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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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

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título de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: Shared reading strategy and reading comprehension

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Ambato – Ecuador

2023

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I, Lcda. Mg. Calero Sánchez Ximena Alexandra holder of the I. D No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: “ Shared reading strategy and reading comprehension” investigated by Mr. Tubón Cajahuishca Steven Leonardo with I.D No. 1850454123, 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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I declare this undergraduate dissertation entitled " Shared reading strategy and reading comprehension" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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



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DEDICATION

To my dear parents, siblings, and friends who have always been supporting me throughout my entire life. They have given me the motivation and courage to meet my goals.

Steven.

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TITLE: “Shared reading strategy and reading comprehension”

AUTHOR: Tubón Cajahuishca Steven Leonardo

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ABSTRACT

The shared reading strategy is a pedagogical model that provides opportunities to improve students' reading skills. Therefore, the objective of this research was to analyze the influence of shared reading strategy on reading comprehension. For this reason, the researcher conducted a pre-experimental design, where the population was 16 students of seventh grade "G" at the Centro Educativo Bilingue "La Granja". In addition, the pre-test was carried out before the application of the strategy to find out what level the students were at, resulting in a low level of 4.1 out of 10. The application of shared reading strategy was carried out by allowing students to learn in groups or in pairs. At the end of the application, a post-test was carried out with positive results of 6.2 out of 10. The data were analyzed by using the SPSS Software version 26 through the Shapiro-Wilk-normality test and the t-sample test. As a result, the use of the shared reading strategy had a significant influence on students' reading comprehension, because the data allowed to conclude that the post-test was significantly higher than that of the pre-test, resulting in a difference of 2.1 points in the relationship between the pre-test and post-test. For this reason, it is determined that through the interventions and application of shared reading strategy, students were able to improve their reading comprehension.

Keywords: Reading comprehension, strategies, shared reading, reading process

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RESUMEN

La estrategia de lectura compartida es un modelo pedagógico que brinda oportunidades a los estudiantes de mejorar las habilidades de lectura. Por ello, el objetivo de esta investigación fue analizar la influencia de la estrategia de lectura compartida en la comprensión lectora. Por tal motivo, el investigador realizó un diseño preexperimental, donde la población fue de 16 estudiantes del séptimo grado “G” del Centro Educativo Bilingüe “La Granja”. Además, antes de la aplicación de la estrategia se realizó un pre-test para saber en qué nivel se encontraban los estudiantes, dando como resultado un nivel bajo en la lectura de 4.1 sobre 10. La aplicación de la estrategia de lectura compartida se realizó permitiendo a los estudiantes aprender en grupos o en parejas. Al finalizar la aplicación se realizó un post-test que arrojó resultados positivos de 6.2 sobre 10. Los datos fueron analizados utilizando el Software SPSS versión 26 a través de Shapiro Wilk-normality test y T-sample test. Como resultado, el uso de la estrategia lectura compartida influyó significativamente en la comprensión lectora de los estudiantes, pues los datos permitieron concluir que el post-test fue significativamente superior al del pre-test, resultando una diferencia de 2,1 puntos. en la relación entre el pre-test y el post-test. Por tal motivo se determina que a través de las intervenciones y aplicación de la estrategia de lectura compartida los estudiantes lograron mejorar su comprensión lectora.

Palabras clave: Comprensión lectora, estrategias, lectura compartida, proceso de lectura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Research background

Currently, reading has played an important role in education, so this research focused on demonstrating the importance of the shared reading strategy in reading comprehension. Besides, it presents some academic articles that have adequate information on reading strategies that influence reading comprehension. It was possible with the analysis of the variables. The independent variable categories are English language learning, learning strategies, reading strategies, and shared reading strategy, and the dependent variable categories such as core English skills, reading skills, reading processes, and reading comprehension.

To begin with, Admaja et al. (2019) sought to describe the influence of the shared reading strategy and to know if the average reading ability score of students who learn to read through the shared reading strategy is higher than those who learn to read through the conventional strategy. This work used a quasi-experimental design, in which the researchers worked with two samples, class 8th B as the experimental group which consisted of 31 students, and class 8th C as the control group which consisted of 29 students. Besides, after analyzing and comparing the collected data, it can be concluded that the shared reading strategy is effective to be applied in teaching reading because the mean score of the experimental class was higher than the control class.

Hayati et al (2022) conducted a study that aimed to determine the effect of the shared reading strategy on students' reading comprehension. This study used a quasi-experimental design with a population of class II students at SMPN 2 X Koto Tanah Datar, where class VIII.1 was the experimental group consisting of 27 students using shared reading strategy and class VIII.2 composed of 30 students was the control group that did not use shared reading strategy. Besides, after analyzing and comparing the collected data, it can be concluded that shared reading strategy helped students' reading comprehension and the alternative hypothesis was accepted.

Similarly, a research study was carried out by Kurniati (2019) which aimed to find out the significant effect of shared reading strategy using fairytales on students of the IX grade of SMP Swasta Budisatrya Medan. This research used a quantitative method, in which the author used shared reading strategy for the control group and a traditional strategy for the experimental group. After applying the strategy, the result of the experimental group was higher than the control group. The main findings showed that shared reading strategy had a significant effect on the reading ability of learners.

Additionally, Hutabarat et al. (2017) in their study used the shared reading strategy to make the reading activities more effective and to improve learners' reading comprehension of students of SMP Tunas Baru Jin. Besides, the writer conducted this research on a quasi-experimental design, where two classes were taken for the sample of this work. Class 7th A was the experimental group and 7th B was the control group. The technique of collecting data in this study was a pre-test and post-test. As a result, the writer concluded that the use of the shared reading strategy had a significant effect on students' reading comprehension since learners could focus on analyzing and determining the main idea of readings to answer the questions from the text.

Equally important, Damanik (2018) led an investigation to determine whether shared reading strategy significantly affects learners' reading comprehension. This investigation used an experimental research design, where the population sample was sixty students of SMA Raksana Medan, with two groups namely experimental and control groups. In consequence, the analysis showed that the students in the experimental group had significantly higher scores than those students in the control group. So, it could be concluded that shared reading strategy significantly affected students' reading comprehension

In comparison, Nurmala (2018) developed research to know whether there was an effect of using the shared reading strategy on students' reading comprehension. The research used a quasi-experimental design, where the sample was students in the eighth grade of MTs Yapenbaya Katibung. The experimental group consisted of 30 students and 32 for the control group. For collecting data, the investigator used a pre-test and

post-test with a multiple-choice test. The results showed that shared reading strategy could improve students' ability in reading comprehension.

On the other hand, Martia et al. (2020) conducted a study to investigate whether there was a significant difference in achievement between learners who were taught by using shared reading with animated video stories and those who were taught by using a traditional strategy in reading fluency. This work used experimental research, where 21 students in class 7C were the experimental group, and 20 students in class 7F were the control group. At the same time, the students had a positive response toward the use of the shared reading strategy with an animated video story. Evidently, the implementation of this strategy was effective in improving students' reading fluency and motivation.

In addition, Hanifia et al. (2018) aimed to investigate the significant effect of shared reading strategy on students' reading comprehension. This study presented a quasi-experimental study, where the population selected was two classes of the tenth grade in SMAN 6 Kota Serang. In the experimental group, shared reading strategy was used, while a traditional method was used in the control group. The data were collected from pre-test, post-test, and questionnaires. Thus, the study showed that the experimental group tended to have better scores than the control group. In short, results of the research demonstrated that this strategy enhances reading comprehension and vocabulary in narrative text.

Finally, Maghfirah (2021) established that the aim of his research was to know the development of students' reading comprehension after the implementation of shared reading method. Furthermore, this study used a quantitative approach, where the population selected was students of the sixth grade of MIN 11 Banda Aceh. In collecting data, the author used tests and questionnaires. According to the result of the study, the application of shared reading strategy could improve students' reading comprehension.

To sum up, the research findings support the relationship between shared reading strategy and reading comprehension. It holds up the use of shared reading strategy to boost reading skills. In addition, researchers tend to work with a pre-test and a post-test. In many cases, the authors agree that after the application of the shared

reading strategy, students have a significant improvement when reading. Thus, the results coincided that teaching with a different strategy than the traditional one helps students in the teaching-learning process.

Theoretical framework

Independent variable

English language learning

Language learning is based on cognitive strategies, this occurs when learners acquire knowledge through listening, reading, writing, speaking, thinking, relating, and analyzing problems that exist around them. On another hand, Broughton et al. (1980) established that English language is important because this is the language of the mass media, such as radio, newspapers, television, and all media. In fact, language learning helps people to communicate with people around the world for business, travel, education, commerce, and almost everything in this globalized and digital world.

Jain and Patel (2008) pointed out that English is rich in literature and culture. This is a link language so it has greatly contributed to the advancement of learning in a practical and language-oriented way. English should be taught as a language of understanding rather than a language of literature. Learning the English language is influenced by geographical, cultural, and political factors. For instance, in Ecuador students at the time of graduation must have an intermediate level of English in all four skills, which is a B1 according to the Common European Framework (CEFR). At this level, students will be able to solve basic problems, communicate in everyday situations in English, and communicate in situations such as school, travel, and work.

Language learning strategies

Hsiao and Oxford (2002) suggested that language learning strategies are behaviors or thoughts that teacher uses to engage learners during learning that are intended to influence the learner's coding. Besides, learning strategies help build learners' autonomy, which requires the learner to take conscious control of their own learning processes. Appropriate use of language learning strategies results in greater student motivation and confidence. In these cases, the teacher must provide methodological

resources, modeling strategies, and guidance to help students succeed in their academic performance.

For an effective learning process, learners need to use learning strategies in a proper way. It can promote learners' study including different skills. According to Biloon et al. (2020) learning strategies are a process that students use to develop their English language skills. Moreover, language learning strategies are classified into different classes, which are: direct and indirect. These different classes are mutually supportive and help each strategy group to be able to make connections with the other strategy groups. In addition, these are actions that learners use to facilitate their own learning and simultaneously make it more effective, more self-directed, and more enjoyable. Therefore, these strategies are fundamental in the development of skills in English learning.

Reading strategies

Reading strategies are goal-directed attempts to control and modify the reader's efforts to decode text, comprehend words, and construct meaning from text. Afflerbach et al. (2008) noted that students who learn through reading strategies can use the knowledge to gain fluency and skill, to monitor and streamline their own reading. This thoughtful use of reading strategies can also provide a motivational advantage for students. Overall, reading strategies promote learners to develop and control their comprehension of texts by using procedures before, during, and after reading to get meaning from the text.

Adequate time is required for readers to understand a text. For that, reading strategies help learners who lack adequate knowledge. But learners need knowledge about what reading strategies they can apply for their own learning. Warner et al. (2017) pointed out that it is necessary to know under what conditions the different reading strategies can be used because each reading strategy can be based on different aspects such as previous knowledge or at what level of knowledge of the English language the student enters. Thus, for efficient use of these strategies, knowledge of each strategy is needed to know which one is appropriate.

Block (1986) classified reading strategies into two main categories: general strategies and local strategies. General strategies focus on high-level reading comprehensions, such as inference and tracking. General strategies include content prediction, recognition of text structure, question formulation, text interpretation, use of general knowledge, and associations. On the other hand, local strategies attempt to address basic linguistic knowledge, such as the meaning of a vocabulary and the structure of a sentence. In addition, local strategies include paraphrasing, rereading, questioning the meaning of a sentence, vocabulary, and solving a vocabulary problem. At the same time, other researchers such as Hayati et al (2022) established some advantages of teaching through the shared reading strategy, which were that students can enjoy new material that they may not be able to read. At the same time, students feel comfortable helping each other and this helps them understand how the story unfolds and gives students the ability to identify the message that is implicitly expressed in the texts.

Shared reading strategy

In education, strategies are necessary to improve English language learning. For instance, shared reading strategy is a pedagogical model that provides opportunities for learners. It is appropriate to share information about reading with their classmates or teacher. Otter (2012) suggested that there are positive implications for institutions adopting a shared reading strategy approach across the curriculum. Through this strategy, students become very familiar with the use of key reading strategies. This creates an environment where students can engage and reduce their level of anxiety when reading. This can help them develop their thinking and create activities. To sum up, shared reading strategy gives learners the opportunity to share their ideas about what they think of the reading.

According to Kurniati (2019) shared reading strategy occurs when learners join or share reading texts while being guided and supported by teachers. Further, in the lessons all learners have access to text, they can see the text and participate as readers no matter what level they have in the English language. Besides, the teacher can read aloud fluently and invite students to read together. Primary students can read with the teacher while secondary students can read silently and, in both cases, the teacher provides support when the student has difficulties.

Kurniati (2019) suggested a procedure for using the shared reading strategy that can be illustrated with the following example:

Figure 1

Introduction to the Christmas story



Note. Figure provided by British Council (2017).

Presentation

In this part the researcher must:

- Select a text with a specific topic that helps the student.
- Discuss with students about the topic with their prior knowledge
- Explain the purpose of the lesson and why you chose that reading.
- Ask students to predict the text with the help of the cover, image, title, video, or illustrations.

Figure 2

My favorite day – Christmas story

My favorite day – Christmas
Christmas is on December 25th. It's my favorite time of year. We decorate our Christmas tree with baubles, tinsel and lights. Then we put a star or fairy on top. We put our presents under the tree.
We send Christmas cards and sing Christmas carols at school or church.
Some people go carol singing and get some money.
We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas and a happy New Year!
Children wait for Santa Claus to bring them presents. Many leave food for him to eat when he visits.
For Christmas dinner we eat turkey and then Christmas cake. My favorite part is pulling the crackers!
Source: British Council (2017)

Note. Figure provided by British Council (2017).

Practice

Eventually, the researcher must:

- Give a quick introduction to the text.
- Read the text naturally and with a few stops, encouraging students to participate.
- Encourage students to predict reading, based on their reading comprehension.
- Guide students to confirm or reject their predictions.
- Give them time for students to talk about the text. Also, help them with their doubts.

Figure 3

Worksheet about traditions

Worksheet

Name: _____

Class: _____

1. Write and draw!

Do you celebrate Christmas like this in your country? What's your favorite day? What are the traditions? Draw and write about it!

--	--

Note. Figure provided by British Council (2017).

Production

Finally, the researcher must:

- Read the text several times so the reader becomes more familiar with reading
- Implement a worksheet or activity so that students can develop what they previously learned.

Dependent variable

Core English skills

Any language has four skills. The four skills are reading, writing, listening, and speaking. These skills will help students improve their English language learning. Harmer (2007) mentioned that the English language used four main skills such as reading, writing, speaking, and listening. A main characteristic of these skills is that they all interact with each other, making it difficult to separate them or use them in isolation. Therefore, it is essential within a classroom to develop these skills to use language effectively. At the same time, Bobojonova (2020) pointed out students need activities with all 4 skills. Productive skills are speaking and writing. They are also known as active skills and can be compared to the receptive skills of listening and reading. On the contrary, speaking and writing are more controlled and guided activities where the main focus of these two skills is based on precision. As a result, these skills will allow students to improve their English language.

Reading skill

Reading is a skill that is a complex process. It is based on the ability to read words as well as appropriate tone, phrasing, fluency, and expressions. According to Geva and Siegel (2000) the acquisition of reading skills does not depend on the nature of spelling but on underlying cognitive processes, such as short-term verbal memory, and linguistic components. Besides, it is a complex activity that relates to perception and thought. Reading is the central medium for learning new information and accessing different interpretations. It is important in society and in daily life because it is necessary to communicate with others. In other words, this means that reading is essential in daily life, so people need to learn this skill in order to be useful in society. On the other hand, according to Hanifia et al. (2018) reading is one of the most important skills, it is based on the fluency with which you pronounce words when reading. The reader must not only focus on recognizing the words but must understand the meaning and message of the text. Briefly, readers must interpret the meaning of the words they are reading to think and reason about the different texts.

In the same way, Hurniati (2019) established that reading is one of the language skills that is indispensable. This skill is necessary to read and understand the information

written in the text. In addition, through reading comprehension, readers can acquire a lot of knowledge and improve their learning of English. On the other hand, Spratt et al (2011) pointed out that reading subskills help learners in different ways or purpose for reading, Additionally, he mentioned some reading subskills such as; reading for specific information or scanning, reading for gist or skimming, reading for detail or intensive reading, inferring and deducing meaning from context.

Reading processes

Effective reading is essential. The reading process is essential for academic and personal purposes, and this requires continuous practice to be able to read fluently. Willis (2008) established that the reading process occurs when the brain links the orthographic representations and begins to decode them to process them into understandable categories. When the reader manages to associate the words and phrases, a fluent reading process will develop. These processes must be followed in order to have a clear understanding of the text read.

Nurmala (2018) agreed that there are some principles behind the reading process. They are:

- Encourage students to read as much as possible.
- Students need to be motivated by what they are reading.
- The teacher should encourage students to respond to the content of a reading text, not just the language.
- Prediction is an important factor in reading.
- Match the task with the topic.
- Good teachers get the most out of reading texts.

Reading comprehension

In reading it is necessary a good comprehension. Readers can gain a lot of information through reading comprehension. For that reason, students must be able to understand the meaning of the texts. Teachers have the responsibility to teach reading skills to their students because they need to learn more vocabulary, expressions and at the same time develop their critical thinking. Reading comprehension is the ability to use different strategies to solve some problems. Students need more motivation to pay

attention and take an interest in the readings and thus understand them thoroughly (Damanik, 2018). Students need the motivation to be able to have effective reading comprehension and, at the same time, to be able to increase their vocabulary to better understand the readings.

Comprehension is an active process to understand the meaning of different situations. This is based on automatic and strategic cognitive processes; it helps the reader to visualize what he is reading from the text. Merritt (1974) explained that the term reading comprehension contains a redundancy because any reading that is carried out must be understood, otherwise, it is not being read. At the same time, reading comprehension is a process through which readers make use of predictive strategies to verify or reject their existing ideas of the texts.

Objectives:

General objective

- To analyze the influence of shared reading strategy on reading comprehension.

Specific objectives

- To evaluate students' reading comprehension with shared reading strategy.
- To describe the effect of shared reading strategy on reading comprehension
- To establish the importance of shared reading strategy in reading comprehension.

CHAPTER II

METHODOLOGY

2.1 Materials

To develop this research different resources were considered, such as human resources, which include the researcher, the participants that were 7th-grade students of the Centro Educativo Bilingüe “La Granja” and authorities. Moreover, the researcher used materials such as computers, the internet, books, pens, cell phones, and sheets of paper. At the same time, technological resources were used such as laptops and projectors, in addition to other elements such as slides and worksheets. Finally, it was essential to count on the approval and collaboration of authorities, teachers, and students of the institution where the research was carried out.

2.2 Methods

Research approach

In this study, a quantitative approach was carried out. Creswell (2014) suggested that quantitative research is an approach to testing objective theories by examining the relationship between each variable. The variables can be measured, typically with techniques and instruments, and the numbered data are analyzed using statistical procedures. Therefore, it was quantitative because it is important to collect data for the tabulation of results and to perform the interpretation of each variable.

Pre-experimental design

Finally, the design of this study was a pre-experimental design. Hernandez et al. (2017) explained that a pre-experimental design consists of applying a treatment to a single group and then applying a measurement of one or more variables to observe the progress that has been achieved. This design does not meet the requirements of a "pure" experiment. In addition, this research work was carried out in three stages: pre-test, intervention, and post-test.

Research modality

Field research

In this study, the field research was used since the researcher needed to be in direct contact with the population sample of the chosen institution. Hernandez et al. (2017) pointed out that field research is carried out in a realistic situation in which the researcher manipulates one or more independent variables under as carefully controlled conditions as the situation allows. In this research, the investigator applied shared reading strategy directly in the classroom with the students in order to analyze the influence of the shared reading strategy on reading comprehension.

Bibliographic research

Likewise, field and bibliographic research was used because the researcher needed to be in direct contact with the population of study. The investigation required published information, which was obtained through various websites such as Google Scholar, Scielo, and Scopus. On these websites, there are scientific articles, books, educational magazines, journals, newspapers, reports and bibliographic databases related to the variables of this work. In addition, the investigator used these sources to conceptualize his theme and to achieve his objectives.

Level or type of research

Exploratory research

Singh (2007) suggested that exploratory research allows the researcher to explore problems in detail. At the same time, familiarization with the concept helps to formulate a research hypothesis as it is the basis for more conclusive research. In addition, it can help determine the research design, data collection method, and sampling methodology. Exploratory research was fundamental in this research work because having direct contact with the reality of the students' level allowed us to have a precise idea of the problems to be investigated and how to solve them during the application of the shared reading strategy.

Population

The population to carry out this work was students of 7th grade from Centro Educativo Bilingüe “La Granja” (CEBLAG). The population to investigate was made up of 16 students and they have an average age between 10 to 12 years old. This group regards 7 females and 9 males. On the other hand, the whole group applied the shared reading strategy, and it helped to analyze the quantitative data.

Table 1

Population

Population	Experimental group	Percentage
Male	9	56 %
Female	7	44%
Total	16	100 %

Note. These data were taken from students of 7th grade from Centro Educativo Bilingüe "La Granja".

Instruments

To develop this research, the data was collected through a test, provided by Cambridge Preliminary English Test (KET) for school. Thus, the whole group was evaluated with a pre-test to know their previous knowledge of reading comprehension level and with a different post-test to describe the effects of this strategy. This investigation used parts 1 and 2 of the reading section.

In addition, the first part used inferring subskill, which helps readers get meaning from a text. They find out the author’s opinion on a topic. To infer a text the readers must notice the words, register, writer's style, and grammar (Spratt, Pulverness &, William, 2011). Therefore, part 1 included 6 multiple-choice questions, where students need to read six short real-world texts for the main message and mark one for each answer. While, the second part used a subskill called intensive reading or reading for detail, this subskill is based on getting the meaning out of every word, and relationships between words or sentences. Consequently, part 2 consisted of 7

multiple-matching questions, where the learners need to read 7 questions and 3 short texts on the same topic, to match the questions to the texts and mark one for each correct answer.

Data collection procedure

The procedure to collect information consisted of 8 interventions, where the teacher applied the strategy to students from 7th grade from CEBLAG. The first session was used for the application of the pre-test, 6 classes were used for the application of the treatment and the last one was used for the post-test.

In the first session, the researcher introduced himself to the 7th grade students and wrote the agenda on the board. Then, the researcher explained about the Cambridge reading comprehension test and gave some tips to complete the test. The researcher handed out the reading comprehension test to the students, gave instructions, and clarified doubts. Finally, the students completed the test.

In the second session, the lesson plan was about a short reading entitled “The lion and the mouse”. In the presentation stage, the teacher presented a picture of animals and divided the students into groups of 4-5. The researcher asked students to share their predictions about the picture and asked them to guess what the reading will be about. In the practice stage, the researcher read the story aloud. Then, the researcher asked some students to read the story of the Lion and the mouse and lead each group to identify some information about the text. At last, the researcher invited each group to discuss the answer to the questions and asked the students to read individually. In the production stage, the researcher handed out worksheets about reading. The researcher gave instructions and students completed the worksheet.

In the third session, the lesson plan was about a short reading entitled “Under the Ocean”. In the presentation stage, the teacher presented a picture of a submarine and divided the students into pairs. The researcher asked students to share their predictions about the picture and asked them to formulate questions about what they thought the text might answer. In the practice stage, the researcher read the story aloud. Then, the researcher asked some students to read the story and led each group to identify some information about the text. Eventually, the teacher discussed how the

illustration contributes to the meaning and checked whether the students' predictions were confirmed. Then, he asked the students to read individually. In the production stage, the researcher handed out worksheets about reading text. The researcher gave instructions and students completed the worksheet in pairs.

In the fourth session, the lesson plan was about a short reading entitled “My favorite day – Christmas”. In the presentation stage, the teacher presented some pictures of Christmas and divided the students into groups. The researcher asked students to share their predictions about the picture and asked them to formulate questions they think the text might answer. In the practice stage, the researcher read the story aloud. Then, the researcher asked some students to read the story and led each group to identify some information about the text. Eventually, the teacher discussed how the illustration contributes to the meaning and checked whether the students' predictions were confirmed. Then, he asked the students to read individually. In the production stage, the researcher handed out worksheets about reading. The researcher gave instructions and students completed the worksheet with a drawing.

In the fifth session, the lesson plan was about a short reading entitled “Daily Routine”. In the presentation stage, the teacher presented some pictures about daily routines and divided the students into groups. The researcher asked students to share their predictions about the picture and asked them to formulate questions they think the text might answer. In the practice stage, the researcher read the story aloud. Then, the researcher asked some students to read the story and led each group to identify some information about the text. Subsequently, the teacher discussed how the illustration contributes to the meaning and checked whether the students' predictions were confirmed. Then, he asked the students to read individually. In the production stage, the researcher asked students to write their own daily routines. The researcher gave instructions and students wrote their daily routines.

In the sixth session, the lesson plan was about a short reading entitled “The solar system”. In the presentation stage, the teacher showed a picture of planets, stars, and others and divided the students into groups. The researcher asked students to share their predictions about the picture and asked them to formulate questions they think

the text might answer. In the practice stage, the researcher read the story aloud. Then, the researcher asked some students to read the story and led each group to identify some information about the text. Afterward, the teacher discussed how the illustration contributes to the meaning and checked whether the students' predictions were confirmed. Then, he asked the students to read individually. In the production stage, the researcher handed out worksheets about reading. The researcher gave instructions and students completed the worksheet with the information of the reading

In the seventh session, the lesson plan was about a short reading entitled “The Snowman”. In the presentation stage, the teacher showed a picture of a snowman and divided the students into groups. The researcher asked students to share their predictions about the picture and asked them to formulate questions they think the text might answer. In the practice stage, the researcher read the story aloud. Then, the researcher asked some students to read the story and led each group to identify some information about the text. Then, the teacher discussed how the illustration contributes to the meaning and checked whether the students' predictions were confirmed. Then, he asked the students to read individually. In the production stage, the researcher explained how to make the snowman with plasticine. The teacher asked and clarified the doubts and students made the snowman with plasticine.

In the last session, the researcher wrote the agenda on the board. Then, the researcher explained the Cambridge reading comprehension test. The investigator clarified doubts and gave some tips to complete the test. At the end, the researcher handed out the reading comprehension test to students. The researcher gave instructions on the test and clarified doubts. Finally, the students completed the test.

Hypothesis

Null hypothesis

Shared reading strategy does not have influence on reading comprehension in students of seventh year at CEBLAG.

Alternative hypothesis

Shared reading strategy influences on reading comprehension in students of seventh year at CEBLAG.

Variable identification

Independent variable

- Shared reading strategy

Dependent variable

- Reading comprehension

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This research was carried out at Centro Educativo Bilingüe "La Granja" with the collaboration of 16 students from the seventh grade "G". Moreover, the data collection was taken from eight sessions, and it was presented in tables, which have their respective analyzes and interpretation.

The data collected in this chapter were analyzed from part 1 and 2 of the reading section. This test was provided by Cambridge Preliminary English Test (KET) for schools. At the same time, pre-test and post-test were evaluated on a 10-point scale. Subsequently, the data collected helped to present a comparison between the initial (pre-test) and the final average (post-test). Finally, the SPSS version 26 software was used to verify the hypotheses.

Pre-test results

Table 2

Pre-test results

A2 KET	Part 1	Part 2	Total Score
Reading section	4,62p	5,39p	/10
Average	2,1	1,9	4,1

Note. General average of 16 students from 7th grade "G" from Centro Educativo Bilingüe "La Granja"

Analysis and interpretation

Table 2 shows the scores obtained from the pre-test, which was applied to 16 students of CEBLAG. The test consisted of 2 parts with different multiple-choice questions. First, part 1 consisted of 6 questions of 0,77 points each, obtaining as a result 4,62 points for all first part. Second, part 2 consisted of 7 questions of 0,77 points each, obtaining as a result 5,39 points for all part two. Thus, these parts gave a total of 10

points. Finally, this test was taken before the treatment, which helped to establish the importance of shared reading in reading comprehension and at what level of knowledge the students are in order to make a comparison with the post-test that is carried out after the treatment.

These results showed that most of the students obtained a better average in the first part, having a score of 2.1 out of 4.62 points, which showed that students find it easier to infer the meaning of short texts, by looking at words or grammar to find the correct answer. While, in the second part showed that they had a worse average, having a score of 1.9 out of 5.39 points, which demonstrated that students find intensive reading or reading for details difficult, in these questions the students had to read carefully focusing on each word and the relationships between words and sentences to find the correct answer. To sum up, the students had a low average, having a total score of 4.1 out of 10.

Post-test results

Table 3

Post-test results

A2 KET	Part 1	Part 2	Total Score
Reading section	4,62p	5,39p	/10
Average	2,7	3,5	6,2

Note. General average of 16 students from 7th grade “G” from Centro Educativo Bilingüe “La Granja”.

Analysis and interpretation

Table 3 presents the results of the post-test, which was obtained from 16 students of CEBLAG. The tests consisted of 2 parts with different multiple-choice questions. First, part 1 consisted of 6 questions of 0,77 points each, obtaining as a result 4,62 points for all first part. Second, part 2 consisted of 7 questions of 0,77 points each, obtaining as a result 5,39 points for all parts two. Consequently, these parts gave a total of 10 points. Finally, this test was taken after the treatment, which helped to evaluate reading comprehension with the shared reading strategy.

Results show that most of the students obtained a better average in the second part, having a score of 3,5 out of 5,39 points, which showed that students changed and found intensive reading or reading for details easier, in these questions the students had to read carefully focusing on each word and the relationships between words and also sentences to find the correct answer. While, in the first part it was shown that they had a worse average, having a score of 2,7 out of 4,62 points. This showed that the students had a lot of difficulties inferring the meaning of texts, without focusing on what the writer was referring to. To sum up, the students had a better average, having a total score of 6.2 out of 10.

Pre-test and post-test results

Table 4

Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	4,1	6,2	2.1

Note. Total score of the pre-test and post-test of 16 students from 7th grade “G” from Centro Educativo Bilingüe “La Granja”.

Analysis and interpretation

Table 4 indicated the comparison between the initial (pre-test) and final average (post-test), which presented the pre-test with a total average of 4.1, and a comparison of the post-test with a 6.2 over 10. Therefore, the data allowed to describe the effect of shared reading strategy on reading comprehension, resulting in a difference of 2,1 points in the relation between pre-test and post-test. For this reason, it is determined that through the interventions and application of shared reading strategy, students were able to improve their reading comprehension.

3.2 Verification of hypotheses

The information collected during the study was examined in the SPSS Software version 26 through the T-sample test and Shapiro Wilk-test of normality. This part was essential to verify or reject the hypothesis.

Null hypothesis

Shared reading strategy does not have influence on reading comprehension in students of seventh year at CEBLAG.

Alternative hypothesis

Shared reading strategy has influence on reading comprehension in students of seventh year at CEBLAG.

Table 5

Shapiro Wilk-normality test

Test of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST	,168	16	,200*	,891	16	,058
POSTTEST	,247	16	,010	,889	16	,053

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Note. Shapiro-Wilk normality test values of 16 students from 7th grade “G” from Centro Educativo Bilingüe “La Granja”.

Analysis

Table 5 shows the results between the pre-test and post-test. In this study, Shapiro-Wilk was considered because the sample is smaller than 50. Besides, the pre-test significance is 0.58, on the contrary, the post-test significance is 0.53, which means the data has a parametric distribution. Hence, a T-test was applied for verifying if the alternative hypothesis is accepted or rejected.

Table 6*Paired samples test*

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST – POSTTEST	-2,20000	,92304	,23076	-2,69185	-1,70815	-9,534	15	,000

Note. Paired samples test taken from pre-test and post-test of 16 students from 7th grade “G” from Centro Educativo Bilingüe “La Granja”.

Analysis and interpretation

Table 6 shows the results of the Paired samples test. This test is crucial to verify the hypothesis, the researcher indicates that the significance level shown by this test is 0.000, which is less than 0.05. Hence, it can be concluded that the null hypothesis is rejected, and the alternative hypothesis is accepted. The use of the shared reading strategy helps to improve reading comprehension in students of the 7th grade “G” of the Centro Educativo Bilingüe “La Granja” in the city of Ambato.

The results presented in this chapter 3 demonstrated the importance of using shared reading strategy in reading comprehension, which was obtained through some activities focused on improving reading. It is necessary to apply interesting strategies that can encourage students to become interested in different types of reading. In short, teachers need to implement interesting strategies such as shared reading strategy since, after the implementation of this study, the students were able to read in a more effective way.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After concluding this research work which promotes the implementation of the shared reading strategy to improve reading comprehension, some conclusions are displayed, which are based on the accuracy of the data collected.

- Students were evaluated in all the processes. From the beginning, the participants were assessed with a pre-test. This pretest findings showed that students struggle with reading, it was difficult for them to understand texts with new vocabulary and different contexts. It produced a low average in their pretest. Eventually, during the 6 applications of the shared reading strategy, the students were evaluated through a worksheet where their acquired knowledge and improvements in reading comprehension were tested. Consequently, through a post-test the students were assessed, demonstrating that students improved their reading comprehension. Additionally, students increased their scores from 4.1 to 6.2. Thus, it was not difficult for them to understand the readings and discuss about them. Cardie et al (2019) mentioned that reading strategies improve comprehension levels and it promotes learners to develop and control their comprehension of texts by using procedures before, during, and after reading to get meaning from the text
- The students had a significant effect on reading comprehension after the application of the shared reading strategy, where the students were motivated to have a new teaching perspective and were motivated to learn in pairs or groups. In the treatment, all students had access to texts, they could see the reading, and participated as active learners in class. Besides, the teacher read aloud fluently and invited students to read together. In addition, this study followed a procedure suggested by Kurniati (2019), which consisted in the development of the shared reading strategy through three stages which are presentation, practice, and production. Resulting in a positive effect on the total average of the students' post-test.

- Shared reading strategy had a crucial importance in reading comprehension. Evidently, the researcher used this strategy in the classroom to motivate students from 7th grade “G” at CEBLAG. For instance, the students were an active part of learning in the classroom, reading aloud, sharing their ideas, making inferences from the text, working in pairs or groups, and doing different activities. This was possible through some principles behind the reading process pointed out by Nurmala (2018) such as encouraging students to read as much as possible, motivating them to make predictions in each reading, and relating each word of the text, resulting in quality learning.

4.2 Recommendations

After carrying out this investigation, there are some recommendations to consider when applying the shared reading strategy to improve reading comprehension.

- It is suggested to evaluate students' reading comprehension since it is a difficult skill to perform. With constant reading evaluations, students will familiarize themselves with new vocabulary and different contexts, allowing them to encourage their love of reading, no matter what type of text they read.
- It is recommended to determine the correct use of shared reading strategy through the use of a procedure where the teacher and students are an active part of each class. Teachers must help their students at each stage, motivating them to predict the text, clarifying their doubts, accepting or rejecting their predictions, and thus improving their reading comprehension.
- It is urged that the teacher must alternate the activities in the production stage because by repeating the same activities the students can give less importance to learning. Therefore, the teacher should encourage students with different worksheets such as drawing, completing questions, making puppets, writing a paragraph, and among other creative activities.

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Annexes

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 12 de Octubre del 2022

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Ciencias Humanas y de la Educación
Facultad de Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Andrés Illingworth en mi calidad de Director del Centro Educativo Bilingüe "La Granja", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Shared reading strategy and reading comprehension" propuesto por el estudiante Tubón Cajahuishca Steven Leonardo, portador/a de la Cédula de Ciudadanía, 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.



.....
Ing. Andrés Illingworth
Director del Centro Educativo Bilingüe "La Granja"
C. I. 1801145317
0996114965
lagranjaceblag@gmail.com

SEPTIUNTA DOCUMENTO

<i>Lesson plan # 1</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: Reading comprehension test
Main aim: Students will be able to complete the reading KET exam.				
Subsidiary aims: Students will be able to recognize instructions before completing the test. Students will be able to have a better understanding of reading. Students will be able to develop their reading skills.				
Possible problems: The students don't understand the questions.			Anticipated problems: The teacher can explain each one of them and helps the students to understand the questions.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
5 minutes	Before	Greetings <ul style="list-style-type: none"> The teacher starts the class by introducing himself. The teacher writes the agenda on the board 	<ul style="list-style-type: none"> Board Markers 	<ul style="list-style-type: none"> Teacher Whole class
10 minutes	During	<ul style="list-style-type: none"> The teacher explains about the Cambridge reading comprehension test. The teacher clarifies the doubts of the students The teacher gives some tips to complete the test. 	<ul style="list-style-type: none"> Board Markers 	<ul style="list-style-type: none"> Teacher Whole class
30 minutes	After	<ul style="list-style-type: none"> The teacher hands out the reading comprehension tests to the students. The teacher gives instructions on the test. 	<ul style="list-style-type: none"> Worksheet Board Markers 	<ul style="list-style-type: none"> Students

		<ul style="list-style-type: none"> • The teacher asks and clarifies the doubts of the students. • Students complete the test. 		
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Annexes:

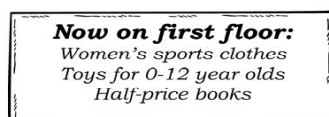
Pre-test

Questions 1 – 6

Part 1

For each question, choose the correct answer.

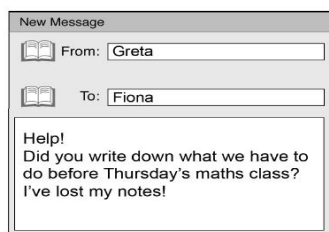
1



Go upstairs if you want to

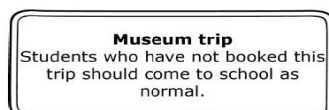
- A buy a dress for a party.
- B pay less for something to read.
- C find a game for a teenager.

2



- A Greta has forgotten when the next maths class is.
- B Greta hopes Fiona will help her find her maths notes.
- C Greta wants to know what the maths homework is.

3



- A Students not going on the trip cannot have a day off school.
- B Students have to decide today if they would like to join the trip.
- C Students going on the trip must come to school first.

4

Concert tickets
Buy these on the school website, then collect them from the office

- A Pay for tickets online before picking them up at school.
- B Check the website for information about when tickets will be available.
- C Let the office know soon if you are planning to buy tickets.

5



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

6

Swimming Competition
To enter the races, you must be able to swim more than 200 metres.

- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
- C The races in the competition will be 200 metres long.

3

Turn over ►

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Amy	Flora	Louisa
7	Whose class learnt about the garden competition from a TV programme?	A	B	C
8	Whose class grew some vegetables?	A	B	C
9	Whose class won a trip in the school garden competition?	A	B	C
10	Whose class painted flowers on their garden wall?	A	B	C
11	Whose class learnt about the insects in their garden?	A	B	C
12	Whose class got help from someone in a pupil's family?	A	B	C
13	Whose class chose flowers that were the same colour?	A	B	C

School gardens competition

Amy



Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she's learning about gardening at college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!

Flora



Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing.

Louisa



The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

Source: This test was taken from KET reading paper test for schools (Cambridge, 2020)

<i>Lesson plan # 2</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: The lion and the mouse
Main aim: Students will be able to read a short reading titled "The lion and the mouse".				
Subsidiary aims: Students will be able to describe the situation of the reading. Students will be able to discuss about the reading. Students will be able to develop their reading skills.				
Possible problems: The students don't understand some words.			Anticipated problems: The teacher can explain each of them to help the students.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
5 minutes	Presentation	Greetings Warm up: <ul style="list-style-type: none"> • The teacher presents a picture about animals. • The teacher divides the students into groups of 4-5. • The teacher asks students to share their predictions about the picture and asks them to guess what the reading will be about. 	<ul style="list-style-type: none"> • Picture 	<ul style="list-style-type: none"> • Teacher • Whole class
10 minutes	Practice	<ul style="list-style-type: none"> • The teacher presents the Lion and the mouse story. • The teacher reads the story aloud. • The teacher asks some students to read the story of the Lion and the mouse. • The teacher leads each group to identify some information about text. 	<ul style="list-style-type: none"> • Board • Markers 	<ul style="list-style-type: none"> • Teacher • Whole class

		<ul style="list-style-type: none"> • The teacher invites each group discuss about the answer of the questions. • The teacher asks the students to read individually. 		
30 minutes	Production	<ul style="list-style-type: none"> • The teacher hands out Worksheet 1 about the reading. • The teacher gives instructions for the worksheet. • The teacher asks and clarifies the doubts of the students. • Students complete the worksheet. 	<ul style="list-style-type: none"> • Worksheet • Board • Markers 	<ul style="list-style-type: none"> • Whole class

Annexes

Presentation



Practice

The lion and the mouse

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!

'I'm going to eat you!' the lion roared, his mouth open wide.

'No, no, please don't!' the little mouse cried. 'Be kind to me and one day I'll help you. 'I'm a lion! You're a mouse! What can you do?' The lion laughed, very hard, and the mouse ran away.

But the mouse was out walking the very next day. He heard a big roar, and squeaked when he saw the king of the jungle tied to a tree. But the mouse had a plan to set him free. The mouse worked quickly and chewed through the rope.

The lion said, 'Oh little mouse, I had no hope. You were right, little mouse – thank you, I'm free. You're the best friend there ever could be!'

Source: British Council (2017)

Production

Worksheet

Name:

Class:

1. What's the order?

Watch the story and put the sentences in order.

	The little mouse ran up the lion's neck.
	He saw the king of the jungle tied to a tree.
1	A lion was asleep in the sun one day.
	'You were right, little mouse – thank you, I'm free.'
	'Be kind to me and one day I'll help you.'

	The mouse worked quickly and chewed through the rope.
	The lion caught him with a great big smack!
	The mouse was out walking the very next day.

2. Answer the questions!

Watch the story. Write answers to the questions.

a. What animal does the lion catch?

A mouse.

b. What does the lion want to do with the mouse?

c. What does the mouse promise the lion?

d. Does the lion think the mouse can help him?

3. Choose the answer!

What do you think is the moral of the story? Circle the best answer.

a. Don't go to sleep in the sun or you will get caught.

b. Remember that everyone has different talents and abilities.

c. Everyone will help you even if you are not nice.

Source: British Council (2017)

<i>Lesson plan # 3</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: Under the Ocean
Main aim: Students will be able to explain the reading in their own words.				
Subsidiary aims: Students will be able to recognize new vocabulary. Students will be able to complete the worksheets. Students will be able to develop their reading skills.				
Possible problems: The students don't understand some words.			Anticipated problems: The teacher can explain each of them to help the students.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
10 minutes	Presentation	Greetings Warm up: <ul style="list-style-type: none"> • The teacher shows a picture of a submarine. • The teacher divides the students into pairs. • The teacher asks students to share their predictions and opinions of the picture. • The teacher asks them to guess what the reading will be about. • The teacher asks the students to formulate questions they think the text might answer. 	<ul style="list-style-type: none"> • Picture 	<ul style="list-style-type: none"> • Teacher • Whole class
20 minutes	Practice	<ul style="list-style-type: none"> • The teacher presents the reading "Under the Ocean" • The teacher asks some students to read the story. 	<ul style="list-style-type: none"> • Board • Markers 	<ul style="list-style-type: none"> • Teacher • Whole class

		<ul style="list-style-type: none"> • The teacher reads aloud the reading • The teacher leads each group to identify some information about text. • The teacher discusses how the illustration contributes to the meaning. • The teacher checks whether the students' predictions are confirmed. • The teacher asks the students to read individually. 		
15 minutes	Production	<ul style="list-style-type: none"> • The teacher hands out a worksheet about the reading. • The teacher gives instructions for the worksheet. • The teacher asks and clarifies the doubts of the students. • Students complete the worksheet in pairs. 	<ul style="list-style-type: none"> • Worksheet • Board • Markers 	<ul style="list-style-type: none"> • Pair of students • Teacher

Annexes

Presentation



Practice

Under the ocean

There is land, air and maritime transport.

In this lesson, we will discover how submarines work and how they submerge in water.

The first submarines were created during the First World War. Today, submarines have different uses. For example, people use submarines to study maritime life, for wars, and even for tourism.

In general, submarines have three sections. The first is a section for the commandant. In this section the commandant controls the submarine and communicates with the supervisors on the ground. The second part is a kind of dining room for the members of the crew. In the third section the crew members can sleep and relax.

To submerge, submarines have a large container of water. When the container is full, it is heavy and the submarine sinks. When the container is empty, the submarine is less heavy, so it floats.

Source: Ministerio de Educación - Inglés 7, Modulo 2

Production

Worksheet

Name:

Class:

Exercise. Pair work. Take turns to ask and answer these questions.

Write the answers in complete sentences.

- a) **When did the first submarines appear?**

- b) **What uses do submarines have today?**

- c) **How do submarines submerge?**

- d) **Would you like to travel in a submarine? Why?**

- e) **Have you ever travelled in a submarine?**

Source: Ministerio de Educación - Inglés 7, Modulo 2

<i>Lesson plan # 4</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: My favourite day – Christmas.
Main aim: Students will be able to describe characters, settings, and events in My favorite day – Christmas story.				
Subsidiary aims: Students will be able to explain their preferences. Students will be able to draw their traditions. Students will be able to develop their reading skills.				
Possible problems: The students don't understand some words.			Anticipated problems: The teacher can explain each of them to help the students.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
10 minutes	Presentation	Greetings Warm up: <ul style="list-style-type: none"> The teacher presents some pictures of Christmas. The teacher divides the class into groups. The teacher asks students to share their predictions about the picture and asks them to guess what the reading will be about. The teacher asks the students to formulate questions they think the text might answer 	<ul style="list-style-type: none"> Picture 	<ul style="list-style-type: none"> Teacher Whole class
20 minutes	Practice	<ul style="list-style-type: none"> The teacher presents the reading "My favorite day-Christmas". The teacher asks some students to read the story. The teacher reads THE STORY aloud. The teacher leads each group to 	<ul style="list-style-type: none"> Board Markers 	<ul style="list-style-type: none"> Teacher Whole class

		<p>identify some information about text.</p> <ul style="list-style-type: none"> • The teacher discusses how the illustration in the text contributes to the meaning. • The teacher checks whether the students' predictions are confirmed. • The teacher asks the students to read individually 		
15 minutes	Production	<ul style="list-style-type: none"> • The teacher hands out a worksheet about the reading. • The teacher gives instructions for the worksheet. • The teacher asks and clarifies the doubts of the students. • Students complete the worksheet. 	<ul style="list-style-type: none"> • Worksheet • Board • Markers 	<ul style="list-style-type: none"> • Whole class

Annexes

Presentation



Practice

My favorite day – Christmas

Christmas is on December 25th. It's my favorite time of year.
We decorate our Christmas tree with baubles, tinsel and lights.
Then we put a star or fairy on top. We put our presents under the tree.

We send Christmas cards and sing Christmas carols at school or church.

Some people go carol singing and get some money.

We wish you a merry Christmas,

We wish you a merry Christmas,

We wish you a merry Christmas and a happy New Year!

Children wait for Santa Claus to bring them presents. Many leave food for

him to eat when he visits.

For Christmas dinner we eat turkey and then Christmas cake. My favorite

part is pulling the crackers!

Source: British Council (2017)

Production

Worksheet

Name:

Class:

1. Write and draw!

Do you celebrate Christmas like this in your country? What's your favorite day? What are the traditions? Draw and write about it!

Source: British Council (2017)

<i>Lesson plan # 5</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: Daily Routine
Main aim: Students will be able to describe their daily routine.				
Subsidiary aims: Students will be able to use new vocabulary. Students will be able to write their daily routine. Students will be able to develop their reading skills.				
Possible problems: The students don't understand some words.			Anticipated problems: The teacher can explain each of them to help the students.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
10 minutes	Presentation	Greetings Warm up: <ul style="list-style-type: none"> • The teacher shows a picture about the daily routine • The teacher divides the class into groups. • The teacher asks students to share their predictions and opinions of the picture. • The teacher asks them to guess what the reading will be about. • The teacher asks the students to formulate questions they think the text might answer. 	<ul style="list-style-type: none"> • Picture 	<ul style="list-style-type: none"> • Teacher • Whole class
20 minutes	Practice	<ul style="list-style-type: none"> • The teacher presents the reading "Daily Routine" • The teacher asks some students to read the story. 	<ul style="list-style-type: none"> • Board • Markers 	<ul style="list-style-type: none"> • Teacher • Whole class

		<ul style="list-style-type: none"> • The teacher reads aloud the reading • The teacher leads each group to identify some information about text. • The teacher discusses how the illustration contributes to the meaning. • The teacher checks whether the students' predictions are confirmed. • The teacher asks the students to read individually. 		
15 minutes	Production	<ul style="list-style-type: none"> • The teacher asks students to write their own daily routine. • The teacher gives instructions for the work. • The teacher asks and clarifies the doubts of the students. • Students write their daily routine. 	<ul style="list-style-type: none"> • Worksheet • Board • Markers 	<ul style="list-style-type: none"> • Whole class

Annexes

Presentation



Practice

Daily routine

Hello! My name is Bianca. I am nine years old. I get up at seven thirty in the morning and take a shower. I eat breakfast at eight o'clock. I walk to school with my mother. I start school at eight thirty in the morning. I have many friends at school but my best friends are Lerna, Rena and Talia. We eat lunch together at school at a quarter to twelve and at quarter past twelve we play volleyball together and have so much fun. After school, I do my homework and watch my favorite cartoon show. I eat dinner with my parents at quarter to six in the afternoon. After we eat dinner together, my parents and I watch a movie and eat popcorn. I go to bed at nine o'clock.

Source: GrammarBank (2020)

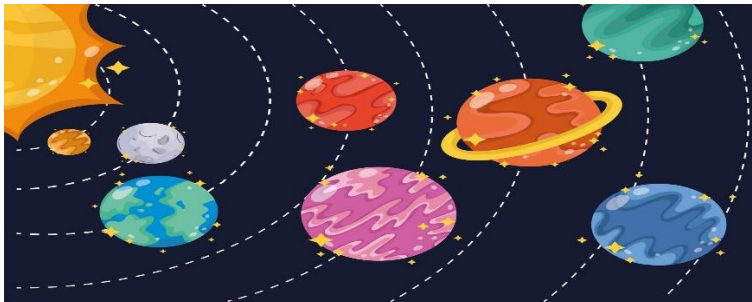
Lesson plan # 6

Teachers' name: Steven Tubón		Level: 7 th grade "G"	Date:	
Students' number:		Timing: 45 minutes	Topic: The solar system	
Main aim: Students will be able to read "The solar system" using the strategy to improve their comprehension.				
Subsidiary aims: Students will be able to recognize new vocabulary of the solar system. Students will be able to describe the solar system. Students will be able to develop their reading skills.				
Possible problems: The students don't understand some words.			Anticipated problems: The teacher can explain each of them to help the students.	
Timing	Stage	Procedure	Aids and materials	Interaction pattern
10 minutes	Presentation	Greetings Warm up: <ul style="list-style-type: none"> The teacher shows a picture about planets, stars, and others. The teacher divides the class into groups. The teacher asks students to share their predictions and opinions of the picture. The teacher asks them to guess what the reading will be about. The teacher asks the students to formulate questions they think the text might answer. 	<ul style="list-style-type: none"> Picture 	<ul style="list-style-type: none"> Teacher Whole class
20 minutes	Practice	<ul style="list-style-type: none"> The teacher presents the reading "The solar system" The teacher asks some students to read the story. 	<ul style="list-style-type: none"> Board Markers 	<ul style="list-style-type: none"> Teacher Whole class

		<ul style="list-style-type: none"> • The teacher reads aloud the reading • The teacher leads each group to identify some information about text. • The teacher discusses how the illustration contributes to the meaning. • The teacher checks whether the students' predictions are confirmed. • The teacher asks the students to read individually. 		
15 minutes	Production	<ul style="list-style-type: none"> • The teacher hands out a worksheet about the reading. • The teacher gives instructions for the worksheet. • The teacher asks and clarifies the doubts of the students. • Students complete the worksheet. 	<ul style="list-style-type: none"> • Worksheet • Board • Markers 	<ul style="list-style-type: none"> • Whole class

Annexes

Presentation



Practice

Our solar system

Our solar system was formed about 4.5 billion years ago! But what exactly is the solar system? It consists of our sun and eight main planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. There are also moons, dwarf planets, asteroids, comets, rocks and dust.

Planets

All of the planets in the solar system orbit the sun. Mercury, Venus, Earth and Mars are called 'terrestrial planets'. They are mostly made of rock and metal. Jupiter, Saturn, Uranus and Neptune are called 'gas giants'. They are mostly composed of gas and they have rings. The smallest planet is Mercury and the biggest is Jupiter. Neptune is the coldest and Venus is the hottest planet.

Moons

Moons travel around planets. Earth has got just one moon, but there are at least 150 moons in our solar system. Jupiter and Saturn are the planets with the most - 53 confirmed moons each! Mercury and Venus have no moons at all.

Stars

Stars are enormous balls of very hot gas. Our closest star is the sun, and it's 150 million km away from planet Earth! Without the sun's energy, there would be no life on Earth.

Space missions

Yuri Gagarin became the first human to travel in space in 1961. Then, in 1969, astronauts Neil Armstrong and Buzz Aldrin landed on the moon as part of the Apollo 11 mission. There have been many more missions to space since!

Did you know ...?

An easy way to remember the order of the planets is to use a special sentence, such as 'My Very Educated Mother Just Served Us Noodles'. The first letter of each word is the first letter of each planet. Or you could make up your own sentence!

Source: British Council (2022)

Production

Worksheet

Name:

Class:

1. Choose the answer!

Read the question. Circle the correct answer.

- a. How many years ago was the solar system formed? **4.5 million / 4.5 billion / 45 billion**
- b. What are Mercury, Venus, Earth and Mars? **terrestrial planets / gas giants / moons**
- c. Which planet's the smallest? **Venus / Mercury/ Earth**
- d. Which planet's the hottest? **Mars / Saturn / Venus**
- e. How many moons are there in the solar system? **at least 50 / at least 100 / at least 150**
- f. Which planets have no moons? **Mercury and Venus / Saturn and Uranus / Mars and Neptune**
- g. Who was the first human to travel in space? **Yuri Gagarin / Neil Armstrong / Buzz Aldrin**
- h. In what year did Neil Armstrong and Buzz Aldrin land on the moon? **1961 / 1969 / 1989**

2. Fill it in!

Complete the sentences.

moon	planets	rings	Mission	Sun	orbit	Comets	gas
------	---------	-------	---------	-----	-------	--------	-----

- a. There are eight main**planets**....in the solar system.
- b. There are also moons, dwarf planets, asteroids, , rocks and dust.

- c. The planets the sun.
- d. Jupiter, Saturn, Uranus and Neptune have got
- e. Earth's got just one
- f. Stars are made of
- g. The is 150 million km away from Earth.
- h. Apollo 11 was a space

Source: British Council (2022)

<i>Lesson plan # 7</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: The snowman
Main aim: Students will be able to describe characters, settings, and events in the snowman story.				
Subsidiary aims: Students will be able to discuss about the story. Students will be able to make a snowman with plasticine Students will be able to develop their reading skills.				
Possible problems: The students don't understand some words.			Anticipated problems: The teacher can explain each of them to help the students.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
10 minutes	Presentation	Greetings Warm up: <ul style="list-style-type: none"> The teacher shows a video without audio Link: https://www.youtube.com/watch?v=vTnfov0Q1YQ <ul style="list-style-type: none"> The teacher divides the class into groups. The teacher asks students to share their predictions and opinions of the video. The teacher asks them to guess what the reading will be about. The teacher asks the students to formulate questions they think the text might answer 	<ul style="list-style-type: none"> YouTube video 	<ul style="list-style-type: none"> Teacher Whole class

20 minutes	Practice	<ul style="list-style-type: none"> • The teacher presents the snowman story. • The teacher asks some students to read the story. • The teacher reads aloud the reading • The teacher leads each group to identify some information about text. • The teacher discusses how the illustration of the video contributes to the meaning. • The teacher checks whether the students' predictions are confirmed. • The teacher asks the students to read individually. 	<ul style="list-style-type: none"> • Board • Markers 	<ul style="list-style-type: none"> • Teacher • Whole class
15 minutes	Production	<ul style="list-style-type: none"> • The teacher explains how to make the snowman with plasticine. • The teacher asks and clarifies the doubts of the students. • Students make the snowman with plasticine. 	<ul style="list-style-type: none"> • Plasticine • Board • Markers 	<ul style="list-style-type: none"> • Whole class

Annexes

Presentation

<https://www.youtube.com/watch?v=vTnfov0Q1YQ>



Practice

It was nearly Christmas. Katie woke up and found that the world was white and magical.
'Snow!' she shouted. 'Snow for Christmas!'
She ran outside and danced in the snow.
Her brother Eddie came out too. They made a big round snowball and a small one. They put them together and made a huge snowman.
'Hello,' he said. 'It's Christmas. Would you like a present?'
'Yes, please!' they said.
The snowman waved his arms. Silver crystal snowflakes filled the sky. It was so beautiful.
'We must give you a present too,' said Katie. They gave the snowman a carrot for a nose, a scarf for his neck and a hat for his head.
'Happy Christmas!' they said.
The snow stopped and the sun came out. The snowman started to melt. 'Goodbye,' he said. 'Build me again next year!'

Source: British Council (2017)

<i>Lesson plan # 8</i>				
Teachers' name: Steven Tubón		Level: 7 th grade "G"		Date:
Students' number:		Timing: 45 minutes		Topic: Reading comprehension test
Main aim: Students will be able to complete the reading KET exam.				
Subsidiary aims: Students will be able to revise instructions before completing the exam. Students will be able to recognize the different readings. Students will be able to develop their reading skills.				
Possible problems: The students don't understand the questions.			Anticipated problems: The teacher can explain each one of them and helps the students to understand the questions.	
<i>Timing</i>	<i>Stage</i>	<i>Procedure</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
5 minutes	Before	Greetings <ul style="list-style-type: none"> The teacher begins the class by thanking the students for their participation. The teacher writes the agenda on the board 	<ul style="list-style-type: none"> Board Markers 	<ul style="list-style-type: none"> Teacher Whole class
10 minutes	During	<ul style="list-style-type: none"> The teacher explains about the Cambridge reading comprehension test. The teacher clarifies the doubts of the students The teacher gives some tips to complete the test. 	<ul style="list-style-type: none"> Board Markers 	<ul style="list-style-type: none"> Teacher Whole class
30 minutes	After	<ul style="list-style-type: none"> The teacher hands out the reading comprehension tests to the students. The teacher gives instructions on the test. The teacher asks and clarifies the 	<ul style="list-style-type: none"> Worksheet Board Markers 	<ul style="list-style-type: none"> Students

		doubts of the students.		
		<ul style="list-style-type: none"> • Students complete the test. 		

Annexes:

Post-test

Part 1

Questions 1 – 6

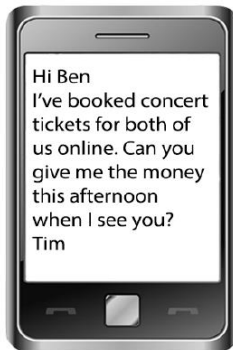
For each question, choose the correct answer.

1



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



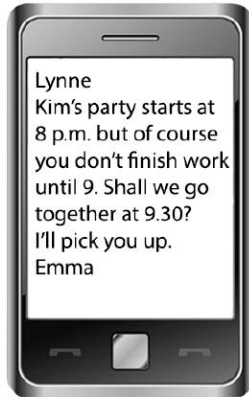
- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3



- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- 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.

6



- Why did Sophie write this message?
- A to check if Anna has completed her homework
 - B to let Anna know what they did in class today
 - C to ask Anna to contact her about the homework

3

Turn over ►

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Amy	Flora	Louisa
7	Whose class learnt about the garden competition from a TV programme?	A	B	C
8	Whose class grew some vegetables?	A	B	C
9	Whose class won a trip in the school garden competition?	A	B	C
10	Whose class painted flowers on their garden wall?	A	B	C
11	Whose class learnt about the insects in their garden?	A	B	C
12	Whose class got help from someone in a pupil's family?	A	B	C
13	Whose class chose flowers that were the same colour?	A	B	C

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

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.

Chrissie



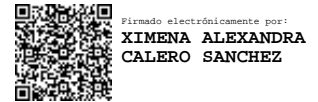
I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

Source: This test was taken from KET reading paper test (Cambridge)

Annexe: Urkund report

Document Information

Analyzed document	Thesis_Steven Tubón_URKUND.pdf (D156376516)
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Sources included in the report

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W	URL: https://doi.org/10.14786/flr.v5i2.272 Fetched: 1/20/2023 12:15:00 AM		1

Entire Document

ii i. Title Page or Cover page TITLE: "Shared reading strategy and reading comprehension" AUTHOR: Tubón Cajahuishca Steven Leonardo TUTOR: Lcda. Calero Sánchez Ximena Alexandra, Mg ABSTRACT The