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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

“THINK-PAIR-SHARE STRATEGY AND READING SKILL”

Author: Paredes Freire Erika Viviana

Tutor: Lic. Iza Pazmiño Sarah Jacqueline, Mg.

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SUPERVISOR APPROVAL

CERTIFY:

I, Lic. Sarah Jacqueline Iza Pazmiño, Mg., holder of the I.D No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic: “THINK-PAIR-SHARE STRATEGY AND READING SKILL” investigated by Miss Erika Viviana Paredes Freire with I.D No. 1804231114, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Lcda./Mg. Iza Pazmiño Sarah Jacqueline
C.C. 0501741060

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I declare this undergraduate dissertation entitled “THINK-PAIR-SHARE STRATEGY AND READING SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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

A handwritten signature in black ink on a grid background. The signature is stylized and appears to read 'Erika Viviana Paredes Freire'.

.....
Paredes Freire Erika Viviana

I.D 1804231114

AUTHOR

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Paredes Freire Erika Viviana
I.D 1804231114

AUTHOR

DEDICATION

First of all, to God for his guidance, for taking care of me, and helping me achieve all my goals. To my parents, sisters and friends for always giving me their unconditional love, and support throughout this process. In addition, to the love of my life for being my inspiration, teaching me to dream, and fight for what I want to achieve. Finally, to myself for the hard work, and for never giving up.

Erika Paredes Freire

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Theme: Think-Pair-Share Strategy and Reading Skill

Author: Erika Paredes Freire

Tutor: Lic. Sarah Jacqueline Iza Pazmiño, Mg.

ABSTRACT

The research problem is addressed that students had problems to comprehend the readings in English, and could not resolve the activities about that. Reading is an amazing and vital skill. However, nowadays the students are losing the interest for the lecture, because it is easy to find videos about some topic on the internet, and the lecture does not have much of importance. Therefore, this study is focused in one strategy and how it can help to improve reading skills. Think-Pair-Share is a strategy where students can share ideas and ideas with their partner, this strategy creates a good environment in the class, so all students can participate. The main objective of this research was to analyze how Think-Pair-Share Strategy influences the reading skills of 10 EGB students from "Unidad Educativa Pelileo". The methods used in this investigation were quasi-experimental. The treatment using Think-Pair-Share Strategy in Reading Skills lasted for six weeks, and the sessions were face to face in the institution. To obtain the data, a pre-test and a post-test were used, which were taken by 34 students, this being the KET exam created by Cambridge English Assessment that evaluates the A2 level. The results were analyzed using the T-student statistical test, and were favorable as there was a great increase in the post-test results after the treatment, thus supporting that Think-Pair-Share Strategy allows students to improve their reading skills.

Key Words: Think-Pair-Share, Strategy, Reading Skill

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RESUMEN

Esta investigación está orientada a investigar como la estrategia de Think-Pair-Share ayuda a mejorar la destreza lectora, debido a que los estudiantes tienen dificultad para comprender las lecturas en inglés y resolver las actividades. Hoy en día los estudiantes están perdiendo el interés por ella, ya que es fácil encontrar en internet videos sobre cualquier tema al respecto. Think-Pair-Share es una estrategia donde los estudiantes pueden compartir ideas con su compañero, esta estrategia crea un buen ambiente en la clase, para que todos los estudiantes puedan participar. El objetivo principal de esta investigación fue analizar cómo la estrategia Pensar-Emparejar-Compartir influye en la competencia lectora de los estudiantes de 10EGB de la Unidad Educativa Pelileo. Los métodos utilizados en esta investigación fueron cuasi-experimentales. La duración del tratamiento fue de seis semanas y las sesiones fueron de forma presencial en la institución. Para la obtención de los datos se utilizó un pre-test y un post-test, en los que 34 estudiantes participaron, el examen que se utilizó fue el examen KET creado por Cambridge English Assessment que evalúa el nivel A2. Los resultados se analizaron mediante la prueba estadística T-student y fueron favorables ya que hubo un gran aumento en los resultados del post-test después del tratamiento, lo que respalda que la estrategia Think-Pair-Share permite a los estudiantes mejorar sus habilidades de lectura.

Palabras Clave: Estrategia, Pensar-Emparejar-Compartir, Destreza Lectora.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

Developing a skill can be a bit difficult, since it requires too much practice and discipline on the part of the learner, and even more when it is about the skill of reading, because nowadays young people no longer like to read and share the ideas in class. Therefore, it is necessary for the teacher to apply dynamic and entertaining readings, in order to get the attention of the students from beginning to end, and students can participate. After reviewing and analyzing several documents, scientific articles, books and more that are related to this topic, it has been possible to find relevant information that will support this investigation.

Sugiarto and Sumarsono (2015) in their research work the main objective was create a better condition in the teaching-learning process. In order, to motivate the students, so they can be more active during the class and participate and share ideas with their classmates in a better way. They used reading narrative texts and the use of Think-Pair-Share Model to improve the ability. The population of this research were students, and the data was collected from reading texts when each cycle finished. Researcher could observe that all students improved their reading ability after applying TPS Model from 70 in the first cycle to 80 in the second cycle. Hence, this model is especially useful to improve the reading skill, since thanks to this the number of students who got the minimum score in the first cycle could increase in the second cycle from 25 to 31.

Maulida (2017) carried out a study to discover the attitude that English Teachers had when they implemented Think-Pair-Share Method in the classes. The objective in this research was to describe and reveal the difficulties that teachers had when they applied the TPS method in reading comprehension, and the solutions that they gave applying the same method. The sample of this research were all English teachers in the Radudongka academic in the period of 2016-2017. It was a qualitative method, and for this investigation the researcher used classroom

observation, the interview, and the survey and document analysis to analyze the data collection methods. The study showed the lack of preparation and problems with student's limited vocabulary. Therefore, TPS is an excellent method to apply in class, because it helps students and teacher in the teaching-learning process, since students are more engaged in the classroom activities.

Yulianingsih (2017) led a study to determine if the use of Think-Pair-Share technique is effective, and helped students to improve their achievement in reading comprehension when teachers taught descriptive reading. This investigation was quantitative and used the experimental method with one group. The population for this study was 35 students from seventh grade at Palimanan Kabupaten Ciberon. All students were part of the pre-test and post-test. At the same time, investigator used a test with 10 questions as an instrument to collect the data. After revising the data, the researcher could observe that there was a great difference between pre-test and post-test, because students could improve their reading comprehension after applying the Think-Pair-Share technique, and the results were totally different, so the investigator said that TPS technique is very effective to improve students reading skills.

Mutiara, Bugis and Hanapi (2018) carried out an investigation, where the investigators analyzed how students can improve their responses, and reading ability using the Think Pair Share Method. The population for this research work were students from eight grade of Madrasah Tsanawiah Uswatun Hasanah. The investigators used a quiz as an instrument to measure, and find the difference between before and after apply TPS method. The research work was an action research, and they used a qualitative method. Researchers could observe in the post-test that all students got a score higher than 56. Therefore, this strategy is useful to develop and improve the reading skill, since it gives more confidence to students to talk and share their ideas between them.

Hudri and Irwandi (2018) conducted a research to investigate how Think-Pair-Share Technique can help students to improve their reading skills at English

Language Department. It was action research, because the investigators worked and applied the technique in a classroom, the investigator carry out the research work through planning, observing, acting, applying, and reflecting the technique and data. The participants were 30 fourth-semester students at the university. All students were part from pre-test and post-test. In the pre-test the researchers could observe that students had problems with the reading comprehension, However, when they applied this technique TPS, the students could improve their skills. In the cycle 1 only 14 students from 30 got the minimum grade, while in the cycle 2 that number increased to 20 students. After applying the technique students become more participative, motivated and they were more confidence to share their ideas with all the class.

Sari, Komariah and Isa (2019) conducted an investigation about the use of Think-Pair-Share technique, and how this technique can help students to develop and improve their critical thinking in reading skill. The main goal for this study was to know the students improvement in reading skill after applying the treatment. The participants for this investigation were students from eleventh grade in SMAN Banda Aceh. It used a qualitative method, so investigators used the observation and interview as instruments to collect the data. The test that investigators took was a test with 10 questions, those questions were adapted from English Textbook. Finally, when investigators analyzed the results they realized that students got a better results in the post-test, since during the treatment teacher used TPS technique. Researchers claim that this technique makes students more active and activates their prior knowledge by sharing ideas with their peers, so it is very useful to improve their knowledge and skills.

Harvianda and Komariah (2019) carried out a research work to figure if the cooperative learning based in Think-Pair-Share Model help students to improve the ability in reading comprehension. It was a quantitative research, because the data collection results were analyzed to get a conclusion. Also, the population for this study was students from third year in SMA 6 Banda Aceh. The data was collected through tests and analyzing the result with a statistical formula. The results showed that the students in the pre-test obtained a mean score of 72.5, while

after applying the treatment with the TPS strategy, the students increased their score to a mean score of 82.83, which shows that the TPS technique is very useful to obtain an improvement in the development of students' skills, especially when reading is taught.

Liunokas (2019) led a research focused on the use of the Strategy TPS (Think-Pair-Share) in Teaching Reading Skill. This study is about teaching reading throughout the implementation of Think-Pair-Share Strategy. The participants for this study are students from fourth semester in English Education Department at Nusa Cendana University. The instruments were reading texts, which were based on conversations. The investigator said that the application of the TPS strategy together with the writing skill are very good to improve the development of vocabulary in the students. Therefore, it helps to improve reading comprehension. After analyzing the results before and after the treatment, there was a very significant difference between the pre-test and the post-test, since in the pre-test the average grade of the students was 26, while in the post-test it increased to 56.

Maulana (2019) carried out an investigation about the effect of using Think-Pair-Share on students to improve reading ability. The aim for this research was to help students in the learning process, so that they could communicate in English. It is an experimental research, since the investigation was applied based on the results of a population to which the TPS technique had previously been applied, and on a population to which no technique had been applied just the traditional. The population for this research work was students from the eleventh class of Banyuwangi University. it was an experimental research, and investigators used reading passages and a quiz to collected the data. The results showed that there was a significant difference between both groups, so it was concluded that it is better to teach with this technique to motivate students and create interest in learning.

Marnina and Narahawarin (2020) conducted a research to investigate if Think-Pair-Share Strategy can develop the interest in learning reading and improve the student's skills. The population for this investigation were 40 students (19 girls and 21 boys) from seven grade at SMP Yapis Merauke in the period of 2018 – 2019. The study was qualitative and quantitative, and the instruments were observation, questionnaire and test. Through the results, the researchers were able to denote that if teachers apply this strategy in their class, they can have a positive change, since in this investigation, the results showed that after the treatment the students improved their mean score of 45.83 in the pre-test to 66.94 in the post-test. The application of the TPS strategy creates positive aspects in the student, since they become more assertive and participative after sharing their ideas with their classmates.

Velazquez (2020) led an investigation with the purpose to know if Think-Pair-Share has a good impact in students learning from aviation. It was a quantitative research, because the investigator wanted to analyze the results to know if the strategy was useful or not. Also, the research was an experimental research, since the researcher used two groups to obtain the result, so the population for this study were 39 students from private aviation academy. The results were collected through an exam that was taken at the end of the applications. After analyzed the results, the investigator could observe that students got a better results than before apply this strategy. For what, he come to the conclusion that, this is an excellent strategy to improve the participation and students perception.

According to all the texts read previously, which are good investigations that will help in my study research, since the studies are recently and, have very valuable information. Also, they support my research topic, because the results show that Think-Pair-Share is a good strategy to improve the students skills, the participation and students perception about the knowledge that they acquired, and as a consequence expand their knowledge with the ideas and points of view of their peers. In all these documents, it can be seen that this strategy was applied in different parts of the world, and to students of different ages and professions. For that reason, it can

be said that this strategy can be applied both here in the country, and in any part of the world, regardless of the age of the students.

1.2 Theoretical Framework

1.2.1 Independent variable

Method

According to Subedi (2016), a method is a systematic order established to execute some action or to conduct an operation in a chronological and orderly manner. A teaching method is about the principles of monitoring, and strategies used by the teacher to achieve the desired learning on the students. These strategies are determined in part by the subject to be taught. In addition, the purpose of use a method is exploit students' abilities. In order, they can learn in a better way using their own capabilities to learn something new, and teach their partners.

Method is the didactic means used by the teacher to guide the students in the teaching-learning process, so that they can achieve the objectives proposed at the beginning of the class. On the report of Borisova, Vasbieva, Malynk, Vasnev and Bírová (2018), they said that a teaching method is any strategy or activity that is taken into account to facilitate the learning process in students. Nowadays with the use of the internet, there are a variety of methods that teachers can find there, and use in their classes, so that students can learn better. However, it is important to the teacher to be selective, and see which teaching method works best for him/her.

Cooperative learning method

Collaborative learning is a predefined combination of interaction and content free, since the student will interact with their classmates taking the ideas that are closest to the predetermined objective. According to Felder (2018), Cooperative learning refers to a series of instructional strategies that include cooperative student-to-student interaction on some topic, as an integral part of the learning process. In this method, students are responsible for their actions and their learning. As well as learning to

respect the abilities and contributions of their peers. Many of the times not much formality is required to work in a group as long as the task does not require a critical opinion, where more sophistication is required in the way of proceeding of the students.

Cooperative learning techniques

Learning techniques are learning strategies that include numerous techniques in which students work together to achieve the learning objectives proposed in the class. Cooperative techniques allow the teacher to meet the needs of the student, through the application of these techniques teaching will also improve skills communication skills of students. According to Carss (2017), if the task is challenging and interesting, and if the students are sufficiently prepared with group process skills, they will experience the group work process themselves as a high reward. Group activities allow the student to get involved in the learning and teaching process, and that translates into meaningful and quality learning.

Positive interdependence

According to Carss (2017), positive interdependence is understood to be the fact that one individual depends on another, and vice versa providing each other with pertinent information. In the field educational specifically of knowledge is the basis in cooperative learning, since that if a member of the group does not collaborate the group will not be successful. In the same way if a group member succeeds the whole group succeeds. In addition, to resolve conflicts constructively, teacher must be conscious what strategies he/she will use to get a solution.

Individual responsibility

As said by Carss (2017), the result as a group will ultimately be the consequence of the individual investigation of the members. This will be appreciated in the public presentation of the task carried out. Every student must accept her role and perform it

in the best possible way to achieve the objective of the class or activity. Each student is responsible for the actions that they do, so according to that they will get the grade (it can be high or low). Students should be conscious of the work that they are doing, and have a good attitude to give the best of them in that activity. In order to do a good job and explore the skills at maximum.

Think-Pair-Share

This learning strategy was developed by Dr. Frank Lyman of the University of Maryland in 1981. Having very favorable results in learning, it was constituted as one more cooperative learning technique. According to Hamdan (2017), the Think-Pair-Share strategy helps students to be more expressive and reduce the fear of making mistakes, since this strategy gives students time to think about their answers, and share their opinions with their partner. The strategy was designed primarily to be applied communicatively, what this strategy looks for is an answer to a question asked by the teacher, it tries that the knowledge is distributed and practiced by all members of the class.

According to Syafii (2018), Think-Pair-Share is a very effective strategy to create a good atmosphere in the classroom, where all students can participate and express their opinions. By applying this strategy, the teacher gives the students the time to think and form their own criteria about a specific topic and then share it with their co-worker and finally with the whole class. The Think-Pair-Share strategy is very versatile as it can be used with students from all ages, from the smallest to adults. In this cooperative strategy, the teacher has the role of facilitator, since he/she will pose the question or problem to his students, and will provide with examples. Instead students will take a more active role.

Students will have more interaction time, control of the information that will circulate and freedom of thought. The main objective of the Think-Pair-Share strategy is for the student to create schemes interaction in the mind, which will facilitate communication between colleagues. In addition, the confidence in using the language will progressively increase, since the student will be obliged to interact with other students, for which he/she must be predisposed to participate in the activity.

1.2.2 Dependent variable

English learning

English has been considered the most widely used language in the world, which is why many educational institutions integrate it into the curriculum. When speaking of English as a foreign language, reference is made to learning a language other than the mother tongue, and which is also not the one used in the student's daily life, and the environment in which they carry out their activities (Mei, Brown & Teo, 2018). The process of learning English as a foreign language generally takes place within the classroom, where different controlled activities are carried out.

Although, this process occurs for the most part in the educational environment, students can achieve a high degree of development of the English language. That is, the student has the opportunity to develop the learning of the English language only during their training. When they are in educational institutions, and rarely in other types of activities, limiting on certain occasions that the student may finally be able to communicate in this language, since the number of times of language practice outside the classroom is reduced.

English skill

According to Harmer (2015), learning English involves the knowledge of 4 skills, which are fundamental to speaking and understanding this language. Mastering these skills, which are: speaking, writing, listening and reading comprehension, will help to improve the knowledge of this language. Also, the student has to answer questions, develop activities, converse with teachers and their peers. This helps them to know new words, increase vocabulary, and learn idioms, and other characteristics of the language. Since, this is a daily practice, oral expression is reinforced. In this case, the important point is the reading of stories and texts. This is complemented by the execution of written assignments and assignments, so that the student has a comprehensive approach to English.

Receptive skill

Receptive skills are listening and reading, because students do not need to produce language to do this, they receive it and understand it. These abilities are sometimes known as passive abilities. Receptive skills include understanding when listen and when read. To receive the language and decode the meaning to understand the message. According to Harmer (2017), to understand reading texts, students must perform some activities or use some strategies, called Reading Readings. First, students need to be able to scan text, which means reading quickly while looking for specific information. On the other hand, students should also be able to use skimming, which is used to quickly identify the general idea of a text, readers briefly focus on a few words per line, headings, or the first and last sentence of a paragraph.

The study of the theoretical referents of the development of receptive skills in the teaching learning process allows characterizing the process from different points of view. This research aims to show that it is easier to obtain student participation, and motivation when the suggested materials are entertaining, original and surprising. The key is to motivate and change their negative attitude towards English by giving students an opportunity to read about interesting topics, which may be easy for them and for their level. Finally, teaching reading can be very different depending on the methodology followed by each teacher. However, what is really important is to develop during English classes so that students learn the second language completely.

Reading skill

According to Yabarmase (2017), Listening and Speaking skills seem to precede, from some way to read and write. Which has made the reading practice has been postponed in reading classes. Currently, there seems to be no valid reason why reading skills should not be exercised from the very beginning of the English learning / teaching process. Reading skill should be developed, and that this should be done much earlier in the language program than has been thought possible. In any case, this will depend on the particular circumstances of the students: their age, their

culture, their education, the relationship between the graphic systems of their native language and English, etc., and the approach that each teacher takes to his classes.

For the actual practice of this skill, it is important that the teacher read any text aloud first that the students are going to read later, especially because the subject is about English. The difference between the spoken and written language is so great, in order to that students do not learn incorrect pronunciations that later it would cost a lot to amend, and for them to go associating what they hear with what they see, when they continue reading through the text. Through the teacher's reading, the students have to go figuring out where the pauses in speech should go spoken, what words or syllables are to be accentuated and where the intonation rises or falls.

On the report of Hudri (2018), The Think-Pair-Share strategy is a great tool to teach reading, and develop students' reading skills, since by using this strategy in class after a reading, the teacher forms pairs and gives students the opportunity to share the ideas with the other classmates, and if the student does not know the meaning of a word, he/she can ask to the partner with more confidence, and in this way the student can learn from each other, then student will feel much more confident when sharing the opinions with the whole class. Finally, if this strategy is applied, the teacher will encourage teamwork, teach students to see something from different points of view and to respect the opinions of others.

Reading sub-skills

Skimming

According to Douglas (2012), Skimming is a brief reading of the entire text without focusing precisely or deeply on the details. Skimming consists of reading only the first and last paragraphs, that is, the introduction and the conclusion. The idea is to keep only the most important concepts, which tend to be concentrated in these parts, and avoid the rest. Obviously, skimming will not allow to delve into the content. However, it will allow to go directly to the point and skip the complementary parts

Scanning

As said by Douglas (2012), it is about looking for specific information in the reading without having to read the whole text. It consists of an exploration of the text, it is looking for the information that reader need to find in the document without having to read it completely thanks to a visual exploration. It is about observing over the text until find the specific term, word, concept or idea. For this, it is very important to have a clear structure of the text.

Extensive reading

According to Yamashita (2015), Extensive reading is the process of reading longer, easier texts for an extended period of time without a break in comprehension, feeling overwhelmed, or the need to take breaks. This allows the reader to enjoy reading and to read quickly which leads to the high volumes of consumption. This pleasure reading is mostly done out of the enjoyment of discovering and learning from the text.

1.3 Objectives

1.3.1 General objective:

- To demonstrate the effectiveness of the Think-Pair-Share strategy and the reading skills in the students from 10 EGB parallel “B” at Unidad Educativa “Pelileo”.

1.3.2 Specific objectives:

- To identify the level of reading development in students from Unidad Educativa Pelileo.
- To apply reading activities in classes using the Think-Pair-Share Strategy to improve reading skill.
- To evaluate the effectiveness of Think-Pair-Share Strategy in the reading skill in students.

Fulfillment of the objectives

To identify the level of reading development in students a test from the KET Cambridge exam was taken. The test contained a total of 10 questions, in the first part, students had 3 announcements where they had to choose what about is it. In the second part, students had 2 descriptions from 2 people, so students had to choose who said the description in the text. In the third part, students had a reading, and 4 questions of multiple choice. Finally, students had 40 minutes to complete this test.

To apply reading activities in classes using the Think-Pair-Share Strategy to improve reading skill some lesson plans were applied. The lesson plans were planned for 6 weeks. They contained activities about Think-Pair-Share Strategy such as, share opinions in pairs, true and false in pairs, among others. In addition, all of these lesson plans contained pre-reading – while-reading and post-reading. The lesson plans contained different activities to work with students, before, during and after the class. These activities help students to be more activate inside the class.

To achieve the third objective which was evaluate the effectiveness of Think-Pair-Share Strategy in the reading skill in students a post-test was taken. The post-test was the same that in the first time (pre-test). The post-test was useful to show that Think-Pair-Share Strategy is useful to help students improve their reading skills. This strategy is an excellent tool to develop the skill of the students, and their participation during the class.

CHAPTER II

METHODOLOGY

2.1 Resources

This part explains the resources that were used during the research process as well as the data collection process. Since the research methodology is the part where researcher explains how to solve the research issue systematically (Kothari, 2004). Therefore, the investigative techniques and methods will be explained in this part. In order to understand how research was developed and carried out. It is important, since all the investigation should have a chronological process, thought of this, investigator can know if comply and work well in all process.

2.1.1 Population

This research work was carried out at Unidad Educativa "Pelileo" located in the Pelileo city. The population consisted of 10 EGB "B" high school students. This course had 14 boys and 20 girls, with a total of 34 students. The 34 students were part of the research, the pre-test, the treatment and the post-test was applied to all of them. The experiment was taken in the period of May – June 2022.

2.1.2 Instruments

To identify the level of reading development of the students, a pre-test was applied to all of them. In order to evaluate, and know the level of understanding of the students. The test that was used in the pre-test was taken from reading section of two Cambridge KET exams, the questions were selected according to the level of the students, and that they know and be more familiar with the vocabulary. The test had a total of 10 questions, and was printed and taken on sheets of paper.

After the treatment, the post-test was applied. In order to know, and verify the development that the students have had in the understanding of reading. The post test

was the same test that was applied to them in the pre-test, and in the same way it was printed, also was taken on sheets of paper.

Finally, it was applied a survey in order to know the opinion of the students about their learning process before applying the treatment, and know if they think that strategy was useful in their learning to improve their reading skills. The survey consisted in 5 closed questions where the investigator made some questions about the readings, and the strategy Think-Pair-Share.

2.1.3 Intervention procedure

The data for this research was collected through a reading test that was applied to students before and after treatment. This test was taken from the Cambridge Key English Test (KET). In Cambridge there are two types of exams, one that is more student oriented, and the other that is more general, each test has a total of 30 questions. However, for this occasion, questions from both tests have been selected, so that the questions and the vocabulary are better understood by the students. As well, the researcher will apply the observation technique, because the data was collected by the researcher's own direct observation (Kothari, 2004). This refers to the fact that the researcher during the process reviewed, analyzed and described how the students improve their reading skills through the treatment.

The intervention process began with the pre-test. The pre-test was a test with a total of 10 questions on reading, the questions were taken from the Cambridge KET exam. It was taken in person to the 34 students of 10th EGB of the Unidad Educativa "Pelileo". The test was applied with the purpose of knowing the level of understanding of the students in reading.

During 6 weeks, the necessary planning was done to teach and apply the Think-Pair-Share strategy, and the different reading activities. A topic was planned for each week in order to revise and practice the vocabulary, and carry out more reading activities on the same topic. The planning that was carried out was weekly for 3 days of class, Monday, Tuesday and Wednesday.

The lesson plan was Pre-reading - While-reading and after reading model. For the first week the topic “The Olympic Games” was planned for the days Tuesday and Wednesday (look at the annex 1). The researcher started the class with the warm up, then the researcher presented the reading in a sheet of paper. Students had to read the first paragraph and underline the words that they did not know. When the students had reviewed the reading, and underlined the words, the researcher taught the words they did not know, then formed pairs, and gave them a few minutes to share with each other their opinions about the reading. Finally, as verification of the work in pairs, the researcher asked 2 or 3 students about what they had discussed before. This process was applied and repeated the next class with the paragraph 2.

“Daily Routine” was the topic for the second week (look at the annex 2). In this week the investigator started with the warm up as all classes. Then, she presented the reading. Students had to read the first paragraph, and underline the words that they did not know, teacher gave them some minutes to do this. Teacher read the text with students and asked them what words they did not know the meaning, so teacher helped them with a short description of that word. When the pronunciation and the meaning of the text was clear, the researcher ask some volunteers to read the text aloud. Teacher formed pairs to work in the next activity and apply the Think-Pair-Share Strategy. She gave them some minutes to share ideas and opinions between them about the text, and talk about their daily Routine. Finally, teacher selected 3 students to share with whole class about what they talked with their partner. This process was repeated the second day with the paragraph 2.

The topic for the third week was “My Favorite Music Genre” (look at the annex 3). On the first day, researcher started with the warm-up, then she presented the reading, read and clarified the meaning of the words with students. Teacher formed pairs and asked them to work in the activity where they had to talk and share their ideas about advantages of listen music, the most popular music, among others. At the end of the class, teacher asked 2 students to share the things that they talked with their partner. On the second day, teacher presented the warm-up and worked with the same reading. In addition, teacher talked about her favorite music genre. Then, teacher formed pairs, and drew a chart on the board, where students had to complete

it with information from the text that they read. Finally, each student had to choose one music genre and describe it, some minutes before finish the class, and teacher select two students to share that information. Eventually, on the third day, teacher started with the warm-up and presented a video about the topic, she selected one genre of that video and gave a short description about it. Later, teacher formed pairs, and students had to talk about one music genre each one, and give a short explanation like teacher example. Teacher selected 3 students to explain their favorite music genre to whole class.

In the fourth week, researcher presented the topic “My Favorite Person” for that week (look at the annex 4). On the day number 1, teacher presented the warm-up and the reading about “My best friend”. Teacher formed pairs and gave them 4 sheet of papers with one paragraph each one, students had to read it, and put it in order. She gave them some minutes to read it again, and underline the words that they did not know. Teacher clarified those words, and ask them to talk about their best friend with their pair. At the end, teacher ask 3 volunteers to share with whole class about their conversation. On the day number 2, teacher started with the warm-up, and continued with the presentation of the reading. Students had to read the text and underline the words that were difficult to understand. Teacher explain that vocabulary, and formed pairs. In the pairs, students had to talk about their favorite person in the family and why. Ten minutes before finish the class, teacher ask some students to share their opinions. Ultimately, on the third day, teacher presented the warm-up and a video about the topic of that week. In addition, teacher gave them a personal extra example. She formed pairs, and gave them 5 minutes to share opinions and reasons about who is their favorite person and why. When the time is over, teacher asked 2 students to share that opinion whit whole class about that they talked with their partner.

“The Social Media” was the topic for the fifth week (look at the annex 5). The investigator started the class with the warm-up, then she separated the class in two groups (Group A – Group B), and gave them a different text to each group, the text form Group A was different from Group B. Teacher gave them some minutes to read the text and underline the words that were difficult to understand. She checked that words and clarified the meaning with students. Teacher formed pairs, one person

from Group A and one person from Group B. she gave them some minutes to discuss about the text that they had, and the social media that they know and use. At the end, teacher asked 3 students about their judgment. The second day, teacher start with the warm-up, and presented a video about “My favorite social media”. Also, teacher gave them an extra example. She formed pairs, and gave them some minutes to share with their partner about their favorite social media. Students had to say some reasons to justify their selection. At the end of the class, teacher asked 2 students to share whit whole class about their favorite social media.

In the sixth week, researcher presented the topic “My Last Vacations” (look at the annex 6). On the first day, teacher presented the warm-up and the reading about “My last vacations”. Teacher gave them the reading in a sheet of paper, so students had to read it, and underline the words that did not know. Teacher explained the difficult words and formed pairs. In the pairs, students had to talk about what places they visited in their last vacations, and what people were with them. At the end, teacher ask 3 volunteers to share with whole class about their conversation. On the second day, teacher started with the warm-up, and continued with the presentation of the reading. Students had to read the text and underline the words that were difficult to understand. Teacher explain that vocabulary, and formed pairs. In the pairs, students had to talk about what activities they did in their last vacations (at least 5 activities). Then, teacher ask some students to share their opinions. Ultimately, on the third day, teacher presented the warm-up and a video about the topic of that week. When the video finished, teacher ask some students to share ideas about the video. Then, she formed pairs, and gave them 5 minutes to share their personal experiences in their last vacations. Students had to detail at least 5 activities that they did there. Later, teacher gave them 10 minutes to write the activities in a sheet of paper, because she collected it.

At the end, the post-test was applied to measure and compare the results between the pre-test and the post-test, also to know if the students improved their reading skills or not after applying the Think-Pair-Share strategy. The test that was taken at the end was the same as the test that was applied in the pre-test. This test was also

taken to the students in person by the investigator on sheets of paper. In addition, a survey was taken to know the student's satisfaction according to the strategy applied.

Materials

2.2 Methods

2.2.1 Approach

This research work was a mixed approach, since the objectives were achieved by analyzing both qualitative and quantitative data (Flick, 2015). This means that the researcher must analyze and interpret the numerical data, and in turn the data that are more explicit where observation techniques are used to analyze the understanding and comprehension. Qualitative since it is concerned with phenomena involving quality and reasons (Kothari, 2004). It refers to the purpose of the research, which in this case is to know the level of students in reading skills, and analyze the improvement that they obtained by applying the Think-Pair-Share strategy in the class. On the other hand, it is quantitative, since it is based on the analysis of numerical and graphic data, which help to analyze in a better way the information obtained.

2.2.2 Research modalities

Pimienta and De la Orden (2017), established 3 basic research modalities which are experimental, bibliographic-documentary and field. This research is experimental, because the researcher used a group of students to measure the results, and find out if the strategy works or not. It includes a hypothesis, where a variable can be manipulated in order to measure and obtain good results, the variables can be calculated and then compared to know the results. On the other hand, this research was developed in 3 steps, pre-test, treatment and post-test. Finally, this research was experimental, since the researcher manipulated the independent variable during the

process, in order to know how the application of the Think-Pair-Share strategy improves and helps students develop reading skills.

Additionally, this study was bibliographic, because the researcher after reviewing, reading and analyzing several articles, papers, among others selected the most relevant information to add to the this research work. Read and work in the investigation is very important, because it allows to investigator to open mind, and improve the strategies that she is going to apply. Also, it is very important to search a lof bibliographical resources, since it supported the investigation, and help researcher to develop the research work in the best way.

Furth more, the research modality was on the field, because the researcher worked and prepared several reading activities to work with the students in the class at “Unidad Educativa Pelileo”. During all the class, the investigator applied the Think-Pair-Share Strategy, and reading activities directly in the classroom, with all the students who are present. In order to know the improvement that the students were having.

2.2.3 Level or type of research

This research was exploratory and descriptive, since the researcher selected relevant information, and described the level of students in reading skills, as well as how the student is improving after applying the Think-Pair-Share strategy. At the same time, this research was correlational and explanatory, since the researcher will labor with two variables, which are intended to explain how the Think-Pair-Share strategy helps improve reading skills.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter is focused on showing the results obtained before and after 6 weeks of treatment. In order to better understand the results, tables, graphs and an in-depth analysis have been included. These data were taken from the pre-test and post-test grades, which were taken from 34 students from Unidad Educativa “Pelileo”. The Reading part of the KET exam was taken for assessment. Furthermore, the data was carefully analyzed in order to know if the Think-Pair-Share strategy is useful to improve reading skills. The evaluation had a total of 10 questions with one point each one. Eventually, a T-test was used, and apply to know if the strategy was useful or not.

3.1.1 Pre-test results

Table 1: Pre-test results

	Part 1	Part 2	Part 3	Total over 10
Student 1	2	2	2	6
Student 2	2	2	1	5
Student 3	1	1	2	4
Student 4	2	2	2	6
Student 5	2	2	2	6
Student 6	1	2	2	5
Student 7	3	3	3	9
Student 8	3	3	2	8
Student 9	3	2	1	6
Student 10	2	2	2	6
Student 11	2	2	1	5
Student 12	3	2	1	6
Student 13	1	2	1	4

Student 14	2	2	2	6
Student 15	1	2	1	4
Student 16	1	0	3	4
Student 17	2	3	1	6
Student 18	2	2	1	5
Student 19	2	2	1	5
Student 20	2	2	1	5
Student 21	2	3	1	6
Student 22	2	2	2	6
Student 23	3	3	2	8
Student 24	2	2	1	5
Student 25	1	2	2	5
Student 26	2	2	1	5
Student 27	1	2	1	4
Student 28	3	3	1	7
Student 29	2	0	1	3
Student 30	2	2	1	5
Student 31	3	2	2	7
Student 32	3	2	1	6
Student 33	3	3	2	8
Student 34	2	2	2	6
Total	70	70	51	192
AVERAGE	2.05	2.05	1.5	5.62
Min.	3		Max.	9
Mean	5.62		Standart Deviation	1,35

Source: Field Reserch

Elaborated by: Paredes, E. (2022)

Table 2: Pre-test frequency table

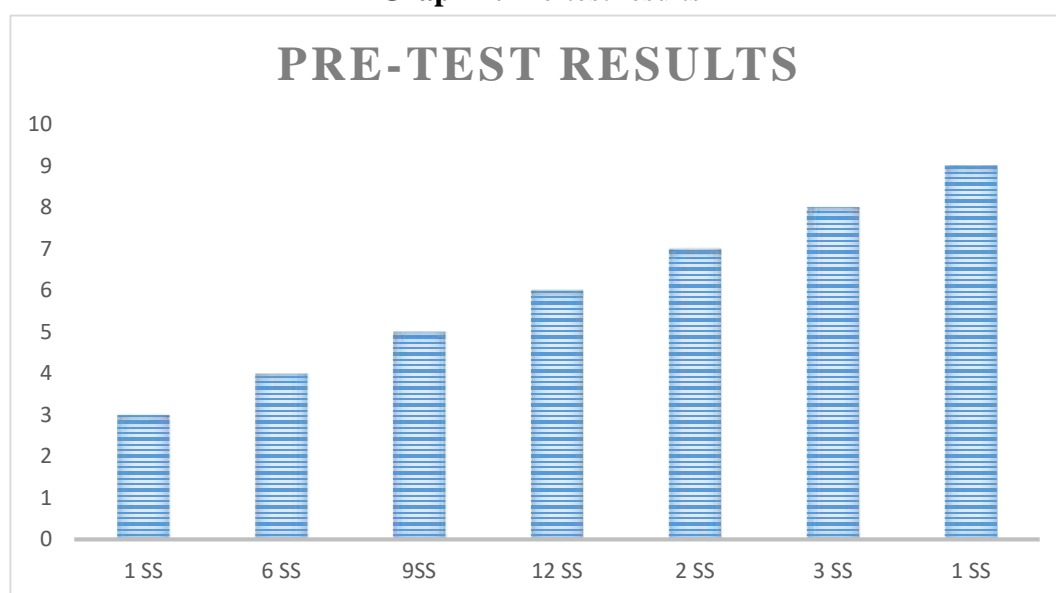
Grade over 10	Number of students	Percentage of total class number
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3	1	2.94 %
4	6	17.64 %
5	9	26.46 %
6	12	35.46 %
7	2	5.88 %
8	3	8.82 %
9	1	2.94 %

Source: Field Reseach

Elaborated by: Paredes, E. (2022)

Graph 1: Pre-test results



Source: Field Research

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

Table 1 shows the grades of the 34 students who were part of this study, the table shows the score obtained by the students in each part of the exam. While in table 2 and graph 1, the grade from 1 to 10 are represented in a frequency table, and what was the number of students who obtained that score. According to the data obtained, 1 student got a grade of 3 over 10, 6 students got 4 over 10, 9 students got 5 over 10,

12 students obtained the grade of 6, 2 students got the grade of 7, 3 students got 8 over 10 and 1 student got a good grade of 9 over 10

Based on the results, students from 10 EGB “B” had difficulty to understand the readings, since they did not know the vocabulary. The English level of these students was not good, they assimilated some words with the literally meaning in Spanish. However, some words had a totally different meaning from the first language or the writing. All the test was about comprehension, the first part was a simple part with announcement, the part 2 had a reading a little bit complicated, and part 3 was more difficult. However, students got a bad grades, because they did not understand and identify the words to comprehend the text.

3.1.2 Post-test

Table 3: Post-test results

	Part 1	Part 2	Part 3	Total
Student 1	2	3	2	7
Student 2	2	1	3	6
Student 3	2	2	3	7
Student 4	3	3	2	8
Student 5	3	2	4	9
Student 6	3	2	3	8
Student 7	3	3	3	9
Student 8	3	3	3	9
Student 9	2	2	3	7
Student 10	3	2	3	8
Student 11	2	3	2	7
Student 12	2	2	3	7
Student 13	3	1	2	6
Student 14	2	3	1	7
Student 15	3	3	1	7
Student 16	2	2	2	6

Student 17	2	3	1	7
Student 18	3	2	1	7
Student 19	1	2	3	6
Student 20	2	3	3	8
Student 21	2	2	3	7
Student 22	3	2	3	8
Student 23	3	3	2	8
Student 24	3	1	3	7
Student 25	2	1	3	6
Student 26	2	3	3	8
Student 27	2	1	2	5
Student 28	2	3	3	8
Student 29	1	2	3	6
Student 30	3	2	3	8
Student 31	3	2	2	7
Student 32	2	2	4	8
Student 33	2	3	4	9
Student 34	3	2	3	8
Total	81	76	89	249
AVERAGE	2.38	2.23	2.61	7.32
Min.	5		Max.	9
Mean	7,32		Standart Deviation	1,01

Source: Field Research

Elaborated by: Paredes, E. (2022)

Table 4: Post-test frequency table

Grade over 10	Number of students	Percentage of total class number
5	1	2.94 %
6	6	17.64 %
7	12	35.28 %

8	11	32.34 %
9	4	11.76 %

Source: Field Research

Elaborated by: Paredes, E. (2022)

Graph 2: Post-test results



Source: Post-test Results

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

The table 3 shows the grades of the 34 students who were part of treatment in this research work, the table demonstrates the grade and the point that students got in each part of the exam. While in table 4 and graph 2 show the grade from 1 to 10, and what was the number of students who obtained that score. According to the data obtained, 1 student got a grade of 5 over 10, 6 students got 6 over 10, 12 students got 7, 11 students obtained the grade of 8. Finally 4 students got an excellent grade of 9 over 10.

Based on the results. Students of 10 EGB “B” from Unidad Educativa “Pelileo” could improve a little their reading skills. During the treatment process students

could learn the meaning of new words. Thus, they could understand the readings in a better way, maybe not all the reading. However, they could find sense to the text, and what was the main idea of that. To know new vocabulary helped students to express their ideas a bit better. Students became more participate, and speak a little bit, what it was good for their learning process, and reading development.

3.1.3 Pre-test and post-test results

Table 5: Pre-test and post-test results

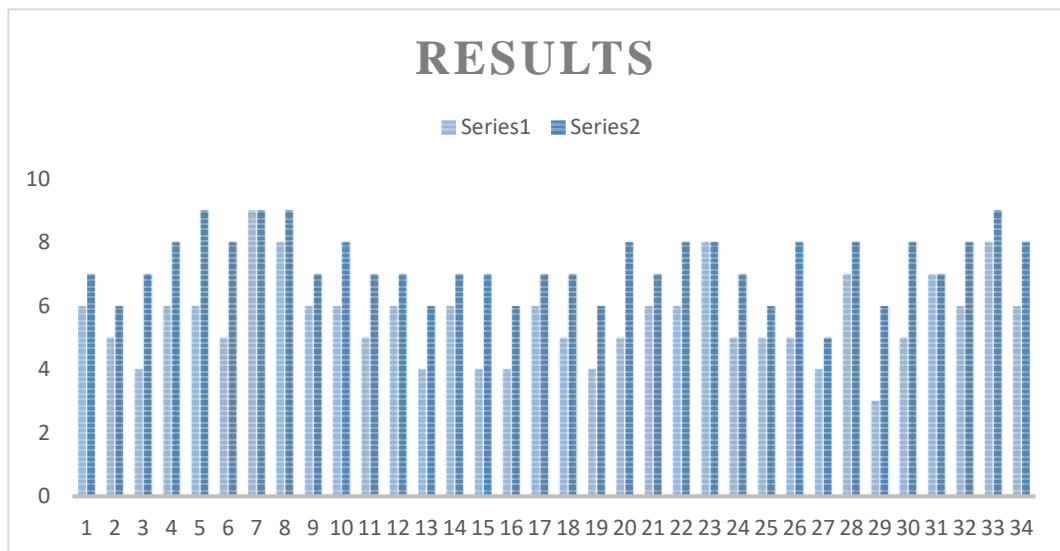
	Pre-test	Post-test
Student 1	6	7
Student 2	5	6
Student 3	4	7
Student 4	6	8
Student 5	6	9
Student 6	5	8
Student 7	9	9
Student 8	8	9
Student 9	6	7
Student 10	6	8
Student 11	5	7
Student 12	6	7
Student 13	4	6
Student 14	6	7
Student 15	4	7
Student 16	4	6
Student 17	6	7
Student 18	5	7
Student 19	4	6
Student 20	5	8
Student 21	6	7

Student 22	6	8
Student 23	8	8
Student 24	5	7
Student 25	5	6
Student 26	5	8
Student 27	4	5
Student 28	7	8
Student 29	3	6
Student 30	5	8
Student 31	7	7
Student 32	6	8
Student 33	8	9
Student 34	6	8
Total	192	249
AVERAGE	5.64	7.32

Source: Pre-test and Post-test

Elaborated by: Paredes, E. (2022)

Graphic 3: Pre-test and post-test results



Source: Pre-test and Post-test

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

According to the data obtained in the pre-test and post-test, the table 5 and graph show the difference between two evaluations before and after the treatment. In the pre-test just 6 students from 34 got an excellent grades, one student got 9, 3 students got 8 and 2 students got 7. Meanwhile, the other 28 students got a bad grade below the minimum which was 7. On the other hand, in the post-test just 7 students got a bad grade, one student got 5, and 6 students got a score of 6. In the interval, 27 students obtained grades over the minimum.

This graph was chosen to analyze the pre-test and post-test, because it shows the difference between both in a better way. The graph illustrates if students improved the grade, maintained the same grade or maybe if students lowered their grades. In the pre-test, most of the students got bad grades, and just 4 students got a grade over the minimum. Therefore, the mean of the course was 5,62. After the treatment, students could improve their grades, because they could know new words, vocabulary, and practice with their partner. In the post-test, 15 students got grades over the minimum, so the average of the course improve too, the mean was of 7,32. The difference between the pre-test and post-test is of 1,70. It is not a big difference, nevertheless, students improved and learn something new during that time.

3.2 Verification of hypotheses

HYPOTHESIS

Null hypothesis

The use of Think-Pair-Share strategy does not influence in the reading skill improvement in students of 10 EGB “B” from Unidad Educativa “Pelileo”.

Alternative hypothesis

The use of Think-Pair-Share strategy does influence in the reading skill improvement in students of 10 EGB “B” from Unidad Educativa “Pelileo”.

Table 6: Verification of hypotheses

Mean	Paired Differences					Significance		
	Sdt. Deviation	Sdt. Error Mean	95% confidence interval of the difference		t	df	Sig	
			Lower	Upper				
Part 1								
Pretest	-1,7059	,9384	,1609	-2,0333	-1,3785	-10,600	<,001	<,001
Posttest								

Source: Pre-test and Post-test

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

Table 6 shows the significance of P-value between two factors is .001. Therefore, this value is minor than 0.05, so the null hypothesis is rejected. However, the alternative hypothesis is accepted. Consequently, the hypothesis "The use of Think-Pair-Share strategy does influence in the reading skill improvement in students of 10 EGB "B" from Unidad Educativa "Pelileo"" is supported.

3.3 Survey

Survey applied to know the students opinion after experimental phase

Question 1: Do you think providing detailed instructions or explanations before applying the activities is important?

Table 7: Question 1

Answers	Number of Students	Percentage
Yes	32	94,08 %
No	0	0 %
Sometime	2	5,88 %

Source: Survey applied to students from 10 EGB

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

According to the data collected in the survey, 34 students participated. The data showed that 32 students who represent the 94,08% of all participants, students believed that is important that teacher provide detailed instructions or explanation before applying the activities. On the other hand, 2 students who represent the 5,88% of all participants said that sometimes is important that teacher provide detailed instructions, or explanation before applying the activities. Finally, no student supposed that is not important that teacher provide detailed instructions or explanation before applying the activities.

Not all students learn in the same way, there are students who understand and learn faster, meanwhile, other students need a detailed information and more activities to learn. For that reason, it is important to give and specify the instructions before apply any activity, so students can understand everything, and can do a good job. After reviewing the results of the survey, most of the students think that provide

clear instructions, and a detailed explanation can help them to work in an excellent way in the activity designated.

Question 2: Do you think giving feedback and recommendations in the classroom after reading is essential?

Table 8: Question 2

Answers	Number of Students	Percentage
Yes	33	97,02 %
No	1	2,94 %
Sometimes	0	0 %

Source: Survey applied to students from 10 EGB

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

According to the data collected in the survey, 34 students participated. The data showed that 33 students who represent the 97,02 % of all participants believed that is essential that teacher provides feedback, or recommendations in the classroom after reading. However, 1 student who represent the 2,94 % of all participants underlined that is not essential that teacher provide feedback, or recommendations in the classroom after reading. Finally, no student underlined that sometimes is essential that teacher provide feedback, or recommendations in the classroom after reading.

Giving feedback after reading can be a good strategy to apply after work in some activity, because this help students to learn from their errors. Also, if the feedback is to whole class, the other students can learn new thinks meanwhile teacher correct one student in specific, they can take into account those recommendations for their next work and get a better grade. When teacher gives a feedback must be general, he or

she does not say the name of a specific student, because that can make student feel uncomfortable, and no longer want to participate in class anymore.

Question 3: Do you think presenting extra material such as videos or additional activities to motivate students to read is useful?

Table 9: Question 3

Answers	Number of Students	Percentage
Yes	29	85,26 %
No	2	5,88 %
Sometimes	3	8,82 %

Source: Survey applied to students from 10 EGB

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

According to the data collected in the survey, 34 students participated in the survey. The data showed that 29 students who represent the 85,26 % of all participants underlined that is useful that teacher present extra material or activities to motivate students to read. On the other hand, 3 students who represent the 8,82 % of all participants believed that sometimes is useful that teacher present extra material or activities to motivate students to read. However, 2 students who represent 5,88 % underlined that is not useful that teacher present extra material or activities to motivate students to read.

In order to get the attention of the students, teacher has to create and include dynamic and attractive material, so students can pay attention during all the class, they can learn, and the knowledge will be meaningful. Students have some forms to learn, either through the sight, hearing, and touch, among others. For this reason, it is fundamental teacher include different kind of material in the classes, so students

can learn in one way or other. Based on the results obtained in the survey, most of the students said that is useful include extra material such videos, imagines, or activities to motivate students and get them concentrated.

Question 4: Do you think using interesting readings is useful to motivate and develop reading skills?

Table 10: Question 4

Answers	Number of Students	Percentage
Yes	22	64,68 %
No	4	11,76 %
Sometimes	8	23,52 %

Source: Survey applied to students from 10 EGB

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

According to the data collected in the survey, 34 students participated. The data showed that 22 students who represent the 64,68 % of all participants underlined that is important that teacher use interesting readings to motivate and develop reading skills. On the other hand, 8 students who represent the 23,52 % of all participants believed that sometimes is important that teacher use interesting readings to motivate and develop reading skills. However, 4 students who represent 11,76 % underlined that is not important that teacher use interesting readings to motivate and develop reading skills.

Based on the results obtained, most of the students said that is important the material to motivate students, and improve their reading skills. The material teacher uses is very important to maintain the concentration of the students, and reach the goals for the class. In the case of reading is a little complicated, because nowadays

students do not like to read, so teacher must be creative to find attractive readings of the interest of students. In order to wake up the curiosity and attention for the lecture.

Question 5: Do you consider working in pairs and sharing ideas with them is a good strategy to improve reading skills?

Table 11: Question 5

Answers	Number of Students	Percentage
Yes	27	79,38 %
No	0	0 %
Sometimes	7	20,58 %

Source: Survey applied to students from 10 EGB

Elaborated by: Paredes, E. (2022)

Analysis and interpretation

According to the data collected in the survey, 34 students participated in the survey. The data showed that 27 students who represent the 79,38 % of all participants underlined that they consider that working in pairs and sharing ideas between them is a good strategy to improve reading skills. However, 7 students who represent the 20,58 % of all participants believed that they consider that working in pairs and sharing ideas between them sometimes is a good strategy to improve reading skills. On the other hand, no student said that they consider that working in pairs, and sharing ideas between them is not a good strategy to improve reading skills.

Based on the results, most of the students said that they consider that the cooperative work is a good idea to improve the reading skills, which in this case will be the Think-Pair-Share Strategy. Students can learn more, and feel more comfortable to participate in class, if they first share their opinions with their partner,

because if the student does not know the answer or does not have the correct answer, when they talk with their pair, they understand, think and learn in a better way, so at the moment to share the ideas with whole class, they will talk about their own thoughts, however, they would have created their ideas based, and thanks to share opinions with the classmate before explaining their criterion with the class.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The study on the influence of the Think-Pair-Share strategy on Reading Skills has given good results. By using the Think-Pair-Share strategy with students during class and encouraging cooperative work, students have become more active and confident when responding and expressing their ideas.

It was possible to know the level of the students with respect to reading development, because a test (pre-test) was applied to them. The test was taken from two Cambridge KET exams, each exam had a total of 30 questions. However, only 10 questions were taken in total from two exams, the test was over 10, and each question had one point, 34 students were part of this evaluation. Through, the pre-test application was observed that the students did not have good reading skills, because only 6 students obtained scores above the minimum, one student obtained 9, two students obtained 8 and one student obtained 7. While the rest of the course, 28 students obtained grades below the minimum required, the lowest grade was 3, and the total average of the course was 5.64 over 10.

A total of 15 face-to-face interventions were carried out at the institution, each intervention was a class hour which had a duration of 40 minutes. For each class, a PPP model planning was carried out. In each class, a reading and the Think-Pair-Share strategy was applied to measure if this strategy is useful to improve reading skills. In the first interventions, the students were still a little shy when expressing their opinions. However, as classes progressed, students became more confident in sharing their ideas with the class. The activities were applied was different such as giving opinions in pairs, advantage and disadvantages, mention the most important in pairs, among others. In addition, they were more active, participatory, and often they expressed their opinions and questions freely.

Through the post-test was possible to know if the strategy applied was useful or not. According to the study realized, the strategy Think-Pair-Share helped students to improve their learning skill, because students got a better grades before the treatment. In the post-test just 7 students got a bad grade under the minimum, 1 student got 5 and 6 students got a grade of 6. Meanwhile the rest of the course, 27 students got a good grades from 7 to 9, and the total average of the course was 7,32 over 10. Therefore, the strategy was useful, although not all students got 7, students could improve their grades in two or three points more than the pre-test. In addition, based on the results of the survey in the question 5, most of the students said that they consider that is useful to apply this strategy to help them to improve the reading skills.

4.2 Recommendations

It is suggested for teachers to take a test at the beginning of the course or subject. In order to know the level of knowledge of the students, to know in which part they are doing well, and in which part they have difficulty. Based on this, teacher can plan and create the lesson plans, with activities that are of interest to the students, and that supply their learning needs.

In order to help teacher to achieve the objectives of the class is important to apply strategies, which are easy to follow, and students feel comfortable with them. In this way that the students can learn, and the knowledge will be meaningful. Think-Pair-Share strategy helps teacher to make a funny class, engage student, make more participate to students, in general create a good environment, where all students can express their ideas and can learn in a better way.

It is recommended to take a test gradually to students to know if the strategy used give good results, or teacher needs to change the strategy. Measure the knowledge of the students helps to teacher to know in which areas they need to improve. Therefore,

teacher can create a better material to review the subject again, or teach new things with the security that students can learn it.

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ANNEXES

ANNEX 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18/04/2022

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Lic. Martha Gallegos, en mi calidad de Rectora de la Institución Unidad Educativa "Pelileo" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Think-Pair-Share Strategy and Reading Skill"** propuesto por la estudiante Paredes Freire Erika Viviana, portadora de la Cédula de Ciudadanía 180423111-4, 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.


Lic. Martha Gallegos
CI. 1802507028
marthac.gallegos@educacion.gob.ec



ANNEX 2: Pre-test and Post-test

Name:

Level:

Date:

PART 1

Questions 1 – 3

For each question, choose the correct answer.

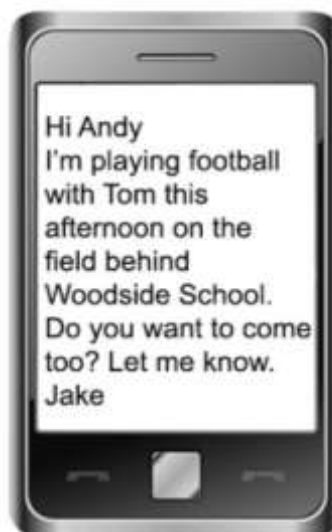
1.-



Go upstairs if you want to

- A. buy a dress for a party.
- B. pay less for something to read.
- C. find a game for a teenager.

2.-



What should Andy do?

- A. invite some friends to play football
- B. tell Jake if he can join him later
- C. show Tom where Woodside School is

3.-



- A. The ice cream shop is open for only 2 hours.
- B. Two ice creams will cost the same as one.
- C. You can get free ice creams all afternoon.

PART 2

Questions 4 - 6

For each question, choose the correct answer.

	Tasha	Danni
4 Who says that studying and writing a blog at the same time can be hard?	A	B
5 Who answers questions from other people who read her blog?	A	B

6 Who plans to stop writing her blog soon? A B

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

PART 3

Questions 7 – 10

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.



Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practice in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet Swan Lake. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

7. Demi had her first ballet lessons

- A. At a very young age.
- B. At the National Ballet Company.
- C. From her mother.

8. Jack helped his wife and daughter by

- A. Moving to a larger house.
- B. Letting them use the living room for dancing.
- C. Making a place for them to practice in.

9. What was the best thing about the Swan Lake show for Demi?

- A. It was her first show with the company.
- B. All her family were there.
- C. She was wearing a new dress.

10. Hannah says that Demi

- A. Will be a star one day.
- B. Is her favorite granddaughter.
- C. Dances better than Alice did.

Answers:

QUESTION	ANSWER
1	B
2	B
3	B
4	B
5	A
6	B
7	A
8	C
9	B
10	A

ANNEX 3

LESSON PLAN	
Teacher: Erika Paredes Freire	Type of lesson: Pre-reading, While reading and After-reading
Class: 10 th EGB “B”	WEEK: April 26 TH and MAY 27 TH
Topic: Olympic Sports.	
General objective: SWBAT talk about the Olympic Games.	Specific Objectives: <i>TUESDAY</i> SWBAT describe the places where the Olympic Games carry out. <i>WEDNESDAY</i> SWBAT talk about the different types of Olympic Games and the season which they carry out.
Anticipated problems: Students do not understand some words or phrases. Students do not understand the instructions. Students do not answer the questions of the teacher, because they do not manage very well English language. Solution: Teacher will ask if there is some word that student does not understand and will explain it. If it is necessary teacher will use the first language. Teacher will explain all the instructions again, but if it is necessary teacher will use the first language. Teacher will allow the student express the idea using Spanish, but then teacher ask the students as homework write in English the idea said in class.	
Aim: Students develop critical thinking and reading skill to communicate in other language as English.	

Materials: Board, Pencils, Markers and reading sheets.

TUESDAY 26TH

TIME:

Pre-reading:

Teacher will start the class doing some questions.

- ❖ Do you like the sports?
- ❖ What is your favorite sport?
- ❖ What kind of sports do you know?

40 minutes

Teacher will give students the reading in the sheet of paper.

Reading Link:

https://iesmdcaceres.educarex.es/0_Webs/pilarotano/reading/olympics.pdf

Teacher will give students some minutes to read carefully the first three paragraphs, and underline some word that they do not know the meaning.

While-reading

Teacher will read the text with the students slowly, so that students can know the correct pronunciation of words.

Teacher will ask students if there is any word difficult to understand. If the students do not say any word, so teacher will ask a specific students for the meaning of a word.

Possible Difficult Words:

- ✓ Lead → Principal – Captain
- ✓ Held in → Celebrated on
- ✓ Flag → Symbol from a country
- ✓ Rings → Circle – Round
- ✓ Background → The scenery or ground that is behind a main figure or object.

Now, as students know the meaning and the correct pronunciation, teacher will ask three students to read the text.

After-reading

Teacher will form pairs and will give them some minutes to share ideas between them. They should answer the next questions.

Questions:

- ❖ What do the Olympic rings represent?

<p>❖ Why do the Olympic Games logo use those colors on the rings?</p> <p>❖ What do you think is the continent that has the greatest impact on the Olympic Games? Why?</p> <p>When the time is over, teacher will select some students to answer the questions given before.</p> <p>Teacher will cheer up students for their answer and will give an opinion about the text.</p>	
<p>WEDNESDAY 27TH</p> <p>Pre-reading:</p> <p>Teacher will start the class playing Tingo Tingo Tango.</p> <p>The student who get the ball when teacher says “Tango” should mention 2 sports in English. The sport should be a sport that is played in Olympic Games.</p> <p>Sports should not be repeated.</p> <p>Teacher will ask students prepare the reading given in the before class.</p> <p>Teacher will say to continue reading that text.</p> <p>While-reading:</p> <p>Teacher will give students some minutes to read the last three paragraphs, and underline some word that they do not know the meaning.</p> <p>Teacher will ask three voluntaries students to read one paragraph each one.</p> <p>Teacher will read the text with the students slowly, so that students can know the correct pronunciation of words.</p> <p>Teacher will ask students what word is difficult to understand for them. If the students do not say any word, so teacher will ask a specific students for the meaning of a word.</p> <p>Possible Difficult Words:</p> <ul style="list-style-type: none"> ✓ Indoor → It takes place in a covered and closed area. ✓ Outdoor → Done, situated, or used out of doors. Syn. Outside, open air ✓ Wide → Including a great variety of people or things. ✓ Track → Way ✓ Track and Field → Athletic events that take place on a running track and a nearby field ✓ Diving → Sport that is carry out underwater ✓ Sailing → The action of sailing in a ship or boat. 	<p>40 minutes</p>

<p>✓ Weight Lifting → The sport or activity of lifting heavy weights.</p> <p>✓ Wrestling → The sport or activity of fighting with an opponent and trying hold them down on the ground.</p> <p>Teacher will make some questions about the reading. In order to know if the students understand the text.</p> <p>Questions:</p> <ul style="list-style-type: none"> ❖ What kind of sports takes place at the Olympics? ❖ How often are they celebrated? ❖ In what seasons of the year are the Olympic Games? ❖ If you had the opportunity to participate in the Olympics. What sport would you like to participate in and in what season? Why? <p>After-reading:</p> <p>Then, teacher will select some students to be “Students A” and other students to be “Students B”, and will form pairs.</p> <p>Teacher will give them some minutes to share ideas between them. They should answer the next questions.</p> <ul style="list-style-type: none"> ❖ Choose one sport given in the text and describe the reason why it is your favorite sport? (The sport for each student should be different) ❖ Student A: What are some advantages of practicing any sport? ❖ Student B: What are some advantages of participating in a competition like Olympic Games? <p>Teacher will write the questions on the board.</p> <p>When the time is over, teacher will select some students to answer the questions given before.</p> <p>Teacher will cheer up students for their answer and will give an opinion about the text.</p>	
TOTAL OF HOURS	2 HOURS
<p>ASSESSMENT</p> <p>Informal Assessment: teacher asked some questions about the topic to identify if students understood or not.</p>	

THE OLYMPIC GAMES

The Olympic Games are the world's leading sports event. Athletes from more than 200 countries compete in them. The Olympics include the Summer Games and the Winter Games. Each is held in a different country once every four years. Until the early 1990s the Summer and Winter Games were held in the same year. Today they are separated by two years.

The Olympic Games were first held in ancient Greece at a site called Olympia. The ancient Greek Games lasted until 393 ce. The Olympics were revived in the late 1800s. The Games that began then are called the modern Olympics.

The flag of the Olympic Games has five linked rings on a white background. The rings represent the five parts of the world joined together by the Games: the Americas, Europe, Asia, Africa, and Australia. The rings are blue, yellow, black, green, and red. The colors of the rings and the white background came from national flags. At least one of the colors appears in every country's flag.

The Summer Games and the Winter Games include different sports that fit the different seasons. There are individual and team events for men and for women. Some events are held indoors, others outdoors.

The Summer Games have a wider variety of events than the Winter Games. The most popular events at the Summer Games include gymnastics, swimming, and track and field. Other events include baseball, basketball, boxing, cycling, diving, judo, sailing, soccer, volleyball, water polo, weight lifting, and wrestling.

All the sports of the Winter Games are played on snow or ice. Ice skating and skiing are crowd favorites. Skating events include graceful figure-skating competitions as well as speed-skating races. Ice hockey is a popular team event. The Winter Games also include high-speed races on sleds called bobsleds and luges.

ANNEX 4

LESSON PLAN	
Teacher: Erika Paredes Freire	Type of lesson: Pre-reading, While-reading and After-reading

Class: 10 th EGB “B”	WEEK: May 3 RD and May 4 TH
Topic: Daily Routine.	
General objective:	Specific Objectives:
<ul style="list-style-type: none"> • SWBAT talk about their daily routine. 	<p>TUESDAY SWBAT explain the activities that they do in the morning.</p> <p>WEDNESDAY SWBAT talk about everything that they do during all the day.</p>
<p>Anticipated problems:</p> <ul style="list-style-type: none"> ✓ Students do not understand some words or phrases. ✓ Students do not understand the instructions. ✓ Students do not answer the questions of the teacher, because they do not manage very well English language. <p>Solution:</p> <ul style="list-style-type: none"> ✓ Teacher will ask if there is some word that student does not understand and will explain it. If it is necessary teacher will use the first language. ✓ Teacher will explain all the instructions again, but if it is necessary teacher will use the first language. ✓ Teacher will allow the student express the idea using Spanish, but then teacher ask the students as homework write in English the idea said in class. 	
Aim: Students develop critical thinking and reading skill to communicate in other language as English.	
Materials: Board, Pencils, Markers and reading sheet.	
<p>TUESDAY 3rd</p> <p>Pre-reading:</p> <p>Teacher will start the class with a game.</p> <ul style="list-style-type: none"> ❖ Teacher will form two groups (girls vs boys) ❖ Teacher will spell some words and phrases and give the girls a chance and the boys a chance to say the complete word or phrase that the teacher spelled before. ❖ The group that correctly says the word or phrase will get a point. <p>Possible words</p> <ul style="list-style-type: none"> ○ Daily Routine ○ Habits ○ Breakfast ○ Lunch ○ Brunch ○ Brushing teeth ○ Take a shower ○ Go to school 	<p>TIME:</p> <p>40 minutes</p>

- Do exercise
- Get up early
- ❖ Teacher will give students the reading in the sheet of paper.
Reading Link: <https://es.liveworksheets.com/uv2782093ti>

While-reading:

- ❖ Teacher will give students some minutes to read carefully the first paragraph, and underline some word that they do not know the meaning.
- ❖ Teacher will read the text with the students slowly, so that students can know the correct pronunciation of words.
- ❖ Teacher will ask students if there is any word difficult to understand. If the students do not say any word, so teacher will ask a specific students for the meaning of a word.

Possible Difficult Words:

- ✓ Half past seven → Time
 - ✓ Get up → Rise from bed after sleeping.
 - ✓ Bathroom → A room containing a toilet and sink and typically also a shower.
 - ✓ Get dressed → To put on clothes
 - ✓ Breakfast → A meal eaten in the morning, the first of the day.
 - ✓ Catches the bus → Take the bus
-
- ❖ Now, as students know the meaning and the correct pronunciation, teacher will ask for a volunteer to read the text.

After-reading:

- ❖ Teacher will form pairs and will give them some minutes to share ideas between them. They should exchange information about them such as.

Questions:

- ✓ What time do you usually get up?
 - ✓ Do you take the bus to go to school?
 - ✓ What time do you have breakfast?
 - ✓ What do you usually have for breakfast?
-
- ❖ When the time is over, teacher will select some students to answer the questions given before.
 - ❖ Teacher will cheer up students for their answers.

WEDNESDAY 4TH

Pre-reading:

- ❖ Teacher will start the class remembering the vocabulary that they saw in the previous class
- ❖ Teacher will brainstorm about the vocabulary seen and also about new ideas related to the topic
- ❖ Teacher will tell students to choose a word from all the vocabulary and make a sentence.
- ❖ Teacher will ask students prepare the reading given in the before class.
- ❖ Teacher will say to continue reading that text.

While-reading:

- ❖ Teacher will give students some minutes to read the next paragraph, and underline some word that they do not know the meaning.
- ❖ Teacher will ask a volunteer to read that paragraph.
- ❖ Teacher will read the text with the students slowly, so that students can know the correct pronunciation of words.
- ❖ Teacher will ask students what word is difficult to understand for them. If the students do not say any word, so teacher will ask a specific students for the meaning of a word.

Possible Difficult Words:

- ✓ Lunch → Food mainly the one that is taken to school or work.
- ✓ Canteen → A restaurant provided by an organization such as a military camp, college, factory, or company
- ✓ Set → Place
- ✓ Helpful → Giving or ready to give help.
- ✓ Asleep → In a state of sleep.

Teacher will make some questions about the reading (True or False). In order to know if the students understand the text.

Questions:

2- True or False?			
a)-Alex is from U.S.	<input type="checkbox"/>	f)-He walks to school.	<input type="checkbox"/>
b)-He lives in a modern flat.	<input type="checkbox"/>	g)-His classes begin at half past eight.	<input type="checkbox"/>
c)-He is eleven years old.	<input type="checkbox"/>	h)-Alex and his family have dinner at half past eight.	<input type="checkbox"/>
d)-He has got two brothers.	<input type="checkbox"/>	i) He brushes his teeth twice a day.	<input type="checkbox"/>
e)-Alex wakes up at eight o'clock.	<input type="checkbox"/>	j)-He is lazy and never helps his mother.	<input type="checkbox"/>

- ❖ Teacher will form pairs.

40 minutes

- ❖ Teacher will give them some minutes to share ideas between them, and work in the next activity.
- ❖ Teacher will give clear instructions about students must do.
- ❖ Students should match the antonyms.
- ❖ Students should complete the blanks with the correct verb.

3- Match the antonyms.

1- modern	a- enters	<input type="checkbox"/>
2- older	b- alone	<input type="checkbox"/>
3- starts	c- end	<input type="checkbox"/>
4- leaves	d- old fashioned	<input type="checkbox"/>
5- begin	e- unhappy	<input type="checkbox"/>
6- together	f- younger	<input type="checkbox"/>
7- helpful	g- finishes	<input type="checkbox"/>
8- happy	h- unhelpful	<input type="checkbox"/>

4-Complete the blanks with the correct verb and its correct form.

start - watch - do - like - play

- 1 Tina and Lili their homework at home.
- 2 The class at 2 'clock.
- 3 My dad to eat pizza and pasta.
- 4 My brother and me computer games.
- 5 Dana series with her sister.

- ❖ Teacher will write the antonyms and sentences on the board.
- ❖ Teacher will correct the sentences with the students.
- ❖ Teacher will cheer up students for their answer and will give an opinion about the text.

Teacher will ask some students for information from the reading.

Teacher will ask come students for some antonyms, so students should say the correct answer based on the previous activity.

TOTAL OF HOURS

2 HOURS

ASSESSMENT

Informal Assessment: teacher asked some questions about the topic to identify if students understood or not.

Daily Routine



Alex is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is eleven years old and he has got an older brother, David, and a younger sister, Emma. He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth and gets dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to go to school.

Classes begin at half past eight. He usually has lunch at the school canteen at half past twelve. After school, at quarter past five, he goes home. There he does his homework and when he finishes it he helps his Mom setting the table. At half past seven the family has dinner all together. Alex is a very helpful boy, so he helps his mother cleaning up everything after dinner. He usually watches TV a while after dinner and at about ten o'clock the most he brushes his teeth again, puts on his pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Alex is a very happy boy.

ANNEX 5

LESSON PLAN	
Teacher: Erika Paredes Freire	Type of lesson: Pre-reading, While-reading and After-reading
Class: 10 th EGB “B”	WEEK: May 9 TH to May 11 TH
Topic: My favorite music genre.	
General objective: SWBAT talk about their favorite music.	Specific Objectives: MONDAY SWBAT explain the different types of music that they know. TUESDAY SWBAT talk about the different music genres that they know. WEDNESDAY SWBAT describe everything about their favorite music.

Anticipated problems:

- Students do not understand some words or phrases.
- Students do not understand the instructions.
- Students do not answer the questions of the teacher, because they do not manage very well English language.

Solution:

- Teacher will ask if there is some word that student does not understand and will explain it. If it is necessary teacher will use the first language.
- Teacher will explain all the instructions again, but if it is necessary teacher will use the first language.
- Teacher will allow the student express the idea using Spanish, but then teacher ask the students as homework write in English the idea said in class.

Aim: Students develop critical thinking and reading skill to communicate in other language as English.

Materials: Board, Pencils, Markers and reading sheets.

MONDAY 9TH

Pre-reading:

Teacher will start the class doing some questions.

- ❖ Do you like music?
- ❖ What is your favorite music genre?
- ❖ What is your favorite artist about that genre?
- ❖ Why that is your favorite music?

Teacher will give students the reading in the sheet of paper.

Reading Link: <https://englishlive.ef.com/blog/english-in-the-real-world/music-genres-english-favourite/>

While-reading:

Teacher will give students some minutes to read carefully the first three paragraphs, and underline some word that they do not know the meaning.

Teacher will read the text with the students slowly, so that students can know the correct pronunciation of words.

Teacher will ask students if there is any word difficult to understand. If the students do not say any word, so teacher will ask a specific students for the meaning of a word.

TIME:

40 minutes

Possible Difficult Words:

- ✓ Genre → a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter.
- ✓ Drums → a percussion instrument sounded by being struck with sticks or the hands
- ✓ Rhythms → the systematic arrangement of musical sounds, principally according to duration and periodic stress.
- ✓ Swing → Jazz style popularized in the 1930s and characterized by its lively, flexible rhythm and dance-oriented.
- ✓ State → the particular condition that someone or something is in at a specific time.
- ✓ Folk → relating to the traditional art or culture of a community or nation.

Now, as students know the meaning and the correct pronunciation, teacher will ask three students to read the text.

After-reading:

Teacher will form pairs and will give them some minutes to share ideas between them. They should answer the next questions.

Questions:

- ❖ What is the genre of music that is in fashion today?
- ❖ If you were a singer, what kind of music would you create?
- ❖ What are some advantages of listening to music?

When the time is over, teacher will select some students to answer the questions given before.

Teacher will cheer up students for their answer and will give an opinion about the text.

TUESDAY 10TH

Pre-reading:

Teacher will start the class playing hanged.

Teacher will separated the class between girls and boys for this activity.

Teacher will write ellipses with the number of letters in the word that students must guess.

Students will have 3 words for each group.

Words for the game

- ✓ Rhythm
- ✓ Drum
- ✓ Jazz
- ✓ Hip hop
- ✓ Folk
- ✓ Music

40 minutes

Students who get the 3 words will get a point in the graded activity.

Teacher will ask students prepare the reading given in the before class.

While-reading:

Teacher will say to continue working with that text.

Teacher will form pairs for this activity.

Teacher will write in the board the activity that students must do.

Teacher will give students 25 minutes to complete it.

Activity:

According to the text complete the next chart.

	When originated	Where originated	Instruments	Characteristics	Artists
JAZZ		The USA			
TANGO				Lyrics about troubles in life, bad romances or humoristic.	

After-reading:

Teacher will form pairs.

Students should choose one gender and complete the next information:

Genre: _____

When originated: _____

Where originated: _____

Instruments played: _____

Characteristics: _____

<p>Artist of reference: _____</p> <p>Teacher will select some students to share their favorite genre music and a short explanation about that.</p> <p>Then, teacher will form pairs to work in an activity in the next class.</p> <p>Teacher will ask students carry some pictures about their favorite music for the next class. One music per pairs.</p> <p>Teacher will cheer up students for their answer and will give an opinion about the text.</p>	
<p>WEDNESDAY 11th</p> <p>Pre-reading:</p> <p>Teacher will start the class with a funny activity.</p> <p>Teacher will ask some students to sing the lyrics of any song.</p> <p>Students should try to guess the music genre about that music.</p> <p>Teacher will present a video about the topic</p> <p>While-reading:</p> <p>Video link: https://www.youtube.com/watch?v=7uxF9CsxW88</p> <p>Then, teacher will take a genre from the video and will give a short explanation about that genre.</p> <p>Teacher should answer questions such as: my favorite singer from this genre is..., because, this genre is from... etc.</p> <p>After-reading:</p> <p>Teacher will form pairs to work in this activity</p> <p>Students must talk in pairs and share their ideas</p> <p>Students must answer the next questions</p> <ul style="list-style-type: none"> • What is your favorite music genre? • What is your favorite artist about that genre? 	<p>40 minutes</p>

<ul style="list-style-type: none"> • Why that is your favorite music? • Where did that genre of music originate? <p>If students prefer, they can write their thoughts in a sheet of paper or their notebook.</p> <p>Teacher will form the same pairs as in the before class.</p> <p>Teacher will give students clear instructions about what they must do.</p> <p>In a sheet of paper, students must do a collage with the pictures that they have.</p> <p>Also, students must write a short description about that music genre, similar what they do in the previous class.</p> <p>Teacher will give students 20 minutes to do this.</p> <p>When the time is over, students should present their work to the whole class.</p> <p>Finally, teacher will cheer up students for their presentations.</p>	
TOTAL OF HOURS	3 HOURS
<p>ASSESSMENT</p> <p>Informal Assessment: teacher asked some questions about the topic to identify if students understood or not.</p> <p>Teacher will grade the activities that students are going to do.</p>	

Music Genres

JAZZ



It is a musical genre from the Unites States. It was born at the beginning of the 20th century in African American communities. It's a mixture of European and African music tradition. The most common instruments in jazz are: guitar, piano, drums, trumpet and clarinet. The characteristics of jazz are a special rhythm called 'swing', improvisation and a sound that reflects the feelings, the state of mind and the personality of the musicians. Jazz was very popular around the 1930s and the 1940s. Some important artists are Louis Armstrong, Duke Ellington and Miles Davies.

TANGO

It was born at the beginning of the 20th century in Uruguay and Argentina. It has the influence of European music, South American folk and African rhythms. It's usually played with guitars, accordions, piano and violins. The lyrics in tango are about troubles in life, bad romances and some of them are humoristic. Tango is usually played by men, but there are also female singers. It was very popular many years ago, but still today a lot of people love dancing and listening to tango. Some famous tango singers are Carlos Gardel, Tita Merello and Julio Sosa.



ANNEX 6

LESSON PLAN	
Teacher: Erika Paredes Freire	Type of lesson: Pre-reading, While-reading and After-reading
Class: 10 th EGB “B”	WEEK: May 16 TH to May 18 TH
Topic: My favorite person.	
General objective: SWBAT talk about people they love.	Specific Objectives: <i>MONDAY</i> SWBAT describe their best friends and the activities that they do with them. <i>TUESDAY</i> SWBAT describe one member of their family and tell some activities that they do together. <i>WEDNESDAY</i> SWBAT describe their favorite person and give some reasons about why he/she is their favorite.
Anticipated problems: <ul style="list-style-type: none"> • Students do not understand some words or phrases. • Students do not understand the instructions. • Students do not answer the questions of the teacher, because they do not manage very well English language. 	

<p>Solution:</p> <ul style="list-style-type: none"> • Teacher will ask if there is some word that student does not understand and will explain it. If it is necessary teacher will use the first language. • Teacher will explain all the instructions again, but if it is necessary teacher will use the first language. • Teacher will allow the student express the idea using Spanish, but then teacher ask the students as homework write in English the idea said in class. 	
<p>Aim: Students develop critical thinking and reading skill to communicate in other language as English.</p>	
<p>Materials: Board, Pencils, Markers and reading sheets.</p>	
<p>MONDAY 16TH</p> <p>Pre-reading:</p> <p>Teacher will start the class playing a game (hanged).</p> <p>Teacher will tell students about the game.</p> <p>Teacher will write the gaps on the board, so that students can guess and write the letters.</p> <p>Possible words and phrases</p> <ul style="list-style-type: none"> ❖ Friendly ❖ Shopping-mall ❖ Take photos <p>Teacher will form pairs</p> <p>Teacher will give pairs some sheet of papers with a paragraph each one.</p> <p>Each pair will have four sheet of papers that will complete the reading.</p> <p>Students will have to put in order the reading,</p> <p>Teacher will give students 2 minutes to order that text.</p> <p>When the time is over, teacher will check for each pair if the reading is correctly ordered.</p> <p>While-reading:</p> <p>Teacher will give students 2 minutes for read again and select the words that are difficult to understand.</p> <p>Teacher will ask students what are the words that they do not understand.</p> <p>Possible Difficult Words:</p>	<p>TIME:</p> <p>40 minutes</p>

<ul style="list-style-type: none"> ✓ Street → A public road in a city or town, typically with houses and buildings on one or both sides. ✓ Weekend → The period from Friday evening through Sunday evening, especially regarded as a time for leisure. ✓ Shopping mall → It contains a variety of stores and often restaurants and other business ✓ Never → At no time in the past or future; on no occasion; not ever. ✓ Quarrel → A heated argument or disagreement, typically about a trivial issue and between people who are usually on good term. ✓ Popcorn → Seeds of maize that are heated until they break open and become soft and light ✓ Wear → Have on one's body or a part of one's body as clothing, decoration, protection, or for some other purpose. ✓ Clothes → Items worn to cover the body. ✓ Pretty → Attractive in a delicate way without being truly beautiful or handsome. ✓ Dress → Put on one's clothes. ✓ Skirt → A garment (clothe) fastened around the waist and hanging down around the legs, used by women and girls. ✓ Often → Frequently; many times. <p>Now, as students know the meaning and the correct pronunciation, teacher will ask four students to read the text.</p> <p>After-reading:</p> <p>In the same pairs, students will work in the next activity.</p> <p>Teacher will give students 5 minutes to talk with their partner about who is her o his best friend and why. Students should tell some qualities about their best friend and tell some activities that they do.</p> <p>Teacher will ask 3 students to share with whole class about who is her or his best friend and why.</p> <p>As in the practice, students must tell some activities and qualities.</p> <p>Teacher will cheer up students for their answer and will finish the class.</p>	
<p>TUESDAY 17TH</p> <p>Pre-reading:</p> <p>Teacher will start the class with a brainstorm.</p> <p>Teacher will ask students to write on the board some adjectives to describe a person, also students should write some members of the family.</p>	<p>40 minutes</p>

Teacher will give students the reading in the sheet of paper.

While-reading:

Teacher will give students 5 minutes to read the text and underline the difficult words to understand.

When the time is over, teacher will ask 3 students to read the text.

Teacher will ask students what words are difficult to understand for them.

Possible Difficult Words

- ✓ Short → Having *little* length, distance, or height
- ✓ Thin → Of a person having little, or too little, flesh or fat on their body.
- ✓ Flat → Department
- ✓ Fat → Of a person or animal having a large amount of excess flesh.
- ✓ Brown → Of a color produced by mixing red, yellow, and blue, as of dark wood or rich soil.
- ✓ Funny → Causing laughter or amusement; humorous.
- ✓ Tall → Of great or more than average height.
- ✓ Painter → An artist who paints pictures.

Now, teacher will read the text, so that students can know the correct pronunciation of the words.

After-reading:

Teacher will form pairs.

Teacher ask students to read together the text one more time.

Teacher will ask students to talk about who is his or her favorite person in her/his family.

Students should choose one person from their family

Students should give some adjectives and tell some activities that they do with that person.

Teacher will ask students to write a paragraph describing their favorite person, and explaining some activities that they do.

Teacher will give students 10 minutes for this.

When the time is over, teacher will ask 2 students to read what they wrote.

<p>WEDNESDAY 18th</p> <p>Pre-reading: Teacher will start the class with a funny activity. Teacher will say some descriptions, so students should try to guess who the character is.</p> <p>Descriptions It is a person with whom a friendship is maintained. Some of the fundamental values in this relationship are loyalty, love, solidarity, unconditionally, and sincerity. Woman who has conceived one or more children It is a male who has fathered or who has adopted a paternal function. Teacher will present a video about “My favorite person”</p> <p>While-reading: Video Link: https://www.youtube.com/watch?v=HKINqcgLIPk Teacher underline some important things about the video such as, some descriptions or adjectives that person used in the video. Teacher will give students another example about “My favorite person”</p> <p>Example:</p> <p>My father is a significant figure in my life. He is the greatest parent on the face of the planet. He is always willing to give me everything I want and need. He was constantly teaching me how to become a better person and a better citizen via various methods and resources.</p> <p>He constantly gave me an example of a financial issue, the scenario surrounding schooling, necessities, and costly items, my needs and desires, and first and foremost, he always looked for a greater comfort for me.</p> <p>It would take me a lifetime to describe every single detail. He always pays for me so that I don’t have to worry about anything, whether it’s school or other things like clothing, shoes, or technological equipment.</p> <p>After reading: Teacher will form pairs. Teacher will give students 5 minutes to talk about who is his or her favorite person and why. Students should give some reasons, adjectives and maybe activities that they do together. When the time is over, teacher will ask 1 student to share his or her opinion with whole class.</p>	<p>40 minutes</p>
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<p>Teacher will give students 15 minutes to write in a sheet of paper who is their favorite person.</p> <p>As in the previous practice, students should include some reasons and adjectives to describe her/him.</p> <p>When the time is over, teacher collect the sheet of papers to grade it.</p>	
TOTAL OF HOURS	3 HOURS
<p>ASSESSMENT</p> <p>Informal Assessment: teacher asked some questions about the topic to identify if students understood or not.</p> <p>Teacher will grade the activities that students are going to do.</p>	

Best Friends



Hi, I'm Julie and my best friend is Hanna, we are always together. We are 13 years old and we are in the same class. Hanna lives in the same street as me and we like to walk together.

At the weekends, we usually go to the shopping-mall, Hanna always wants to go shopping but I sometimes want to go to the cinema. We plan our day together and we never quarrel: On Saturdays, we watch films, we usually eat pizza and rarely eat popcorn.

We like to wear beautiful clothes, jeans and T-shirts, pretty dresses or skirts. When I want to wear jeans, I often ask Hanna to give me her T-shirt because she has got really cool clothes. And I sometimes give her my dresses.

Hanna has an interesting hobby. She likes to take photos. She has got many beautiful pictures and she collects them on her computer. I have a hobby too. I write poems and I think my poems are good. I read them to my parents and friends and they love my poems.

My Family

Hello, my name is Albert. I am from Australia. I am Australian. I am 10 years old. I am short and thin. I live in a flat in Sydney. My flat is small. I live with my grandmother, my father and my mother. My grandmother is 82 years old. Her name is Michelle. She is short and very fat. She has brown hair and brown eyes. She is very funny. She is always happy. Her favorite hobby is reading novels.



My dad is 42 years old. His name is Jason. He is tall and very thin. He has grey hair and brown eyes. He is a primary school teacher. He works in a primary school. He loves sports and music. His favorite sport is football and his favorite kind of music is rock.

My mom is 38 years old. Her name is Ann. She is very pretty. She has black hair and brown eyes. She is a teacher too. She works in a primary school. She loves helping students. Her favorite hobby is painting. She is a very good painter. I love my family!

ANNEX 7

LESSON PLAN	
Teacher: Erika Paredes Freire	Type of lesson: Pre-reading, While-reading and After-reading
Class: 10 th EGB “B”	WEEK: May 24 TH to May 25 TH
Topic: The social media.	
General objective:	Specific Objectives:
SWBAT talk about social media they use.	TUESDAY SWBAT talk about the social media that they know and use. WEDNESDAY

	SWBAT talk about their favorite social media.
<p>Anticipated problems:</p> <ul style="list-style-type: none"> • Students do not understand some words or phrases. • Students do not understand the instructions. • Students do not answer the questions of the teacher, because they do not manage very well English language. <p>Solution:</p> <ul style="list-style-type: none"> • Teacher will ask if there is some word that student does not understand and will explain it. If it is necessary teacher will use the first language. • Teacher will explain all the instructions again, but if it is necessary teacher will use the first language. • Teacher will allow the student express the idea using Spanish, but then teacher ask the students as homework write in English the idea said in class. 	
<p>Aim: Students develop critical thinking and reading skill to communicate in other language as English.</p>	
<p>Materials: Board, Pencils, Markers and reading sheets.</p>	
<p>TUESDAY 24TH</p> <p>Pre-reading:</p> <p>Teacher will start the class with a funny activity.</p> <p>Teacher will draw the icons of some social media on the board.</p> <p>Students must guess what social media are draw on the board.</p> <p>Social media to draw:</p> <ul style="list-style-type: none"> ❖ Facebook ❖ Whatsapp ❖ Instagram ❖ Youtube ❖ Twiter ❖ Kakao Talk <p>Teacher will divide the class in two groups. One group will be the group number 1 and the other group will be the group number 2.</p> <p>Teacher will give a reading in a sheet of paper to each student in the group 1.</p> <p>Teacher will give a different reading in a sheet of paper to each student in the group 2.</p> <p>Reading Link: https://en.islcollective.com/english-esl-worksheets/grammar/adverbs-frequency/social-media-adverbs-frequency/118288</p>	<p>TIME:</p> <p>40 minutes</p>

While-reading:

Students will read the reading that they have.

Students should underline the words that they do not know.

Teacher will give students 3 minutes to read it.

When the time is over, teacher will ask what the words that they do not know are, and ask them to write them on the board.

Students will write the words on the board.

Teacher will give students 2 minutes to do this.

When the words are written, she will say the meaning.

Possible Difficult Words:

- ✓ Quite → To a certain or fairly significant extent or degree; fairly.
- ✓ Attentive → Assiduously attending to the comfort or wishes of others; very polite or courteous.
- ✓ Focused → Pay particular attention to.
- ✓ Journalist → A person who writes for newspapers, magazines, or news websites or prepares news to be broadcast.
- ✓ Bit → A set of actions or ideas associated with a specific group or activity.
- ✓ Hourly → Done or occurring every hour.
- ✓ Dearly → Very much.
- ✓ Isolate → Cause (a person or place) to be or remain alone or apart from others.
- ✓ Farm → An area of land and its buildings used for growing crops and rearing animals, typically under the control of one owner or manager.
- ✓ Lifestyle → The way in which a person or group lives.

Now, as students know the meaning and the correct pronunciation, teacher will ask four students to read the text.

After-reading:

In the same pairs, students will work in the next activity.

Teacher will give students 5 minutes to talk with their partner about the social media that they know and use.

Teacher will ask 3 students to share with whole class about their thoughts and opinions.

As in the practice, students must tell what social media they know and use.

<p>Teacher will cheer up students for their answer and will finish the class.</p>	
<p>WEDNESDAY 17TH</p> <p>Pre-reading:</p> <p>Teacher will start the class playing a game.</p> <p>Teacher will carry the names of social media written in a sheet of paper.</p> <p>Teacher will put the papers in a bag.</p> <p>Teacher will ask 3 volunteers to take one paper and tell if like him/her that social media and why.</p> <p>Teacher will start the class presenting a video.</p> <p>While-reading:</p> <p>Video Link: https://www.youtube.com/watch?v=26LJ1HzpSSc</p> <p>Teacher will tell students the importance to use a social media and be connected with others.</p> <p>Teacher will give students her own example about their favorite social media.</p> <p>In the example, teacher will include some reasons to explain why that is her favorite social media.</p> <p>I'd have to say that Facebook is my favorite social network because it includes so many different social networks within it. Instagram pictures and YouTube videos can also be posted and shared on Facebook, whole you can do similar things related to LinkedIn. I find myself spending most of my day on Facebook, trying to keep up with the latest with my friends or just keep myself busy. Now, on Facebook there are fan pages as well, so I can like a company's Facebook page and turn on the notifications to keep up to date on what they are doing within their company. Facebook is easy to use and connects all your social networks together, which is why it is my favorite social network.</p> <p>After-reading:</p> <p>Teacher will form pairs.</p> <p>Teacher will give students 5 minutes for this activity.</p>	<p>40 minutes</p>

<p>Students should talk about what is his or her favorite social media and why.</p> <p>Students should give at least 5 reasons each one.</p> <p>While students work in this activity, teacher will monitor to each pair and will listen some answers.</p> <p>Teacher will ask students to write a paragraph explaining what their favorite social media is and why.</p> <p>Teacher will give students 10 minutes for this.</p> <p>When the time is over, teacher will ask 2 students to read what they wrote.</p>	
TOTAL OF HOURS	2 HOURS
<p>ASSESSMENT</p> <p>Informal Assessment: teacher asked some questions about the topic to identify if students understood or not.</p>	

SOCIAL MEDIA



Jack: I've been working as a doctor for 6 years now. It's quite a difficult job! I need to be attentive and focused. I do not really have much time for internet, but I do like watching funny videos to relax from time to time.



Nina: I am a journalist. My job consists of writing bits for hourly news, making reports and sometimes taking interviews. I need to know what's going on in the world constantly! I wish I wasn't using my computer and smartphone so much, but it is a part of my job.



Danielle: You can say that my job right now is being a mother. I have two small children who I love dearly. But it makes you feel isolated sometime! So I use social networks every couple of days. I a member of "Mommies Online" group. We share our experience and give each other advice.



Samuel: Our farm has been a family business for hundreds of years. I love this lifestyle. We live simple lives and do not really use modern technologies. My grandchildren always say I should buy myself a computer, but I don't think so.

ANNEX 8

LESSON PLAN	
Teacher: Erika Paredes Freire	Type of lesson: Pre-reading, While-reading and After-reading
Class: 10 th EGB “B”	WEEK: May 30 TH to May 1 ST
Topic: The social media.	
General objective:	Specific Objectives:
SWBAT talk about social media they use.	<p>MONDAY SWBAT talk about the places that they visited in their last vacations.</p> <p>TUESDAY SWBAT talk about the activities that they did in their last vacations.</p> <p>WEDNESDAY SWBAT talk about everything that they did in their last vacations.</p>
<p>Anticipated problems:</p> <ul style="list-style-type: none"> • Students do not understand some words or phrases. • Students do not understand the instructions. • Students do not answer the questions of the teacher, because they do not manage very well English language. <p>Solution:</p> <ul style="list-style-type: none"> • Teacher will ask if there is some word that student does not understand and will explain it. If it is necessary teacher will use the first language. • Teacher will explain all the instructions again, but if it is necessary teacher will use the first language. • Teacher will allow the student express the idea using Spanish, but then teacher ask the students as homework write in English the idea said in class. 	
Aim: Students develop critical thinking and reading skill to communicate in other language as English.	
Materials: Board, Pencils, Markers, Projector and reading sheets.	
<p>MONDAY 30TH</p> <p>Pre-reading:</p> <p>Teacher will project some images and students should try to guess what the topic for that class is.</p> <p>Students should describe that they can see in those pictures.</p> <p>Pictures to project:</p>	<p>TIME:</p> <p>40 minutes</p>



Teacher will give a reading in a sheet of paper to each student.

While-reading:

Students will read the reading that they have.

Students should underline the words that they do not know.

Teacher will give students 3 minutes to read it.

When the time is over, teacher will ask what the words that they do not know are, and ask them to write them on the board.

Students will write the words on the board.

Teacher will give students 2 minutes to do this.

When the words are written, she will say the meaning.

Possible Difficult Words:

- ✓ Wonderful → Marvelous – Amazing – Fantastic
- ✓ Fascinating → Captivating - Engrossing
- ✓ Charming → Lovely – Attractive - Pleasant
- ✓ Touring → Excursion -
- ✓ Main → Principal – Head - Major
- ✓ Interest → Curiosity
- ✓ Bought → Take – Acquire - Obtain
- ✓ Souvenirs → Keepsake – Remembrance

When the teacher say the meaning, she will read the text.

Now, as students know the meaning and the correct pronunciation, teacher will ask for a volunteer to read it.

After-reading:

Teacher will form pairs.

In the pairs, students will work in the next activity.

<p>Teacher will give students 5 minutes to talk with their partner about what kind of places they did visit in their last vacations.</p> <p>Students should tell the name of the places and with what people they visited that place.</p> <p>Teacher will ask 3 students to share with whole class about their conversations about their vacations.</p> <p>As in the practice, students must tell what places they visited and with that people.</p> <p>Teacher will cheer up students for their answer and will finish the class.</p>	
<p>TUESDAY 31TH</p> <p>Pre-reading:</p> <p>Teacher will start the class playing a game.</p> <p>Teacher will play hanged with students.</p> <p>Teacher will write on the board some spaces, so that students can complete what is the word or phrase that they should complete.</p> <p>Teacher will say some description. In order to students can complete the spaces.</p> <p><i>Phrases:</i></p> <ul style="list-style-type: none"> ❖ Take pictures ❖ Eat delicious food ❖ Visit beautiful places <p>Teacher will separated the class in two groups (Group A and Group B).</p> <p>Teacher will give students one paragraph of the reading to each student.</p> <p>Students from Group A will have a different paragraph to read of Group B.</p> <p>While-reading:</p> <p>Teacher will give students 5 minutes to read it.</p> <p>Students should underline the words that are difficult to understand.</p> <p>When the time is over, teacher will ask what the words that they do not know are, and ask them to write them on the board.</p> <p>Students will write the words on the board.</p> <p>Teacher will give students 2 minutes to do this.</p>	<p>40 minutes</p>

When the words are written, she will say the meaning.

Possible Difficult Words:

- ✓ Spend → To dedicate time to an activity.
- ✓ Stayed → The period during which personnel may remain in a restricted area in a reactor before accumulating some permissible occupational dose.
- ✓ Settled → Put, lay, or stand (something) in a specified place or position.
- ✓ Beach → A pebbly or sandy shore, especially by the ocean between high- and low-water marks.
- ✓ Late → Doing something or taking place after the expected, proper, or usual time.
- ✓ Sand → A loose granular substance, typically pale yellowish brown, resulting from the erosion of siliceous and other rocks and forming a major constituent of beaches, riverbeds, the seabed, and deserts.
- ✓ Rode → sit on and control the movement of, typically as a recreation or sport.
- ✓ Boat → a small vessel propelled on water by oars, sails, or an engine.
- ✓ Dived → Sport that is practiced under water
- ✓ Coral reef → a ridge of rock in the sea formed by the growth and deposit of coral.

When teacher say the meaning, she will read the text.

Now, as students know the meaning and the correct pronunciation, teacher will ask for a volunteer to read it.

After-reading:

Teacher will form pairs.

Teacher will give students 5 minutes for this activity.

Students should talk about the activities that they did in their last vacations.

Students should describe at least 5 activities.

While students work in this activity, teacher will monitor to each pair and will listen some answers.

Teacher will ask 3 students to share with whole class the activities that they did in their vacations.

Teacher will cheer students for their answers and will finish the class.

WEDNESDAY 1ST

Pre-reading:

Teacher will play Tingo Tingo Tango with students.

The student who gets the ball must say a word from the vocabulary that we saw in the previous class and its meaning.

Teacher will play this game until ask 3 students.

40 minutes

<p>Teacher will project a video about the last vacations. Teacher will say students to pay attention to this video, because then they should write an essay around 10 lines, the writing should be similar to the video.</p> <p>While-reading: Video Link: https://www.youtube.com/watch?v=rqW8Lqt29Eo When the video is over, teacher ask 3 volunteers to talk about the video, and share some ideas and vocabulary.</p> <p>After-reading: Teacher will form pairs. Teacher will give students 5 minutes to discuss about their last vacations. Students should mention the places that they visited, the activities that they do there and what people were with them. Teacher will give students 15 minutes to write a paragraph from around 10 lines about their last vacations. Students should include the places that they visited and the activities that they do there. While students work in this activity, teacher will monitor the class, so that teacher could observe who is working and who not. Teacher will select 2 students to read what they wrote. Teacher will cheer students for their participation.</p>	
TOTAL OF HOURS	3 HOURS
<p>ASSESSMENT Informal Assessment: teacher asked some questions about the topic to identify if students understood or not.</p>	

MY LAST VACATIONS (Reading 1)



Mr. and Mrs. Cabrera

Cajamarca - Peru

Dear Mom and Dad, Cuzco is wonderful. I am fascinating with this charming city!. I visited its most important places last weekend. All morning I was touring around the city. First I visited the main monuments and places of interest. I was at the Plaza de Armas, the Cathedral, the Church of La Compañia and the Temple of the Sun, Coricancha. After that, I went to Sacsyhuaman Fortress, Sacred Valley and Ollantaytambo. Finally, I took some pictures and bought some souvenirs there.

I really had a good time!

See you soon.!

Love,

Joaquin

MY LAST VACATIONS (Reading 2)

On my last vacation, I went to Santa Marta with my family. We spend 6 days in "El



Rodadero" and we did many different activities. On the first day, we went to the supermarket to buy some food for the week because we stayed in an apartment, not in a hotel. After that, we settled in the apartment and we had dinner. We didn't go to the

beach on that day because it was already too late. On the second day, we went to the beach in the morning and swam and played in the sand until noon.

On the third day, we went to Parque Tairona and to Cristal Beach; we rode a boat and dived in the coral reef. On the fourth day, we visited Santa Marta, the city and went to the Gold museum. Unfortunately, it was closed and we didn't have the opportunity to enter. The rest of the vacation was very similar and when we got back home we had a lot of pictures and small corals as souvenirs.

ANNEX 9: Survey

1.- Do you think providing detailed instructions or explanations before applying the activities is important?

- a. Yes
- b. No
- c. Sometimes

2.- Do you think presenting extra material such as videos or additional activities to motive students to read is useful?

- a. Yes
- b. No
- c. Sometimes

3.- Do you think giving feedback and recommendations in the classroom after reading is essential?

- a. Yes
- b. No
- c. Sometimes

4.- Do you think using interesting readings are useful to motivate and develop reading skills?

- a. Yes
- b. No
- c. Sometimes

5.- Do you consider working in pairs and sharing ideas with them is a good strategy to improve reading skills?

- a. Yes
- b. No
- c. Sometimes

ANNEX 10: Survey Validation

VALIDATION 1

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Questionnaire
VALIDATION CHART

Topic: THINK-PAIR-SHARE STRATEGY AND READING SKILL

Instructions: Please put a tick (✓) in the appropriate column for each item.

Y: Yes

N: No

SM: Sometimes

ITEM	Y	N	SM
1. Does the teacher provide detail instructions or explanation before applying the activities?			
2. Does the teacher provide feedback or recommendations in the classroom after reading?			
3. Does the teacher present extra material or activities to motive students to read?			
4. Does the teacher explain the vocabulary after reading?			
5. Does the teacher use interesting readings to motivate and develop reading skills?			

Source: Paredes, E (2022).

THANK YOU FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: THINK-PAIR-SHARE STRATEGY AND READING SKILL

Objective: • To define students' perceptions to use of Think-Pair-Share Strategy in the reading skill development of students in 10 EGB parallel "B" From Unidad Educativa Pelileo.

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Lic. Edgar Encalada, Mg.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		

Source: Paredes, E (2022).

Final Resolution:

Approved	X	Disapproved	
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Source: Paredes, E (2022).


UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Edgar Encalada Trujillo, Magister with I.D. No 0501824171., certify that I conducted the expert judgment on this instrument designed by Paredes Freire Erika Viviana, with I.D. No. 180423111-4 for the Final Degree Project entitled “THINK-PAIR-SHARE STRATEGY AND READING SKILL” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, July 6th, 2022.

Sincerely,

 escanea para verificar la autenticidad por:
EDGAR GUADIA
ENCALADA
TRUJILLO

Lic. Edgar Encalada, Mg.
I.D.050182417-1

VALIDATION 2

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Questionnaire

VALIDATION CHART

Topic: THINK-PAIR-SHARE STRATEGY AND READING SKILL

Instructions: Please put a tick (✓) in the appropriate column for each item.

Y: Yes

N: No

SM: Sometimes

ITEM	Y	N	SM
1. Does the teacher provide detail instructions or explanation before applying the activities?			
2. Does the teacher provide feedback or recommendations in the classroom after reading?			
3. Does the teacher present extra material or activities to motive students to read?			
4. Does the teacher explain the vocabulary after reading?			
5. Does the teacher use interesting readings to motivate and develop reading skills?			

Source: Paredes, E (2022).

THANK YOU FOR YOUR VALUABLE COLLABORATION

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**

INSTRUMENT VALIDATION

Topic: THINK-PAIR-SHARE STRATEGY AND READING SKILL

Objective: • To define students' perceptions to use of Think-Pair-Share Strategy in the reading skill development of students in 10 EGB parallel "B" From Unidad Educativa Pelileo.

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Lic. Xavier Sulca, Mg.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Paredes, E (2022).

Final Resolution:

Approved		Disapproved	
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Source: Paredes, E (2022).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Xavier Sulca, Mg. with I.D. No. 1802447548, certify that I conducted the expert judgment on this instrument designed by Paredes Freire Erika Viviana, with I.D. No. 180423111-4 for the Final Degree Project entitled “THINK-PAIR-SHARE STRATEGY AND READING SKILL” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, July 6th, 2022.

Sincerely,



MANUEL XAVIER
MANUEL XAVIER
SULCA GUALE

Lic. Xavier Sulca, Mg.

I.D. 1802447548

ANNEX 11: Urkund Report



Document Information

Analyzed document	Tesis - Paredes Freire Erika.pdf (D142095546)
Submitted	2022-07-15 23:39:00
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Submitter email	eparedes1114@uta.edu.ec
Similarity	3%
Analysis address	sj.iza.uta@analysis.urkund.com

Sources included in the report

SA	LADY-DANIELA.docx Document LADY-DANIELA.docx (D21297720)	1
W	URL: http://repositorio.uta.edu.ec/bitstream/123456789/34519/1/CASTRO%20ALTAMIRANO%20CARLA%20SOFI%CC%81A%20%20%281%29-signed-signed_firmado-signed.pdf Fetched: 2022-03-28 18:13:14	1
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6/9	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
	the results between the pre-test and the post-test.		The results between the pre-test and the post-test	
SA	CHAPTER I-IV_ GABRIELA_VELASTEGUI.docx (D113923168)			
7/9	SUBMITTED TEXT	25 WORDS	87% MATCHING TEXT	25 WORDS
	CHAPTER III. RESULTS AND DISCUSSION 3.1 Analysis and discussion of the results This chapter is focused on showing the results obtained			
SA	Chapters urkund CISNEROS EVELYN.docx (D142054886)			
8/9	SUBMITTED TEXT	24 WORDS	64% MATCHING TEXT	24 WORDS
	Pre-test and Post-test Results Analysis and Interpretation According to the data obtained in the pre-test and post-test.			
SA	Chapters urkund CISNEROS EVELYN.docx (D142054886)			
9/9	SUBMITTED TEXT	18 WORDS	61% MATCHING TEXT	18 WORDS
	the null hypothesis is rejected. However, the alternative hypothesis is accepted. Consequently, the hypothesis "The use of			
SA	Jenny Bocancho Speechyard.docx (D142086285)			



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JACQUELINE
IZA PAZMINO