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**TÍTULO:** Mejora del aprendizaje del contenido del idioma inglés a través de Text Sets para estudiantes de la carrera de comunicación de la Universidad Técnica de Babahoyo.

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**RESUMEN:** La lectura es la mejor manera para que los estudiantes desarrollen y mejoren su vocabulario; la clave es proporcionar textos con actividades prácticas y atractivas. Text Sets son una colección de textos organizados en diferentes maneras, ordenados y atentos a la complejidad del texto, desarrollo de vocabulario, conocimiento del contenido, y comprensión conceptual, el cual se aplicó mediante el método instrucción basado en contenido como herramientas para usar en clase, y mejorar no solo la comprensión de lectura y la escritura, también la adquisición de vocabulario basado en contenido general de este idioma en los estudiantes de comunicación. Los resultados mostraron que los Text Sets fueron herramientas útiles para mejorar el aprendizaje del idioma del estudiante.

**PALABRAS CLAVES:** comprensión de lectura, TextSets, desarrollo de vocabulario, conocimiento del contenido.

**TITLE:** Enhancing content English language learning through Text Sets for students of journalism school of the Technical University of Babahoyo.

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**ABSTRACT:** Reading is the best way for students to develop and improve their vocabulary; The key is to provide texts with practical and engaging activities. Text Sets are a collection of texts organized in different ways, ordered and attentive to the complexity of the text, vocabulary development, content knowledge, and conceptual understanding, which was applied using the content-based instruction method as tools to use in class , and improve not only the understanding of reading and writing, but also the acquisition of vocabulary based on general content of this language in communication students. The results showed that Text Sets were useful tools to improve student language learning.

**KEY WORDS:** reading comprehension, Text Sets, vocabulary development, content knowledge.

**INTRODUCTION.**

Garrison (2016) says that Text Sets usage is an approach that promises to teaching with standards-based on instructions by solid research on reading comprehension. Although, the hardest of the use of text sets can be the development of a collection of text, it makes possible learners improve upward lexicon and their skills as well. This Text Sets is addressed to target needs of my students who must master a specific content to approve the final oral and written exams so as to be able to graduate from the university.

Regarding resolution CU-SO-05-RES-044-UTB-2019 in a session of the academic board university of Babahoyo stated that all the careers that see English as a subject, they must be evaluated by the Language Center of the university based on the content learned during the semesters.

Our experience as English teachers is to work with students of ages from 18 to 60-year-old with mixed-abilities in the career of Journalism at the local University. In this study, the 20% of students who were taken into account left their career 2 years ago, so their learning background might vary, while the 80% are currently in the eighth semester of Journalism school, and, all of them come from rural and urban areas of the province. Nevertheless, throughout this textset attempts to enhance their content learning to they be able to go beyond short and simple responses in the exams.

These texts could be normally applied by pre-intermediate levels in high schools and state universities because of the readings do not have the complex vocabulary to be misunderstood and which could be adaptable to any English teaching target.

The first group of candidates were 62 students who showed limitations in lexical language to express their ideas orally and, also in writing compositions. They demonstrated worries and insecurity because they said that English EFL teachers neither taught them to write longer narrative nor advanced grammar. It discourages them because they are already facing with something totally different that they weren't used to; as a result, they couldn't get a good grade in the exams becoming as voiceless participants in class. It really worries them because they need to approve the final exam to get access in the graduation process of their professional career.

This text sets involves 4 texts to improve learners' narratives in order to be coherent and longer, and it also helps them in raising their language proficiency; for instance, Vacations is a quite interesting and enjoyable topic in students' conversations because it makes not only students of all ages tell everyone about their best or worst experiences on their last, next vacations, but also their expectations on how their next ones could be done. In addition, this theme can show in variable contexts such as practice basic vocabulary about vacations, as well as in Science or Geography to build up vocabulary more complex, for instance, the fauna and wildlife (Science) or the geographical location (Geography) of touristy places.

Given the issues above mentioned, this case study attempts to boost learner's language content and proficiency, so that the students be able to participate effectively and actively in developing their written and oral exams. This study is triggered in an exploratory methodology section which allowed the analysis of the data collection, as well as discussion and conclusion sections were addressed on the evidences analyzed in each stage of the learning process.

## **DEVELOPMENT.**

### **Methodology.**

This case study is based on an exploratory research method in order to have a better understanding with varying levels of depth which would conduct to get a holistic and wider perspective of the problem. The method applied in this study is content-based instructions to students learn content through the language and so text-set approach to improve learner's content language learning.

The collection of the data was gathered throughout the application of Text Sets in the learning process and the data analysis was gotten with the evidences of student's work.

### **Data collection.**

To collect the data in this research, it was applied Text Sets as a useful tool to evidence and measure the students' proficiency enhancement. Thus, as seen the need, it was designed four Text Sets to be developed in class, so that the sixty-two students could be involved in this process and be able to self-evaluate their language learning progress.

### **Data Analysis.**

The analysis of the language sample was measure through the use of benchmarks ratings using list with colors and short summary paragraphs to provide meaningful findings of this research. According to Rosalia (2016), states that "research shows that color coding like this help improve memory and sorting".

This textset begins with *Martin's vacations* - Martin's story is about a guy who had planned to travel to Spain on vacation. He has a lot of difficulties finding his passport the day of the flight. Although this text does not have advanced grammar, it is a good start to practice the prepositions and vocabulary of this theme. Besides, the content is helpful because it shows common events which happen in people's lives when they miss a flight for any inconvenience.

By introducing the text, students made a collage practice vocabulary from the text. Next, they discussed some questions to scan the text for details and be able to answer true or false. The students circled the preposition on the text and made a list with words with them. Then, in groups of four they created a story about what Martin would have done if he had gone on vacation. The teacher gave them four cards of different colors and each card represents a part of the story; for instance: The yellow card represented the place where the character of the story went to, the blue card represented the means of transportation that the character used, the green one represented the activities the character did in that place and the red one the problem the character had to face in the trip.

Once the students finished their part of the story, each member of the group had to tell the story showing the card that represented the part of the information in it. The colors represented the sequence they built up in the story.

The following analysis was chosen from a group of sixty-two students' writing assignments.

### Student Language Sample.

Essay #1: My next vacations (19 year-old student of Journalism; L1 = Spanish).



My next vacation.

In my next vacation; I am going to Galapagos.

I am going to stay in the hotel.

I am going to get there by plane. I m going with my

family there I plan to do the visit to museum`s and to know Galapagos. I am going to stay five days.

On my last vacation, I went to Playas de Villamil. I stayed in my mom`s house. I went by car. I took sunbath also I bought some clothes for me and my baby. I swam in the sea all day.

My vacation in Galapagos is going to be better because Galapagos is more beautiful than Playas de Villamil, Galapagos have more variety of animals than Playas de Villamil. Galapagos has more beautiful beaches than Playas de Villamil, Galapagos is further than Playas de Villamil.

Galapagos is the best city the Ecuador. Galapagos has the most interesting places the world.

Galapagos is the bigger city of Ecuador.

The food is the most delicious the Ecuador. Galapagos is the most beautiful city of Ecuador.

I would like to finish this vacations touring all the islands to know a Little more about Galapagos.

#### Analysis of student language.

You can see from this writing sample that one of the students has an elementary language proficiency level instead of pre-intermediate because the text is written with simple sentences and such repetitive words.

Considering that this groups of students did not have high previous knowledge of English language from the school, I can say they are working on his academic improvement. This analysis is addressed based on benchmark ratings through a web site that provides a collection of grade-level writing samples (Alberta education, 2019) with a few adjustments so as to make more accurate and understandable description. The following chart indicates the assessment points which were considered to assess this essay.

### Benchmark Ratings.








	<b>Linguistic Vocabulary</b>
	<b>Linguistic Grammar</b>
	<b>Linguistic Syntax</b>
	<b>Strategic</b>
	<b>Socio-Linguistic</b>
	<b>Discourse</b>
	<b>Editing</b>

Chart N° 1: Writing Sample index, level 5.

This writing sample evidences that as his lexical strengthens, he uses a few range of utility words (**hotel, plane, family, beaches, days, clothes, sea, car, day, animals, places, city, world, islands, five**), subject-specific words (**Galapagos, Ecuador, Playas de Villamil**) and descriptive words (**interesting, beautiful, delicious, further**) to compare places according to his preferences.

With regard this student's grammatical strengthens are his variety of grammatical structure such as embedded verb tenses "Be going to" future tense (**I am going to stay**), present simple (**is, has, have, plan, know, do**) and positive simple past structure (**bought, went, stayed, took, swam**); comparative and superlative adjectives forms (**more beautiful, further than; the most beautiful, the best**). Furthermore, possessive adjectives (**my**), possessive (**mom's house**), adjectives (**interesting,**

beautiful), pronouns (I), object pronoun (me), prepositions (by, for) and familiar nouns (Vacation, food).

There are simple sentences (I am going to stay in the hotel) and a complex sentence (because Galapagos is more beautiful than Playas de Villamil).

**There is no evidence of strategic and discourse points.**

As socio-linguistic point, his narrative text reaches with few of the parameters in the format asked to make this essay because their paragraphs do not have a cohesive sequence.

On the one hand, his grammatical weaknesses are conjunctions for example (Galapagos have more variety of animals than Playas de Villamil. Galapagos has more beautiful beaches than Playas de Villamil, Galapagos is further than Playas de Villamil.); the use of prepositions such as “on, in, of” (Galapagos is the best city the Ecuador), the same as the determiners (this, the) and the use of adjectives (the bigger). In addition, there is a bad organization of ideas (I plan to do the visit to museum`s and to know Galapagos); and subject–verb agreement (this vacations) as well. On the other hand, he should edit and revise the paragraphs for common punctuation (semicolon after “In my next vacation”; commas in list: Galapagos has more beautiful beaches than Playas de Villamil, Galapagos is further than Playas de Villamil), subject–verb agreement (this vacations).

The following text is “*Trading Vacations*” (Oxenden & Latham-Koenig, 2008). This text focuses on a TV program that promotes trading vacations. The host of this TV program asked two couples to plan their vacations for the same week. Each couple goes on vacation that the other couple planned! But the couples do not know where their vacations will be until the last minute. This is an engaging listening activity to be used for practicing vocabulary and the conjunctions “but, and, or”. As a pre-reading activity, students had to listen to an audio so as to give an introduction to the text. During the reading, the student matched the numbers in the text to questions below by scanning the text for



details. After that, students elicited information from an audio to get the ending on these trading vacations. Lastly, students were able to write sentences with the words in the exercise C and the connectors “an, but, or” in their descriptions. For instance (Lisa and Jon went to Norway on vacation, and Sue and Jerry went to Tokyo).

The next text, *One night on vacation in Rio* (Oxenden & Latham-Koenig, 2008), works on sequence words and conjunctions. This is about Julian Black’s story, a very famous singer but he was also very lonely. After coming back on a world tour, they decided to take short vacations in Rio de Janeiro last November. One night after eating in a luxury restaurant and going to the most famous art gallery, he decided to go back to his hotel to rest for a while, but he did not know that his life was about to change. To develop coherence within the paragraphs, learners are expected to complete the text with the conjunctions so, because, but, or although. Students inferred the use of the highlighted words in the text. In the previous activity, students had to match the halves sentences with to the correct words to learn the meaning of the missing words in the text. During the reading, they filled the spaces with the conjunctions. After that, they had to order the text in a logical way. Lastly, they wrote a composition about the changes in Julian’s life.

The last text chosen is “*Four dream vacations for the 21<sup>st</sup> century*” (Oxenden & Latham-Koenig, 2008). This reading talks about advertisements based on touristy places to take vacations around the world. This content could enhance the lexical language of the students because it provides a varied range of utility words, and on that way, they might write narratives longer and not confusing for the readers. Thus, in the pre-activity, students had to write expressions with the verb “stay, go, see” to complete a chart; while, during the reading they had to label the pictures based on the text. After that, they might have checked punctuation rules in the advertisements. It helps learners to notice common errors they usually make in writing and learn how to avoid them. Then, they should have matched the tourists to a vacation from the text. Last, they should be able to summarize the four dreams read

before to create an extra dream vacation advertisement with sequencing words, punctuation marks and conjunctions.

### **Results.**

The 70% of learners in this large class, struggle with writing long texts. Regarding some writing samples gotten during the training, show that some students have difficulty sequencing words, conjunctions and punctuation marks to build up a cohesive essay. On the one hand, a group of 35 students out of 62 could manage to use different grammar tenses such as **be going to, future** (I am going to get there by plane), **simple present** (I plan), **simple past** (I went by car), **comparative adjectives** (Galapagos has more beautiful beaches than Playas de Villamil) and **superlatives adjectives** (Galapagos is the most beautiful city of Ecuador), but they demonstrated difficulty **sequencing words** such as (In my next vacation; I am going to Galapagos. I am going to stay in the hotel. I am going to get there by plane). On the other hand, the rest of students presents more difficulties in recognizing grammatical tenses. If they had used **conjunctions** to connect ideas, they would have gotten organized and coherent paragraphs linking one idea or argument to another. This group of students' writing does evidence **punctuation errors** such as (On my last vacation. I went to Playas de Villamil.). They also show problems with using **prepositions** for example "The food is the most delicious the Ecuador". This writing sample provides very common examples in students' assignment that can help guide of us all teachers in helping these students with similar or more weaknesses to enhance their language learning content and get a high score in the final exam.

Regarding the final exam report of the language center of the university which indicates that the first group of 62 candidates of the journalism career (2019), were administered the final English exam, 41 students approved, while 21 of them had to give it again, as it is seen in the table below.

CARRERA	INSCRITOS	PRESENTADOS	APROBADOS	NUEVO EXAMEN	% DE APROBADOS
Hotelería y Turismo	10	10	10	0	100%
Comunicación Social	62	60	41	21	66%

### Language center final English exam report, (2019).

It means that the 66% of the students were able to get registered to the graduating process being a big advanced for them, due to the fact some of them left to study for a long time, 10 students did not take the English levels, 11 of them were in level 1 and the rest of them were between the levels 2 or 3 according to the data of the Journalism school as it is shown in the table below.

### Journalism school report, 2019.

STUDENT CODE	LEVEL
EST-UTB-1233	0
EST-UTB-10708	0
EST-UTB-1882	0
EST-UTB-18786	0
EST-UTB-11255	0
EST-UTB-1150	0
EST-UTB-1903	0
EST-UTB-1908	0
EST-UTB-1931	0
EST-UTB-1162	0

STUDENT CODE	LEVEL
EST-UTB-1859	1
EST-UTB-3381	1
EST-UTB-1872	1
EST-UTB-1877	1
EST-UTB-1889	1
EST-UTB-3249	1
EST-UTB-3127	1
EST-UTB-11262	1
EST-UTB-1921	1
EST-UTB-1157	1
EST-UTB-1933	1

STUDENT CODE	LEVEL
EST-UTB-1853	2
EST-UTB-1854	3
EST-UTB-3222	3
EST-UTB-1862	3
EST-UTB-1139	2
EST-UTB-1869	2
EST-UTB-3126	2
EST-UTB-1871	3
EST-UTB-1873	3
EST-UTB-13107	2
EST-UTB-3233	3
EST-UTB-13108	3
EST-UTB-1146	2
EST-UTB-3379	3

EST-UTB-1890	2
EST-UTB-1893	2
EST-UTB-1149	2
EST-UTB-1896	2
EST-UTB-1897	3
EST-UTB-1906	3
EST-UTB-3248	2
EST-UTB-1907	3
EST-UTB-1910	2
EST-UTB-1923	3
EST-UTB-1925	2
EST-UTB-1158	3
EST-UTB-1927	2
EST-UTB-1928	3
EST-UTB-1930	2

### **Discussion.**

Rosalia (2016), on the one hand, states that the usefulness of these text sets, students will get to see repetition of forms in a pleasurable way. On the other hand, Garrison (2016) indicates “quality text sets are difficult to find and not easy to create, so identifying resources that can assist is invaluable”. Therefore, it is important to consider that each text within a text set provides classroom activities intentionally ordered to make the content understandable for them. There are online sites which can also provide text-set resources and strategic scaffolding that can be integrated in an instructional program to facilitate texts creation.

Garrison (2016) suggests the following online sites Newsela, ReadWorks, and Achieve the Core. Rosalia also says that “both the repetition (multiple visits) and the pleasant visits in English are so important for building confidence and skill of noticing how English works”. So, vacation is a theme that can be focused from different perspectives because it is well-known by this age group, thus these four texts would appeal to students’ interests, as well as, improve their language learning content.

For instance, the forty-one students’ difficulties in their writing samples evidenced common errors which is very often seen in most learners when they do their writing assignments such as sequence words, conjunctions and punctuation marks. It happens when they do not have previous knowledge in writing long text or low-level proficiency. It means that it was seen many structures that they are getting but the structures are not consistent, meaning, so they are still acquiring them. In addition, they need to outline his writing compositions to start writing essays. Olson (2017) points out that “the structure of our knowledge is so closely entwined with the structure of our language that it may seem foolhardy to try to disentangle them”.

Digital tools can be seen as an alternative choice to make learners create collages based on word frequencies and learn the words shunt, so they can raise their lexical, but also help teachers analyze what words are most often used to be learned in class, like “[wordsift.org](http://wordsift.org)” a site created to help teachers conduct the demands of vocabulary and academic language in their text materials (Wiles, 2019).



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**Asunto:** Resultados del Examen de Suficiencia de Inglés aplicado a las Carreras de Comunicación Social y Hotelería y Turismo.


Por medio del presente les expreso un cordial saludo, dando cumplimiento al cronograma de aplicación de la Resolución Nº CU-SO-02-RES-24-UTB-2019, adjunto remito a ustedes las calificaciones obtenidas del Examen de Suficiencia del Idioma Inglés, rendido por los alumnos o egresados de las carreras de Hotelería y Turismo y Comunicación Social el día 3 de julio del 2019, de acuerdo al contenido de antes mencionada resolución y al instructivo para su aplicación; los resultados finales son los que a continuación se detallan:

CARRERA	INSCRITOS	PRESENTADOS	APROBADOS	NUOVO EXAMEN	% DE APROBADOS
Hotelería y Turismo	10	10	10	0	100%
Comunicación Social	62	60	41	21	66%

De acuerdo a lo que determina el instructivo los alumnos o egresados que no hayan aprobado, tendrán que rendir un nuevo examen una semana después de la primera prueba.

Información que traslado a ustedes, para conocimiento del avance parcial del proceso; una vez informados me suscribo reiterándoles alto respeto y consideración.

Cordialmente.

  
 CPA Julio Mora Arístegui, MAE.  
 DIRECTOR DEL CENTRO DE IDIOMAS UTB



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<b>COMISION DE TITULACIÓN</b>					
<b>LISTADO DE ALUMNOS EGRESADOS PENDIENTES DE REALIZAR LOS MODULOS DE INGLES EN EL CENID</b>					
No	IDENTIFICACION	ODIGO DE ESTUDIANT	NOMINA DE ESTUDIANTES	EL APROBADOS	
1	0953305646	EST-UTB-1853	ALVARADO TORRES JOSELYN ALICIA	2	Jossytorres1992@gmail.com
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## **CONCLUSIONS.**

The evidence analyzed previously points out that despite the drawback of the students' learning background, they were willing to enhance their content language learning, for different reasons such as they like English language, other students need to approve the final exam or to get a good job abroad. Throughout this textset could be also detected other grammar issues that as a simple sight might not be so deep; however, it can make students increase their limitations, become confused and unconfident indeed.

Furthermore, teachers would hearten students to practice the sequence words, conjunctions usage, punctuation rules and preposition to strengthen their writing assignments, but also it is the remarkable important to develop these texts somehow with enthusiastic attitude and in a non-intimidating way, otherwise it would not be meaningful and appealing for them.

To sum up, this textset is designed with the idea in mind to help learners in enhancing his content language learning to be able to write longer narratives, be communicative in oral presentation or discussion topics in classroom. The findings of these students' analysis show that they are improving, doing the best, but they still need to work hard, thus, it is important to make these learners involve in more text set activities. It could be seen as a drawback, but it is a big progress. We expect this study can be worthwhile for teachers who face this age group and low language proficiency in class, due to the fact each activity within a text-set needs to be laid out and thoughtful.

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