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance styles will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoing or photography is allowed.

Questions 11 – 15

For each question, choose the correct answer.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.

11   Harry thinks he said that he was going to be a tennis champion in order to

    A   please his parents.
    B   get some attention.
    C   annoy his older brother.
    D   persuade people that he was serious.

12   How did Harry feel after his first important competition?

    A   confused about his defeat.
    B   proud to be a member of the winning team.
    C   ashamed of the way he treated another player.
    D   amazed that he had got so far in the tournament.

13   What does Harry try to remember when he's on the court?

    A   Don't let the other player surprise you.
    B   Follow your game plan.
    C   Respect the other player.
    D   Don't keep thinking about your mistakes.

14   What does Harry say about his behaviour in tournaments?

    A   He broke his racket once when he was angry.
    B   He stays away from players who behave badly.
    C   He tries to keep calm during the game.
    D   He found it difficult to deal with one judge's decisions.

15   What might a sports journalist write about Harry now?

A

Harry needs to believe in his own abilities and stop depending on good luck when he plays.

B

Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.

C

Harry looked exhausted when he finished his last match so maybe he should think about working out.

D

Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.

Questions 16 – 20

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

Planting trees
by Mark Rotheram, aged 13

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy. **16** If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So our teacher suggested that we should look for trees that grew naturally in our part of the world. **17** They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example. **18** Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them. **19** And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school. **20** And that thought really cheered us up!

A   So we tried to avoid areas where students were very active.

B   However, our parents did offer to help with the digging!

C   That could mean the tree had a disease.

D   But we soon found that choosing trees was quite complicated.

E   It can be quite good for young trees, though.

F   We knew they'd get as much pleasure from them as we had.

G   But at least we were doing it in the right season.

H   That way, the trees would be used to local conditions.

Questions 21 – 26

For each question, choose the correct answer.

This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is **(21)** ………… to show how car-making could **(22)** ………… environmentally friendly. The car meets all racing car **(23)** ………… apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not **(24)** ………… in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car **(25)** ………… a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its **(26)** ………… against that of normal racing cars.

21	**A**	intended	**B**	wished	**C**	decided	**D**	insisted
22	**A**	develop	**B**	move	**C**	become	**D**	arrive
23	**A**	levels	**B**	standards	**C**	grades	**D**	orders
24	**A**	allowed	**B**	let	**C**	ruled	**D**	agreed
25	**A**	store	**B**	involve	**C**	collect	**D**	contain
26	**A**	operation	**B**	performance	**C**	display	**D**	technique

Part 6

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

Our new skatepark!
by Jack Fletcher

Is there a great skatepark in your town? We've now got the **(27)** .... fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that **(28)** .... we had a better skatepark in our town, we'd use it. And teenagers might come **(29)** .... other towns to join us, too.

So I set up an online questionnaire to find out **(30)** .... local people wanted. I asked them whether we should improve our old skatepark **(31)** .... build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It **(32)** .... finally finished last month. So come and try it – you'll have a great time!

Answer key

Q	Part 1
1	C
2	A
3	B
4	A
5	C

Q	Part 2
6	D
7	A
8	E
9	H
10	C

Q	Part 3
11	B
12	A
13	D
14	C
15	B

Q	Part 4
16	D
17	H
18	A
19	C
20	F

Q	Part 5
21	A
22	C
23	B
24	A
25	D
26	B

Q	Part 6
27	most
28	if/when
29	from
30	what
31	or
32	was

Note. This test was taken from PET reading paper (Cambridge)

URKUND

Annex 5: Urkund Analysis Result

Document Information

Analyzed document	CHAMORRO_BRYAN_DISSERTATION.pdf (D92037415)
Submitted	1/13/2021 8:45:00 PM
Submitted by	
Submitter email	bchamorro5340@uta.edu.ec
Similarity	3%
Analysis address	dm.cumbe.uta@analysis.urkund.com