UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DISEÑO DE PROYECTOS

Theme: **COLLABORATIVE LEARNING AND READING COMPREHENSION**

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Mg. Manuel Xavier Sulca Guale, holder of the I.D No. 180244754-8, in my capacity as supervisor of the Research dissertation on the topic: "**COLLABORATIVE LEARNING AND READING COMPREHENSION**" investigated by Mr.: Josue Daniel Ortiz Brito, with I.D No. 1805243696, 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

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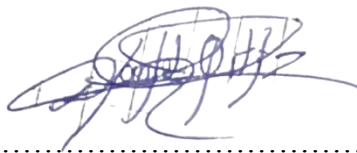Mg. Manuel Xavier Sulca Guale

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "**COLLABORATIVE LEARNING AND READING COMPREHENSION**" 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.

…………………………………………

Josue Daniel Ortiz Brito

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AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**COLLABORATIVE LEARNING AND READING COMPREHENSION**" which is held by Josue Daniel Ortiz Brito undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021 – March 2022, 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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Josue Daniel Ortiz Brito

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DEDICATION

To:

I feel so bless to finish my degree; my studies have finished successfully and I can not be more grateful. I owe it all to my family, specially to my mom, María Inés Ortiz Brito, she used to tell me that she was so proud of me, and that make me to get motivated and now I just have the need of saying "I love you mom" you are my father and mother at the same time, you showed me that life is beautiful when you have people like you close to me.

Furthermore, to my cousin, Susana Santana, who supported me economically, and inspires me to continue working on what I love. To my grandfather and grandmother who are not in this world, but their presence will always be in my heart. To my aunt and uncle who were a great support in this process. To my friends, Javier Morales, Alexander Unapucha, Santiago Hinojosa, and others, my best friends, my family at the same time. Thank you for being with me in this process, and to take care of me.

Daniel Ortiz.

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ABSTRACT

TITLE: "Collaborative learning and Reading comprehension"
AUTHOR: Josue Daniel Ortiz Brito
TUTOR: Mg. Manuel Xavier Sulca Guale

Collaborative Learning and Reading comprehension

The current research study is aimed to analyze how the use of collaborative learning improves reading comprehension in the tenth level at Unidad Educativa Ambato. The study had a quasi-experimental design and had a population of 40 students. These students were part of two groups, control group "8th A", and experimental group "8th C". This study took six weeks to intervene in five online sessions via Microsoft Teams. At the beginning of the intervention, both groups took a pre-test over 26 points to measure their reading comprehension skills. It was based on FLYERS A2 Cambridge exam. This test indicated some deficiencies when reading, specifically it was 10,9 in the control group and 12,4 the experimental group. Then the experimental group was taught by implementing collaborative learning approach in their classes. Within these classes, students practiced some reading activities through getting into small groups in break out rooms using Microsoft Teams. Students had to hand in a final product as evidence of their learning at the end of each class. On the other hand, the control group continued working with the same methodology which was traditional method. Once the interventions were finished, both groups took a post-test to determine the students' progress. It showed a progress of the experimental group from 12,4 to 19,6 average score meanwhile the control group average score increased from 10,6 to 10.9. Finally, it evidenced that they did not improve their reading comprehension when learning with the traditional method. Therefore, collaborative learning improves reading comprehension.

keywords: collaborative learning, approach, English language, English Teaching, activities, reading, reading comprehension, lesson plan.

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RESUMEN

TÍTULO: "Collaborative learning and Reading comprehension"

AUTOR: Josue Daniel Ortiz Brito

TUTOR: Mg. Manuel Xavier Sulca Guale

Aprendizaje colaborativo y comprensión lectora

El presente estudio de investigación tiene como objetivo analizar cómo el uso del aprendizaje colaborativo mejora la comprensión lectora en el décimo grado de la Unidad Educativa Ambato. El estudio tuvo un diseño cuasi-experimental y contó con una población de 40 estudiantes. Estos estudiantes formaban parte de dos grupos, grupo control "8° A", y grupo experimental "8° C". Este estudio tomó seis semanas, y se intervino en cinco sesiones en línea a través de Microsoft Teams. Al inicio de la intervención, ambos grupos realizaron un pre-test de 26 puntos para medir sus habilidades de comprensión lectora, basado en el examen FLYERS A2 de Cambridge. Esta prueba indicó algunas deficiencias a la hora de leer, en concreto fue de 10,9 en el grupo control y de 12,4 en el grupo experimental. Luego, se enseñó al grupo experimental implementando el enfoque de aprendizaje colaborativo en sus clases. Dentro de estas clases, los estudiantes practicaron algunas actividades de lectura a través de grupos pequeños en salas pequeñas llamadas "break out rooms" usando Microsoft Teams. Los alumnos debían entregar un producto final como prueba de su aprendizaje al final de cada clase. Por otro lado, el grupo de control siguió trabajando con la misma metodología que era el método tradicional. Una vez finalizadas las intervenciones, ambos grupos realizaron un post-test para determinar el progreso de los alumnos. Este mostró un progreso del grupo experimental de 12,4 a 19,6 de puntuación media, mientras que la puntuación media del grupo de control aumentó de 10,6 a 10,9. Finalmente, se evidenció que no mejoraron su comprensión lectora al aprender con el método tradicional. Por lo tanto, el aprendizaje colaborativo mejora la comprensión lectora.

Palabras clave: aprendizaje colaborativo, enfoque, lengua inglesa, enseñanza del inglés, actividades, lectura, comprensión lectora, plan de clase.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

In the study carried out by Ying and Veerappan (2021) titled as "The Effect of Collaborative Strategic Reading on ESL (English as second Language) Students' reading comprehension Through Online Teaching" as principal aim was to investigate the effect of Collaborative Strategic Reading on the reading comprehension of ESL secondary school students through online teaching. The group of study were ten secondary school students in Malaysia, and it adopted an experimental design. It means that a pre-test, and a post-test were applied in this research. CSR approach was applied to the experimental group meanwhile traditional teacher-centered classes were taught to the control group. It was practiced during 10 online teaching lessons for both groups. The final results found that all students from experimental group got a higher scored on the post-test than the pre-test. The 52.8 represented the mean for the pre-test, on the contrary, 76.8 was the post-test mean. This study allowed to evidenced that students had a positive effect after CSR approach, and also that it was in the interest of the students which is mentioned in the research as well. Apply Collaborative Strategic Reading in reading class is agreed and recommended by students; however, a plenty of researches are necessary before implementing these educational settings in Malaysia.

Another research conducted by Putri and Hery (2020) entitled "The effect of using collaborative learning in improving students reading comprehension of tenth grade of sman 13 kabupaten tangerang in academic year 2019/2020" aimed to find out the effect of collaborative learning in improving's reading comprehension by using collaborative learning and individual learning. The participants were seventy-two students from the senior high school. It was applied a quasi-experimental design in which 36 students were in the control class and 36 in the experimental class. The instruments used to get the information was a questionnaire. This research was carried out over 3 meetings in which two hours per week were taken to develop this study. To analyze the results, a statistical method was used which evidenced that 78 was the best score, and the lowest was 38 in the pre-test meanwhile 90 was the highest score, and 52 the lowest in the post-test. The researchers concluded that the majority of the subjects in control class still maintain a poor ability in reading comprehension, but when they are exposed to collaborative

learning it increases. It means that Collaborative Learning is more effective than Individual Learning.

The research conducted by Baiq et al. (2019) called "Collaborative learning Approach Towards Students' reading comprehension; Does It Have Any Effect?". This study aimed to find out the effect of collaborative learning Approach towards students' reading comprehension at MA Darunnajah Al-Falah Telagawaru in academic year 2018/2019. The participants were taken from the second grade of MA Darunnajah Al-Falah Telagawaru who were 23 students. A pre-experimental research was applied, one group pre-test and post-test design. The instrument used for collecting data was a reading test which consisted of 25 items in multiple choice, and some aspects were analyzed to assess student's reading, they were main idea, vocabulary, specific fact or detail information, inference and reference. Then students were taught by using collaborative learning approach. The results were the following, the pre-test showed that the best score was 60 and the lowest was 12. After teaching some sessions by using collaborative learning, the highest score was 100, and 56 was the lowest one. Researchers have concluded that collaborative learning approach has a significant impact towards student's reading comprehension, and it can help students to improve reading comprehension. Also, they mentioned that it makes students socialize better with their classmates because they are exposed to teamwork which is a goal in learning.

The research carried out by Nengah et al. (2019) named "Integrating collaborative learning in Cyclic Learning Sessions to Promote Students' reading comprehension and Critical Thinking" had as an objective to deal with improving reading comprehension through collaborative learning. It was conducted in Indonesia because researchers have evidenced that there are studies which revealed that collaborative learning enhances reading comprehension and critical thinking. The participants were a group of EFL students. One class was selected as group of study because of their low ability in reading comprehension. It took a pre-cycle and two Cycles. In the pre-cycle, 20 minutes were spent, an interview with English Teachers who taught reading comprehension was also performed, in which some topics were employed such as: which strategies are usually used in teaching reading. Afterwards, the first cycle was divided into 2 sessions which consisted of four activities namely planning, action, observation and reflection, each session was during 90 minutes. Then the second cycle took the same time in which reading assignments in pair and discussed groups were conducted. After that, the post test

was applied to the same group of students. By managing a pre-test in reading comprehension after to the teaching cycle and two post-tests, the data were collected which indicates the following results. The mean of the first cycle was 70.50 as mean. It was better than the scores obtained in the initial reflection which was 5.50 as mean. After the second cycle and the post test, the mean showed 80.50. It was concluded that collaborative learning is significantly effective to enhances reading comprehension and teachers should have into account to include collaborative learning in the teaching process.

There is another research conducted by Khori and Ahmad (2019) entitled "Enhancing Students' reading comprehension through the Collaboration between Reciprocal Teaching and Cooperative Learning". This research aimed to find out the effect of using Reciprocal Teaching and Cooperative Learning to enhance content area in reading comprehension. The second year students of SMA Nurul Falah Pekanbaru were the sample of research. A quasi experimental design was used to carry out this study. One class was used as experimental group, and the other one as control groups. These classes had 25 students who had problems with reading comprehension. Both group took a test focused on reading comprehension. After that, the experimental group were taught by the researcher meanwhile English Teacher taught some classes in the control group. Finally, the experimental group and the control group were evaluated with a post-test. To evaluate reading comprehension some aspects were taken into account: main idea, specific idea, textual reference, and word meaning. The results showed that reading comprehension improved significantly and that study provided and effective alternative to construct meaning from the text and it allowed to know how to work cooperatively in a group discussion.

In addition, Adib (2020) performed a study called "Using group work to improve students' reading comprehension skill". The aim was to improve students' reading skill through group work strategy". The sample of this research was 25 students who were part of the First Semester class of English Education Department. Classroom Action Research was used as design in this study, and observation technique as well. The instrument was a test to gather the data. To begin, the researcher did an activity in this group, and also the researcher acted as the lecturer who conducted the material for being taught. After that, the researcher evidenced before and after applying the strategy which was performed during 2 cycles. In the first cycle, students were able to select the group that they wanted

to work with. On the other hand, teacher chose the members of the groups in the second cycle in order to avoid the domination of the higher. The results were the following, there were only 6 students or 24% who passed the test and 19 students or 76% failed the test in the preliminary test. In the first cycle, 16 students who are part of the 64% passed the test and 9 students who are the 36% failed the test. The researcher found that it happened because they were not interested in the reading, and they were not working properly in groups. On the contrary a 92% passed the test and 2 students who were part of the 8% do not pass the test in the second cycle. The results showed that students could improve the reading skill if group work strategy was applied in each class, and it could improve their motivation, vocabularies, and self-confident when they are developing readings.

The study carried out by Zhang et al. (2021) entitled "Language learners' enjoyment and emotion regulation in online collaborative learning aimed to explore how language learners' enjoyment and emotion regulation manifest. A small number of participants were taken, there were six learners (two groups of three). This study is focused on a case study design. The instruments used to conduct this research were "WeChat", a messaging app, anion variable tester software for idiodymanic FLE rating, open-ended question for interview, it was used in order to add the participant's voices to the statistical data. First of all, participant created groups of three on the platform "WeChat", and they were free to create online meetings to complete the homework which was assigned. They had to finish a 200 words essay. Professors uploaded other writing topics on WeChat every Sunday. The results showed the dynamic evolution of enjoyment within and across individuals during the collaboration tasks, also students use emoji's, together with words in order to improve the atmosphere when they working in collaborative settings. The author concluded that this study will be helpful to the teachers who want to improve their classes in collaborative language activities specially when they are worked online.

The research carried out by Joh and Plakans (2017) entitled "Working memory in L2 (second language) reading comprehension: The influence of prior knowledge" aimed to investigate the influence of readers' prior knowledge on the contribution of working memory to L2 reading comprehension. The participants were 80 Korean college EFL leaners (English Foreign Language) from different academic backgrounds who participated in the study voluntarily. Into this group, 31 one were male, and 49 were female, the mea age was 21. This study was designed to collect reading, knowledge and

working memory data from adult EFL readers that is why a computer-based reading span task were used to assess working memory capacity. Participants signed up for two one-on-one meeting with a researcher. An agreement for was filled out at the first meeting, and a reading span task was conducted at the second meeting to measure working memory capacity, 60 min for topic knowledge and L2 knowledge tests, and 45 min for the reading comprehension measure. and the following results were found. The study mentioned that the contribution of working memory to L2 reading comprehension was affected by prior knowledge. Working memory significantly predicted L2 reading comprehension only when the readers had sufficient knowledge, especially knowledge of the topic in the given text. Finally, the research concluded that L2 reading comprehension can be moderated by readers' prior knowledge, and that a certain level of knowledge in the target language and on the topic might be required for L2 readers to efficiently use their working memory capacity.

The study conducted by Mengyi et al. (2016) titled "Promoting Reading Comprehension and Critical-Analytic Thinking: A Comparison of Three Approaches with Fourth and Fifth Graders" aimed to compared the effectiveness of three reading interventions, think before reading, think while reading, think after reading in promoting fourth- and fifth-grade students' reading comprehension and critical-analytic thinking. The participants were from a private school located in the northeastern United States, they were 63 elementary school students who were part of the 51% female. students were selected from two fourth-grade classrooms and two fifth-grade classrooms. The study design was conducted for 18 weeks which were divided into two interventions, each intervention phase lasted for six weeks. Seven mini-lessons were developed for each of the individual interventions, and some stories were selected as materials for this study. One student was randomly selected in order to work in the Hybrid intervention in both phases. The other class from each grade was assigned to implement either the think before reading or think after reading intervention in Phase I and the other non-Hybrid intervention in Phase II. The results were the following, the results suggested that the Hybrid and think after reading interventions were effective at enhance high-level comprehension among fourth- and fifth-grade students. Evidence supports that students participating in the Hybrid and think after reading interventions engaged in more critical-analytic thinking during text-based discussions than those who received the think before reading intervention.

The study carried out by Sophie et al. (2020) called "Profiling children's reading comprehension: A dynamic approach" aimed to profile children's reading comprehension. The participants were from 22 classrooms in the East of the Netherlands in which 407 Dutch third to fifth graders were part of this study, the range were 8-11 years. However, one school with two classes and three classrooms from two other schools, specially 69 students were excluded and some of them also dropped out. The research had a dynamic approach to reading comprehension assessment at word, sentence, and text level. The materials were 25 text which were divided into five sessions, each text had six questions which had to be answered. These reading passages were focused on orthographic knowledge questions, vocabulary questions, sentence-integration question. After developing them, feedback was provided on accuracy. When there was an incorrect answer a Hint was presented in order to avoid them. At the end, the researcher found that global text comprehension was improved because it increased by each correctly answered question on a componential ability on first attempts and by each correctly answered sentence-integration question after feedback. Furthermore, the researcher concluded that a dynamic approach may thus help to arrive at a better understanding of the profiles of children's reading comprehension, because the accuracy on first attempts explained variance of the growth in the standardized reading comprehension test.

Noor (2021) led an investigation whose title is "The impact of story pyramid strategy on university students' reading comprehension performance level". The study aimed at finding out the effect of story pyramid strategy on the performance of EFL university students in reading comprehension. The participants were 40 male college learners who are part from the 3rd level university students. The presented research has a quasi-experimental design, it means that a pre-test and a post-test will part of this investigation. Mann-Whitney test was used as instrument, the pre-test consisted of two main questions which were obtained from an unseen passage in a textbook on p. 107 meanwhile the experimental group was taught by the story pyramid strategy. To apply it, students were divided into teams and were exposed to the following application, "introducing the strategy", "displaying the story pyramid". To get the results took 4 months, after that, date was collected by computing, then analyze by using Mann-Whitney test formula. Results showered that the mean grade of the experimental group

was 28.20 with a while the mean grade of the control group was 12.80 and the computed Mann-Whitney value was 127. The researcher concluded that Story Pyramid Strategy is successful strategy for improving reading comprehension which can be applied for different English Skills and any student's level.

Hildegunn et al. (2020) developed an investigation which was entitled "Assessing children's reading comprehension on paper and screen: A mode-effect study". It aimed to cover reading competence across the whole range of student ability, and evidence which kind of reading is better either on paper or screen. The participants were drawn by the Directorate of Education. It included students by school-sizes, rural and urban districts. 1500 learners were sampled. This study presented a experimental design to measure the effect of reading medium on younger, and the instruments were a Pseudobulbar Affect Test (PBA). To start, the digital test was conducted by using just computers. On the other hand, the PBA test booklets were distributed to some schools with information about the pilot and instructions for teachers. Students responded to two sets, A and B; one set on computer and the other one set on paper. Each test was composed by five texts (10 texts in total, A and B) with 36 and 35 items. The text length from 204 to 683 words. The results were the following, students in average get lower grades on the digital test than on the paper version. It means that almost a third of the students performed better on the paper test than the computer test, and the negative effect of screen reading was most presented among high-performing girls.

The study conducted by Coloma et al. (2020) titled "The impact of vocabulary, grammar and decoding on reading comprehension among children with SLI: a longitudinal study" aimed to inspect how decoding, production of grammatical/ ungrammatical sentences, production of simple/complex sentences, and vocabulary predict reading comprehension among Spanish speaking monolingual school-age children with Specific Language Impairment (SLI) in two grades: 2nd grade and 4th grade. The sample of this research were forty-eight children, and they were grouped into two groups SLI and Typical. The sample of this research consisted of 48 children which were divided into 24 children with SLI. Into this group there were 14 males and 10 females, and 24 children who were part of the control group with typical language development (TLD), this group were composed by 14 males and 10 males as well. The material to assess vocabulary was "Picture Vocabulary" subtest. It consists of 58 items of increasing difficulty. To assess grammar, the researcher analyzed the speech samples

which were obtained from all children by means of the Narrative Development Assessment. To assess decoding, "Letter-Word identification" subtest was conducted. It consists of 75 items. Finally, to assess Reading Comprehension two test were conducted, the passage comprehension subtest from the Spanish-Language version and the passage comprehension subtest from the test of reading and writing in Spanish. The results were the following, there were differences in terms of which particular predictors significantly impacted reading comprehension in each group. Vocabulary and syntax complexity were the most consistent predictors of reading performance. Decoding predicted reading comprehension performance only in the observed early stage (2nd grade), becoming non-significant over time. Grammaticality was found to have no impact on reading comprehension in both groups.

Halamish and Elbaz (2019) developed an investigation entitled "Children's reading comprehension and meta-comprehension on screen versus on" this research aimed to examine the effect of the medium used for reading (screen vs. paper) on children's reading comprehension and meta-comprehension. The study was conducted in Israel, and the participants were 38 fifth graders from an elementary school. The materials used were reading comprehension and meta-comprehension tasks on screen and paper. These included four short age-test which had between 103 and 128 words. Moreover, they conformed by four multiple-choice questions. Also, a pre-task questionnaire, it had five questions, a post-task questionnaire, on the contrary, it had just three questions, a single word reading test. It had 78 real words of increasing difficulty, and a baseline reading comprehension test in which students were asked to read a 303-word expository text and they had to answer four multiple choice comprehension questions. This research was conducted in two sessions. To start, students completed a single word reading test individually, and the other task were completed in groups of 10 to 20 children. The data obtained showed that children's meta-comprehension judgments were insensitive to the effect of medium, and their medium preferences further suggested that they were indifferent to the medium used for reading, both before and after experiencing the task on both media. and the author suggested that elementary school children understand texts better when reading them on paper than on screen.

To summarize all the studies described above, it can be said that collaborative learning has a close relationship with reading comprehension. According to the authors mentioned above, these give learners the opportunity to interact with their classmates in small groups in order to hand in a final product which evidence if learners have understood a passage successfully. It is important to mention that according to the authors, this approach also allows to improve teacher classes and avoid lack of interest not only in the classroom but also outside. Therefore, the previous research contributed to this investigation to have a broader view of how effective CL (collaborative learning) is in Reading comprehension classes.

1.2 Theoretical framework

1.2.1 Independent Variable and development (Cause)

ENGLISH LANGUAGE TEACHING

In a book written by Gilakjani and Sabouri (2016) stated that English language can be seen as complex. However, it depends on people's outlook. Nevertheless, it cannot be ruled out, it is unique and helpful, because it is used in many places such as: in airports, space, television, electronic networks, multimedia, etc. In addition, English language allows people to communicate their point of view and ideas through a set of sounds and words, which can be presented orally or in a written form. (p. 129)

Manjula (2018) mentioned that the main point of teaching English is to train students to get order over the language. Also, to allow students to read, compose and communicate in the second language easily (p.384). That is why the author remarks that English is not an information subject, it can not be adapted essentially by retaining words and rules of sentence structure. It involves practice. Moreover, "teaching English as a foreign language involves being able to convey the English language in an articulate and interesting manner" (Gürsoy, 2018, p. 20).

LANGUAGE TEACHING APPROACHES

Richards and Todgers (2002) stated that approach is a set of correlative presumptions managing the idea of language teaching and learning. It describes the idea of the topic to be taught. On the other hand, this way of looking at teaching and learning is axiomatic and its objective is to discover, order and study all capacities that catch our natural thought. Moreover, it alludes to speculations about the idea of language and language learning that helps as source of practices and standards in language teaching. (p.90)

Language teaching approaches are defined as the ones which have emerged to provide a solution to the needs of society based on the social, economic, and academic requirements as well as pedagogical perspectives featuring in different situations. Founded on such requirements and perspectives, and the analysis of the gaps of previous proposals, each approach has been developed with unique and common characteristics (Matamoros et al., 2017). That is why English classrooms adopt these approaches in order to create better classes and a greater atmosphere, and these can be divided in five: constructivist, collaborative, integrative, reflective and inquiry based learning.

There are communicative approaches which improves student's knowledge as well. The scope of these activities and exercises are viable with a communicative approach and also these are unlimited. Therefore, such activities help students to accomplish the educational plan, motivate students in the learning process, they can exchange understanding, and learners are able to interact with their classmates. These activities are designed with a communicative purpose to improve learning. (Richards & Todgers, 2002, p. 90)

COLLABORATIVE LEARNING

Jeroen and Theo (2017, as cited in Johnson & Johnson, 1999) explained that "Collaborative learning can be characterized as a set of teaching and learning techniques which are focused on learner's cooperation in little groups (two to five learners) to improve their own and each other's learning" (p. 263). Marjan and Mozhgan (2012, as cited in Srinivas, 2011) mentioned that Collaborative Leaning is an instructive way to deal with educating and discovering that includes groups of students cooperating to solve a problem, after that, they conclude an activity with arguments which is called "final product" which is presented in the class. In the classroom, teachers are focused on explaining students how to defend their point of view in a debate case. In this manner, students start to make their own remarkable reasonable structures and not depend entirely on a specialist's or a book's system. In a collaborative learning setting, students have the occasion to talk with friends, exchange thoughts, ask question, etc. (p. 43)

Collaborating in Pairs

Dorothy and Katherine (2010) pointed out that the collaboration process in this situation could begin by creating small groups or just in pairs. At the core of these activities is the need to construct a good atmosphere inside the classroom to decrease the chance of inactivity and lack of student's interest. These paired collaboration activities are divided in three. The First one, a previewing activity, this is used to activate student's pre-knowledge. It usually starts by asking a question in the lecture class. Second, taught concepts are used. Students go from being receptive to being expressive. Finally, students show what they learnt through a critical thinking activity. It is used to sum up the most important student's ideas. After that, teacher gives feedback to expand learner's knowledge. (p. 30)

Small and Large Groups

Students tend to be comfortable when they work in pairs. However, they should be exposed to work in a large group to exchange important information with the rest of their classmates because it is crucial to know more than one perspective. A wrong factor is that teachers usually think that students come to the class with an intellectual or passionate association with the point of the class. It is not true. In fact, students used to make a plenty of mistakes when the class begins. So, teachers have to be realistic, and comprehend that knowledge have to be cultivate through a set of collaborative activities. For sure, student's interest is required in this process. This is the main reason why these activities should be organized previously. (Dorothy & Katherine, 2010, p. 32)

Collaborative learning activities

Collaborative activities are any activities where learners are working co-operatively in pairs or groups. For example:

- Pair or group discussions
- Completing shared tasks in a pair or group, e.g. matching, sorting, ranking
- Activities or games with a competitive element, e.g. bingo
- Drama and role play
- Information exchange activities, including barrier games and jigsaw activities.

1.2.2 Dependent Variable and development (Effect)
LANGUAGE SKILLS

Noushad (2015) stated that language is basically an aptitude. It is not a subject like-Science, Social Studies, Commerce, Mathematics, and so forth, which point is to provide data and fill human knowledge with information. On the other hand, a skill might be known as the capacity to accomplish something. For example: doing some sports well like: swimming, or playing. These are abilities which human beings do before acquisition. Thus, intellectual exercises refer to cognition and skills are focused on actions. For sure, these skills involve four sub-skills, which are the following: speaking, reading, writing, listening. (p. 81)

Classification of Language Skills

The author mentions that these four skills are divided into two groups: Productive Skills (Active Skills) and Receptive Skills (Passive Skills). Therefore, speaking, and writing are considered active skills because students produce language, they create something either a debate or a letter in a writing activity case. On the contrary, listening and reading are passive skills because learners do not produce nothing. In fact, they just receive information. Furthermore, the researcher provides a table to understand better how these skills work.

Classification of Language Skills

Table 1

Language Skills

Language Skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Resource: Direct Research

Prepared by: Ortiz, D (2022)

Besides, the authors include a flow chart which represents the same idea.

Figure 1

Language Skills
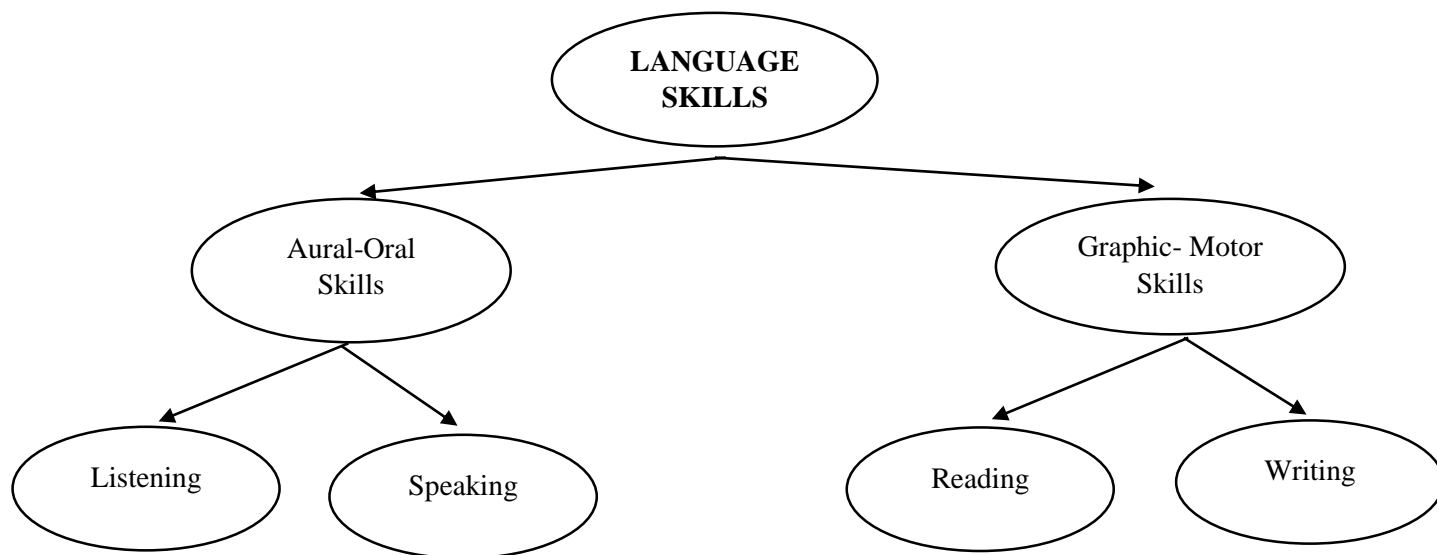
RECEPTIVE SKILLS

"Receptive skills are reading and listening. These are widely related with language skills. For sure, these are of primary importance in English Language teaching" (Hamidreza & Yasin, 2017, p. 53). Moreover, Costas (1998) mentioned that the primary goal of receptive skills is not to include a grammar or vocabulary lesson in teaching. If fact, it is focused on improving students' capacity to comprehend and decipher messages using their current language information. That is why, receptive skills are mixed with the studied language without putting apart "skills". For example: teacher could explain unknown words. Then students through the context and through inferring sub-skill could understand how that unknown word works. (p. 6)

Receptive skills have some advantages as well. If students are not worried by unknown lexis, and they are conscious how to work with a text. At that point, teacher information will improve their comprehension because educator gives students language 'information' and aides them to find the 'rule'. Thus, they will be more fruitful and thus sentence structure and vocabulary learning will be improved. (Costas, 1998, p. 196)

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Receptive skills are extremely important because it allows to work with some students who are passive. They do not feel pressure to produce anything in the studied language. Besides, students are concentrated on working and analyzing a text or an audio in the case of a listening activity. That is why, students feel comfortable working with these kinds of exercises and sometimes students learn better than working with productive skills such as: writing and speaking.

READING

"Reading is an interactive process. It is a powerful collaboration between who writes and the reader in which the reader improves their previous knowledge by adding what writers say and connecting with new relevant information" (Hamidreza & Yasin, 2017, p. 10). "Reading is also a constructive process which includes fluency and have to follow a strategy for being taught. At least but not last, it requires motivation because it is a continuous process" (Frankel, 2016, p. 12).

Reading is a communication habit that allows developing cognitive and interactive thoughts of any reader. Furthermore, reading allows new knowledge. That is the principal reason why reading focuses on "Knowing how to read, getting a written text to be read properly by a person, and not to creating problems to student, these books, letters, paragraphs are selected according to student's level. To sum up, reading is useful because it allows learners to decipher a message or a passage through the use of some sub-reading skills".

READING COMPREHENSION

Reading comprehension is considered one of the main aptitudes in scholarly and proficient student's achievement, but then others have more strongly taken on the position that this skill ought to be "a pre-essential to get graduated in whatever school program" Moreover, it is of great importance because it permits students to comprehend written text, which is a basic requirement for lots of institutions. (Baretta et al., 2012, as cited in Attarzadeh, 2011, p. 5)

Additionally, Simbolon et al. (2020) stated that reading comprehension is a complex process that entails unifying different elements related to how texts are presented and understood. There are three primary elements of reading. They include an active

constructive process, thought processes before, during, and after reading, and interaction between reader, text, and context. (p. 201)

When students enter higher education, they are faced with new ways of thinking, inquiring, acquiring knowledge, understanding, interpreting and interacting with texts. The university context and disciplinary discourses raise more elaborate and complex forms. For this reason, students must develop optimal levels in reading comprehension processes that lead them to respond to such demands. Reading comprehension goes through a set of processes, it is decoded, analyzed, and finally understood. Then students are able to perform these steps automatically without using their mind, and it is achieved through student's practice. (Almutairi, 2018)

It is in this comprehension process that different operations can be classified at the following levels:

Literal level

It focuses on the ideas and information that are explicitly stated in the text, for recognition or evocation of facts. Recognition can be:

Detail: identifies names, characters, time and place of a story.

Main ideas: the most important idea of a paragraph or story.

Sequences: identifies the order of actions.

By comparison: identifies explicit characters, time and places.

Cause or effect: identifies explicit reasons for certain events or actions.

Inferential Level,

In this level, relationships that go beyond what we have read are looked for. We explain the text more widely, adding information and previous experiences, relating what we have read with our previous knowledge, formulating hypotheses and new ideas. The goal of the inferential level will be the elaboration of conclusions. This level of understanding is rarely practiced in school, since it requires a considerable degree of abstraction on the part of the reader. It improves the relationship with other fields of knowledge and the integration of new knowledge. (Kusdemir & Bulut, 2018).

Critical Level

We make judgments about the read text, we accept or reject it but with reasons. Critical reading has an evaluative character where the formation of the reader, his criteria and knowledge intervenes in what is read. Judgments take into account qualities of accuracy, acceptability, probability. Judgments can be:

1. **From reality or fantasy:** according to the reader's experience with the things that surround him or with the stories or readings;
2. **Adequacy and validity:** compare what is written with other sources of information;
3. **Appropriation:** it requires relative evaluation in the different parts, to assimilate it;
4. **Rejection or acceptance:** it depends on the moral code and the value system of the reader.

The formation of critical beings is today a vital need for the school and can only be developed in a cordial climate and free expression, in which students can argue their opinions calmly and respecting their peers point of view. (Bursali & Yilmaz, 2019).

1.3 Objectives

1.3.1 General

- To analyze how the use of collaborative learning improves reading comprehension in the tenth level at Unidad Educativa Ambato.

1.3.2 Specific

- To evaluate the student's reading comprehension level from tenth level at Unidad Educativa Ambato.
- To stablish collaborative learning activities to increase reading comprehension when learning English language.
- To determine the relationship between collaborative learning and reading comprehension.

CHAPTER II

METHODOLOGY

2.1 Resources

To conduct this research was extremely important to consider the different types of resources such as human resources, technological resources, and the investigation carried out by the researcher. Research tutor, review tutors, professors from English Language class, and researcher were part of human recourses. Furthermore, students from "Unidad Educativa Ambato from the 10th level" were an important element to apply collaborative learning approach. Moreover, internet, computer, slides, webpages were considered in order to teach them during the interventions by the use of CL (collaborative learning) as a result of this pandemic situation, and computers also were necessary with the aim of collecting, researching data.

2.1.1 Research approach

This research work is developed with quantitative research. According to Newman and Benz (1998) quantitative approach refers to theories through numbers and data, it is analyzed using statistical techniques and it has as goal to determine whether the predictive generalizations of a theory hold true. In that way, this study is quantitative because it will permit researcher to obtain congruent results through statistical data because two tests were applied in this process. First, a pre-test which aimed to know student's prior-knowledge without applying any approach. On the other hand, a post-test, it was carried out after students have worked in small groups in breakup rooms through the use collaborative learning. (p. 39)

2.2 Research Modality

2.2.1 Bibliographic – documentary

The current research study was bibliographic and documentary modality because researches like Allen (2017) mentioned that it as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio and video recordings, and films, and online resources like websites, blogs, and bibliographic databases in order to support the two variables, in this case "collaborative learning" and "reading comprehension" were properly supported because some information from scientific articles, books, journals

were analyze in order to analyze the impact of the use of collaborative learning on reading comprehension. (p. 17)

2.2.2 Quasi-experimental Research

Quasi-experiments are a subtype of non-experiments that attempt to mimic randomized, true experiments in rigor and experimental structure but lack random. Quasi-experimental studies do not require a true control group, but may include a comparison group. A comparison group is an additional experimental group that receives a different experimental treatment. Non-experiments may also take the form of pre-experimental designs. Pre-experimental designs use neither a control nor a comparison group (Roers & Revesz, 2019, as cited in Nunan, 1992). Basically, the independent variable is exposed to the dependent variable. Besides, there may be a possible variation or sudden change in the dependent variable). This research is quasi-experimental because it aimed to determine how collaborative learning improves reading comprehension in the tenth level at Unidad Educativa Ambato.

The present study was conducted by following the quasi-experimental level description. This study divided the whole sample into two groups. They were a control group and an experimental group. The pretest was applied to the two groups, after that, the experimental group was taught by researcher using the traditional teacher-centered class. On the other hand, the control group was taught by applying collaborative learning strategies in order to improve student's reading comprehension. Finally, the two groups took the post test, as consequence, the researcher could get information and it was analyzed to show the results.

2.3 Level or Type of Research

2.3.1 Correlational level

It is correlational because this research has as third specific objective to stablish the relationship between collaborative learning and reading comprehension. It means that there is an association between two concepts, variables, or categories in a notably sample or context. Sometimes only the relationship between two variables is analyzed. (McCombes, 2020, p. 10)

2.4 Population and Sample

The sample of this research were 40 elements of the tenth level. These students belonged to Unidad Educativa Ambato, class "A" and "C". The subjects involved were

16 men and 24 man. The population was divided into two groups 20 students in the control group 8th "A" level, and 20 in the control group who are part of the 8th "C" level.

Table 2

Population

Groups	Participants	Percentage
Control Group	20	50%
Experimental Group	20	50%
Total	40	100%

Recourse: Direct Research

Prepared by: Ortiz, D (2021)

2.5 Instruments

In order to know the students' reading comprehension level, a pre-test and a post-test were applied. Both pre-test and post-test were different tests taken from FLYERS English Exam (by Cambridge Assessment English). These tests were also selected because, as indicated by the Common European Framework, the level of English of second semester students is A2. The A2 FLYERS exam is made up in three papers. First paper, reading and writing. For this study, only the reading paper was considered. The researcher took the test in pairs in order to measure the students' oral skill. Besides, another fundamental instrumental used in this research was a persistent chat-based collaboration platform called "Microsoft teams-" which helps us to have online classes because of the pandemic. Technological resources also were used such as: computer, projector, websites, etc. Finally, some lesson plans were designed and conducted in order to apply collaborative learning in the classroom.

2.6 Procedure

As a data collection technique, FLYERS Level A2 Cambridge Exam was conducted to assess student's reading comprehension. However, just the reading comprehension part was taken in order to be the pre-test and post-test for this research. It retrieved from 'Cambridge Assessment English'. The reading comprehension part lasts between 30-40 minutes. The test consisted in 3 parts with the following parts: matching words to definitions, gapped text and multiple-choice cloze in total 26 items. This test was presented to the control group 8th "A", and to the experimental group 8th "C" as a pre-test before starting the treatment. Finally, the post-test was the same, after that the results were analyzed to determine their development in both exams, and stablish conclusions.

As a second point, the pre-test was conducted using Google forms in order to collect data about the level of reading comprehension of tenth level students of the Unidad Educativa Ambato. The instructions were given, and students had to solve this exam individually, they had 30-40 minutes to finish. After that, the treatment was applied. This procedure took place in five weeks, and it was applied using lesson plans in order to manage correctly each part of procedure. Each lesson was taught in a one-hour class and another, an asynchronous hour outside of class. Students had to practice some readings that were seen in the class, and practice some vocabulary that was presented during each lesson.

Every single lesson was focused on developing reading comprehension skills such as: inferencing, summarizing, drawing conclusions, self-questioning, problem-solving through the use of some strategies: predicting, identifying, and scanning, because students presented some issues dealing with these sub-skills of reading comprehension when they took the pre-test. These classes were concentrated on collaborative learning; it means that students were working in some activities in small groups using Microsoft teams break up rooms in order to interact with each other, and students had to present a product at the end of each activity either mentioning the best tittle for a story, matching words to definitions or choosing the right words to complete a story.

To conclude, the post-test was conducted, and the respective scores were gather from the pre-test and post-test of the control, and experimental group, before applying the treatment, and after teaching using collaborative learning approach. This quantitative information was transferred to a computer program called SPSS (Statistical Package for the Social Sciences) which is focused on analyzing statistical information. It was able to examine some elements like: means, standard derivation, frequency, grade of significance. Therefore, the researcher 'hypothesis was verified using the software, it showed positive effects demonstrated by the students at the end of the treatment. Finally, it was shown though the use of tables and figures with quantitative values.

2.7 Hypothesis
Alternative Hypothesis

The use of collaborative learning has a positive impact on improving reading comprehension in the tenth level at Unidad Educativa Ambato.

Null Hypothesis

The use of collaborative learning does not have a positive impact on improving reading comprehension in the tenth level at Unidad Educativa Ambato.

2.8 Variable Identification

Collaborative learning (Independent Variable)

Reading Comprehension (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSION

3.1 Analysis and discussion of the results

This chapter is focused on showing a detailed analysis of the results gathered from the pre-test and post-test which were the instruments to carry out this research. The results are presented using tables and graphs in order to evidence the whole process and for better understanding about the application of collaborative learning in order to know if it has a positive impact on reading comprehension. First, the information exposes the average score out of 26 from the control group and experimental group. Second, the post-test average from the control and experimental group after the interventions. As a third point, the pre-test, and post-test comparison between control and experimental group in order to display if there is a significant change. Finally, the validation of the hypothesis is exposed with the aim of demonstrating if the use of collaborative learning has a positive impact on improving reading comprehension in the tenth level at Unidad Educativa Ambato through the use of SPSS (Statistical Package for the Social Sciences) software. This part shows paired sample results, paired samples correlations, and T-test.

3.1.1 Pre-test from control and experimental group
Table 3

Pre-test average score out of 26

Test	Control group	Experimental group	Difference
Pre-test	10,6	12,4	1,8

Resource: Direct Research

Prepared by: Ortiz, D (2021)

Figure 2

Pre-test average score out of 26
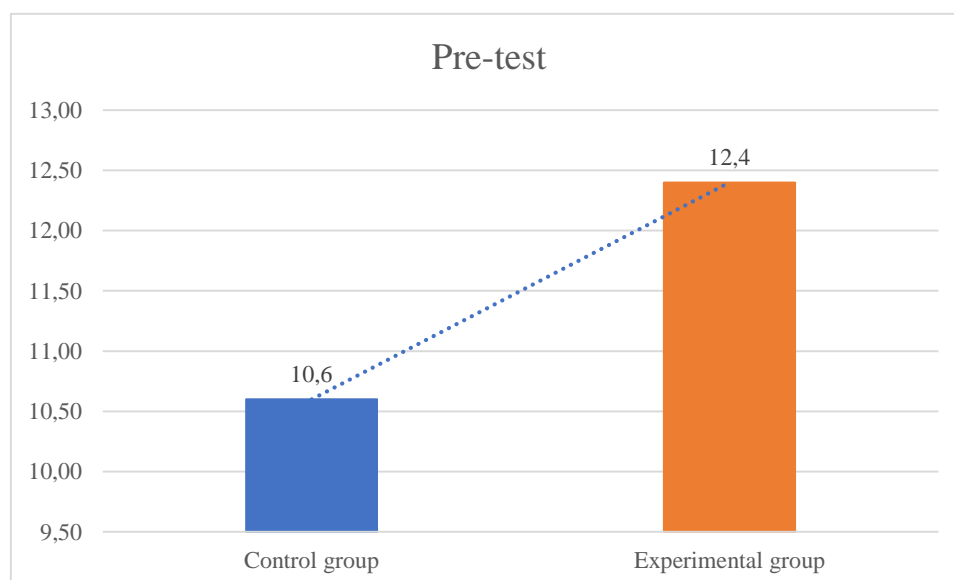
Resource: Direct Research

Prepared by: Ortiz, D (2022)

Analysis and interpretation

Figure number 1 shows the average score out of 26 points. These results have been obtained from the control "8-A" and experimental group "8-C" in the reading comprehension pre-test. It can be evidenced that students from de control group obtained an average of 10,6 and the experimental group had as average 12,4. It is noticeable that students did not have a good reading comprehension level to pass this part of Flyers A2 exam. Furthermore, there was a difference of 1,8 between the control and experimental

group which means that there was a clear contrast between control and experimental group even though they were at the same level.

It can be concluded that the methodology used by the teacher was the traditional method. The traditional method is teacher-centered. It means that students are passive participants, they do not participate a lot in the class. More than that, they did not do a plenty of reading comprehension exercises because teachers considered students do not have good pronunciation and reading passages take too much time. That is why, teachers preferred to read these passages by themselves in order to optimize time. However, it caused that students did not develop their reading comprehension skill which is extremely necessary in English language. Moreover, students rarely organized groups between them to develop an activity which made interaction impossible. It created monotonous classes, and lack of interest in reading classes.

3.1.2 Post-test from the experimental and control group
Table 4

Post-test average score out of 26

Test	Control group	Experimental group	Difference
Pre-test	10,9	19,6	8,7

Resource: Direct Research

Prepared by: Ortiz, D (2022)

Figure 3

Post-test average score out of 26
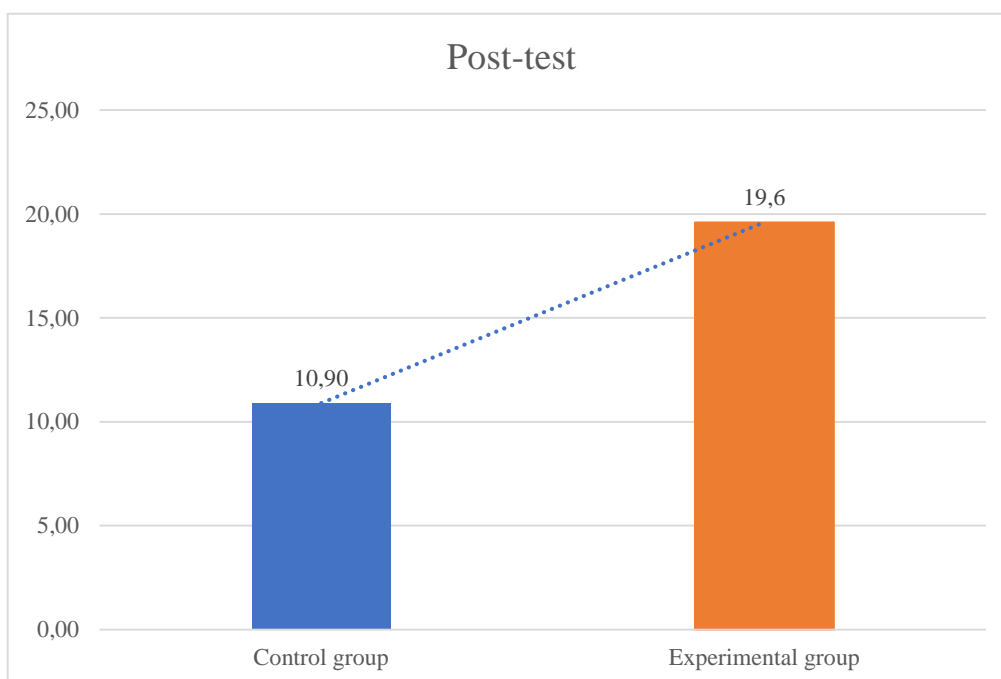
Resource: Direct Research

Prepared by: Ortiz, D (2022)

Analysis and interpretation

The figure number 2 shows the average score out of 26 points. These results have been obtained from the control "8-A" and experimental group "8-C" in the reading comprehension post-test. It can be evidenced that students from de control group obtained an average of 10,9, and the experimental group had as average 19,6. It is shown that students improved their reading comprehension level after applying the treatment in the five interventions. That is why there was big difference of 8,7 between the control and experimental group which means that there was a clear and positive contrast between control and experimental group.

Evidently students improved their grades after the interventions which were focused on collaborative learning approach. During these classes, the experimental group were able work in break out rooms using Microsoft teams which is used to have online meetings. Furthermore, the experimental group was exposed to reading comprehension exercises which enhanced their motivation to learn. Also there was interaction between classmates which caused that students felt good and wanted to work in different activities.

Finally, the experimental group was able to obtain higher grades than the previous exam, because they were exposed to the treatment focused on collaborative learning.

3.1.3 Pre-test, post-test between control and experimental group
Table 5

Pre-test and post-test average score out of 26

Control group		Experimental group	
Pre-test	**Post-test**	**Pre-test**	**Post-test**
10,6	10,9	12,4	19,6

Resource: Direct Research

Prepared by: Ortiz, D (2022)

Figure 4

Pre-test and post-test average score out of 26
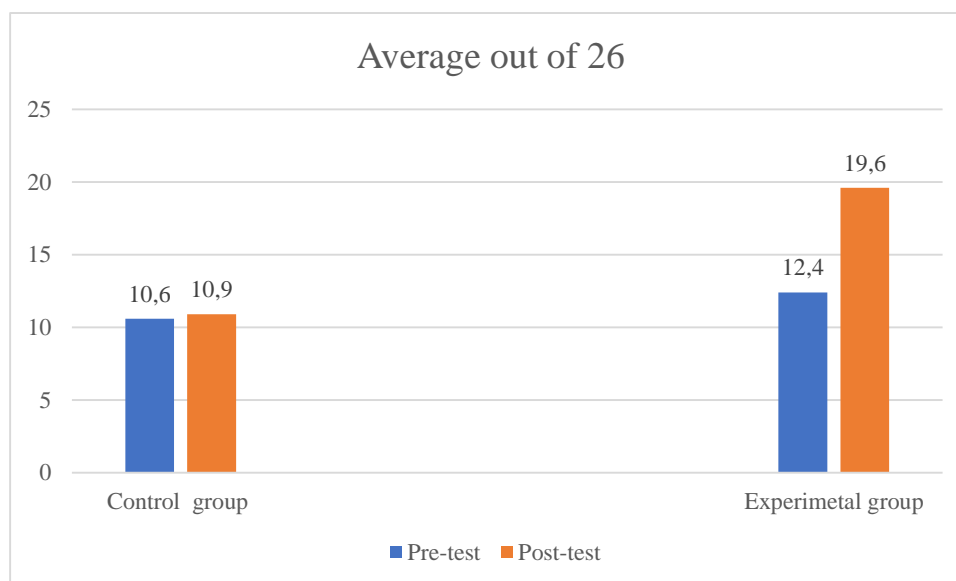
Resource: Direct Research

Prepared by: Ortiz, D (2022)

Analysis and interpretation

Figure number 3 represents a comparison between the average score about pre-test and post-test out of 26 points in which 20 students from the control group "8-A" and 20 students from the experimental group "8-C". At the beginning of the experiment, the

control group achieved 10,6 in the reading comprehension pre-test and 10,9 in the post-test. On the contrary, the experimental group got 12,4 in the pre-test and 19,6 in the post-test. It means that there was a clear 8.7 improvement of 8,7 in the experimental group. According to the results, the experimental group had reached higher scores than the previous exam. On the other hand, the control group was taught using the traditional method without any collaborative approach that is why they maintained lower scores.

It could be concluded that students from the experimental group have improved their reading comprehension level after applying the treatment and being exposed to collaborative learning approach. The experimental group improved their knowledge about some words by applying collaborative learning, and learned new ways to read a passage. Moreover. the experimental group was able to identify some strategies which helped them in the reading comprehension post-test. On the other hand, the control group maintained the same level, it only differed by 0.3. This value indicated that after 5 classes students from the control group did not improve their reading comprehension skill.

3.2 Hypotheses verification

The use the SPSS software was necessary to present the results of the pre-test and post-test. It was performed to prove or reject the alternative hypothesis which is "the use of collaborative learning has a positive impact on improving reading comprehension in the tenth level at Unidad Educativa Ambato". For this reason, T-test inferential statistic was used to demonstrate the 'mean' gathered from both tests as well as the standard deviation, and the correlation between the two elements.

Table 6

Paired Sample Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Pre_test**	12,40	20	3,992	,893
	Post_test	19,60	20	2,604	,582

Resource: Direct Research

Prepared by: Ortiz, D (2022)

Table 7

Paired samples correlations

		N	Correlation	Sig.
Pair 1	**Pre_test y Post_test**	20	,442	,051

Resource: Direct Research

Prepared by: Ortiz, D (2022)

Table 8

T- test

		Paired differences					**t**	**df**	**Sig. (tailed)**
		Mean	**Std. deviation**	**Std. Error mean**	**95% confidence interval of the difference**				
					Lower	**Upper**			
Pair 1	**Pre_test - Post_test**	-7,200	3,679	,823	-8,922	-5,478	-8,752	19	,000

Resource: Direct research

Prepared by: Ortiz, D (2022)

Analysis and interpretation

The tables above show the statistical results obtained by analyzing the experimental group scores in order to verify the alternative hypothesis according to T-test. First, table 6 evidenced that there is a significant variance between each other. The mean of the pre-test was 12,40 and the post-test mean was 19,60. Then the program SPSS showed the correlation results about the pre and post-test. In addition, there are some elements like the confidence interval of the difference in which the lower is -8,922 and upper -5,478. It is extremely important for verifying the hypothesis in the P-value or significance value in table 8. According to the theory of the T-test, if the significance value is more than 0,05, the null hypothesis is accepted. Nevertheless, if the significance value is less than 0,05, the null hypothesis is rejected. Table 8 shows that the significance value is 0,000. This value is less than 0,05 thus the null hypothesis is rejected and the alternative is accepted. It can be concluded that the use of collaborative learning has a positive impact on improving reading comprehension in the tenth level at Unidad Educativa Ambato.

In conclusion students reached a higher reading comprehension level after being taught some classes through collaborative learning approach. It marked a great difference and variance between applying the traditional method which consists of teaching grammar most of the time and teamwork is almost null. On the contrary, collaborative

learning is focused on sharing ideas between classmates in order to present a final product. Also, language learners applied certain strategies to understand a passage correctly in some activities carried out in the class. That is why after applying the treatment, students showed a considerable improvement. Finally, the whole process allowed them to increased their grades in the post-test thus showing a significant difference at the beginning and end of the interventions.

3.3 Discussion

According to the results, it was demonstrated that the use of collaborative learning had a positive impact on improving reading comprehension in the tenth level at Unidad Educativa Ambato. The author of this research evidenced that students did not have appropriate reading comprehension level at the beginning, that is why, they were not able to obtain good marks in the pre-test neither control nor experimental group. Nevertheless, when collaborative learning approach was applied, students understood how to use some strategies in order to understand a paragraph correctly. In consequence, students' scores increased considerably, and because of the respective interventions they were also motivated.

Therefore, it can be concluded that use of collaborative of collaborative learning improved reading comprehension considering the increase of the general average in the post-test which before starting the interventions was 12,4, and it increased to 19,6 over 26 points. The improvement was of 7,2 points. More than that, the efficacy of collaborative learning can be supported by a plenty of researches which presented an enhancement, for example, in the study conducted by Putri and Hery (2020), in which the experimental group passed from 72 to 90 point, it means that there was an improvement of 12 points over 100 points after the application of collaborative learning. (p.41)

Kabir and Kiasi (2018) determined that "the use of collaborative learning approach makes students socialize better with their classmates because they are working together to achieve a certain goal in learning" (p. 5). Furthermore, "collaborative learning is qualified enough to fulfill its contribution to academic and social skills of individuals" (Tavsanli, 2018, p.5). It proved that students worked successfully when they were working in small groups in a collaborative atmosphere in order to present an expected satisfactory result which is the product of the activity. On the other hand, when students were working individually obtained lower scores which were not enough to achieve the objective of the class.

Reflecting on the importance of reading comprehension as one of the most important skills in English Language, it is extremely necessary that all reading classes are taught through this approach which is called CL "collaborative learning" because, it gave students the opportunity to work, cooperate in the class, and learn at the same time which is essential in an English class.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and interpreting the previous results gather from the application of collaborative learning for reading purposes, the following conclusions have been obtained after finishing this research:

- It can be concluded that collaborative learning improved reading comprehension in the tenth level at Unidad Educativa Ambato. This was verified through the hypothesis verification in which the significant value was 0,000. It means that it was less than 0,05 and the alternative hypothesis was accepted. Collaborative learning improved reading comprehension because the classes were taught differently. In this approach, small group work was carried out, and an activity was assigned to them. Finally, they showed a final product which indicated if they had learned useful vocabulary or not. It was found that the use of this approach contributed significantly to the development of reading comprehension skill.

- Students do not have a good reading comprehension level. It was evidenced because the control group obtained almost the same score at two different times. It was an average of 10.6 at the beginning and 10.9 average score over 26 at the end of the research. It showed that traditional classes did not contribute to the improvement of reading skill. On the other hand, the experimental group obtained an average from 12.4 to 19.6 out of 26. This happened because the classes were more dynamic and students were able to participate all the time without being afraid of failing.

- Through the application of certain collaborative learning activities such as: pair or group discussions, completing shared tasks in a pair or group, e.g. matching, sorting, ranking, activities or games with a competitive element, drama and role play, information exchange activities, including barrier games and jigsaw activities. Students of the experimental group were able to achieve better scores in the reading comprehension post-test. Furthermore, students could get a literal, and inferential reading comprehension level. It was significant, and extremely important to achieve the learning purposes. Finally, it is clearly stated collaboration between classmates was important during the interventions in order to improve their reading skills.

- There was a close relationship between these two variables because to understand different texts like: passages, emails, or stories, working groups were needed. This conclusion was reached because when students were working individually could not understand the different texts. Also, they seemed confused when doing the final activity and did not ask questions to the teacher when they had doubts. On the contrary when students worked in groups, their confidence increased. It allowed them to work accurately in a collaborative environment, and give higher results. Furthermore, students exchanged some questions between them in order to be clear about the activity they were performing.

4.2 Recommendations

The following recommendations have the objective to motivate teachers to apply collaborative learning approach in their reading comprehension class in order to improve their English classrooms, and they inspire students to learn English Language properly, avoiding monotonous classes, and creating an excellent learning atmosphere.

- The use of collaborative learning in the reading comprehension classes is suggested. It should be applied to all English language skills. In addition, teachers must take into account the needs of the students and the factors that are making their reading classes ineffective. When these factors are already identified, teachers should introduce their students to certain strategies such as: predicting, questioning, identifying, and summarizing in order to make these readings easier to understand.

- Creating more groups work to enhance reading comprehension is extremely necessary. Teachers should consider using the "break out rooms" of the application they are making use of to teach English either Zoom or Microsoft Teams. For this, it is necessary that teachers consider changing the methodology they are using, which is the traditional method. In this way, students feel more free to express themselves, and this allows them to clarify their doubts among classmates, whether it is the meaning of a word, or how to solve certain activities. Thus, students can feel more comfortable and develop correctly in each reading comprehension class.

- Applying the different activities that involve reading comprehension is suggested. Teachers should include these collaborative activities like: pair or group discussions, completing shared tasks in a pair or group, e.g. matching, sorting, ranking, activities or games with a competitive element, drama and role play, information exchange activities, including barrier games and jigsaw activities in order to strengthen their confidence while they are working in groups. The reason is because students think that they are supposed to understand each text quickly and at the first time. It makes students get nervous when they are reading, or developing the final activity. Nevertheless, teachers should encourage students not to be afraid to participate in classes, or ask questions about unknown vocabulary, or what to do in activities when they are working individually.

- Carrying out group activities as a warm-up is recommended at the beginning of each class to improve reading comprehension. Teachers should create these team work in "break out rooms" so that students can talk to each other about the vocabulary they learned in the previous class. In this way, students will activate their prior knowledge, and will be able to apply that knowledge in the activities of the following day. Moreover, teachers should encourage students to check the readings again asynchronously, and highlight the vocabulary they do not understand so that it can be reviewed the next class.

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Annex 1 Carta de Compromiso

CARTA DE COMPROMISO

Ambato, 25 de octubre del 2021

Doctor

Marcelo Nuñez

Presidente Unidad de Titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Mg. Anibal Fabian Mayorga Corella en mi calidad de Rector de la Unidad Educativa Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "COLLABORATIVE LEARNING AND READING COMPREHENSION" propuesto por el estudiante Ortiz Brito Josue Daniel, portador de la Cédula de Ciudadanía 1805243696, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 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.

Mg. Anibal Fabian Mayorga Corella

Cédula de Ciudadanía: 1801696830

0987006558

anibal.mayorga@educacion.gob.ec

Annex 2 Pre-test and Post-test

Part 1

– 10 questions –

**Look and read. Choose the correct words and write them on the lines.
There is one example.**

a diary   a businessman   a calendar   a desert

	Some people write in this at the end of every day.	......a diary......
1	These are dark, cold places inside mountains, and sometimes bats live in them.	....
2	A driver takes people who are very ill to see doctors in hospital in this.	....
3	If you can't spell a word, you can look for the meanings and spellings of different words in this.	....
4	This person carries meals on plates to people in restaurants.	....
5	This is a very dry place where there is usually sand on the ground.	....
6	If you go for a walk in these, you see some trees and perhaps birds, too.	....
7	You go and see this person if you have a hole in your tooth.	....
8	This is something you write on and send to a friend when you are on holiday.	....
9	This is a kind of road where you can travel very quickly from city to city.	....
10	You find this round and black thing on the wheels of cars and motorbikes.	....

an ocean

a tyre

a waiter

a dictionary

caves

an engine

a dentist

a motorway

woods   an ambulance   a postcard

A2 Flyers   77

57

Part 3
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

example				
decided	piece	felt	air	bridge
built	sure	ready	key	nicer

David's parents ....*decided*............ to move to a new house. But

David didn't want to live in another town and he

(1) .... sad about leaving all his friends. Last

Tuesday, David's family drove to their new house. David was unhappy.

He just sat quietly and looked out of the window.

When they arrived at the house, David's dad gave him a

(2) .... 'Go and open the front door with this,

David,' he said. 'Mum and I will bring in some of the boxes.'

David went inside. The house was much (3) .... than

their old one and from a window upstairs he could see some boys in a park.

He could see a forest too and a (4) .... across a river.

'I can play football in that park and go for great walks in that forest, and

perhaps I can fish in that river,' he thought. There was no park, forest or

river near his old house.

David began to smile. 'I'm (5) .... I'm going to be

happy here!'

(6) **Now choose the best name for the story.**

Tick one box.

David's dad gets a new job

David's first day in his new school

A new home for David

Part 4

– 10 questions –

Read the text. Choose the right words and write them on the lines.

The hippo

Example	This kind of animal has ....*an*.................. interesting name. We call it a hippo, but its long name is 'hippopotamus'. Hippopotamus
1	.... 'river horse'. It has that name because
2	hippos spend lots .... time in the water and
3	their ears look like horses' ears. They like ....
4	grass too. But hippos are much bigger ....
5	horses. The only animal in the world that .... a
	bigger mouth is a whale! A hippo is sometimes a dangerous animal but
	it is not always brave. It will often run to the water
6	.... hide. When it's swimming, its
7	nose, eyes and ears are above the water .... it
	can still smell, see and hear. When a hippo decides to go under the
	water, it closes its nose and walks on the bottom of the river
8	.... it can find plants to eat. It's easy for a
9	hippo to stay under the water .... eight
10	minutes! Hippos .... not eat meat. Their
	favourite food is river plants and different kinds of grass, and they
	usually only eat at night.

Example	the	an	any
1	mean	means	meaning
2	off	from	of
3	eating	eats	eat
4	then	after	than
5	have	has	having
6	to	into	on
7	if	so	or
8	where	how	why
9	across	by	for
10	do	shall	are

Annex 3 Pre-test and Post-test links

Pre-test Control group

Link: https://forms.gle/qUgyYA7iPGQT6oHz9

Pre-test Experimental group

Link: https://forms.gle/H86VSusj2PFQ7vY57

Post-test Control group

Link: https://forms.gle/bFhYCfYCW9XXeaZe9

Post-test Experimental group

Link: https://forms.gle/MjHvFEw5wfbELwE36

Annex 4 Template lesson plan

Daily Lesson Plan			
Teacher:		Level :	
Unit Topic/Theme:		Date:	
Age of ss:		Number of ss:	
Main aim:			
Subsidiary aims:		Personal aims:	
• •		•	
Materials:			
			TIMING
Anticipated problems: Possible solutions:			
STAGE: PRE-READING Procedures:			
STAGE: WHILE-READING Procedure:			
STAGE: POST-READING Procedures:			
Assessment – Informal assessment: Further information:			

"Collaborative learning and reading comprehension"

Designed for students of tenth level from "Unidad Educativa Ambato"

Author: Josue Daniel Ortiz Brito

Annex 5 Experiment design

Table of Content

Introduction

Collaborative learning is of great importance because it helps to plan activities that give students the opportunity to work and collaborate together to learn and grow from each other. Furthermore, it has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills. Students learn how to work with various types of learners and develop their leadership skills (Gates, 2018). For that reason, it was necessary to analyze how the use of collaborative learning improves reading comprehension. Therefore, based on the data gathered from the pre-test that evaluated reading comprehension, a set of lesson plans were designed in order to improve this important skill in the tenth level at Unidad Educativa Ambato.

In addition, the content was adapted to the teaching content in order carry out the learning process in a linear way without interfering with the previous planning of the teachers of the High-School. In this way, collaborative learning was conducted into the reading lesson, and it was required to make a bibliographic research in order to identify the best process to teach these lesson plans. Finally, there were synchronous and asynchronous work in order to improve this process, students had to check the vocabulary or activities applied in the class. The next day they had to put into practice the previous knowledge with the aim that this learning is meaningful and maintained in the long term. Finally, the process was extremely necessary to improve reading comprehension level because as was evidence students did not have a good one which is too necessary in the English language.

General Guide

The general guide was carried out to have an overview about the process through a scope in which the content, units, number of hours, stages, and adapted activities, materials are presented. The whole process is included in a lesson plan which was used in order to conduct collaborative learning.

General objective

- To introduce collaborative learning in the classroom using "Three Stages Approach" to improve the reading skill.

Specific Objectives

- To design a set of lesson plans focused on collaborative learning.
- To apply the lesson plans designed in the target classroom.
- To evaluate reading comprehension improvement though a post-test.

Scope of the experiment

Number of lesson plan	Topic	Unit	Number of hours	Three Stages Approach	Activities
N.- 1	Motivation	Independent Unit	1	Pre-reading, While reading, Post-reading.	Videos, live worksheets
N.- 2	Summarizing	Independent Unit	1	Pre-reading, While reading, Post-reading	Slides, online activities (readings)
N.- 3	Identifying	Independent Unit	1	Pre-reading, While reading, Post-reading	Online activities (readings)
N.- 4	Predicting	Independent Unit	1	Pre-reading, While reading, Post-reading	Online activities (readings), slides, live worksheets
N.- 5	Questioning	Independent Unit	1	Pre-reading, While reading, Post-reading	Slides, online activities (readings)

Resource: Direct Research

Prepared by: Ortiz, D (2021)

Lesson Plan 1	
Teacher: Daniel Ortiz	**Level : A2**
Unit Topic/Theme: Motivation	**Date: 28-11-2021**

Number of ss: 20

Main aim: At the end of the class SWBA to read, match and draw about motivation.

Subsidiary aims:	**Personal aims:**
• Learn new vocabulary to choose the correct words and write them on some lines	• Interact in a conversation effectively.

Materials: Internet, Microsoft teams, Power Point Presentation.

Anticipated problems: Students could not understand the new words. **Posible solutions:** Students will have to check them on a dictionary at home.	**TIMING**
STAGE: PRE-READING **Procedures:** Warm up. - Teacher will ask students to watch a video on YouTube, and students will have to answer the following question. It starts at 06:00-04:03. - What are some things that motivate you? Link: https://youtu.be/QYyhDvuq8_Y Students will pay attention to the power point presentation about motivation. Each student will read a paragraph about motivation. Students will check some vocabulary related to motivation. Students will ask questions in case there are some doubts. Each student will read a paragraph about motivation. Each student will read a paragraph about motivation again.	**5 min** **10 minutes**
STAGE: WHILE-READING **Procedures:** Students will open a live worksheet in which they will have to match some words to some definitions which have been previously taught about motivation. Link: https://www.liveworksheets.com/hd2677632pq Students will be matching some concepts to some vocabulary in break up rooms.	**10 minutes**
STAGE: POST-READING **Procedures:** Students will be working in break up rooms to answer the following question. - What can you say to motivate your friends?	**15 minutes**
Assessment – students will have to check the vocabulary previously checked about motivation.	

Students will draw something that motivates them.

Informal assessment: students' participation and interaction.

Further information: https://www.lifehack.org/articles/communication/motivation-21-words-that-can-change-your-life-and-3-that-will-surprise-you.html

Resource 1

Link: https://youtu.be/QYyhDvuq8_Y

Name:

Date:

> Disabled – Give up – Feel down — Shelter – Homeless – Beyond – Complain

1. (of a person) having a physical or mental condition that limits movements, senses, or activities.
2. at or to the further side of.
3. a place giving temporary protection from bad weather or danger.
4. To feel depressed or unhappy.
5. cease making an effort; resign oneself to failure.
6. the group of people who have no place to live or sleep
7. express dissatisfaction or annoyance about something.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

Lesson Plan 2	
Teacher: Daniel Ortiz	**Level :** A2
Unit Topic/Theme: Summarizing	**Date:** 3-01-2022

Number of ss: 20

Main aim: At the end of the class SWBA to talk about the readings presented in class.

Subsidiary aims:	Personal aims:
• Learn new vocabulary and apply it into context. • Learn how to decide which are the best words to fill a paragraph.	• Interact in a conversation effectively.

Materials: Internet, Microsoft teams, Power Point Presentation.

Anticipated problems: Students could not understand new words. **Possible solutions:** Students will have to check these new words on a dictionary at home.	**TIMING**
STAGE: PRE-READING **Procedures:** Warm up.- Students will write a word that they remembered about the last class. Students will have to mention why these words are used for. Students will pay attention to the teacher who is going to explain how to summarize a paragraph in order to understand it. Students will have to pay attention to teacher's explanation. Link: https://es.slideshare.net/stefaniejanko/summarizing-powerpoint Teacher will ask students to read a paragraph individually.	**5 min** **10minutes**
STAGE: PRACTICE WHILE-READING **Procedures:** Students will be working in break up rooms in groups of five people. Each group will have to answer the task 1 about the reading read before: Link: https://learnenglish.britishcouncil.org/skills/reading/pre-intermediate-a2/professional-profile-summaries Each group will have to answer the task 2 about the reading read before Link: https://learnenglish.britishcouncil.org/skills/reading/pre-intermediate-a2/professional-profile-summaries	**10 minutes**
STAGE: POST-READING **Procedures:** Each student will come back to the main meeting. Each student will read the story again and write some vocabulary they do not understand. Each student will google these words and write the definition in their notebooks.	**15 minutes**

Teacher will ask student to summarize a paragraph and highlight the key words to know what it is taking about.

Students will have some minutes to think about their answers.

Students will ask questions in case they have doubts.

Students will mention what the paragraph talked about.

Assessment – students will have to check the vocabulary previously checked.

Informal assessment: students' participation and interaction.

Further information: https://learnenglish.britishcouncil.org/skills/reading/pre-intermediate-a2

Link: https://es.slideshare.net/stefaniejanko/summarizing-powerpoint

Summarizing

Summarizing is a powerful reading strategy. It increases comprehension and retention of information.

When you summarize, you restate the most important information of a text, using your own words.

A summary can be completed in writing, but also orally, dramatically, artistically, visually, physically or musically.

Summarizing is:

- Keeping
- Deleting
- Paraphrasing

Demonstrative reading

Maria

I am an architect with 20 years' experience of designing and developing spaces. I am a partner in the award-winning STG Architects Ltd, which is famous for its work on the Galroy Building in London. I enjoy working with people from all over the world and have international experience of working in Italy, Greece, Thailand, Australia and Brazil. I have a Master of Science from Sheffield University and a BA in Architecture from Hull University. I also speak Italian and Thai. When I am not working, I spend my time hiking, skiing and diving.

Emily

I am an experienced sales manager with 12 years' experience of developing customer service teams. I am skilled in negotiation, team motivation and building successful sales teams. After ten years of working in sales and customer service at Halo Bank, I am now the sales office manager of a team of 120 at Southern General Plastics Ltd. I have an MBA from Stanford University and a degree in Business Studies from Cornell University. I am creative and hardworking, and enjoy working with others.

Practical reading

To: Grace Yang
Date: 6 September
Subject: Invitation to job interview

Dear Grace,

Thank you for your application for the position of sales manager.

We would like to invite you for an interview at 10 a.m. on Monday 21 September at our offices at The Shard, 32 London Bridge Street, London.

You will meet with our head of sales, Susan Park, and the interview will last for about 45 minutes. During this time, you will have the opportunity to find out more about the position and learn more about our company.

Please bring your CV and references to the interview. You will also need to show a form of ID at reception to receive a visitor's pass. Please ask for me as soon as you arrive.

If you have any questions or if you wish to reschedule, please call me on 555-1234 or email me by 12 September.

I look forward to meeting you.

Best regards,

Anna Green
Human Resources Assistant

<table>
<tr><td colspan="2" align="center">**Lesson Plan 3**</td></tr>
<tr><td>**Teacher: Daniel Ortiz**</td><td>**Level : A2**</td></tr>
<tr><td>**Unit Topic/Theme:** Identifying</td><td>**Date: 06-12-2021**</td></tr>
<tr><td colspan="2"> **Number of ss: 20**</td></tr>
<tr><td colspan="2">**Main aim:** At the end of the class SWBA to read, and choose a word from a box according to the context of the story. word next to numbers</td></tr>
</table>

Subsidiary aims:	**Personal aims:**
• Learn new vocabulary, and identify which are the best options to complete a story.	• Interact in a conversation effectively.

Materials: Internet, Microsoft teams, Power Point Presentation.

Anticipated problems: Students could not understand the new words. **Posible solutions:** Students will have to check them on a dictionary at home.	**TIMING**
STAGE: PRE-READING	
Procedures: Warm up.- Teacher will ask students which word they remembered about last class. Students will have to write them on the Microsoft teams chat. Students will pay attention to a passage which will be showed by the professor. Link: https://www.esleschool.com/a2-flyers-reading-part-3/ Each student will have to read the following story which do not have some key words. Teacher will ask students to read the story (Each student will be selected to read the story until a point) Teacher will show students how to select the correct option. Teacher will ask students to organize groups of 4 people.	**5 min** **10minutes**
STAGE: WHILE-READING	
Procedures: Students will be working on group of four people in a new story. Students will be asked to read a story and try to solve it. All of them will have the link to work by their own; however, at the end they have to talk to each other in order to decide which is are the correct words for that story. Link: https://www.esleschool.com/a2-flyers-part-3-set-2/	**10 minutes**

STAGE: POST-READING	**15 minutes**
Procedures: Students will have to look for the meaning of the new vocabulary on internet. Students will have to read these definitions in the class.	

Assessment – students will have to check the vocabulary previously taught in class at home.

Informal assessment: students' participation and interaction.

Further information: https://www.cambridgeenglish.org/images/149681-yle-flyers-word-list.pdf

Resource 3

Link: https://www.esleschool.com/a2-flyers-reading-part-3/

Read the story about going to a beach. Choose a word next to numbers 1–5 and then at the end choose a title for the story.

Last year my family and I went to a hot and sunny country.
Orange juice is my favourite drink and I had to ask for it all the time because I was always (1) [_____]. I

know it's funny, but I like being hot because in my country it's cold and it (2) [_____] a

One day we went to visit the beach. It was very exciting because we went there on horses. My [____]wn
horse and I had a black one. We went along the road to the beach very (3) [_____].

When we got to the beach, there was nobody there. So, we rode the horses quickly along the [____] (4)
[_____] off at a restaurant for something to eat. The horses had some water and we g[____]ple

and a carrot. After that, we played volleyball with some friends on the beach.
After the meal, we headed back to the stable. It was a (5) [_____] ride, but my sister a[____] the

whole day, but we were very tired at the end.
6. Now choose the best name for the story. [_____]

Dropdown options: thirsty, stopped, rains, wet, slowly, explains, long, walked, sunny, cloud

[Submit]

Practice

Link: https://www.esleschool.com/a2-flyers-part-3-set-2/

Read the story about a birthday party. Choose a word next to numbers 1–5 and then at the end choose a title for the story.

Last Sunday Maria went to visit her Aunt Rose. "It's Mum's birthday tomorrow," said Maria, "And I want to give her a (1) [_____] and a cake, but I'm not very good at cooking. Can you make a cake for me, please?"

"I'm sorry," said Aunt Rose, "I don't have much time today. I have to (2) [_____] after my neighbours two

dogs and wash the car."
"I'll do that," said Maria. "Will you make a cake for me, please?"
"OK," said Aunt Rose.
So Maria took the dogs for a walk and feed them. She washed the car t[____]) [_____] with the

dogs in the garden.
When the cake was (4) [_____], Aunt Rose went to find Maria. S[____]en she saw that Maria was

sleeping on the sofa with the dogs fast (5) [_____] too.

6. Now choose the best name for the story. [_____]

Dropdown options: ready, played, open, glasses, well, woke, asleep, present, broke, look

[Submit]

<table>
<tr><td colspan="2" align="center">**Lesson Plan 4**</td></tr>
<tr><td>**Teacher: Daniel Ortiz**</td><td align="center">**Level : A2**</td></tr>
<tr><td>**Unit Topic/Theme:** Predicting</td><td align="center">**Date: 13-12-2021**</td></tr>
<tr><td colspan="2">**Number of ss:** 20</td></tr>
<tr><td colspan="2">**Main aim:** At the end of the class SWBA to learn new vocabulary and apply these new words in different context.</td></tr>
<tr><td>**Subsidiary aims:**</td><td>**Personal aims:**</td></tr>
<tr><td>

- Learn new vocabulary.
- Choose the right words and write them on the lines correctly.
</td><td>

- Interact in a conversation effectively.
</td></tr>
<tr><td colspan="2">**Materials: Internet, Microsoft teams, Power Point Presentation.**</td></tr>
</table>

	TIMING
Anticipated problems: Students could not understand the new words. **Posible solutions:** Students will have to check them on a dictionary at home.	

STAGE: PRE-READING	
Procedures: Warm up.- Teacher will read a story about "A message to my friend". This story will be projected, and students will listen while the teacher is reading. After that, students have to take notes about the word they did not understand. Finally, students will google them, and draw them on their notebooks. **Link of the story:** https://learnenglish.britishcouncil.org/skills/reading/pre-intermediate-a2/a-message-to-a-new-friend	**5 min**
Students will pay attention to the following **link**: https://www.esleschool.com/a2-flyers-part-4-exercise-1/ Teacher will show students a power point presentation about "basic grammar". Teacher will teach students how a good sentence is composed, and which are the components to do it. **Link:** https://es.slideshare.net/marthafwd/parts-of-a-sentence	**10minutes**

STAGE: WHILE-READING	
Procedures: Students will open a live worksheet in which they will have to read the text and choose the right words between some options. **Link:** https://es.liveworksheets.com/vg867344uj Students will be reading and choosing the right words in groups of five people who will be working in break up rooms.	**10 minutes**

STAGE: POST-READING	
Procedures: Students will be working in break up rooms to read the story. Each group will mention what is the message of that story, and ask question in case they have some doubts.	**15 minutes**
Assessment – students will have to check the vocabulary previously checked in the class. **Informal assessment:** students' participation and interaction. **Further information:** https://www.lifehack.org/articles/communication/motivation-21-words-that-can-change-your-life-and-3-that-will-surprise-you.html	

Resource 4

Presentation

Link: https://learnenglish.britishcouncil.org/skills/reading/pre-intermediate-a2/a-message-to-a-new-friend

A message to a new friend

Hi Lucia

How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK.

Anyway, I have the documents about the new Berlin offices. We're going to be open in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafés and banks in the area. There's also public transport; we are next to an U-Bahn (that is the name for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow – you will see lots here!

Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories.

Please give me your email address and I will send you the documents.

Bye for now

Mikel

Link: link: https://www.esleschool.com/a2-flyers-part-4-exercise-1/

Chickens

Read the text about chickens. Choose the right words in the gaps.

Chickens live in many places in the world. People have chickens for their eggs and their meat. People (1) [____] have chickens for pets because of their beautiful wings and tails. There are more chickens in the world (2) [____] y other | too | also | once | bird. Chickens don't fly very much, but they can fly a little (3) [____] they think something is dangero[us] Chickens eat insects, food that we don't (4) [____] and different kinds (5) [____] plants and grass.(6) [____] zoos have chickens to eat the insects in the animals' cages.
Baby chickens are called 'chicks'. Chicks grow in eggs (7) [____] they are big enough to come out. They stay in the eggs for 21 days, and the mother chicken sits on the eggs to make (8) [____] warm. After 21 days, the chicks break out of the egg and slowly try to walk and fly. Sometimes they fall (9) [____] ! They usually stay with their mother to learn about the things that they can eat and about (10) [____] they can go.

Submit

Link: https://es.slideshare.net/marthafwd/parts-of-a-sentence

- The complete predicate is the verb, its modifiers and complements, if any. It often begins with the verb.
  LV

- Exams (at our school) are a real experience (for everyone).

- When looking for the parts of a sentence, follow these steps:

  - **Look for and place parentheses around** prepositional phrases because neither the simple subject nor simple predicate can be in a prep phrase.
  - **Find the verb—AV or LV.**
  - **To find the subject, ask "who/what" and repeat the verb.**

  S   LV
  Middle school exams (at Berkeley) are a real experience (for everyone.)

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Part 4

– 10 questions –

Read the text. Choose the right words and write them on the lines.

Kites

Example	Kites have .... *been* .... popular for over two thousand years.
1	Some people think that the first kites were made ....
2	leaves from trees. Kites can be .... different
	shapes and sometimes they can look like animals or strange creatures.
	They can be really small or enormous. It is often difficult to fly a kite for
3	a long time .... there has to be enough wind.
4	It can take a lot of practice to learn to fly a kite ....
5	Kites are .... always toys for children. A lot of
6	grown-ups love flying .... too. There are special
	racing kites that people use in competitions. In some countries there are
7	huge kite festivals .... you can see hundreds of
	kites in the air at the same time.
8	Some clever people have also .... kites to learn
	more about the weather. They put special cameras on kites to help
9	.... find out about places that are too difficult or
10	dangerous to .... on the ground.

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Lesson Plan 5	
Teacher: Daniel Ortiz	**Level : A2**
Unit Topic/Theme: Questioning	**Date: 20-12-2021**
Number of ss: 20	
Main aim: At the end of the class SWBA to identify which is the best tittle for each story.	

Subsidiary aims:	**Personal aims:**
• Learn new vocabulary and apply it into context. • Learn how to decide which is the best title for a story through a strategy called questioning.	• Interact in a conversation effectively.

Materials: Internet, Microsoft teams, Power Point Presentation.

Anticipated problems: Students could not understand new words. **Possible solutions:** Students will have to check them on a dictionary at home.	**TIMING**
STAGE: PRE-READING **Procedures:** Warm up. - Teacher will ask students to think about their favorite story when they were kids. Teacher will ask the following questions. - What is the title of your favorite story? - Why do you like that story? - Who used to count you that story? - Do you still read that story? Students will have some minutes to think about their answers. Students will pay attention to a power point presentation called "How to decide which is the best tittle for the story" Students will ask question in case they have doubts. Students will listen to a story which will be read by the teacher. Students will pay attention to the practical exercise about deciding the best title for a story.	**5 min** **5minutes**
STAGE: WHILE-READING **Procedures:** Students will be working in break up rooms in groups of four people. Each group will be given some stories. Each group will have to read the stories and decide between them the best tittle for the story. Teacher will send each student to a different break up room.	**10 minutes**

Students will have to read each story to the rest of the group and tell them why they chose that tittle.	
STAGE: POST-READING	**10 minutes**
Procedures: Each student will come back to the main meeting. Each student will read the story again and write some vocabulary they do not understand. Each student will google these words and write the definition in their notebooks.	
Assessment – students will have to check the vocabulary previously checked. **Informal assessment:** students' participation and interaction. **Further information:** https://learnenglish.britishcouncil.org/skills/reading/pre-intermediate-a2	

HOW TO DECIDE WHICH IS THE BEST TITLE FOR A STORY?

THERE ARE SOME STEPS...

- 1. Look at the picture.
- 2. Read the whole story by scanning.
- 3. Identify key words.
- 4. Read the possible options.
- 5. Decide which is the best tittle.

EXAMPLE:

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

- Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
- Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
- Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.
- Use a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know. They also make their own vocabulary lists.
- Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases. Sometimes, when you're at home, say new words to practise your pronunciation.
- Do extra practice. Test and improve your language, reading and listening skills with self-study material. You can find a lot of this online.
- Imagine yourself speaking in the language. Many good language learners can see and hear themselves speaking in the language. This helps their motivation.
- Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.

- OPTIONS.
- A) Study skills tips
- B) Tips to get a job.
- C) How to be a good student.

READING COMPREHENSION ACTIVITIES

Group 1

Hi Samia,

Just a quick email to say that sounds like a great idea. Saturday is better for me because I'm meeting my parents on Sunday. So if that's still good for you, why don't you come here? Then you can see the new flat and all the work we've done on the kitchen since we moved in. We can eat at home and then go for a walk in the afternoon. It's going to be so good to catch up finally. I want to hear all about your new job!

Our address is 52 Charles Road, but it's a bit difficult to find because the house numbers are really strange here. If you turn left at the post office and keep going past the big white house on Charles Road, there's a small side street behind it with the houses 50–56 in. Don't ask me why the side street doesn't have a different name! But call me if you get lost and I'll come and get you.

Let me know if there's anything you do/don't like to eat. Really looking forward to seeing you!

See you soon!

Gregor

Options:

A) A new message from my friend.
B) A message from my boyfriend.
C) An email from a friend.

Southwestern University

Candidate's surname: Martella
Candidate's first name: Javier
Student number: 15604088-B
Academic year: 2019–2020
Course: English Basics 2
Term: 3 (final)

Mark breakdown

Skills/Area	Maximum mark	Pass mark	Mark obtained	Pass/Fail
Reading	20	10	15	P
Listening	20	10	8	F
Writing	20	10	14	P
Speaking	20	10	17	P
Grammar/Vocabulary	20	10	11	P
TOTAL			65	P

Comments

Well done, Javier, on all your hard work this term. You are always active in speaking activities, and this is great. I always enjoy reading your writing too; you have very good ideas. You can see from your marks that reading is not a problem for you.

Sometimes you still make small grammar mistakes, and I think you can improve your vocabulary. I recommend you review many of the language points we studied this term. There is extra language practice in your online workbook.

The area you need to work on the most is listening. I know this is difficult for you. I recommend more practice at home. Listen to English TV shows, podcasts and radio as much as possible. I can give you a list of things to listen to.

I've enjoyed working with you. Have a nice holiday, and good luck for next term!

Instructor's name: Erin Gibbs

Signed: *Erin Gibbs*

Options:

A) An end of term report.
B) A new job.
C) The best university.

Group 3

To: Grace Yang
Date: 6 September
Subject: Invitation to job interview

Dear Grace,

Thank you for your application for the position of sales manager.

We would like to invite you for an interview at 10 a.m. on Monday 21 September at our offices at The Shard, 32 London Bridge Street, London.

You will meet with our head of sales, Susan Park, and the interview will last for about 45 minutes. During this time, you will have the opportunity to find out more about the position and learn more about our company.

Please bring your CV and references to the interview. You will also need to show a form of ID at reception to receive a visitor's pass. Please ask for me as soon as you arrive.

If you have any questions or if you wish to reschedule, please call me on 555-1234 or email me by 12 September.

I look forward to meeting you.

Best regards,

Anna Green
Human Resources Assistant

Options:

A) How to get a new job.
B) An invitation to a job interview.
C) How to reject a job.

The International Centre

Whether you are looking for a conference venue or a place to have your meetings and your training days, the International Centre is the perfect modern space for your event.

Offering free Wi-Fi, secure parking and all-day refreshments, the International Centre has 120 meeting rooms and a theatre for up to 1,000 people.

Conveniently located in the city centre, the International Centre is close to the shops and only a ten-minute walk to the train station.

The Grand West

The Grand West is a country house surrounded by rolling hills and beautiful scenery, only a 30-minute drive from the airport.

With 76 hotel rooms, 12 meeting rooms and a conference room that takes up to 200 people, the Grand West offers free Wi-Fi and a whiteboard in every room.

You can also make use of the gardens of the Grand West for team-building events and outdoor activities. Our indoor swimming pool, gym and 18-hole golf course will ensure that your event is relaxing and enjoyable for everyone.

Options:

A) The grand meeting.
B) How to meet famous people.
C) Choosing a conference venue.