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#### COHORTE 2021

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**Tema:** COOPERATIVE PRE-READING STRATEGIES FOR THE  
DEVELOPMENT OF READING COMPREHENSION AMONG EIGHTH  
GRADE

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Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magíster  
en Enseñanza de Inglés como Lengua Extranjera

**Modalidad del Trabajo de Titulación:** Proyecto de Titulación con Componente de  
Investigación Aplicada y de Desarrollo.

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Maricela Jordán



## **DEDICATORIA**

I dedicate my thesis work to God to Jesus who have been my strength and support throughout the difficulties of graduate university and life.

I'm grateful to my daughter María José my husband Mauricio and my parents Enrique and Rocío who have always love me and set a good example by working to accomplish my goals.

Maricela Jordán

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**RESUMEN EJECUTIVO**

The teaching-learning process requires a wide variety of elements that are essential for its efficient development; therefore, the skills that students acquire from the first years of life are important to be consolidated in school, even more so if it is considered that the home cements the foundations of the psycho-affective, social, emotional development of children. An important element, which is the axis for the integral development of students, is the one that refers to reading; It is known that to consolidate the development of reading must first go through previous processes that are the preliminaries for the acquisition of this skill and, above all, the achievement of the reading habit that enables the student to access knowledge, procedures and favourable attitudes that leads to achieve an efficient meaningful learning. Thus, the main objective of the research study is to implement cooperative pre-reading strategies to develop reading comprehension; to fulfil this purpose, an innovative and systematic research is structured, with a methodology that assumes the qualitative and quantitative approach and performs a bibliographic - documentary analysis of understanding the study variables and the problems encountered for the proposal of alternative solutions; this is complemented by the field study in which information is collected from two

groups (experimental and control) to perform the comparative analysis of learning outcomes with the application of new strategies and without their application; the results show that there are optimal returns with the application of cooperative strategies; therefore, it is concluded that the adequate planning and execution of cooperative pre-reading strategies favours the acquisition of a comprehensive reading useful for the processes of acquisition and assimilation of information in all areas of knowledge. The study is contextualized in a specific group of the Bolivar Educational Unit and can be adapted to other spaces increasing enthusiasm for reading.

**KEYWORDS:** *STUDENTS, PRE-READING, READING COMPREHENSION, COOPERATIVE STRATEGIES PRE-READING, RESULTS, LEARNING.*

# **CHAPTER I**

## **THE RESEARCH PROBLEM**

### **1.1 Introduction**

The product process of reading constitutes one of the four linguistic skills, very useful and necessary in learning a language. The full comprehension of what is read is an important challenge for students, especially when what is studied is a language like English to go from the simple translation of a dictionary to the understanding of the text and context of what is written to Unlike a word-for-word search (Gamboa, 2017). An adequate impact is evident in the use of various strategies that favor the development of reading comprehension, including collaborative learning and pre-reading.

Pre-reading is also known as exploratory reading, it is conceived as a mechanism that previously puts the reader in a position to access an interesting text. At the time of pre-reading or exploratory reading, the person who reads does so superficially, capable of acquiring a prior idea of the content. The main objective of pre-reading is to favor the expectations generated by the text and the imagination that is activated in the reader, with the use of various aspects to promote a better understanding, as an example, you can start with collaborative learning activities for this procedure (Hoyos & Gallego, 2017).

With the collaborative learning technique, there is the possibility of sharing ideas and assimilating knowledge, which develops skills in students, unlike traditional strategies that are rigid. Cooperation increases the possibilities of accessing knowledge because interest increases, each student puts more effort in order to achieve the objectives, this consolidates memory and long-term learning is strengthened (Chen R. , 2021). What it is about then is to articulately combine strategies that lead to a correct application of the pre-reading process in a collaborative way, with this an adequate understanding of what is read individually and as a group of Eighth Year students is obtained.

It is undeniable that when applying collaborative pre-reading strategies there is benefit for the students and the process because the task of assimilating information is simplified, especially in accessing information in the English language with optimal reading comprehension. The research project is summarized as follows:

- **Chapter I:** in which the approach to the problem is developed, as well as the general and specific objectives, including the research question, working hypothesis and the reason for the research.
- **Chapter II:** the research background is detailed, giving a general idea of the problem under study based on theoretical support from similar works.
- **Chapter III:** breaks down the design of the methodology used in the development of the research study, describes the techniques used in order to process and analyze the data from the field research.
- **Chapter IV:** covers the collection of the results obtained, processing, analysis and interpretation on the basis of the discussion section contrasting with information from other sources.
- **Chapter V:** the ideas of conclusions and recommendations that are reached after carrying out the study based on the objectives and results obtained come together.
- **Chapter VI:** development of the alternative solution or proposal.

## **1.2 Justification**

It is important to highlight reading as a mechanism that is part of one of the relevant language skills or abilities in strengthening the abilities of students in their cognitive training. From this it follows that pre-reading is considered, in contrast to other processes, as an essential element to acquire reading comprehension skills that has not been a subject studied or investigated in a particular way, rather it is approached as a component element of a process wide that is reading (Luque, 2019).

The educational system currently establishes the achievement of a set of basic and essential skills and competencies in each year of the levels and sublevels, within them there is a transversal element for all areas, pre-reading and comprehensive reading that favors learning to learn, the metacognition that is achieved with the assimilation of information through the understanding of information that comes from various sources. Hence the importance of developing reading (Morales, 2018).

The objective then is to turn reading into a pleasant habit knowing that it is an essential process for the human being's heritage, since it constitutes the beginning of the transition to the fundamental knowledge of information; reading is a relevant basic resource in adapting to the environment and solving problems, so reading becomes a process of construction of meanings and assimilation of information (Pernía & Méndez, 2018).

From the above and in relation to achieving the objective of the research, it is of interest to carry out the study since it is considered that at present there is the practice of orthodox strategies to read texts, this increases confusion and makes it difficult to understand what is read with what there are limitations in the development of skills in understanding what is read. This research is relevant because in English, teachers can put into practice the multiple benefits in applying various collaborative pre-reading strategies to promote readiness that contributes to the development of students' cognitive abilities (Ananda & Raon, 2021).

The **need** for this research is cause of the deficiency and limitation that students currently have, due to the inexistence of mechanisms that provide the facilities to comply with these learning procedures, as well as the development of reading practice as a skill that empowers the acquisition of new knowledge. The research that is presented is feasible, the interest in developing it is shown by the researcher, teachers and students of the Institution under study, it contributes to the students acquiring skills with knowledge criteria in English; Authorization is available to carry out the study in terms of additional evaluations and procedures. Students who have difficulties accessing information in English and the content taught by the teacher directly benefit from the study, with the study it will be possible to access didactic tools that facilitate the teaching of the English language and there is interactive participation in processes pre-reading and reading comprehension.

### **1.3 General and specifics objectives:**

#### **1.3.1 General**

To implement cooperative pre-reading strategies for developing reading comprehension.

#### **1.3.2 Specifics**

- To analyze the characteristics of cooperative pre-reading strategies in terms of reading comprehension strategies.
- To determine the level of reading comprehension among the eighth grade using a reading test.
- To disseminate the practical results with the educational community through training sessions that contribute to the application of cooperative pre-reading strategies to promote comprehensive reading..

## **CHAPTER II**

### **RESEARCH BACKGROUND**

#### **2.1 Research Background**

Reading comprehension is defined as the set of skills that are applied by people to create mental representations of a text; the representation to which reference is made must have sufficient coherence for the full understanding of what is read. The comprehension of a text is possible to acquire it with the implementation of some cognitive tasks that start from the comprehension of the micro, that is, the words, composition of words, sentences and complete paragraphs, as well to grasp what a text means in its global conception, among others (Soto, et al., 2019). In relation to the fact that the reading comprehension of English texts has as its axis the ability to apprehend a language other than the native language, the use of preliminary strategies to reading itself appears with the purpose that students achieve the objective (Chen et al., (2021).

Several studies have been conducted where pre-reading strategies are used to improve comprehension of English texts. For example, Lailiyah (2019) does research that is related to the use of pre-reading strategies in order to eradicate the inconveniences that disturb the comprehension of what is read in high school students. An analysis is carried out by means of a reading comprehension test on a group called the control group. In the end, the results show an improvement in the performance of the group with which the application of the pre-reading strategy is carried out, numerical results are obtained much higher than the initial level; from what was obtained, it is concluded that by using previous questions, contexts based on pictograms, it favors obtaining better performance with this type of pre-reading strategies.

Similarly, (Biletska.2012) makes use of mechanisms to develop pre-reading with eighth year students from a secondary institution in a Latin American country. The study considers two experimental groups to which similar treatments are applied for each of them. Two tests are carried out (pre and post) with which the ability to analyze texts in the English language is measured both before and after the use of the pre-reading strategy. The results show that with the implementation of the pre-reading



mechanism, favorable impacts are obtained on reading comprehension, additionally it is appreciated that there is greater development and acquisition of English vocabulary, which increases comprehension.

In addition, a study conducted by (Pozo & Sánchez, 2020), presents important results regarding the use of pre-reading mechanisms with support in collaborative work and strengthening comprehensive reading in eighth grade students of the Unidad Educativa "Bolívar". It is concluded that pre-reading facilitates the increase of students' interest in reading and increases the comprehension of what is read; additionally, in this way a contextualized and original language can be offered, through authentic texts.

Based on the positive results obtained from the authors, this research aims to apply a diversity of cooperative strategies for pre-reading in order to strengthen an adequate understanding of what is read by students of the Eighth Year of EGB; this, with the subsequent purpose that they benefit from their knowledge and that teachers are also favored by having models of strategies with which the objectives of learning English as a foreign language are fulfilled.

Through the habit of reading, the ability to better understand information is developed, which leads to the interpretation and assimilation of texts. When you are fluent in what you read, it becomes easier to access a greater amount of information to increase knowledge and the way of studying, in this way messages are better captured and fluency in expression can be generated as the growth of vocabulary (Mackenzie, 2019).

Research conducted by (Saleem,2021) about students of the Upper Basic level in a public educational institution, located in the center of the city of Ambato. It is concluded that approximately 55% of students present difficulties in understanding what they read, according to the results obtained in the study. Likewise, it is affirmed that there are a large number of strategies with effective results and that arrive at the understanding of elements prior to reading itself; these could be used to increase reading comprehension skills in English (Rani & Kurnia, 2018).

One of the most important skills that students must master for their training process is reading; It becomes a mandatory procedure because it favors the acquisition of new

knowledge in the period that includes curricular time and the acquisition of knowledge in the classroom. When considering the data from the study carried out by UNESCO, approximately ten and nine million boys between the ages of 14 and 18 have not been able to assimilate the basic skills to understand texts when they finish their primary education process, this problem becomes progressive and affects what successive because there is no comprehension of texts, especially in the English language because a greater number of skills are needed since it is a second language.

The Institution called Centro de Lenguay y Política Educativa (2016) concludes that approximately 5% of Ecuadorian students are below the referential average of the lower limit of approval of required learning, a median of 2% is obtained in comparison to different nations to which a similar evaluation was made. For its part, the INEC (National Institute of Statistics and Census) reports that 26.5% of children in Ecuador have very significant problems in terms of reading comprehension, 56.8% have little interest in reading; while 31.7% definitively do not understand anything, from this it can be deduced that they put reading in the background.

Additionally, (Hadyan, 2018) In the study referring to cognitive techniques for the improvement of analysis and skills, the application of cooperative reading strategies, it is concluded that they are successfully instituted through a specific study methodology in the classroom, in which prior accompaniment and planning intervene activities of representation, reflection and observation. Some activities allow the interest of the students to increase to read more and better, with this the assimilation of skills in the comprehension of the English language was modified (Velasco, 2018).

The analysis of reading comprehension TOEIC (2016) has become an inconvenience throughout the world, stating that people from countries such as Taiwan, Chile, Japan, Peru and Brazil register better levels of reading comprehension, with acceptable results. Despite this, the results of the Program for International Student Assessment (PISA, 2012) show that, out of a total of sixty nations assessed in 2012, they advanced in their reading analysis performance; however, there were a total of 10 nations that underperformed (The Guardian, 2016). Difficulties in reading comprehension are mostly found in the study of the English language. In any case, cooperative strategies would favor performance. It is, then, very relevant to carry out the analysis of what

happens in various countries of the world, in Ecuador and very particularly in the "Bolívar" Educational Unit, Provincia de Tungurahua.

## **2.2 Theoretical Framework**

**Independent variable:** Cooperative pre-reading strategies.

Cooperative learning strategies

The definition of cooperative learning is related to the execution of activities in the classroom, forming small groups of students to individually contribute to the achievement of common objectives, thereby maximizing individual learning and that of the members of the work team.

With this learning modality, greater advantages are obtained in contrast to the teaching-learning techniques associated with traditionalism, competitiveness and individualism (Herrada & Baños, 2021). Learning within this work occurs through an exchange of information that is socially structured and is evaluated according to the students' effort on a referenced criteria basis, different from the evaluation of competitive individualistic work, where students are graded based on a referenced norm (Guevara, 2021).

Cooperative learning is carried out with methodologies that facilitate the development of some types of intelligence such as kinesthetic, spatial and interpersonal; in the same way, specific and basic competencies are emphasized, adaptable for inclusive education (Herrada & Baños, 2021). There are many benefits provided by collaborative strategies and this occurs because students represent their creative ideas in spaces of expression to establish relationships beyond the academic environment (Chen, (2021).

If it is possible to understand the advantages obtained from the application of cooperative learning strategies, it is possible to adapt them for the teaching of a second language, as is the case of the application in the Bolívar Educational Unit, no additional investments or expenses are required and the benefit is for each and every one of the

students in which it is applied.

Cooperative strategies can be related to pre-reading when the methodologies used can develop activities before reading text in detail. These activities are related to work in groups, so students have the advantage of achieving goals together. It has been demonstrated that work in groups has some advantages with respect to individual work, because it maximizes the learning of all group members, they have much more elements to create conjectures before reading, and members can exchange information (Salami,*et al*, 2022).

In order to be successful in the application of the collaborative methodology and strategies, it is necessary to incorporate at least five elements: positive interdependence; individualized interaction between students, individual responsibility; personal skills; group supervision (Guevara, 2021). It can be seen that it is a successful strategy in recent decades in several countries around the world associated with advances in education, the results are effective and contribute to solving the need to develop pre-reading and comprehensive reading skills to increase the intellectual heritage of students (Khair & Rihan, 2022).

Therefore, the present study helps to students to acquire cooperative skills by making groups, learn together in small groups in order to achieve a goal of learning. As a result of this research, we have the following groups of learning:

### **Utilize cooperative learning**

Cooperative Learning (CL) is an approach which is structured in small groups that are used in the classroom, where students collaborate to optimize both their own and each other's learning while increasing the ability to work in groups, complete tasks, also; positive interdependence, individual accountability, face-to-face promotional interaction, social skills, and group processing are all key components of the (CL)paradigm (Johnson & Johnson, 2018).

Besides; these components are thoughtfully crafted within the teaching approach,

enhancing students' learning, responsibility motivation and participation have all been recognized of all group members (Assinder, 2017). Learner autonomy is a result of CL's student-centered methodology. The impacts of CL are widespread and go beyond the classroom, affecting the personal lives of pupils.

Hoyos & Gallego (2017) even when different approaches are used in various circumstances, cooperative learning has been shown to provide superior accomplishment among students when compared to individualistic and competitive learning. Comparing small group conversations to whole group discussions, Bliss and Lawrence (2017) discovered that small group discussions had higher levels of student participation, more peer-to-peer connection, and a richer knowledge construct through discussions.

Even though there is great debate about how to gauge social presence in each setting, everyone agrees that social presence is essential for all forms of communication (Lin et al, 2019). Moreover, in maintaining a collaborative process of critical inquiry, interaction alone is not insufficient. Instead, the interaction must be "organized and systematic" (Garrison, 2020).

The question that arises is whether the concept of collaborative learning employed in a face-to-face setting can effectively improve teaching and learning in the educational system (Mousavian, 2018).

### **Jigsaw cooperative learning**

The Jigsaw method is a popular cooperative learning methodology that gets its name from the requirement that each student in a Jigsaw group master a specific piece of a bigger academic "puzzle." Each student shares their piece of the academic "puzzle" with the other group members, ensuring that everyone in the group understands all of its components (Slavin, 2018).

A cooperative learning method called the Jigsaw classroom lessens racial tensions among school teenagers, fosters greater learning, boosts student motivation, and makes

learning more enjoyable (Saleem, 2021). Elliot Aronson and his students at the Universities of Texas and California created and refined the jigsaw classroom, a research-based cooperative learning method, in the early 1970s. Since 1971, jigsaw has been successfully employed in countless classrooms (Aronson, 2017).

The jigsaw classroom has a four-decade track record of minimizing racial tension and improving good educational results, such as improved test performance, decreased absenteeism, and increased school engagement. Like a jigsaw puzzle, each student's part is necessary for the completion and comprehension of the finished output. If every student is crucial to the success of the approach, then every student must also be essential Norris & Soloway (2019).

In the Jigsaw adaptive technique, students are given reading assignments and an "expert sheet" that covers various themes for each team member to concentrate on. After everyone has done reading, students who have the same topic meet in "expert groups" made up of different teams to debate it. The students then go back to the "Jigsaw group" (their original team) and alternate educating their peers about their subject. Students then complete a thorough quiz covering all the subjects. Organizing research through the creation of expert groups makes it easier for a team to do well on assessments (Zurita & Nussbaum 2020).

The system has the benefit of being extremely adaptable, which instructors can change. For instance, one may replace a thorough library search for having students read narrative materials. The use of essays or oral reports in place of quizzes might also be simply implemented (Slavin, 2019). The Jigsaw method may also lower test-taking anxiety, increase student attendance, and encourage active involvement in the learning process (Maloof 2020).

### **Peer tutoring cooperative learning**

Peer tutoring is an educational method that pairs up high achievers with lesser achievers or pupils who have similar accomplishment levels for scheduled reading and math study sessions. Peer tutoring is a successful educational method for classes with

diverse learners because it fosters social and academic growth (Drollinger, 2015). This type of learning monitors students' progress who participate in active learning. Peer tutoring aims to produce independent, highly self-aware students (Aboud, 2016).

Besides we have learned more over time about some of the most important topics. Peer tutoring focus on same-ability tutoring, which is occasionally reciprocal, in peer tutoring, is effective. In cooperative learning, there are no problems with how the best group roles fit with the abilities and personalities of the students (Dewey & King, 2020).

In addition, receiving greater one-on-one discussion and attention, this method helps students teach and practice what they have learned to solidify their understanding. This teaching strategy also offers a chance for fruitful social connections and topic mastery. Teachers might purposefully pair high achievers with regular pupils to promote social interaction and mutual learning (Aboud, 2018).

A wide range of social skill resources can be matched with peer tutoring through modification and adaptation. Teachers can create and use their own peer tutoring protocols in their classes, and they can modify them to include a large selection of materials. To put it another way, both pupils alternate playing both the learner and the teacher's roles in the same tutoring session. The benefit is that it avoids the unfavorable notion that one must constantly be learning and superior from always being the teacher. Extra time Peer tutoring should be employed to "float" around the classroom and keep an eye on the pupils for the teacher because they instruct each other.

Peer tutoring should consist of several sessions, each lasting no longer than 15 minutes, in order to be effective. Using straightforward resources like prepared worksheets or a deck of flashcards, the instructor could demonstrate what peer tutoring is like with another teacher or a student (Varol, 2021). They should also establish a mechanism for asking for help, such as raising hands or putting up "help" cards. Systems for rewarding good behavior are also present. Before peer tutoring, the teacher should clearly outline the rules and expectations. During tutoring, he or she should commend suitable and cooperative behavior. Instead of rewarding undesirable behaviors, tutoring materials

could show rewarding "models" for appropriate behavior during demonstrations. A timer should be set, and it should not go above 20 minutes (Maloof, 2017).

The teacher should refrain from pairing worst enemies or best friends. Teachers should work closely with children and provide clear objectives to monitor development. The tutors should modify their lessons according to the student's understanding, learning style, and pace. Corrections and comments ought to be made right away (Topping, 2020).

Moreover, depending on the kids' behavior, the teacher might need to pair them in different groups every two to three weeks; this will stop teenagers from forming behavioral or reaction habits. Additionally, it will benefit pupils to get to know some of their fellow classmates better. Once you've mastered it, apply teachers, academics, administrators, and even parents are rediscovering the idea that group projects lead to greater learning than solitary projects do. Cooperative learning is involved Slavin 2021

### **Reciprocal Teaching Reading**

Reciprocal teaching is an instructional procedure through scaffolded education of reading comprehension-monitoring tools, small groups of students can learn to enhance their reading knowledge. Students who can decode but have trouble understanding text have had their comprehension improved through the application of the reciprocal teaching technique (Kingner, 2018).

Furthermore, for teaching comprehension tactics like expressing opinions, drawing connections, and visualizing, the aim is to teach abilities like anticipating, clarifying, questioning, and summarizing (Ziegler & Stoeger, 2019). How does it function? Students are encouraged to read, talk, and think their way through the material through reciprocal reading. Students are taught how to lead group discussions by watching teachers use four strategies: summarizing, question-generating, clarifying, and forecasting (Alfassi, 2017).

The four primary tactics are first taught to the pupils, who then put them to use. Second,



the teacher uses scripted dialogues to step-by-step demonstrate the complete procedure. Third, the instructor allows the students to participate and mentors them on how to ask pertinent questions, write sufficient summaries, and other skills (Chen, 2021). The teacher's influence as a leader gradually diminishes. Finally, the students assume more accountability for carrying out the entire procedure (Hacker & Tenent, 2019).

Given the principles given above, reciprocal teaching is a scaffolded discussion technique based on social interaction, scaffolding, and modeling of reading comprehension skills. This lesson enables a teacher to teach and practice the four primary methods for constructing the meaning of a text in a social context with the pupils. During the reading process, the students keep an eye on their own thoughts (Klingner, 2022).

The most important purpose of reciprocal teaching, helping students become independent readers, is accomplished through reciprocal teaching, which improves reading comprehension and encourages readers to become better readers (Vaughn, 2018).

### **Create a learning community**

Learning community means a group of students who work together and form connections with one another toward common learning objectives is known as a learning community. Interactions within a learning community are both rational and motivational (Luque, 2019). Students collaborate and assist one another while exchanging information and tools, with a focus on honest, unified communication (Jacobs, 2018).

The learning community's primary goal is to establish a productive learning environment that aids learners in achieving their objectives. Students get the chance to collaborate on the learning process with their peers in a learning community (Delgado, et al, 2018). Every learning community will have unique common objectives based on its unique learning process. At the same time, there are essential components of

learning communities that contribute to making them productive and engaging spaces for students. Here are three examples of learning communities (Laverick, 2018).

#### *Interest-based learning community*

Communities of learners frequently form around their common passions or interests. Any topic can be the basis for an interest-based learning community, including sourdough bread, sports, famous people, and more! Whatever your hobbies, there is likely a learning community centered around them (Thomas & Fatherly, 2019).

#### *Action-based learning community*

People who share a common purpose may come together to develop an action-based learning community that is focused on initiatives that advance that cause. An example of an action-based learning community is a group of social activist organizations that conduct lectures, produce instructional materials, and plan fundraising activities (Van Ora, 2019).

#### *Location-based learning community*

For some groups, geography serves as the defining characteristic of their learning community. Students are involved in their local community through location-based learning, which includes the physical environment, local culture, history, or people (Smyth, 2019).

A learning community's members connect with one another while also sharing knowledge. The ideal learning environments foster free communication and collaboration for improving learning. Together, students can have fun, obtain emotional support, and share ideas. It's a supportive social place in addition to being an intellectual space (Laverick, 2018).

### **Pre-reading**

Today, disinterest and rejection of reading by children and adolescents have increased notoriously; since they have begun to read in a mechanical way where learning is not attractive due to the lack of reading comprehension they present (Biletska, et al. (2021). Since reading is a fundamental basis in the student, strategies such as pre-reading have been developed that allow students to gain motivation to read. Pre-reading is an important initial stage in which a progressive construction begins so that future knowledge and learning are acquired (Aisyah & Tahmir, 2021).

With the pre-reading process, the reader is directed by suggesting elements that give them pieces to create conjectures and predictions about the text that they can later check (Strub, 2022). Thanks to these characteristics, pre-reading not only helps to strengthen reading comprehension but is also of great help to master vocabulary and linguistic or grammatical structures, which will result in the development of students' autonomy for reading. This favors the development of these as good beings and helps in improving school performance (Aisyah & Tahmir, 2021). In this context, in order to strengthen reading comprehension, vocabulary, and grammar learning, it is intended to use the pre-reading process in young people who are beginning their secondary education.

Pre-reading strategies are to activate the students' subject-matter knowledge, to give any language preparation that may be necessary for understanding the passage, and, lastly, to pique the students' interest in reading the text (Celce-Murcia, 2019). Pre-reading activities are referred to as "enabling activities" by Tudor (2016) since they give a reader the knowledge required to plan activities and understand the content (these encounters involve developing the knowledge foundation required to deal with the content and the purpose(S) of the reading construction of the substance). They assert that prior knowledge is elicited, and attention is focused during pre-reading tasks. Various authors have proposed methods to mobilize existing knowledge (e.g. Greenall & Swan, 2018).

### **Pre-reading Strategies**

There are a variety of strategies that are based on the pre-reading techniques, it can be

used for children and for adult people. For example, some dynamics strategies that are carried out to develop this skill could be: graphic, auditory, visual activities, etc (Pérez & Corozo, 2019). The most used programs are those of graphic organization:

### ***Visual discrimination***

Visual discrimination is an ability that allows to distinguish or differentiate the size of objects, their shape and color. About 80% of the information that the brain receives enters through the sense of sight. For this reason, it is not surprising that visual stimuli are increasingly used to encourage reading and stimulate cognitive learning functions.

Graphic organizers are most used to expand vocabulary. It is the "semantic map" technique, a strategy defined as a structure of categories that organizes information graphically visually in diagrams or trees. From these, students learn the meaning and use of new words. Therefore, with the theme of "semantic maps" vocabulary and reading comprehension are developed. These organizers allow students the ability to understand, clip, organize, and graphically represent pertinent information (Mukete, 2018).

### ***Activating***

It was a little challenging for the teenagers to completely respond to the passage's content. They were first a little hesitant to deduce meaning or to understand the gist of the paragraph because it was written in a foreign culture and used odd names and words (Pozo & Sánchez, 2020). Even when the researcher made an effort to engage their prior knowledge by eliciting answers, individuals still had some trouble deciphering the meaning the author was attempting to convey through the paragraph (Khair & Rihan, 2022). In order to assist them in developing their background knowledge, the teacher-researcher had to educate them. She was forced to ask a number of questions about the terminology employed in the first paragraph as well as the setting of the incident described there. The teacher's endeavor to do so may result in the desired outcomes (Strub, 2022).

### ***Skimming***

Skimming is used to find the main ideas of a text by reading the first and last paragraphs, the titles and subtitles, the epigraphs of each section, looking for the structure of the content that will be developed throughout the pages (Rani, et al., (2018).

It is about getting a general and quick idea of the main concepts, data, and dates, identifying them in the text in a dynamic way, without seeking to delve into the message. This type of reading allows us to speed up the reading by 4 times, so practicing it frequently will help us improve our performance in the first approaches to each topic. This method, however, reduces reading comprehension, so it is only useful in that first approach to the content, but it makes it easier to get a global image of it, which helps to position ourselves in the context of the notes (Azmi, et al., (2020).

### ***Scanning***

It is an exploratory reading, hence its name “scanning”, to locate some specific data (such as a search in a dictionary or locating a date in a topic). It is a very useful reading when it comes to placing specific information in a text that we already know, avoiding having to read it completely. It, therefore, requires knowing what we are looking for (Rani, et al., (2018).

To scan a text, students must move their eyes quickly through it, along the page, ignoring any information that is not the specific one we are looking for (figure, date, keyword...). This technique is very useful in reviews, since it allows you to confirm information already studied, reinforcing learning, or when we have a specific question that we need to solve (Mambua, 2020).

### ***Strategies for Setting Reading Goals***

The objectives of reading determine how a reader stands before it and how he controls

the achievement of said objective. The foregoing indicates that the purpose or intention with which the reader approaches a text defines both the way in which he does so and his level of understanding. Asking questions would be a strategy to use to get students to identify their reading purposes (Okkinga, et al., 2018).

### ***Make initial predictions***

The interpretation of a text is also reached through the predictions that the reader carries out during reading. Predictions that in turn allow him to formulate hypotheses, as well as make interpretations and checks on what is inferred. The prediction strategy is very important for a full understanding of the text. When the prediction process is not carried out, reading is very ineffective. To understand what we read we have to take control of our own reading, regulate it, implies having an objective for it, as well as being able to generate hypotheses about the content of what is read. Through predictions we venture what can happen in the text; thanks to its verification, through the various existing indices in the text, we can build an interpretation, we understand it (Brod, 2021).

In establishing predictions, the previous knowledge of the reader and his reading objectives play a very important role. We should also point out that predictions can be made with any type of text. It differs from inferring because inferring needs a superficial lecture, and predictions are generally obtained from the title, figures or pre-questions of the instructor (Quan, 2022).

### ***Inferring***

Reading instruction has typically been text-based (Pearson & Stephens, 2017). The reader can resolve syntactic ambiguity and establish the meaning of unknown lexical terms with the use of local methods, which are often used within a sentence boundary. Useful tactics include relying on contextual cues and taking for vocabulary meaning, word analysis or using dictionaries are essential. removing uncertainty in syntax are contained inside the confines of a single cohesive tie, such as pronoun references and ellipses. phrase or paragraph (Reig, et al, 2022). To handle a difficult text, such as

reading an investigational study article, such regional reading techniques have certain practical limitations. The reader must rely more heavily on planning in advance and monitoring techniques. Cognitive psychology research sheds light on a reader who actively engages the author in the process of reassembling meaning from the text (Rumelhart, Anderson & Pearson, 2018). The schema theory outlines how the reader makes use of previously learned information to comprehend texts, filling in the gaps and adding to the text's meaning (Anderson, 2016).

### ***Monitoring clarifying***

The use of comprehension monitoring strategies is an intentional and remedial action by which readers integrate, monitor, and control their own reading processes as opposed to reading strategies, which is a cognitive action by which readers solve their problems caused by a lack of language knowledge in understanding textual information (within the text) (beyond the text). Both tactics may help readers recover from reading setbacks (Salami, et al, 2022). Using techniques effectively only happens when readers do it on specified occasions when reading a given book. Otherwise, even if readers use specific reading strategies, they could still have trouble understanding the material. When used to help readers assess their understanding, a reading method might transform into a comprehension monitoring strategy. (Williams&Wright,2019)

### ***Pre -Questioning***

Readers utilize the strategy of questioning to interact with the text. Readers can better understand and clarify what they are reading by asking questions.

Questioning is a strategy that study by looking at how general vocabulary in English, English language learners can be affected by student inquiry (ELLs). Asking predicted comprehension of readers' reading comprehension, while different patterns are discovered in connection to broad vocabulary. The questioning strategy which focused on the specifics of questioning instruction show that students with a range of reading levels improved their questioning abilities after training and that there was a correlation between the types of questions they asked and their ability to understand

what they were reading. Research has shown that questioning is a reading strategy that improves students' reading comprehension and conceptual understanding of texts (Williams & Wright, 2019).

### ***Pre-vocabulary***

Sometimes students do not understand the global meaning of the text due to the lack of vocabulary. So, a prior development of vocabulary is as important as the activation of prior knowledge since the teaching of prior vocabulary activates prior knowledge and student motivation (Varadaraj, et al, 2018). The teaching of previous vocabulary, as well as the modeling of the word through listening and repetition exercises, allowed an advance in the development of literal reading. This strategy, with help allows that the student to associate the unknown words with images so that they can deduce their meaning.

When a student doesn't know about the texts that they will read, but they have a previous vocabulary, the students could begin to make predictions, thus allowing the complement of strategies (Soto, et al, 2019). So, it generates a better connection between the student's knowledge and how he/she puts into practice what he learned in previous grades/classes.

### ***Think-pair-share***

Think-pair-share strategy uses a pre-questionary, but here students share the answer with a pair. This activity promotes the participation of all the members of the small group and that consists of different moments, planned or distributed in the different sessions (Rinan, 2018).

In an initial phase, the teacher presents the activity or the contents to the students. At first, each one must carry out an individual reflection or work, developing their own ideas or criteria (Pérez & Corozo, 2019). In a second moment, they work in pairs or small groups, share reflections or individual works, discuss, or debate about it and make decisions to prepare the final product. In a third moment, the final project is



presented to the rest of the class and as a closing or final phase, a peer evaluation of the projects presented is carried out. It contributes to the development of students' attitudes such as critical thinking or responsibility, both individually and in groups (Wuryandani & Herwin, 2021).

Well, all these pre-reading activities seek to participate in the activation and construction of the student's prior knowledge, to facilitate the approach to the text. In this way, these become educational and playful activities (Gamboa, 2017). Likewise, this will help train students in the use of specific skills and strategies. Subsequently, it will allow students to formulate hypotheses about the text that will be presented to them. Teachers must not forget that not all students have the same reading «tradition» (reading habit, oral transmission of knowledge, reading aloud, type of written documents) (Morales, 2018). Regarding the appointment, it must be considered that the pre-reading activities must be thought of taking into account the differences of the students (Akunne & Anyamene, 2019).

**Dependent variable:** Reading comprehension

## **Reading**

Understanding is a step in the communication process that helps the reader internalize the author's ideas. Reading effectively requires comprehension because the primary purpose of written language is to convey ideas. The recovery and interpretation of the deep, abstract structural relationships that underlie sentences is another aspect of understanding (Lailiyah & Yustisia, 2019). Linking ideas together is the act of reading. Reading is an action that is done with the intention of learning something from the reading content. Reading is a skill that is crucial to mastering any language but reading in particular is crucial for learning English as a foreign language.

According to Harfika, et al. (2020), faced with the printed word in its multiple possibilities, man generally does not remain in the simple contemplation of signs and words. He carries out a conscious process through which he can acquire knowledge, forms, ideas, values. (Pernía & Mendez, 2018). Although for the reader there is always the option of reading without interpretation or comprehension of the message or

understanding of the message, only in a visual way, the acquisition of information is obtained through interpretative reading, intelligent reading, and reading that seeks to understand. to understand.

As a mental process, reading is a translation of symbols into ideas in which certain information is apprehended. It is the first contact with the subject and a fundamental step for study. It requires attention and concentration (Mambua, 2020).

### **Phases of reading:**

- *Pre-reading*

Before attentively reading a text (or a chapter of a text) from beginning to end, pre-reading is the process of scanning the material to identify essential concepts. Sometimes known as surveying or previewing. Pre-reading gives you an overview, which can help you read more quickly and effectively (Maharsi & Maulani, 2019).

Pre-reading techniques are teaching methods created to assist in providing your child with structure, direction, and background information prior to their exploration of a new text. By providing your kid with the resources they need to become an active reader, these tactics work to improve their reading comprehension abilities. (Francis & Kulesz, 2018).

- *While -reading*

While-Reading Learning Experiences are tasks that aid students in focusing on certain aspects of the content and better comprehending it. These exercises are designed to assist students in reading as naturally as they would if the text were written in their native tongue (Herrada & Baños, 2021).

While Reading (Through): This is the time to help pupils understand, review their vocabulary, and seek for cues. The goal is for students to comprehend what they have read.(Francis & Kulesz, 2018).

- *After -reading*

Post-reading exercises ask students to reflect on, summarize, or otherwise discuss what they have just read. There are many different activities you can do with them, and they're great for developing reading comprehension

(Biletska, et al, 2021).

During the after-reading phase, students are assisted in finding and jotting down pertinent material, supported in drawing connections between texts and what they already know, given a framework for summarizing a text's main concepts, and assisted in drawing inferences and generalizations (Maya & Prasetyo, 2021)

### **Types of reading**

Reading is an activity like walking: we can vary the speed in the steps we take depending on the hurry we are in or the place where we are going. The reading also requires a different method depending on the use or the objective we want to achieve (Varadaraj et al., (2018). Hence, there are several types of reading, but four types of reading are important:

***Oral reading:*** it is the one that has be performed out loud. It serves for other people to hear the content of what reader are reading, it is the first one which people practice when they are learning to read. Learning to read orally is not easy, as it involves learning not only to read the words, but also to modulate the voice (Shimono, 2019).

***Silent reading:*** is the reading that people do without expressing orally what they read. This is the most frequent type of reading, and its use is always personal (Varadaraj et al., (2018).

***Exploratory reading:*** Consists of reading a text quickly looking for the ideas or information that is of interests (Varadaraj et al., (2018).

***Superficial reading:*** Consists of reading quickly to find out what a text is about. Many times, people read a text quickly just to know about the content of the text (Varadaraj et al., (2018).

Based on the above, the research aims to make use of approaches that motivate students to read, as this is fundamental for the development of interest in reading (Brod, 2021).

## **Reading approaches**

### **Extensive reading**

With this approach students are encouraged to read many books in the second or foreign language without the pressure of being assessed when they finish reading. The author also highlights the fact that students must choose what they are going to read according to their own interests and preferences and not read texts imposed by the teacher according to curricular criteria (Park, 2020).

Its main purpose is to transform the activity of reading into a pleasant act. Teaching and learning of a second or foreign language success is achieved when the comprehension of the messages received, whether oral or written, is achieved (Harfika, et al, 2021). This learning will occur to a greater extent, when there are certain factors related to affectivity which favor the acquisition of a language. Those affective factors are low levels of anxiety and a high degree of self-confidence (Suteja, 2018).

For this reason, the reading process must be a free and voluntary act, since in this way the input received will be more understandable. During reading, the reader acquires language and vocabulary, which is why this author affirms that the more one reads, the better learning of the target language will be achieved. It is evident then, that students who are assiduous readers will perform better in any academic task they undertake (Suteja, 2018).

### **Intensive reading**

It is a process that is carried out in the classroom and the principal objective is to study the different grammatical forms, discursive markers, and other superficial structural details with the purpose of analyzing the different aspects of the language (Park, 2020).

It is a detailed reading or, in the case of a second or foreign language, a translation of texts of a certain complexity (Pinto & Leite, 2020). This reading, try that the

reader/student understands the material read in detail. Likewise, it is sought that the reader analyze linguistic aspects that in turn allow him to achieve an exact understanding of what he has read (Suteja, 2018)

### **Reading processing models**

Most explanations of information processing can be grouped as (Peregrina, 2017):

**Ascending model:** reveals that whoever reads is able to process the elements of a text in an established order, this process begins with spelling, continues with the structure of words to start generating sentences and paragraphs; that is, it is a sequential and hierarchical procedure that facilitates the understanding of the micro to the macro of a text, thereby opening the possibility of a correct application of pre-reading (Guevara, 2021). Despite this, it is impossible to explain, using this model, how writing errors are commonly overlooked when reading or the reason why texts are understood despite not knowing what each or absolutely all the words mean. (Dool & Simpson, 2021).

**Top-down model:** tries to fill in the empty spaces of the model presented in the previous item, gives advice on the fact that readers use their own experience and knowledge in order to understand a text. According to this model, whoever reads anticipates the text and the information obtaining the verification of the content, it is also useful for the linear comprehension of what is read from top to bottom (Kozak & Recchia, 2018)

**Interactive model:** It consists of combining the bottom-up and top-down model in an articulated way, since it affirms that understanding is achieved through the previous knowledge of the person who reads and its relationship with what is written. Additionally, it is added that a good reader has characteristics such as the use and implementation of the acquired skills (Rahayu et al., 2021).

### **Reading comprehension Level**

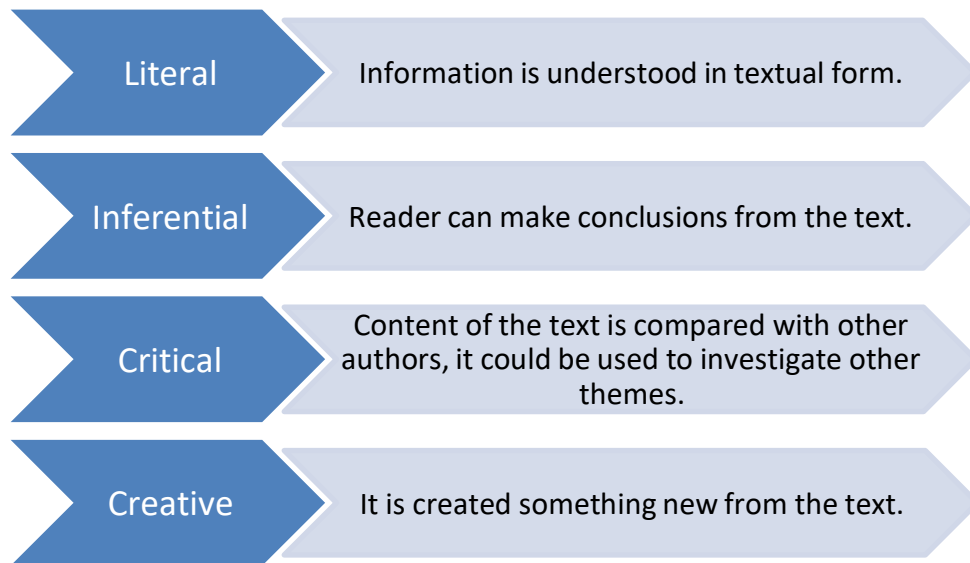
Reading comprehension is one of the most complex mental phenomena. The reader must be able to recognize a passage's main idea, answer questions it addresses, identify

literary devices or propositional structures used in the passage, determine its tone, and comprehend situational mood (elements such as characters, objects, temporal and spatial reference points, casual and deliberate inflections) (Jiang & Logan, 2019).

For instance, a reading comprehension, present necessarily the following levels:

**Figure 1**

*Levels of reading comprehension.*



*Note:* Adapted from *Reading Comprehension Level among Intermediate Learners* by Vegare & Montero, (2019).

### **Reading comprehension levels**

Three levels determine the way in which reading comprehension is achieved in students who learn a foreign language: First, the appropriation of concepts is an initial level that corresponds to a specialization, during the learning of the foreign language; the second level empowers the possibility of contextualizing teaching; The third aspect is the motivation to search for the importance of learning a second language; A next aspect refers to the development of strategies that facilitate the understanding of texts and their own structures (Bagheri et al., (2020).

Within the learning of English, reading comprehension is usually analyzed from an

interactive perspective, where reading implies comprehension, and this initially starts with a decoding of the text, which in a second language is translated as the recognition of the meaning of the words that will be found in the text (Liguison & Ildefonso, 2022). However, only the use of decoding is not enough; since fluency is required in the process, which requires a fast and accurate reading, for this it is necessary to recover knowledge, which includes vocabulary or abstract ideas on the subject (Kupchyk & Litvinchuk, 2020).

### **Literal Reading Comprehension**

Literal comprehension is the perceiving information and facts that are explicitly mentioned in the text . It is acknowledged as the first and most fundamental reading comprehension level. Students can more effectively locate information by using literal comprehension techniques (keywords, skim reading, and scanning) (Ghaith, 2017)

There are many levels of reading comprehension, and each level requires distinct skills. Literal reading comprehension is the initial level comprehension. The first degree of comprehension is literal comprehension where the reader can only understand the text as it is, reader mentions the facts,data, dates, specifics, qualities, and settings are all used in the text the requirement for skillshese levels consist of chronologies, sequences, and enumerations (Stranovska & Gadusova, 2020).

### **Inferential reading comprehension**

Inferential comprehension is known as the capacity to analyze written information and comprehend the text's underlying meaning.The deeper meaning that is not clearly stated is then inferred or determined using this information. Readers must mix ideas in order to understand inferences. Budiono, Steven & Christino. (2019).

The following subtasks are listed by Barrett's Taxonomy of Reading Comprehension (2019) as those that help pupils make inferences with ease:

Inferring supporting information entails speculating as to what further information the

author might have included to the choice to make it more educational, entertaining, or enticing. Stating the key idea, general importance, theme, or moral that is not specifically mentioned in the selection is known as inferring the primary idea (Fatmawati, 2021). Deducing sequence is the process of speculating on the action or matter that might have occurred between two expressly stated acts or happenings or speculating on what might turn out next. Contrasting things by inferring similarities and contrasts between people, locations, or things. Afterwards, reading a sample of a selection, predict the result by making an educated guess (Keene & Zimmerman, 2018)

### **Critical reading comprehension**

Critical reading means applying specific procedures, models, questions, and theories when reading critically leads to improved clarity and comprehension. A critical reading involves more than just "skimming" the text; it requires greater effort and comprehension (Wagbara, 2020). The research shows that when given scaffolding and practice opportunities, students engaged in critical reading dialogue (Harrys, 2020), who identified the students' attitudes and knowledge about critical reading and academic writing, also looked into the significance of critical reading for academic performance. Being critical is thought to be assisted by other strong reading abilities (Francis & Kulesz, 2018).

### **Creative Reading comprehension**

Reading creatively is characterized as reading for implicit and inferred meanings, favorable responses, and critical assessment. Creative reading is defined as reading for implied and inferred meanings, appreciative reactions, and critical evaluation (Reza & Abbaszadeh, 2017). The act of critical reading goes beyond literal comprehension to demand that the reader develop new, original ideas which are not expressly expressed in the reading material. Critical reading requires the reader to develop new, original concepts that are not mentioned explicitly in the reading material. It goes beyond simple understanding (Arjmand, 2017).



According to (Swann and Maybin, 2018), creativity is a quality shared by all languages. It occurs when speakers recontextualize language features and linguistic resources to serve as communication norms and conventions in various settings. Indeed, there is a direct correlation between creativity as a personal trait and reading comprehension capacity. All people have the potential to possess creativity as a personal trait. Then, by implementing suitable reading strategies in the schools (Scanlon, 2018; McVey, 2019; Sturgell, 2019), this potential should be purposefully developed.

Reading and practicing a lot of novel and non-fictional reading materials is one method we may encourage creativity in our classrooms. This is because students' imaginations are expanded and their curiosities are satiated. Giving students enough chances to read a variety of books both within and outside of the classroom helps foster their creativity (Moorman and Ram, 2017).

*Table 1*

*Basic activities for the development of reading comprehension.*

<b>Dimension</b>	<b>Related activities</b>
Emerging literature	<ul style="list-style-type: none"> <li>• Dynamic stories</li> <li>• Didactic game activities</li> <li>• Impressions of the environment</li> <li>• Reading aloud</li> <li>• Sharing book experiences</li> <li>• Entertaining vocabulary</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Shape recognition</li> <li>• Number and letter recognition</li> <li>• Word and phrase recognition</li> <li>• Repeated readings</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Dictionary use, guessing meanings from context, and structure analysis.</li> <li>• Use of memorization strategies</li> <li>• Repeating new words several times</li> </ul>

Awareness and metacognitive strategies	<ul style="list-style-type: none"> <li>• Thinking out loud</li> <li>• Summarize and classify information</li> <li>• Asking questions in the language</li> </ul>
Background knowledge	<ul style="list-style-type: none"> <li>• Cooperative readings</li> <li>• Storytelling</li> <li>• Show images</li> <li>• Reconstruct and organize the structure of a text</li> <li>• Graphic organizers</li> </ul>
Critical reading	<ul style="list-style-type: none"> <li>• Recognition of the author's purpose</li> <li>• Questions on timeliness, accuracy, and adequacy of information</li> <li>• Differentiation between facts and opinions</li> <li>• Discussion of fiction and non-fiction literature</li> </ul>

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**Source:** Research

**Author:** Jordan M. (2023)

Table 1 shows Basic activities for the development of reading comprehension

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1 Location**

The investigative study is carried out in the Bolívar Educational Unit, in the city of Ambato, the address is Quiz Quiz Street and Atahualpa Avenue, in the Institution the difficulty of reading deficiency in 8th grade students is evidenced, and it is established that they needed to have some kind of strategy. tool to help improve the development

of reading comprehension in English based on pre-reading

### **3.2 Equipment and materials**

For the development of this research, it will be necessary:

#### **Materials**

- Corpus
- Pens
- Printer
- Memory

#### **Technological resources**

- Computer
- Internet
- Smartphone

#### **Staff**

- Tutor availability
- Student availability

### **3.3 Research Design**

The type of research was quasi-experimental because it aimed to test a causal hypothesis by manipulating (at least) one independent variable where, for logistical or ethical reasons, the research units could not be randomly assigned to the groups, as in the case of this study research that used the experimental group and the control group.

The research was quasi-experimental, its objective was to test a causal hypothesis by

manipulating (at least) one independent variable where, for logistical or ethical reasons, the research units could not be randomly assigned to the groups. This study used a qualitative approach because it described the characteristics of the variables. Regarding the scope of the study, it was correlational because it made the correlation between the variables, in addition to incorporating a study that used methods of data collection, calculation, and tabulation.

Additionally, this study project was also considered correlational because instead of evaluating the effects of activities or materials, it paid more attention to how one or more factors were associated or related to each other through the test. In order to collect information on respondents' levels of comprehension in oral and written language, this study also made use of the KET, a reading comprehension assessment tool.

### **3.4 Hypothesis**

#### **Null hypothesis**

The use of cooperative strategies with an emphasis on pre-reading and based on tasks significantly improves the comprehension of what is read.

#### **Alternative hypothesis**

The use of activity-based cooperative pre-reading strategies improves reading comprehension.

### **3.5 Population or sample**

The population used for this research was 38 eighth-grade students from Unidad Educativa Bolívar, who were divided into two groups experimental and control. Total population sampling, also known as complete enumeration sampling, is a kind of purposive sampling approach that examines the entire population as long as the members have a similar trait. In this study, 38 students were sampled as students chosen as an opportunity sample, because they were part of said course.

### **3.6 Information gathering techniques**

In order to determine the effectiveness of cooperative pre-reading strategies for the development of reading comprehension a quasi-experimental design was used for this study, a mechanism that allowed a researcher to effectively assess the impact of one variable versus another. Furthermore, it produced results that were obvious. The quasi-experimental reduced the uncertainty and clarified the incidence between the elements under study.

The technique that was used was the test, in two moments of the investigation it was used with its instrument, the questionnaire. In the first instance, the test was applied and the first results were obtained; after the techniques were socialized and implemented, the test was applied again, for the second time. After using the conventional approach for five weeks, the afternoon session group engaged in cooperative work and comparative examination of results using novel approaches related to cooperative techniques to make a difference.

### **3.7 Information processing and statistical analysis**

The results of the field research were collected, filtered and submitted to a statistical analysis that allowed obtaining information from the study in relation to the variables that were analyzed, the veracity and validity of the information collected, worked with all the participants, both from the experimental group as a control group on the basis of a valid instrument.

The information processing was carried out with the support of technological tools such as Excel and SPSS; the data were entered for the calculation and obtaining of results for the analysis and interpretation in accordance with the objectives of the study.

### **3.8 Results achieved**

The results were oriented to develop pre-reading activities and strategies that promote adequate results in the reading process, the Eighth-grade students actively participated in the application of the strategies but above all they assimilated reading processes that served them for their daily and permanent academic performance; with this, significant learning was favored. With this, specific objective 2 was met.

The specific objectives 1 and 3 were fulfilled with the theoretical foundation of the investigation and the socialization of the results that were obtained, as well as with the activities that were carried out to favor the initial situation and improve

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **4.1 Analysis and discussion of results**

## Data processing and statistical analysis

After the application of previously planned collection techniques, data is obtained that allows determining the initial situation of the problem under study; Wilcoxon and Excel statistical software is used as support for the analysis of the data obtained, with these tools the certainty and reliability of the results of the field investigation are guaranteed, then the interpretation is carried out.

### Characterization of the study population

*Table 2*

Number of participants.

	<b>CONTROL GROUP</b>	<b>EXPERIMENTAL GROUP</b>
<b>MEN</b>	11	8
<b>WOMEN</b>	9	10
	20	18

**Source:** Research

**Author:** Jordan M. (2023)

Table 2 shows the distribution of the students investigated, both in the control and experimental groups, as well as the distribution of men and women.

A KET Reading Pre-test was applied to both groups, which consisted of 6 reading comprehension questions according to the level that the investigated students should have reached.

After the pre-test and with the results obtained, a comprehensive reading instrument READING POST-TEST was applied with readings and activities.

*Table 3*

Results of the control group test.

Test	
T1	T2
3,3	5,00
1	5,00
1,6	5,00
1	3,75
3,3	5,00
1	6,25
1	6,25
1	6,25
1	6,25
1,1	6,10
3,3	5,00
1,6	6,25
1	3,75
1,1	6,25
3,3	5,50
3,3	5,00
1,1	6,25
3,3	6,25
1	6,25
3,3	5,50

**Source:** Research

**Author:** Jordan M. (2023)

*Table 4*

Results of the experimental group test.

Test
------



T1	T2
1,6	6,75
1	6,75
1	6,75
5	6,25
3,3	6,50
3,3	6,75
5	6,75
5	6,75
3,3	6,75
1	6,75
3,3	6,75
3,3	6,00
1	6,75
3,3	6,25
3,3	6,25
1,6	6,75
5	6,75
1	6,75

**Source:** Research

**Author:** Jordan M. (2023)

Tables 3 and 4 show the results of the application of the tests to the control and experimental groups in two moments, the truth is that in the first intake the results were lower than those of the second.

The T-test procedure for related samples was followed, which compared the means of two variables from the same group. The procedure calculated the differences between the values of the two variables in each case and tested whether the mean differs from 0.

With the data obtained, the statistical process was applied, using the Wilcoxon statistical test, it is a non-parametric test that allowed the study to be applied to the

same participants, as in the case of the present investigation. The following results were obtained:

**Control group**

*Table 5*

Average of the control group

		<b>Ranks</b>		
		N	Average	Sum of ranks
		range		
Pos - Pre	Negative Ranks	4 <sup>a</sup>	2,50	5,00
	Positive Ranks	14 <sup>b</sup>	10,38	166,00
	Draws	2 <sup>c</sup>		
	Total	20		

a. Pos < Pre  
b. Pos > Pre  
c. Pos = Pre

**Source:** Research

**Author:** Jordan M. (2023)

Table 5 shows the means of the tests applied in the control group, working with them without implementing strategies. The arithmetic means are in the pretest and posttest. The negative and positive ranges are shown in relation to the pre and post test, with the total number of students with whom we work being 19

*Table 6*

Wilcoxon signed rank test control group

Contrast Statistics

	Pos - Pre
Z	-3,507 <sup>b</sup>
Sig. asintót. (bilateral)	,002

a. Prueba de rango con signo de Wilcoxon.

b. En base a rangos negativos.

**Source:** Research

**Author:** Jordan M. (2023)

Table 6 shows that the application of the Wilcoxon signed rank test shows a result of 0.002; Since this value is less than 0.05 (significance level), it is possible to reject the null hypothesis.

### Experimental group

*Table 7*

Means of the experimental group

		Ranges		
		N	Average Range	Sum of ranges
	Negative Ranges	6 <sup>a</sup>	,03	,18
Posttest -	Positives Ranges	11 <sup>b</sup>	9,00	153,00
Pretest	Empates	1 <sup>c</sup>		
	Total	18		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

**Source:** Research

**Author:** Jordan M. (2023)

Table 7 shows the results of the experimental group. In the same way as in the previous case, the positive and negative ranges are taken into account, the number of students with whom the study is carried out is 18.

*Table 8*

Wilcoxon signed rank test in the experimental group.

<b>Contrast statistics<sup>a</sup></b>	
	Posttest - Pretest
Z	-3,625 <sup>b</sup>
Sig. asintót. (bilateral)	,001

a. Wilcoxon signed rank test  
b. Based in negative ranges.

**Source:** Research

**Author:** Jordan M. (2023)

Table 8 presents the results of the Wilcoxon Signed Rank Test in the experimental group. The result obtained is 0.01, which is less than 0.05, so the alternative hypothesis is accepted and the null hypothesis is rejected.

The results obtained maintain similarity in the arithmetic means both in the students of the control and experimental group. The difference lies in the use of strategies because they have better averages.

#### **4.2. Hypothesis verification**

The hypothesis verification was carried out based on the Wilcoxon Signed Rank Test, a non-parametric test that measured data from groups with similar characteristics, in

this case, students from different shifts but of the same level, also similar groups but in two groups in pre and post application. The Wilcoxon test is often used to compare means or medians of two independent sets, possibly without a normal distribution.

This test was used to verify the Null Hypothesis and determined the equality between 2 population medians, the variable should have been the product of continuous and paired observations; that is, data from the same sample with pre and posttest measurement.

Table 9  
Hypothesis verification

CONTROL		EXPERIMENTAL		P
Pre	Post	Pre	Post	
0,002	0,002	0,001	0,001	0,0015*

**Source:** Research

**Author:** Jordan M. (2023)

Note. Significant differences at a level  $P \leq 0.05$  (\*)

The Wilcoxon non-parametric test applied to this process determined the existence of statistically significant differences at a level of  $P \leq 0.05$  between the pre- and post-test results, thus allowing us to accept the alternative research hypothesis posed:

The use of activity-based cooperative pre-reading strategies improves reading comprehension.

## CHAPTER V

## **CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

The investigation reaches the following conclusions.

- In order to fulfill the objective of analyzing the characteristics of cooperative pre-reading strategies in terms of reading comprehension strategies, the theoretical analysis, review of the current situation and planning of activities that favor the previous phase of reading are started.
- The study determined the level of reading comprehension of the eighth grade EGB students through a reading test in two moments, with this the current situation is identified and the future situation can be adapted by applying relevant strategies and with it developing the skills that students need to acquire to obtain meaningful learning.
- After carrying out the investigation, it is concluded that it is possible to disseminate the practical results with the educational community through training sessions that promote pre-reading strategies that enhance reading skills in Eighth-grade EGB students.

### **5.2 Recommendations**

- It is recommended to promote research spaces in educational institutions to improve educational processes and, therefore, learning results; the case of the present study focuses on a relevant aspect such as pre-reading and reading, which has a positive impact on accessing information in all areas of knowledge.
- La Unidad Educativa Bolívar must provide teachers with spaces for reflection and

encounters with situations that require intervention through spaces such as the research that is carried out, in order to improve student performance based on the development of their skills in general and particularly with reading, as is the case of this project.

- The development of reading is the responsibility of the Educational Institution and of the parents/guardians who must collaborate permanently in the teaching-learning process, their valuable contribution allows students to develop important skills to acquire significant learning based on reading skills.

## CHAPTER VI

### THE PROPOSAL

**Topic:** Design of pre-reading strategies to promote the reading process of Eighth-grade students

#### 6.1 Informative Data

<b>Name of the institution:</b>	Unidad Educativa Bolívar
<b>Location:</b>	Tungurahua – Ambato – Huachi Pata
<b>Beneficiaries:</b>	EGB Students
<b>Estimated time for the execution:</b>	Six weeks
<b>Beginning:</b>	20 - 03- 2023
<b>Ending:</b>	28– 04 – 2023
<b>Person in charge:</b>	Researcher
<b>Cost:</b>	150

#### 6.2 Background of the proposal

Once the documentary and bibliographical field research has been carried out, including the analysis of the research variables, from the perception of the current situation and with the development of the theoretical foundation of the study components, the research process continues with the approach of the proposal of solution alternatives from the design of a solution proposal. With this, a critical-propositive paradigm is assumed that does not remain only in the theoretical analysis but rather advances in the practice of development of improvements.

The process of acquiring reading as a skill and habit begins from the first years of life, then, in the school stage it is still important that it be reinforced and strengthened



because it is what allows access to all kinds of information; For this reason, it is necessary to promote reading as a habit, as well as to reaffirm reading comprehension as a tool for students to be able to access information from all areas of knowledge.

### **6.3 Justification**

It is important to develop the proposal because it gives rise to presenting strategies that favor the activities of reeking of reading as an element that puts students in contact with the contents and assimilate the knowledge that enables them to acquire significant learning.

There is interest in developing the proposal because with its execution significant learning is favored and the acquisition of the habit of reading is fostered; This activity favors the assimilation of information from all areas of knowledge, while developing skills in students with performance criteria favorably. The direct beneficiaries of the proposal are the students because they have a set of tools that prepare them for an efficient subsequent reading; Teachers also benefit because they have elements that help pre-reading and subsequent comprehension as inputs for an adequate inter-learning process.

### **6.4 Objectives**

#### **General**

To design pre-reading strategies to promote the reading process of Eighth-grade students

#### **Specifics**

- To identify the initial situation of the reading level of Eighth-grade students
- To analyze the most relevant pre-reading strategies to apply in Eighth-grade students

- To design, execute and evaluate the most relevant pre-reading strategies to apply in Eighth-grade students

### **6.5 Feasibility Analysis**

The proposal is feasible because it adapts to the reality of the eighth-grade students of the Bolívar Educational Unit, part of the detection of a reality that is lived in the environment and proposes viable alternative solutions that, with the contribution of those involved, arrives to significantly improve the reality of students, teachers and their families.

At the technological and financial level, it is feasible to develop the proposal because students and teachers have access to the technological tools to use and economic resources are not required, but rather those that are allocated for the process that does not exceed what parents can contribute. and representatives of the eighth-grade students of the Unidad Educativa Bolívar.

### **6.6 Development**

#### **Pre-reading strategies**

1. Exploration of the content of the text, through the physical recognition of the content, text structure.



Source: [www.wordpress.com](http://www.wordpress.com)

#### **Objective**

To identify essential elements of the text such as its cover, back cover, title, author, index, font, outlines, diagrams and illustrations to assume the content before reading a text.

### **Development**

- Each student must have a physical or digital file of their interest.
- Individually analyze the elements described in the previous section.
- Carry out a previous reading, strategically, with which you have an exploration of the text to know its structure, have an idea of the content and make a decision to deepen the reading (Sánchez, 2019). Exploring the text to be read allows you to activate previous knowledge and make decisions.
- Plenary of the ideas that each one has of the preliminary activity.
- Reading of the text, comparison and contrast of what was read with what was done in the pre-reading activity.

**Duration:** 1 week

2. Design of an explanatory scheme of the text structure by knowing the title.



Source: [www.wordpress.com](http://www.wordpress.com)

### **Objective**

To identify essential elements of the text before its complete reading, based on the title

and obtaining an explanatory outline before the complete reading.

### **Development**

- Each student receives the title of a text.
- Analyze individually the elements that the text would contain.
- Make an explanatory graphic scheme of the structure that each one considers the text would have from the title.
- Plenary of graphic schemes.
- Reading of the text, comparison and contrast of what was read with what was done in the pre-reading activity.

**Duration:** 1 week

3. Brainstorm the content of the text based on the title



Source: [www.tiempo.com](http://www.tiempo.com)

### **Objective**

To analyze in a group the structure and content of a text based on the title to develop inference skills and reinforce pre-reading techniques

### **Development**

- The title of a text is written on the blackboard.
- Request that each student write in their notebooks three ideas about content,

importance and message of the text based on the title.

- Analyze the answers that will be manifested in an orderly manner.
- Make an outline of the recorded answers.
- Plenary, consensus of shared ideas.
- Reading of the text, comparison and contrast of what was read with what was done in the pre-reading activity.

**Duration:** 1 week

### 6.7 Assessment

To assess the impact of developing strategies, the following matrix is applied

Parameters	ESTRATEGY 1			ESTRATEGY 2			ESTRATEGY
	Excellent	Good	Bad	Excellent	Good	Bad	Excellent
Participation							
Comprehension							
Task execution							
Development of the activ							
Activity							

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## Anexes

### Anexe 1

### Operationalization of variables

#### Response variables or results achieved

**Independent variable:** Cooperative pre-reading strategies.

**Table 2:** Independent variable: Cooperative pre-reading strategies.

COOPERATIVEPRE-READING STRATEGIES	DIMENSIONS	INDICATORS	ITEMS
Cooperative pre-reading strategies focus on the development of preparation activities, before reading a text in detail, where students are assigned to small working groups, to reach common goals together and maximize their own learning, as well as that of the other group members. It aims to guide students by suggesting elements that give them clues to create conjectures and predictions about the text through an exchange of information among group members.	Cooperative Learning strategies	*Utilize cooperative learning groups *Jigsaw learning *Peer tutoring Reciprocal Teaching Reading • Create Learning Community	1 2
	Pre-reading strategies	*Visual discrimination *Activating * Skimming *Scanning	3 4 5

	Strategies for setting Reading Goals	*Make inferential predictions  * Inferring  *Monitoring  *Clarifying  Pre-questioning  Pre-vocabulary  Think -pair-share.	6  7  8  9  10
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**Dependent variable:** Reading comprehension


**Table 2:** Dependent variable: Reading comprehension.

READING COMPREHENSION	DIMENSIONS	INDICATORS	ITEMS
It is considered one of the four linguistic skills that are necessary to achieve effective communication. It corresponds to the ability to understand, evaluate, use and engage with written texts to develop knowledge and potential, and to be able to participate in society achieving the proposed goals. The factors involved in this process can be external to the subject, such as text characteristics, vocabulary complexity and applied structures; while others are internal, such as the subject's decoding and comprehension regulation skills and	Phases of reading	Pre-reading While Reading After reading	11 12
	Types of Reading	Oral Silent Exploratory Superficial	13
	Reading approaches	Extensive reading Intensive Reading	

knowledge. -	Levels of reading comprehension	Literal Inferential Critic Creative	14 15
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Annex 2 Planning

		<b>UNIDAD EDUCATIVA “BOLÍVAR”</b> <b>PERÍODO LECTIVO 2022-2023</b>					
<b>1. INFORMATIVE DATA:</b>		<b>COOPERATIVE LEARNING READING PLAN</b>					
<b>TEACHER:</b>	Lic, Maricela Jordán	<b>SUBJECT:</b>	ENGLISH	<b>COURSE: STUDENTS</b>	8Th 40	<b>PARALEL:</b>	“A”
<b>UNIT</b>	1	<b>TITLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.		
<b>2. PLAN</b>							
<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>				<b>ESSENTIAL EVALUATION CRITERIA:</b>			
<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.				CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			
<b>VALUES</b>	<i>Respect for diverse opinions.</i>			<b>DATE:</b>	March ,2023		

Methodological strategies	Resources	Evaluation			
		Achievement indicators	Evaluation Activity or Product	Time	Evaluation
<p><b>Cooperative Learning Utilization</b> Students have to form small groups to collaborate and complete tasks, to work in groups, increasing the ability to complete tasks, also; positive interdependence, individual accountability, and face-to-face promotional interaction.</p>	<p>Board Markers Extra -sheets Flash cards</p>	<p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p>	<p><b>WARM UP</b> <b>Broken telephone game</b> Activate prior Knowledge by responding the question? Students have to respond: What have you known, or heard about the messages ? What are they used for? <b>PREDICTION(Pre reading activities )</b> Previewing the text. Read the text to the students and ask them and get ideas what is the reading about. Seating a purpose: Ask to students get the main idea of the messages. Making predictions Students predict what is the text about. <b>Review Vocabulary.</b> Present Vocabulary to the students through pictures words like : night,room,building, people,patients, date, receptionist, and box. Teacher explains sentences</p>	<p>5 minutes  5 minutes  10 minutes  10 minutes  10 minutes</p>	<p>Presentation students have to present in groups about their own messages to the class.</p>


			<p>about vocabulary.</p> <p><b>ACTIVITY</b></p> <p>1. Teacher present the words of vocabulary using flash cards and write sentences with the words.</p> <p>2. Teacher establish group of five students.</p> <p>3 Teaches ask to the students make sentences related to the words learned .</p> <p>4 Teacher monitoring the class. .</p> <p>5. After reading teacher ask them to answer the questions about the topic in the group (orally).</p> <p>5. Students choose some words of vocabulary and build an example of a message and present it to the class (one example by group).</p>		
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher :		Coordinator :		Viceprincipal :	

	<p><b>UNIDAD EDUCATIVA “BOLÍVAR”</b></p> <p><b>PERÍODO LECTIVO 2022-2023</b></p>	
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<b>CLASS PLAN READING STRATEGY PEER TUTORING</b>								
<b>1. INFORMATIVE DATA:</b>								
<b>TEACHER:</b>	Lic, Maricela Jordán		<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	"A"
					<b>STUDENTS</b>	40		
<b>UNIT</b>	1	<b>TITTLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.			
<b>2. PLAN</b>								
<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION CRITERIA:</b>			

<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.		CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.				
<b>VALUES</b>	<i>Respect for diverse opinions.</i>	<b>DATE:</b>	March ,2023			
<b>Methodological strategies</b>		<b>Resources</b>	<b>Evaluation</b>			
			<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>	<b>Time</b>	<b>Evaluation</b>
<b>Peer tutoring reading cooperative learning</b> Students work cooperative reading learning into peer tutoring, peer learning consist on peer-assisted learning which involves participants from comparable social groups.		Board Markers Extra -sheets Flash cards	I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title,	<b>WARM UP</b> Activate prior Knowledge through the game “Hangman”on the board . Students take turns to guess the words.(magazines,patients,leave,receptionist). Students guess the topic of the class. “messages” <b>(Pre reading activities</b> Ask to students discuss with a peer about the words of the	5 minutes  5 minutes  10 minutes	Peers switching roles have to tell the main idea of the reading to the class .

		illustrations, organization, etc.) (I.2, I.4)	topic. Teacher give the sheets related to the vocabulary of the topic Peers have to underline and find the meaning of the unknow words in the dictionary. Teacher writes questions about the topic where peers have to answer orally by switching roles. Peers have to respond the questions by writing . Teacher monitoring the class.	10 minutes 10 minutes	
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher :		Coordinator :		Viceprincipal :	
Signature:		signature:		Signature:	


	<b>UNIDAD EDUCATIVA “BOLÍVAR”</b> <b>PERÍODO LECTIVO 2022-2023</b>	
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1. INFORMATIVE DATA: RECIPROCAL TEACHING READING PLAN								
<b>TEACHER:</b>	Lic, Maricela Jordán		<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	"A"
					<b>STUDENTS</b>	40		
<b>UNIT</b>	1	<b>TITTLE</b>		<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.		
<b>2. PLAN</b>								
<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION CRITERIA:</b>			
<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.					CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			

<b>VALUES</b>	<i>Respect for diverse opinions.</i>	<b>DATE:</b>	March ,2023		
<b>Methodological strategies</b>	<b>Resources</b>	<b>Evaluation</b>			
		<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>	<b>Time</b>	<b>Evaluation</b>
<b>RECIPROCAL TEACHING READING PLAN</b>  Students are encouraged to read, talk, and think their way through the material through reciprocal reading. Students are taught how to lead in small groups of discussions by watching teachers use four strategies: summarizing, question-generating, clarifying, and forecasting.	Board	I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)	<b>WARM UP</b>  Activate prior Knowledge :  Star with an image related to the topic.  Look at the picture and answer this question.  Have you ever to prepare special food for people with special tasted?  <b>PREDICTION(Pre reading activities ?</b>  Previewing the text.  Read the text to the students and predict what is the text	5 minutes	Presentation Students make a summarize about the text and present it to the class.
	Markers Extra -sheets Flash cards			5 minutes	



			<p>about?</p> <p>Ask to students get the main idea from the text.</p> <p>Students predicts what is the text about</p> <p><b>Review Vocabulary.</b></p> <p>Present Vocabulary to the students through pictures words like : ( inviting, dinner,food,meat,milk,sick,tro uble).</p> <p>Review the pronunciation of the words.</p> <p><b>ACTIVITIES</b></p> <p>1. Teacher presents the words of vocabulary using flash cards and write sentences with the words.</p> <p>2. Teacher establishes group of five students.</p> <p>3 Teaches asks to the students make sentences related to the words learned .</p> <p>4 Teacher monitoring the class for clarifying ideas.</p> <p>5. After reading teacher ask them to answer the questions</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	
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			<p>about the topic in the groups:</p> <p>What is the text about?</p> <p>What do you see in the image?</p> <p>What more can you find in the text.</p> <p>5. Students have to write a summarize in groups.</p>		
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher : Lic. Maricela Jordán		Coordinator :		Viceprincipal :	
		<p><b>UNIDAD EDUCATIVA “BOLÍVAR”</b></p> <p><b>PERÍODO LECTIVO 2022-2023</b></p>			
<b>1. INFORMATIVE DATA:</b>		<b>THINK -PAIR-SHARE READING PLAN</b>			

<b>TEACHER:</b>	Lic, Maricela Jordán		<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	"A"
					<b>STUDENTS</b>	40		
<b>UNIT</b>	1	<b>TITLE</b>	<b>Messages with comprehension questions</b>		<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.		
<b>2. PLAN</b>								
<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>					<b>ESSENTIAL EVALUATION CRITERIA:</b>			
<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.					CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			
<b>VALUES</b>	<i>Respect for diverse opinions.</i>				<b>DATE:</b>	March ,2023		

Methodological strategies	Resources	Evaluation			
		Achievement indicators	Evaluation Activity or Product	Time	Evaluation
<p><b>THINK -PAIR-SHARE READING PLAN</b></p> <p>Think-pair-share strategy uses a pre-questionary, but here students share the answer with a pair. This activity promotes the participation of all the members of the small group and that consists of different moments, planned or distributed in the different sessions.</p>	<p>Board</p> <p>Markers</p> <p>Extra -sheets</p> <p>Flash cards</p>	<p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p>	<p><b>WARM UP</b></p> <p>Activate prior Knowledge :</p> <p>Start presenting some words about the theme.</p> <p>Write the words to make connections with real life.</p> <p>Ask students to talk about their experience to buy clothes at the stores which cannot be returned?</p> <p><b>PREDICTION (Pre reading activities?)</b></p> <p>Previewing the text.</p> <p>Read the text to the students and predict what</p>	<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>	<p>Presentation</p> <p>A peer evaluation of the project about the text presented is carried out.</p>

		<p>is the text about?</p> <p>Ask to students get the main idea from the text about?</p> <p><b>Review Vocabulary.</b></p> <p>Present Vocabulary to the students through pictures words like: (before, clothes, sale, returned, try, buy).</p> <p>Review the pronunciation of the words.</p> <p><b>ACTIVITIES</b></p> <p>In an initial phase, the teacher presents words related to the text. (Before, clothes, sale, returned, try, buy).</p> <p>At first, each student must carry out an individual reflection or work, developing their own ideas or criteria about words of the text.</p> <p>In a second moment, they</p>	<p>10 minutes</p> <p>10 minutes</p>	
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			<p>work in pairs or small groups, share reflections or individual works, discuss, or debate about the text and make decisions to prepare the final product.</p> <p>In a third moment, the final project is presented to the rest of the class and as a closing or final phase.</p> <p>A peer evaluation of the projects presented is carried out.</p>		
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher : Lic. Maricela Jordán		Coordinator :		Viceprincipal :	



**UNIDAD EDUCATIVA “BOLÍVAR”**  
**PERÍODO LECTIVO 2022-2023**

**1. INFORMATIVE DATA:** Utilize Cooperative Reading Learning

<b>TEACHER:</b>	Lic, Maricela Jordán	<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	“A”
				<b>STUDENTS</b>	40		

<b>UNIT</b>	1	<b>TITLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.
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**2. PLAN**

<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>	<b>ESSENTIAL EVALUATION CRITERIA:</b>
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<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.		CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			
<b>VALUES</b>	<i>Respect for diverse opinions.</i>	<b>DATE:</b>	March ,2023		
<b>Methodological strategies</b>		<b>Resources</b>		<b>Evaluation</b>	
				<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>



<p><b>utilize cooperative learning</b></p> <p>Cooperative Learning (CL) is an approach which is structured in small groups that are used in the classroom, where students collaborate to optimize both their own and each other's learning while increasing the ability to work in groups.</p>	<p>Board</p> <p>Markers</p> <p>Extra -sheets</p> <p>Flash cards</p>	<p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p>	<p><b>WARM UP</b></p> <p><b>Respond a quote</b></p> <p>Activate prior Knowledge by responding the question?</p> <p>Students have to respond:</p> <p>What do you think heating means?</p> <p>What is it used for?</p> <p><b>PREDICTION(Pre reading activities )</b></p> <p>Previewing the text.</p> <p>Read the text to the students and ask them and get ideas what is the reading about.</p> <p>Seating a purpose:</p> <p>Ask to students get the main idea of the messages.</p> <p>Making predictions</p> <p>Students predict what is the text about.</p>	<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>	<p>Presentation students have present in groups their responses about the topic to the class.</p>
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			<p><b>Review Vocabulary.</b></p> <p>Present Vocabulary to the students through pictures words like :  Heating, comes ,turn on on,try,change,time.  Teacher explains sentences about vocabulary.</p> <p><b>ACTIVITY</b></p> <p>1. Teacher present the words of vocabulary using flash cards and write sentences with the words.</p> <p>2. Teacher establish group of 4 students.</p> <p>3 Teaches ask to the students make sentences related to the words learned .</p> <p>4 Teacher monitoring the class. .</p> <p>5. After reading teacher ask them to answer the questions about the topic in the group (orally).</p> <p>5. Students make interaction face to face by asking and</p>	<p>10 minutes</p> <p>10 minutes</p>	
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			<p>answering the questions ?</p> <p>What time does the heating turn on in the morning?</p> <p>Is it possible to turn on the heating between 10 am and 4 pm?</p> <p>Does anyone turn on the heating any time?</p>		
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher :		Coordinator :		Viceprincipal :	



**UNIDAD EDUCATIVA “BOLÍVAR”**  
**PERÍODO LECTIVO 2022-2023**

**1. INFORMATIVE DATA:** **Create learning community**

**Reading Learning**

<b>TEACHER:</b>	Lic, Maricela Jordán	<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	“A”
				<b>STUDENTS</b>	40		


<b>UNIT</b>	1	<b>TITLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.
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**2. PLAN**

<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>		<b>ESSENTIAL EVALUATION CRITERIA:</b>			
<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.		CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			
<b>VALUES</b>	<i>Respect for diverse opinions.</i>	<b>DATE:</b>	March ,2023		
<b>Methodological strategies</b>	<b>Resources</b>	<b>Evaluation</b>			
		<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>	<b>Time</b>	<b>Evaluation</b>
<b>Create learning community</b> Learning community means a group of students who work together and form connections with one another toward common learning objectives is known as a learning community. Interactions within a learning community are both rational and motivational.	Board Markers Extra -sheets Flash cards	I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual	<b>WARM UP</b> <b>Activate prior Knowledge</b> Students have to respond: What happen to a car when it doesn't have enough petrol and you need to arrive to the destiny? <b>PREDICTION(Pre reading activities )</b>	5 minutes  5 minutes	Presentation Students present a role play about the topic giving the main message of the text.

		<p>clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p>	<p>Previewing the text. Read the text to the students and ask them and get ideas what is the reading about. Seating a purpose: Ask to students get the main idea of the messages. Making predictions Students predict what is the text about.</p> <p><b>Review Vocabulary.</b> Present Vocabulary to the students through pictures words like : Petrol,car,more reach,cheaply,need. Teacher explains sentences about vocabulary. <b>ACTIVITY</b> 1. Teacher present the words of vocabulary using flash cards and write sentences with the words. 2. Teacher establish group of 3 students. 3 Teaches ask to the students make sentences related to the words learned . 4 Teacher monitoring the class. 5. After reading the teacher ask them to interact the text related . Students practice a role play related to the topic.</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	
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ELABORATED BY	REVIEWED BY	APPROVED BY
Teacher :	Coordinator :	Viceprincipal :
Signature:	signature:	Signature:
Date:	Date:	Date:

	<p><b>UNIDAD EDUCATIVA “BOLÍVAR”</b></p> <p><b>PERÍODO LECTIVO 2022-2023</b></p>	
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<b>1. INFORMATIVE DATA:</b>		<b>Reciprocal Teaching Reading</b>					
<b>TEACHER:</b>	Lic, Maricela Jordán	<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	“A”
				<b>STUDENTS</b>	40		
<b>UNIT</b>	1	<b>TITTLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.		
<b>2. PLAN</b>							
<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>				<b>ESSENTIAL EVALUATION CRITERIA:</b>			
<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.				CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			




<b>VALUES</b>	<i>Respect for diverse opinions.</i>	<b>DATE:</b>	March ,2023		
<b>Methodological strategies</b>	<b>Resources</b>	<b>Evaluation</b>			
		<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>	<b>Time</b>	<b>Evaluation</b>
<b>Reciprocal Teaching Reading</b>  It is an instructional procedure through scaffolded education of reading comprehension-monitoring tools, small groups of students can learn to enhance their reading knowledge. Students are taught how to lead group discussions by watching teachers use four strategies: summarizing, question-generating, clarifying, and forecasting.	Board  Markers  Extra -sheets  Flash cards	I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)	<b>WARM UP</b>  Activate prior Knowledge by responding the question?  Students have to respond:  What do you know about sports?  <b>PREDICTION(Pre reading activities )</b>  Previewing the text.  Read the text to the students and ask them and get ideas what is the reading about.	5 minutes          5 minutes	Presentation students have to present a summary to the class about the topic.

			<p>Seating a purpose:</p> <p>Ask to students get the main idea of the text.</p> <p>Making predictions</p> <p>Students predict what is the text about.</p> <p><b>Review Vocabulary.</b></p> <p>Present Vocabulary to the students through pictures words like :</p> <p>Team sports,fast, strong,upset,exercise,cycling,running,swimming,football,volleyball,own,slow.</p> <p>Teacher explains sentences about vocabulary.</p> <p><b>ACTIVITY</b></p> <p>1. Teacher present the words of vocabulary using flash cards and write sentences with the words.</p> <p>2. Teacher establish group of five students.</p> <p>3 Teacher ask to the students make sentences related to the words learned .</p> <p>4 Teacher monitoring the</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	
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			<p>class. .</p> <p>5.After reading teacher ask them to answer the questions about the topic in the group (orally).</p> <p>Have you ever any experience in team or alone sports ?</p> <p>Students discuss the topic in groups.g</p> <p>5. Students choose some words of vocabulary and find the meaning to clarify ideas of the text.</p> <p>In groups students share ideas and write a summarize about the text learned.</p>		
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher :		Coordinator :		Viceprincipal :	

Signature:	signature:	Signature:
Date:	Date:	Date:

		<b>UNIDAD EDUCATIVA “BOLÍVAR”</b> <b>PERÍODO LECTIVO 2022-2023</b>					
<b>1. INFORMATIVE DATA:</b>		<b>Peer tutoring cooperative learning</b>					
<b>TEACHER:</b>	Lic, Maricela Jordán	<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	“A”
				<b>STUDENTS</b>	40		
<b>UNIT</b>	1	<b>TITTLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.		

<b>2. PLAN</b>					
<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>			<b>ESSENTIAL EVALUATION CRITERIA:</b>		
<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.			CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.		
<b>VALUES</b>	<i>Respect for diverse opinions.</i>		<b>DATE:</b>	March ,2023	
<b>Methodological strategies</b>		<b>Resources</b>	<b>Evaluation</b>		

		<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>	<b>Time</b>	<b>Evaluation</b>
<p><b>Peer tutoring cooperative learning</b></p> <p>Peer tutoring is an educational method that pairs up high achievers with lesser achievers or pupils who have similar accomplishment levels for scheduled reading study sessions.</p>	<p>Board</p> <p>Markers</p> <p>Extra -sheets</p> <p>Flash cards</p>	<p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p>	<p><b>WARM UP</b></p> <p>Activate prior Knowledge</p> <p>Start with an image related to sports</p> <p>What do you see in this image?</p> <p><b>PREDICTION(Pre reading activities )</b></p> <p>Previewing the text.</p> <p>Read the text to the students and ask them and get ideas what is the reading about.</p> <p>Seating a purpose:</p> <p>Ask to students get the main idea of the text.</p> <p>Making predictions</p> <p>Students predict what is the</p>	<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>	<p>Presentation students in peers have to present the answers according to the questions about the topic.</p>

		<p>text about.</p> <p><b>Review Vocabulary.</b></p> <p>Present Vocabulary to the students through pictures words like : Sports, school, team, parties, wonunhappy, accident, love, together, friend, sound, fishing, . Teacher explains sentences about vocabulary.</p> <p><b>ACTIVITY</b></p> <p>1. Teacher establish group of five students.</p> <p>2. Teacher ask to the students make sentences related to the words learned .</p> <p>4 Teacher monitoring the progress of the class. .</p> <p>5. After reading teacher ask sstudents work about.</p> <p>Did Laura use to exercise when sshe was at the school?</p> <p>What happened to Laura in her leg?</p> <p>What is the sport does Laura</p>	<p>10 minutes</p> <p>10 minutes</p>	
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			do ?  Students discuss the topic in groups.g  5. Students choose some words of vocabulary and find the meaning to clarify ideas of the text.  In groups students share ideas and write a summarize about the text learned.		
<b>ELABORATED BY</b>		<b>REVIEWED BY</b>		<b>APPROVED BY</b>	
Teacher :		Coordinator :		Viceprincipal :	
Signature:		signature:		Signature:	





**UNIDAD EDUCATIVA “BOLÍVAR”**  
**PERÍODO LECTIVO 2022-2023**

**1. INFORMATIVE DATA:**

**THINK PAIR SHARE READING LEARNING**

<b>TEACHER:</b>	Lic, Maricela Jordán	<b>SUBJECT:</b>	ENGLISH	<b>COURSE:</b>	8Th	<b>PARALEL:</b>	“A”
				<b>STUDENTS</b>	40		

<b>UNIT</b>	1	<b>TITLE</b>	<b>Messages with comprehension questions</b>	<b>OBJECTIVES:</b>	Identify the main ideas of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts by asking and answering questions about the text. Ref. O.EFL 4.1.
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**2. PLAN**

<b>SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:</b>	<b>ESSENTIAL EVALUATION CRITERIA:</b>
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<b>Reading</b> EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.		CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.			
<b>VALUES</b>	<i>Respect for diverse opinions.</i>	<b>DATE:</b>	March ,2023		
<b>Methodological strategies</b>	<b>Resources</b>	<b>Evaluation</b>			
		<b>Achievement indicators</b>	<b>Evaluation Activity or Product</b>	<b>Time</b>	<b>Evaluation</b>
<b>THINK PAIR SHARE READING LEARNING</b>  Think-pair-share strategy uses a pre-questionary, but here students share the answer with a pair. This activity promotes the participation of all the members of the small group .	Board Markers Extra -sheets Flash cards	I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant	<b>WARM UP</b>  Activate prior Knowledge  Invite to a student.to student to a discussion.  Discuss ideas, reactions experiences about sports in the school.	5 minutes	Presentation students in peers have to present the answers according to the questions about the topic.

		<p>information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p>	<p><b>PREDICTION(Pre reading activities )</b></p> <p>Previewing the text.</p> <p>Read the text to the students and ask them and get ideas what is the reading about.</p> <p>Seating a purpose:</p> <p>Ask to students get the main idea of the text.</p> <p>Making predictions</p> <p>Students predict what is the text about.</p> <p><b>Review Vocabulary.</b></p> <p>Present Vocabulary to the students through pictures words like :</p> <p>Sports, school, team, parties, wonunhappy, accident, love, togheter, friend, sound, fishing, .</p> <p>Teacher explains sentences about vocabulary.</p> <p><b>ACTIVITY</b></p> <p>1. Teacher establish group of five students.</p> <p>2. Teacher ask to the students</p>	<p>5 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	
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			<p>make sentences related to the words learned .</p> <p>4 Teacher monitoring the progress of the class. .</p> <p>5.After reading teacher asks to students to answer questions about the topic.?</p> <p>What is the text about ?</p> <p>Does ´t Thea have enough money to practice any sport?</p> <p>Does Thea enjoy sports without noise?.</p> <p>In pairs students share ideas discuss the correct answers.</p>	10 minutes	
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## Annex 2 Photographs

Below are images in which the students are carrying out the activities related to the investigation.







## ENGLISH READING PRE - TEST

Name : .....

Course :8<sup>th</sup> “ .....”

Date : .....

### **General Instructions:**

- Read the questions carefully before answering
- Use blue or black pen only.
- Don't use white liquid pen.

**A2 Key (KET) Reading part 1: messages with comprehension**

This is the format of the first part of the reading and writing section.

For each question, choose the correct answer:

1.

Our science comedy night is very popular  
The show will now take place in room 4  
of the west building, so that more people  
can see it.

See you there!

- Go somewhere else to see the show.
  - There are no more tickets left for the show.
  - The even has moved from the room 4 to the west building.
- 2.

Magazines needed for patients to read up to  
date or out of date  
Leave them with our receptionist or in the  
black box by the front door.

- You can take the magazines home with you.
- Please return the magazines after reading them,
- Your old magazines will be used and read here.

3. Hello Robert.

Thanks for inviting me for the dinner. I'd love to come. I don't eat meat and I can't eat  
food with milk in it because it makes me sick I hope that's not too much trouble!

Kate

- Kate doesn't want dinner because she feels too sick.
- Robert must buy meat and milk for dinner.
- Robert may need to prepare special food for Kate.

4.

Clothes on sale cannot returned  
Try them on before you buy them !



- If you buy something that's too big, you can't bring it back.
- There isn't anywhere for customers to try on clothes here.
- The sale will end soon, so you should buy clothes soon.

5.

Heating comes on between 7 am and 10 am  
And 4 pm and 11 pm.  
Please do not try to change these times

- The heating may not come on every morning.
- Don't try to turn on the heating between 10am and 4pm.
- Someone will come here to turn on the heating.

6.

Paul,

There's still a little petrol in the car, so you won't need to get any more until you reach Benton, where you can buy it cheaply.

Sally.

- There is still some of the cheap petrol that Sally bought in the car.
- Paul should buy more petrol before he gets to Benton.
- There is enough petrol in the car to get to a cheap petrol station.



### ENGLISH READING POST- TEST

Name : .....

Course : ..... 8<sup>th</sup> “ .....”

Date : .....

**General Instructions:**

- Read the questions carefully before answering
- Use blue or black pen only
- Don't use white liquid pen.

## A2 Key (KET) Reading part 2 : texts matching

Read the three texts about sports experiences .For each question, choose the correct answer.

### Jeanne

We did lots of teams sports at school, like football, volleyball and hockey. But I'm not very fast or strong, so I couldn't hit or kick a ball hard. Often, members of my team laughed at me, and so I stopped playing sports as soon as I could because it upset me. But later I learned that you can get exercise without other people around. Now I sometimes go cycling, swimming and running, but always on my own. Then no-one can get mad at me when I'm slow.

### Laura

I used to do every sport I could when I was at school. I loved the exercise, and I also liked being a member of a team. We had some great times together. We travelled to matches by bus, and had parties when we won. Then I was in a terrible car accident three years ago, and I hurt my leg. It still isn't better. It's made me really unhappy. The only sport I can do is fishing and that's so boring! But a friend of mine has suggested going sailing. It sounds fun so I think I'll try that.

### Thea

I don't mind team sports. I'm quite good at the basketball and cricket, but I prefer doing sports when there aren't lots of other people making noise, laughing and telling jokes. That's why I like surfing. It's just me and the sea and a few other people who also like quiet, beautiful places. I think I would enjoy horse-riding and skiing too, for the same reason, but those sports are expensive. I already spend a lot travelling to different beaches with my board.

- Who doesn't have enough money to try sports that she's interested in?  
a) Jeanne                      b) Laura                      c) Thea

- Who plans to try a new sport soon?  
a) Jeanne                      b) Laura                      c) Thea
  
- Who is unable to do the sports that she enjoyed in the past?  
a) Jeanne                      b) Laura                      c) Thea
  
- Who only enjoys sports she can do alone?  
a) Jeanne                      b) Laura                      c) Thea
  
- Who made a lot of friends by doing sports?  
a) Jeanne                      b) Laura                      c) Thea
  
- Who only enjoys playing sports with others if they aren't too loud?  
a) Jeanne                      b) Laura                      c) Thea
  
- Who had unhappy experiences when playing team sports?  
a) Jeanne                      b) Laura                      c) Thea















