UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "THE EFFECTS OF COOPERATIVE LEARNING ON READING COMPREHENSION"

Trabajo de Investigación Previo a la Obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

Autora: Licenciada Mariela Germania Pilco Labre

Directora: Doctora Verónica Elizabeth Chicaiza Redín

Ambato – Ecuador

2018

A la Unidad de Titulación de la Universidad Técnica de Ambato

El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado, Presidente de Tribunal e integrado por las señoras: Doctora Elsa Mayorie Chimbo Cáceres, Magister y Doctora Wilma Elizabeth Suárez Mosquera, Magister; Miembros de Tribunal designadas por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptar el Trabajo de Investigación con el tema: **"THE EFFECTS OF COOPERATIVE LEARNING ON READING COMPREHENSION ",** elaborado y presentado por la Licenciada Mariela Germania Pilco Labre, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Dr. Héctor Gómez Alvarado

Presidente del Tribunal

Dra. Elsa Mayorie Chimbo Cáceres. Mg.

Miembro del Tribunal

Dra. Wilma Elizabeth Suárez Mosquera. Mg.

Miembro del Tribunal

AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema **"THE EFFECTS OF COOPERATIVE LEARNING ON READING COMPREHENSION",** le corresponde exclusivamente a: Licenciada Mariela Germania Pilco Labre**,** Autora bajo la Dirección de la Doctora Verónica Elizabeth Chicaiza Redín, Directora del Trabajo de Investigación y el patrimonio intelectual a la Universidad Técnica de Ambato.

Licenciada Mariela Germania Pilco Labre

cc. 0604397711

AUTORA

Doctora Verónica Elizabeth Chicaiza Redín

cc. 1715106322

DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo reproducción de este, dentro de las regulaciones de la Universidad.

Lcda. Mariela Germania Pilco Labre

c.c. 0604397711

ÍNDICE

ÍNDICE DE TABLAS

ÍNDICE DE FIGURAS

AGRADECIMIENTO

My gratitude to Technical University of Ambato
for welcoming me in its classrooms,
and to each one of my teachers
for sharing their knowledge.
Special thanks to Dr. Verónica Chicaiza
for being an exceptional thesis director
and helping me along this process.
To Riobamba High school, authorities, teachers,
and students for their collaboration in this work.

DEDICATORIA

This research is dedicated to all the people
who have been part of this arduous process.
To my beloved son Sebastian, since this is the legacy
I want to teach him: education.
To my family who has been an
essential support in every stage of my life.
Finally, to my dear students since
they are my every day inspiration.

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "THE EFFECTS OF COOPERATIVE LEARNING ON READING COMPREHENSION"

AUTORA: Licenciada Mariela Germania Pilco Labre

DIRECTORA: Doctora Verónica Elizabeth Chicaiza Redín

FECHA: Noviembre 16, 2018

RESUMEN EJECUTIVO

El objetivo primordial de este estudio es determinar en qué forma influye el aprendizaje cooperativo en la comprensión lectora de los estudiantes. Para confirmar la efectividad del aprendizaje cooperativo en la comprensión lectora, se aplicaron un pre-test y un post-test los cuales están basados en el examen de Cambridge PET en la parte de lectura comprensiva a los estudiantes de primero de bachillerato de la Unidad Educativa "Riobamba" durante el período escolar 2017-2018. Este examen estaba compuesto de dos partes: la primera que se realizó con trabajo cooperativo en pares y la segunda parte que se realizó con la colaboración entre estudiantes miembros de grupos compuestos de cuatro estudiantes cada uno. Se diseñó una guía didáctica para el docente la cual se aplicó dentro del aula, posteriormente se realizaron los análisis de datos antes y después de la misma. La guía didáctica para el docente se diseñó de acuerdo a las estrategias del aprendizaje cooperativo tales como jig-saw, think-pair-share, y cuestionamiento recíproco con la utilización de las tres etapas de la lectura que son: antes de la lectura, durante la lectura y después de la lectura. Terminada la implementación de la propuesta, se realizó el análisis de datos mediante la prueba matemática T- student. Se concluye que los estudiantes mejoraron su comprensión lectora mediante el trabajo cooperativo en parejas y en grupos de cuatro y se recomienda que los docentes propongan el aprendizaje cooperativo en el aula para perfeccionar la comprensión

lectora de los estudiantes y de esta manera optimizar su desenvolvimiento en el aprendizaje del idioma Inglés.

Descriptores: aprendizaje cooperativo - comprensión lectora – cooperación-colaboración- estrategias - efectos – guía -grupos - lectura - pares

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

THEME: "THE EFFECTS OF COOPERATIVE LEARNING ON READING COMPREHENSION"

AUTHOR: Licenciada Mariela Germania Pilco Labre

DIRECTOR: Doctora Verónica Elizabeth Chicaiza Redín

DATE: November 16, 2018

ABSTRACT

The main objective of this study is to determine how cooperative learning influences on students' reading comprehension. To confirm the effectiveness of cooperative learning on reading comprehension, a pre-test and a post-test were applied. They are based on the Cambridge PET exam related to reading comprehension section with the students of the first year of the baccalaureate at Unidad Educativa "Riobamba" during the 2017-2018 academic year. This exam was made up of two components: the first component was done with cooperative work in pairs and the second component was carried out with the collaboration among students members of groups composed of four each one. A didactic guide for the teacher was designed which was applied in the classroom and later the data analysis was done before and after the application. A didactic guide for the teacher was designed according to cooperative learning strategies such as jig-saw, think-pair-share, and reciprocal questioning with the use of three stages of reading that are: before reading, during reading and after reading. After the implementation of the proposal, data analysis was carried out using the T-student mathematical test. It is concluded that students improved their reading comprehension through cooperative work in pairs and groups of four. Therefore, it is recommended that teachers propose cooperative learning in the classroom in order to improve the reading comprehension of the students and in this way strengthen their performance in English learning.

Keywords: cooperative learning - cooperation - collaboration - effects - guide – groups – pairs - reading - reading comprehension - strategies

INTRODUCTION

As part of English language, reading is a skill that students perform in classes either individually or in pairs and small groups for improving their language competences. In this context, reading comprehension is outstanding for students' development because it deals with their ability to understand what the text is about.

This study named "The effects of cooperative learning on reading comprehension" has as its main goal to define whether the effects of cooperative learning influence in students' reading comprehension. It supplies important data based on cooperative learning which was used for reading comprehension purposes. Furthermore, this research was created because a low level of reading comprehension of students with deficient cooperation among them was detected and produced difficulties for teaching.

Furthermore, this research work is focused on a quasi – experimental research and is based on cooperative learning issues for improving students' reading comprehension skills. It is centered on the socio-educational approach as well. Pre and post-tests were given to students to evaluate the development of a didactic guide which was implemented. In this process, a motivating interaction between the researcher and the target population was evidenced because both of them shared experiences to get the same goal by developing an interesting process.

In **CHAPTER I,** the problem is presented. It introduces the contextualization of the problem in three levels: macro, meso and micro. It is followed by the critical analysis, prognosis, establishment of the problem, research questions, delimitation of the study, justification, and objectives.

In **CHAPTER II,** the analysis of previous studies, philosophical foundation, legal foundation, key categories, the theoretical foundation for each variable, the setting of null hypothesis and alternative hypothesis are detailed.

In **CHAPTER III,** methodology for this work is presented by explaining about the method of research, type of research, and population. Besides, the operationalization of variables, the method of data collection and analysis are shown.

In **CHAPTER IV,** the obtained data base on pre and post- tests results which were taken by the students as well as the results of the survey are provided. Additionally, it shows analysis, interpretation of data, and hypothesis verification by applying T student mathematical test.

In **CHAPTER V,** conclusions and recommendations are presented.

In **CHAPTER VI** a proposal based on cooperative learning for helping in the improvement of students' reading comprehension is presented.

Finally, annexes which provide further information for this study are exhibited.

CHAPTER I

RESEARCH PROBLEM

1.1 Topic research

The effects of cooperative learning on reading comprehension

1.2 Problem contextualization

Reading comprehension is an important issue in English classes. However, it is not seemed as completely developed for students. Therefore, it is important to analyze what happens in the world, in Ecuador, and at Unidad Educativa "Riobamba".

Marzbana and Alinejadb (2014) argue that reading is a paramount skill in English language as well as listening, speaking, and writing. It plays a fundamental role in obtaining knowledge from original sources. In fact, learning to read is essential aspect children achieve in schools as support for future academic aims (Stevens, Savin, & Famish, 1991). Therefore, reading comprehension is a big issue around the world. TOEIC (2016) reports that Chilean, Taiwanese, Peruvian, Brazilian, and Japanese people have the highest rate and emphasize that reading is their most used skill. However, Program for International Student Assessment (PISA, 2012) reported that of a group of 64 assessed countries in 2012, 32 improved their reading performance; nevertheless, 22 did not have any change, and 10 deteriorated their reading performance (The Guardian, 2016). Common European Framework of Reference (2001) includes in receptive skills the visual reception or reading which deals with material that the language user receives and processes as an input of his or her learning of the target language process. In contrast, in many countries around the world, the interest in reading has declined because of media and the development of the amusement industry which has displaced reading books as a source of information and leisure (Kamalova & Koletvinova, 2016).

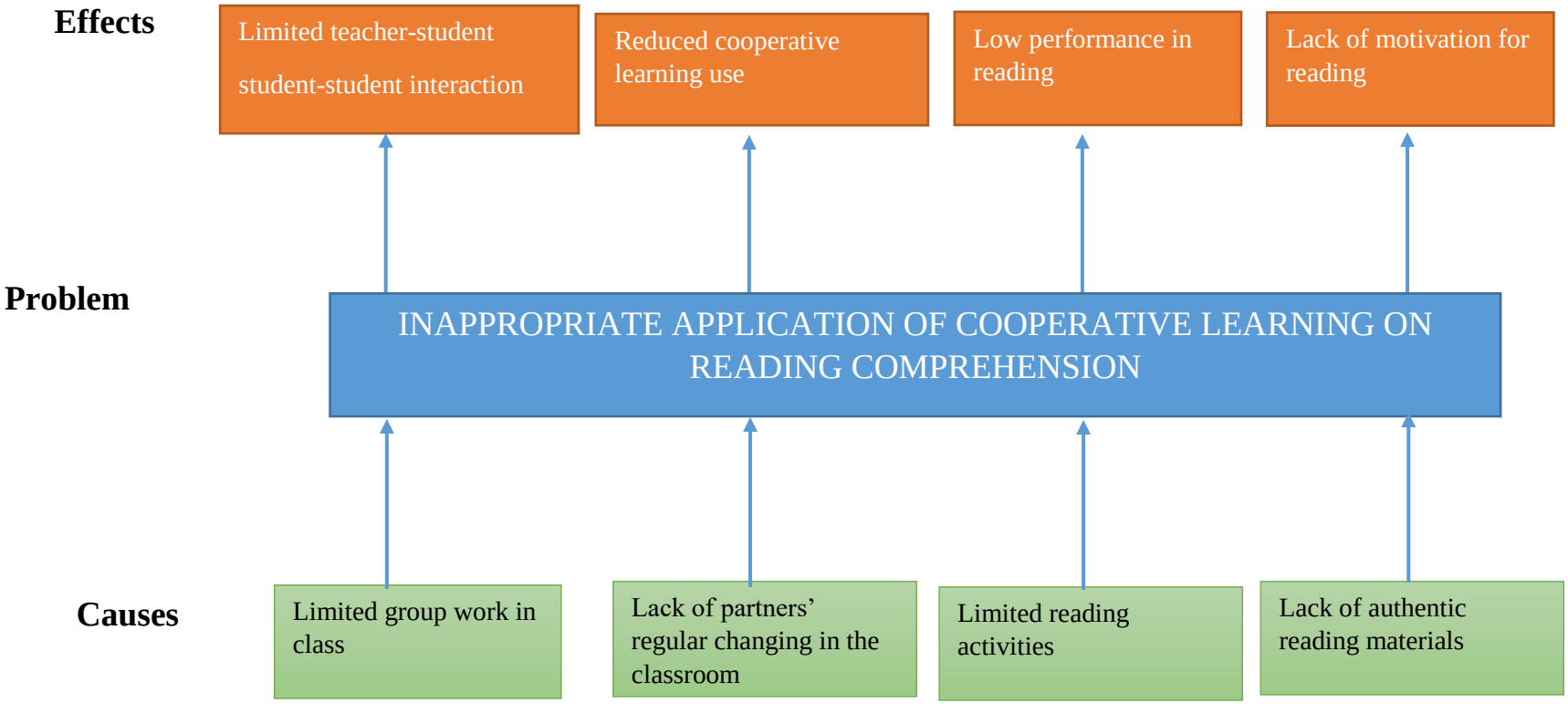
Education Policy and Language Center (2014) argues that approximately 5% of test takers in Ecuador achieved below the lowest achievement benchmark in reading, correlated to an average of 2% for other countries that took the same assessment. Additionally, the Instituto Nacional de Estadísticas y Censos (INEC, 2012) informs that 26.5% of Ecuadorians do not read, 56.8% of them do not have interest in reading and 31.7% do not have time to read. Torres (2018) claims that 74% of students who take the Ser Bachiller exam have insufficient and elementary levels on reading. Furthermore, only

26% is satisfactory and 1% is excellent. It means that three-fourths of the students who want to graduate is below the acceptable range considered in this exam.

At Unidad Educativa “Riobamba”, there is an important report which states that levels of reading comprehension are under the 50% of performance. It is alarming because 378 students of third of bachillerato took “Ser Bachiller” test and the results of that exam in the linguistic section were just 51.1% of the students succeed in reading comprehension (INEVAL, 2017). Furthermore, at the beginning of the 2017-2018 academic period, the researcher has given the diagnostic test to students belonging to first year of baccalaureate and the results were deficient. Students do not read nor understand. They guess their answers according to the example provided.

1.2.1 Critical analysis

FIGURE 1. CRITICAL ANALYSIS



Source: Direct research

Author: Pilco, M. (2018)

This research focuses on the low level of reading comprehension development of students due to inappropriate application of cooperative learning at Unidad Educativa "Riobamba". This problem has its causes and their effects.

First, there is limited group work in class. Forslund and Hammar (2011) argue that students learn through interaction with others in order to ask and answer, share ideas, clarify, and build understandings. However, it does not occur in the current classrooms because learners do not have an idea of what to do when they are in groups of work. It is important to mention that group work fosters students learning since they are involved in a constant interaction among them. Even though the workgroup is extremely essential in reading comprehension, some teachers do not use it in class since they consider time-consuming. This causes a limited teacher-student and student-student interaction.

Second, lack of partners' regular changing in the classroom reduces the use of cooperative learning. Hence, pair work encourages students to exchange their ideas and establish negotiations in order to fulfill classroom tasks. Eskay, Onu, Obiyo, and Obidoa (2012) assert that students should not be grouped with their best friends or with their worst enemies. Teachers should also change the group members every 2 or 3 weeks because this avoids students to develop patterns of behavior or response. It also helps students to be familiar with other learners in the classroom.

Furthermore, limited reading activities in class cause low performance in reading comprehension development. Thanh (2004) supports the idea that students need more time for reading activities in class planning because English is not the students' mother tongue; they need extra time for concentration. As a result, students face anxiety and stress. They also experiment lack of understanding and reasoning.

Lastly, lack of authentic reading materials is another big issue because teachers do not choose suitable and engaging reading materials. Rojas (2007) claims teachers should consider students' level in order to provide students with meaningful and helpful reading activities. As a receptive skill, reading is extremely important because it is part of teaching and learning a language. Reading skills upgrade students' language competence; however, there is a lack of motivation for reading (Ullah & Sayeda, 2013) because teachers do not provide interesting material to read.

1.2.2 Prognoses

If the problem persists, students will not learn to work in a cooperative way among their peers to develop classroom activities. They would not learn to respect their partners' opinions and ideas in order to establish negotiations when working in groups. In addition, they will not help each other to advance English skills nor reading comprehension. Consequently, they will continue performing low in reading activities. As a result, students will not be able to understand written texts and acquire knowledge and information from reading texts. If a low level of reading comprehension skills continues in students from Unidad Educativa "Riobamba", the low level of English language development of students would continue. Students will not be able to succeed academically since they do not develop the appropriate tools to read and understand.

However, if the stated problem is solved students will succeed in reading activities by working together. They will foster cooperative learning, especially in reading activities. In fact, they will understand what they are reading in order to promote high order thinking skills. Finally, students will be motivated for reading and for discovering new knowledge by asking and answering questions with their classmates.

1.2.3 Problem formulation

How does cooperative learning enhance reading comprehension?

1.2.4 Research questions

1. What is the impact of cooperative learning on reading comprehension?
2. What are the most helpful cooperative learning strategies for students' reading comprehension?
3. What are the effects on reading comprehension of students who attend classes with the use of cooperative learning compared with students who attend regular English classes?

1.2.5 Problem delimitation

a) Content delimitation

AREA: higher education

LINE: EFL methodology

ASPECTS: cooperative learning – reading comprehension

b) Place delimitation

This research was performed at Unidad Educativa "Riobamba" which is located in Riobamba city.

c) Time delimitation

This research was performed in the 2017-2018 academic year.

1.3 Justification

Reading comprehension is a fundamental aspect of language development. However, a number of English teachers are interested in helping students to complete worksheets rather than providing reading strategies to improve comprehension (Adnyana, 2014). Fitria (2015) states that "English teachers do not use appropriate techniques or methods; therefore, it gives impact to the students and the class condition during teaching and learning process". Consequently, the teachers' role is to help students to understand what they read (Fitria, 2015). That is the reason why the present research is interesting, important, newfangled, helpful, and feasible.

This research is interesting for teachers and students because teachers want to improve their teaching strategies and be prepared for helping students. Felder and Brent (2013) argue that cooperative learning helps to minimize unpleasant situations when students cooperatively work and maximize learning and satisfaction when they are working in groups; consequently, students and teachers have higher performance when working in teams. Therefore, the present research is interesting because teachers have valuable information to understand the use of cooperative learning in the development of reading comprehension. Hence, the current research looks for effective activities and resources which help for enhancing reading comprehension development.

Furthermore, the present work is relevant. Although the terms, reading comprehension and cooperative learning are well known in the educational field, the fusion of these two terms can be used to foster Ecuadorian teaching practices. It will help teachers because comprehension is showed by students when they can remember important aspects of the reading material, and the number of questions they can answer correctly. On the other hand,

quality of comprehension is understood based on the rank to which students answer comprehension questions at inference making levels (McNamara, 2007).

Besides, the current study is feasible. This research is focused on students from Unidad Educativa "Riobamba" since they struggle with reading comprehension. Therefore, it is extremely necessary to help them to solve these problems for improving their English knowledge. This research has enough support from school authorities, parents, students, and the board of English teachers; so, this research would have a positive impact. Students have to take international exams which contain reading comprehension tasks; hence, they will succeed.

1.4. Objectives

1.4.1. General objective

To determine how cooperative learning enhance reading comprehension.

1.4.2. Specific objectives

1. To analyze the impact of cooperative learning on reading comprehension.
2. To recognize the most helpful cooperative learning strategies for students' reading comprehension.
3. To determine the effects of reading comprehension of students who attend classes with the use of cooperative learning compared with students who attend regular English classes.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research background

It is fundamental to describe literature review related to cooperative learning on reading comprehension in order to understand the research problem.

Johnson, Johnson, and Stanne (2000) claim cooperative learning is one of the most helpful, extended and fruitful areas of theory, research, and practice in the educational field. The methodology adopted for this research is a meta-analysis which consists of a literature review and the calculation of effect sizes in a statistical combination of results that test the same hypothesis. It also uses inferential statistics to draw conclusions about the general result of the research. This meta-analysis is centered on answering four main questions such as 1) how much investigation has been addressed on cooperative learning methods, 2) how many different cooperative learning methods can be assessed, 3) how effective each method assessed is in the best student achievement, and 4) what the features of the most effective cooperative learning methods are. According to the authors, 164 studies have been found which are investigating eight cooperative learning methods. Those studies showed the same number of independent effect sizes which represent significant and positive academic achievements. They compared cooperative learning with competitive learning. The results of the research show that cooperative learning promoted the greatest effect rather than competitive learning. They used academic controversy, student-team-academic-divisions, team-games tournaments, group investigation, jigsaw, and teams-assisted methods of cooperative learning, cooperative integrated reading, and composition. They conclude that cooperative learning has a greater impact than individualistic learning.

Millis (2002) states that enhancing critical thinking, promoting deep learning, encouraging self-esteem and acceptance of others, and improving interpersonal skills are the most challenging educational goals. This paper main objective is describing cooperative learning which is an instructional approach developed to enhance the challenging educational goals such as critical thinking skills, deep learning, encourage self-esteem and acceptance of others, and improve interpersonal effectiveness. The author argues that cooperative learning involves working with small groups on particular tasks which are painstakingly structured.

She has developed a guide based on cooperative learning premises which discusses issues about cooperative learning classroom, activities, groups, and teams. The author concludes that teachers who understand the investigation and theory of cooperative learning and classroom management can apply them in their classes and in any curriculum. For that reason, learning is better for students who enjoy attending classes and contribute with their classmates.

Another study conducted by Duran (2017) reports that cooperative learning increases students' opportunities to interact with the foreign language in real situations by reducing stressing atmosphere in the classrooms. This study aims to determine the impact of collaborative learning approach in the development of the reading skill in senior students at "Borja" High School. Furthermore, the author pretends to respond the following research questions such as collaborative learning can help senior students enhance their reading skill in the EFL classroom, and to what extent collaborative learning assists learners to understand main ideas in reading. Besides, this research work is based on quali-quantitative methodology because theoretical information was turned into numbers to analyze them; as well as, experimental research was developed through the treatment of a control group and an intervention group, too. The author concludes that students who took part in the intervention group showed more advancement in reading skills rather than the ones in the control group. In fact, students involved in CL progress during reading activities due to negotiation among pairs. Hence, students show a positive attitude when sharing their knowledge and ideas. Duran (2017) concludes by emphasizing on the importance of sociocultural theory in order to involve students in practicing and gaining confidence during reading activities.

Hadyan (2013) investigated the use of cooperative learning method for improving students' reading ability. The author performed a classroom action research methodology because it followed the steps of action research which are plan, act, observe, and reflect. The author worked with a treatment group which took a pre-test and a post-test to measure their improvement before and after the treatment. Further, two research questions were identified a) the implementation of cooperative learning method enhances students' reading comprehension, and b) what the students' responses toward the cooperative learning method in teaching reading are. This research evidences that cooperative learning model improves students' reading ability. Furthermore, reading tests' results showed that most of the students accomplished the Kriteria Ketuntasan Minimal (KKM) as an indicator of students' progress.

The author recommends that teachers should be trained in order to support students to learn through cooperative learning. He highlights that students can work better in groups if teachers set the rules at the beginning of the academic year, continually monitor group work and assign time to evaluate their work.

Rahaman (2014) aims to investigate the use of classroom group work activity in a relationship to reading comprehension in order to prove the hypothesis of interaction. The author based his study on Vygotsky's social development theory promoting learning contexts among all of the students. According to Vygotsky (1962 as cited in Rahaman, 2014), humans use tools developed from the culture (speech, writing, and social environments). This research developed a classroom action study and pretended to implement group work in the classroom to improve reading skills. This action research developed an experimental intervention with a pre-test and a post-test which were used to collect information. Furthermore, a qualitative-quantitative designed was performed. According to the author, group work fits well on the generation of ideas of any reading text. The author also argues that cooperative learning facilitates the target language learners to read to have a social perspective through diverse and informative reading texts. After taking the pre-test, students did not show satisfaction because their average was 60% of correct marks and this result is not accepted in Bangladeshi educational system. On the other hand, after taking the post-test, students evidenced remarkable enhancement after applying for group work. Finally, the author concludes arguing that the success of this research is based on the teachers' knowledge about cooperative activities in the classroom for enhancing reading comprehension. Students display a better understanding of reading texts through socialization, sharing, and exchanging of ideas inside of a group. In other words, the classroom environment is student-centered and learners feel free to monitor their own improvement.

Bölükbaş, Keskin, and Polat (2011) aimed to prove the effectiveness of cooperative learning for reading comprehension skills. They applied an experimental research model which consisted of two groups of students (the experimental group and the control group). The control group experienced traditional teaching methods which include lecturing and question-response activities. On the contrast, group work was applied to the experimental group. Additionally, the authors listed some components and conditions that might be used with workgroups through cooperative learning: group reward, positive interdependence, and

individual accountability, face to face to promote interaction, social skills, group processing, and the opportunity for equal access. The main findings of this study revealed that the mean of the two groups after taking the pre-test is pretty similar; whereas, the mean of the two groups after taking the post-test is highly significant because the experimental group has higher results than the control group. They also reported that students do not get bored because they were involved in active learning during the lessons, and finally, they get to know better to their fellows due to the interaction during the activities.

These previous researches support that cooperative learning increases reading comprehension because of the social interaction developed in the classroom. Moreover, students are motivated to learn with their pairs. They feel comfortable to make and answer questions in order to support others´ learning as well. Reading activities do not have to stress students, but it has to promote constant learning. Finally, students can learn and enjoy working together at the same time.

2.2. Philosophical foundations

This research work advocates constructivism which focuses on learning as an active process where the leaner is the constructor of the knowledge (University of Sydney, 2018). This research work focuses on philosophical foundations based on observations and scientific study (Bada, 2015) since learners will improve reading comprehension through cooperative learning.

2.2.1 Ontological foundation

Cooperative learning has been implemented in order to develop reading comprehension because the implementation of its strategies is essential for students' progress.

2.2.2 Epistemological foundation

At Unidad Educativa "Riobamba", it is important to see about what effects cooperative learning has on reading comprehension. In fact, it will benefit English skills in order to foster students learning development while they develop values among classmates.

2.3. Legal bases

Constitución de la República del Ecuador

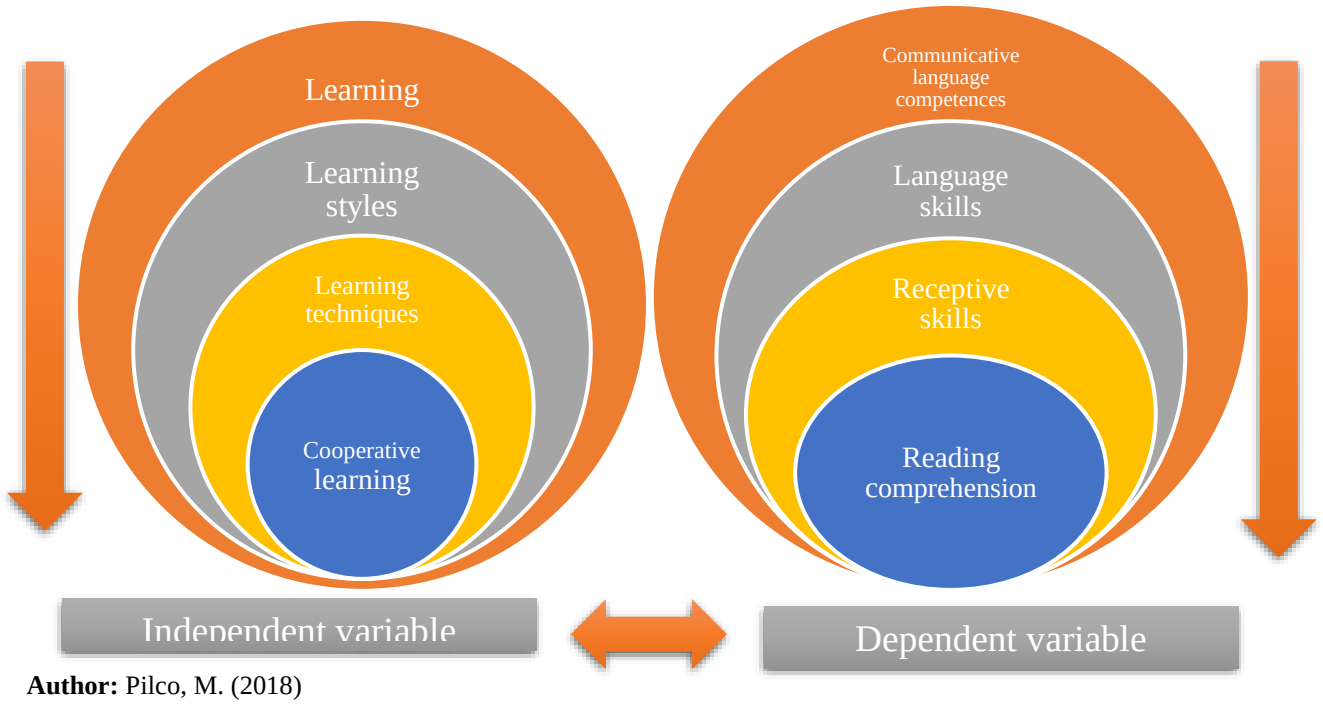
Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Ministerio de Educación del Ecuador

Art. 1 (0052-14).- Disponer que la enseñanza del idioma inglés, a partir del año lectivo 2016-2017 régimen Sierra y 2017-2018, régimen Costa sea obligatorio desde segundo año de educación básica hasta tercer curso de bachillerato para todas las instituciones, públicas, fisco-misionales y particulares del país.

2.4. Key categories

FIGURE 2. FUNDAMENTAL CATEGORIES



Author: Pilco, M. (2018)

INDEPENDENT VARIABLE THEORETICAL FOUNDATION

LEARNING

According to Webster Dictionary (2018), learning is the act or experience of acquiring knowledge through instruction or study. It is the behavior modification built by experience. Learning is the outcome after an input process called teaching which can be designed depending on the purpose. It is also the proceeding of getting new skills and knowledge when a teacher shares his or her knowledge to students (Bromley, 2017).

Cherry (2017) claims that learning is an important concept in areas like psychology and its subareas: education, cognitive, social, and developmental psychology. She states learning has both benefits and negative effects. It takes place steadily, both for improving or for making things worse. It means that people learn things every day and use that learning for enhancing their lifestyle; however, some people learn things to harm themselves.

Learning happens in different ways. Psychologically talking, learning can occur by classical conditioning (Cherry, 2017). Classical conditioning method of learning was discovered by the psychologist Ivan Pavlov. He proved some experiments with dogs and their digestive system. Pavlov noted that dog salivated naturally when they saw food. Then, he proved with the combination of the sight of food and the sound of a bell. After the repetition of this experiment, dogs started to salivate when they heard the sound of the bell alone (Sanfeliciano, 2018). This type of learning occurs through the formation of associations; therefore, the relationship between stimulus and response appears (Cherry, 2017).

Furthermore, learning can occur through operant conditioning or through the actions' consequences. Skinner (1938) as cited in McLeod (2015) demonstrated that an individual associates a particular behavior and its consequences through operant conditioning that include reinforcement and punishments (Cherry, 2017). He conducted his research with animals which were placed in the "Skinner Box" and identified three different types of responses or operant which follow behavior (McLeod, 2015). Those are: neutral operants, reinforces, and punishers. According to the author, neutral operants are responses that do not decrease nor increase a probability being repeated. Reinforces are those responses that increase a probability when it is repeated. They can be positive or negative. And, punishers are those responses which decrease their potluck when it is repeated (Cherry, 2017).

Another type of learning is through observation which refers to learning when observing actions and its consequences of others' behavior (Cherry, 2017).

Learning styles

Psychologist Gardner (1983) stated that there are 7 kinds of intelligence and consequently there are seven learning styles. People learn with different styles and with different circumstances. Therefore, people can develop a mixture of learning styles and develop them according to their personality.

The seven learning styles are:

- **Visual (spatial):** It refers to the ability to use pictures, images, and space to understand things and learn from them.
- **Aural (auditory-musical):** People learn through the use of music and sounds.
- **Verbal (linguistic):** People who have developed this intelligence are good at words, in speech and writing skills.
- **Physical (kinesthetic):** This kind of learning is focused on movements with the body, hands, and sense of touch.
- **Logical (mathematical):** People who have developed this intelligence are good with numbers.
- **Social (interpersonal):** Interaction with others is the basis of learning with this kind of people.
- **Solitary (intrapersonal):** Self-learning and working alone are preferred by this kind of people (Strauss, 2013).

Learning techniques

Learning techniques are used to teach according to different learning conditions like students' abilities, material, and assessment. They can be practice testing which refers to practice answering quizzes about the topic of lessons. Other learning techniques can be self-explanation, interrogation, and summarizing, identifying and marking significant content in determined text, determine new vocabulary, create mind maps, reading material various times (Henetz, 2013).

Cooperative learning

Cooperative learning is a process which refers to the work that students develop in groups or teams, on an assignment, project, duty, or task under certain teacher's rubric or criteria. These criteria are fulfilled and placed for all members of the team. Every team member has to accomplish a task for completing the assignment or project. Further, everyone has to be considered individually responsible for his or her task (Felder & Brent, 2013). Furthermore, cooperative learning is student-centered where social interactions skills are strengthened (Li & Lam, 2013).

It is an instructional issue based on groups: formal and informal groups; where interpersonal skills build up social interaction through elements like face to face interaction, interdependence, accountability (Johnson & Johnson, 1987); and collaborative skills, with techniques like jigsaw, and reciprocal questioning, and think-pair-share approach, for decision making, communication, and conflict management (Li & Lam ,2013).

Groups

Cooperative learning promotes cooperative and collaborative work in groups. There is not just an only one form of using groups. Grouping can be distributed by the teacher to be either homogeneous or heterogeneous on their characteristics. Or students can also self- select their group forming. Those groups can be formal or informal (Garfield, 1993).

Jacobs and Hall (2002) state that even two people can be considered as a group. Groups of three or maximum four members are the best because the group is large enough to allow students to come up with their own opinions, experiences, and even learning styles. The members of the group tend to help each other in solving problems. Additionally, even if one student is absent, the rest of the group can continue working (Millis, 2002). Groups of four are also considered as appropriated for developing big tasks (Kagan, 1992 as cited in Jacobs and Hall, 2002). For these groups, pair work is developed first and then the two pairs interact with one another.

Formal groups

Formal groups are integrated by students who are part of the same group for a long period of time. Those groups are sometimes composed by the same students for a whole

semester. They are helpful for solving problems applying statistical methods or working on long-term projects. Furthermore, formal groups are good at reviewing material, completing homework assignments, teaching and even supporting each other (Garfield, 1993).

Informal groups

Maxwell (2008) states informal group work can be performed at any time. He considers that it is helpful during a lecture. In fact, students can help each other by passing notes to others. In this context, a lecture can be performed for fifteen minutes; after that, a five minutes informal group work is recommended. There are two methods for using informal groups. The first is focused discussions and the second is take turns discussion. To perform focused discussions, the teacher must ask questions during and at the end of the class in order to promote students share ideas and listen to others' responses; after that, students need three or four minutes to freely talk in order to draw conclusions or clear doubts.

Elements of cooperative learning

Face to face interaction

Interpersonal skills are developed in cooperative learning. Most of the group work must be done interactively. Face to face dialog promotes interaction among the members of the group (Gutierrez, 2009). That is the reason why leaners provide feedback to each other. Furthermore, they challenge their reasoning and conclusions. Learners help, teach, support, applaud, encourage, and engage one another for reaching their group goals (Li & Lam, 2013). During face to face interactions, students impact others according to their own behavior and learn from each other at the same time (Mohammad & Nishida, 2017).

Positive interdependence

Interdependence is the condition of a group of people that depend on each other (Collins, 2017). This interdependence is fundamental because cooperative relationships are big challenges in classrooms. At the same time, altruism can be set in a group of people when they have a relationship. According to the author, altruism can be recognized as interdependence. This lets students value others and emphasize in kinship and reciprocity. It helps students to be aware of helping each other and cooperating for obtaining a group benefit

as a consequence of teamwork. When the team faces problems, interdependence helps the group to support others; therefore, everyone cooperates (Roberts, 2005).

Accountability

Being responsible is important in cooperative learning. Hence, every student's development and performance is evaluated, the grade is given to the group. Individual accountability is tested by the teacher when he or she requests to any member of the group to give an answer. Consequently, the teacher can provide feedback to the group as well as to each member of the group. Group members should rely on each other (Maxwell, 2008).

Cooperative learning strategies

Jigsaw strategy

Slish (2005) remarks that jigsaw helps in the classroom for developing active learning. Students are engaged with the provided material. Students cooperate in groups for accomplishing the same goal. Classes are dedicated to active learning exercises. These help students to read, understand, and learn the material in a better way. In jigsaw; every single student who is member of a team is assigned a unique part of the reading material (Meng, 2010). The student reads his or her part and forms another group of students who have the same reading material. They form the group of "experts" to discuss, share and clear ideas, and master information. After that, students return to their original group in order to teach the rest of the group about what they have read. Finally, the whole group is assessed based on the reading material. Jigsaw is suitable for reading comprehension because it develops students' meta-cognitive awareness and let them learn the content when they are teaching to their peers in their groups.

Reciprocal questioning strategy

Reciprocal questioning is essential in cooperative learning. It is guided by the teacher and it is sometimes used by students for learning about expository materials presented in lectures. The teacher provides questions and monitors students to generate their own questions. The phase of self-questioning is followed by working in small cooperative groups. Students take turns making questions and providing their own answers. This task benefits a verbal interaction that promotes learning. Furthermore, reciprocal questioning promotes

critical thinking and higher learning achievements (King, 1990). Ashman and Gilles (1997) argue that children who are trained for reciprocal questioning and group interaction are more cooperative and helpful. They actively involve each other in the learning task by using language that is inclusive. They frequently use "we" instead of "I"; they also give more explanations to help others who worked together.

Think-pair-share strategy

Think-pair-share provides students the time to think about a topic, formulate ideas, and share with a peer or within a small group in a cooperative learning. It promotes classroom participation by engaging in a high level of peer interaction. Furthermore, it lets students share their point of view and increase their involvement in a group. It is also helpful for teachers to assess their students. While the teacher is walking around the classroom, students are discussing ideas in an ordered way and respecting their turns. The teacher sets a problem to the group and provides students some time to think about that problem. Then, they work in pairs to discuss possible solutions. Finally, they put their ideas into action in order to solve that problem (Simon, 2017).

Cooperative reading role cards strategy

Flakes (2018) states cooperative reading role cards strategy gives each group member a specific role and responsibility. It offers equitable participation and engagement of the students. In doing this, the teacher assigns roles to each member of the group and distributes cards with roles labels such as questioner, illustrator, wordsmith, and summarizer. This action will support students to cooperatively work and play their roles effectively during reading activities. The questioner has the role of asking his or her classmates if they have questions about the reading or not in order to clarify ideas; furthermore, he or she is the only person who is allowed to call the teacher for clarification. The illustrator is the person in charge of drawing images to represent the team's ideas. The wordsmith is the team member who guarantees that all unknown words are understood through the use of reading strategies such as context clues, and morphology clues. Finally, the summarizer resumes and shares the teams' thinking to the rest of the class or to the teacher.

Number heads together strategy

Kagan (1984) argues the numbered heads together is a cooperative learning strategy similar to think-pair-shake and very useful to develop jigsaw activities. In this strategy, students who are placed in groups of four are assigned with a number by the teacher. Therefore, each group member has a number. The teacher assigns the same reading text to the whole class and states some questions, each group has to answer those questions. The teacher gives enough time and support for students to read. After that, the teacher asks questions and the members of the group put their heads together and discuss the answer. Then, the teacher calls a number and the students who have that number have to stand up and answer her question. Next, the teacher continues calling other numbers to ask more questions. Finally, each group summarizes and designs a group presentation.

PMI strategy

Vervoorn and Haren (2002) claim that Plus, Minus, Intriguing strategy or PMI is effective to evaluate a reading material about its pluses, minuses, and intriguing features. The students analyze, discuss and fill a handout after reading. The handout mainly contains the following information:

What I liked *Pluses (+)*	
What I didn't like *Minuses (-)*	
What I thought was intriguing *Questions or thoughts*	

Source: Vervoorn & Haren (2002)

DEPENDENT VARIABLE THEORETICAL FOUNDATION

Communicative language competences

Common European Framework of Reference (2001) has defined four important terms which are the basis for this study such as competences, general competence, communicative language competences, and context. First, competencies are the whole of knowledge, abilities, and features that allow people to perform actions. On the other hand, general competences are

competences which do not belong to language specifically; however, they are required for actions of all kinds encompassing activities of the language. Furthermore, those which enable an individual to act using specifically linguistic means are called communicative language competences. Finally, context is the group of events and situational factors either external or internal to a person, in which communication actions are enchased. The general language competences include knowledge which is the result of individuals' experience or formal learning, skills, existential competences, and ability to learn.

Tarvin (2015) conceptualizes communicative competences as the capacity to use the language for communication purposes in a culturally-appropriate way to make sense and achieve social tasks with efficiency and eloquence through interaction. Chomsky (1965 as cited in Tarvin, 2015) makes a clear distinction between the terms competence, the knowledge of language and performance or the actual use of language in particular situations.

Language skills

Language skills refer to the ability to carry out procedures with certain aspects of the language such as pronunciation and grammar. Furthermore, language skills are considered as "know-how of the language" which includes socialization, living, vocation and profession, and leisure (Common European Framework of Reference, 2001).

Harmer (2007) claims that language skills are divided into two main types: receptive and productive skills. Receptive skills deal with listening and reading while productive skills are speaking and writing. Productive skills refer to skills which enable the language user to produce the language independently. Even though these language skills are separately analyzed, they are not isolated in real life. Furthermore, productive skills are considered as active skills; indeed, during speaking, human beings produce a kind of language activation when producing communication. For example, in a conversation people are encouraged to listen carefully for making sense and then interact with the other person. Moreover, people who address speech generally use notes which are written by themselves and read them. Reading also makes humans communicate because comments about it are necessary. Finally, writing is not produced in isolation because language learners read first, then, they analyze and write to reply messages. Productive skills are also considered as an output of the language where teachers can reinforce by providing enough feedback to their students. Finally, it is

advisable that teachers combine those receptive and productive skills in order to maximize the learning opportunities in class.

Receptive skills

Harmer (2007) states the term "receptive skills" is used for reading and listening skills. Those skills help the language user to make sense from the language discourse. These language skills are considered passive ones. However, they also need high motivation by the reader and listener because language users must get meaning from oral or written texts. Most of the received information comes from this input; for example, teachers provide reading texts for students read extensively. Even though reading is considered a passive skill, students need to involve multiple processes such as questioning, understanding words, concluding, and inferencing, among others. Harmer (2007) argues that reading has been divided into subskills such as skimming and scanning, reading for gist, and for details which are used during language teaching. Additionally, international exams have made teachers focus on reading subskills which take a lot of time of classes (Schellekens, 2011).

Reading comprehension

Reading is a receptive skill that provides the readers with an input through written texts produced by others. There are some reading activities like: reading for general orientation, for information, for following instructions, and for getting pleasure. Besides, the reader may do it for gist, for specific information, and for understanding in detail (Council of Europe, 2001).

Students struggle with this language skill because they read and try to remember everything they can. They try to answer questions when they finish reading a text. Sometimes, they are not able to answer questions. That is the reason why they have to re-read the text until they have understood it. It is almost impossible to remind everything students read because there is not enough time to do it. Consequently, this skill is not developed appropriately (Thanh, 2004).

It is a cognitive language process involving a procedure before, during, and after reading through the use of word strategies like main idea and details, summarizing, cause and effect, sequence of events, making predictions, drawing conclusions, making inferences, compare and contrast, fact or opinion, author's purpose, where engage factors like: vocabulary

and metacognitive knowledge of the second language structure such as grammar, syntax, and critical thinking (Lenz, 2018).

Reading process

Reading is a skill (Council of Europe, 1991) which is developed easily just if the reader has a good plan. Therefore, it is extremely necessary to have a plan and know what to do before, during and after reading.

Before reading

Students think that every single detail in reading is important and necessary. However, Beale (2013) argues that it is important to determine what is really significant and what not. Therefore, some pre-reading strategies are needed to study. First, students must look at the assignment or task to have a clear idea about what information is important. After that, students must make a general overview of the whole reading material for determining how the information is organized. These steps will help student to focus his attention on the important aspects. With this information, students will establish connections between their prior knowledge and the new information (Elder, 2008). Then, students perform a "skimming" strategy. Students look only for general and main ideas. Generally, students do not have to read everything in a reading text but look for main ideas and important details (Beale, 2013).

Additionally, reading words in special print is outstanding. Those special words are printed in bold, italics, or color. They have special meaning or importance for the writer. Besides, the reader must look at all kinds of pictures, diagrams, charts, or other graphic aids in the reading material. Reading headings, titles, objectives, tables of contents are very helpful as well (Elder, 2008).

During reading

Sandhu (2018) claims that in this reading step, the reader has a general idea about the reading material because connecting it with prior knowledge is important. Prior knowledge refers to the information each student already knows about the topic.

Once, the reader has made connections between prior knowledge and reading material, he will start asking questions and answer them. This exercise will help to enhance concentration and motivate to grab attention in the reading material. Consequently,

comprehension increases a lot. For this purpose, information words, who, what, when, where, why, or how are reliable. Questioning after a sentence, a paragraph, or a chapter is important for improving comprehension (Elder, 2008).

Furthermore, if some details are unclear, keep reading. Students must re-read the reading material for better understanding. If a word is not understandable, students must look them up in a dictionary. If the student does not have a dictionary, he should look for the meaning of it in the context. Besides, students are not alone, they have classmates. They can ask them for consulting unclear details of the reading (Elder, 2008). Looking for specific information is called "scanning". It helps to find specific details (Beale, 2013).

After reading

Reviewing and rehearsing are good "after reading" strategies. This means that students must review what they have read in order to improve comprehension. Furthermore, they can write summaries or write graphic organizers. In this way, students will have reliable information and will remember the most important points in the reading material and will be prepared for any kind of teacher's questioning (Elder, 2008).

READING STRATEGIES

Reading comprehension strategies are cognitive or behavioral actions that are promulgated under certain contextual conditions for improving some aspects of understanding (McNamara, 2007).

Main idea

It is the author's most important point about the topic. It is the concept that the author wants to transmit to the reader (Roell, 2017). Additionally, the main idea sentence always has the topic; it means that it will have the word name or phrase that mentions what the reading material is about (Elder, 2008). That is the reason why it is called the "topic sentence" (Roell, 2017). It also makes complete sense by itself. It is a general sentence that summarizes the details in the paragraph (Elder, 2008).

Details

Supporting details give enough information that supports the main idea. They describe, give information, provide examples, reasons, and explanations, and comparisons. Supporting details deal with the kind of topic or in the development used strategy, persuasive, contrastive, comparative, narrative, expository, etc. (Firestone, 2003). Elder (2008) argues that supporting details consist of the information that is presented additionally by the author for the reader better understanding. The author compares the paragraph like a soccer team. The quarterback or the most important player is the 'main idea' and the 'supporting details are the rest of the team. To sum up, the main idea is general and the supporting details are specific.

Summarizing

Summarizing deals with restating. All the main ideas of the text are restating in few words. It can be done in many ways: in writing, speaking, in a role play, through art and music, in groups or individually. This action enhances the comprehension of the reading (Campbell, 2017). A summary reproduces the paramount concepts of the reading material and expresses them using a key and specific language (Freedman, 2017).

Cause and effect

Causes are reasons why something happens; on the contrary, an effect is what happens because of that cause. To recognize if the reading material has a "cause and effect" pattern, it is necessary to pay attention to the signal words and phrases that the reading material provides to the reader. Those signal words and phrases can be: 'for this reason', 'thus', 'since', 'in order to', 'as a result', 'therefore', 'consequently', 'because', 'due to', 'for this reason', and 'on account of'. It is also necessary to design graphic organizers in order to understand the 'cause and effect' pattern (Perles, 2018).

Understanding sequence

Sequence pattern in a text presents a list of issues in order or sequence. This pattern is also known as series, chronological order, time order, or process. Commonly, instructions and directions have this pattern. Besides, fields of study like science and history show ordered information. To recognize sequence pattern, it is necessary to learn about signal words like: 'first', 'second', 'next', 'then', and 'finally'. Furthermore, the main idea of the paragraphs that

use this pattern may have the following words: process sequence, steps, phases, and series. Key words like: 'before', 'after', 'soon', 'later', and 'while'; and phrases such as: 'during the twentieth century', and 'during the coming decade' are also presented (Elder, 2008).

Students must know how to recognize a sequence of events to improve reading comprehension. They must understand what happens before, during, and after an event or at the beginning, in the middle, and at the end of a story or steps in a process of an experiment, for instance. When students understand the sequence presented, they can recall or retell it later (Linde, 2017).

Making predictions

Making predictions is the same as guessing. Students have the skill of making predictions or guessing what is going to occur next in a story or what a character will do, say, or think. A reader develops a strategy of predictions on clues from the reading material and his own knowledge background (Bailey, 2017). Further, making predictions will help readers for activating their prior knowledge about the topic mentioned in the reading material. They will combine the information about what they already know and the new information in the text. Students also can make predictions based on certain clues such as: illustrations, pictures, title, the text layout, and subtitles (Pardo, 2004).

Drawing conclusions

A conclusion appears when a person decides, opines, and judges after have read a material or think deeply about it (Elder, 2008). Perlez (2012) considers that learning how to draw conclusions is not a difficult task. Students must practice every day. She argues that drawing conclusions is something like if a person is walking on the street and suddenly he sees a big house with overgrown grass that is very tall, no lights in, and it looks very sad. Therefore, that person draws a conclusion about that house after thinking carefully about it. Maybe that person's conclusion is that the house is empty. Further, he has his reasons to think in that way. She also argues that a good technique to draw conclusions is to use graphic organizers.

Wilson (2003) states that if a person listens to some people talking and laughing in a cafeteria, he probably draws conclusions about those people. He has some conclusions with the information he has listened from them. The way they act, the words they mention, the

body language they use, all this information is important to draw a conclusion. The same happens when a person is reading. The reader draws conclusions based on what he is reading and understanding. She points out that drawing conclusions is using information that the writer does not mention or state but it is implied. For getting a good conclusion, the reader must consider his knowledge background or what he already knows about the topic he is reading. After that it is necessary to review and analyze all information provided by the author such as: characters' personalities, feelings, attitudes, the time, place, conflicts, setting, etc.

Making inferences

The reader has to find a logical conclusion that is based on the information the author has stated (Elder, 2008). According to the author, reading is one of the most challenging skills. It requires that the student builds solid strategies for reading a written material. Writers connect students to life through literature which is on the books. When a student comes up with a critical idea about the text, teachers can say that he is inferring with his critical comprehension skill. Students read texts and find meanings that are not stated in the text. However, inferring is not an easy task. When students have problems with this skill, they have to work in two important forerunners to infer: automaticity, reading with accuracy for the brain focusses on the meaning, and experience, the background knowledge about what they are reading (Deptula, 2013).

Students can learn inference skills by being an active reader. Being an active reader means the reader wants to understand the text. They also need to monitor comprehension and repair misunderstanding. They show inference skills when they have wide background knowledge. When the student shares the same cultural background as the text, he comes up with more pertinent types of inference than others. Besides, teachers can support their students by thinking aloud as they read aloud, they can ask questions while monitoring their own comprehension, and, they can make explicit the thinking process to figure out and inference (Kispal, 2008).

Compare and contrast

This pattern presents similarities when the author is comparing, and differences when the author is presenting a contrast between two or more things. This pattern is used to explain how things are similar or different. The author uses it in order to present contrary sides of a

topic. On the other hand, the reader must determine what is been compared or contrasted. Signal words for comparison are: similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, and comparative adjectives. On the contrary, signal words that show contrast are: in contrast, however, on the one hand, on the other hand, whilst, while, although, whereas, nevertheless, instead, difference, unlike, notwithstanding, conversely, rather than, as opposed to, and words that show opposite meaning like: unimportant, unbelievable, etc. (Elder, 2008).

Fact or opinion

Distinguishing facts from opinions is a critical reading skill. Critical reading skills are those skills which help the readers to go beyond basic comprehension to add more insights (Elder, 2008). Students must be supported by the teacher at the time of differentiating a fact from an opinion. It is very important that students understand and apply those differences to analytical language skills (reading, writing, listening, and speaking). It is also useful to make interpretations of the information wisely. Distinguishing a fact and opinion is an interdisciplinary skill which can be taught to students from elementary years of school until postgraduate levels of study. To be good at differentiating a fact from an opinion is a life-long learning. It must be practiced every day (Pennington, 2007).

Information in books is important and interesting; however, it is not totally factual. Not all the information provided by websites, newspapers, journals, magazines, essays, etc. are written by experts. That is the reason why it is necessary to distinguish a fact from an opinion by using critical thinking skills. Everything that is proved true is a fact. This information can be verified at any moment by researching, observing, experimenting, or experiencing. On the contrary, if the information cannot be proved, it is false information, not an opinion. On the other and, an opinion is the information that cannot be proved or disproved. It just represents the author's judgment or believe the reader may not share the same opinion or belief (Elder, 2008).

Author's purpose

It helps to understand what the author means by interpreting why he or she is using certain vocabulary (Lorcher, 2012). Standardized tests have reading comprehension tasks.

Those sections or tasks have questions that ask about the author's purpose among other concepts such as the main idea, vocabulary, inference and so forth. Author's purpose is the idea that explains why the author has written something. It is different from the main idea because it answers why. Therefore, the author's purpose of writing can be comparing, contrasting, criticizing, describing, explaining, identifying, suggesting (Roell, 2017).

Elder (2008) argues that the author's purpose or the author's reason for writing can be for the following four purposes: to inform, to instruct, to persuade, and to entertain. The author provides information through his written material. Besides, he explains how to do something or give instructions. He convinces for doing something or believing in something. Moreover, he presents humor or any other enjoyable reading material to his intended audience.

READING FACTORS

Vocabulary

Vocabulary deals with words. A word is a unit of the writing system or a continuous set of letters which is preceded and followed by a blank space or a punctuation mark (Plag, 2002). When studying vocabulary, it is helpful to analyze the words and their formation; for instance, read, reads, reading, and read. Words are studied in terms of etymology, coinage, borrowing, compounding, blending, clipping, backformation, conversion acronyms, derivation, and prefixes, suffixes, and infixes.

Etymology is considered as the study of the word according to its origin and history. Many English words come from Latin; for example: 'etymon' which means original for + 'logia' that means 'study of'. On the other hand, coinage is the study of words that are invented for commercial purposes. This process of word formation is not very common, but some words which were invented recently are: 'kleenex', 'granola', 'teflon', and 'xerox'. Older examples of coinage are 'aspirin', 'vaseline', 'nylon', and 'zipper' (Yule, 2010).

Borrowing is the process of adopting words from other languages (Yule, 2010). English has borrowed many words such as Arabic 'lemon', Persian 'musk', Semitic 'cinnamon', Chinese 'silk' (Northquist, 2017), 'croissant' which comes from France; Dutch 'dope', Italian 'piano', German 'pretzel', Arabic 'sofa', Tahitian 'tattoo', Japanese 'tycoon', Turkish 'yogurt', and Bantu 'zebra' among others. Further, compounding is the process of

joining two separated words to form only one; for example, ‘textbook’, ‘sunburn’, ‘wallpaper’, etc. Moreover, blending is known as the combination of two separate words for producing a new one; for example, ‘motel’ which comes from ‘motor’ + ‘hotel’ (Yule, 2010).

Clipping is described as the process where a word which is formed by more than one syllable is reduced to a shorter form; for example, ‘facsimile’ into ‘fax’. Additionally, backformation is a reduction when a noun is reduced to form a word of another type; for example, the word ‘television’ is reduced to form the verb ‘televise’. Further, conversion is the change in the function of any word; for instance, a noun is used as a verb such as: bottle, butter, chair, and vacation. Acronyms group the initials of words and form a new one; for example, NASA, USA, ONU, and so forth. Besides, derivation is the process of adding affixes to a word. The most common English affixes are: ‘mis’, ‘un’, ‘pre’, ‘ful’, ‘less’, ‘ish’, ‘ism’, ‘ness’ to form new words like: unhappy, misfortune, prejudice, hopeless, boyish, terrorism, and so on (Yule, 2010).

Prefixes and suffixes are affixes that can be added to a word to form a new one. The former is added at the beginning of a word such as ‘mis’ and ‘un’, and the latter is placed at the end of the word, for example: ‘less’ and ‘ish’ (Yule, 2010). There are different kinds of prefixes. Those that mean “NOT”; for example: ‘un’, ‘non’, ‘dis’, and ‘in’ like in ‘unhappy’, nonstop’, disagreement’, and ‘incorrect’. Other prefixes indicate location or other spatial relationships such as: ‘in’, ‘pro’, ‘sub’, ‘inter’, ‘tele’, and ‘trans’; for instance: ‘include’, ‘progress’, ‘subway’, ‘interrupt’, ‘telephone’, and ‘transfusion’. On the other hand, there are suffixes that indicate verbs like: ‘ate’ as in automate, ‘ify’ like in liquefy, and ‘ize’ like in socialize. Other suffixes form adjectives such as ‘ful’ like in colorful, ‘ious and ous’ as in gorgeous. And, there are suffixes that indicate nouns; for example: ‘ance and ence’ like in dependence, ‘hood’ as in childhood (Elder, 2008).

Critical thinking

Fischer and Spiker (2002 as cited in Halpern 2002) argue that critical thinking is the process of logical reasoning, metacognition, judgment, reflection, and questioning. Critical thinking is the use of cognitive strategies and skills, which are goal-directed, in order to solve problems, find solutions, calculate, formulate inferences, and make decisions to have the desired outcomes. According to Halpern (2002) some critical thinking skills that need to be

enhanced are: recognizing semantic inclination and fault by association, looking for contradictory evidence, using own knowledge to monitor performance and asking for help when needed, taking risks, giving reasons for choices and explaining with details depending on the message receiver, using information when it is needed, establishing connections between the new knowledge with the previous one.

2.5 Hypothesis

H0. Cooperative learning does not influence on students' reading comprehension.

H1. Cooperative learning positively influences on students' reading comprehension.

2.6 Variable statement

Independent variable

Cooperative learning

Dependent variable

Reading comprehension

CHAPTER III

METHODOLOGY

3.1 Approach

Socio-educational

This research is focused on the social educational model. In fact, students are motivated to learn English by working with their pairs. Hence, cooperative learning for enhancing reading comprehension is part of the students' daily life. According to the Ministry of Education students have to reach a B1.2 level in Ecuador. Therefore, it is imperative the necessity to improve reading skills (MINEDUC, 2016).

Quali-quantitative

A quali-quantitative approach has been used in this research (Newman & Benz, 1998). Hence, it focused on a social phenomenon analyzing statistics, variables, hypothesis, and, objectives. Moreover, surveys have been applied in order to get information. Finally, conclusions have been drawn (Marzano, Vegliante, & De Angelis, 2015).

3.2 Basic research methods

Field research

It is essential to have direct contact with students, teachers, and authorities where the problem occurs (Boyd, 2018). The researcher carried out a direct observation to get primary data in order to determine the problem and solve it.

Bibliographic – documentary

This research is bibliographical documentary for it uses primary and secondary documents. The researcher has tested and analyzed results from bibliographical data. This is also called as archival research and is about different documents for searching data about cooperative learning for reading comprehension (Freitas, Bufrem, & Breda, 2016).

Transversal / synchronic

Synchronic research was carried out during the second term of 2017-2018 academic year with first year of bachillerato of Riobamba High School in Riobamba city, Chimborazo province (Cohen, Manion, & Morrison, 2007).

Applied research

This research has contributed to the solution of a social- educational problem which is affecting students (Kowalczyk, 2003) from first year of bachillerato of Unidad Educativa "Riobamba". It also identified fundamental objectives, research questions, hypothesis, conclusions, and recommendations.

3.3 Level or type of research

Descriptive

This research has been supported by real facts, participants and variables; all of them were analyzed (Tatum, 2018).

Variable relation level

The independent variable (Cooperative Learning) affects the dependent variable (Reading comprehension). There is a close relationship between them because they support each other (Kowalczyk, 2003).

3.4 Population and sampling

For this study, the researcher has worked with ten English teachers who assist students at Unidad Educativa "Riobamba". Besides, the population includes students from first year of bachillerato in the second term of 2017-2018 academic year. Furthermore, the present work has a population of 211 students; therefore, the researcher has worked with the total of the population which is detailed in Table 1.

TABLE 1. POPULATION AND SAMPLING

CLASSROOM	MEN	WOMEN	TOTAL	GROUP
A	4	26	30	EXPERIMENTAL GROUP
B	6	31	37	
C	7	28	35	
D	8	28	36	CONTROL GROUP
E	10	26	36	
F	9	28	37	
TOTAL	44	167	211	

Source: Unidad Educativa "Riobamba" (2018)

Author: Pilco, M. (2018)

3.5. VARIABLES OPERATIONALIZATION

TABLE 2. INDEPENDENT VARIABLE OPERATIONALIZATION

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	INST -TECH
COOPERATIVE LEARNING ***Characterization*** Instructional strategy based on groups: formal and informal groups; where interpersonal skills build up social interaction through elements like face to face interaction, interdependence, accountability; with cooperative techniques like jig saw, and reciprocal questioning, and think-pair-share approach, for decision making, communication, and conflict management.	Groups	- Formal - Informal	Survey – Questionnaire for teachers and students Pre-test and Post-test KET exam - Reading comprehension part
	Interpersonal skills	- Face to face interaction - Interdependence - Accountability	
	Cooperative techniques	- Jig saw - Reciprocal questioning - Think-pair-share - Decision making - Communication - Conflict management	

Source: Direct research

Author: Pilco, M. (2018)

DEPENDENT VARIABLE

TABLE 3. DEPENDENT VARIABLE OPERATIONALIZATION

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECH - INSTR
READING COMPREHENSION DEVELOPMENT ***Characterization*** Cognitive language process involving a procedure before, during, and after reading though the use of word strategies like main idea and details, summarizing, cause and effect, sequence of events, making predictions, drawing conclusions, making inferences, compare and contrast, fact or opinion, author's purpose, where engage factors like: vocabulary and critical thinking.	Cognitive language process	- Before reading - During reading - After reading	Survey: Questionnaire for teachers and students. Pre- test and post- test KET exam on reading comprehension part
	Strategies	- Main idea - Details - Summarizing - Cause and effect - Sequence - Making predictions - Drawing Conclusions - Making inferences - Compare and contrast - Fact or opinion - Author's purpose	
	Factors	- Vocabulary - Critical thinking	

Source: Direct research

Author: Pilco, M. (2018)

3.6. Data collecting

The data of the present research was gathered through organizing and explaining information about cooperative learning on reading comprehension (Adnyana, 2014). The data has been directed to answer the stated problem through a quasi-experimental research. For this purpose, a pre and a post-test, PET exam from Cambridge, reading section, were used. The researcher assisted 211 students in total that were divided into the experimental group which had 102 students and the control group which had 109 students who come from Unidad Educativa "Riobamba". After giving the pre-test, the researcher developed a class intervention through the use of cooperative learning for reading comprehension methodological guide for one month. After the intervention, data was collected in order to accept or reject the corresponding hypotheses. Additionally, a survey was applied to both English teachers and students. It was validated by two professionals in teaching English as a foreign language.

DATA COLLECTION PLAN

Purpose:	To achieve the goals of the present study.
Place:	Unidad Educativa Riobamba
Target group:	211 students from groups A-B-C-D-E-F
Theme:	The effects of Cooperative learning on reading comprehension development
Researcher:	Pilco Mariela
Time for the collection of information:	2017-2018 academic year
Techniques:	Strategy application and testing Survey
Instruments:	PET exam reading part Cooperative learning techniques reading process

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

This study presents the results of the survey which was applied to ten teachers and 211 students. Besides, the results of the pre-test, before the researcher's intervention and the results of the post-test, after the intervention, are showed with their analysis respectively. Furthermore, results belong to both control and experimental groups of students who are part of first year of bachillerato at Unidad Educativa "Riobamba" during 2017-2018 academic year. Data obtained along this process are shown through statistic tables with graph bars which make the interpretation easier and more comprehensible.

4.1. SURVEY DATA ANALYSIS AND INTERPRETATION

4.1.1. Teachers' survey analysis

1. What cooperative learning activities influence on reading comprehension?

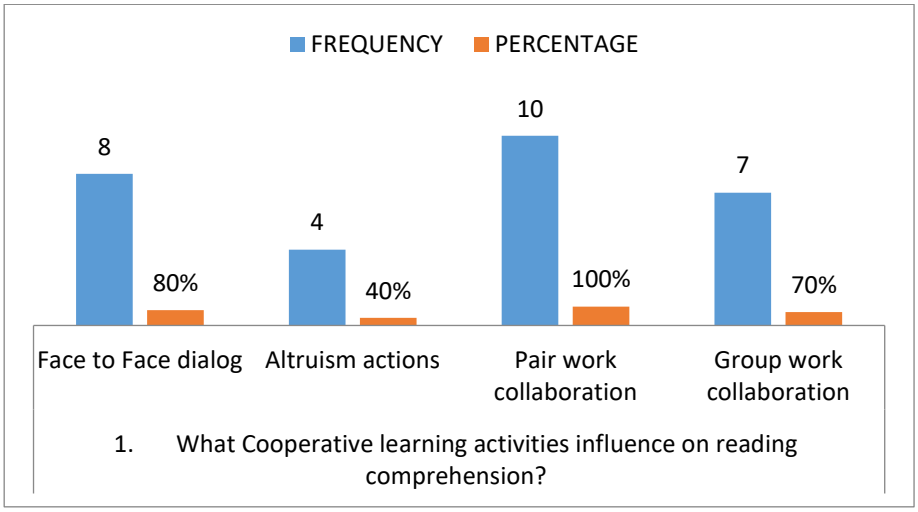
TABLE 4. TEACHERS' SURVEY.ITEM1. COOPERATIVE LEARNING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
1. What cooperative learning activities influence on reading comprehension?	Face to face dialogue	8	80%
	Altruism actions	4	40%
	Pair work collaboration	10	100%
	Group work collaboration	7	70%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 3. TEACHER'S SURVEY. ITEM 1. COOPERATIVE LEARNING ACTIVITIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Table 4 shows that 8 of 10 teachers that represent 80% of the total population think that face to face dialog activity influences on reading comprehension. At the same time, 40% of surveyed teachers think that altruism influences on reading comprehension activities. Furthermore, the total population thinks that pair work collaboration influences on reading comprehension. This means that teachers highly advise the use of this activity for reading classes. Finally, 70% of the teachers indicate that group work collaboration influences on reading comprehension purposes.

The first question shows that most of the teachers think that face to face dialog, pair work collaboration, as well as group work collaboration activities influences on students' reading comprehension skills.

2. What effects does cooperative learning produce on reading comprehension?

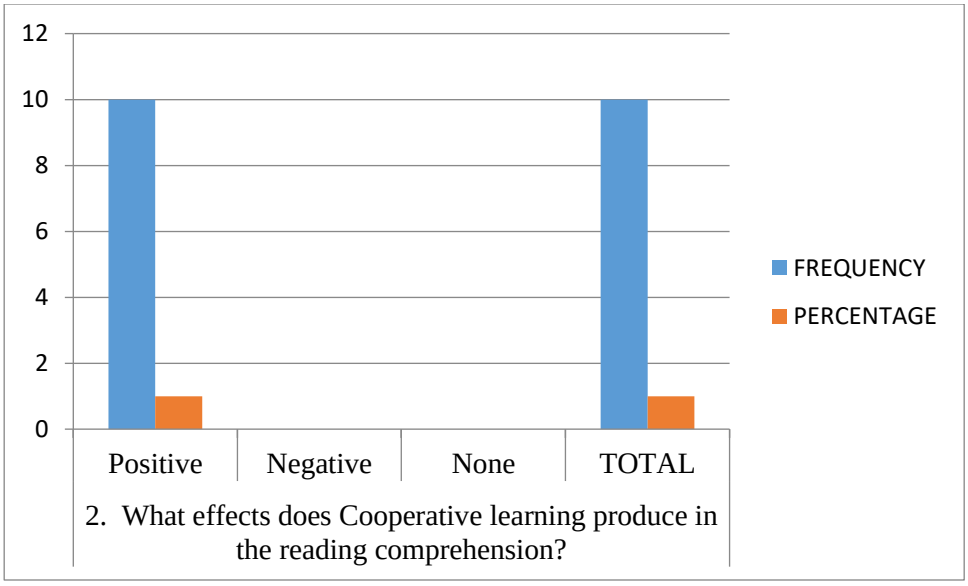
TABLE 5. ITEM 2. TEACHERS' SURVEY. COOPERATIVE LEARNING EFFECTS ON READING COMPREHENSION

ITEM	SCALE	FREQUENCY	PERCENTAGE
2. What effects does cooperative learning produce in the reading comprehension?	Positive	10	100%
	Negative	0	0%
	None	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 4. ITEM 2. TEACHERS' SURVEY. COOPERATIVE LEARNING EFFECTS ON READING COMPREHENSION



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 2 results, detailed in Table 5, show that 10 teachers who represent 100% of the surveyed teachers claim that cooperative learning has positive effects; therefore, this answer gives the idea that all of the teachers are concerned about the issue of this investigation.

3. Is there cooperative learning in your classroom?

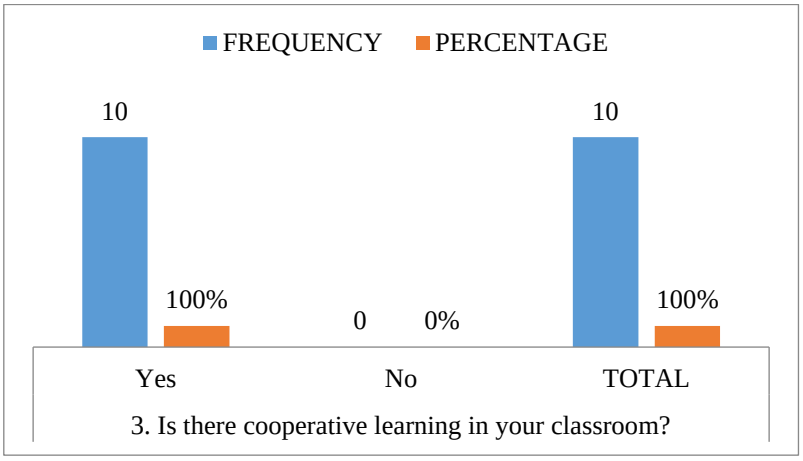
TABLE 6. ITEM 3. TEACHERS' SURVEY. COOPERATIVE LEARNING IN CLASSROOM

ITEM	SCALE	FREQUENCY	PERCENTAGE
3. Is there cooperative learning in your classroom?	Yes	10	100%
	No	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco**,** M. (2018)

FIGURE 5. ITEM 3. TEACHERS' SURVEY. COOPERATIVE LEARNING IN CLASSROOM



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question number three asks whether there is cooperative learning in teachers' classroom or not. Table 6 shows that the surveyed responses are affirmative in 100%. Therefore, it is concluded that the total of the population knows about cooperative learning for reading purposes. It is important to suggest that teachers should use the topics and activities that will be shown in chapter 6 of the present study because they already know how to apply cooperative learning in the classroom environment.

4. **Do you consider working in groups has positive effects in reading comprehension?**

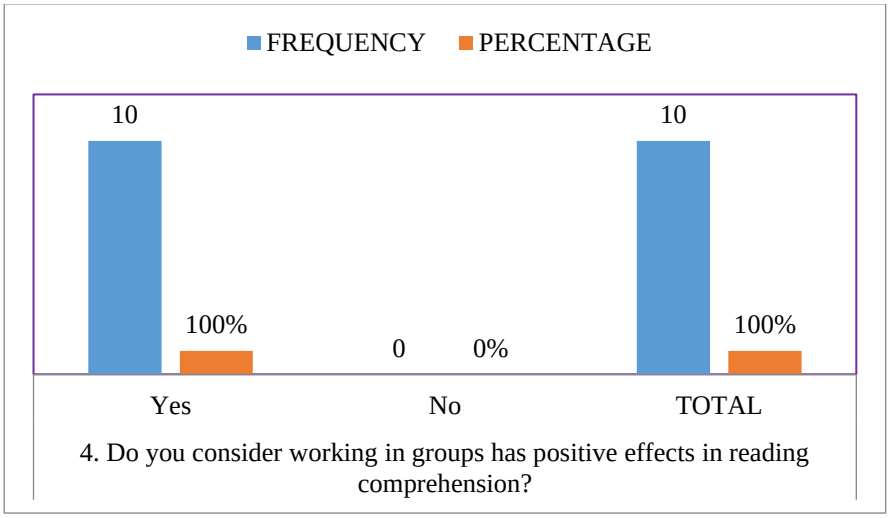
TABLE 7. ITEM 4. TEACHERS' SURVEY. POSITIVE EFFECTS ON READING COMPREHENSION

ITEM	SCALE	FREQUENCY	PERCENTAGE
4. Do you consider working in groups has positive effects in reading comprehension?	Yes	10	100%
	No	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 6. ITEM 4. TEACHERS' SURVEY. POSITIVE EFFECTS ON READING COMPREHENSION



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 4 asks if group work in class has positive effects on reading comprehension or not. 100% of the teachers consider that group work has positive effects for developing reading comprehension activities in class. This answer motivates the researcher to continue working on the present study because it is clearly stated that there will be positive results with students after the intervention.

5. **Do you work with groups in your classroom?**

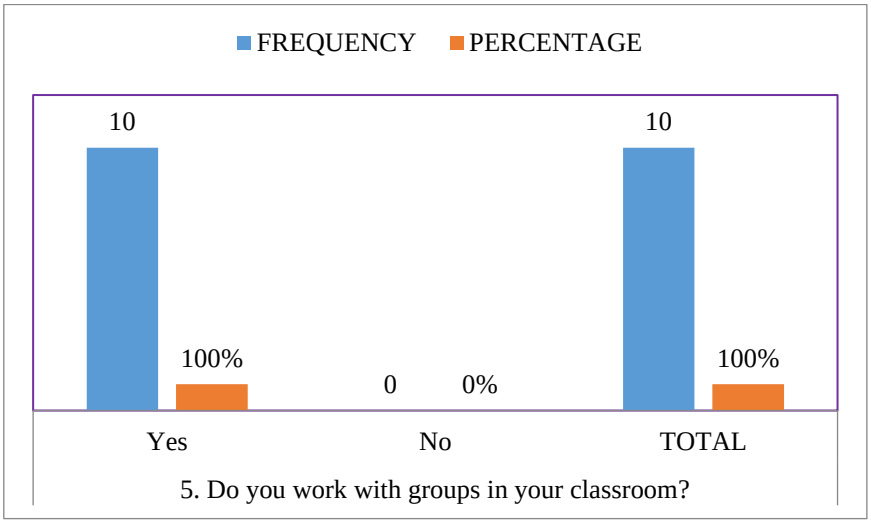
TABLE 8 . ITEM 5. TEACHERS' SURVEY. GROUP WORK IN CLASSROOM

ITEM	SCALE	FREQUENCY	PERCENTAGE
5. Do you work with groups in your classroom?	Yes	10	100%
	No	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 7. ITEM 5. TEACHERS' SURVEY. GROUP WORK IN CLASSROOM



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question number 5 investigates whether teachers work with groups in their classrooms or not. The result of this question is that the total population which makes the 100% answer that they indeed work with groups in their classroom. Furthermore, this result is highly essential to know because it clarifies the route to the researcher in order to create a valuable proposal at the end for teachers.

6. **What kind of grouping forms do you have in your classroom?**

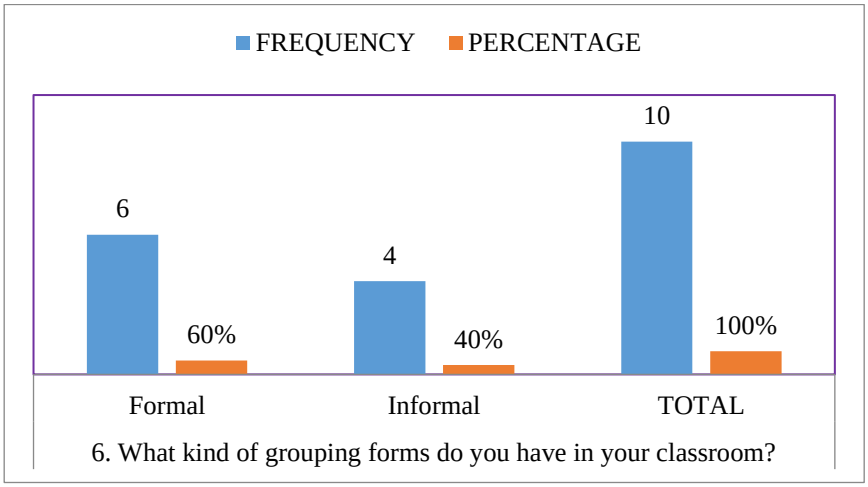
TABLE 9. ITEM 6. TEACHERS' SURVEY. GROUPING CONFIGURATION

ITEM	SCALE	FREQUENCY	PERCENTAGE
6. What kind of grouping forms do you have in your classroom?	Formal	6	60%
	Informal	4	40%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 8. ITEM 6. TEACHERS' SURVEY. GROUPING CONFIGURATION



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 6 refers to the group configuration that teachers use during their classes. It aims to ask about what kind of grouping teachers perform either formal or informal grouping.

The result of this question is that 6 teachers that represent 60% of the total population answered that they develop formal grouping. On the other hand, 40% said that they develop informal grouping. This gives the researcher the idea that teachers need to clarify concepts for making their teaching process more effective.

7. **Do you think that cooperative learning helps to develop students' interpersonal skills?**

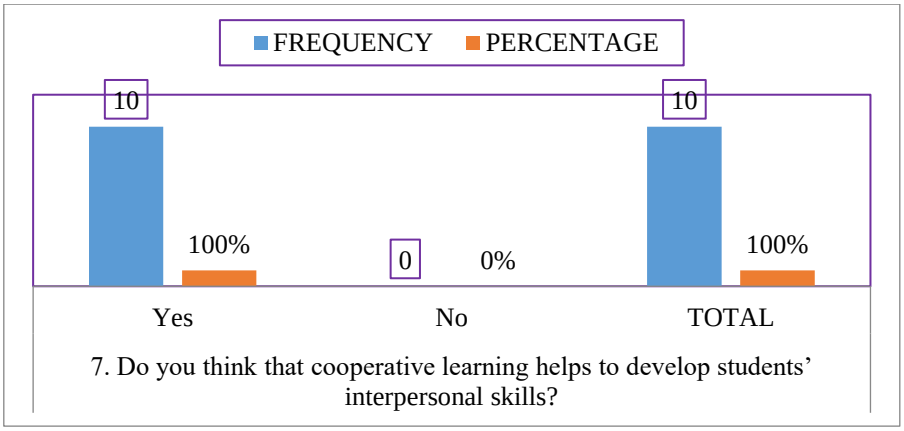
TABLE 10. ITEM 7. TEACHERS' SURVEY. COOPERATIVE LEARNING TO DEVELOP INTERPERSONAL SKILLS

ITEM	SCALE	FREQUENCY	PERCENTAGE
7. Do you think that cooperative learning helps to develop students' interpersonal skills?	Yes	10	100%
	No	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 9. ITEM 7. TEACHERS' SURVEY. COOPERATIVE LEARNING TO DEVELOP INTERPERSONAL SKILLS



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question number 7 asks about teachers' point of view related whether cooperative learning helps to develop students' interpersonal skills. The results show that the total of the population, indeed, think that cooperative learning helps to strengthen students' interpersonal skills.

Therefore, it is necessary to help students to develop their interpersonal skills through the application of cooperative learning in class.

8. **Do you consider that reading comprehension can be improved through cooperative learning?**

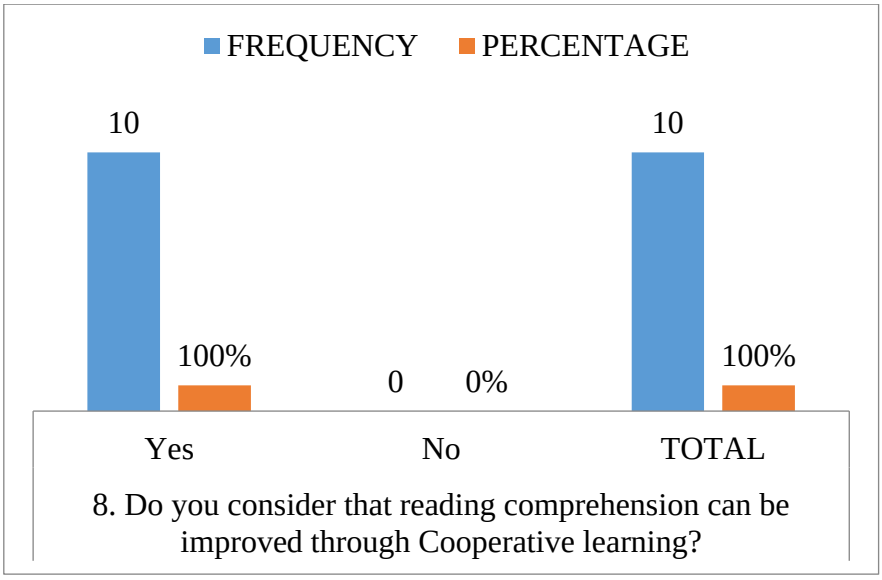
TABLE 11. ITEM 8. TEACHERS' SURVEY. READING COMPREHENSION IMPROVEMENT

ITEM	SCALE	FREQUENCY	PERCENTAGE
8. Do you consider that reading comprehension can be improved through cooperative learning?	Yes	10	100%
	No	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco**,** M. (2018)

FIGURE 10. TEACHERS' SURVEY. READING COMPREHENSION IMPROVEMENT



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Item 8 queries if teachers consider that reading comprehension can be improved through cooperative learning activities or not. The results show that 100 percent of the total population affirmatively answered. This result shows that teachers are conscious of the high value of reading improvement through cooperative learning.

9. Which of the following cooperative learning strategies do you use in your classes?

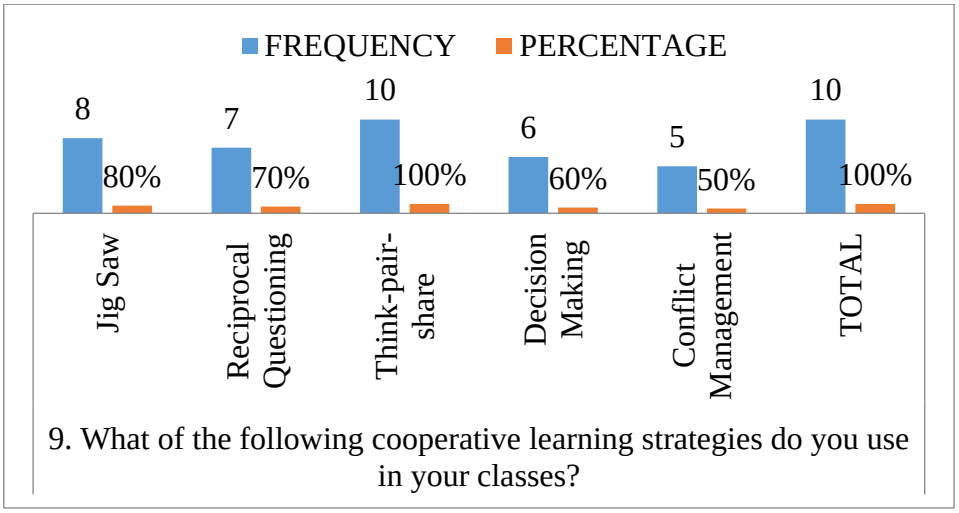
TABLE 12. ITEM 9. TEACHERS' SURVEY. COOPERATIVE LEARNING TECHNIQUES

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. Which of the following cooperative learning strategies do you use in your classes?	Jigsaw	8	80%
	Reciprocal questioning	7	70%
	Think-pair-share	10	100%
	Decision making	6	60%
	Conflict management	5	50%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 11. ITEM 9. TEACHERS' SURVEY. COOPERATIVE LEARNING STRATEGIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 9 asks about cooperative learning strategies which are used in English classes. Eight teachers who represent 80 percent answered that they use jigsaw in class while reciprocal questioning is used by 70 percent of the population. Furthermore, think-pair-share is used by the 100 percent of teachers. Decision making, according to the survey, is used by 60% of the

population; and, communication is applied by 90% of the teachers. On the other hand, conflict management is used by 50% of the teachers.

Hence, most of the teachers use cooperative learning strategies such as communication, decision making, reciprocal questioning, and jigsaw, it is also noticeable that the think-pair-share is the cooperative technique which is used by the total of the population. This result gives the idea that teachers assign a high value to cooperative learning strategies.

10. How often do you develop before reading activities?

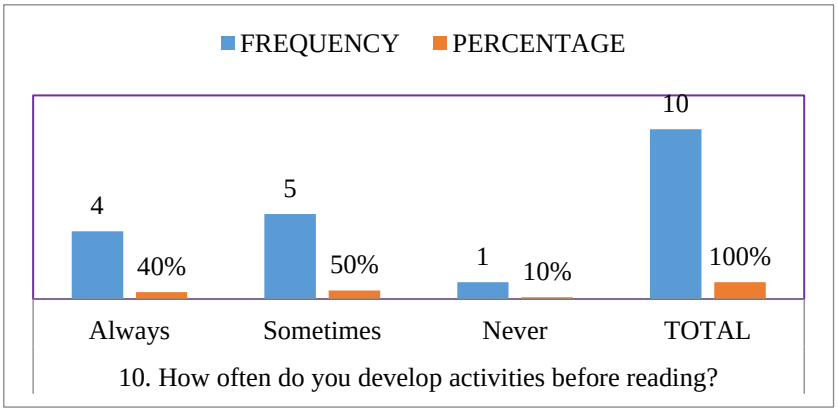
TABLE 13. ITEM 10. TEACHERS' SURVEY. BEFORE READING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
10. How often do you develop activities before reading?	Always	4	40%
	Sometimes	5	50%
	Never	1	10%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 12. ITEM 10. TEACHERS' SURVEY. BEFORE READING ACTIVITIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 10 interrogates about the frequency with which surveyed teachers develop activities before reading tasks. Teachers answer that 40% of them always perform these tasks; on the

other hand, 50% of teachers sometimes develop activities before reading. In contrast, 10% of the teachers never make activities before reading.

It is supposed that teachers should develop activities before reading; however, their answers show an opposite idea. In this case, this research would provide teaching material with ideas to be applied in classes to improve students' reading comprehension development.

11. How often do you develop activities during reading?

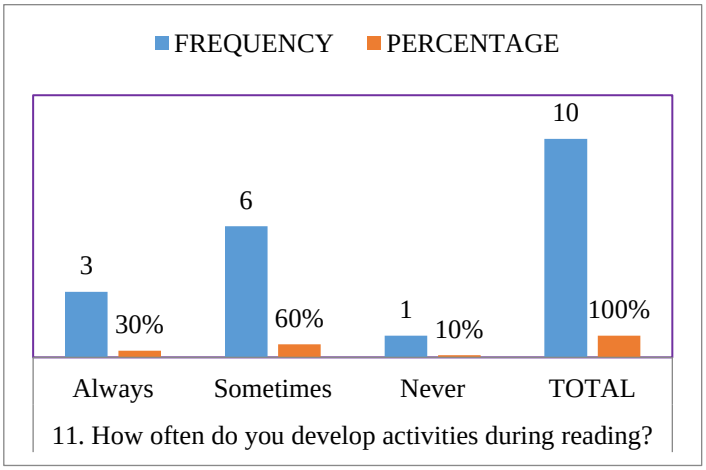
TABLE 14. ITEM 11. TEACHERS' SURVEY. DURING READING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
11. How often do you develop activities during reading?	Always	3	30%
	Sometimes	6	60%
	Never	1	10%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 13. ITEM 11. TEACHERS' SURVEY. DURING READING ACTIVITIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 11 inquires teachers about the frequency with which they develop activities during reading tasks. The results show that 30% of them do those activities all the time, 60% develop activities during reading, while 10% of teachers do not develop activities during reading.

These results give the researcher the idea that teachers need support in this area.

12. How often do you develop activities after reading?

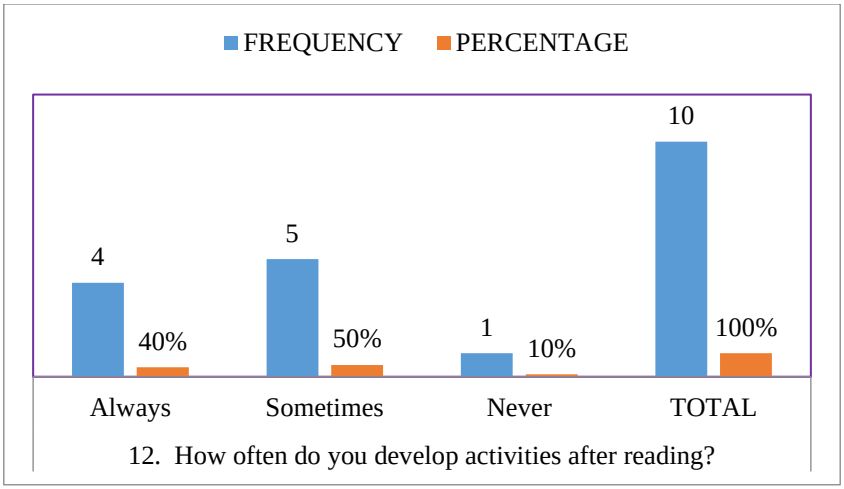
TABLE 15. ITEM 12. TEACHERS' SURVEY. AFTER READING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
12. How often do you develop activities after reading?	Always	4	40%
	Sometimes	5	50%
	Never	1	10%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 14. ITEM 12. TEACHERS' SURVEY. AFTER READING ACTIVITIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 12 asks how often teachers develop activities after reading. 40% of teachers answered that they develop activities after reading; moreover, 50% of the teachers, the majority, answer that they sometimes perform those activities. Finally, one teacher who represents 10% of the population answers that he or she does not develop activities after reading.

The results above represent how often teachers develop activities before reading and it is visible that teachers also need some support in this field.

13. What of the following reading strategies do your students manage in class?

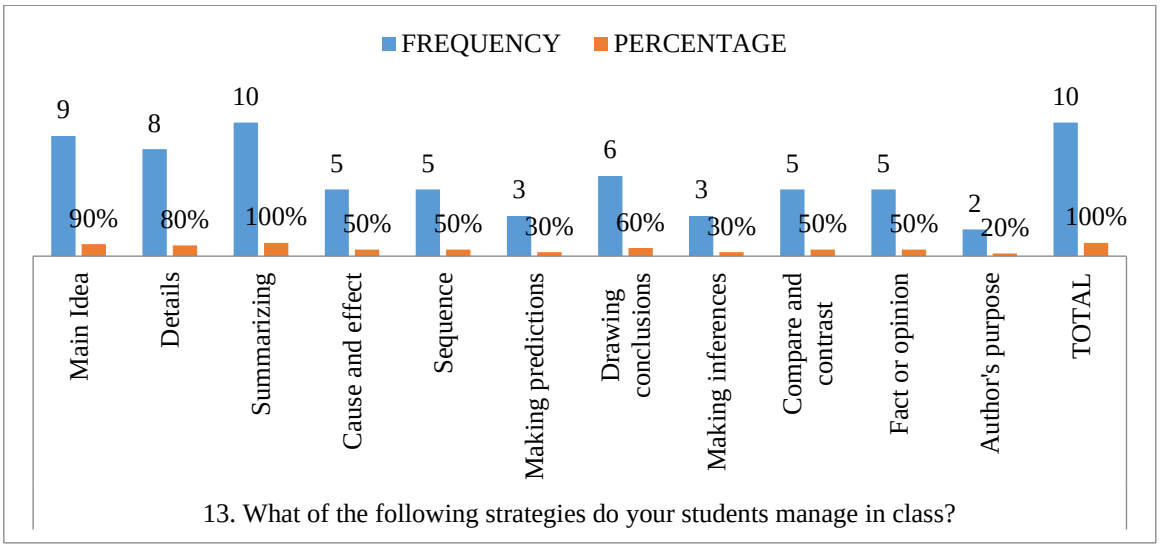
TABLE 16. ITEM 13. TEACHERS' SURVEY. READING STRATEGIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
13. What of the following reading strategies do your students manage in class?	Main idea	9	90%
	Details	8	80%
	Summarizing	10	100%
	Cause and effect	5	50%
	Sequence	5	50%
	Making predictions	3	30%
	Drawing conclusions	6	60%
	Making inferences	3	30%
	Compare and contrast	5	50%
	Fact or opinion	5	50%
	Author's purpose	2	20%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 15. ITEM 13. TEACHERS' SURVEY. READING STRATEGIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 13 inquiries about the use of reading strategies which are managed by students during reading activities. The results show that teachers think main idea strategy is managed by students in a 90%. Furthermore, 80% of the teachers claim that 80% of the students manage supporting details strategy. Besides, the total of the population indicates that students manage summarizing strategy; however, 50% of the teachers say that students manage cause and effect strategy, compare and contrast, and sequence as well. 60% of the teachers suggest that students manage drawing conclusions strategy. On the other hand, only 30% of the surveyed teachers indicate that students manage making predictions strategy, as well as making inferences strategy. Finally, 20% of the teachers indicate that students manage author's purpose strategy. Taking into consideration the results of this question, the researcher will design classroom activities in order to support teachers to enhance students' reading comprehension skills.

14. How often do you direct attention to vocabulary in reading classes?

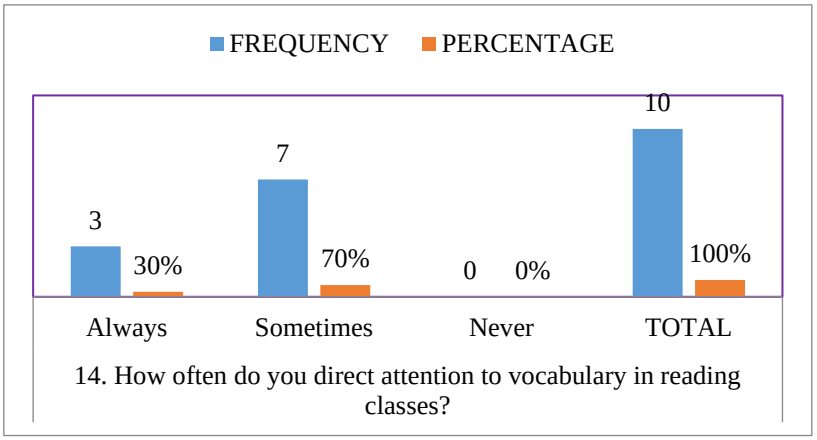
TABLE 17. ITEM 14. TEACHERS' SURVEY. VOCABULARY IN READING CLASSES

ITEM	SCALE	FREQUENCY	PERCENTAGE
14. How often do you direct attention to vocabulary in reading classes?	Always	3	30%
	Sometimes	7	70%
	Never	0	0%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 16 . ITEM 14. TEACHERS' SURVEY. VOCABULARY IN READING CLASSES



Source: Teachers' survey

Author: Pilco, M (2018)

Analysis and interpretation

Question 14 refers to the frequency with which teachers draw attention to vocabulary in reading classes. The results are that only 30% of the teachers always focus on vocabulary during reading activities. However, sometimes, 70% of them do direct attention to vocabulary in reading classes.

As the result on question 14 shows, teachers must direct attention to vocabulary building in reading classes.

15. How often do you direct attention to critical thinking in reading classes?

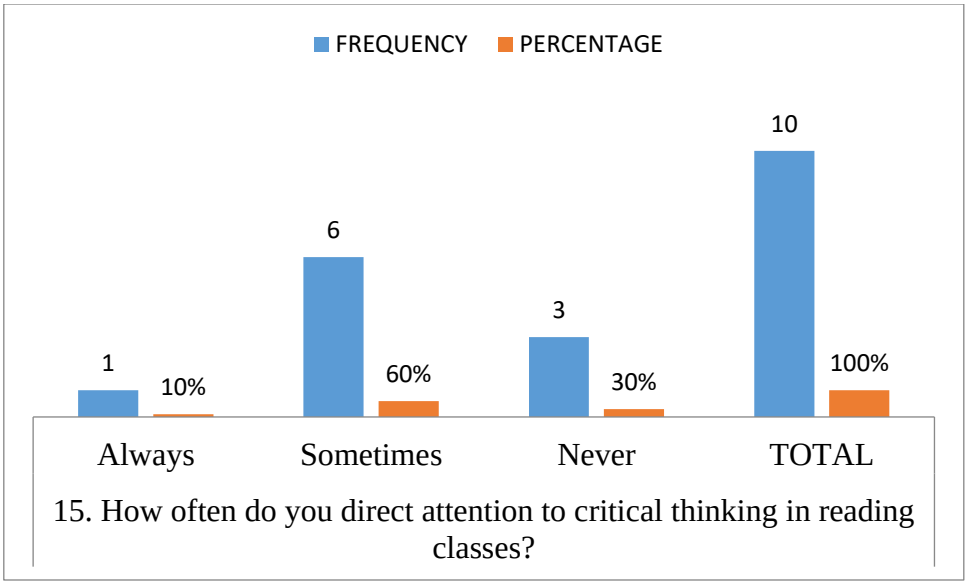
TABLE 18. ITEM 15. TEACHERS' SURVEY. CRITICAL THINKING IN READING CLASSES

ITEM	SCALE	FREQUENCY	PERCENTAGE
15. How often do you direct attention to critical thinking in reading classes?	Always	1	10%
	Sometimes	6	60%
	Never	3	30%
	TOTAL	10	100%

Source: Teachers' survey

Author: Pilco, M. (2018)

FIGURE 17. ITEM 15. TEACHERS' SURVEY. CRITICAL THINKING IN READING CLASSES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

The question 15 of the teachers' survey queries about the frequency with which educators direct attention to critical thinking skills in reading comprehension classes. The results are: only 10% of the surveyed teachers always do it, 60% of them sometimes direct attention to critical thinking and 30% of the teachers never focus on critical thinking in reading classes.

4.1.2 Students' survey analysis

1. ¿Qué actividades de aprendizaje cooperativo influyen en la comprensión lectora?

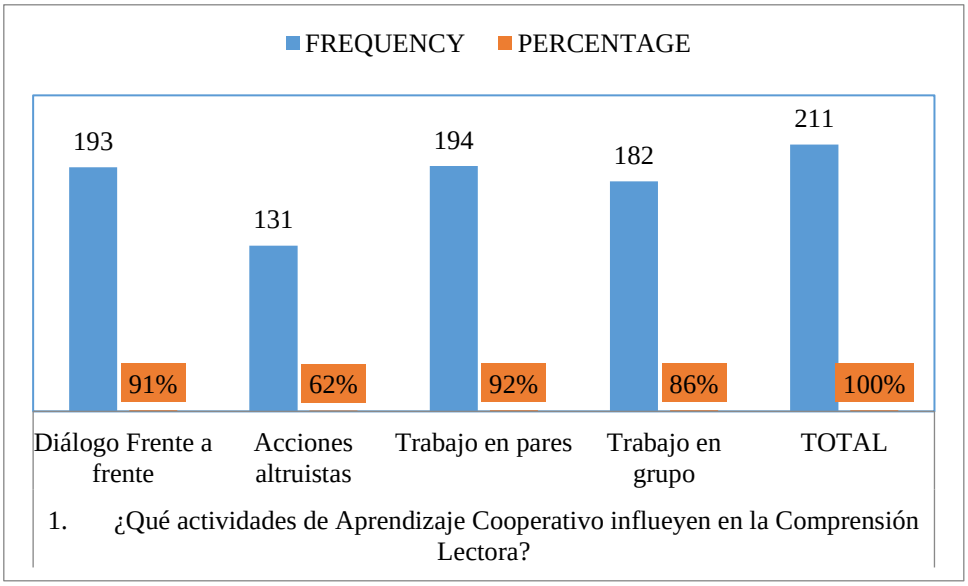
TABLE 19 . ITEM 1. STUDENTS' SURVEY. COOPERATIVE LEARNING IN READING COMPREHENSION

ITEM	SCALE	FREQUENCY	PERCENTAGE
1. ¿Qué actividades de aprendizaje cooperativo influyen en la comprensión lectora?	Diálogo frente a frente	193	91%
	Acciones altruistas	131	62%
	Trabajo en pares	194	92%
	Trabajo en grupo	182	86%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 18. ITEM 1. STUDENTS' SURVEY. COOPERATIVE LEARNING IN READING COMPREHENSION



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 1 of the students' survey shows the following results: first, 91% of the students think that face to face dialog activities influence in their reading comprehension. Furthermore, 62%

of the students indicate that altruist actions help to improve reading comprehension skills. Besides, 92% of them say that activities which involve pair working influences in their reading comprehension. Finally, 86% of the total population of students thinks that group work influence in their reading comprehension.

The first question results indicate that students are conscious about cooperative learning activities which influence in their reading comprehension.

2. ¿Qué efectos produce el aprendizaje cooperativo en la comprensión lectora?

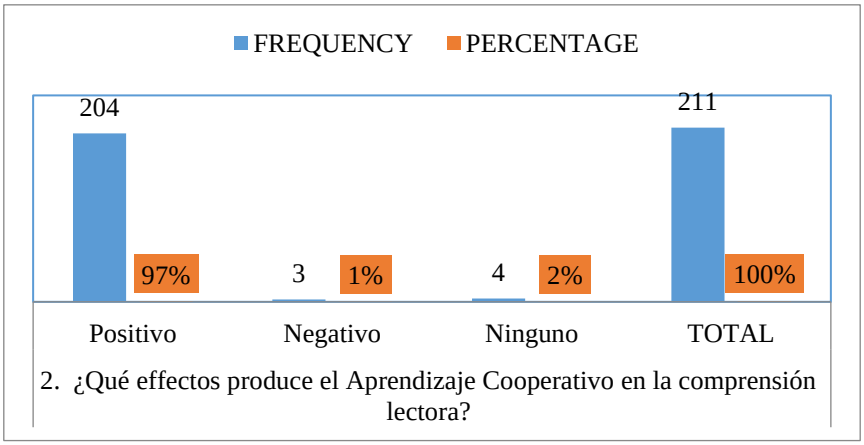
TABLE 20. ITEM 2. STUDENTS' SURVEY. COOPERATIVE LEARNING EFFECTS

ITEM	SCALE	FREQUENCY	PERCENTAGE
2. ¿Qué efectos produce el aprendizaje cooperativo en la comprensión lectora?	Positivo	204	97%
	Negativo	3	1%
	Ninguno	4	2%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 19.ITEM 2. STUDENTS' SURVEY. COOPERATIVE LEARNING EFFECTS



Source: Students' survey

Author: Pilco, M. (2018**)**

Analysis and interpretation

Question 2 which has been taken for students show that 204 of them which represents to 97% say that cooperative learning has positive effects in the reading comprehension. While 1%

indicates that it has negative effects. Furthermore, 2% of students think that cooperative learning does not have any effect in reading comprehension. As the results show, the majority of students consider that cooperative learning positively influences on reading comprehension.

3. ¿Existe aprendizaje cooperativo en su clase?

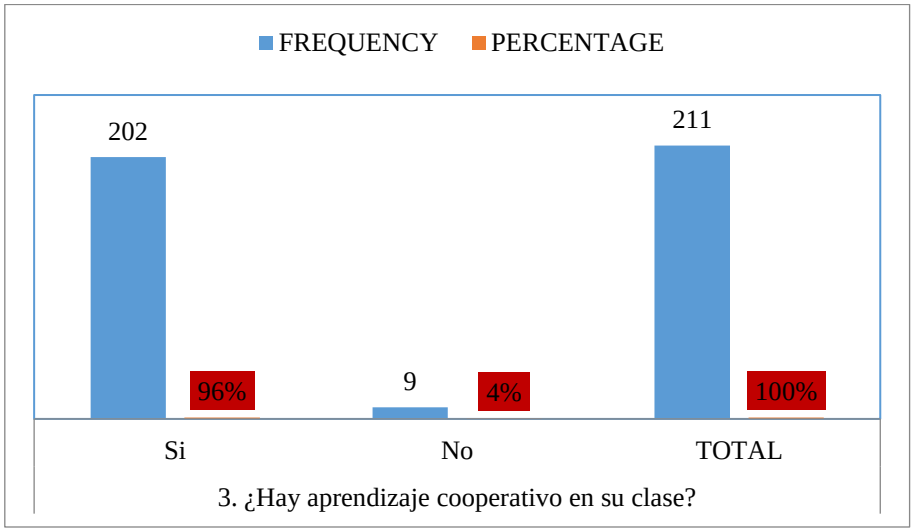
TABLE 21. ITEM 3. STUDENTS' SURVEY. COOPERATIVE LEARNING IN CLASS

ITEM	SCALE	FREQUENCY	PERCENTAGE
3. ¿Existe aprendizaje cooperativo en su clase?	Si	202	96%
	No	9	4%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 20. ITEM 3. STUDENTS' SURVEY. COOPERATIVE LEARNING IN CLASS



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 3 asks whether there is cooperative learning in students' classroom or not. The result shows that the surveyed responses are affirmative in 96%. While 4% of students think that there is not any cooperative learning in their classes. Therefore, it is concluded that most of the population know about cooperative learning.

It is totally visible that students are highly adapted and conscious about cooperative learning.

4. **¿Considera usted que el aprendizaje cooperativo tiene efectos positivos en la comprensión lectora?**

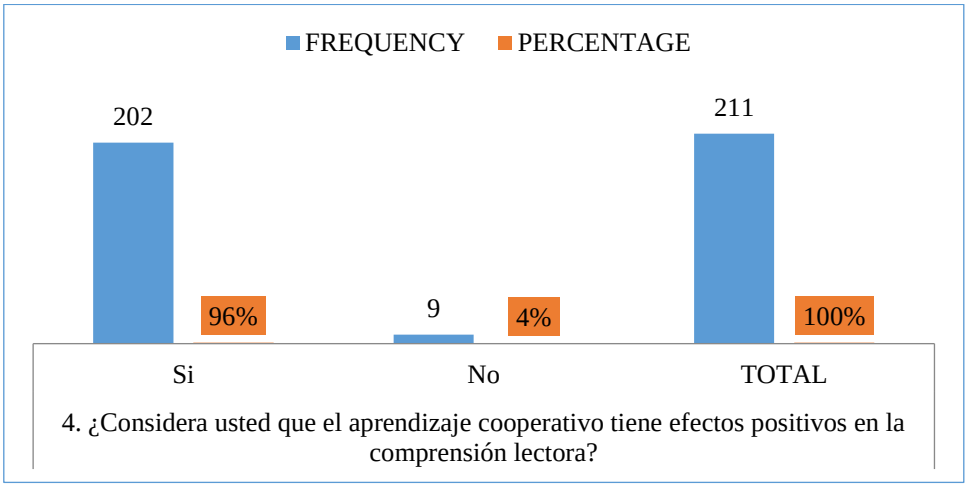
TABLE 22. ITEM 4. STUDENTS' SURVEY. POSITIVE EFFECTS

ITEM	SCALE	FREQUENCY	PERCENTAGE
4. ¿Considera usted que el aprendizaje cooperativo tiene efectos positivos en la comprensión lectora?	Si	202	96%
	No	9	4%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 21. ITEM 4. STUDENTS' SURVEY. POSITIVE EFFECTS



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 4 queries whether group work in class has positive effects in reading comprehension or not. 96% of students consider that cooperative learning has positive effects for developing reading comprehension activities in class. While 4% argues it does not have positive effects on reading comprehension.

This answer enlightens the researcher to continue working on cooperative learning because students are highly aware of it.

5. ¿El profesor desarrolla tareas en grupo en la clase?

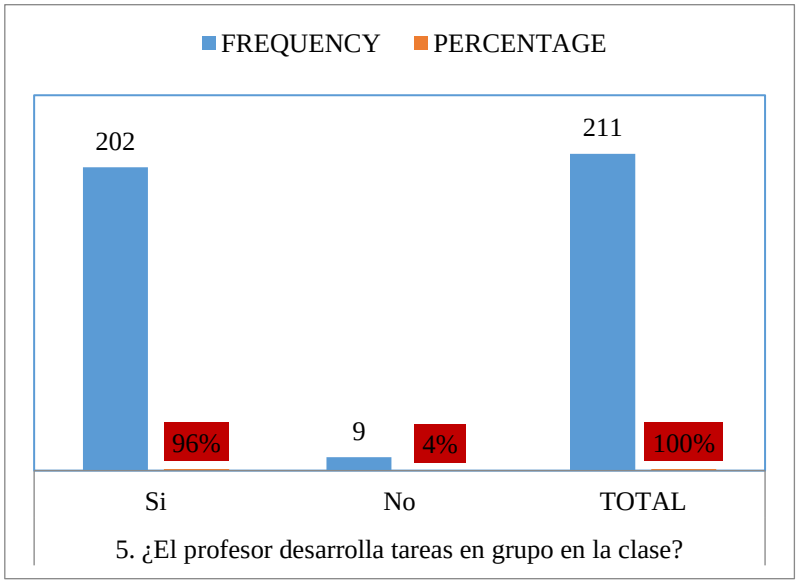
TABLE 23. ITEM 5. STUDENTS' SURVEY. GROUP WORK

ITEM	SCALE	FREQUENCY	PERCENTAGE
5. ¿El profesor desarrolla tareas en grupo en la clase?	Si	202	96%
	No	9	4%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 22. ITEM 5. STUDENTS' SURVEY. GROUP WORK IN CLASS



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question number 5 researches students' opinion related to if teachers work with groups in their classrooms or not. The result of this question is that almost total population which makes the 96% answers that their teachers develop group work in their classroom and the 4% says that there is not group work in their classroom environment.

This result is highly valuable for it means that students perform group work in their classrooms.

6. ¿Qué tipo de agrupación de estudiantes realiza su profesor en clases?

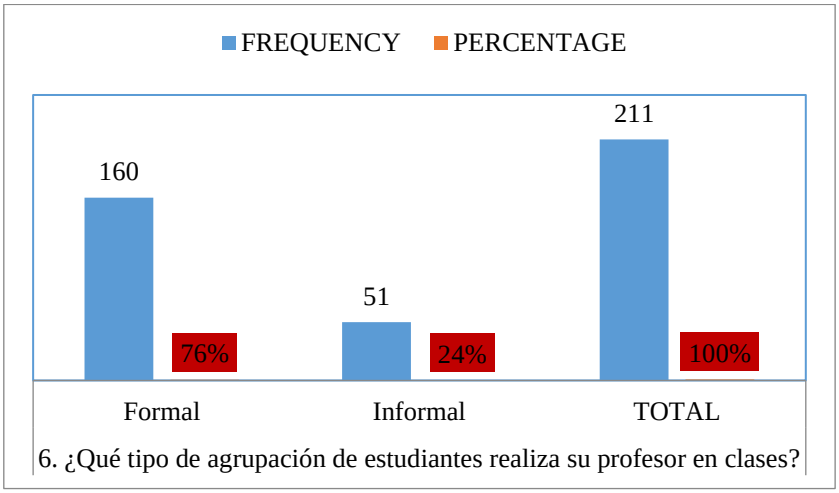
TABLE 24. ITEM 6. STUDENTS' SURVEY. GROUP CONFIGURATION

ITEM	SCALE	FREQUENCY	PERCENTAGE
6. ¿Qué tipo de agrupación de estudiantes realiza su profesor en clases?	Formal	160	76%
	Informal	51	24%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 23. ITEM 6. STUDENTS' SURVEY. GROUP CONFIGURATION



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 6 asks the students about the kind of grouping teachers develop during classes.

The result of this question is that 160 students, who make 76%, answered that their teacher develops formal grouping and the rest, 24%, say that their educator develops informal grouping.

It means that students know about grouping which is developed by their teacher and in this case is formal grouping.

7. **¿Cree usted que el aprendizaje cooperativo ayuda a desarrollar las destrezas interpersonales de los estudiantes?**

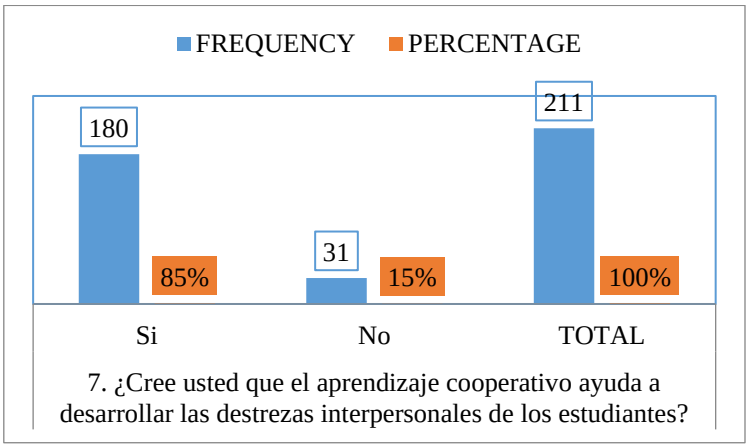
TABLE 25 . ITEM 7. STUDENTS' SURVEY. COOPERATIVE LEARNING FOR INTERPERSONAL SKILLS

ITEM	SCALE	FREQUENCY	PERCENTAGE
7. ¿Cree usted que el aprendizaje cooperativo ayuda a desarrollar las destrezas interpersonales de los estudiantes?	Si	180	85%
	No	31	15%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 24. ITEM 7. STUDENTS' SURVEY. COOPERATIVE LEARNING FOR INTERPERSONAL SKILLS



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 7 queries to students about their points of view related if cooperative learning helps to develop their interpersonal skills. The results clearly state 85% of the students' population think that cooperative learning helps to develop their interpersonal skills; while the 15% of the students think that there is not any development of interpersonal skills with cooperative learning. Therefore, it is necessary to support teachers in order to improve their students' interpersonal skills through the application of cooperative learning in class.

8. ¿Considera usted que la comprensión lectora puede perfeccionarse a través de actividades de aprendizaje cooperativo?

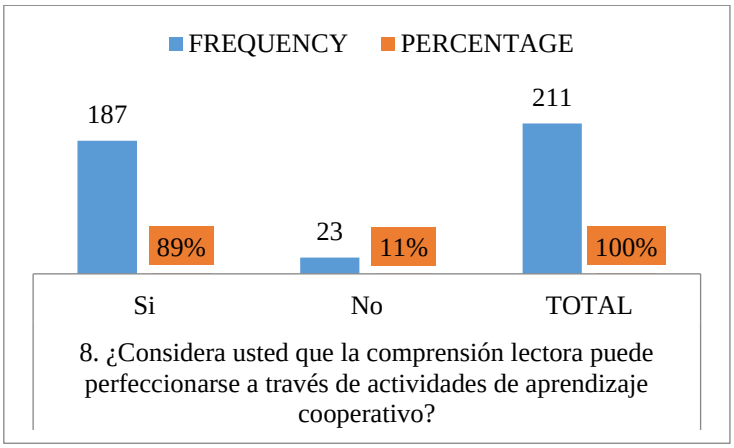
TABLE 26 . ITEM 8. STUDENTS' SURVEY. READING COMPREHENSION THROUGH COOPERATIVE LEARNING

ITEM	SCALE	FREQUENCY	PERCENTAGE
8. ¿Considera usted que la comprensión lectora puede perfeccionarse a través de actividades de aprendizaje cooperativo?	Si	187	89%
	No	23	11%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 25. ITEM 8. STUDENTS' SURVEY. READING COMPREHENSION THROUGH COOPERATIVE LEARNING



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 8 asks whether students consider that reading comprehension could be enhanced through cooperative learning activities or not.

The result shows that 89% of the students' population has answered "yes"; however, the rest, 11% say "no". This result shows that students have knowledge about reading enhancement through cooperative learning.

9. ¿Cuál de las siguientes estrategias de aprendizaje cooperativo utiliza su profesor en clases?

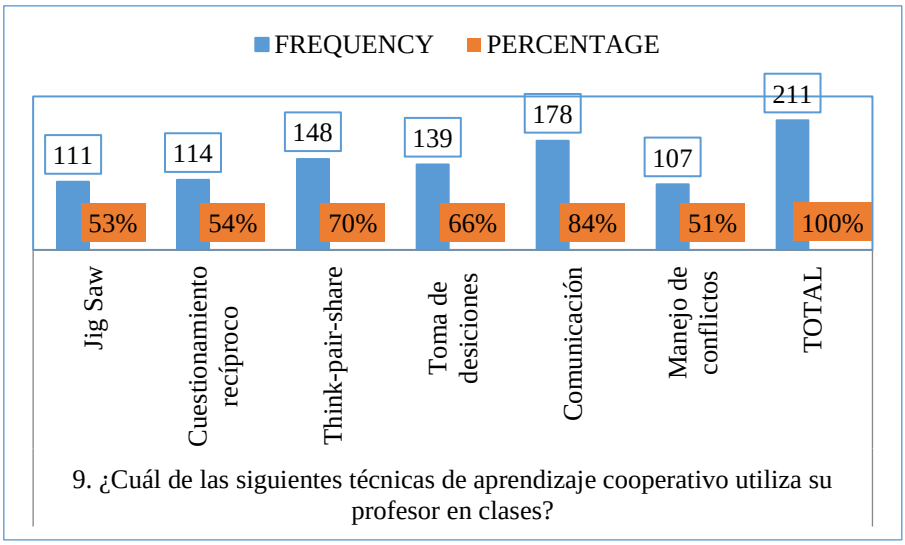
TABLE 27. ITEM 9. STUDENTS' SURVEY. COOPERATIVE LEARNING STRATEGIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. ¿Cuál de las siguientes estrategias de aprendizaje cooperativo utiliza su profesor en clases?	Jigsaw	111	53%
	Cuestionamiento recíproco	114	54%
	Think-pair-share	148	70%
	Toma de decisiones	139	66%
	Manejo de conflictos	107	51%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 26. ITEM 9. STUDENTS' SURVEY. COOPERATIVE LEARNING STRATEGIES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 9 inquiries about cooperative strategies which are used by teachers in English classes.

With this respect, 53% of the students have answered that their teachers use jigsaw strategy in class. Furthermore, 54% of them think that questioning is used by their teachers. Moreover, 70% of the students say that their teacher uses think-pair-share strategy. Besides, 66% of the population affirms that decision making is another strategy used by their English teacher. 84% of the surveyed students think that communication is also applied by their teacher. Finally, 51% of the students suggest that conflict management is another strategy which is used in class.

Students are aware about cooperative learning strategies; therefore, the present research is suitable to this group of students.

10. ¿Con qué frecuencia, su profesor, desarrolla actividades antes de leer?

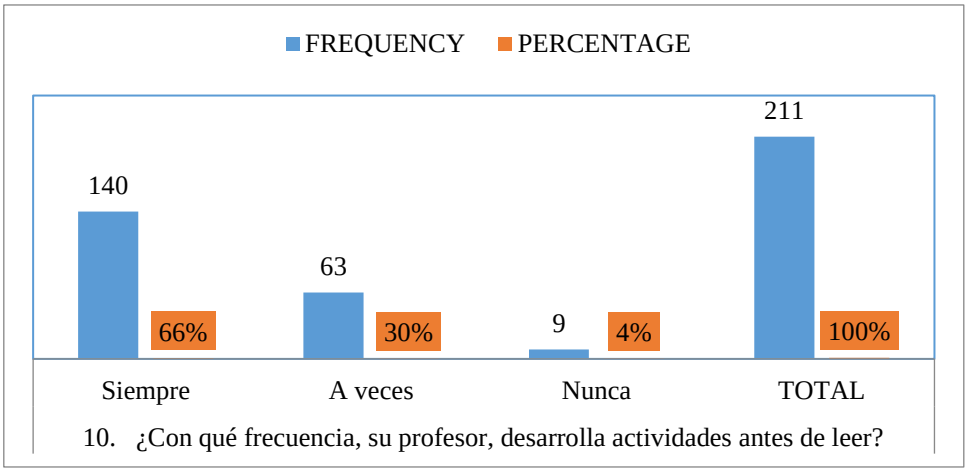
TABLE 28 . ITEM 10. STUDENTS' SURVEY. BEFORE READING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
10. ¿Con qué frecuencia, su profesor, desarrolla actividades antes de leer?	Siempre	140	66%
	A veces	63	30%
	Nunca	9	4%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 27. ITEM 10. STUDENTS' SURVEY. BEFORE READING ACTIVITIES



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 10 asks about how often their teachers develop activities before reading. 66%of the students answer that their teachers always perform these tasks. Besides, 30% of students say that their teachers sometimes develop activities before reading; and, 4% of the students suggest that their teachers never develop before reading activities.

This gives the idea that students are conscious about the reading stages and different activities that can be developed before it.

11. ¿Con qué frecuencia desarrolla, su profesor, actividades durante la lectura?

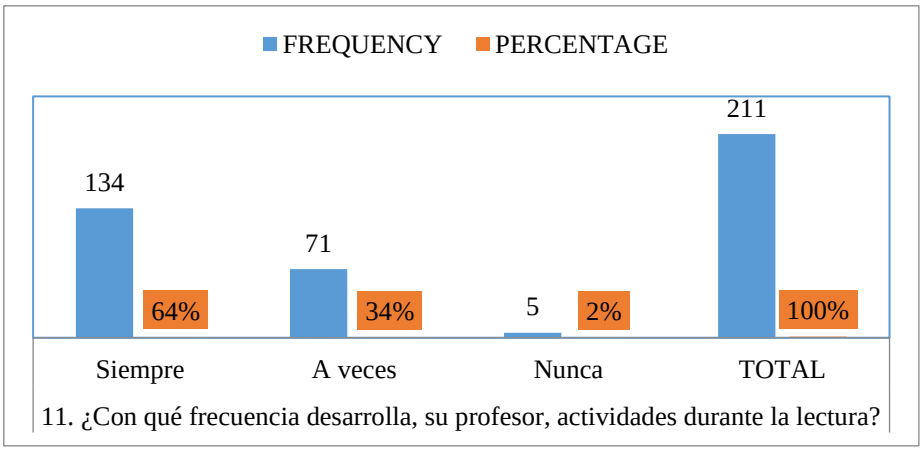
TABLE 29. ITEM 11. STUDENTS' SURVEY. DURING READING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
11. ¿Con qué frecuencia desarrolla, su profesor, actividades durante la lectura?	Siempre	134	64%
	A veces	71	34%
	Nunca	5	2%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 28. ITEM 11. STUDENTS' SURVEY. DURING READING ACTIVITIES



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 11 asks the frequency with which their teachers develop tasks during reading activities. The results show that 64% of students affirm that their teacher always develops activities during reading. While 34% of students say that their teacher develops activities during reading half of the time. However, 2% of students say that their teacher never develops activities during reading.

These data give the researcher the idea that students have the need to be supported by their teacher during reading activities.

12. ¿Con qué frecuencia desarrolla, su profesor, actividades después de leer?

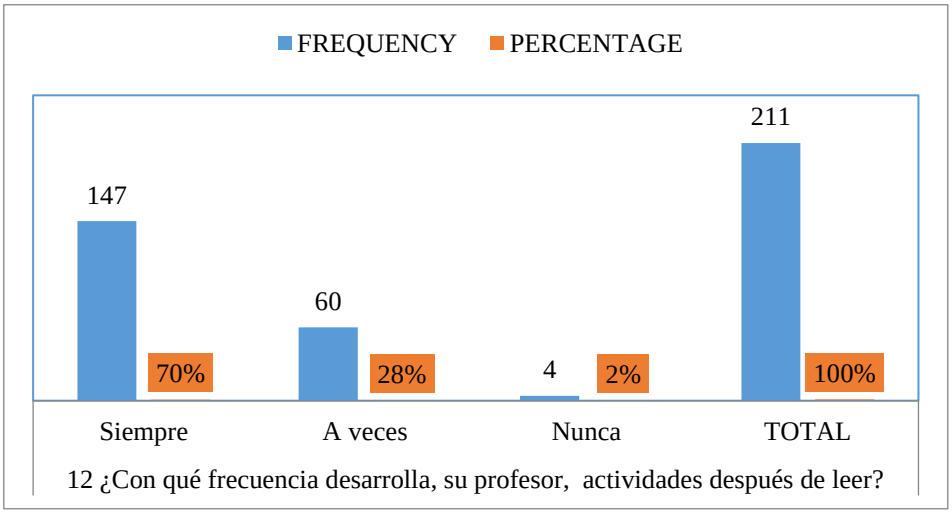
TABLE 30. ITEM 12. STUDENTS' SURVEY. AFTER READING ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
12 ¿Con qué frecuencia desarrolla, su profesor, actividades después de leer?	Siempre	147	70%
	A veces	60	28%
	Nunca	4	2%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 29. ITEM 12. STUDENTS' SURVEY. AFTER READING ACTIVITIES



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 12 results show the perception of the students about how often their teacher develops activities after reading. Regarding to this question, 70% of the surveyed students say that their teacher always develops activities after reading; moreover, 28% of the students answer that their teacher sometimes does those activities. Finally, 2% of the students' population claims their teacher never performs activities after reading. The results displayed above represents students' ideas about performing activities after reading and it is clearly stated that students need teacher's feedback after reading.

13. What of the following activities do your students manage in class?

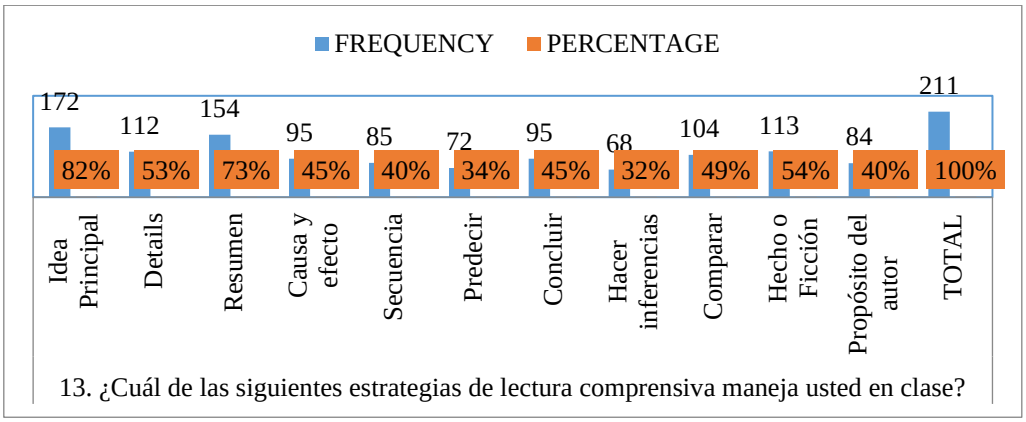
TABLE 31. ITEM 13. STUDENTS' SURVEY. READING COMPREHENSION ACTIVITIES

ITEM	SCALE	FREQUENCY	PERCENTAGE
13. ¿Cuál de las siguientes actividades de lectura comprensiva maneja usted en clase?	Idea principal	172	82%
	Detalles	112	53%
	Resumen	154	73%
	Causa y efecto	95	45%
	Secuencia	85	40%
	Predecir	72	34%
	Concluir	95	45%
	Hacer inferencias	68	32%
	Comparar	104	49%
	Hecho o ficción	113	54%
	Propósito del autor	84	40%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 30.ITEM 13. STUDENTS' SURVEY. READING COMPREHENSION ACTIVITIES



Source: Students' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 13 asks about the use of reading strategies managed by the students during reading activities. 82% of the surveyed students use main idea strategy in reading comprehension. Besides, 53% of them use supporting details strategy. Furthermore, 73% of the population manages summarizing strategy. Students indicate the can deal with cause and effect strategy in 45%. In the same way, they answer that 40% can work with sequence strategy. Prediction strategy is used by 34% of the students' population. Further, students say that they use conclusion strategy in a 45%. Inferencing is another strategy which is used by 32% of the population. Students also say that 49% of them can manage with compare and contrast strategy.

It also is clearly visible that 54% of the population can use fact or opinion strategy for reading comprehension. Finally, 84% of the surveyed students indicate that they can manage author's purpose strategy.

It is important to note that students can manage reading strategies for improving their reading comprehension.

14. ¿Con qué frecuencia, su profesor, enfatiza en el vocabulario durante una lectura?

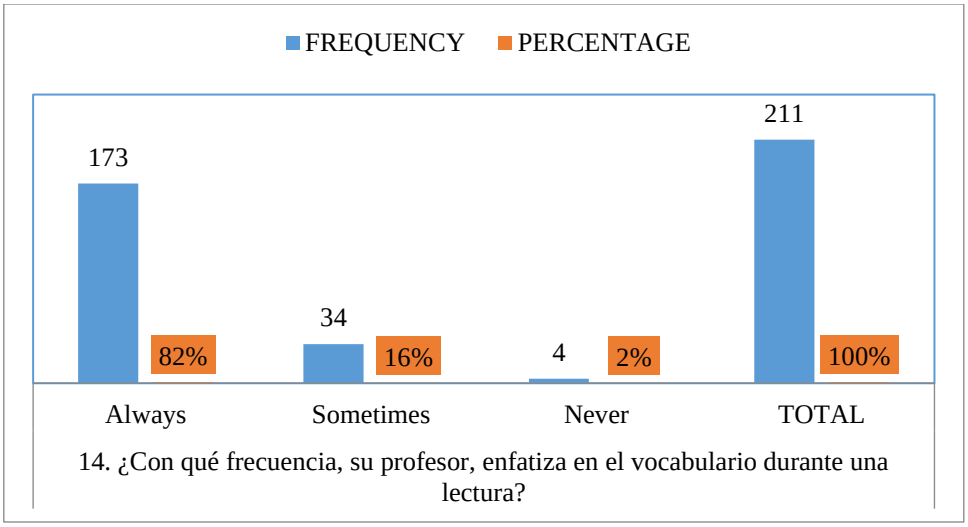
TABLE 32. ITEM 14. STUDENTS' SURVEY. VOCABULARY DURING READING CLASSES

ITEM	SCALE	FREQUENCY	PERCENTAGE
14. ¿Con qué frecuencia, su profesor, enfatiza en el vocabulario durante una lectura?	Siempre	173	82%
	A veces	34	16%
	Nunca	4	2%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 31. ITEM 14. STUDENTS' SURVEY. VOCABULARY DURING READING CLASSES



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

Question 14 asks about how often teachers emphasize in vocabulary during reading classes. 82% of the students answer their teachers always do it. Furthermore, 16% of the surveyed students mention that their teachers sometimes pay attention to vocabulary during reading classes. And, 4% of the students' population suggests that their teachers never emphasize in vocabulary during reading activities. These results give the idea that students need more support in vocabulary building during reading classes.

15. ¿Con qué frecuencia, su profesor, dirige la atención al pensamiento crítico de los estudiantes en las actividades de lectura?

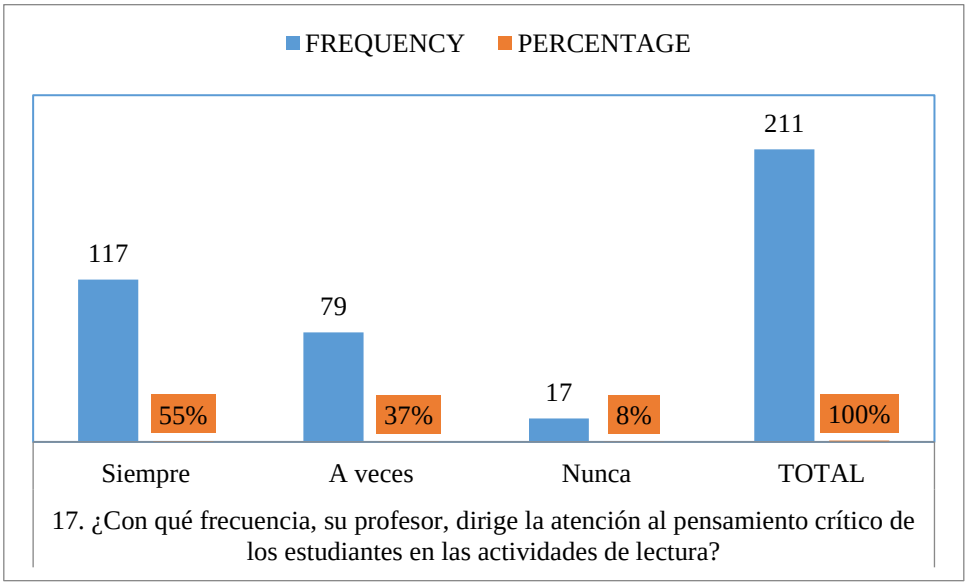
TABLE 33. ITEM 15. STUDENTS' SURVEY. CRITICAL THINKING DURING READING

ITEM	SCALE	FREQUENCY	PERCENTAGE
17. ¿Con qué frecuencia, su profesor, dirige la atención al pensamiento crítico de los estudiantes en las actividades de lectura?	Siempre	117	55%
	A veces	79	37%
	Nunca	17	8%
	TOTAL	211	100%

Source: Students' survey

Author: Pilco, M. (2018)

FIGURE 32. ITEM 15. STUDENTS' SURVEY. CRITICAL THINKING DURING READING



Source: Teachers' survey

Author: Pilco, M. (2018)

Analysis and interpretation

In question 17 the researcher is asking about how often students' teacher pays attention to their critical thinking during reading activities. Therefore, 55% of the students answer that their teacher always performs activities for critical thinking building. Further, 37% of them

say that their teacher sometimes develops those kinds of activities; and, 8% of the students respond that their teacher never focuses on critical thinking skills.

Being an important part of reading comprehension, critical thinking needs to be emphasized in classes.

In conclusion, the analysis of the teachers' and students' survey provided valuable information to establish different points of view between teachers and students which are based on the two variables that are being studied in the present research (cooperative learning and reading comprehension).

4.2. PRE- TEST AND POST- TEST RESULTS

This study assisted to both control and experimental group; the former was composed by 109 learners and the latter was composed of 102 students which belonged to first year of bachillerato at Unidad Educativa "Riobamba" in the second term of 2017-2018 academic period.

Both the control group and the experimental one took the same pre-test, PET exam from Cambridge, in order to assess their reading comprehension skills. The first part of the exam aimed to evaluate their work in pairs and the second part of it was designed in order to evaluate their group work. The exam was divided into two sets. The first part had a duration of 30 minutes and the classes were divided into pairs to read a 3 short pieces of reading which had one multiple choice question each one. Additionally, the second part of the test had duration of other 30 minutes and the classes were divided into groups of 4 students to read and answer a longer piece of reading that contained 5 questions. The same structure but different readings and questions were selected for the post-test, PET exam from Cambridge. For this reason, the data analysis of the pre and post-tests were divided into two parts: the first one is the analysis of the students reading comprehension development when they worked in pairs and the second part of the analysis aimed to study the students' results when working in groups of four.

DATA COLLECTION AND ANALYSIS

4.2.1. Analysis and interpretation of pre and post -test results: pair work

TABLE 34. DATA COLLECTION ANALYSIS: PRE AND POST-TESTS RESULTS. PAIR WORK

	EXPERIMENTAL GROUP		CONTROL GROUP	
N.	PRE-TEST	POST- TEST	PRE-TEST	POST-TEST
PAIR 1	2	4	2	4
PAIR 2	4	4	0	4
PAIR 3	2	4	4	4
PAIR 4	4	6	4	2
PAIR 5	2	6	2	6
PAIR 6	2	6	0	4
PAIR 7	0	4	2	4
PAIR 8	4	4	0	4
PAIR 9	2	4	0	4
PAIR 10	2	4	2	2
PAIR 11	0	4	2	4
PAIR 12	0	4	2	4
PAIR 13	2	2	2	4
PAIR 14	2	6	2	6
PAIR 15	4	4	2	2
PAIR 16	0	4	4	4
PAIR 17	2	4	4	4
PAIR 18	0	4	2	2
PAIR 19	0	6	4	4
PAIR 20	2	4	2	4
PAIR 21	0	6	2	2
PAIR 22	4	4	2	2
PAIR 23	4	2	4	4
PAIR 24	2	4	0	4
PAIR 25	0	4	0	4

PAIR 26	0	6	2	2
PAIR 27	2	4	4	2
PAIR 28	6	4	0	4
PAIR 29	2	6	0	4
PAIR 30	2	4	4	2
PAIR 31	4	4	2	6
PAIR 32	4	4	4	4
PAIR 33	2	4	0	4
PAIR 34	0	6	4	4
PAIR 35	0	0	0	2
PAIR 36	0	6	0	2
PAIR 37	4	6	0	2
PAIR 38	4	4	2	2
PAIR 39	2	6	0	2
PAIR 40	0	2	2	2
PAIR 41	2	4	2	2
PAIR 42	2	6	4	2
PAIR 43	2	4	0	2
PAIR 44	2	6	0	2
PAIR 45	4	2	0	0
PAIR 46	4	6	0	0
PAIR 47	0	4	0	0
PAIR 48	2	6	2	2
PAIR 49	2	4	4	0
PAIR 50	4	6	2	0
PAIR 51			2	2
PAIR 52			0	4
PAIR 53			2	2
PAIR 54			2	4
MEAN	**2,04**	**4,44**	**1,74**	**2,92**

Source: Pre and post-tests results. Experimental and control groups: pair work

Author: Pilco, M. (2018)

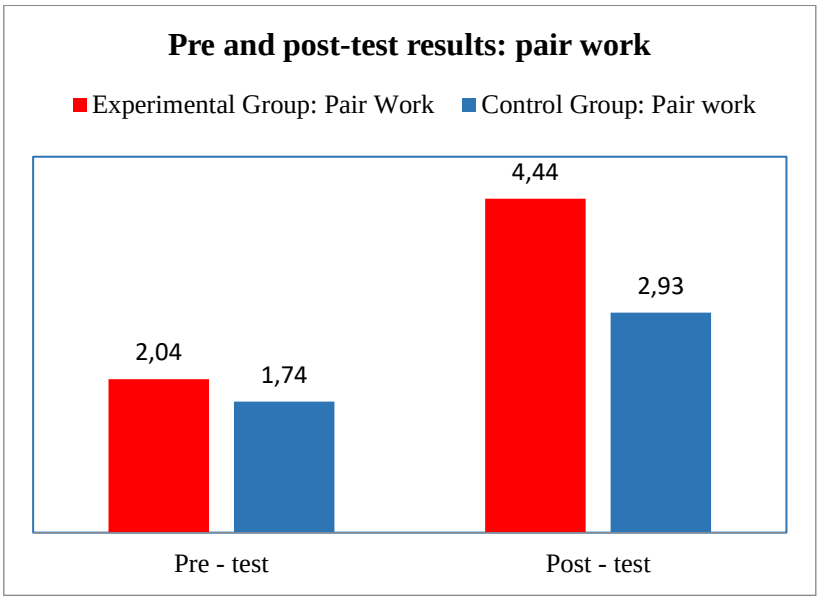
TABLE 35. PRE AND POST-TESTS RESULTS: PAIR WORK

PRE AND POST TEST RESULTS – EXPERIMENTAL AND CONTROL GROUPS: PAIR WORK		
Category	**Pre - test**	**Post - test**
Experimental group: pair work	2,04	4,44
Control group: pair work	1,74	2,93

Source: Pre and post-tests results. Experimental and control groups: pair work

Author: Pilco, M. (2018)

FIGURE 33. PRE AND POST-TESTS RESULTS: PAIR WORK



Source: Pre and post-tests results. Experimental and control groups: pair work

Author: Pilco, M. (2018)

This study aimed to prove whether the effects of cooperative learning influence on reading comprehension or not. Therefore, the alternative hypothesis aimed to prove that the effects of cooperative learning do influence on reading comprehension; on the contrary, the null hypothesis stated the effects of cooperative learning do not influence on reading comprehension.

For the hypothesis verification, SPSS statistical software was used in order to apply the T-student.

Normal distribution test

TABLE 36 . NORMAL DISTRIBUTION TEST: EXPERIMENTAL WORK

EXPERIMENTAL GROUP		
Kolmogorov-Smirnov test for one data[a]		
		PRE-TEST
N		50
Normal parameters[b,c]	Mean	2,040
	Std. Deviation	1,5903
Most extreme differences	Absolute	,230
	Positive	,230
	Negative	-,210
Test statistic		,230
Asip.Sig. (2 tailed)		,000[d]

Source: Pre-test experimental group

Author: Pilco, M. (2018)

TABLE 37 .NORMAL DISTRIBUTION PRE-TEST CONTROL GROUP

CONTROL GROUP		
Kolmogorov-Smirnov test for one data[a]		
		PRE-TEST
N		54
Normal parameters[b,c]	Mean	1,741
	Std. Deviation	1,5070
Most extreme differences	Absolute	,228
	Positive	,228
	Negative	-,216
Test statistic		,228
Fsip. Sig. (2 tailed)		,000[d]

Source: Pre-Test Control group

Author: Pilco, M. (2018)

Analysis and interpretation

P.sig < 0.05

For the normal distribution of data as the experimental group as for the control group the Kolmogorov-Smirnov test for one data was applied.

Hence, p.sig that corresponds for these results, is 0.000 and it is less than 0.05; therefore, the data that comes from the experimental group and the control group are normal like as the tables above show.

These results mean that the researcher can continue with the next test which is T student for comparing population means.

T – Student test for comparing population means

TABLE 38. STUDENT TEST. COMPARING POPULATION MEANS, PRE-TEST

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
PRE-TEST	EXPERIMENTAL	50	2,040	1,5903	,2249
	CONTROL	54	1,741	1,5070	,2051

Source: T-Test. Comparing population means. Pre-test

Author: Pilco, M. (2018)

TABLE 39. LEVENE TEST FOR EQUALITY. PRE-TEST

Independent samples T-test										
		Levene test for equality		T- test for equality of means						
									95% Confidence interval of the difference	
		F	Sig.	T	gl	Sig.(two tailed)	Mean difference	Standard error difference	Inferior	Superior
PRE-TEST	Equal variances assumed	,063	,802	,985	102	,327	,2993	,3037	-,3032	,9017
	Equal variances not assummed			,983	100,271	,328	,2993	,3044	-,3046	,9031

Source: T-test. Comparing population means. Pre-test

Author: Pilco, M. (2018)

Analysis and interpretation

In the Levene test for equality of variances, it is clearly assumed that the Sig. is > 0.05; in this case, it is 0.802. Therefore, it is needed to say that equal variances are assumed because there are high differences between the two populations' variances.

Furthermore, the T-test table shows that the Sig. is 0,327 which is > 0.05; therefore, there is a difference between the mean in the control group and the mean in the experimental group. In other words, the mean of experimental group is higher than the mean of the control group in the pre-test.

T- TEST

The final T- test aimed to verify whether there is a significant difference between the means of the control group and the experimental one in the post-test. This hypothesis is planted because the alternative hypothesis in this study refers that the effects of cooperative learning influence on reading comprehension development.

Since the researcher has implemented a class intervention based on cooperative learning for improving reading comprehension, it is needed to see if the intervention has had good results or not.

The hypothesis is:

$$\mu 1 \neq \mu 2$$

The formula signifies that the mean in the experimental group, G1, is not the same as the mean in the control group, G2**.**

TABLE 40. T-TEST. GROUP STATISTICS. POST-TEST

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
POST-TEST	EXPERIMENTAL	50	4,440	1,3577	,1920
	CONTROL	54	2,926	1,4902	,2028

Source: T-Test. Group statistics. Post-test

Author: Pilco, M. (2018)

TABLE 41. COMPARING POPULATION MEANS. POST-TEST

Independent samples T-test										
		Levene test for equality		T- test for equality of means						
		F	sig	t	gl	Sig.(two tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
									Inferior	Superior
POST-TEST	Equal variances assumed	2,407	,124	5,402	102	,000	1,5141	,2803	,9581	2,0700
	Equal variances not assummed			5,422	101,976	,000	1,5141	,2793	,9601	2,0680

Source: Independent samples T- test. Post-test

Author: Pilco, M. (2018)

Final decision

In the Levene test for equality, it is shown that sig. is > 0.05 that is 0.124. It implies that the variances are statistically equal.

On the other hand, with a standard of error mean of 0, 1920 it is concluded that there is a high difference between the means of the ***μ1*** with respect to ***μ2.*** G1 or experimental group had a final mean of 4.440 which is higher than the result of the G2 or control group that obtained a final mean of 2.926.

In conclusion, the alternative hypothesis is accepted and the null hypothesis is rejected. Furthermore, the researcher's intervention with the proposal "A methodological guide with cooperative learning activities for improving reading comprehension development" had a good impact in the students of first of bachillerato at Unidad Educativa "Riobamba" for the 2017-2018 academic period.

4.2.2. Pre-test and post- test results and analysis: group work

As it was detailed in the previous numeral, the pre- and post-tests had two sections. The first section was developed by students in pairs and the other part was performed in groups of four students. This second section had one long piece of reading with 5 multiple choice questions. The students had to 30 minutes to read, analyze, and answer the questions.

For the analysis of data, the researcher has used the same scheme that in the first part. It means that SPSS statistical software was used for obtaining the normality T- test, equality of variances, contrast and compare of the pre-and post-test results through T – student, and final decision.

Data obtained for the group work

TABLE 42. GROUP WORK. GENERAL RESULTS

GROUP WORK				
	EXPERIMENTAL GROUP		CONTROL GROUP	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
GROUP 1	2	6	2	4
GROUP 2	4	6	4	2
GROUP 3	4	2	0	4
GROUP 4	6	10	2	0
GROUP 5	2	8	2	2
GROUP 6	0	8	6	6
GROUP 7	0	8	0	0
GROUP 8	2	4	0	2
GROUP 9	2	10	4	2
GROUP 10	2	6	2	4
GROUP 11	4	6	2	2
GROUP 12	2	10	4	4
GROUP 13	2	10	2	2
GROUP 14	4	8	0	2
GROUP 15	0	6	0	4
GROUP 16	4	8	0	4

GROUP 17	4	10	4	0
GROUP 18	0	8	6	4
GROUP 19	0	6	0	2
GROUP 20	2	6	6	2
GROUP 21	4	6	0	0
GROUP 22	4	2	0	2
GROUP 23	2	10	0	6
GROUP 24	4	6	4	4
GROUP 25	2	8	4	0
Average	**2.48**	**7.12**	**2.16**	**2.56**

Source: General results. Group work

Author: Pilco, M. (2018)

Normality distribution test

To prove the hypothesis of data normality, the **Kolmogorov-Smirnov** test was used because this test helps to prove that the sample data come from a normal distribution.

In SPSS statistical software the following steps were followed: First, the researcher had to segment data, then she had to apply KS T-test for one sample, and finally the analysis of F.sip. Significant. As the table above shows, the F. significant is < 0.05; therefore, data of the experimental group come from a normal distribution.

TABLE 43. NORMALITY T-TEST. EXPERIMENTAL GROUP WORK

EXPERIMENTAL GROUP		
Kolmogorov-Smirnov test for one data[a]		
		Pre-test
N		25
Normal parameters[b,c]	Mean	2,48
	Std. Deviation	1,661
Most extreme difference	Absolute	,220
	Positive	,214
	Negative	-,220
Test statistic		,220
Fsip. Sig. (2 tailed)		,003[d]

Source: Pre -test results. Experimental group: group work

Author: Pilco, M. (2018)

TABLE 44. NORMALITY TEST GROUP WORK. CONTROL GROUP

CONTROL GROUP		
Kolmogorov-Smirnov test for one data[a]		
		PRE-TEST
N		25
Normal parameters[b,c]	Mean	2,16
	Std. Deviation	2,154
Most extreme differences	Absolute	,242
	Positive	,242
	Negative	-,164
Test statistic		,242
Fsip. Sig. (2 tailed)		,001[d]

Source: Pre -Test results. Experimental group: group work normality test

Author: Pilco, M. (2018)

Analysis and interpretation

In the same way, the Kolmogorov-Smirnov test for one data was applied for the control group, and the result is that data come from a normal distribution because the F.sip.sig is < 0.05.

The next step is to apply the T-student in order to compare the population means.

T- Student

This test is used for comparing the assumption of equality of variance. For doing it, the Levene test for equality was applied.

TABLE 45. GROUP WORK: ASSUMPTION OF EQUALITY OF VARIANCES TEST

Group Statistics					
	Group	N	Mean	Standard deviation	Standard error difference
Pre-test	Experimental	25	2,48	1,661	,332
	Control	25	2,16	2,154	,431

Source: Pre -test results. Experimental and control group: Group work: assumption of equality of variances test

Author: Pilco, M. (2018)

TABLE 46. LEVENE TEST FOR EQUALITY OF VARIANCES. GROUP WORK

Independent samples T-test										
		Levene test for equality		T- test for equality of means						
		F	sig	t	gl	Sig.(two tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
									Inferior	Superior
PRE-TEST	Equal variances assumed	2,259	,139	,588	48	,559	320	,544	-,774	1,414
	Equal variances not assummed			,588	45,090	,559	320	,544	-,776	1,416

Source: T-Test. Group statistics. Levene test for equality of variances. Pre-test; group work

Author: Pilco, M. (2018)

Analysis and interpretation

As the table above shows, in the pre-test the sig. is > 0.05; being 0.139 > 0,05; therefore, it is concluded that the Levene test of equality shows that there is equality of variances.

Besides, the researcher has compared the means in the two groups. It is noticed that Sig. in the table above is 0,559 which is > 0.05; therefore, it is needed to say there are differences between the pre-test of the experimental group and the pre-test in the control group. However, this difference is not too significant.

T- TEST: group work. Post- test

Similarly to the pair group work analysis, the researcher has verified whether there is a significant difference between the means of the control group and the experimental one in the post-test. This hypothesis is showed because the H1 in this study makes the assumption that the effects of cooperative learning influence on reading comprehension development.

The hypothesis is:

μ1 ≠ μ2

G1 ≠ G2

This formula implies that the mean in the experimental group, G1, is not the same as the mean in the control group, G2. Therefore, it is clearly showed that the mean in the experimental group for the post-test is highly different from the mean in the post-test of the control group.

TABLE 47. T-TEST. GROUP STATISTICS. POST-TEST GROUP WORK

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
POST-TEST	EXPERIMENTAL	25	7,12	2,315	,463
	CONTROL	25	2,56	1,781	,356

Source: T-Test. Group statistics. Post-test; group work

Author: Pilco, M. (2018)

TABLE 48. COMPARING POPULATION MEANS. POST-TEST- GROUP WORK

Independent samples T-test										
		Levene test for equality		T- test for equality of means						
		F	sig	t	gl	Sig.(two tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
									Inferior	Superior
POST-TEST	Equal variances assumed	1,555	,218	7,805	48	,000	4,560	,584	3,385	5,735
	Equal variances not assummed			7,805	45,042	,000	4,560	,584	3,383	5,737

Source: Independent samples T- test. Post-test – Group work

Author: Pilco, M. (2018)

Analysis and interpretation

In the table above, the sig. is < 0,05; therefore, there are significant differences between the post- test in the G1 and G2 being the results in the experimental group higher than the results of the post-test of the control group.

Furthermore, it is needed to analyze if the results of the pre-test and the post-test in the experimental group are different.

Therefore, the T- test is applied:

TABLE 49. PAIRED SAMPLE T-TEST. EXPERIMENTAL GROUP

Paired sample statistics experimental group					
		Mean	N	Standard deviation	Standard error difference
Par 1	Pre- test	2,48	25	1,661	,332
	Post-test	7,12	25	2,315	,463

Source: Independent samples T- test. Post-test **– Group work**

Author: Pilco, M. (2018)

Analysis and interpretation

In the table below, it is showed that the sig. is > 0.005; hence, there is big difference between the pre-test and the post test results.

TABLE 50.CORRELATION OF PAIRED SAMPLES. PRE AND POST-TESTS. EXPERIMENTAL GROUP

Correlation of paired samples Pre- and Post-tests – Experimental group				
		N	Correlation	Sig.
Par 1	Pre-Test & Post-Test	25	-,102	,627

Source: paired samples T- test. Post-test **–** Group work

Author: Pilco, M. (2018)

TABLE 51. PAIR SAMPLE TEST

Paired sample test Experimental group									
		Mean	Standard deviation	Standard error difference	95% confidence interval of the difference		t	gl	Sig.
					Inferior	Superior			
Par 1	Pre- test Post - test	-4,640	2,984	,597	-5,872	-3,408	-7,774	24	,000

Source: Paired Sample T- test. Post-Test – Group work

Author: Pilco, M. (2018)

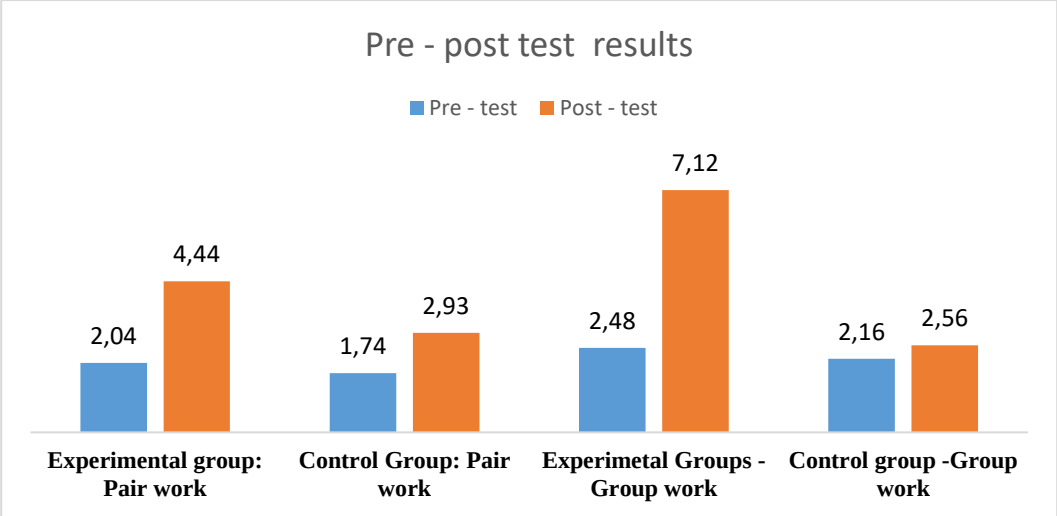
Analysis and interpretation

In the table above, there is evidenced that the Sig. is < 0,05; therefore, there is a high difference between the pre-test and the post test of the Experimental group.

Final decision

After performing the teacher's intervention, the results indicate that there is a significant difference between the pre and post-test in the experimental group. Therefore, the application of cooperative learning for reading comprehension gave good results in the experimental group as the figure below shows:

FIGURE 34. FINAL RESULTS



Source: Final results

Author: Pilco, M. (2018)

Besides, it is also evident that students' performance is higher in the group work than the pair work.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- In accordance with T-student test, it has summed up that cooperative learning had contributed to improve reading comprehension development to students of first year of bachillerato at Unidad Educativa "Riobamba" in the 2017-2018 academic year. In other words, the impact of cooperative learning on reading comprehension was high with positive effects on students' development.
- Most helpful cooperative learning strategies were identified in order to enhance the students' reading comprehension. Those cooperative learning strategies were identified and used in the proposal for better development of the students such as jig-saw, reciprocal questioning, cooperative reading role cards, think-pair share, number heads together, and PMI which let both students and teacher develop positive attitudes towards group cooperation. Students showed lots of interest for learning and improving their reading comprehension skills; therefore, their interest encourages for keep going this research project. Students showed their positive attitude while working in pairs and in groups as well. This motivating attitude elicited the results in the pre and post-tests results. Students' cooperation was crucial for the successful accomplishment of goals.
- There were positive effects on reading comprehension of students who attend to classes with the use of cooperative learning compared with students who attend regular English classes. After different reading strategies were identified which are related to cooperative learning, students have worked in both pairs and small groups with strategies such as identifying the main idea and supporting details, summarizing, cause and effect, sequence, making predictions, drawing conclusions, making inferences, compare and contrast, fact or opinion, and identifying authors' purpose. And the intervention was developed in the experimental group. The teacher has developed her intervention in steps: before, during, and after reading. Those steps were managed with cooperative learning approach with good results because in the pre-test students of the experimental group had a media of 1,66 and in the post-test they obtained 7,12 with

95% of confidence. On the other hand, the control group obtained 1, 74 in the pre-test and 2.93 in the post-test. These results clearly show that the impact of cooperative learning is high with respect to students' reading comprehension.

5.2. Recommendations

- It is recommended that teachers include cooperative learning issues in class for promoting students' interaction and better reading comprehension skills. It was proved that reading comprehension development is better with the application of cooperative activities in class. This will help teachers to build up better learning environments that make students to generate friendship and their English learning enhancement. It is also advised that educators monitor students' development and level of reading comprehension. This action supports class planning and promotes good results. It was proved that when students' development is scaffolded by teachers and combined with cooperative learning activities the results are positive.
- It is highly recommended to strengthen students' reading comprehension skills through the use and application of meaningful reading material and strategies in a cooperative learning context. Students work in a positive way when they have their partners and group members' support. Reading strategies such as looking for the main idea and supporting details, summarizing, cause and effect, sequence, making predictions, drawing conclusions, making inferences, compare and contrast, fact or opinion, and identifying authors' purpose are beneficial for the students' reading comprehension progress.
- It is highly recommended to continue motivating students to improve their English skills through reading comprehension. While students want to learn, teachers must support them because motivation is an important part of the learning process. Teachers must show positive attitude and provide reading material according to their students' age, level, and interests. Furthermore, the researcher highly recommends the use of the didactic guide which was proposes in this study in order to promote further research not only at Unidad Educativa "Riobamba" but also in other schools. It will contribute with teachers' class planning and teaching-learning process.

CHAPTER VI

THE PROPOSAL

6.1. Informative data

NAME

Teachers' methodological guide: Cooperative learning for reading comprehension.

SCHOOL

Unidad Educativa "Riobamba"

BENEFICIARIES

Students from first year of bachillerato: classes A, B, C

LOCATION

Riobamba, Chimborazo province

TIME

Second term of 2017-2018 academic year.

ESTIMATED TIME FOR EXECUTION

One month. June 1 to June 29, 2018

RESEARCHER

Mariela Germania Pilco Labre

6.2. Background of the proposal

This study has approached cooperative learning issues which can be used in classroom settings to improve reading comprehension development. In fact, the importance of implementing cooperative learning in class has been highlighted because of their great benefits. Cooperative learning strategies have allowed the researcher to propose a well-known but not implemented at Unidad Educativa "Riobamba" way of teaching in order to foster students' reading comprehension development by taking into account their interests and reading preferences.

In doing this, two groups of students have been treated: the experimental and the control groups. The former had their English teacher's intervention while the latter did not. The researcher has noticed that in the experimental group, students showed a high interest in enhancing their reading skills. The intervened group has worked in both pairs and groups of four students in order to strengthen their skills related to cooperation among students and to

improve their reading skills as well. In point of fact, students have developed a better reading comprehension development when they worked in groups of four students because they had more interaction opportunities.

During intervention classes, learners were engaged and interested in different activities: pre-reading, while reading, and post-reading activities with positive results. Being active parts of this research, students have showed a high improvement in their reading comprehension development. This proposal is focused on student-center philosophy with communicative tendency.

Besides, it is important to note that 211 students and 10 English teachers were active part for this research. Most of the English teachers really know about cooperative learning issues and they do practice it in their classes but they are not completely aware of using it with reading comprehension activities. On the other hand, students emphasize that they enjoy improving their reading comprehension development through cooperative learning activities in class.

6.3. Justification

Nowadays, society is changing with giant steps, and teachers have to deal with all kinds of students' backgrounds. In the same way, students have to face with harder demands in the modern world; for that reason, it is necessary to propose teaching materials that contribute with a better teaching and learning process to obtain successful results taking into consideration student relationships, students' development focused on reading comprehension to ensure better results each day.

It has been proved that cooperative learning contributes to enhancing students' relationships. Sometimes, due to their social, economic, and educational background, students do not feel comfortable with their partners. Therefore, teachers need to include a number of strategies, techniques, activities, and adaptations within the classroom setting to manage with students' differences. In this way, teachers are contributing to strengthen students' relationships. When teachers have achieved a healthy relationship among students and a harmonious learning environment, the teaching– learning process is successful.

Furthermore, the present proposal intends to enhance students' reading comprehension development through cooperative learning strategies. As part of English language learning, students need to improve their reading skills because they are the base for learning other skills like speaking, listening and writing. That is the reason why it is necessary to contribute with that process for the students' learning sake. Teachers are responsible for supporting learners in their apprenticeship process and implementing valuable facts for scaffolding them to the next level.

Consequently, teachers will succeed and have positive effects of cooperative learning in students' reading comprehension development. Finally, with the implementation of the present proposal, students from Riobamba High School will greatly benefit.

6.4 Objectives

6.4.1 General objective

To implement a teachers' methodological guide with cooperative learning techniques for reading comprehension

6.4.2 Specific objectives

- To present reading comprehension class planning through selected reading material.
- To provide an effective cooperative learning resource that systematically plays in reading comprehension activities
- To contribute with teachers in the use of cooperative leaning issues for students' reading comprehension development.

6.5 Feasibility analysis

This proposal is feasible to be implemented at Unidad Educativa "Riobamba" with students of first of bachillerato because of the following considerations:

Socio-cultural

The activities which are presented in this handbook are suitable for the present times and students' interests bearing in mind aspects that focus on cooperation among them. Being that social and cultural interaction are important issues in the learning context; it is helpful to

provide learners tools to have more opportunities to demonstrate and improve their social skills.

Organizational

As cooperative learning involves not only students and teachers but also authorities and families, this proposal is feasible because it has the support of all of the members of the educative family. Students, parents, and teachers have contributed in its execution and authorities have supported it all the time. All of us are aware of well-organized movements let engagement in teaching and learning processes.

Economic-financial

All of the expenses that came up in the researcher's intervention were afforded by her although there were minimal. Therefore, this proposal is feasible because it just needs the students' motivation and teachers' commitment.

6.6. Proposal foundation

This proposal is centered on the effects of cooperative learning on reading comprehension development. It was implemented at Unidad Educativa "Riobamba" with students belonging to first year of bachillerato who has highly improved their reading comprehension development. It was also designed taking into account their English level, age, attitude, and interests.

6.6.1. Theoretical

Cooperative learning

In the classroom setting, cooperative learning is the act of participating in a group project to get some duty or task where students can share their knowledge and learn from others at the same time. Furthermore, learners can improve their interdependence through the use of small groups. Each group has its own task and each member of it must work together to accomplish that task successfully. Each member of the group has his or her responsibilities which are part of the whole task; therefore, it is important to note that every single action will have high impact in the final work. Each student is learning how to work in a team and has the rest of the group depend on him or her (Olsen, 2018).

Olsen (2018) claims cooperative learning has many benefits in the classroom. First, the author remarks it is fun because students enjoy it and are highly motivated. Secondly, this kind of learning is interactive due to students' engagement and participation. Furthermore, it permits students' discussion and critical thinking; in this way, learners understand things and remember what they have learned at any time.

Grouping

While teachers are planning their classes, they have to take into consideration the way of grouping students to have better outcomes. Therefore, this task can be done through formal or informal grouping.

Jackobs and Hall (2002) claim pairs are considered as groups; pairs are the smallest groups. The authors suggest divide classes into small groups of pairs and threesomes because the smaller the group, the more chance to speak for each member. Small groups are better when the time is shorts because the group works faster. On the other hand, for doing harder tasks a group of four students may be suitable. The groups must be formed bearing in mind students' personalities, interests, and skills.

Informal groups are good in the classroom for short-term activities; for example, when the teacher asks students to turn to the right and ask and answer in pairs about any given topic for a very short period of time. On the contrast, formal groups are used for a longer period of time and these groups are assigned to perform certain tasks or projects. Formal groups are established by the teacher and can be homogeneous or heterogeneous depending on the goal. These groups are good if they have maximum four students (Administrate, 2013).

Cooperative learning elements

Students strengthen their interpersonal skills because they are working together and supporting to each other (Jackobs & Hall, 2002).

Face to face interaction

Face to face interaction happens when students are learning from each other. Students cooperate among them when they ask and answer for clarification and solve problems. In this

case, learners are aware of their group goals and are committed in the achievement of them (Buchs & Butera, 2015).

Interdependence

Cooperative learning helps teachers to build students' positive interdependence. It is showed by students when they are capable to swim in the same direction. Therefore, students are able to divide their work, have the same goals, play roles, and are responsible for their own grade and the rest of the group as well. When teachers create positive interdependence, students think that their effort is not only good for him or her but also for all the members of the group (Science Education Resource Center, 2018).

Accountability

Science Education Resource Center (2018) suggests that accountability refers to the students' ability to work together in order to learn together but perform alone. When students can perform alone and learn from each other, it can be said that cooperative learning is working on that group. Individual accountability deals with the motivation and the effort that each member of the group puts to accomplish goals (Buchs & Butera, 2015).

Cooperative learning strategies

Jigsaw

The main purpose of Jigsaw is to create students' interdependence (Buchs & Butera, 2015). Catapano (2018) remarks it is a teaching strategy which emphasizes group work by giving to each member of the group his or her own responsibility and task in order to contribute to achieve a goal**.** It also highly promotes the sense of individual and group accountability.

Jigsaw has some advantages. Besides that, dividing class intro groups, jigsaw permits teachers to assign students smaller tasks which lets students perform duties in detailed way with others' collaboration. Furthermore, jigsaw looks like a puzzle, only when the work is completed the image is seen clearly; that is the reason because each student's part is essential in the construction of the final work. Additionally, they listen and learn from each other and contribute with tolerance and understanding. Jigsaw is also valuable for enhancing speaking

skills by paying attention to peers for they are not competing but supporting themselves (Catapano, 2018).

Reciprocal questioning

Pan (2014) states this is a process that students are able to manage to comprehend texts either before, during, or after reading them. Questioning involves some steps that are used when students are reading and researching for answers. It also contributes with students to learn to select information, infer messages, and figure out concepts. Rosenshine et al. (1996) and Wong (1985) as cited in Pan (2014) remark about three theoretical perspectives related to it. First, active processing which means that learners need to understand texts through the use of questions and answers during they are reading. Furthermore, meta-cognitive perspective is the use of questions to identify main information in texts and deal with difficulties. Finally, schema theory deals with the connection that students are able to make between their prior knowledge with the new information and rebuild their schemata.

In short asking and answering questions help students to understand, identify, think and connect ideas while reading (Pan, 2014).

Think pair share

Umam, Suswandari, Rohim, and Asiah (2017) state think-pair-share cooperative learning strategy helps students to improve their problem-solving skills and create solutions. This cooperative learning strategy enables teachers to promote more challenging activities to students who think to solve any proposed problem. Consequently, students are engaged in active discussion while working in pairs.

Cooperative reading role cards

Cooperative reading role cards is an interesting strategy which lets the teacher assign roles and responsibility to each member of the group (Flakes, 2018). As the group is formed by four members, each one has his or her own role such as: questioner, illustrator, wordsmith, and summarizer. The first student who has the role of making questions and receiving his or her partners' questions also has the responsibility of establishing communication with the teacher for clarification and feedback. Further, the illustrator is the one who draws to represent the group's ideas. Moreover, the wordsmith is who help the rest of the group when a word is

difficult to understand. Finally, the summarizer is the person who sums up and shares the information in the reading in order to present their work to the rest of the class.

Number heads together

Aljadoa (2016) explains that number heads together strategy helps teachers for developing an engaging and cooperative class. Students receive a card with a number and they are placed into groups. This strategy is also helpful for think-pair-share and jigsaw. After reading the same text, the teacher asks some questions and the group discusses and answers those questions. Then, the teacher points out to a certain number and students who have that number have to answer the teacher's question. This activity continues until every student has participated. After that, the students design and share a summary of the reading text with the rest of the class.

Kagan (2017) suggests some steps in number heads together strategy. First, the teacher provides a reading text and write questions about it. Then, the students think about how to answer that question by themselves. After that, they answer the teacher's questions. In doing this, the students put their heads together and share their answers in order to come up with a consensus. Afterward, the group selects one representative to answer the teacher's question by playing with a spinner. Finally, the selected students stand up and wait for the teacher's question. Then, the students continue with the rest of the questions.

PMI

PMI cooperative learning strategy stands for Plus, Minus, and Intriguing. This strategy is very helpful because students read and analyze positive and negative aspects from the text as well as they come with questions for clarification. After reading, the students write down about what they liked or the pluses, what they did not like or the minuses, and what they thought it was curious or the questions and thoughts.

Reading process

Teachers have a variety of readers in the class, some are good readers, and others are not so good because they struggle with concepts or ideas. Even though there are a number of kinds of learners and readers, teachers must discover how students learn. Therefore, they must

use a series of techniques with activities that permit develop skills before, during and after reading for promoting comprehension skills.

Before reading

Activating general knowledge is an important part for students' engagement. Therefore, before-reading activities are crucial for a good comprehension of it. There are a number of activities that can be performed in class previous to the reading activities such as activation of students' background knowledge, motivate students' interest in the topic, and prepare them linguistically (British Council, 2014).

British Council (2014) states there are many ideas that teachers can put into practice before reading activities: For example: "The Carouse of ideas" which is an activity that enables teachers to discover what students know about the topic. It consists of teachers must choose four topics related to the text in advance. Then, teachers take a sheet of paper and separate it into four parts by drawing lines from opposite corners. Then, teachers write the titles of four topics on each triangle. After that, the class is divided into groups of four students who sit around the sheet of paper. In one minute, they write as many ideas related to the topic in their corresponding triangle. When the minute finishes, students rotate to read their previous peer's ideas and add new ones. This task is repeated to more times until the paper comes back to its original owner for reading and adding new words or ideas.

Another good pre-reading activity is called "Ideas continuum" (British Council, 2014). It consists in helping students to discover how much they know about the topic and share this knowledge with their classmates. First, the teacher draws a line to divide the board into two parts. In the first part, teachers write: *I know a lot about this* and in the other part they write: *I know very little about this and* students copy that table in their notebooks. Teachers name topics about the text and students decide how much they already know about that and write down them in the corresponding part of their copybooks. Finally, students stand up and look for peers who know more about the topic they know a little for explanation or sharing ideas.

"Sneak preview" is the name of another activity which consists in projecting or showing an image for twenty seconds. Students take as many ideas as they can from that

image. Then, students scan the text for other twenty seconds and share with the rest of the class (British Council, 2014).

Interestingly, “words and pictures” is another good idea for pre-reading activities. This is a helpful idea for students to expand vocabulary by following the next steps: First, teachers show students a picture and students write down words about the picture in a sheet of paper. Then, that paper rotates to other peers to write synonyms to those words with a different color (British Council, 2014).

“Peer pre-teaching vocabulary” is a communicative manner of reviewing vocabulary. Teachers must make a list of words that are in the text and students do not know. Then, teachers write simple definitions from that vocabulary and paste on the classroom walls. The students are divided into groups of four. They read the vocabulary list that is composed of four words maximum and share ideas about their meanings. When the group has decided what the word definition is, one representative will look for that definition on the classroom walls. That definition is written down by the rest of the group in their own notebooks. Finally, students check all the words and their definitions for wide understanding (British Council, 2014).

Scanning, students look for specific information before reading the entire text such as the tittle, images, words in bold, the structure of the paragraphs in a very quick way (Beale, 2013).

During reading

While reading, teachers must monitor students because they could be easily distracted. Besides, they make questions; therefore, monitoring them will help a lot in the successful comprehension of the text. Furthermore, students may use reading strategies such as summarizing, inferring, making predictions, and questioning; so, teachers must ready for supporting their students. Moreover, students can use sticky papers for making notes in order to understand the text in a better way and they also need teachers’ support.

Skimming is valuable when readers want to read the text in a quick way. When students are skimming, they are looking for main ideas and details.

After reading

Once students have read a text and passed through pre-reading activities and while reading activities; it is time to continue with post-reading activities. After reading, students look back, review and think about the message of the text. Furthermore, teachers may ask questions about what students have learned and how they will use it. Further, after reading activities should intend to lead a discussion about the important details of the text, summarize, and look for the author's message (Lenz, 2018).

Reading strategies

Main idea

Roell (2018) states readers identify the main idea as the point or concept of the passage. The author of a text communicates the main idea which is stated in the topic sentence. When the text has multiple paragraphs, the main idea is stated in the thesis statement. The main idea covers all the information in a general form. Sometimes, the author does not state it directly, therefore, the reader needs to imply or infer the main idea. Readers can identify the main idea through specific words, sentences, and pictures. Furthermore, to recognize the main idea, readers should identify the topic, summarize the text, read the first and last sentences of the passage, and look for repetition of words and ideas.

Details

Elder (2008) remarks supporting details are extra information that authors add in order to provide the reader to understand the text and the main idea in a better way. To identify the supporting details, readers must ask questions such as: what additional information does the author provide? Besides, the author provides information such as examples, explanations, descriptions, proof, statistics, and so on. Further, authors organize information in patterns of organization like compare and contrast, list, sequences, and cause and effect.

Summarizing

Summarizing is the act of writing the main points of text to enhance reading comprehension. To teach how to summarize texts; first, readers must look for the main idea. After that, they write a general idea of the text; then, identify the supporting ideas.

Furthermore, readers must identify the information that is not important. Another way to summarize is to circle or underline the most important parts of the text (Naglieri & Pickering, 2010).

Summarizing has two main goals: to identify the general idea of the entire text and express those ideas with specific language. There are two methods to summarize: skimming and scanning (Freedman, 2018).

Cause and effect

Cause an effect is a pattern of organization that presents causes as reasons and effects are the outcomes. This pattern presents causes, effects or both; for example, in history and science texts. Some signal words that represent this pattern are: because, reason, cause, result, effects, therefore, thus, consequences, consequently, for that reason, and hence (Elder, 2008).

Sequence

This pattern is a kind of list where the order is taken care. It presents a group of items in a certain order because it is very important. Instructions and directions are examples of this pattern of organization and it is found in textbooks related to technical fields, computer science, and history. Signal words for sequence pattern are: first, second, then, next, third, and finally (Elder, 2008).

Compare and contrast

Compare and contrast is a pattern that helps to construct decisions of life but in reading comprehension compare means to look for similarities and differences between two items while contrast is the identification of differences only between two items (Janovsky, 2018).

Signal words that show comparison are: similarly, likewise, both, same, also; while signal words that indicate contrast are: but, however, in contrast, while, on the other hand, whereas, notwithstanding, conversely, difference, rather than, and so forth (Elder, 2008).

Fact or opinion

Troolin (2018) states a fact is a statement that can be proved by showing if they are true or false through evidence such as an observation or a measurement. On the contrast, an

opinion is a personal idea, belief, or feeling which cannot be proved. Elder (2008) argues opinions are beliefs that not everyone will agree. Furthermore, speculations about actions that have not happened yet are opinions.

Author's purpose

Authors' purpose is defined as the reason for writing and has four main purposes: inform, persuade, entertain (Janovsky, 2018), and instruct. An author informs when he or she presents or gives information in the text; besides, he or she persuades while trying to convince learners to do or believe something; furthermore, the author entertains when he or she presents enjoyable or fun material; and, an author instruct while, he or she explains how to do something (Elder, 2008).

Making predictions

Readers are always wondering about what will happen in the text; therefore, predictions can be done before, during, and after reading. Predictions before reading can be performed by looking at pictures, titles, or reading the synopsis, description, or summary of a book. Further, while reading predictions can be done when the readers are actively thinking for a better understanding. Finally, making predictions after reading is looking beyond. Furthermore, readers can also prove if their predictions were right or wrong (Eash, 2018).

Making inferences

Elder (2008) states an inference logically concludes about what the author has stated. It is also called a conclusion which is the reader's opinion, decision, or judgment which appears after careful consideration of the reviewed text.

An inference is a conclusion made by the reader based on observation and background. To make a good inference, the author has to understand the intended meaning of the author. It is what the reader thinks the author is trying to teach him or her. The text does not include all the information for the reader; therefore, the reader has to reach conclusions about it. In other words, the reader has to go beyond what is stated in the text; in this way, readers become critical thinkers and understand texts in a better way (Surber, 2018).

Factors

Reading comprehension also deals with factors like: vocabulary, grammar and syntax, and critical thinking.

Vocabulary

For reading comprehension, it is good to analyze what literal language and figurative language are. The former is the use of words with their primary meanings; on the other hand, figurative language is the use of words in a figurative speech which have a different meaning than their usual definition. This kind of language includes metaphors and similes. Furthermore, it is important to note that the use of language depends on the context the writer is communicating his ideas (Wimmer, 2018).

You (2011) concluded that reading can be helpful for vocabulary acquisition. This can be done through repetition, explanation, dictionary use among other techniques. Furthermore, vocabulary is considered as a key dimension to determine the level of reading competency. According to Webb (2008 as cited in You, 2011) the more vocabulary knowledge, the better reading comprehension.

Reading material contains vocabulary that sometimes is new for the readers; in this case, there are techniques to solve this problem. One of them is to look for the definition in the dictionary; however, if the reader does not want to use the dictionary, he or she can determine the meaning of that new word by using the context. Another technique is to analyze the word structure. In doing this, the reader analyzes the prefixes, suffixes, and roots of words (Elder, 2008).

Grammar and Syntax

Janovsky (2018) argues grammar and syntax are part of the mechanic of the language. Grammar is the structure of the language that helps to optimize comprehension. Syntax, on the other hand, is the system that focuses on how words and phrases are fixed to create sentences.

Critical thinking

Critical thinking is the action of reasoning judgment that is logical and carefully considered. Readers do not simply accept what others conclude and argue but question those arguments and have their own conclusions based on evidence which support them. Critical thinking involves three main skills: curiosity, the desire to learn, skepticism or questioning attitude; and, humility or the ability to accept own wrong conclusions if others support contradictory convincing evidence (DeLecce, 2018).

Grant (2018) states reading is a critical skill that students need to reinforce to succeed in class. Questioning is important for enhancing critical thinking skills and it needs to be developed during the whole reading process; it means before, during, and after reading.

6.7. Proposal development

2018

The effects of cooperative learning on reading comprehension

Teachers' methodological guide

Mariela Pilco **2018**

TABLE OF CONTENTS

LESSON 1
ALTERNATIVE ENERGY SOURCES: WIND, SOLAR, GEOTHERMAL, AND HYDROELECTRIC POWER

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a text and share with the rest of the group to create an outcome.
Individual accountability: Each student will be responsible for reading his or her own part.
Positive interdependence: Each member group will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to others' ideas.

Grouping: The students will be placed in groups of four according to the students' list.
Cooperative learning strategy: Jigsaw

ALTERNATIVE ENERGY SOURCES WIND, SOLAR, GEOTHERMAL, AND HYDROELECTRIC POWER

By: Peterson, S (2012)

There are many reasons to use alternative energy sources. One reason is to reduce pollutants and greenhouse gases. Alternative or renewable energy sources help to reduce the amount of toxins that are a result of traditional energy use. These alternative energy sources help protect against the harmful by-products of energy use and help to preserve many of the natural resources that we currently use as energy sources. There are many alternative energy sources: wind power, solar power, geothermal power, and hydroelectric power are some examples.

Wind power is the ability to capture the wind in a way to propel the blades of wind turbines. When the blades rotate, this movement is switched into electrical current with the help of an electrical generator. In older windmills, wind energy turned mechanical machinery to do the physical work like crushing grain to make bread or pumping water to get water. Wind towers are built on wind farms, and usually there are several towers built together.

In 2005, the worldwide use of wind-powered generators was less than 1% of all of the electricity use combined. There are several advantages of this energy source: there is no pollution, it never runs out, farming and grazing can still take place on the same land as the wind turbines, and wind farms can be built anywhere. One disadvantage is that you need a consistent wind to get enough power. If the wind speed decreases, less electricity is produced. Large wind farms can also have a negative visual effect for people who live nearby.

Solar energy is used for heating, cooking, making electricity, and even taking salt out of saltwater so the water can be drinkable and used for additional purposes that do not need the salt. Solar power uses sunlight that hits the solar thermal panels to convert the sunlight to heat either air or water. Other methods of using solar power include simply opening up blinds or shades and letting the sunlight pass into the room or using some type of mirror to heat water and produce steam. One advantage of solar power is that it is renewable. As long as there is sunlight, you will be able to harness the power from it. There is also no pollution and it can be used efficiently to heat and light things. You can see the benefits of solar energy in heating swimming pools, spas, and water tanks in many cities across the country.

Geothermal means "earth heat". This energy captures the heat energy under the Earth. Hot rocks under the ground help to heat water to produce steam. If holes are dug in this area of the ground, then the steam shoots up and is purified and used to drive turbines, which in turn gives power to electric generators. The advantages of this type of energy is that there are no harmful by-products, it is self-sufficient once the geothermal plant is built, and the plants are generally small so there is no negative visual effect on the area surrounding the plant.

The power that comes from the potential energy of water that is dammed up supplies energy to a water turbine and generator. Another example of this energy is to make use of tidal power. Today, electric generators can be powered by hydro power that can run backwards as a motor to pump water for later use. An advantage is that you can control the use of the energy by controlling the water. You can also generate water all the time as there are no outside forces that prevent this from happening. Furthermore, there is no pollution in using this type of energy. In fact, you can reuse the water that is used for hydroelectric power. The disadvantages are that dams are expensive to build and maintain. There also needs to be a powerful enough supply of water in the area to produce energy.

BEFORE READING

- Present the vocabulary bank and talk to the students about what they know about alternative energy sources.
- Divide the text into four sections and assign one to each member of the group. Students read the text.

DURING READING

- Present worksheet 1 to guide students in the reading process.
- Give students time to read and summarize their assigned section independently.
- Move the students into an "Expert group" having one student from each home base group who has the same section. Students discuss the main points of their section and how to present the information to their home base group.

AFTER READING

- Bring students back to their original home base groups where the experts will now teach their reading section.

Source: Pilco, M. (2018)

FOR STUDENTS' USE

WORKSHEET ONE

ALTERNATIVE ENERGY SOURCES: WIND, SOLAR, GEOTHERMAL, AND HYDROELECTRIC POWER

VOCABULARY BANK

Source

Resource

Pollutants

Blades

Windmills

READING COMPREHENSION QUESTIONS

Students have to answer during reading and after reading

1. What is one reason to use this kind of alternative energy source?
2. How does the author encourage to keep the earth healthy and to renew resources?
3. What are advantages and disadvantages of each alternative energy source?

LESSON 2

OPERA

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a short text and share ideas with partners.
Individual accountability: Each student will be responsible for pair work.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: Students will need to deal with communication skills to share ideas and listen to others' ideas.

Grouping: The students will be placed in pairs according to the initial letter of their names.
Cooperative learning strategy: Think-pair-share

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.

Source:
https://www.grammarbank.com/short-reading-comprehension-passages.html

BEFORE READING

- The teacher sets the following question: what is opera? And students think on the answer.
- The teacher presents the worksheet 2 to guide her students in the reading process.
- Students look for the words in the crossword (handout 1) and negotiate their meaning in pairs.

DURING READING

- The teacher gives her students enough time to read in pairs.
- The teacher has the students reflect on the content.

AFTER READING

- Students share their thoughts with their pairs and discuss ideas.
-Students analyze the content and create their own concept about what opera is (Task 4 on worksheet 2).

Source: Pilco, M. (2018)

FOR STUDENTS' USE

WORKSHEET TWO

Task 1. Think about what Opera is. Share your ideas with your partner.

Task 2. Solve the puzzle in handout 1.

Task 3. Read the words and predict what Opera is. Share your ideas with your partner.

Task 4. Talk to your partner and answer this question:

What would you do if you were an opera actor?

Report your answer to the rest of the class**.**

HANDOUT 1

Task 2. Solve the following crossword.

Source: Pilco, M. (2018)

LESSON 3

Camberwell college swimming pools

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a short text and share ideas in pairs to create a brochure.
Individual accountability: Each student will be responsible for the final brochure presentation.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to partner's ideas.

Grouping: The students will be placed in small groups according to the numbers from the teacher's list: one student from the beginning of the list and one from the end.
Cooperative learning strategy: Reciprocal questioning

Camberwell college swimming pools

Camberwell College has one 50m (Olympic sized) pool with a constant depth of 2m throughout, and one 25m pool with a 1m shallow end and a 4m deep end. Both pools may be used by the general public at certain times.

50m Pool

The pool is often used for classes, but the general public may use two lanes for lane swimming at the following times.

Monday: 0630 -1130 and 1900 - 2100
Tuesday: 0630 -1130 and 1800 - 2100
Wednesday: 0630 -1330 and 1730 - 2130
Thursday: 0630 -1330
Friday: 0630 -1330
Weekends: 0900 - 1700

Children under the age of 14 must be accompanied by an adult.

Please note that during College holidays, these times will vary. Contact the swimming pool on 04837 393560 for up-to-date information.

25m Pool

The 25 meter pool is available for recreational (non-lane) swimming from 0700-0900 and 1230-1330 on weekdays, and 1000 – 1600 on Saturdays.

Children aged 12 and under must be accompanied.

We regret that the 25m pool will be closed for refurbishment between 21st July and 18th August. The men's changing rooms will be closed for the week beginning 18th August, and the women's changing rooms will be closed the following week. Alternative changing facilities will be made available. We apologize for any disruption this may cause.

Source:
https://www.examenglish.com/IELTS/IELTS_general_reading1.htm

BEFORE READING

- The teacher explains what reciprocal questioning is.
- The teacher presents the worksheet 3 to guide students' predictions in Task 1.

DURING READING

- The teacher introduces the reading tasks and let students read silently.
- The teacher has the students reflect on the content and ask several questions about it.
- The students take turns to ask questions about the reading text.

AFTER READING

- The teacher makes her students think about the meaning of words in the Task 2.
- The students confirm or correct their answers in task 1.

Source: Pilco, M. (2018)

FOR STUDENTS' USE

WORKSHEET THREE

Task 1. Predict ideas with your partner about Camberwell college swimming pools, what of the following statements may be TRUE and which ones may be FALSE.

1. The general public can only use the 50m pool for lane swimming.
2. The general public cannot use the 50m pool on Sundays.
3. Men will be able to use the 25m pool on the 18th August.
4. The whole of the 25m pool is available to the public during recreational swimming hours.
5. The 50m pool is open during college holidays.

Task 2. Read the text and match the words with the pictures.

Shallow Lane Deep Women's changing room Men's changing room

……

……

……

……

……

Source: Hallet (2018)

LESSON 4

The positive effects on children at owning a dog

FOR TEACHERS' USE

OBJECTIVES: SWABT read, understand a text, and share ideas with partners.
Individual accountability: Each student will be responsible for team work.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to others' ideas. They will work in collaboration with hands-on interaction to create a poster gallery.

Grouping: The students will be placed in groups of 4: one outstanding, two averages, and one student who needs help. Each member will have a piece of reading.
Cooperative learning strategy: Cooperative reading role cards.

The positive effects on children at owning a dog

Brendan's best friend is Tip. Tip and Brendan are inseparable. They teach each other things and they look after each other. Tip has helped Brendan become more responsible, more caring, and a better friend. Brendan is a nine-year-old boy, and Tip is a ten-year-old dog. Brendan and Tip are an example of how owning a dog can have a positive effect on a child's development. Having a dog develops a child's sense of responsibility, broadens his capacity for empathy, and teaches the nature of friendship.

Having a dog helps a child learn how to act responsibly. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties and responsibilities, or ignores any of the dog's needs, the dog will suffer. This teaches the child that his responsibility to the dog is more important than his desire to play with his toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to take responsibility for the health and welfare of a dog leads to learning how to take responsibility for oneself.

Another lesson that a child can learn from having a dog is how to be empathetic. Empathy is the ability to put oneself in another person's, or in this case another creature's, situation and imagine that person's or creature's feelings or problems. A dog cannot express itself with speech, so its owner must learn how to interpret its behavior. The child must learn to understand what the dog's behavior means. Is the dog frightened, aggressive, or sick? The child needs to understand what is going on in the dog's mind. Understanding a situation from the dog's perspective helps the child understand why the dog is behaving in a certain way and what the dog needs. The result of learning to read a dog's behavior is that the child develops empathy. By learning how to empathize with a dog, the child also learns how to empathize with other people. This leads to the child becoming a more considerate and caring person.

Being considerate and caring are important characteristics in a good friend. One of the most significant benefits of owning a dog is the example of true friendship that a dog provides. A dog gives unconditional love to its owner. A dog will not stop loving its owner because of a little anger, indifference, or neglect. The dog will wait patiently for its owner to pat its head and say a few kind words. This acceptance of the negative qualities and appreciation for the positive qualities of its owner provide a wonderful model of how to be a good friend. A child soon realizes that his dog will always listen to him, will always be ready to play with him, will always protect him, and will always forgive him. A child who has learned to be even half as good a friend to others as his dog is to him will have learned one of the most valuable lessons in life.

These are some of the most important lessons a child will ever learn. The benefits of owning a dog will last the child's entire lifetime. The understanding and appreciation of responsibility, empathy, and friendship that a child develops from the experience of having a dog will help him or her grow into a reliable, caring, and mature adult

Source: https://web2.uvcs.uvic.ca/elc/studyzone/490/reading/dog2-reading.htm

BEFORE READING

- The teacher puts the students into groups of four and assigns roles: the questioner, the illustrator, the wordsmith, and the summarizer according to their abilities. Every member of the group has the same reading material.
- The teacher provides handouts to her students and explains what to do.

DURING READING

- The students play roles according to their teacher's designation: the questioner listens to partners and asks if anyone can ask a teammate's questions or calls the teacher for help. The wordsmith ensures that all unknown words are understood by the team.

AFTER READING

- Ask students to solve the questionnaire in task 2 worksheet 4.
- Ask students to create a poster about the reading passage and paste it on the classroom walls to form a poster gallery. The illustrator must draw to represent the team's thinking and the summarizer presents a resume to the rest of the class.

Source: Pilco, M. (2018)

HANDOUT 1 LESSON 4

Questioner: Listen to your partners; write down their questions and ask your teacher to clarify their ideas about having a dog at home.

QUESTIONER TOPIC: HAVING DOGS AT HOME!	
MY QUESTIONS	**MY PARTNERS' QUESTIONS**

WORKSHEET FOUR

Task 2. Read the assigned text and answer the following questions in your group.

A. What is the dog's name which is mentioned in the text?
B. What positive effects are evidenced on a child's development when he or she has a dog?
C. How does a child learn to be responsible for a dog?
D. In what way, learning how to care for a dog can help children?
E. What can children learn when they take care of a dog?
F. What emotions can the dog's owner interpret from his or her dog's behavior?
G. Which is a positive effect of learning how to interpret a dog's behavior?
H. What kind of love do dogs provide?

Task 3. Make a poster to summarize the reading text. Include drawings and short phrases. The illustrator must collect his partners' ideas and draw according to them and the summarizer must report to the rest of the class.

LESSON 5

Tim's day

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a short text and share ideas in pairs to create a mind map.
Individual accountability: Each student will be responsible for the mind map design.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to partner's ideas. They will work in collaboration with hands on interaction to create a Venn's diagram.

Grouping: The students will be placed in pairs according to the month of their birthday.
Cooperative learning strategy: PMI

Every day Tim wakes up at five thirty when his alarm clock rings. He gets up and then goes to the bathroom and has a long, hot shower. After that he makes breakfast for him and his wife, Betty. Tim has coffee and two slices of toast and Betty drinks a cup of tea and eats a bowl of cornflakes. At six o'clock Tim brushes his teeth, always before he gets dressed because it is very important that he doesn't get toothpaste on his clothes - Tim is a train driver and he wears a uniform! Finally, he kisses his wife and baby son and leaves his house in Watford at a quarter after six.

Tim starts work at seven o'clock and drives trains on the London Underground. He usually works in the mornings from Monday to Friday, but he sometimes works on the weekends too. At noon he stops work for half an hour to have his lunch. He eats cheese and tomato sandwiches which Betty makes for him, and drinks a bottle of milk. After lunch he works until four o'clock and then he goes home. In the evening he plays with his baby son, Ben, and watches TV with Betty. At ten thirty they all go to bed because they are very tired - and because they get up so early in the morning!

Source: http://www.esl-lounge.com/student/reading/1r8-tims-day.php

BEFORE READING

The teacher:

- Asks her students to think about their daily routine.
- Presents the handout 1 lesson 5 to talk about daily routine.

DURING READING

- The teacher gives students time to read in pairs.
- The teacher asks students to answer the questions in task 2 Worksheet 5.

AFTER READING

- The students fill the handout 2 lesson 5 (PMI) and present it to the rest of the class.

Source: Pilco, M. (2018)

FOR STUDENTS' USE

HANDOUT 1 LESSON 5

Task 1. Look at the pictures and talk to your partner about your daily routines. Use the phrases below as a guide.

Get undressed 	Watch TV 	Surf the Internet 
Get up 	Drive to work 	Get dressed 
Work 	Have a shower 	Wake up 
Have dinner 	Go to bed 	Have breakfast 
Have lunch 	Brush his teeth 	Go home 

Source:
https://en.islcollective.com/resources/printables/worksheets_doc_docx/daily_routine/present-simple-daily/59661

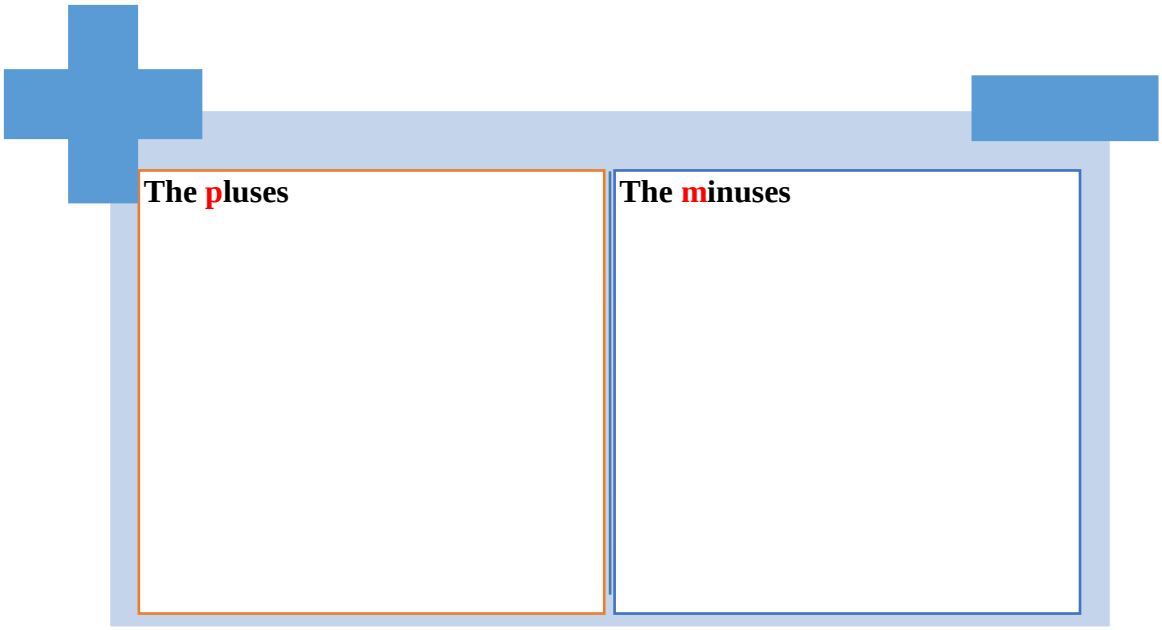
WORKSHEET FIVE

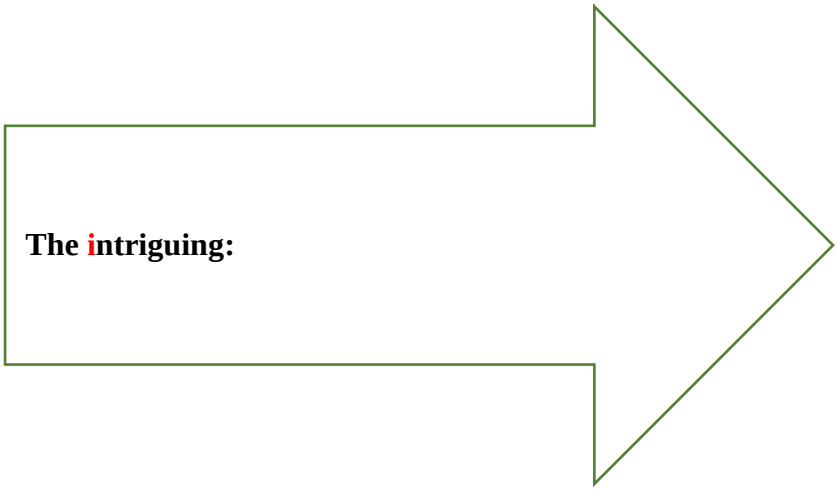
Task 2: Talk to your partner and answer the questions based on the text assigned.

1. What time does Tim wake up?
2. Does Tim have a bath in the afternoon?
3. How many people are there in Tim's family?
4. What does Betty eat in the morning?
5. How does Tim go to his work?
6. How much time does Tim have for a lunch break?
7. Does Tim finish work early in the evening?
8. What time does Tim go to bed?

HANDOUT 2 LESSON 5

Task: Fill in pairs about the positive aspects of the reading, the negative aspects of the reading, and the intriguing or interesting aspects of the reading. Share with the rest of the class.





Author: Pilco, M. (2018)

LESSON 6

Best modern artists

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a text and share ideas in pairs to create a wall paper.
Individual accountability: Each student will be responsible for pair work and the wall paper design.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to partner's ideas.

Grouping: The students will be eyes covered; they also will whirl five times and touch one partner. He or she will be one of the partners; this action is repeated three times to put the students into groups of four.
Cooperative learning strategy: Number heads together

Daddy Yankee

Native Puerto Rican Ramón Luis Ayala Rodríguez (born February 3, 1977), better known as Daddy Yankee starting singing and rapping at 13, right when the rap scene began taking root in Puerto Rico. At only 21 he launched his own label called El Cartel Records in the late 1990s. In 2004 he broke into the mainstream with his breakthrough album Barrio Fino along with its hit track "Gasolina."

In 2006, Time Magazine ranked him as one of the top 100 influencers in the world. Ten years later, he and his good friend Luis Fonsi collaborated on the single "Despacito," not knowing it'd become a chart topper in close to 50 countries and become the most-watched YouTube video ever. Yankee's unique rap style has made him the most-streamed musician on Spotify in 2017.

Source:

https://www.biography.com/people/daddy-yankee

BEFORE READING

- The teacher gives each group member a number from one to four and distributes the reading material.
- The teacher explains about the number heads together strategy.

DURING READING

- The teacher gives the students time to read.
- The teacher asks a question and the students put their heads together and answer. All of the members of the group know the answer.
- Then, the teacher calls a number. The student who has that number stands up and answers. The teacher makes more questions so that all of the members of the group can participate.

AFTER READING

- The teacher gives the students the worksheet 6 and each group cooperatively works.

Source: Pilco, M. (2018)

FOR STUDENTS' USE

WORKSHEET SIX

Task 1. Look at the pictures and read what people say about these singers. Talk to your partner about those ideas, and tell if you agree or disagree with them.

DADDY YANKEE

Linda*: I think that he is probably one of the greatest Regaetton singers of the present time and I definitely say he is my favorite singer ever. I hope he continues inspiring us with his music.*

John*: He simply has great music.*

DON OMAR

James: Don Omar is a singer who makes sure his message and high quality of music shine with own lights.

Ruth: Don Omar is the best singer ever!

ARCANGEL

Tina: This singer has an amazing voice and a great talent. I my opinion he should make more music. He should show the world what he is made of.

Robert: His flow is unmatched and word play is the craziest. I love him.

Source: http://www.web-reggaeton.com/lyrics-don-omar-feat-yandel-daddy-yankee-arcangel-yo-soy-de-aqui/

LESSON 7

Why Galapagos Islands were declared a world heritage by UNESCO

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a text and share ideas in small groups to create a brochure.
Individual accountability: Each student will be responsible for group work and the brochure design.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to partner's ideas.

Grouping: The students will be given a piece of a picture. They will look for the picture part and form the group.
Cooperative learning strategy: Jigsaw

BEFORE READING

- The teacher makes the students play and form group (handouts 1- 4).
- The teacher divides the reading text into four parts and assigns a different one to each student.

DURING READING

- Students read their own part silently.
- The students move to form a new group of "EXPERTS" to answer the questions in Handouts 5, 6, 7, and 8 according to their assigned part of the reading.

AFTER READING

- The students come back to their original groups and share the information on each part by taking turns to learn about the whole reading.

Source: Pilco, M. (2018)

STUDENT 1

STUDENT 2

STUDENT 3

STUDENT 4

GALÁPAGOS ISLANDS

Brief synthesis

The Galapagos Islands are situated in the Pacific Ocean some 1,000 km from the Ecuadorian coast. This archipelago and its immense marine reserve is known as the unique 'living museum and showcase of evolution'. Its geographical location at the confluence of three ocean currents makes it one of the richest marine ecosystems in the world. Ongoing seismic and volcanic activity reflects the processes that formed the islands. These processes, together with the extreme isolation of the islands, led to the development of unusual plant and animal life – such as marine iguanas, flightless cormorants, giant tortoises, huge cacti, endemic trees and the many different subspecies of mockingbirds and finches – all of which inspired Charles Darwin's theory of evolution by natural selection following his visit in 1835.

Criterion vii: The Galapagos Marine Reserve is an underwater wildlife spectacle with abundant life ranging from corals to sharks to penguins to marine mammals. No other site in the world can offer the experience of diving with such a diversity of marine life forms that are so familiar with human beings, that they accompany divers. The diversity of underwater geomorphological forms is an added value to the site producing a unique display, which cannot be found anywhere else in the world.

Criterion viii: The archipelago´s geology begins at the sea floor and emerges above sea level where biological processes continue.. Three major tectonic plates—Nazca, Cocos and Pacific— meet at the basis of the ocean, which is of significant geological interest. In comparison with most oceanic archipelagos, the Galapagos are very young with the largest and youngest islands, Isabela and Fernandina, with less than one million years of existence, and the oldest islands, Española and San Cristobal, somewhere between three to five million years. The site demonstrates the evolution of the younger volcanic areas in the west and the older islands in the east. On-going geological and geomorphological processes, including recent volcanic eruptions, small seismic movements, and erosion provide key insights to the puzzle of the origin of the Galapagos Islands. Almost no other site in the world offers protection of such a complete continuum of geological and geomorphological features.

Criterion ix: The origin of the flora and fauna of the Galapagos has been of great interest to people ever since the publication of the "Voyage of the Beagle" by Charles Darwin in 1839. The islands constitute an almost unique example of how ecological, evolutionary and biogeographic processes influence the flora and fauna on both specific islands as well as the entire archipelago. Darwin's finches, mockingbirds, land snails, giant tortoises and a number of plant and insect groups represent some of the best examples of adaptive radiation which still continues today. Likewise, the Marine Reserve, situated at the confluence of 3 major eastern Pacific currents and influenced by climatic phenomena such as El Niño, has had major evolutionary consequences and provides important clues about species evolution under changing conditions. The direct dependence on the sea for much of the island's wildlife (e.g. seabirds, marine iguanas, sea lions) is abundantly evident and provides an inseparable link between the terrestrial and marine worlds.

Criterion x: The islands have relatively high species diversity for such young oceanic islands, and contain emblematic taxa such as giant tortoises and land iguanas, the most northerly species of penguin in the world, flightless cormorants as well as the historically important Darwin's finches and Galapagos mockingbirds. Endemic flora such as the giant daisy trees *Scalesia* spp. and many other genera have also radiated on the islands, part of a native flora including about 500 vascular plant species of which about 180 are endemic. Examples of endemic and threatened species include 12 native terrestrial mammal species (11 endemic, with 10 threatened or extinct) and 36 reptile species (all endemic and most considered threatened or extinct), including the only marine iguana in the world. Likewise the marine fauna has an unusually high level of diversity and endemism, with 2,909 marine species identified with 18.2% endemism. High profile marine species include sharks, whale sharks, rays and cetaceans. The interactions between the marine and terrestrial biotas (e.g. sea lions, marine and terrestrial iguanas, and seabirds) are also exceptional. Recent exploration of deep sea communities continues to produce new additions to science.

Integrity

The Galapagos archipelago is located about 1,000 km from continental Ecuador and is composed of 127 islands, islets and rocks, of which 19 are large and 4are inhabited. 97% of the total emerged surface (7,665,100 ha) was declared National Park in 1959. Human settlements are restricted to the remaining 3% in specifically zoned rural and urban areas on four islands (a fifth island only has an airport, tourism dock, fuel containment, and military facilities). The islands are surrounded by the Galapagos Marine Reserve which was created in 1986 (70,000 km^2) and extended to its current area (133,000 km^2) in 1998, making it one of the largest marine reserves in the world. The marine reserve includes inland waters of the archipelago (50,100 km^2) in addition to all those contained within 40 nautical miles, measured from the outermost coastal islands. Airports on two islands (Baltra and San Cristobal) receive traffic from continental Ecuador with another airport on Isabela mostly limited to inter-island traffic. All the inhabited islands have ports to receive merchandise. The other uninhabited islands are strictly controlled with carefully planned tourist itineraries limiting visitation. Around 30,000 people live on the islands, and approximately 170,000 tourists visit the islands each year.

Protection and management requirements

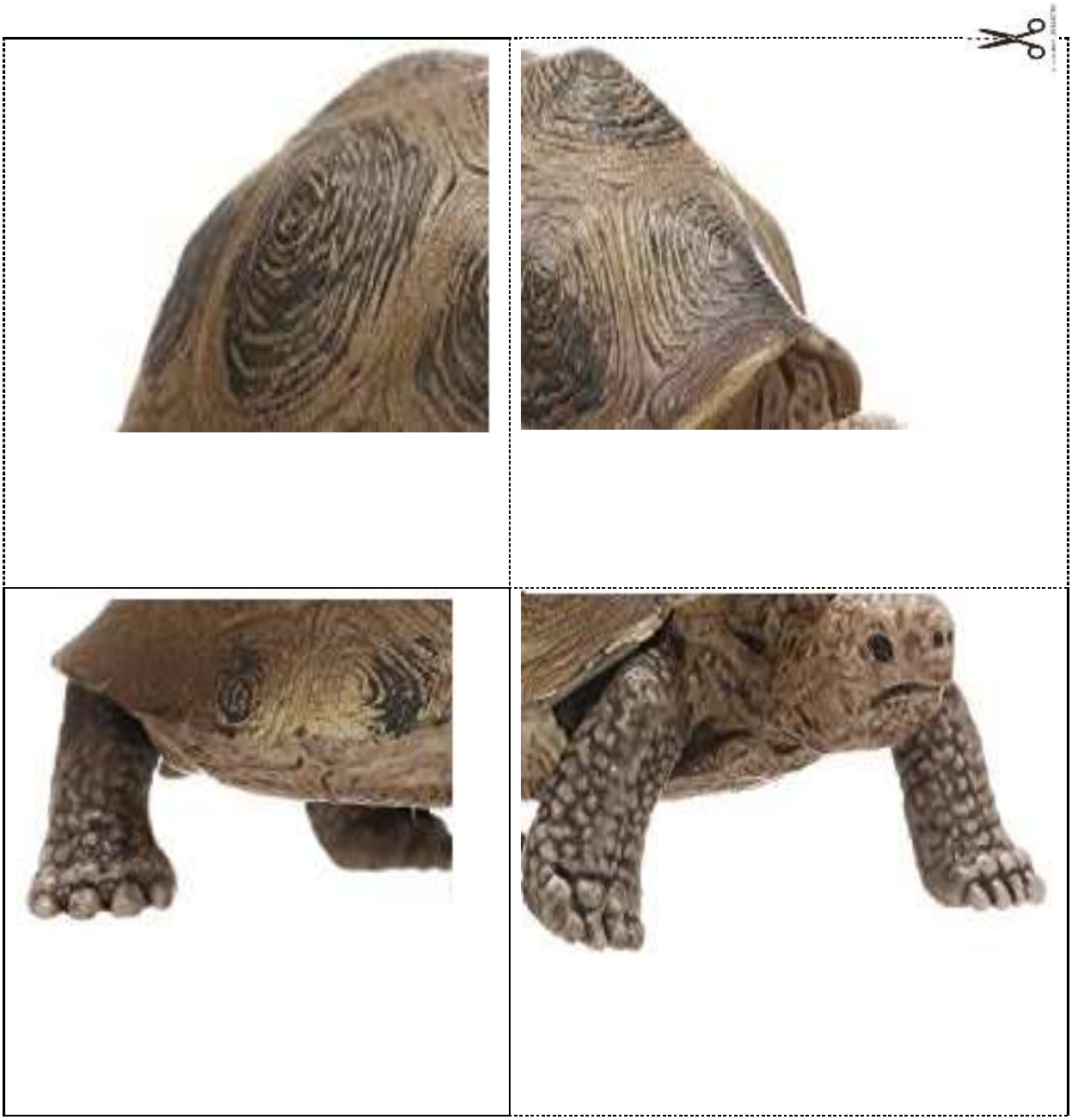
The main threats to the Galapagos are the introduction of invasive species, increased tourism, demographic growth, illegal fishing and governance issues (i.e. who takes responsibility for decisions given the large number of stakeholders with conflicting interests involved in managing the islands). These issues are constantly analyzed and monitored to adequately manage them and reinforce strategies to minimize their impact.

In 1986 a law was passed to control fishing and over-exploitation of Galapagos marine resources. Protection was further strengthened by the "Special Regime Law for the Conservation and Sustainable Development in the Province of the Galapagos" of 1998, and inscribed in the Constitution of the Republic of Ecuador. This law designated the current Galapagos Marine Reserve as a protected area under the responsibility of the Galapagos National Park Service. Among other issues, it provides the specific legal framework over which many aspects of island life are to be regulated, including provincial planning; inspection and quarantine measures; fisheries management; control and marine monitoring; residency and migration of people to the islands; tourism through a visitor management system, permits and quotas; agriculture; waste management; and "total control" of introduced species. This management imposes some limitations on the exercise of the rights of people living in this geographical area, but also provides them with preferential rights to use the natural resources sustainably. Within this framework the Galapagos National Park Service has periodically prepared Management Plans since 1974 to date, which have been developed in a participatory manner among the different social and economic groups through community representatives and local authorities to address the changing realities of the Galapagos ecosystem. This includes tools for development and conservation management of natural resources in harmony with international standards. For example, a zoning system has been implemented to establish areas of sustainable use and areas prohibited to the local population. Governmental institutions contribute to the funding of conservation and management in the archipelago. Other support comes from the entry fee paid by tourists and a small percentage from international donations.

FOR TEACHERS' USE

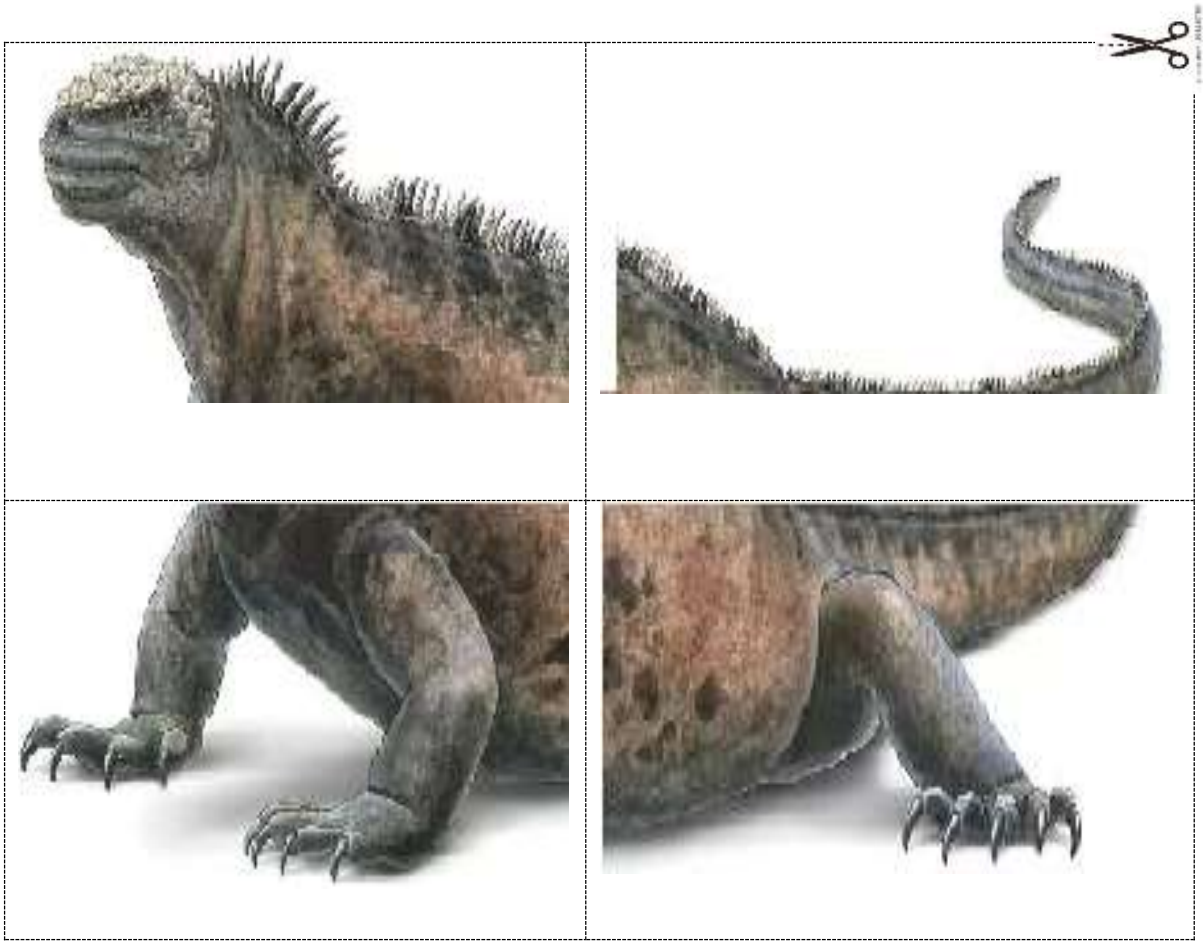
HANDOUT ONE LESSON SEVEN

FOR THE TEACHER: Cut the squares and give one to each student. Make them find the other three parts to complete the jigsaw. Use these words to guide your students: marine iguana, turtle, blue-footed bobbies, fragata.



HANDOUT TWO LESSON SEVEN

FOR THE TEACHER: Cut the squares and give one to each student. Make them find the other three parts to complete the jigsaw. Use these words to guide your students: marine iguana, turtle, blue-footed bobbies, fragata.



HANDOUT THREE LESSON SEVEN

FOR THE TEACHER: Cut the squares and give one to each student. Make them find the other three parts to complete the jigsaw. Use these words to guide your students: marine iguana, turtle, blue-footed bobbies, fragata.

HANDOUT FOUR LESSON SEVEN

FOR THE TEACHER: Cut the squares and give one to each student. Make them find the other three parts to complete the jigsaw. Use these words to guide your students: marine iguana, turtle, blue-footed bobbies, fragata.




HANDOUT FIVE LESSON SEVEN

FOR STUDENT 1. Task 3. Reading comprehension activities

Student 1

Complete

The Galapagos Islands are situated in the …….

The Galapagos Islands and its immense marine reserve are also known as …….

Islands were formed by …….. which is active nowadays.

The archipelago has unique plants and animals such as …….

……visited the Islands in 1835 and developed the Theory of Evolution.

Answer the questions

What kind of marine species make a spectacle in the Galapagos Islands?

……

What sport can people experience with marine species in the Galapagos Islands?

……

Is the diversity of underwater geomorphological forms an added value to the Galapagos Islands?

……

HANDOUT SIX LESSON SEVEN

FOR STUDENT 2. Task 3. Reading comprehension activities

Student 2

Complete

The archipelago's physical structure begins at the ……

The largest and youngest islands are ……..

Three ……..…. : Nazca, Cocos, and Pacific meet at the basis of the Ocean where the archipelago is located.

On-going ……, including recent volcanic eruptions, small seismic movements, and erosion provide key insights to understand the origin of the Galapagos Islands.

Answer these questions

When did Charles Darwin publish the "Voyage of the beagle"?

……

What do the Galapagos Islands constitute?

……..

What Galapagos Islands species are considered as the best examples of adaptive radiation?

……

Where is the marine reserve situated?

……

What evidence does an inseparable link between the terrestrial and marine worlds provide?

……

HANDOUT SEVEN LESSON SEVEN

FOR STUDENT 3. Task 3. Reading comprehension activities

Student 3

Complete

The Galapagos Islands have emblematic taxa such as …….

An example of endemic flora is ……

……. are threatened endemic species only in the world.

Examples of marine species that exist in the islands are……

There are exceptional interactions between the marine and terrestrial biotas like

…….....

Answer these questions

How many islands are there in the Galapagos archipelago?

…….

When was the Galapagos archipelago declared as a national park?

…….

How many islands of the total are inhabited in the Galapagos archipelago?

…….

What are the islands which have airports?

……

Do all the islands have ports?

……

How many tourists visit the archipelago each year?

……..

HANDOUT EIGHT LESSON SEVEN

FOR STUDENT 4. Task 3. Reading comprehension activities

Student 4

Complete

The main threats to the Galapagos Islands are …….

In 1986 a law was passed to ……

"Special Regime Law for the Conservation and Sustainable Development in the Province of the Galapagos" was created in ……

Answer the questions

What are the aspects of islands life which are regulated?

……..

How many years has the Galapagos National Park prepared management plans with community representatives to address the changing realities of the archipelago's ecosystem?

……

What do management plans include?

……

Who contribute to the founding of conservation and management in the archipelago?

……

LESSON 8

Rosemary

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a text and share ideas in pairs to create a role play.
Individual accountability: Each student will be responsible for pair work and the role play design.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to partner's ideas.

Grouping: The students will be eyes covered; they will be also assigned the name of an animal. The students will make the noise of that animal until he or she finds his or her pair.
Cooperative learning strategy: Reciprocal questioning

Rosemary

The most interesting health benefits of rosemary include its ability to boost memory, improve mood, treat Alzheimer's, heal cancer, reduce inflammation, relieve pain, and protect the immune system. The herb also helps stimulate circulation, detoxify the body, protect the body from bacterial infections, prevent premature aging, and heal skin conditions.

What Is Rosemary?

Rosemary (Rosmarinus officinalis [1]) is a perennial woody evergreen herb native to the Mediterranean region. It has fine needle-like leaves with a silver touch and pink, purple, white, or blue flowers. It is one of the most commonly found herbs in a spice rack. The herb has a warm, bitter, and astringent taste but yet it gives a wonderful flavor and aroma to soups, sauces, stews, roasts, and stuffing. It can be used in dried powder form or as fresh leaves. Its leaves can be used to prepare tea, essential oil, and liquid extract.

Fresh rosemary has a very high reserve of vitamins such as vitamin A, vitamin C, vitamin B6, thiamin, folate, as well as minerals like magnesium, calcium, copper, iron, and manganese. It has abundant antioxidants in its phenolic compounds such as diterpenes, carnosol, and rosmarinic acid, as well as in its essential oils such as cineol, camphene, borneol, bornyl acetate, α-terpineol, and α-pinene. The herb has high dietary fiber. It is low in cholesterol and sodium but high in saturated fats.

Health Benefits of Rosemary

The oil of rosemary promotes hair growth, prevents baldness, slows graying, treats dandruff, and dry scalp. Studies show that the herb can cure androgenetic alopecia (permanent balding) cases by boosting hair growth. It also promotes healing by increasing microcirculation of scalp and decreases hair loss after shampooing.

Among other benefits rosemary enhances brain function, and helps to reduce oxidative stress and overstimulation in nerve cells, ultimately protecting the nervous system. Furthermore, Rosemary has been linked to lower levels of cirrhosis and a faster healing time of the liver, which is one of the slowest organs to heal It also reduces plasma liver enzymes, which may cause type-2 diabetes. Besides, it contributes to reduce stress and has antioxidant, anti-inflammatory, anti-proliferative, and anticancer properties.

Moreover, the antioxidants in the essential oils of rosemary help to improve the quality of skin and have a potent anti-aging effect. Rosemary also reduces cough and stops weight gain. It is also a good antibacterial and antimicrobial. Rosemary intake has been shown to prevent the growth of H. pylori bacteria, a dangerous pathogen that can cause stomach ulcers. Therefore, it aids digestion with its strong anti-inflammatory properties. Rosemary also functions as an analgesic when is topically applied.

In sum, rosemary can be very beneficial for you because it has a number of benefits

Source: https://www.organicfacts.net/health-benefits/herbs-and-spices/rosemary.html

Source:

BEFORE READING

- The students look at the pictures in Worksheet 8, task 1 and predict what the reading text is about.

DURING READING

- The students read in pairs and ask questions for clarification.
-The teacher makes questions and the students work in pairs to answer them. Then, the students ask questions to the teacher and she has to answer them as well. This action is repeated until the reading text is finished.

AFTER READING

- The students answer the task 2 Worksheet 8.

Source: Pilco, M. (2018)

FOR STUDENTS' USE

WORKSHEET EIGHT

Task 1. Look at the pictures and complete the table with the words below. Then predict what the reading text is about?

Lavender, rosemary, basil, peppermint, aloe vera

MEDICINAL PLANTS

PLANT	NAME	BENEFITS
		It has antibacterial and antioxidant properties and reduces dental plaques.
		It helps to treat cough, asthma, and allergies.
		It has anti-inflammatory and antibacterial properties that help to fight cancer.
		It has antiseptic and anti-inflammatory properties.
		It helps to prevent hair aging and to treat indigestion.

Source: https://www.medicalnewstoday.com/articles/266370.php

Task 2. Reading Comprehension activities

Choose the best answer in pairs

1. According to the author, how many uses does the oi of Rosemary have? **a**. ten **b**. twelve **c.** thirteen	**2. Rosemary is** **a**. a short term woody evergreen herb native to the Mediterranean region **b.** an ageless woody evergreen herb native to the Mediterranean region. **c.** a woody temporary green herb native to the Mediterranean region.
3. This reading text is mostly about **a.** the benefits of Rosemary. **b.** the recipes made with Rosemary. **c.** the anatomical features of Rosemary.	**4. Which of the following is true?** **a.** the oxidants in the essential oils of rosemary help to improve the quality of skin and have a potent anti-aging effect **b.** the oxidants in the essential oils of rosemary help to improve the quality of skin and have a potent aging effect. **c.** the antioxidants in the essential oils of rosemary help to improve the quality of skin and have a potent anti-aging effect.
5. Rosemary is used in to prevent the growth of H-pylori bacteria. **a**. True **b.** False **c.** No information	**6. Rosemary can be used in** **a**. Cosmetology and Medicine **b.** Cuisine **c.** All of the above

LESSON 9

WALKING IN THE FOREST

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a text and share ideas in small groups to develop reading comprehension tasks.
Individual accountability: Each student will be responsible for group work.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to others.

Grouping: The students will be given a piece of paper and they will find three more partners to form the assigned day of the week to complete students' work group as is shown in worksheet 9 task 1.
Cooperative learning strategy: Cooperative reading role cards

Source: Pilco, M. (2018)

Source: Pilco, M. (2018)

BEFORE READING

- The teacher assigns roles to her students: questioner, wordsmith, illustrator, and summarizer.
- The students predict what the text is about.

DURING READING

- The students play roles according to their teacher's designation: the questioner listens to partners and asks if anyone can ask a teammate's questions or calls the teacher for help. The wordsmith ensures that all unknown words are understood by the team through the use of the dictionary.

AFTER READING

- The group solves the reading comprehension activities and writes a summary of the reading in order to present to the rest of the class. It will be in charge of the illustrator and the summarizer.

WALKING IN THE FOREST

Tuesday

Going through the forest is my favorite part of the walk. My dog Benji loves it too. I'm Grace. I live on a farm with my parents and I take Benji for a walk most days after school. While Benji's playing, I stop to take a photo of a butterfly. I'm thinking about posting it on Facebook, but then I hear Benji barking. He's jumping and running around a boy. The poor boy looks worried. 'Benji, stop! Come here!' I call and throw him his ball. I'm about to say sorry to the boy, but he's gone.

Wednesday

It's cold today, so Benji and I are walking fast. As we go through the forest, it starts raining so I run. Suddenly, I fall and I'm on my back. OUCH! That hurt! Then there's someone there and a voice asks 'Are you all right?' I look up and see the boy from yesterday.

'I'm OK,' I say and the boy helps me up.

'I haven't seen you at school. Do you live near here?' I ask.

'No, I'm from Manchester,' he says. 'Sorry! I have to go. Can you walk? Do you need help?'

'No, I'm fine. Thanks!' I say and the boy walks away.

'I'm Grace,' I call. 'What's your name?' but he's already gone.

At home, Mum's watching the news.

'Hi Grace. Do you know about this boy, Mark?' she asks.

'No, what boy?' I say.

'A boy from Manchester. He's run away from home. Look! This is his dad.'

There's a man on TV sitting with a policeman. He's crying as the policeman asks people to help. Then they show a photo of the missing boy. It's the boy from the forest. He's Mark. Should I say something?

'Poor man,' says Mum. 'I just hope they find his son soon.'

No, I mustn't say anything. If I tell Mum, the police will come and find Mark. What if he's run away for a good reason? I should talk to him first.

Thursday

I can't find Mark, so I shout, 'Mark, where are you?'

No answer.

'Mark,' I shout again, 'I know about you.'

After a moment, he appears. 'What do you know? How do you know my name?'

'Your dad was on TV. The police are looking for you.'

He looks shocked. 'Did you say anything? Have you told them?'

'No,' I say. 'I wanted to talk to you first. What's happened? Why have you run away?'

'I had an argument with my dad: a bad one'

'What about?' I ask.

Mark points to a fallen tree and we sit down.

'My mum died four years ago. It was a very difficult time for me and for Dad. He was sad for a long time, but then he met someone new. Mel's her name.'

'Oh, and don't you like her?' I ask.

'No, not much. She's not a bad person, but we don't really connect. She wants my dad for herself and she isn't interested in me.'

'But, what is about your dad? Have you talked to him?'

'He tells me to try harder with her, but I can't. The night I ran away, he told me that we're all moving to London. Mel's from London, you see. Then he told me that he and Mel want to get married and have a baby. We both got angry and I told him I'm not moving to London. I took my tent and I left in the middle of the night.'

'But what will you do? You can't live here.' I tell him.

'I know, but my grandad and my friends are in Manchester. I don't want to move to London.'

'You might like London,' I say.

'That's what my dad says.'

I feel sorry for Mark, but I think of his dad crying on TV and feel sorry for him too.

'What are you going to do?' I ask.

'I don't know. I need time to think.'

Friday

Mark's waiting for me in the forest. I've got some news.

'The police came to the farm this morning. They're going to search the forest tomorrow.'

Mark looks sad, 'I didn't want this. My dad is crying on TV and the police is looking for me. I don't know what to do.'

'I've got an idea. Why don't you live with your grandad in Manchester? Let your dad and Mel move to London and visit them in the holidays.'

Mark doesn't answer at first, and then he looks at me and smiles.

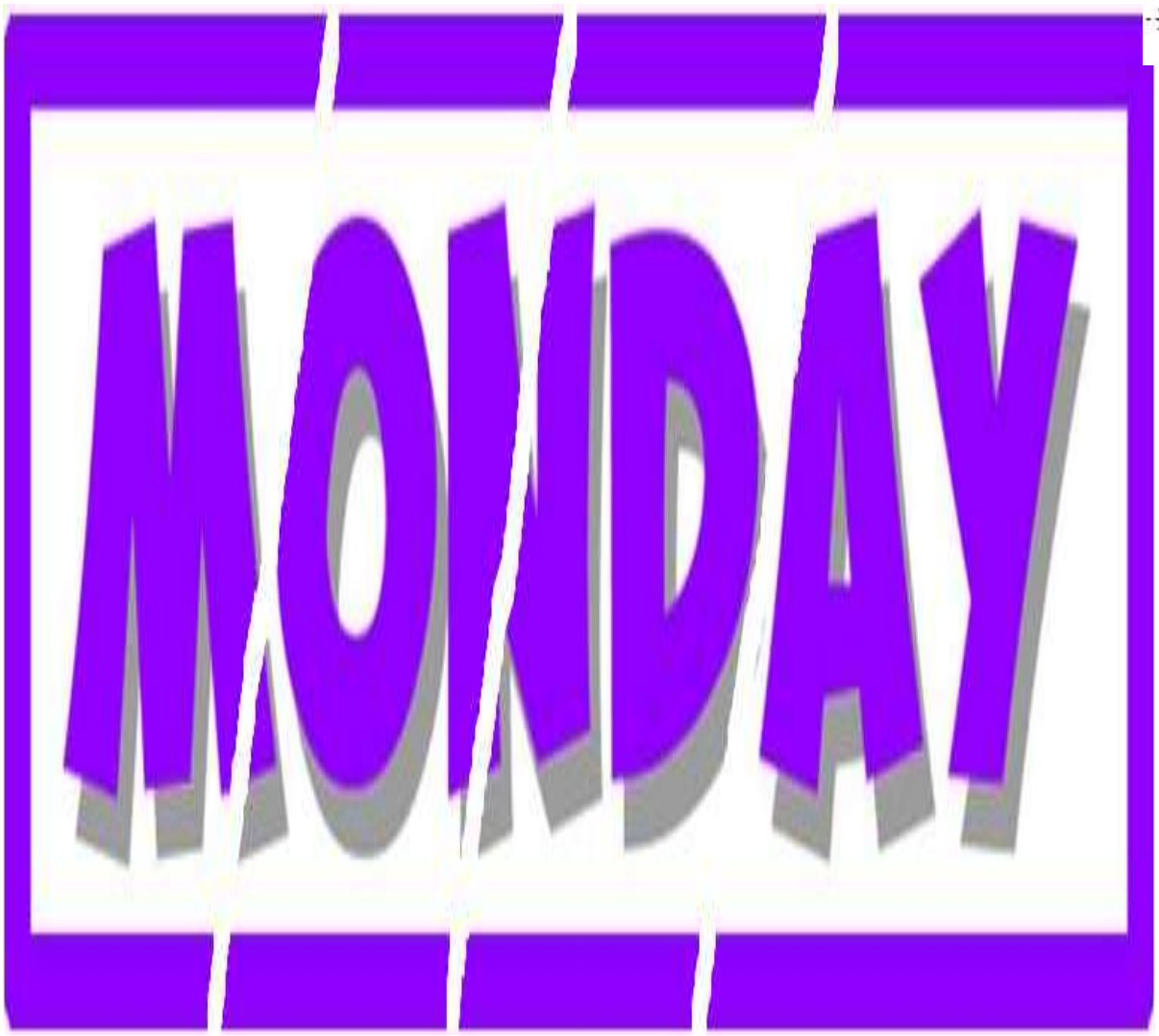
'Can I use your phone?' he asks. 'I need to call my dad.'

Source: https://learnenglishteens.britishcouncil.org/study-break/graded-reading/walk-forest-level-1

HANDOUT ONE LESSON NINE

FOR THE TEACHER

Cut these puzzle and give them to the student in order to form the groups of work.



Source: http://ansotanius.blogspot.com/2017/10/httpsyoutu.html

HANDOUT TWO LESSON NINE

FOR THE TEACHER

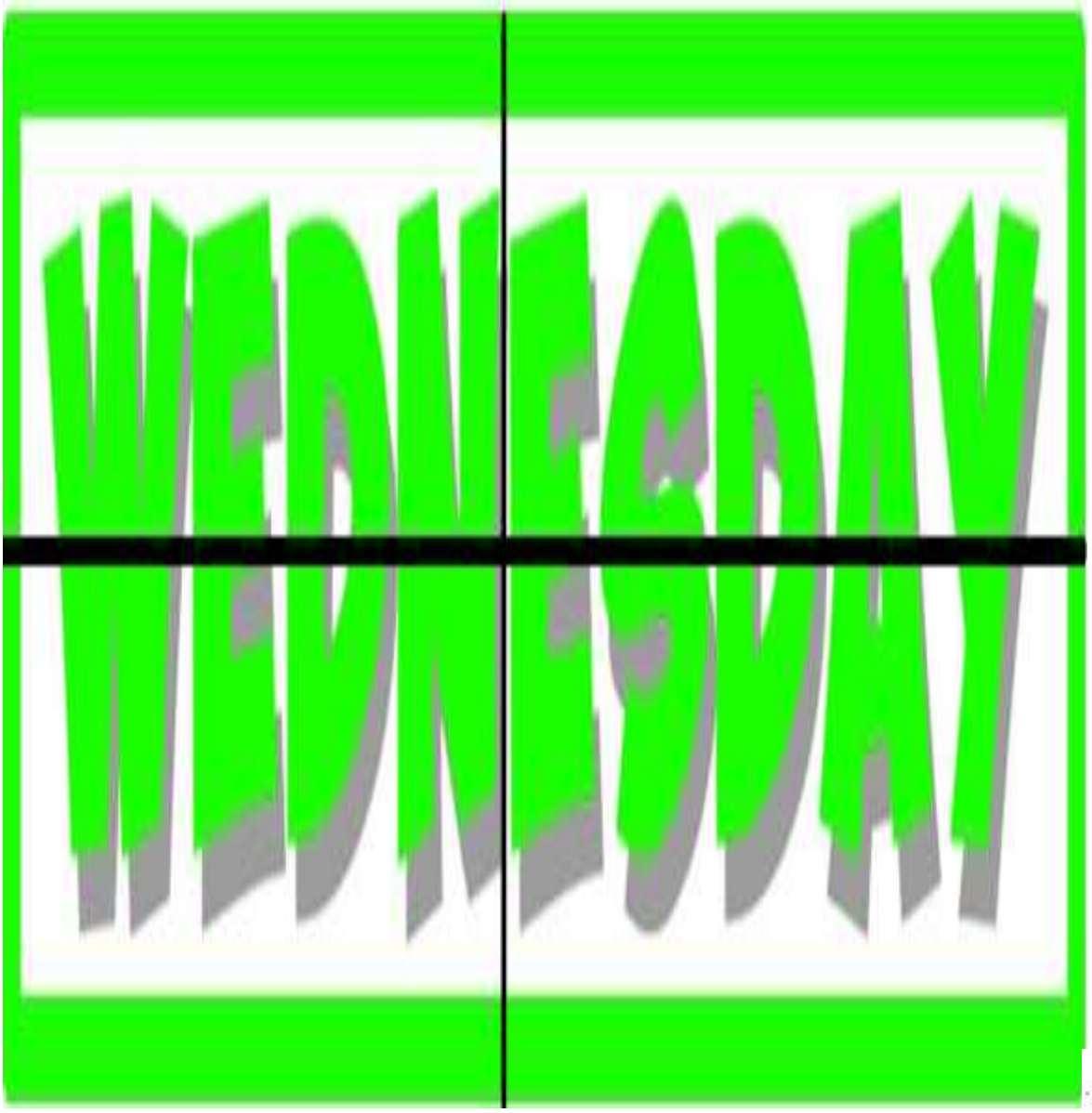
Cut these puzzle and give them to the student in order to form the groups of work.

Source: http://ansotanius.blogspot.com/2017/10/httpsyoutu.html

HANDOUT THREE LESSON NINE

FOR THE TEACHER

Cut these puzzle and give them to the student in order to form the groups of work.



Source: http://ansotanius.blogspot.com/2017/10/httpsyoutu.html

HANDOUT FOUR LESSON NINE

FOR THE TEACHER

Cut these puzzle and give them to the student in order to form the groups of work.

Source: http://ansotanius.blogspot.com/2017/10/httpsyoutu.html

HANDOUT ONE LESSON NINE

FOR THE TEACHER

Cut these puzzle and give them to the student in order to form the groups of work.

Source: http://ansotanius.blogspot.com/2017/10/httpsyoutu.html

FOR STUDENTS' USE

WORKSHEET NINE

Task 1. Talk with your friends and predict what the reading will be about.

Task 2. Read the text and develop the reading comprehension activities.

1. **Circle the best option**

Grace thinks …… uploading the photo on Facebook.

About **in** **on**

Grace has never seen Mark …….. school.

At **about** **on**

Mark's dad is …….. TV with a policeman.

In **on** **about**

Mel isn't interested …….. Mark.

About **in** **at**

Mark runs …… after a story with his dad.

About **away** **on**

Mark went out home ……. the middle of the night.

At **on** **in**

Grace is upset ……. Mark and his dad.

For **at** **in**

On Friday, Mark is waiting …….. Grace in the woods.

For **on** **away**

2. **Complete the sentences. Write an X in the best option**

1. Grace took a photo of ...

☐ Benji

☐ a butterfly.

2. Mark and Grace met for the first time on ...

☐ Tuesday

☐ Wednesday

3. After Grace fell, Mark ...

☐

helped her stand up.

☐ walked home with her.

4. On TV, Mark’s dad looks ...

☐ upset

☐ furious

5. Grace didn’t tell her mother about Mark because she would call ...

☐ the police.

☐ Mark's dad.

6. Mark ran away because he didn’t...

☐ like Mel.

☐ want to live in London.

7. The police would search the forest on ...

☐ Friday.

☐ Saturday.

8. Grace thought Mark should ...

☐ move to London.

☐ stay in Manchester.

3. Answer these questions after sharing ideas in your group.

What do you prefer: walking your dog or chatting with friends: Give your reasons.

……

……

Do you like meeting new people and give your personal information? Why or why not?

……

Task3. Write a summary about the reading.

LESSON 10

Amazing adventures

FOR TEACHERS' USE

OBJECTIVES: SWABT read and understand a text and share ideas in small groups to create a poster.
Individual accountability: Each student will be responsible for group work and the poster design.
Positive interdependence: Each partner will support each other.
Social skills/Face to face interaction: The students will need to deal with communication skills to share ideas and listen to partner's ideas. They will work in collaboration make a poster picture.

Grouping: The students will form groups of four by themselves according to their interests.
Cooperative learning strategy: PMI

Amazing adventurers

Do you ever dream about climbing Mount Everest or visiting Antarctica? If so, you're not alone. Every year, thousands of people try to climb the world's highest mountains or walk across continents. Let's take a look at some of the 21st century's greatest adventurers.

Amazon adventurer

Ed Stafford from the UK is the first person to walk along the Amazon River from the mountains of Peru to the mouth of the river in Brazil. His amazing journey took two years and four months. There are many dangerous animals in the rainforest, like snakes and crocodiles, but Ed was lucky; he was only bitten by ants and mosquitoes. On his trip, Ed had to find fruit and nuts or catch fish each morning. Sometimes food was hard to find and Ed was often tired and hungry

Technology was very important for Ed. He used a radio to ask the people of the rainforest for food and help. Many people came to meet him and guide him through the rainforest. While he walked, Ed wrote a blog to tell the world about climate change and destruction of the rainforest.

A mountain climber

Did you know that more than 4,000 people have climbed Everest? Gerlinde Kaltenbrunner from Austria is one of them. She is one of the world's greatest climbers and has climbed all the world's mountains over 8,000 meters. It's very difficult to climb in cold weather and storms, but Gerlinde loves it. She started climbing as a teenager in the mountains near her home. When she left school she became a nurse but always went climbing in her free time. Now she spends her time climbing and helping a charity for poor children in Nepal.

More than one adventure

Some adventurers are always looking for a new challenge. Meagan McGrath from Canada has climbed mountains, ridden a bike across Canada and run races in the desert. But her most incredible journey was a skiing trip to the South Pole. As she skied, Meagan pulled a sledge with a tent and all her food. She skied through terrible storms and freezing temperatures for forty days till she arrived at the South Pole.

Erik Weihenmayer from the United States has climbed mountains and ridden a bike through deserts. Amazingly, Erik is blind and he wants other blind people to have active lives too. He has taken groups of young blind people climbing in Nepal.

Where next?

Technology is a big help for adventurers but the world is still a dangerous place and it's very important to prepare well. If you dream of being an adventurer, there will always be continents to walk across and mountains to climb!

Source: https://learnenglishteens.britishcouncil.org/study-break/graded-reading/amazing-adventurers-level-1

BEFORE READING

- The students look at the pictures in Worksheet 10 task 1 and 2 and talk with their group.
- Students read the title and predict what the reading text is about.

DURING READING

- The students read individually.
- The teacher asks students to answer the tasks 3 and 4 in worksheet 10.

AFTER READING

- Students fill in the PMI chart to highlight aspects related to what they liked, what they did not like, and the aspects which they are interested on.

Source: Pilco, M. (2018)

FOR STUDENTS' USE

WORKSHEET 10

Task 1. Look at the pictures and talk with your partners about what sport either <u>mountain</u> <u>climbing</u> or <u>walking in the jungle</u> you would like to practice one day. Give reason for your choice.

Source: Virgin experience day (2018)

Source: Remache (2012)

Task 2. Talk to your group and predict what the reading will be about.

Task 3. Read and decide if the following statements are TRUE or FALSE

Ed Stafford walking along the Amazon from Brazil to the mountains of Peru

True ☐ False ☐

Ed's walking along the Amazon took 28 months.

True ☐ False ☐

Ed was bitten by a snake in the jungle.

True ☐ False ☐

Gerlinde Kaltenbrunner developed her escalation for the first time when she was a nurse.

True ☐ False ☐

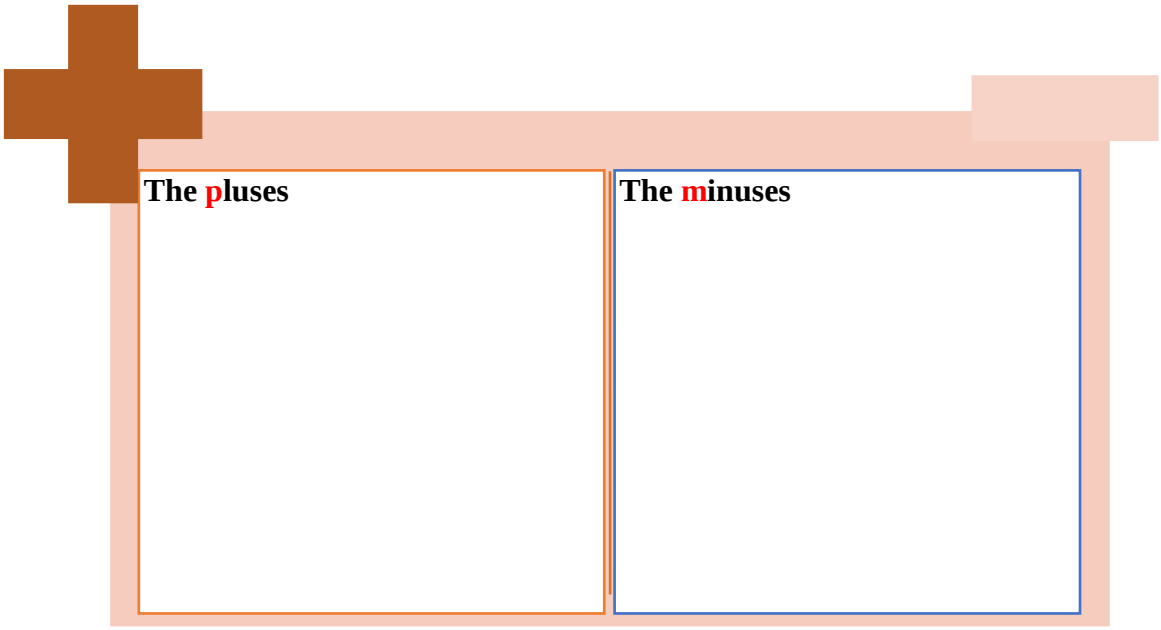
Gerlinde Kaltenbrunner supports a charity for sightless people.

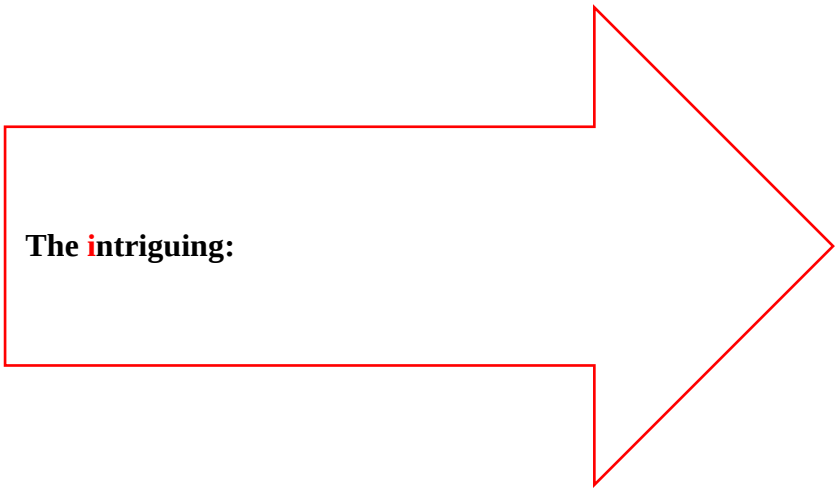
True ☐ False ☐

Meagan McGrath had bad weather on her skiing adventure to the South Pole.

True ☐ False ☐

Task 4. Fill in the PMI the aspects of the reading you liked the most, you did not like at all, and the intriguing details you want to learn about.





Task 5. In your group, draw a picture related to reading passage and give your own opinions.

6.7 Administration of the proposal

The proposal for the present study has been designed and applied by the researcher; the lessons were organized taking into consideration cooperative learning issues for reading comprehension. They were socialized with authorities, the Area Coordination, English teachers and students at Unidad Educativa "Riobamba".

6.8 Evaluation of the proposal

The execution of cooperative learning on reading comprehension proposal must be evaluated because its efficacy will confirm the benefits of applying cooperative learning in English classes. On the other hand, it could recommend changes to improve it. The proposal will be evaluated according to the plan which is detailed in the table below:

Table 51. Evaluation of the proposal

Questions	Explanation
What?	Proposal usefulness
Why?	To check the accomplishment of its objectives
What for?	To apply it in other schools.
What criterion?	Reliability/ practicability
Who evaluates?	The researcher
When?	Before and after
How?	With a survey
What instrument?	A questionnaire

References

Aljadoa, A. (2016). *Using Cooperative Learning to Improve Reading Comprehension Skills for Saudi Intermediate Students.* Retrieved from Fredonia State University of New York: https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/69330/Aljadoa_Ashraq_MastersThesis_Spring2016.pdf?sequence=1&isAllowed=y

Araragi, C. (1983). The effect of the jigsaw learning method on children's academic performance and learning attitude. *Japanese Journal of Educational Psychology*, 102-112.

Ashman, A., & Gillies, R. (1997). Children's cooperative behavior and interactions in trained and untrained work groups in regular classrooms. *Journal of School Psychology*, 261-279.

Bada, S. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education* , 66-70.

Bailey, E. (2017). *Study.com.* Retrieved October 24, 2017, from Reading Comprehension and Making Predictions: https://www.thoughtco.com/reading-comprehension-skills-making-predictions-3111185

Beale, A. M. (2013). What is Skimming. *Learning Solutions for Lifelong Success*, 1-4. https://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/

Bölükbaş, F., KeskİN, F., & Polat, M. (2011). *The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language.* Retrieved from The Turkish Online Journal of Educational Technology: https://files.eric.ed.gov/fulltext/EJ946641.pdf

Boyd, N. (2018). *Study.com.* Retrieved May 24, 2018, from How Observational & Field Research Are Used to Collect Data: https://study.com/academy/lesson/how-observational-field-research-are-used-to-collect-data.html

British Council. (2014). *British Council*. Retrieved February 12, 2018, from https://www.teachingenglish.org.uk/article/intonation

Bromley, M. (2017). SecEd. Retrieved April 18, 2018, from What is Learning: http://www.sec-ed.co.uk/best-practice/the-process-of-learning-and-the-implications-for-pedagogy-part-1/

Brown, C. (2011). *Inc. Startup Guide*. Retrieved February 17, 2018, from How to Conduct Field Research: https://www.inc.com/guides/201101/how-to-conduct-field-research.html

Campbell, T. (2017). *West Virginia Department of Education*. Retrieved October 24, 2017, from Summariing: https://wvde.state.wv.us/strategybank/summarization.html

Catapano, J. (2018). *The Jigsaw teaching method strategy.* Retrieved August 25, 2018, from Teach.Hub: http://www.teachhub.com/jigsaw-method-teaching-strategy

Cherry, K. (2017). *Very Well*. Retrieved October 15, 2017, from What is Applied Research?: https://www.verywell.com/what-is-applied-research-2794820

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education.* New York: Routledge Taylor & Francis Group. Retrieved from https://www.researchgate.net/publication/44824604_Research_Methods_in_Education

Constitución de la República del Ecuador (2008). *Very Well*. Retrieved October 15, 2017, from: https://www.oas.org/juridico/pdfs/mesicic4_ecu_const.pdf

Collins. (2017). *Collins Dictionary.* Retrieved October 15, 2017, from https://www.collinsdictionary.com/es/diccionario/ingles/interdependence

Council of Europe. (2001). *Common European Framework of Reference.* Retrieved October 22, 2017, from https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

DeLecce, T. (2018). *What is Critical Thinking: Definition, Skills and Meaning.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/what-is-critical-thinking-definition-skills-meaning.html

Deptula, M. (2013). *Scientific Learning.* Retrieved October 10, 2017, from Teaching Inference as a Reading Strategy: The What, the How, and the Why: http://www.scilearn.com/blog/teaching-inference-as-a-reading-strategy

Duran, M. (2017). The Effects od Collaborative Learning on Senior Students At Borja High School. Cuenca: Universidad de Cuenca. Retrieved from http://dspace.ucuenca.edu.ec/handle/123456789/28136

Eash, T. (2018). *Making predictions while reading.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/making-predictions-while-reading-lesson-for-kids.html

Elder, J. (2008). *Exercise your College Reading Skills.* New York: McGraw-Hill.

Felder, R., & Brent, R. (2013). Cooperative Learning. Cary: Education Designs, Inc. Retrieved from http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf

Firestone, M. (2003). *Study.com*. Retrieved October 24, 2017, from Supporting Details: http://study.com/academy/lesson/supporting-details-definition-examples-lesson.html

Flakes, S. (2018). *Cooperative learning strategies to support reading comprehension.* Retrieved from Multi-briefs: Exclusive: http://exclusive.multibriefs.com/content/cooperative-learning-strategies-to-support-reading-comprehension/education

Forslund, K., & Hammar, E. (2011). *Group work management in the classroom.* Retrieved from Linköping University Post Print: https://www.diva-portal.org/smash/get/diva2:560742/FULLTEXT01.pdf

Freedman, L. (2017). *University of Toronto*. Retrieved October 24, 2017, from http://advice.writing.utoronto.ca/researching/summarize/

Freitas, J., Bufrem, L., & Breda, S. (2016). *Methodological choices for research in Information Science: Contributions to domain Analysis.* Retrieved May 24, 2018, from Scielo: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0103-37862016000100005

Gardner, H. (2003). *Multiple Intelligences after Twenty Years.* American Educational Research Association, 1-15 Retrieved from http://ocw.metu.edu.tr/pluginfile.php/9274/mod_resource/content/1/Gardner_multiple_intelligent.pdf

Garfield, J. (1993). Teaching Statistics Using Small-Group Cooperative Learning. *Journal of Statistics Education* , 1-4. Retrieved from https://www.tandfonline.com/doi/full/10.1080/10691898.1993.11910455

Grant, M. (2018). *Higher Level Questions for Reading.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/higher-level-questions-for-reading.html

Gutierrez, T. (2009). *Researching Cooperative Learning.* Japan: Temple University Japan.

Hadyan, R. (2013). Implementation of the Cooperative Learning Method in Teaching Reading Comprehension. Indonesia: Journal of English and Education. Retrieved from http://ejournal.upi.edu/index.php/L-E/article/view/584

Harmer, J. (2007). *The Practice of English Language Teaching.* New York: Pearson Longman. Retrieved from https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_-_Jeremy_Harmer

Henetz, T. (2013, May 15). Stanford Teaching commons. Retrieved April 20, 2018, from Teaching techniques: https://teachingcommons.stanford.edu/teaching-talk/learning-techniques-research-reveals-dos-and-don%E2%80%99ts

Instituto Nacional Ecuatoriano de Estadística y Censos. (2012, November 28). Noticias. Retrieved from 3 de cada 10 ecuatorianos no destinan tiempo a la lectura: http://www.ecuadorencifras.gob.ec/3-de-cada-10-ecuatorianos-no-destinan-tiempo-a-la-lectura/

INEVAL. (2017). Instituto Nacional de Evaluación Educativa. Retrieved October 7, 2017, from http://www.evaluacion.gob.ec/

Jacobs, G., & Hall, S. (2002). Implementing Cooperative Learning. In J. Richards, & W. Renardya, *Methodology in Language Teaching* (pp. 52-59). Cambridge: Cambridge University Press.

Janovsky, A. (2018). *How to Compare and Contrast Ideas in a Reading Selection.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/how-to-compare-contrast-ideas-in-a-reading-selection.html

Johnson, D., Johnson, R., & Stanne, M. (2000). Cooperative Learning Methods: A Meta-Analysis. Mineapolis: University of Minesota.Retrieved from https://www.researchgate.net/profile/David_Johnson50/publication/220040324_Cooperative_learning_methods_A_meta-analysis/links/00b4952b39d258145c000000/Cooperative-learning-methods-A-meta-analysis.pdf

Kagan, S. (1989). *The ctructural approach to Cooperative Learning.* Retrieved from Educational Leadership: http://ozgol.mytehran.ir/portals/0102/documents/the%20structural%20approach%20to%20cooprative%20learning.pdf

Kagan, S. (2017). *Numbered Heads Together.* Retrieved from Kagan Publishing: https://www.kaganonline.com/catalog/ENH/NumberedHeadsTogether_Users_Manual.pdf

Kamalova, L., & Koletvinova, N. (2016). *The Problem of Reading and Reading Culture Improvement of Students Bachelors of Elementary Education in Modern High Institution.* Retrieved from International Journal of Environmental & Science Education,: https://www.google.com.ec/search?q=reading+problems+around+the+world&oq=reading+problems+around+the+world&aqs=chrome..69i57.7736j0j7&sourceid=chrome&ie=UTF-8

King, A. (1990). Enhancing Peer Interaction and Learning in the Classroom Through Reciprocal Questioning. *American Educational Research Journal*, 664-687. Retrieved from https://journals.sagepub.com/doi/abs/10.3102/00028312027004664?journalCode=aera

Kispal, A. (2008). *Effective Teaching of Inference Skills for Reading.* National Foundation for Educational Research. https://www.nfer.ac.uk/publications/EDR01/EDR01.pdf

Kowalczyk, D. (2003). *Study.com*. Retrieved February 2, 2018, from Quasi-Experimental Designs: Definition, Characteristics, Types & Examples: https://study.com/academy/lesson/quasi-experimental-designs-definition-characteristics-types-examples.html

Lenz, K. (2018). *University of Kansas.* Retrieved May 4, 2018, from Reading Comprehension: http://www.specialconnections.ku.edu/?q=instruction/reading_comprehension

Linde, S. (2018). *Teaching Reading: before, during, and after, Technique.* Retrieved August 25, 2018, from Study.com: https://study.com/academy/lesson/teaching-reading-before-during-after-technique.html

Marzano, A., Vegliante, R., & De Angelis, M. (2015). Quali-Quantitative Approach In Educational Research. Madrid: University of Salermo. Retrieved from https://www.researchgate.net/publication/280521706_QUALI-QUANTITATIVE_APPROACH_IN_EDUCATIONAL_RESEARCH

Marzbana, A., & Alinejadb, F. (2014). The Effect of Cooperative Learning on Reading Comprehension. Iran: ScienceDirect. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042814008519

Maxwell, M. (2008, July 22). *Cooperative learning concepts.* Retrieved October 15, 2017, from Red River College: 6. http://air.rrc.ca/Classroom%20Support/learning%20activities%20-%20cooperative%20learning.htm

McLeod, S. (2015). Simply Psychology. Retrieved April 19, 2018, from Skinner - Operant Conditioning: https://www.simplypsychology.org/operant-conditioning.html

McNamara, D. (2007). Reading Comprehension Strategies. New York: Lawrence Erlbaum Associates.

Meng, J. (2010). *Jigsaw Cooperative Learning in English Reading.* Retrieved from Journal of Language Teaching and Research: http://www.academypublication.com/issues/past/jltr/vol01/04/29.pdf

Millis, B. (2002). Idea Paper #38. Retrieved October 11, 2017, from Enhancing Learning and More! Through Cooperative Learning: http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA_Paper_38.pdf

Ministerio de Educación de Ecuador. (2017). Retrieved September 24, 2017, from Fortalecimiento del Ingles: https://educacion.gob.ec/fortalecimiento-del-ingles-prin/

Mohammad, Y., & Nishida, T. (2017). *Modelling Interaction Dynamics During Face to Face Interactions.* Kyoto: Kyoto University. Retrieved from https://www.researchgate.net/publication/225224876_Modelling_Interaction_Dynamics_during_Face-to-Face_Interactions

Naglieri, J., & Pickering, E. (2010). *Helping Children Learn: Intervention Handouts for use in School and Home.* Retrieved September 2, 2018, from https://www.excelacademy.education/static/media/uploads/summarization_strategy_for_reading_comprehension.pdf

Newman, I., & Benz, C. (1998). *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum.* Retrieved September 2, 2018, from https://books.google.com.ec/books?hl=es&lr=&id=xumf1ABFz8cC&oi=fnd&pg=PR9&dq=qualitative+and+quantitative+research&ots=NF0vz-HPWF&sig=zdIqWH0HIQCDh2vz_C2fI2lVSZM#v=onepage&q=qualitative%20and%20quantitative%20research&f=false

Northquist, R. (2017). *ThoughtCo.* Retrieved October 30, 2017, from Borrowing: https://www.thoughtco.com/what-is-borrowing-language-1689176

Olsen, P. (2018). *Cooperative learning*. Retrieved August 25, 2018, from Study. com: https://study.com/academy/lesson/what-is-cooperative-learning-in-the-classroom-strategies-benefits-definition.html

Pan, C.-Y. (2014). *Effects of Reciprocal Peer-Questioning Instruction on Efl College Students' English Reading Comprehension.* Retrieved August 25, 2018, from Research Gate: https://www.researchgate.net/publication/271217237/download

Pan, C.-Y., & Wu, H.-Y. (2013). The Cooperative Learning Effects on English Reading Comprehension. Canadian Center of Science and Education. Retrieved from http://www.ccsenet.org/journal/index.php/elt/article/view/26234

Pardo. (2004). *Profesional Develpment Service for Teachers.* Retrieved October 24, 2017, from http://www.pdst.ie/sites/default/files/Guiding%20Comprehension%20-%20Teaching%20for%20Meaning.pdf

Pennington, M. (2007). *Teaching Fact and Opinion.* Retrieved October 28, 2017, from Pennington Publishing Bolg: http://blog.penningtonpublishing.com/reading/teaching-fact-and-opinion-when-what-and-how/

Perles, K. (2018). *Bright Hub Education*. Retrieved October 24, 2017, from http://www.brighthubeducation.com/lesson-plans-grades-3-5/43463-teaching-cause-and-effect/

Perles, K. (2012). Lesson Plans on Reading Strategies: Drawing Conclusions. *Bright Hub Education*, pp. 1-2. Retrieved from https://www.brighthubeducation.com/lesson-plans-grades-3-5/58033-drawing-conclusions-from-reading/

Plag, I. (2002). *Word Formation in English.* Cambridge: Cambridge University Press.Retrieved from http://catdir.loc.gov/catdir/samples/cam041/2003048479.pdf

Rahaman, A. (2014). *Reading comprehension through group work activities in an EFL classroom: An action research report.* Retrieved from Working Papers on Culture, Education, and Human Development: https://www.infanciacontemporanea.com/wp-content/uploads/2018/06/v10n2eng.pdf

Roberts, G. (2005). Cooperation through interdependence. *Anaimal Behaviour*, 901-908. Retrieved from http://psycnet.apa.org/record/2005-13903-020

Roell, K. (2017). *Thought.Co*. Retrieved October 24, 2017, from How to Find the Main Idea : https://www.thoughtco.com/how-to-find-the-main-idea-3212047

Roell, K. (2018). *How to find the main idea.* Retrieved September 2, 2018, from Thought.com: https://www.thoughtco.com/how-to-find-the-main-idea-3212047

Schellekens, P. (2011). *Teaching and Testing the Language Skills of First and Second Language Speakers.* Retrieved from Cambridge ESOL: https://www.cambridgeenglish.org/images/139585-teaching-and-testing-the-language-skills-of-first-and-second-language-speakers-philida-schellekens-2011.pdf

Sandhu, R. (2018). *What is Reading - Definition and Process.* Retrieved May 24, 2018, from Study.com: https://study.com/academy/lesson/what-is-reading-definition-process.html

Sanfeliciano, A. (2018, February 22). *La Mente es Maravillosa.* Retrieved April 19, 2018, from Pavlov y el Condicionamiento Clásico: https://lamenteesmaravillosa.com/pavlov-condicionamiento-clasico/

Science Education Resource Center. (2018). *Starting Point*. Retrieved August 25, 2018, from What is cooperative learning: https://serc.carleton.edu/introgeo/cooperative/whatis.html

Shaaban, K. (2013). An Initial Study of the Effects of Cooperative Learning on Reading Comprehension, Vocabulary Acquisition, and Motivation to Read. London: Routledge.

Simon, C. (2017). *Using the Think-Pair-Share Technique*. Retrieved October 15, 2017, from Strategy guide: http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html

Slish, D. (2005). *Assessment of the use of the Jigsaw Method and Active Learning in Non-majors, Introductory Biology.* Ney York: Millikin University. Retrieved from https://eric.ed.gov/?id=EJ876525

Stevens, R., Savin, R., & Famish, A. (1991). The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification . Maryland: Journal of Educational Psychology.

Surber, K. (2018). *How to practice making inferences.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/what-is-inference-how-to-infer-intended-meaning.html

Tarvin, L. D. (2015). *Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional Competence.* Retrieved from Research Gate: https://www.researchgate.net/publication/283711223_Communicative_Competence_Its_Definition_Connection_to_Teaching_and_Relationship_with_Interactional_Competence

Tatum, R. (2018). *How to practice making inferences.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/ descriptive-research-design-definition-example-types.html

Thanh, L. N. (2004). Improving Students' Rates of Reading Comprehension. 1-6. Retrieved from http://www.nzdl.org/gsdl/collect/literatu/index/assoc/HASHc4e8.dir/doc.pdf

TOEIC. (2016). *Report on Test Takers Worldwide.* Retrieved October 07, 2017, from https://www.ets.org/s/toeic/pdf/ww_data_report_unlweb.pdf

Torres, R. (2018). *Los Resultados Malos de las Pruebas Ser Bachiller 2013-2017 en Ecuador*. Retrieved from La Línea de Fuego: https://lalineadefuego.info/2018/09/06/los-malos-resultados-de-las-pruebas-ser-bachiller-2013-2017-en-ecuador-por-rosa-maria-torres/

Troolin, A. (2018). *Determining Fact vs Opinion in a Text.* Retrieved Sseptember 2, 2018, from Study.com: https://study.com/academy/lesson/determining-facts-vs-opinion-in-a-text.html

Ullah, M., & Sayeda, F. (2013). *Why Some Students Are Less Motivated in Reading Classes at Tertiary Level in Bangladesh.* Retrieved from Canadian Center of Science and Education : https://files.eric.ed.gov/fulltext/EJ1076998.pdf

Umam, K., Suswandari, S., Rohim, S., & Asiah, N. (2017). *The Effect of Think-Pair-Share Cooperative Learning Model Assisted With ICT on Mathematical Problem Solving Ability among Junior High School Students.* Retrieved August 25, 2018, from Research gate: https://www.researchgate.net/publication/324676761/download

University of Sydney. (2018). *The University of Sydney School of Education and Social Work.* Retrieved March 10, 2018, from Constructivism: https://sydney.edu.au/education_social_work/learning_teaching/ict/theory/constructivism.shtml

Vervoorn, J., & Haren, R. (2002). *Strategies for teaching reading in the middle years.* Retrieved from Australian Literacy Educators' association: http://www.myread.org/organisation.htm#coop

Wilson, K. (2003). *Study.com.* Retrieved October 25, 2017, from Drawing Conclusions: http://study.com/academy/lesson/drawing-conclusions-from-a-reading-selection.html

Wimmer, J. (2018). *Literal Language.* Retrieved September 2, 2018, from Study.com: https://study.com/academy/lesson/literal-language-definition-examples.html

You, Y. (2011). *Factors in Vocabulary Acquisition.* Retrieved September 2, 2018, from http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=4CED2457C0343D9895991A1CEFA143A7?doi=10.1.1.827.8479&rep=rep1&type=pdf

ANNEXES

UNIVERSIDAD TÉCNICA DE AMBATO

TEACHERS' SURVEY

The effects of cooperative learning on reading comprehension

Dear teachers, this survey is confidential. Please answer the following questions according to your own criterion. Write an X in the corresponding box.

Objective: To diagnose the level of students in reading comprehension focused on cooperative learning effects.

Questionnaire

1. **What cooperative learning activities do influence on reading comprehension?**

	YES	**NO**
Face to face dialogue		
Altruism actions		
Pair work collaboration		
Group work communication		

2. **What effects does cooperative learning produce on reading comprehension?**

	YES	**NO**
Positive		
Negative		
None		

	YES	**NO**
3. Is there cooperative learning in your classroom?		
4. Do you consider that working in groups has positive effects on reading comprehension?		
5. Do you work with groups in your classroom?		

6. What kind of grouping forms do you have in your classroom?	Formal		Informal	
	YES	**NO**	**YES**	**NO**
7. Do you think that cooperative learning helps to develop students' interpersonal skills?	**YES**		**NO**	
8. Do you consider that reading comprehension can be improved through cooperative learning activities?				

9. Which of the following cooperative learning techniques do you use in your classes?

COOPERATIVE LEARNING TECHNIQUES	**YES**	**NO**
Jigsaw		
Reciprocal questioning		
Think-pair-share		
Decision making		
Communication		
Conflict management		

10. What of the following strategies do your students manage in class?

STRATEGY	**YES**	**NO**
Main idea		
Details		
Summarizing		
Cause and effect		
Sequence		
Making predictions		
Drawing conclusions		
Making inferences		
Compare and contrast		
Fact or opinion		
Author's purpose		

	Always	Sometimes	Never
11. How often do you develop activities before reading?			
12. How often do you develop activities during reading?			
13. How often do you develop activities after reading?			
14. How often do you direct attention to vocabulary in reading activities?			
15. How often do you direct attention to critical thinking in reading activities?			

THANK YOU!

UNIVERSIDAD TÉCNICA DE AMBATO

ENCUESTA DIRIGIDA A ESTUDIANTES

Los efectos del aprendizaje cooperativo en la comprensión lectora

Queridos estudiantes, esta encuesta es confidencial. Por favor, conteste a las siguientes preguntas que están relacionadas con la labor del docente de Idioma Ingles.

Objetivo: Diagnosticar el nivel de los estudiantes en la comprensión lectora enfocado en los efectos del aprendizaje cooperativo.

CUESTIONARIO

1. **¿Qué actividades de aprendizaje cooperativo influyen en la comprensión lectora?**

	SI	**NO**
Diálogo frente a frente con los compañeros		
Acciones altruistas con los miembros del grupo		
Colaboración en parejas		
Comunicación dentro del grupo		

2. **¿Qué efectos produce el aprendizaje cooperativo en la comprensión lectora?**

	SI	**NO**
Positivo		
Negativo		
Ninguno		

3. ¿Existe aprendizaje cooperativo en su clase?	**SI**		**NO**	
4.¿Considera usted que el trabajo grupal tiene efectos positivos en la comprensión lectora?				
5. ¿El profesor desarrolla tareas en grupo en la clase?				
6. ¿Qué tipo de agrupación de estudiantes realiza el profesor en la clase?	Formal		Informal	
	SI	**NO**	**SI**	**NO**
7. ¿Cree usted que el aprendizaje cooperativo ayuda a desarrollar las destrezas interpersonales de los estudiantes?	**SI**		**NO**	
8. ¿Considera usted que la comprensión lectora puede perfeccionarse a través de actividades de aprendizaje cooperativo?	**SI**		**NO**	

9. ¿Cuál de las siguientes estrategias de aprendizaje cooperativo utiliza en clase?

TÉCNICAS DE APRENDIZAJE COOPERATIVO	**SI**	**NO**
Jigsaw		
Cuestionamiento Recíproco		
Think-pair-share		
Toma de decisiones		
Manejo de Conflictos		

10. ¿Cuáles de las siguientes estrategias de lectura comprensiva maneja usted en clase?

ESTRATEGIA	**SI**	**NO**
Idea principal		
Detalles de soporte		
Resumen		
Causa y efecto		
Secuencia		
Predecir		
Concluir		
Hacer inferencias		
Comparar y contrastar		
Diferenciar entre hecho u opinión		
Diferenciar el propósito del autor		

	SIEMPRE	A VECES	NUNCA
11. ¿Con qué frecuencia, su profesor, desarrolla actividades antes de leer?			
12. ¿Con qué frecuencia, su profesor, desarrolla actividades durante la lectura?			
13. ¿Con qué frecuencia, su profesor, desarrolla actividades después de leer?			
14. ¿Con qué frecuencia, el profesor, enfatiza en el vocabulario durante una lectura?			
15. ¿Con qué frecuencia, su profesor, dirige la atención al pensamiento crítico de los estudiantes en las actividades de lectura?			

GRACIAS!

PRE – TEST

PET EXAM – READING CO MPREHENSION

WORK IN PAIRS. TALK TO EACH OTHER AND CHOOSE THE BEST ANSWER.

1

- Anyone can visit the private rooms from 10am to 2pm.
- You can get your membership cards from the private rooms between 10am and 2pm.
- Only members can visit the private rooms from 10am to 2pm.

Source: Cambridge (2014)

2

Students who do not sign up before Friday lunchtime...

- will not be able to do afternoon activities next week.
- will have to work in the afternoons next week.
- won't be able to choose their afternoon activities next week.

Source: Cambridge (2014)

3

- The trip to London will take place on a different day.
- Miriam will not be able to visit London at the weekend.
- The group leader cannot go on the trip of Saturday.

Source: Cambridge (2014)

PART TWO
WORK IN GROUPS OF FOUR. TALK TO EACH OTHER AND DECIDE THE BEST ANSWER.

The people all want to attend a course. Read the descriptions of eight courses. Decide which course would be the most suitable for each person. For Questions 1-5, select the best course.

A - Form and Color
This is year-long course is perfect for people who want to learn about how to use a camera and who want to take it up as a profession. Students will learn how to use light and shade, colour and different shapes. The course will also teach students to change their work using computer technology. Tips will be given on how best to get started in the profession.

B - Practice makes Perfect
Learn about how to use computer software to make your work life easier. This course is designed for people who use computers regularly as part of their career, but who feel they are unable to make the most of the technology. Learn about new software for storing documents and photographs and keeping records. This evening class runs for ten weeks from September to December.

C - Armchair Explorer
This is a series of daytime lectures by people who have lived and worked in wild places. Each of the six talks will focus on a different continent. Lecturers will show photographs of the animals and plants, and explain why they are only found in one area. Lecturers will include Leo Holland, a scientist from the Antarctic project, and Milly Oliphant, who researches birds in the Amazon rainforest. Tea and Biscuits provided.

D - Art Starter
Are you interested in a career in art? If so, this full-time, eight-week course will be perfect for you. Learn about different methods used by artists, including painting, drawing, photography and computer design. Artists will create work for an exhibition which will be displayed in the Town Hall for one month in September. Top businessmen and women from the design industry will be invited to attend the exhibition, so this could be a great start to your career!

E - Wild Design
Whether you want a career in art, or you just want to enjoy your hobby, this holiday course is for you. Wild Design is a two-week summer course situated on the wild coast of South Wales. We teach all kinds of art, including photography and painting, and the wild sea, beautiful flowers and great wildlife will definitely give you lots of creative ideas. Even if you already have a good understanding of art, you are sure to learn something new from our team of professional tutors.

F - Explore your Imagination
Do you want to show your friends a photograph of you beside the Egyptian pyramids or in the jungles of Borneo? Well now you can tell your friends that you have travelled the world without actually leaving the country! Join this evening class and learn how to use the latest technology and software to change photographs to a professional standard. You will also learn how to make your own computer designs using the computer programs used by professionals.

G - Technology for You
Do you feel as if everyone is using a computer except you? Join in this five-day course and learn the basics. You'll learn how to store your personal files, send emails and use simple programs to write and print letters. In the afternoons you will have the choice of either learning how to make Birthday Cards and other designs on a computer, or you can join our 'Basic computers for Work' class.

H - Wildlife Photographer
Travel to a different wild place every week and learn how to take photographs of animals, plants and scenery. Our expert teachers will advise you how to take the best pictures. This course will run for six weeks on Saturdays. Students should already have a good understanding of photography and their own equipment. The class is suitable for everyone, as there is very little walking involved.

Question 1

Harriet is 71, and is interested in painting and drawing. She would like to go somewhere in the summer where she can learn new tips and paint attractive scenery.

Source: Cambridge (2014)

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Question 2

Belinda works for a large Art Company and she feels she needs to improve her computer skills. She already has a basic understanding of some common computer programs, but she wants to learn how to organize her work and store information.

Source: Cambridge, 2014)

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Question 3

Jenny is interested in a career in design, and wants to learn how to create art and change photographs using special computer programs. She wants a course that will fit into her normal school day.

Source: Cambridge (2014)

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Question 4

George is unable to travel because he has difficulty walking, but he wants to learn more about the wildlife and scenery in different parts of the world.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Source: Cambridge (2014)

Question 5

Chris wants a change in career, so he's looking for a full-time course in which he can learn everything there is to know about photography and how to use computers to change and sell his work.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photograph

Source: Cambridge (2014)

English, C. (2014). Cambridge English: Preliminary (PET) for Schools. Retrieved May 11, 2018, from PET: https://www.examenglish.com/PET/PET_for_schools.html

PRE – TEST ANSWERS

PET EXAM – READING COMPREHENSION

WORK IN PAIRS. TALK TO EACH OTHER AND CHOOSE THE BEST ANSWER.

1

- Anyone can visit the private rooms from 10am to 2pm.
- You can get your membership cards from the Private Rooms between 10am and 2pm.
- Only members can visit the private rooms from 10am to 2pm.

Source: Cambridge (2014)

2

Students who do not sign up before Friday lunchtime...

- will not be able to do afternoon activities next week.
- will have to work in the afternoons next week.
- won't be able to choose their afternoon activities next week.

Source: Cambridge (2014)

3

- The trip to London will take place on a different day.
- Miriam will not be able to visit London at the weekend.
- The group leader cannot go on the trip of Saturday.

Source: Cambridge (2014)

PART TWO

WORK IN GROUPS OF FOUR. TALK TO EACH OTHER AND DECIDE THE BEST ANSWER.

The people all want to attend a course. Read the descriptions of eight courses. Decide which course would be the most suitable for each person. For Questions 1-5, select the best course.

A - Form and Color

This is year-long course is perfect for people who want to learn about how to use a camera and who want to take it up as a profession. Students will learn how to use light and shade, color and different shapes. The course will also teach students to change their work using computer technology. Tips will be given on how best to get started in the profession.

B - Practice makes Perfect

Learn about how to use computer software to make your work life easier. This course is designed for people who use computers regularly as part of their career, but who feel they are unable to make the most of the technology. Learn about new software for storing documents and photographs and keeping records. This evening class runs for ten weeks from September to December.

C - Armchair Explorer

This is a series of daytime lectures by people who have lived and worked in wild places. Each of the six talks will focus on a different continent. Lecturers will show photographs of the animals and plants, and explain why they are only found in one area. Lecturers will include Leo Holland, a scientist from the Antarctic project, and Milly Oliphant, who researches birds in the Amazon rainforest. Tea and Biscuits provided.

D - Art Starter

Are you interested in a career in art? If so, this full-time, eight-week course will be perfect for you. Learn about different methods used by artists, including painting, drawing, photography and computer design. Artists will create work for an exhibition which will be displayed in the Town Hall for one month in September. Top businessmen and women from the design industry will be invited to attend the exhibition, so this could be a great start to your career!

E - Wild Design

Whether you want a career in art, or you just want to enjoy your hobby, this holiday course is for you. Wild Design is a two-week summer course situated on the wild coast of South Wales. We teach all kinds of art, including photography and painting, and the wild sea, beautiful flowers and great wildlife will definitely give you lots of creative ideas. Even if you already have a good understanding of art, you are sure to learn something new from our team of professional tutors.

F - Explore your Imagination

Do you want to show your friends a photograph of you beside the Egyptian pyramids or in the jungles of Borneo? Well now you can tell your friends that you have travelled the world without actually leaving the country! Join this evening class and learn how to use the latest technology and software to change photographs to a professional standard. You will also learn how to make your own computer designs using the computer programs used by professionals.

G - Technology for You

Do you feel as if everyone is using a computer except you? Join in this five-day course and learn the basics. You'll learn how to store your personal files, send emails and use simple programs to write and print letters. In the afternoons you will have the choice of either learning how to make Birthday Cards and other designs on a computer, or you can join our 'Basic computers for Work' class.

H - Wildlife Photographer

Travel to a different wild place every week and learn how to take photographs of animals, plants and scenery. Our expert teachers will advise you how to take the best pictures. This course will run for six weeks on Saturdays. Students should already have a good understanding of photography and their own equipment. The class is suitable for everyone, as there is very little walking involved.

Question 1

Harriet is 71, and is interested in painting and drawing. She would like to go somewhere in the summer where she can learn new tips and paint attractive scenery.

Source: Cambridge (2014)

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Question 2

Belinda works for a large Art Company and she feels she needs to improve her computer skills. She already has a basic understanding of some common computer programs, but she wants to learn how to organize her work and store information.

Source: Cambridge, 2014)

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Question 3

Jenny is interested in a career in design, and wants to learn how to create art and change photographs using special computer programs. She wants a course that will fit into her normal school day.

Source: Cambridge (2014)

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Question 4

George is unable to travel because he has difficulty walking, but he wants to learn more about the wildlife and scenery in different parts of the world.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photographer

Source: Cambridge (2014)

Question 5

Chris wants a change in career, so he's looking for a full-time course in which he can learn everything there is to know about photography and how to use computers to change and sell his work.

- A - Form and Color
- B - Practice makes Perfect
- C - Armchair Explorer
- D - Art Starter
- E - Wild Design
- F - Explore your Imagination
- G - Technology for You
- H - Wildlife Photograph

Source: Cambridge (2014)

Source: ttps://www.examenglish.com/PET/reading1.htm

POST – TEST

PET EXAM – READING COMPREHENSION

WORK IN PAIRS. READ THE SHORT MESSAGE, TALK TO YOUR PARTNER AND CHOOSE THE BEST ANSWER.

Question 1

Dear Lucy,
I need a calculator for my homework. I can't find mine so I took yours from your bag. Hope you don't mind! I'll give it back to you tomorrow.
Love, Tina.
Tina wrote to Lucy to ...

- remind her to take her calculator to school tomorrow.
- say that she has borrowed Lucy's calculator.
- ask if she could borrow her calculator tomorrow.

Question 2

Thanks for the information about the health and safety course. Any other time, I'd go. Time off school! But it's my art class that day. I don't want to miss it!
Jess writes to her friend to ...

- refuse an invitation to go on a health and safety course.
- suggest going on a health and safety course.
- accept an invitation to go on a health and safety course next week.
- won't be able to choose their afternoon activities next week.

QUESTION 3

Tennis Club

Beginners classes will now take place on Fridays instead of Mondays, at the same time of 5pm-6pm.
Advanced classes will take place on Fridays from 6pm as usual.
The message describes a change in ...

- the time and day of the beginner's tennis class
- the day of the beginner's tennis class
- the day of both the beginner's and the advanced tennis classes

WORK IN GROUPS OF FOUR. TALK TO EACH OTHER AND DECIDE THE BEST ANSWER.

Fourteen-year-old Neil Atkins talks about working on a house-building project in the United States.

I got involved in the house-building project through my Uncle Brian. We went to stay with him in the United States for six weeks during the summer holiday. He was helping out on the project and asked me to come along. At first I wasn't interested. I was enjoying watching lots of new channels on TV! But after a while I got bored and went along to see what he was doing. I realized that what he was doing was really great!

He was helping out for an organization that builds houses for people who can't usually afford them. Instead, the organization buys all the wood and bricks and things you need to build a house. It lends the family the tools and hires some guys who know what they're doing. They also get people like my uncle, who aren't builders but who just want to help out in the community, to do the more simple building jobs. The family eventually pays all the money back to the organization, but they can do this over many years, and it's much cheaper than buying a new house.

I helped out with moving dirt and preparing tea. It was a bit disappointing that I wasn't allowed to use the tools and do jobs like cutting wood and nailing things together. I understand why they do it, but do design and technology at school so I know I could do it right. Some people had no idea how to use a hammer correctly! But if I go back next year, I'll be able to do it, because I'll be fifteen then.

Question 1

Why was Neil's uncle involved in the building project?

- He lent the family his tools.
- He is a qualified builder.
- He enjoys helping out other people.
- He wants to build his own house.

Question 2

Which of the following is true about the building project?

- The organization provides free homes for poor people.
- The project was filmed and shown on television.
- No experienced builders were needed to build the house.
- The future owners helped to build the house.
-

Question 3

Neil was surprised that…

- his uncle had such good building skills.
- some adults didn't know how to use tools.
- he wasn't allowed to cut wood.
- houses are so expensive in the USA.

Question 4

Neil will be able to use the tools next year because…

- he is planning to study design and technology.
- he will be old enough.
- his uncle is going to teach him how to use them.
- there will be fewer people on the project.

Question 5

What might Neil write in his diary about his experience?

- Building the house was okay, but it wasn't as fun as watching American TV!
- I learnt a lot of useful things for my design and technology course from working on the building project.
- I really enjoyed building the house. It gave me the chance to use my design and technology skills.
- Building the house was better than watching TV, but I wanted to do more building work.

Source: English, C. (2014). Cambridge English: Preliminary (PET) for Schools. Retrieved May 11, 2018, from PET: https://www.examenglish.com/PET/PET_for_schools.html

POST – TEST ANSWER KEY

PET EXAM – READING COMPREHENSION

WORK IN PAIRS. READ THE SHORT MESSAGE, TALK TO YOUR PARTNER AND CHOOSE THE BEST ANSWER.

Question 1

Dear Lucy,
I need a calculator for my homework. I can't find mine so I took yours from your bag. Hope you don't mind! I'll give it back to you tomorrow.
Love, Tina.

Tina wrote to Lucy to ...

- remind her to take her calculator to school tomorrow.
- say that she has borrowed Lucy's calculator.
- ask if she could borrow her calculator tomorrow.

Question 2

Thanks for the information about the health and safety course. Any other time, I'd go. Time off school! But it's my art class that day. I don't want to miss it!

Jess writes to her friend to ...

- refuse an invitation to go on a health and safety course.
- suggest going on a health and safety course.
- accept an invitation to go on a health and safety course.

Question 3

Tennis Club
Beginners classes will now take place on Fridays instead of Mondays, at the same time of 5pm-6pm.
Advanced classes will take place on Fridays from 6pm as usual.

The message describes a change in ...

- the time and day of the beginner's tennis class
- the day of the beginner's tennis class
- the day of both the beginner's and the advanced tennis classes

---

PART TWO

WORK IN GROUPS OF FOUR. TALK TO EACH OTHER AND DECIDE THE BEST ANSWER.

Fourteen-year-old Neil Atkins talks about working on a house-building project in the United States.

I got involved in the house-building project through my Uncle Brian. We went to stay with him in the United States for six weeks during the summer holiday. He was helping out on the project and asked me to come along. At first I wasn't interested. I was enjoying watching lots of new channels on TV! But after a while I got bored and went along to see what he was doing. I realized that what he was doing was really great!

He was helping out for an organization that builds houses for people who can't usually afford them. Instead, the organization buys all the wood and bricks and things you need to build a house. It lends the family the tools and hires some guys who know what they're doing. They also get people like my uncle, who aren't builders but who just want to help out in the community, to do the more simple building jobs. The family eventually pays all the money back to the organization, but they can do this over many years, and it's much cheaper than buying a new house.

I helped out with moving dirt and preparing tea. It was a bit disappointing that I wasn't allowed to use the tools and do jobs like cutting wood and nailing things together. I understand why they do it, but do design and technology at school so I know I could do it right. Some people had no idea how to use a hammer correctly! But if I go back next year, I'll be able to do it, because I'll be fifteen then.

QUESTION 1

Why was Neil's uncle involved in the building project?

- He lent the family his tools.
- He is a qualified builder.
- He enjoys helping out other people.
- He wants to build his own house.

QUESTION 2

Which of the following is true about the building project?

- The organization provides free homes for poor people.
- The project was filmed and shown on television.
- No experienced builders were needed to build the house.
- The future owners helped to build the house.

Question 3

Neil was surprised that…

- his uncle had such good building skills.
- some adults didn't know how to use tools.
- he wasn't allowed to cut wood.
- houses are so expensive in the USA.

QUESTION 4

Neil will be able to use the tools next year because…

- he is planning to study design and technology.
- he will be old enough.
- his uncle is going to teach him how to use them.
- there will be fewer people on the project.

QUESTION 5

What might Neil write in his diary about his experience?

- Building the house was okay, but it wasn't as fun as watching American TV!
- I learnt a lot of useful things for my design and technology course from working on the building project.
- I really enjoyed building the house. It gave me the chance to use my design and technology skills.
- Building the house was better than watching TV, but I wanted to do more building work

---

Source: English, C. (2014). Cambridge English: Preliminary (PET) for Schools. Retrieved May 11, 2018, from PET: https://www.examenglish.com/PET/PET_for_schools.html

---

VALIDITY FOR SURVEY QUESTIONS

UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO
TEFL MASTER'S PROGRAM

VALIDATION FOR STUDENTS' SURVEY QUESTIONS

ITEMS	Technical quality and Representativeness				Language		Interrelation between the questions of the instrument and the variables of the study				Observations
1	Optimum	Good	Regular	Insufficient	Appropriate	Inadequate	Optimum	Good	Regular	Low	
2	✓				✓		✓				
3	✓				✓		✓				
4	✓				✓		✓				
5	✓				✓		✓				
6	✓				✓		✓				
7	✓				✓		✓				
8	✓				✓		✓				
9	✓				✓		✓				
10	✓				✓		✓				
11	✓				✓		✓				
12	✓				✓		✓				
13	✓				✓		✓				
14	✓				✓		✓				
15	✓				✓		✓				
16	✓				✓		✓				
17	✓				✓		✓				

Mayo 15, 2018
Date

Signature

VALIDATOR

Name Adriana Carolina Lara Velarde	**I.D Number** 0603464206	**Phone Number** 0999975473
Title/Specialization TEFL Magister		
Work Institution Universidad Nacional de Chimborazo	**Job Position** English Teacher	

Elaborated by: Pilco, M (2018)

UNIVERSIDAD TECNICA DE AMBATO

DIRECCION DE POSGRADO

TEFL MASTER'S PROGRAM

VALIDATION FOR TEACHERS' SURVEY QUESTIONS

ITEMS	Technical quality and Representativeness				Language		Interrelation between the questions of the instrument and the variables of the study				Observations
1	Optimum	Good	Regular	Insufficient	Appropriate	Inadequate	Optimum	Good	Regular	Low	
2	✓				✓		✓				
3	✓				✓		✓				
4	✓				✓		✓				
5	✓				✓		✓				
6	✓				✓		✓				
7	✓				✓		✓				
8	✓				✓		✓				
9	✓				✓		✓				
10	✓				✓		✓				
11	✓				✓		✓				
12	✓				✓		✓				
13	✓				✓		✓				
14	✓				✓		✓				
15	✓				✓		✓				
16	✓				✓		✓				
17	✓				✓		✓				

Mayo 15, 2018

Date

Signature

VALIDATOR			
	Name Adriana Carolina Lara Velarde	**I.D Number** 060396420-6	**Phone Number** 0999975473
	Title/Specialization TEFL Magister		
	Work Institution "UNACH" Universidad Nacional de Chimborazo	**Job Position** English Teacher	

Elaborated by: Pilco, M (2018)

UNIVERSIDAD TECNICA DE AMBATO

DIRECCION DE POSGRADO

TEFL MASTER'S PROGRAM

VALIDATION FOR STUDENTS' SURVEY QUESTIONS

ITEMS	Technical quality and Representativeness				Language		Interrelation between the questions of the instrument and the variables of the study				Observations
1	Optimum	Good	Regular	Insufficient	Appropriate	Inadequate	Optimum	Good	Regular	Low	
2	X				X		X				
3	X				X		X				
4	X				X		X				
5	X				X		X				
6	X				X		X				
7	X				X		X				
8	X				X		X				
9	X				X		X				
10	X				X		X				
11	X				X		X				
12	X				X		X				
13	X				X		X				
14	X				X		X				
15	X				X		X				
16	X				X		X				
17	X				X		X				

14 de Mayo de 2018.

Date

Signature

VALIDATOR			
	Name Noemí Mercedes Remache Carrillo	**I.D Number** 0602930638	**Phone Number** 0995595902
	Title/Specialization Magisterio en la Enseñanza del Inglés como Lengua Extranjera		
	Work Institution Unidad Educativa "Riobamba"	**Job Position** Área Coordinator.	

Elaborated by: Pilco, M (2018)

UNIVERSIDAD TECNICA DE AMBATO

DIRECCION DE POSGRADO

TEFL MASTER'S PROGRAM

VALIDATION FOR TEACHERS' SURVEY QUESTIONS

ITEMS	Technical quality and Representativeness				Language		Interrelation between the questions of the instrument and the variables of the study				Observations
1	Optimum	Good	Regular	Insufficient	Appropriate	Inadequate	Optimum	Good	Regular	Low	
2	X				X		X				
3	X				X		X				
4	X				X		X				
5	X				X		X				
6	X				X		X				
7	X				X		X				
8	X				X		X				
9	X				X		X				
10	X				X		X				
11	X				X		X				
12	X				X		X				
13	X				X		X				
14	X				X		X				
15	X				X		X				
16	X				X		X				
17	X				X		X				

16 de Mayo de 2018

Date

Signature

VALIDATOR			
	Name Noemí Mercedes Remache Carrillo	**I.D Number** 0602930638	**Phone Number** 0995595902
	Title/Specialization Magíster en Enseñanza del Inglés como Lengua Extranjera		
	Work Institution Unidad Educativa Riobamba	**Job Position** Área Coordinadora	

Elaborated by: Pilco, M (2018)

Unidad Educativa Internacional
"RIOBAMBA"

Oficio No. 0189 UE-R.R.2018
Riobamba, 15 de mayo del 2018

Licenciada
Mariela Pilco
DOCENTE DE LA U.E. RIOBAMBA
Presente

De mi consideración:

Con un saludo cordial me dirijo a usted, en conocimiento a oficio s/n de fecha 15 de mayo del 2018, me permito comunicar que **autorizo** la realización del trabajo de investigación titulado "The Effects of Cooperative Learning on Reading Comprehension", con los estudiantes del Primer año de BGU, planteado por su persona.

Particular que comunico para los fines pertinentes.

Atentamente,

Doctora Karina Borja C.
RECTORA UER.

Marbza B.

Avda. José de Lizarzaburu y Avda. de la Prensa
Telefax: 03 2306477 - 03 2307264
Correo electrónico: colegio.riobamba@hotmail.com
Riobamba-Chimborazo-Ecuador