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**DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO  
LENGUA EXTRANJERA**

---

**Tema:** “COOPERATIVE LEARNING IN READING  
COMPREHENSION AT ESCUELA SUPERIOR  
POLITÉCNICA DE CHIMBORAZO”

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**Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera**

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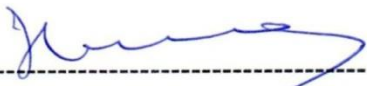
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2019

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## **DEDICATORIA**

This research work is dedicated to my beautiful and brave sisters Jessica Paola Porras Pumalema and Jessenia Nataly Porras Pumalema. To my mom's baby Mateo Sebastian Limaico Cuadrado. To my husband Diego Javier Cabay Noboa

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EXTRANJERA**

**TEMA:**

“COOPERATIVE LEARNING IN READING COMPREHENSION AT  
ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO” (ESPOCH)

**AUTORA:** Licenciada Sandra Paulina Porras Pumalema.

**DIRECTORA:** Licenciada Ruth Elizabeth Infante Paredes Magíster

**FECHA:** 10 de diciembre del 2018.

**RESUMEN EJECUTIVO**

El objetivo de esta investigación es determinar la relación entre el Aprendizaje Cooperativo en la Lectura Comprensiva con los estudiantes de la Escuela Superior Politécnica de Chimborazo. Esta investigación tuvo un enfoque cuali-cuantitativo, es de tipo experimental y se desarrolló en las clases de Inglés. La población fueron 120 estudiantes de nivel A2 que pertenecen al Centro de Idiomas de la ESPOCH. La investigación fue bibliográfica y de campo ya que se realizó una extensa investigación mediante la lectura de varios libros y artículos en relación con cada variable. Los instrumentos utilizados para esta investigación fueron una prueba previa y una prueba posterior que se aplicaron para evaluar la efectividad de la aplicación. Para verificar la hipótesis de esta investigación, se utilizó. Los resultados obtenidos muestran que el Aprendizaje Cooperativo favorece la lectura comprensiva. Se concluye que los estudiantes tuvieron una mejora significativa en la lectura comprensiva después de la aplicación del Aprendizaje Cooperativo.

**Descriptor:** Aprendizaje Cooperativo - Lectura comprensiva - Niveles de Lectura Comprensiva - Nivel Literal - Nivel Inferencial - Nivel Crítico o Evaluativo - PET - MCE - actividades de aprendizaje cooperativo - Jigsaw - Think Pair Share - Learning Together - Scripted Cooperation.

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**THEME:**

**“COOPERATIVE LEARNING IN READING COMPREHENSION AT  
ECUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO”**

**AUTHOR:** Licenciada Sandra Paulina Porras Pumalema

**DIRECTED BY:** Licenciada Ruth Elizabeth Infante Paredes Magíster

**DATE:** December 10<sup>th</sup>, 2018.

**ABSTRACT**

The objective of this research project is to determine the relationship between Cooperative Learning and Reading Comprehension with students at Escuela Superior Politécnica de Chimborazo. This research had a qualitative-quantitative approach. It is an experimental research and it was developed into English classes. The A2 students were the population who belong to the Language Center at ESPOCH. It was a bibliographic and field research because an extensive research was done by reading several books and articles in relation to each variable. The instruments used for this research were a pre-test and a post-test that were applied to assess the effectiveness of the application. To verify the hypothesis of this research test was used. The results showed that Cooperative Learning enhance reading comprehension. It is concluded that the students had a significant improvement in reading comprehension after the application of Cooperative Learning.

**Keywords:** Cooperative Learning- Reading Comprehension- Levels of Reading comprehension- Literal Level- inferential Level- Critical or evaluative Level- Preliminary English Test(PET)- Common European Framework(CFC) Cooperative Learning activities- Jigsaw- Jigsaw - Think Pair Share - Learning Together - Scripted Cooperation.

## **INTRODUCTION**

The general structure of this thesis encompasses 6 chapters; each one contains information related to the research topic. The structure is described as follows:

CHAPTER I.- It refers to the problem lack of Reading comprehension, its contextualization and critical analysis. It entails the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the objectives.

CHAPTER II.- The theoretical framework is addressed here, including the research background connected with the two variables cooperative learning and reading comprehension, philosophical and legal foundation. It gives all information about the fundamental categories. It also mentions the hypothesis, which will be later accepted or rejected.

CHAPTER III.- It is about the research methodology. It has the research approach, basic research modality, and the level of research, the population, the operationalization of variables: Cooperative Learning and Reading Comprehension, and the tools and techniques used for the data collection.

CHAPTER IV.- It encompasses the analysis and interpretation of results as well as the hypothesis verification through applying Wilcoxon Statistical Test.

CHAPTER V.- It covers the conclusions and recommendations made based upon results obtained after their analysis and interpretation.

CHAPTER VI. - It talks about the proposal and its components such as the topic, justification, objectives, methodology, its administration and evaluation.

## **CHAPTER I**

### **PROBLEM STATEMENT**

#### **1.1 Theme of the Problem**

Cooperative Learning in Reading Comprehension.

#### **1.2 PROBLEM STATEMENT**

##### **1.2.1 Contextualization of the problem**

In a global context, reading evidently involves understanding, imagination, emotion, and brain capacity. It also develops an extensive and broader vocabulary increasing the scope of cultural comprehension. Studies have demonstrated that Finland ranked as the world's most literate nation, with the United Kingdom in 17th, behind countries such as the United States, Canada and Australia. This new research not only measured a country's ability to read but also their literate behaviors and their supporting resources. Those results are from data from 200 countries, drawing from sources ranging from UNESCO to the Programme for International Student Assessment (PISA) conducted by the Organization for Economic Co-operation and Development. (Flood, 2016)

Reading inspires readers' enthusiasm for discovering gates to other worlds. The alternatives to face different situations according to statistics from Unesco's Regional Center for Book Development in Latin America and the Caribbean, Argentina has a higher reading rate of 55%, followed by Chile (51%), Brazil (46%), Colombia (45%), Peru (35%) and Mexico (20%). Ecuador is in one of the last places because in Ecuador there was a figure of 0.5% books per person, which is equivalent to half a book per year.

El Instituto Nacional de Estadísticas y Censos (INEC) conducted a survey, in which was recorded that 27% of Ecuadorians do not have the habit of reading,



56.8% are not interested in reading. While 31.7% do not read because of the lack of time. 83% of young people between the ages of 16 and 24 spend one hour a week in reading. This indicates that youth reads more than adults. Even though, students at schools do not have reading habits. (INEC, 2012)

Ecuador does not have many reasons to be proud in the field of reading because it is a country where people read few books or does not read. However in Ecuador, there are two cities Ambato and Guayaquil where 77% of the population have reading habits and people read books about literature, medicine, law, story, science and technology. The ages range from 4 to 60 years. In the schools of the city, a student reads two to five texts during the school year. For instance, in the Library of the city in the center of Ambato around 500 people investigate and read every day. Around 80 000 books are distributed in the four floors of the building of the Central Bank of Ecuador. (El Comercio, 2012)

For many years traditional education has been part of Ecuadorian classrooms and skills like reading has not been developed inside classes. In a foreign language classroom, this skill is essential to acquire a language. However, traditional English teaching focuses in methodological process like isolated works of individual students and just using the board and marker. In addition, students have to memorize linearly all vocabulary and structures presented by the teacher. As a result, students are not able to use language in different situations because of the wrong use of strategies and methodology during the learning process. Despite new trends to guide knowledge to the production of communication skills, we cannot deny the importance of English reading comprehension that students need.

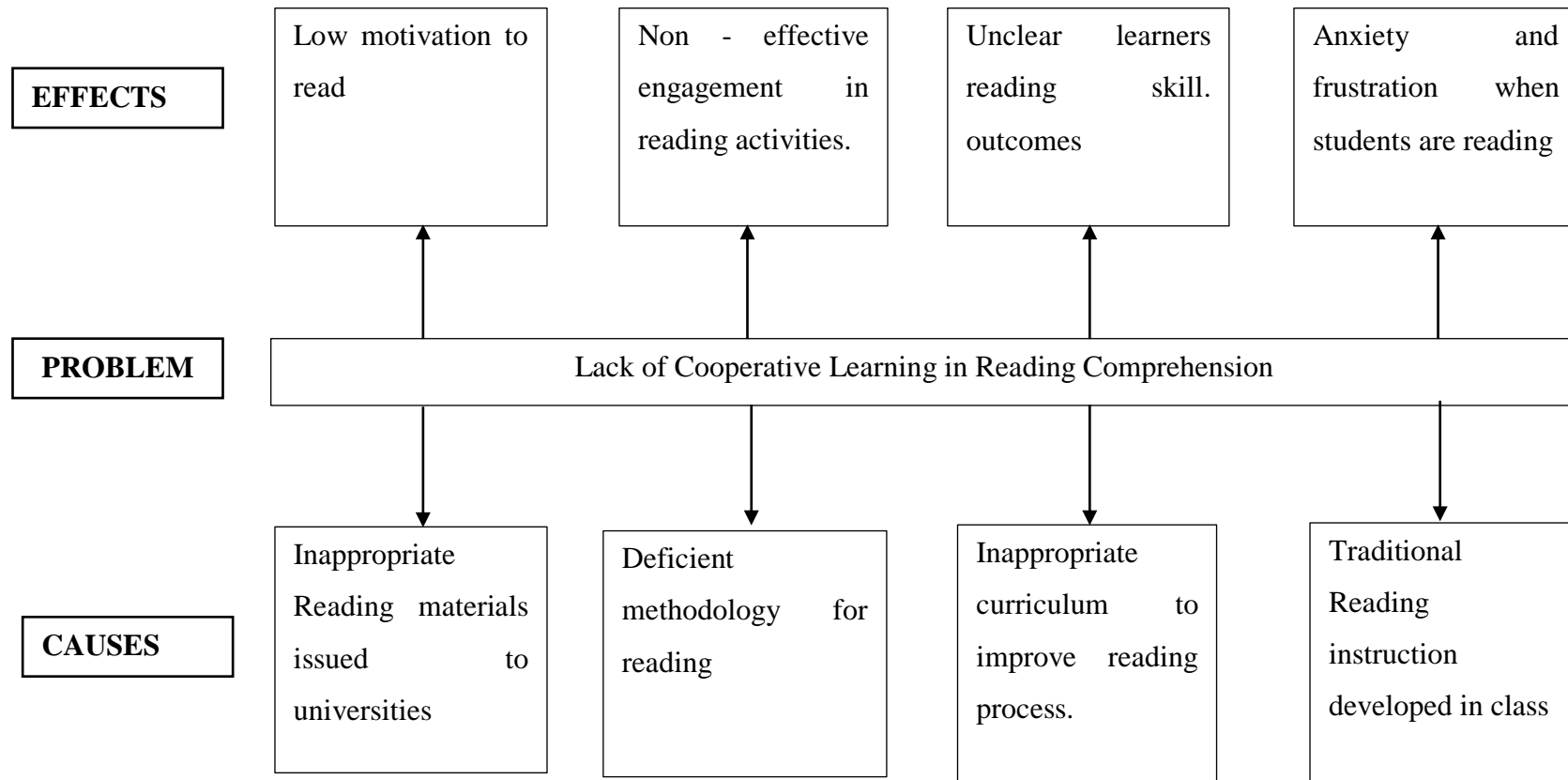
Students do not have reading habits and most of them feel bored when the reading process begins. This problem not only begins in elementary, middle or high school but Ecuadorian students who are in superior education also facing this problem. This study focuses on a particular institution which is “Escuela Superior Politécnica de Chimborazo” where students need to read in order to achieve their English learning goals.

Over the years the institution, in which this research is developed, has evolved by leaps and bounds. “Escuela Superior Politécnica de Chimborazo” (ESPOCH) was established by Ministerial Agreement No. 69-09, of April 18, 1969, as university. It began the academic work on May 2nd, 1972 with the faculties of Zootechnical Engineering, Nutrition & Dietetics, Mechanical Engineering, Agricultural Sciences and Chemistry. On January 28th, 1999, the Faculty of Computer Science and Electronics was created, integrated by the Schools of Systems Engineering, Electronic Engineering & Computer Technology; and Graphic Design.

Today ESPOCH has 37 professional careers distributed in 27 schools belonging to seven prestigious schools: Public Health, Livestock Sciences, Mechanics, Natural Resources, Sciences, Business Administration and Informatics and Electronics and academic extensions in the provinces of Morona Santiago, and Francisco de Orellana. This institution also has the benefit of having several international agreements with South Korea, Cuba, USA, Geneva – Switzerland, Germany and Cooperation of International Agencies. So, some foreign teachers enhance knowledge about execution and implementation of projects. Most students have excelled for their high academic achievement in almost all areas. However, the students argue that their limited English is a barrier to look for many opportunities the ESPOCH gives them.

One problem found is that teachers at ESPOCH do not use a single text for English classes. But rather they generate the information. As a result, the work carried out, also known as teaching practice, becomes a series of isolated actions in which the main issue is that the teacher does not have an established guide for English classes. Moreover, the content loses the sequence at different levels. For example, teachers at the same level can provide reading activities with a greater or lesser degree of complexity, emphasizing on different topics. Based on the results in the PET tests, carried out on students of the first level, it was found problems of reading comprehension. It is referenced to the fact that the reading process is an activity limited to individual and monotonous work and oriented to merely formal instruction. Also, it is based on individual instructions and without interaction.

### PROBLEM TREE



**Figure 1:** Problem Tree  
**Source:** Contextualization of the problem  
**Author:** Porras, S (2017)

### **1.2.1 Critical Analysis**

The present research is focused on poor level of Reading Comprehension of students at Escuela Superior Politécnica de Chimborazo during the academic period of August – September 2018. Causes and effects have been analyzed and connected during the study.

The first concern is about the material used by teachers to promote reading. The inappropriate reading material causes disinterest and low motivation to read. So, selecting material is a great task for teachers to promote enthusiasm on students.

In addition, the effective reading material has played an important role among students because reading is a complex learning process and it gets completed through motivation.

According to Day (1994), “one of the more complex tasks facing the English as a foreign language (EFL) reading teacher is the selection of appropriate reading passages.” (Day, 1994, p.2). Reading material should be adapted according to the level of students. However, students lose their willingness and interest and on the contrary reading has become a barrier in front of effective learning. As a result of low motivation students show reluctance against texts in English as a foreign language. Considering these aspects, teachers’ engagement is necessary to promote students’ motivation, active participation, and group work.

Another reason is that effective engagement in reading activities is not practiced in a class because teachers have poor training in reading methodology. Reading is an essential component of learning not only to make students proficient readers but also to improve students’ achievement. Now, it is known that the majority of students can learn to read even though they come from different backgrounds. Students have difficulties in reading comprehension; however, failure could be prevented. Lyon (2004) argues that unfortunately some teachers do not have the training they need to access information and implement new reading methodology

in classrooms. Hence, many teachers do not consider important partner reading interaction rather than frustrated and isolation reading tasks.

Including reading in the curriculum is necessary when teachers want students to achieve their goals. So, outcomes are important in the curriculum corresponding to reading process. It is crucial to plan a Cooperative Learning from short and long term to achieve goals taking into account that students struggle with reading comprehension. They do not retain what have been read. Then they dissuade by reading altogether.

Students need to hold the information in long time memory. Oxford School Improvement (2017) suggested the Curriculum that guided reading should emphases progress in learning to read and start to integrate a wider reader policies. Likewise, it suggests that clear objectives on Reading Comprehension require to be reflected on the curriculum. Thus, Cooperative Learning encourages readers enjoy books at the same time they are involved in activities that reinforce and enhance their reading ability.

In addition, traditional reading instruction is developed in every class. Consequently, students struggle with the comprehension of the texts and feel anxious when they are reading. Reading Comprehension requires effective categorization of the words. However, students get confused on Sentence Fragments, Running-on Sentences, Subject-Verb Agreement and Parallel Structure. Those problems discourage in students' academic performance. Interactive teaching Instruction is better than commonly reading strategies. Taylor, Ahlgrim, and Flowers (2010) found out that it has a positive impact on students reading in areas like phonics and phonological awareness, sight words and comprehension. So, new strategies have to be adapted facing the problems of traditional reading.

### **1.2.2 Prognosis**

The English reading process has declined probably because the interest of teachers at ESPOCH directed more to the grammar aspects of language rather than reading skills. In the fact, developing Cooperative Learning for improving Reading Comprehension in the first level of students at the Espoch is not yet solved. First, the use of appropriate reading materials issued to universities demanding a significant change in terms of choosing the right texts to make significant contributions to the reading development of students. If it does not occur, it will provoke on students discouragement to read.

Teachers at ESPOCH do not demand training in reading methodology because the role of reading decreased both in teaching and researching at the university level. Brown (2000) described strategies as particular methods used to approach a problem or task, modes of operation to accomplish an objective, plans designs used to control and manipulate information. Methods and strategies vary in each person who has to access to a number of possible ways to solve a problem by choosing one or multiple for a given problem. If students work on cooperative learning in reading comprehension notably they will enhance with positive results. If that is not the case, students will be having serious problems in reading activities.

Likewise, the inappropriate curriculum negatively implies to get successful outcomes and objectives. English Reading will involve a great change in education and culture; thus having the opportunity to discuss and state opinions clearly. So, the language is not only the faculty that human beings have by using speaking but also through reading. Therefore, traditional reading instruction information has been sought in cooperative learning strategies for English reading comprehension development. In this work; the study of reading aspects will enable the formation of vocabulary expansion, stronger analytical thinking skills and better writing

### **1.2.3 Setting of the Problem**

What is the relation between Cooperative Learning in Reading Comprehension at Escuela Superior Politécnica de Chimborazo?

### **1.2.4 Research Questions**

- What is the level of reading Comprehension in students of Superior Education?
- How to use Cooperative Learning in Reading Comprehension?
- What is the effectiveness of using Cooperative Learning in Reading Comprehension?

### **1.2.5 Research Delimitation**

#### **1.2.5.1 Content Delimitation**

**Field:** Education

**Area:** EFL Learn

**Subject:** Cooperative Learning and Reading Comprehension

**Spatial Delimitation:** Language Center - Escuela Superior Politécnica de Chimborazo.

**Time Delimitation:** Academic Year: August – September 2018.

## **1.3 JUSTIFICATION**

The Ecuadorian Ministry of Education states that public institutions implement English over a period of 5 hours per week in order to achieve a new parameters established by the Common European Framework. However, many educational institutions have started from the second year of basic education and despite of many years in which students have gaps in English learning. Sometimes, students in universities still do not domain English reading comprehension. In addition, they cannot even write a simple sentence, resulting in a very worrying problem. Whereas the cause of the production of these situations is a defect in the

methodological strategies used by the teacher, the researcher considered to conduct this research in an effort to solve this problem.

This research is feasible and viable since it has the support of the authorities and teachers at ESPOCH and from the economic point of view can be executed. It is sustainable because the results obtained will guide future generations of teachers wishing to implement cooperative learning for developing English reading comprehension. The students have a good predisposition through participating in groups, sharing new experiences and developing reading skill. The authorities bring facilities to develop projects that help to improve English learning process.

The use of new strategy known as Cooperative Learning helps to facilitate the assimilation of Reading Comprehension as well as vocabulary and new grammatical structures. Furthermore, immerse young students in reading through different activities and work groups in order to improve this skill. Therefore, this research overcomes the difficulties encountered in English reading as it aims to totally discard the traditionalism and implement new alternatives like Cooperative Learning. It helps to facilitate the development of this skill; not only where teachers teach and students learn but to implement a process of Cooperative Learning, in which all students benefit from the knowledge directly and indirectly, to express opinions, to listen to others, to read together and to get the ownership of the strengths offered by this new strategy.

Cooperative learning in English directly impact on students' values and attitudes. It requires the use of proper planning of educational strategies to understand, associate, analyzing and interpreting texts in order to face and solve their own problems environment that requires the experiences of personal life. In the field of educational practice, the research aims to make improvements in the teaching-learning, the dynamics of interaction in the classroom, cooperative work, in the academic performance of students and the quality of education.

As for the social impact concerns the results obtained in this research to improve Reading Comprehension. So, in this way spread and reach the maximum number



of beneficiaries of students and teachers. Reading can be useful to those people interested in implementing the knowledge gained in their fields of work after adapting to the characteristics of their work place. We must not forget that every educational context is different from another and should be adapted knowledge according our students necessities.

In addition, it is relevant because this research provides information to the education community regarding to how Cooperative Learning develops Reading Comprehension at Escuela Superior Politécnica de Chimborazo. At the same time it seeks to expose the relationship between two variables: 1) Cooperative Learning and 2) Reading comprehension. The research will make a methodological contribution since it contributes to facilitate the creation of activities and develop basic concepts that allow building reading habits at this level. Thanks to this research student can improve mental processes of reasoning, to acquire meaningful information and understand the message of texts.

## **1.4 OBJECTIVES**

### **1.4.1 General Objective**

- To assess the relationship between Cooperative Learning in Reading Comprehension at Escuela Superior Politécnica de Chimborazo.

### **1.4.2 Specific Objectives**

- To identify the Level of reading Comprehension in students of superior education.
- To establish a process to use Cooperative Learning in Reading Comprehension.
- To determine the effectiveness of using Cooperative Learning in reading comprehension.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 RESEARCH BACKGROUND

After looking for thesis through the repository of some universities some researchers have attempted to address topics, which are somehow connected to cooperative learning and reading comprehension. However, there are not researches works in the context at Escuela Superior Politécnica de Chimborazo. The following related thesis has been selected.

Bölükbaş, Funda, & Mustafa (2011) conducted a study where the objective was to identify the efficiency and the effects of cooperative learning techniques on the reading skills of 40 students who learn Turkish as a second language at Istanbul University Language Center. The experimental research model was applied. First, the experimental group was taught through Ask Together - Learn Together, whereas control group was taught through traditional methods. The results of this research showed that cooperative learning is more effective in improving reading comprehension skills than traditional teaching methods. These findings support this research because the appropriate methodology helps learners to improve reading comprehension.

Additionally, Ching-Ying & Hui-Yi (2013) applied an experiment to enhance the English reading comprehension and learning motivation of EFL freshmen by comparing the cooperative learning instruction and traditional lecture instruction. In the English Reading Course participated 78 EFL freshmen, 44 participants in the experimental group and 34 in the comparison group. This research had a quasi-experimental design, employed a pretest and post-test. The experimental group received a reciprocal cooperative learning instruction, whereas the comparison group received a traditional lecture instruction. The data were analyzed by t - tests, and one-way ANOVA. The findings indicated statistically

huge differences in favor of cooperative learning instruction on English reading comprehension which indicates that Cooperative learning instruction impacts positively on student motivation in university-level EFL reading classes.

The Department Elementary School Teacher Education (2015) investigated the description of reading skills of the students who join in Cooperative Integrated Reading and Composition (CIRC), Jigsaw, and Student Team Achievement Division (STAD); The population was the fifth grade elementary school student in Central Java. Students were taken by random sampling technique. The data was collected and were presented in form of tables and graphs for being analyzed with variant analysis. The conclusion in this study is that the students who joined in CIRC is better than those who joined in STAD and Jigsaw. According to my point of view the use of cooperative learning model and the language logic ability is successful based on the interactions showing an effectiveness result in terms of learning.

Going to an Ecuadorian context, there have been studies conducted in classroom where English is taught as a foreign language. For instance, Zamora (2017) analyzed the importance of cooperative work to develop the reading comprehension to the fifth and sixth grade students at Unidad Educativa San Martín. This research shows that the main problem that has the reading comprehension in the English language teaching process is the individual work. The methodology emphasized the socio-educational approach. It was an applied research at a descriptive level. Once data had been analyzed it was concluded that the group activities improved the reading comprehension in 79 cooperative groups. Consequently, a good environment helped for an effective work, the researcher established as an alternative a Didactic Manual of group activities for improving reading comprehension.

Orna (2016) also conducted an study about cooperative learning for improving student's motivation. This study is not only to observe the methods applied in class and its influence in the student's motivation but also to evaluate the results

obtained after cooperative learning work. The population was 36 students. It was exploratory, descriptive and explicative research. The data were analyzed through statistical tables by the application of observation. As a conclusion, students had a lack motivation in English classes because of monotonous techniques. However, after applying cooperative learning students enhanced motivation and improved in every single English skill: listening, reading, speaking and writing. As a result, an active participation involved students in a successful learning process.

Pinta & Cushpa (2015) did research about how cooperative method influence in the teaching learning process of English as Foreign language in listening skill. In this study, cooperative method to teach English was applied in order to improve listening skill on students of ninth year of Basic Education. This was a field and applied research because, the collected data were analyzed. As a result the researchers summarized that cooperative method influenced positively because students feel confident and have meaningful participation in the activities. Moreover a good behavior and interest to work collaboratively improve the ability to listen effectively. As it is observed Cooperative Learning is a great tool in English learning process.

## **2.2 PHILOSOPHICAL FOUNDATION**

This research project was based on Socio-Cognitive paradigm due to in this paradigm the cognitive model facilitates learning by a proper and meaningful structuring of contents, facts, and procedures to develop Reading Comprehension and it is complemented with students' individual experiences or in group. In addition, the sociocultural model based on the cooperation, interest, and motivation enable the creation of attitudes, abilities, collaboration, values, and skills in the classwork. In this way, the research focuses on improving Reading Comprehension through Cooperative Learning.

### **2.2.1 Ontological Basis**

This research project had an ontological focus because cooperation is the ability of human being to act and collaborate with a lot of effort regarding their roles and tasks to achieve a common goal that is beneficial for all. Therefore, during the research process Cooperative Learning in Reading Comprehension the daily interaction showed students' responsibility for their actions, respecting and improving their skills and of their peers.

### **2.2.2 Epistemological Basis**

This research had an epistemological foundation because learning builds knowledge. Teachers are not the only ones with absolute reason because knowledge is shared, analyzed and criticized. Also, the learning process is constantly improved by innovations and changes. Cooperative Learning is an enriching source to share and learn new knowledge.

### **2.2.3 Axiological Foundation**

The learning process is not only share knowledge, but also the real education for life through practicing values. Values let students feel comfortable to share their expectations, abilities and future goals. This research entitled Cooperative Learning in Reading Comprehension had an axiological focus because it pretended to help students improve reading comprehension and at the same time being creative and free to share their own ideas based on conscience and moral commitment to help each other.

## **2.3 LEGAL BASIS**

To support this research the following articles were found:

### **Constitution of 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.

**Art. 27.** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

**Art. 343.** Establecer un Sistema Nacional de Educación que tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

### **Reglamento de Régimen Académico of Consejo de Educación Superior (CES)**

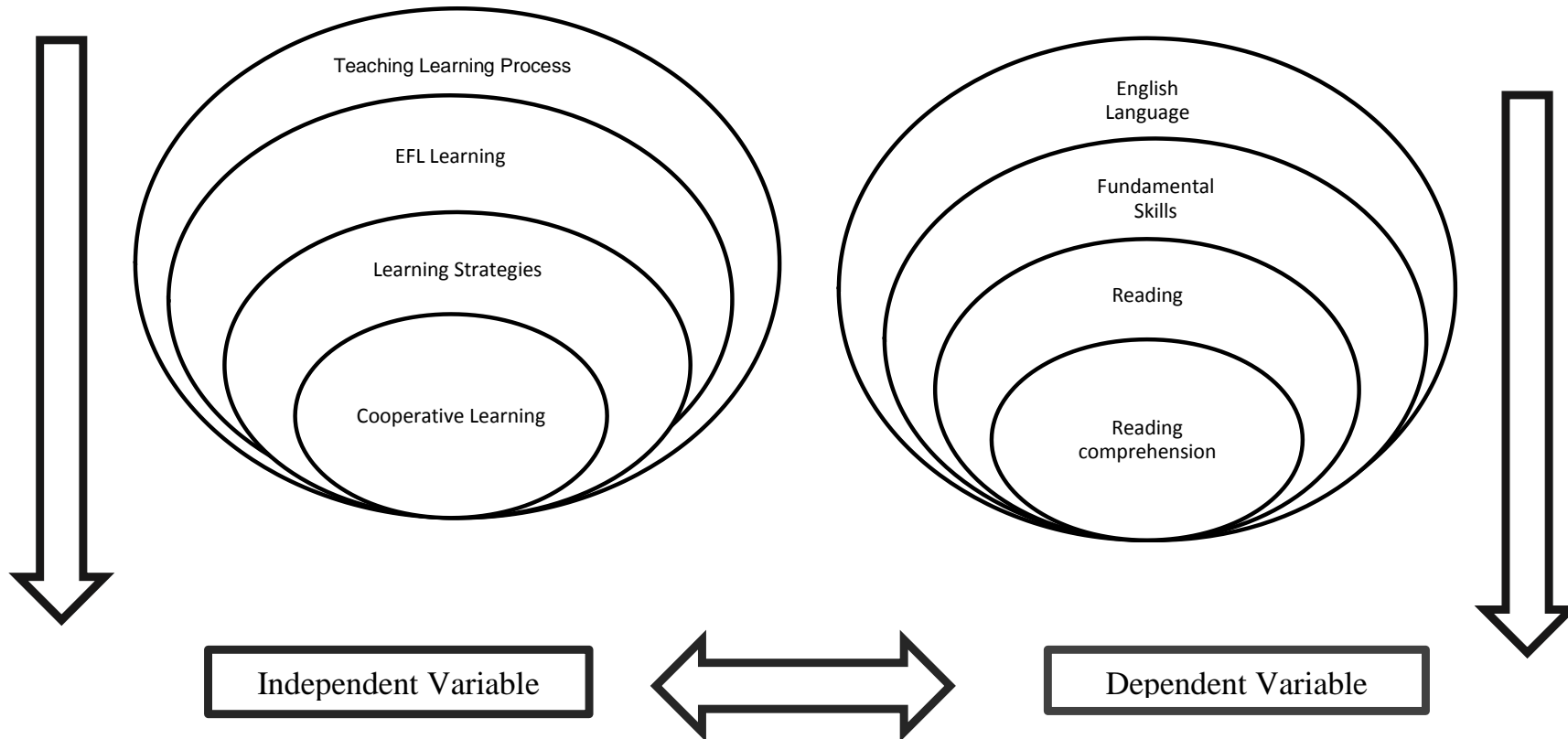
**Art. 13.- Funciones del Sistema de Educación Superior** - Fortalecer el ejercicio y desarrollo de la docencia y la investigación científica en todos los niveles y modalidades del sistema”. Como está establecido en el artículo 15 de actividades de aprendizaje, literal b del Reglamento de Régimen Académico, incluyendo el siguiente componente **b. Actividades de aprendizaje colaborativo.-** Comprenden el trabajo de grupos de estudiantes en interacción permanente con el profesor, incluyendo las tutorías. Están orientadas al desarrollo de la investigación para el aprendizaje y al despliegue de experiencias colectivas en proyectos referidos a temáticas específicas de la profesión. Son actividades de aprendizaje colaborativo entre otras: la sistematización de prácticas de investigación-intervención, proyectos de integración de saberes, construcción de

modelos y prototipos, proyectos de problematización y resolución de problemas o casos.

**Artículo 31.- Aprendizaje de una lengua extranjera.-** Las asignaturas destinadas a los aprendizajes de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico, tecnológico superior o sus equivalentes y tercer nivel grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada una vez que el estudiante haya cursado y aprobado el 60% de las asignaturas de la carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.



## 2.4 KEY CATEGORIES



**Figure 2:** Key Categories  
**Source:** Contextualization of the problem  
**Author:** Porras, S. (2017)

## **2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT**

### **2.4.1.1 Teaching Learning Process**

Teaching-learning process is the heart of education and it depends on the fulfillment of the objectives. It is the most powerful instrument of education to bring about desired changes in the students. Teaching and learning process are related terms as well as teacher, learner and curriculum which are organized in a systematic way to attain some pre-determined goal (Stones, 1972). It is well-established that learning is the outcome of teaching, and teaching is aimed at facilitate learning.

The teaching - learning process is passing through a great transition. The old is becoming useless and new tendencies emergence every day. The past ways of learning and teaching is found boring as a result teachers' training requires a constant and deep understanding. The teaching- learning process depends on the conception of the learning that is adopted as construction of meaning. Teaching – learning process are the actions carried out by the teacher to facilitate the construction of new schemes or knowledge.

The theories of teaching depend on its complexity which varies in primary, secondary and university stages. First, learning is an intentional activity where social context plays a fundamental role. Thus, historically, learning has been a social process that brings together a community of learners. Social constructivism and socio-cognitive learning theories emphasize the social construction of knowledge and its benefits -the value of peer interaction, considering each person's learning styles- against individual knowledge construction.

The way in which teaching and learning are conceived, both in teachers and students are linked to perception the context of the educational process that is carried out, thus assigning a relational nature to the conceptions (Ntwistle, Mccune , & Hounsell, 2002). This context is composed of the social, cultural and political spheres more The specific educational institutions in which they study or

work, and aspects like organization, objectives, contents, relationship dynamics between teachers and students, as well as between peers and evaluation.

Students who learn from each other allow a significant qualitative leap, all at once, without the need for many trials. Equally, from the socio-cognitive perspective of learning, reading comprehension is the ability to construct linguistic meaning from written representations of language. This is based upon the ability to construct meaning from printed representations of words. According to Bandura (1999), learning is an interaction process between the learner and the social environment. Learners are not passive but active individuals who participate in their own knowledge acquisition process.

In Social constructivist classrooms, students are actively involved, the environment is democratic, and the interaction becomes crucial in teaching – learning process. The importance given to collaboration, knowledge, and creativity through both social constructivism and socio-cognitive theory are all cognitive functions considered as products of social interactions (Richards J. , 2014). The application of collaborative learning approaches had a positive impact on EFL learning.

#### **2.4.1.2 English as a Foreign Language Learning**

English as a Foreign Language (EFL) learning is a common term used to study the English language learning by non-native speakers. Non-native speakers are people who live in countries where English is not an official language (Kachru, 1985) or a language used for daily communication. Consequently, EFL learning depends on various circumstances; for example, EFL teachers have the challenging task to find out the best way to help students learning in their own environment and apply suitable teaching practices that fit for all students.

The main phase in the learning process is learners' linguistic and cultural background, personal experiences and the direct participation and interaction in class. EFL learning is reinforced by adding opportunities for sharing in

scaffolding (Forman, 2008). If teachers find appropriate strategies that contribute to students' cultural experience, students will connect class topics and contents with live experience which will provide significant meaning. As a result, students learn more through their memories and life connections. In the EFL learning process, it is important to consider learner's values and culture as interesting information to share with their classmates.

Reading is a crucial element of English language learning. However, when using the wrong strategies or no strategies at all, reading, sometimes, can be difficult and tedious for most students (Bedel, 2012). Providing exciting Cooperative Learning activities is a way to stimulate student engagement in EFL reading, thus, promoting an improved Reading Comprehension. The main idea is encouraging student-to-student interactions in every day class.

In addition, there are usually large numbers of students in EFL classrooms. This issue affects student motivation and learning English becomes a challenge. This problem can be overcome by learning about students' interests and giving them the opportunity to choose tasks. Teachers should know students' learning style to encourage them to develop activities positively while teachers check and facilitate a successful learning process. Well applied techniques and strategies can engage students from different levels and backgrounds; however, in an EFL context, teachers may have to work with different learning strategies.

#### **2.4.1.3 Learning Strategies**

Schumaker & Deshler (2006) define learning strategy as a task which includes how a person thinks and acts when planning, executing, and performing a learning activity and its outcomes. In fact, learning strategies are the link between competence and procedure.

Learning strategies should be accurate, clear, factual, embedded and assessed because they need to be expanded through various school subjects; language skills and cross-curricular contents. Finally, it is necessary to value and analyze

strengths and weakness of different learning strategies to create new tools and make them part of the learning process.

The task of choosing a useful well thought out learning strategy to engage students in the task, not only for a moment but for any situation, can be difficult for teachers (Weden, 1991). When teaching and learning process are underway, students face some difficulties and that teachers must solve as soon as possible. However, solutions occur when learners manage some strategies which let them choose the best problem solving option by themselves. For example, project based learning is a good way to teach students to manage and solve problems based on their previous experience.

Learning strategies are considered a potential tool to reach goals that contribute to learning behavior enhancement and fit successfully in the new knowledge (SDERA, 2013). It is important to link learning strategies directly with activities aimed to enhance students' values, attitudes, and beliefs. The following relevant activities are related to real-life situations which encourage student participation and achieve success.

### Strategies

Activity	Goal
Brainstorm	Discuss group ideas and responses related to the topic.
Shared Reading	Share and demonstrate their understanding through pictures, cartoons, dramatizing, retelling, and make a big book.
Story Map	Work individually or in groups to create a graphic organizer as a prompt to synthesize a story.
Role-play	Build interpersonal skills including negotiation and experience in a variety of perspectives.

**Chart 1:** Strategies

**Source:** Foundation Teaching and learning strategies. SDERA, (2013).

**Author:** Porras, S (2017)

Learning strategies work according to student's needs and successfully group activities applied in the classroom. For example, strategies like brainstorming, role playing, shared reading and story map are recommended to work in classes. Over the years, strategies have evolved showing guided reciprocal peer and group activities with effective results. In terms of accuracy and proficiency, these strategies positively influence learning goals. Consequently, in Cooperative Learning, each student's participation is needed to achieve common goals set for the whole class.

#### **2.4.1.4 Cooperative Learning**

Cooperative learning is a significant field of theory, investigation and practice in education. It is a process of learning through an interrelated system composed by elements and up-to-date activities that permit questioning, answering, conveying information and evaluating the new knowledge. Moreover, it is a strategy for both teachers and learners (Slavin, 1990). Cooperative learning is based on group work, where the students interact in a coordinated way in the execution of tasks to get common objectives that reach the final product.

Similarly, Kagan (1986) states that cooperative learning proposes the opportunity to establish a social-affective program. Consequently, the learning process is complemented by cooperation, encouragement and the reduction of tension in English Foreign Language sessions. Therefore, Cooperative Learning is a learning strategy opposed to individual, competitive and isolated work. It means that the activities are focused in what is done by all the members of a team to reach common goals previously established.

According to Johnson, David W; Johnson, Roger T, (1989), cooperation, unlike competitive and individual efforts, achieves higher levels of understanding, greater long-term retention, high levels of reasoning to develop difficult tasks, and to persist in the work towards the fulfillment of objectives. Moreover, Cooperative learning leads individuals to positive social behaviors. Cooperative

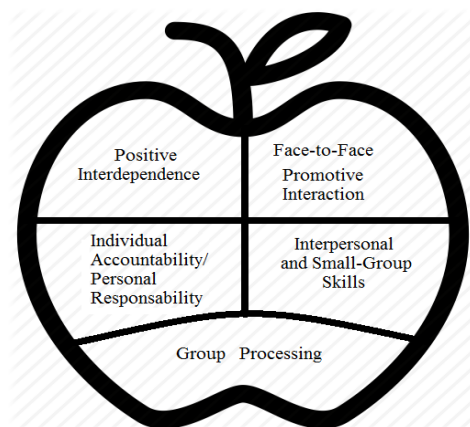
Learning is probably the most popular strategy included in different curriculums because it integrates and supports building social and organizational skills.

There is a general consensus in recognizing that Cooperative Learning promotes learning thanks to the success of each student by finding a solution to a problem, developing a task, or achieving a common objective. Cooperative Learning appears as a transversal learning objective through the whole English syllabus and it develops a commitment to work and responsibility towards the rest of the group.

#### 2.4.1.4.1 Components of Cooperative Learning

Johnson, David; Johnson, Roger & Holubec (1999) propose five elements that distinguish the cooperative learning: Positive Interdependence, Individual Responsibility, Face to Face interaction, Interpersonal Skills and Group Processing.

#### Components of Cooperative Learning



**Figure 3:** Essential components of Cooperative Learning

**Source:** Johnson, Johnson, & Holubec

**Author:** Porras, S. (2017)

**Positive interdependence:** It occurs when students think that they cannot be successful if the other members of the group do not achieve their objectives and vice versa. Respect, courtesy and consideration help to overcome group problems. For example, in a problem-solving case, positive interdependence is based on mutual trust and the agreement on answers and strategies for solving problems.

**Individual responsibility:** It requires teachers to reinforce the results which are evaluated individually and transmitted within the group. The group members need to know who needs more help to finish the activity. On the other hand, they cannot take advantage of the others' work. Some ways to supervise the group work include random participation and individual tests.

**Face-to-face interaction:** There is a positive interaction when students assist, support and encourage each other, but above all, focus on their effort to study. In collaborative learning, despite the existence of technology allowing people to interact from different (distant) places, physical presence and peer work is better because it encourages both personal and group motivation.

**Interpersonal Skills:** These skills should be taught as intentionally and precisely as academic skills because many students may have not participated in cooperative work and they have not developed the necessary social skills. However, establishing group working rules and regulating decision-making mechanism are fundamental to develop interpersonal skills.

**Group Processing:** A periodic evaluation of the group itself carries a permanent criticism of the group's practice. In this sense, cooperative learning is appropriate not only from the group competence, but also for social competence, decision making and problem solving. The evaluation activities are developed to assess the achieved objectives and the relationship between its members. The following questions contribute to group evaluation: what did I do that was useful for the group? And what will I improve in future work?

#### **2.4.1.4.2 Role of the teacher.**

Johnson et al., (1999) explain that Cooperative Learning encourage students not only to improve learning proficiency but also help to achieve goals. The diversity and different learning styles are amazing experiences which contribute in social and cognitive development. Group roles avoid students refusing participation or ignoring how to cope with the task. The assignment of the roles ensures that the



members of the group work as a team, without difficulties and in a productive way.

The following activities are teachers' roles:

- Teacher supervises and monitors the tone of voice, participation turns and noise. The achievement of objectives and maintenance allow effective working relationships.
- Teacher is an observer who is responsible for explaining the procedures, offering support, clarifying and encouraging participation.
- Teachers play the role of proofreader who formulates and integrates what they know and what they have learned.
- Teachers encourage students' thinking and reasoning: constructive criticism of ideas, not of people, in charge of seeking foundations, differentiating and expanding information.

The teacher must incorporate the following requirements in cooperative learning.

- The objective is necessary to structure the work and the materials.
- Heterogeneous group is beneficial when they are from 3 to 5 students.
- The roles' assignments encourage the internal organization by writing the name of each student and their responsibility in a sheet of paper and propose a working protocol about: the date, time and function.
- In addition, training in cooperative activities is a requirement to an effective group work (Lobato, 1998).

Rue (1998) emphasizes that the challenge of the teacher in the group is to find a way of organization of the activities and resources that encourage students to modify their points of view. According to Rue (1998) the teacher tasks are to:

- Guarantee that each member knows the objectives of the small group.
- Ensure all the proper changes are made in the group to control the rotation and the execution.

- Encourage students to find different procedures to do the work.
- Ensure that all the materials be ready for the activity.
- Guarantee a successful role of the weakest students in the group.
- Keep track of the time activity.
- Teacher just has to answer the requests questions that are not being solved in the group.
- Teacher encourages students reasoning on the decisions adopted by the group (Rué, 1998).

Teachers play a multifaceted role in the learning process, before starting teaching it is important to explain students the learning task and the cooperation procedures to be developed.

#### **2.4.1.4.3 Role of the Students.**

The designation of the students' roles and the alternatives agreed among its members are important. Voluntary or random participation or any other options depend on students' skills. The most common students' roles are noted below:

- The leader leads the group through the organization, integration and participation to the assigned activity.
- The secretary takes notes about the most important comments that the members of the group said.
- The motivator raises the group self-esteem, looking for positive behavior or expressing suggestions to improve the work by using cards to remind the group the steps or activities to be carried out.
- The reporter informs all students in the classroom about their work, main ideas of new learning or reading the summary obtained.
- The time Keeper determines the estimated time for the execution of the work (Torres, 2008).

Some of the students' attitudes and roles encourage integration of the members facilitating the consecution of group activities but others hamper the objective of

the group. In the following chart the roles of the members are according to three dimensions.

### Role of the Students

Encourage integration	Encourage tasks and projects	Obstruct the activities
Stimulator Integrator Facilitator	Critical Thinker Compiler Evaluator	The uncompromised person The dominating person The attacker person

**Chart 2:** Roles of the Students

**Source:** Lobato (1998).

**Author:** Porras, S. (2017).

#### Encourage Integration.

- The stimulator is the student who encourages to take a decision to get better results
- The integrator clarifies and extracts valuable ideas from the contributions of the members and integrates in a whole.
- The facilitator is the student who starts contributes and suggests new ideas to the group, or alternative ways depending on the group problems and objectives.

#### Encourage tasks and Projects

- The Critical Thinker is the student who describes their own experiences directly related to the problem and offering an exposure of ideas that the group adopts contrasting with others' opinions.
- The compiler collects ideas, comments and suggestions from the members of the group then, the compiler provides feedback to the group.
- The evaluator evaluates and criticizes through a set of regulations in the group achievement.

#### Obstruct the activities

- The uncompromised person does not search information and usually does not accept suggestions.
- The dominating person uses power, coercion, and intimidation in group work situations

- The attacker is the person who disagrees with most group decisions without clear reasons. Moreover, the attacker usually denotes errors.

Teachers should motivate a positive participation of each member in the group to facilitate and coordinate the development of the activities. If any difficulties arise, the activities could be rearranged appropriately in order to solve it without forgetting the importance of each student's role in the group.

#### **2.4.1.4.4 Group Work**

The group work refers to formal and informal groups. Formal cooperative learning groups' designation lasts a semester, academic year or the time required for a task, unit and chapter. Teachers must specify the objectives of the class as well as to make a series of decisions prior to teaching, for example, organizing the size of the groups, roles and materials. Moreover, explain the task and the positive interdependence to the students in order to improve the interpersonal and group performance (Johnson, David W; Johnson, Roger T; Smith, Karl A, 1991).

According to Johnson et al, (1991) Informal Cooperative Learning Groups operate for a few minutes up to an hour of class. The teacher can organize Cooperative Informal Groups during a direct teaching activity such as: a class, demonstration, a lecture or a test. The activity of these informal groups usually consists in pair works from two to five minutes between the students before and after a class by explaining, summarizing and integrating the material into the learning process.

Group work requires direct teacher participation in the formation of the groups considering students' level and aptitudes. Similarly, teachers have to avoid groups where negative attitudes predominate. In every group, the members are expected to have characteristics, such as: teamwork, loyalty, integration, companionship, motivation, and good performance. Definitely, teachers have to choose the best suited procedures for group formation.

Antunes (1975) points out, that the Natural Group Formation establishes the maximum and a minimum number of students in each group and the time limit for

the task at hand. After that, teacher does not take action anymore in the process of election. The disadvantage is that there is a possibility that some students are not chosen by any group. On the other hand Artificial Group Formation is useful when the activity requires an immediate constitution. It is a good idea to number the students and form groups according to linear/vertical, horizontal, left or right order. The students do not have direct involvement in the choice. This is useful when the groups will be changing in a certain time.

### **Characteristics of Group Formation**

The characteristics of group formation are age, size, task and assessment. There is no ideal age to participate in a collaborative group because a good interaction can occur between students from different ages. Nevertheless, teenagers and adults engage better in group work. Another important aspect is the size of the group because it can help or limit the students' progress. As the size increases, the social relationships are more complicated to fulfill. Equally important is the task and assessment. Making a correct task choice that encourages group work is as fundamental as the assessments which check the students' progress and development.

The best age depends on the task and instructions to be carried out in a group. Moreover, cooperative groups let students work together the necessary time to succeed. Prendes (2000) offered the results of some researches that point to a pretty clear trend about the convenience of choosing students with a slightly different competence level because it is useful for collaborative work. It means that by recognizing all the resources the group, they can take advantage of each members potential.

Johnson et al. (1999) advised that at the beginning students start working in groups of two or three members then the students gain experience and skills and function in larger groups. However, if the number of members increases dramatically, some students feel threatened, frustrated and inhibited to participate.

At the same time, there are fewer tendencies towards consensus and more difficulties in the coordination of group activities.

For that reason Lobato (1998) points out, the best size of groups is five because this size gives each member enough opportunities to participate, and there are enough members to turn to approve, value and reach a decision because there is no possibility of an insoluble disagreement due to the odd number of members. Moreover, if the group is divided, it tends to do it in a majority of three and a minority of two so that being, the minority does not isolate a member of the group. Finally, the group seems big enough so that members can quickly change their roles and this way anyone can participate.

The task choice is an important requirement. In order to maximize tasks' potential, Sanmarti & Jorba Bisbal (1994) provided the examples which can be adapted to group work activities. Complex tasks encourage students to carefully distribute their work as long as being reciprocal and well determined. The pair work is based on the exchange of roles previously planned by the teacher and last but not least the debates are linked to the discovery of new knowledge because contrasting points of view instigate defense, controversy and discussion of the same reality.

The source of information is the student or group assessment. It occurs when teachers and students assess dissertations, group exposure based on their personal contributions and good interaction to the group. Likewise, the grades marks should not be just attributed to group work until students effectively apply cooperative skills in the achievement of group tasks (Lobato, 1998). So, teachers should give more importance to their assessment than to the one carried out through self-evaluation or peer evaluation. From this perspective, the group assessment should be considered as a permanent component that refers both to the learning process itself and to its results.

#### 2.4.1.4.5 Cooperative Learning Activities

Cooperative Learning activities allow guiding the participation of students in the group work activities with the purpose to achieve meaningful knowledge based on practice and correct procedures. The activities applied in learning processes carry on efficient results because they allow organizing information and elaborating the content meanwhile, these activities lead to achieve a Cooperative Learning.

#### Cooperative learning activities

Cooperative learning activities
1. Jigsaw
2. Think – Pair - Share (TPS)
3. Learning Together
4. Co-op co-op
5. Scripted Cooperation (SC)

**Chart 3 :** Cooperative Learning Activities

**Source:** Kagan (1992)

**Author:** Porras, S.

#### Jigsaw

The jigsaw is a cooperative work activity where students perform assigned tasks and subsequently seeks to valuable contributions from their partners through research content carried out and finally, they put together the work or product (Aronso, 2008). Students' works agree with the assignment of academic responsibilities, which are divided among its members. As a consequence, each student is in charge of reviewing, analyzing and processing the information to deliver the group. Additionally, the members of the group meet to discuss each one of the sections to organize the final report. Through, Jigsaw students practice constructivist activities based on their own ideas, selection, analysis, and interpretation. The following recommendations are intended to provide guidance in this activity.

Teacher organizes the expert group work and provides a reading for each group. Immediately, students organize and divide the reading into paragraphs. Each member has a paragraph to read, understand the message and then analyze and obtain a single idea which implies students work in the group.

After analyzed and understood the reading that corresponds to the group, they meet with colleagues from other groups to share their experiences, information, messages, and knowledge. Then, sharing information with partners from other groups, students return to your home team to present the report of the last job that carried out. It implies that a meeting of experts is being held interacting with the partners of other teams. The positive interdependence is evident when the information is analyzed from different points of view.

Through compile the different reports from other groups, students can organize the information of the reading in the jigsaw. It determines that they gathered a vast amount of information. It is a fundamental aspect to assimilate knowledge positively.

The students clearly understand the objective of the task and the content of the reading. Furthermore, they are able to perform an oral presentation by each of the representatives or experts of each group. Also, students reinforce their knowledge, which at the end of the class will have a successful result.

### **Think – Pair – Share (TPS).**

Think, pair, share is a Cooperative Learning activity that encourages individual and group participation for improving students' reading comprehension. First, Think is related with the students who think independently about the question that was asked, forming their own ideas. Then, Pair in which students group together to discuss their thoughts. This step allows students to develop their ideas and consider those of others. Finally, Share step refers to the pairs of students who share their ideas with a larger group. Commonly, students present ideas for a group with the support of a partner and have improved through this three-step



process (Lyman, 1981). This activity is necessary for students to process, organize and share by negotiating meanings through the following steps.

Think refers to the familiarization that is the activity carried out to introduce the student to the topic. Prior Action: It is the exercise that is oriented before reading the text in order to identify the topic or look for some specific information in the text such as name, date or a certain action. Independent “think time” encourages students think individually and later to have the opportunity to share about the reading with a peer. It is very useful because students can correct or refine their thoughts developed in the think time.

Pair means let student read the text once although some students need to read twice, three times or even more. Teachers clarify a word or explain a structure that they do not understand but keeping in mind to interrupt only when it is necessary to allow a general understanding of the text. Moreover, specific questions and tasks is s conscious reading allows the student to find the meaning of the text in order to carry out the task. Questions, key words guide students to describe the characters, places or objects of the text.

Activities aimed at identifying and appropriating the fundamental vocabulary of the text can be developed through filling gap, multiple choice, synonyms or antonyms, association of words, pictures. Equally important are the eessential idea which determines the essence of what is read through key words which allow a conscious activity. The selection can be of the complete text, part of it or one of its paragraphs. The answers may be similar, but not identical. The title of the text is an activity that also requires understanding in the text although it is less complex than the previous one. The student must understand the text and know what the topic is.

Share the text with students’ own ideas is totally productive because students are asked to imagine something about some of the characters, fact, place or show to the whole class the result of their work. According to Lyman (1981) Share let students debate, think, reflect or compare what they have read. Finally,

Extrapolation: It is the most appropriate time for students to apply the knowledge to their reality, social, national or local environment, and may even create situations in which they incorporate their own learning. It is an optional activity of reading comprehension for advanced students.

### **Learning Together**

The Effectiveness of Learning Together depends on the materials like readings, questions cards, worksheets and evaluation forms as well as teachers who are in charge of organizing heterogeneous groups. Furthermore, learning Together let students training by developing activities without establishing a prior division of work in order to share information, material and help each other. These are the stages necessary to develop this activity.

Students name their group and the number is from two to six students in the group while teacher gives instructions and grows attention on the most relevant points in the reading. Then, students read the text silently after those students think and write down individual questions about the reading on a card.

After that, they meet with the questions ready and read in their corresponding group. The rest of the students in the group listen carefully in order to give reasons for positive and negative aspects of each question. In this step, students participate actively. The evaluation is done individually. It depends on the level and performance of the question. Additionally, each group chooses the best question. Someone is delegated to give the card to another group in order to students from other group answer. Every student participates in the group. It shows the development of positive interdependence.

The teacher chooses randomly the student who is going to present the group response. At the end of the presentations, teacher and students analyze and synthesize the most important information of the reading to clarify doubts. Finally, the evaluation is done individually through tests and grades. However, it is also evaluated and scored the group work, in such a way that if the group gets points,

each member in the group receives a bonus which is added to their individual mark. (Johnson & Johnson, 1975).

### **Co-op Co-op**

It is an activity that emphasizes the students' curiosity on learning based on the motivation of sharing new experiences with their classmates. Students feel satisfied without the need for extrinsic rewards because they enjoy the activity. Moreover, students have the opportunity to decide what to learn and to do. They are aware of their responsibility in the group by expressing their interests on the contents. This activity includes the following phases.

Students choose their groups or the teacher can group them into heterogeneous groups. At the same time, teacher performs group dynamics in order to create a trust and empathy atmosphere. Each group selects a theme of a reading from a list. Then, students develop and share the information and bibliographic references. It is important that students analyze and read each subtopic as a contribution to teamwork by individually searching information of the corresponding subtopic.

After reading, students organize their material with the researched content and expose it to their classmates to integrate all the valuable information. For the group presentation, they review, synthesize and organize the material for the exhibition in the class within the established time. Teacher checks and evaluates the activity in the following parameters: group presentation, individual contributions and project material (Kagan., 1985)

The experience of sharing and working together is beneficial for everyone as human beings as part of the society. This cooperative activity let students improve their reading and knowledge by addressing a new challenge.

### **Scripted Cooperation**

Larson, et al., (1984) explained that in Scripted Cooperation there are no hierarchical roles. There are two students sharing knowledge from a text. Each

member commits to a series of previously designed activities for that reason teacher is in charge of providing clear instructions before starting the activity. All of the following instructions are intended to success in this activity.

At the beginning of the activity a student reads the first paragraph or section of the text then the other one repeats the information without looking at the text. The first student provides information to correct mistakes by realizing the lack of information and says comments without looking at the text.

Students work with the information that connects to the text. And both read the second paragraph or section of the text. Repeat the first and second step exchanging the roles of re-called and listener or examiner. The reading continues until all the text is processed (Larson, Dansereau, O'Donnell, Hythecker, Lambiotte, & Rocklin, 1984).

This activity incorporates cooperative strategy based on various factors such as learning process and control of cooperation. The interaction is a relevant factor in this learning activity.

## **2.4.2 DEPENDENT VARIABLE THEORETICAL SUPPORT**

### **2.4.2.1 English Language.**

Formerly, English speaking, reading, and writing were factors to encourage people to learn a new language but the main reason was political and military power (Northrup, 2013). Nowadays, English as a Foreign Language has a great influence in all aspects by increasing significantly with a special status in many countries including Ecuador. One example of its transcendence is the standardized tests. In addition, English can be seen differently in terms of first, second, or foreign language.

Around the world, people had been evolving to a certain extent and the English Language has become the symbol of globalization and dominance. Therefore, it is fundamental to have tools to take on the globalization and technology challenge,

and English is the greatest one. Carbonell (2009) asserts that English as a foreign language is valuable in education, culture, politics, business, sciences and technology fields. As an example of those changes in education, Ecuadorian government offers scholarships, if the applicants want to be successful academically, mastering English as a Foreign Language is mandatory.

The standardized test of English as a Foreign Language plays a transcendent role because it is a highly relevant component in the progress of a country. According to Common European Framework (CEFR), students need to accomplish some standardized parameters in order to reach different level proficiencies from A1 to C2. Students from Europe receive English as part of their curriculum because they consider important this subject. Similarly, English is taught as a foreign language in most countries where the mother tongues are different, such is the case of Ecuador. That is why English is one of the subjects that are part of the Ecuadorian Educational Curriculum. Despite the efforts, the results obtained do not meet the expectations since there are still low levels of language skills learning.

Learning a language does not refer to a single process but rather to different processes depending on whether it is a first, second or a foreign language (Da Silva & Signoret, 2005). The first language is the one that the children learn unconsciously in early childhood and the speaker interact spontaneously without paying attention to the linguistic form. The second language is incorporated into the language of a person who moves to a new place, through informal or formal learning. Finally, English as a foreign language, as is the Ecuadorian case, students learn English as part of the National Curriculum. It is formally learned by children or adults in a classroom through an intentional learning process.

English as a Foreign Language is an easy way to access worldwide information and an essential skill in a competitive society. Through English, people can learn about other countries' culture, history, traditions, literature, music and poetry, and Ecuador takes part of this new perspective of the world. At the same time, Standardized tests push people to change their point of views in ways of studying,

thinking and acting. English as a Foreign Language and its fundamental skills constitutes the heart of communication, giving everyone a lifetime learning opportunity.

#### **2.4.2.2 Fundamental Skills**

Fundamental Skills refers to the level of performance and accuracy in developing certain tasks. Furthermore, it is an ability or capacity acquired through effort, training, experiences, and attitudes involved in a particular context. Developing the ability to speak, listen, write and read means to master the four fundamental skills of English as a Foreign Language. Educational work contributes to its quality by developing the skills in the learning process (EDUCAR ECUADOR, 2017). In other words, oral expression, listening comprehension, written expression and reading comprehension depend on the learning context. Sometimes learners of English as a foreign language develop some skills more like speaking and the others leave a little forgotten like reading.

Listening is the first skill acquired in our native language due to the greater capacity of the student of listening comprehension; the greater will be able to develop the other skills. It is a receptive skill because it uses the ears and brain to understand the language. The teacher can play audios and videos in real time to perform highly motivating activities. While the second skill acquired in native language is Speaking. This productive skill is related to the speech because it requires the use of the vocal tract and brain to produce language correctly through sound. The clearest results are shown when students have fluent and understandable conversations.

The third skill acquired in a native language is Reading. This receptive skill requires using the eyes and brain to understand the written message equivalent of spoken language. Reading feeds the richness of vocabulary learning and gets an improvement in reading comprehension including the group working as a good idea to share and carry out collaborative activities in reading. Finally, Writing skill emphasizes the importance to the message and its presentation. It is the

fourth skill acquired in the native language. It is a productive or active skill since it requires using the hands and brain to produce the written work.

The four fundamental skills allow individual abilities to understand and produce a language for adequate and effective oral or written communication. These skills are listening, speaking, reading and writing. Thus, in the context of English as a foreign language, the four skills are generally listening first, then speaking, and then possibly reading and writing. For this reason, reading had not taken into account the importance that this fundamental skill deserves.

### **2.4.2.3 Reading**

Reading is the ability to comprehend written texts through a process of interaction between the reader and the author. In this view, a reader is not a passive participant who receives information from the text but rather the reader plays a central role as an interpreter of the text. The studies show two conceptions about the reading process, the first one conceives the reading as a set of skills and second it explains the reading as an interrelated process between the reader and the text (Dubois, 1997).

The reading as a set of abilities is related not only to being able to simply understand texts but also, readers need to critique the text, ideas, and purpose of the reading, compare and contrast, evaluate and apply the information which is considered useful from them. The abilities of prediction and inference are important to understanding what is implied in the text. It implies recognizing and building the meaning of the words and sentences while the message is discovered.

The reading is a product of the interaction between the reader and the text because the readers use their previous knowledge to interact with the texts and build a meaning. From an interactive perspective, reading brings a set of cognitive, experiential and attitudinal characteristics that influence when the reader gives meaning to the text. In this way, the text does not contain the meaning, but rather it emerges from the interaction between what the text proposes and what the

reader contributes to the text.

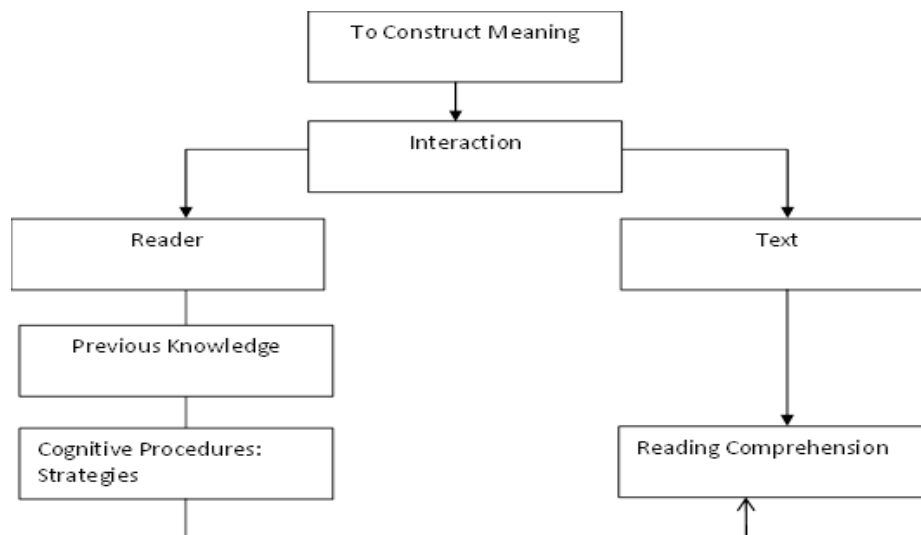
Definitely reading emphasizes that the skills and the interrelated process are two important elements in the reading process. The first one consists of readers' ability to construct the meaning of the text in order to understand it. Basically, the readers can be said to read a text if they can denote or predict the meaning of the text by comparing, contrasting, criticizing and evaluating. Equally important is the interrelated process specifically the product of the interaction between the reader and the text. In this way, the readers understand a text only when they are able to find in their memory some experiences that allow them to explain it in an appropriate way because the previous knowledge is a necessary element for a complete understanding.

In the context of English as a foreign language (EFL), reading could be seen as a selective process that takes place between the reader and the text, in which the background knowledge and the information of the text interact to contribute to Reading Comprehension.

#### **2.4.2.4 Reading Comprehension**

Traditionally, Reading Comprehension has focused on the vocabulary difficulties, the use of the dictionary in the classes and the repetition of structures. However, it has been canceled of all students' capacities of deduction and reasoning (Jouini, 2005). Over the years through the interaction between the reader and the text, the previous knowledge, and the cognitive procedures have provided to the student's different strategies that have been possible to enhance reading comprehension. In other words, reading is an interactive process that advances sequentially in order to help students understand and construct the meaning of a text.





**Figure 4:** Reading Comprehension  
**Source:** Jounini Khemais (2005)  
**Author:** Porras S. (2017)

The reader can make value judgments and comments on the text in order to demonstrate the comprehension by the argumentation based on the knowledge and the comprehension of the message. In the group work activities, students have the opportunity to share their experiences as background knowledge and facilitate the process of reading of both themselves and as their partners.

Another aspect regarding to Reading Comprehension is to develop cognitive procedures or strategies such as: making inferences, formulating hypotheses, reading all the concepts, ideas, facts and details with attention and then reconstructing the information, re-reading all the text or certain parts of it to interact through comments or dialogues taking into account the content of the text with the reader's experience (Santillana, 2009). Equally important is the concentration and the capacity of attention that improves reading comprehension. There is some advice: avoid external distractions and interruptions, locate the right place, find the right moment and set objectives.

To summarize, the previous knowledge of the reader is important in Reading Comprehension because it helps to internalize the information and accomplish the tasks. It will happen if the students have known about the topic and at the same

time, they are involved in their own process of understanding the context. Hence, teachers have to check the development of the students reading process with the goal of achieving the understanding which is considered part of the interaction between the reader and the text. For that reason, there is definitely a need to develop the cognitive procedures, by a permanently practiced in the search for the most appropriate strategies for Reading Comprehension.

### **Reading Comprehension Strategies**

The strategies are the procedures determined by a set of actions to achieve a goal. The application of strategies allows selecting, persisting and evaluating the achievement of the proposed goal (Solé I. , 1998). In addition, strategies involve characteristics such as self-direction and self-control, it means that the supervision and evaluation of own learning according to the objectives guide the possibility of modifications when it is being considered necessary.

Reading strategies facilitate the combination of text with the reader's prior knowledge, to build a representation of the overall meaning of the text (Cassany, 2004). Therefore, Reading Comprehension strategies give significant changes in what and how to achieve an effective reading. The reader constructs meanings through the ability to select cognitively the most appropriate strategies.

There are some recommendations for example: starting reading the title of the text then the subtitles, and the headings of each paragraph. It is also necessary to pay attention to some information such as epigraphs, as well as to apply the underlining or highlight techniques for improving Reading Comprehension. Nevertheless, referring to face a text that closer to a greater knowledge of the topic that is being read or a better understanding, some strategies like skimming, scanning, making predictions, inferring, summarizing and paraphrasing help to develop the abilities of the reader.

#### **2.4.2.4.1 Levels of Reading Comprehension**

The levels of reading comprehension are known as Literal Level, Inferential Level, and Critical or Evaluative Level. Alliende & Condemarín (2002) have pointed out the comprehension processes that intervene in reading based on Barret's taxonomy used in the different assessments on Reading Comprehension.

To demonstrate the comprehension of a text, the readers do it through a written document. To generate true understanding the text is interpreted through the different levels of Reading Comprehension. Literal, Inferential and Critical or Evaluative, which are detailed:

##### **Literal Level**

The first level of reading comprehension is Literal. The fundamental processes that lead to this level of reading are: recognition, remember, observation, comparison, relationship, classification, change, order and transformations. The literal level involved elementary cognitive processes such as basic understanding, identification and basic levels of discrimination. (Alliende & Condemarín, 2002). Readers extract the information given in the text, without adding any interpretive value. At this level, the questions are addressed to:

- Recognize and remember the location and identification of elements.
- Recognize data, facts, and details. Find the main idea.
- Recognize and remember the names, characters, time.
- Recognize and remember the main ideas.
- Recognize and remember the secondary ideas.
- Recognize and remember the cause-effect relationships.
- Recognize and remember the characters.
- Recognize and remember the details, events, and places. Characterize, understand the sequence of events.

In other words, Literal Level consists of identifying information that is explicit in

the text: location of scenarios, characters, and dates because the information is available to the reader. This level allows obtaining both a global understanding and concrete information. To achieve it, the readers determine the main idea of a topic and extract the essence of the text. For this purpose, it is necessary to find the location of the explicit information without forgetting the essential elements of a message: characters, time and scenery.

Literal comprehension is the understanding of information and facts directly stated in the text. The first and most basic level of comprehension in reading is recognized. Students employ literal comprehension skills like Skimming and Scanning.

At the Literal level, Skimming is a comprehension reading strategy applied in the reading texts of English as a Foreign Language. It consists of giving a quick reading, identifying ideas and key phrases. The idea of skimming is to avoid reading word by word, therefore looking for clues in the text that help form a reading quick idea. Some of the most useful activities of Skimming in Literal Level are:

- Read titles and subtitles to know what the text is about.
- Observe illustrations, photos or pictures to get more information on the subject.
- Identify keywords within the text.
- Activate previous knowledge about the topic that is being read
- Read the first and last sentences of each paragraph because it is unnecessary to know the meaning of every single word. Students can identify the phrases or keywords of the reading.

Scanning is another strategy on Literal Level. It is an exploration through a quick reading in the search for specific information (Cassany, 2004). It is used for searching a word or finding a particular answer. Scanning involves the following activities:

- Run the eyes down the page looking for specific facts or keywords and phrases.
- Look for numbers, dates, letters, measures, words, first, second, or the next or new words like definitions, formulas
- Search for words that appear in bold, italic, or in a different font size, style or color.
- Use headers and other help that helps to identify which sections can contain the information looking for.
- Once you have scanned the document, it is possible to go back and skim it by using clues to help to locate the answer.

The peripheral sight or visions play an important role because it moves from top to bottom or from the right to the left (Beale, 2013). The use of fingers for skimming and scanning is a good idea because it allows focusing attention and fixing a place in the text during the exploration of the material.

### **Inferential level**

Sánchez (1993) suggested expanding the level of analysis by interpreting and understanding the information in a text. During the reading, making deductions and proposing inferences about information that do not appear explicitly in the text it is a good idea. The deductions depend on the readers' view of the world such as:

- Inference of additional details which can be added.
- The inference of the main idea when it is not expressed.
- To inference through the induction of a meaning or moral teaching from the main idea.
- The inference of secondary ideas which allow determining the order they should be in case the text is not ordered.
- The inference of the characters or characteristics that were not formed in the text.

- To deduce or induce by identifying or selecting information not explicitly stated.
- To establish relationships such as causal, comparative, predictive and opposition to get to know and understand the information.
- To make conclusions and understand what was not said by the author.
- The inference to distinguish between facts and opinions.

The Inferential level implies the concentration of the readers to interpret the implicit messages or deduce something that is not explicit in the text. The readers make conjectures and hypotheses to find themselves the information. Some strategies used on the Inferential level are Predicting and Inferring.

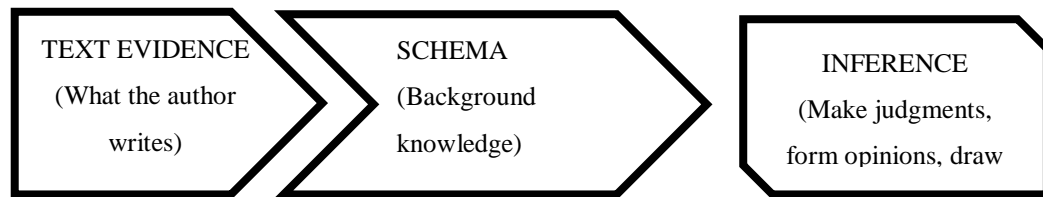
Predicting is a strategy of the Inferential level that allows readers predict what comes next. The steps to predict a reading are the following:

- Look at the title, headings or any images.
- Think about what you already know because prior knowledge or personal experiences are evidence.
- Make a prediction.
- Think about what you have already read.
- Identify key ideas and major events.
- Decide what you think will happen next based on what you have already read.
- Look back at your predictions and decide if they were correct.

Learners constantly think about predictions and confirm them throughout the text. Moreover, this strategy keeps students actively engaged in reading comprehension success.

Another strategy in the Inferential level that faced with the need to improve reading comprehension in the students who are in the university is the development of inferential strategy as a tool for reading comprehension in the classroom.

## Infer



**Figure 5:** Infer

**Source:** Effective Teaching of Inference Skills for Reading.

**Author:** Porras, S. (2017)

Students use the details and clues as evidence found in the text, along with their background knowledge and prior understanding of what they already know. The cognitive processes are activated through organization, discrimination, interpretation, and abstraction. Thus, the main idea determines what the reading is about and the extra details found help to learners better grasp the inference (Kispal, 2008). In other words, in the Inferential level, students take the text evidence then they figure something out.

Students make inferences all the time by reading or formulating credible conclusions based on what they read but always rely on evidence as the following examples:

- Read the passage, story or text
- Activate prior knowledge about the reading
- Highlight the clues/evidence
- Answer the inference question

There are different kinds of inferences such as:

- Intention Inference, It allows the explication of the attitude of the author to write a certain part of the text.
- Objective Inference, It allows the identification of the objective or purpose that motivates the intentional action of a character.
- Sequential inference, it allows the specification of how a series of situations or events occur in a chain that generally leads to a result. The appearance of

words for example: in the first place, then subsequently, next, finally, etc., those words induce to establish the order of events.

- Cause / Effect Inference, It allows making predictions about events and plans explicit in the process.
- Collaborative Inference shares the answers and procedures made by the students. Through interaction, learners can validate or refute the inferences reached, discuss, agree and control the performance of one or several partners and, therefore, of themselves.

The inference questions indicate the search of pairs or small discussion groups, feedback or co-evaluation. That is why is vital to develop the inferential ability. It is important points to keep in mind that in reading comprehension there is not only one way to read but agree on the reasons to read. This mode can be done with confidence at the time of reading

### **Evaluative or Critical level**

This level allows reflection on the content by establishing a relationship between the information from the text and the knowledge from other sources. Reflection, critical evaluation or an appreciation of the impact of irony or humor are part of the characteristics. To evaluate the statements of the text against their own knowledge of the world is an essential part of this level of understanding. (Sánchez C. , 2012).

At this level, readers evaluate the contents, make judgments and distinguish opinions, facts, assumptions, prejudices that may appear in the text. The following judgments correspond to the critical reading.

- Judgment on reality.
- Judgment on fantasy.
- Judgment of values.

The force of the conjecture does not determine the reading of words through the



dictionary but the knowledge and the interpretative explanation. It is important to identify the format in which it is written, specify the type of text and get different points of view about the intentions of the author. In other words, a value or a judgment with the respective argument supports the students' point of view.

In conclusion, critical level is related to the ability to make judgments, both in formal aspects and in the content. The cognitive process in critical level activates the creativity of the reader. This level of understanding is more complex than the previous ones due to the analysis and synthesis are developed through summarizing and paraphrasing.

Critical or Evaluative level demands that Summarizing connect condense and integrate the main ideas in a text. The steps are the following:

- In longer reading texts like a chapter, a journal or article students have figure out headings, sub-headings, the first and last paragraphs and topic sentences.
- In case readers do not understand reread carefully the text as many times as considered necessary.
- Write important notes using keywords and ideas then summary using the notes.
- Go back to the original text to confirm that the summary reflects the correct ideas of the topic.
- Include an in-text reference in the summary.

Paraphrasing is a strategy that restates what students read using their own words. This strategy checks students' comprehension through maintaining the meaning of a passage and explaining it in a different manner.

- Read the text carefully then underline the most important phrases or ideas.
- Look up difficult words and look for synonyms for them.
- Express the information by simplifying the sentences but without changing the meaning.
- Rewrite the text by using own words and compares it to the original.

- Use an in-text reference in the paraphrase.

Summarizing and paraphrasing are separate processes of Evaluative or Critical Level. Summarizing is a written work that mentions the main concepts of the text while paraphrase provides a detailed presentation of the author's ideas and arguments, without directly citing the original passage. On the other hand, a summary is shorter than the original source, while the paraphrase approximately has the same length. The Summary covers only the main concepts and essential elements of the original work. Nevertheless, the paraphrase is considerably different from the language of the original text. Otherwise, plagiarism can occur.

### Reading Strategies

R.eading Strategies	Levels of Reading Comprehension.	Description
Skimming	Literal Level	The Global understanding is reduced to partial reading, looking for data around main ideas in their first paragraphs
Scanning	Literal Level	Scan the text with the purpose of looking only for a specific fact or a part of the information, without reading all the text
Making Predictions	Inferential Level	It is a foretaste of what will happen according to the analysis of existing conditions based on pictures, headings and subtitles.
Inferring	Inferential Level	To get meaning from the text by resolving writer's opinion, feeling words, register, grammar or style is about a topic
Summarizing	Critical or Evaluative Level	Reducing long texts on important ideas
Paraphrasing		Re-stating text incorporating the ideas of the writer in the own production

**Chart 4:** Reading Strategies

**Source:** (First Steps team of The Department of Education WA, 2013)

**Author:** Porras, S.(2017)

Skimming and scanning in Literal level are essential because students keep an open mind, attention, and concentration of the text. In Inference level, prediction anticipates the contents of a text and inference deduces the components of the text that appear implicit. Summarizing and Paraphrasing in Critical or Evaluative Level makes a connection between the text and the reader. It builds its own concept and preserves the original idea.

The objective is to provide to the students with strategies to develop reading comprehension ability, without forgetting the dimension of Reading comprehension. Skimming and Scanning are related to Literal level. Predictions and inferring are related to Inference level. Summarizing and Paraphrasing related to Critical level.

### **Preliminary English Test (PET).**

Preliminary English Test (PET) is a general English qualification which is part of the Cambridge and corresponds at level B1 of the Common European Framework. This test identifies the ability to manage the everyday written and spoken relation. It is designed for learners whose English skills have practical purpose such as work, study and social situations. It is commonly taken by more than 112,000 people per year in over 80 countries. The skills of Reading, Writing, Listening and Speaking tests are administered in three separate papers which are: Paper 1 Reading and Writing, Paper 2 Listening and Paper 3 Speaking.

### **Structure of Reading PET format**

Reading section contains 5 parts relating to the texts which are in multiple choice formats. The structure of Reading Pet format tests reading skills through a variety of texts ranging from very short notices to longer continuous texts which are in multiple choice formats. The language of the text is adapted for A2 or B1 level comprehension. However, the Reading PET questions operate at B1 level because they demand highly reading comprehension skills due to questions are generally more grammatically complex than the texts.

Students are assessed on their ability to understand written English at word, phrase, sentence, paragraph and whole text at different levels of Reading Comprehension. The Reading part 1 is related to signs and short texts and Reading part 2 has information of 5 people related to 8 texts. Both include: reading multiple texts for specific information or matching tasks. Reading part 3 includes a text with true - false questions. The processing of this part is related to

factual text for specific information. Reading part 4 includes a long text with multiple choice questions. It means reading for detailed comprehension, the gist and global meaning. Reading part 5 does not have reading comprehension activities. It is just about multiple choice gaps for understanding vocabulary in a text (English, 2018).

PET reading comprehension contains detailed and main understanding activities. Each text is a short message taken from real life such as a notice, a sign, the information printed on product, packaging brochures, newspapers and magazines. Understanding of each text is tested through one, four-option multiple choice question which focuses either on the overall message or on a point of detail in the text. The notices selected for this test occur in a range of settings, including a hospital car park, a school notice board and a hairdresser's window. Their subject matter reflects core PET topics such as entertainment, services, sport and leisure.

## **2.5 HYPOTHESIS**

### **Null Hypothesis**

Cooperative Learning does not enhance Reading Comprehension in students at Escuela Superior Politécnica de Chimborazo.

### **Alternative Hypothesis**

Cooperative Learning enhances Reading Comprehension in students at Escuela Superior Politécnica de Chimborazo.

## **2.6 SIGNALING HYPOTHESIS VARIABLES**

Independent Variable: Cooperative Learning

Dependent Variable: Reading Comprehension

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 BASIC METHOD OF RESEARCH**

##### **3.1.1 Quali-quantitative Approach**

The research approach is quali-quantitative by the application and tabulation of surveys of teachers and students. Also, it allows quantitative data (number), and qualification used and accepted both teachers and students at Cooperative Learning in Reading Comprehension. This research provides an integrated and flexible perspective, based on a combination of the two methods according to a mixed approach.

#### **3.2 RESEARCH MODALITY**

##### **3.2.1 Bibliographical –Documentary Research**

It was documentary research because of the use of academic documents like educational series, books, and journals to support this research. Different authors allow knowing, comparing and expanding various theories and concepts about Cooperative Learning in Reading Comprehension. The theoretical framework was constructed through the review of the literature.

##### **3.2.2 Field Research**

It was field research because the researcher will be involved within the reality of the problem. The researcher has a direct contact with students at Escuela Superior Politécnica de Chimborazo where this investigation was performed. So, the researcher was immersing in teaching and learning process and constantly interaction with students.

### **3.2.3 Experimental Research**

It was developed a study of the variables by interpreting the results of Cooperative Learning in Reading Comprehension. Furthermore, experimental and the control group were tested. The Cooperative Learning was developed in the experimental group. Finally, Pre and post –test were used.

## **3.2 LEVEL OR TYPE OF RESEARCH**

### **3.2.4 Descriptive Research**

The research was descriptive because it was made with the students of first semester at ESPOCH develop the applicability of Cooperative Learning. Before which statistical data were taken that allowed to make the description of the facts and phenomena according to the established indicators to then explain the reasons and relevant guidelines to improve Reading comprehension.

### **3.2.5 Correlational Research**

This research was correlational because the researcher measures the two variables Cooperative Learning in Reading Comprehension and observes the degree of the relationship that exists between them.

### **3.2.6 Explicative Research**

This research was Explicative because clarified the causes of group work and connect with the explanation of the phenomenon conditions which occur in class and the relation between Cooperative Learning in Reading Comprehension.

## **3.3 POPULATION**

### **3.3.1 Population**

This research counted with 120 A2 students as the population from Escuela Superior Politécnica de Chimborazo in Riobamba city. Therefore the control group is 60 students and the experimental group is 60 students.

## Population

Population	Control Group	%	Experimental Group	%
120 A2 students Language Center at Escuela Superior Politécnica de Chimborazo.	60	50%	60	50%
	60	50%	60	50%
<b>Total</b>	120	100%	120	100%

**Table 1:** Population

**Source:** Population

**Author:** Porras, S (2017)

In view of the fact, that the population of the Experimental Group is 60 students, this research was done with the entire population. The students from the Experimental group were chosen randomly.

### 3.4 Operationalization of variables

#### 3.4.1 Independent variable: Cooperative Learning

Independent Variable	Dimensions	Indicators	Item	Technique	Instrument
Cooperative learning includes important <b>components</b> such as goals and roles encouraging students' <b>group formation</b> which involve different types and meaningful characteristics directly related in the daily classroom work through <b>learning activities</b> in order to reach positive team work.	Components	Goals Roles	Interpersonal skills Group Processing Teacher-Role Student-Role	Pre – test Post - test	Validated Questionnaires
	Group Formation	Types  Characteristics	Formal groups Informal groups Natural groups Artificial groups Age Size Task Structure Assessment		
	Learning activities	Team Work	Jigsaw Think – Pair - Share Learning Together Co-op Co –op Scripted Cooperation		

**Table 2 :** Independent Variable  
**Source:** Theoretical Framework  
**Author:** Porras, S. (2017)



### 3.4.2 Dependent variable: Reading Comprehension

Dependent Variable	Dimensions	Indicators	Item	Technique	Instrument.
The Reading Comprehension is a series of actions shared between the reader and the text directly related to the reading <b>levels</b> which are Literal, Inferential and Critical or Evaluative.	Levels	Literal - Skimming - Scanning  Inferential -Prediction - Inferring  Critical or Evaluative - Summarizing - Paraphrasing	What does it say? Sarah is asking whether Jane  .Decide which sea life centre would be the most suitable for the following people. Look at the sentences below about a rock climbing trip and choose the correct one Read the text and to decide if each sentence is correct or incorrect  What is Dan trying to do in this text about barefoot water-skiing? What might Dan write to a friend about his barefoot water-skiing?	Pre – test Post - test	Validated Questionnaires

**Table 3:** Dependent Variable  
**Source:** Theoretical Framework  
**Author:** Porras, S. (2017)

### 3.5 METHOD OF DATA COLLECTION

To collect the data it was necessary to apply a validated pre- test and a post – test taken from the Cambridge web page that consisted of a sample of the PET test for Reading Comprehension. It was used a rubric based on Cambridge parameters in order to assess the reading production. It was conducted to one – hundred twenty A2 students who belong to the Language Center at Escuela Superior Politécnica de Chimborazo. Cooperative Learning was implemented for one month.

<b>Basic Questions</b>	<b>Rationale</b>
<b>What for?</b>	To achieve the objectives of this research.
<b>Which will be the Unit of Analysis?</b>	Population
<b>What aspects will be about?</b>	Cooperative Learning – Reading Comprehension
<b>Who will develop?</b>	Researcher
<b>When?</b>	August – September 2018
<b>Where?</b>	Language Center at Escuela Superior Politécnica de Chimborazo
<b>How many times?</b>	August – September 2018
<b>Which data collection technique will be used?</b>	Pre and post tests
<b>Which instrument will be used?</b>	Test
<b>In what situation?</b>	English lessons

**Table 4:** Method of Data Collection

**Source:** Data Collection

**Author:** Porras, S (2018)

### 3.6 DATA COLLECTION AND ANALYSIS

Once the instruments applied it was necessary to:

- Tabulate the collected data
- Analyze and interpret the results

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

#### 4.1 ANALYSIS OF RESULTS

##### Pre-test and Post-test Results Experimental Group

Based on the analysis and the measurement of Reading Comprehension were developed Cooperative Learning activities considering the rubric from the PET to provide a relevant way of evaluating students in the different reading comprehension levels: Literal, Inferential and Critical or Evaluative.

#### 4.2 DATA INTERPRETATION

##### Literal Level

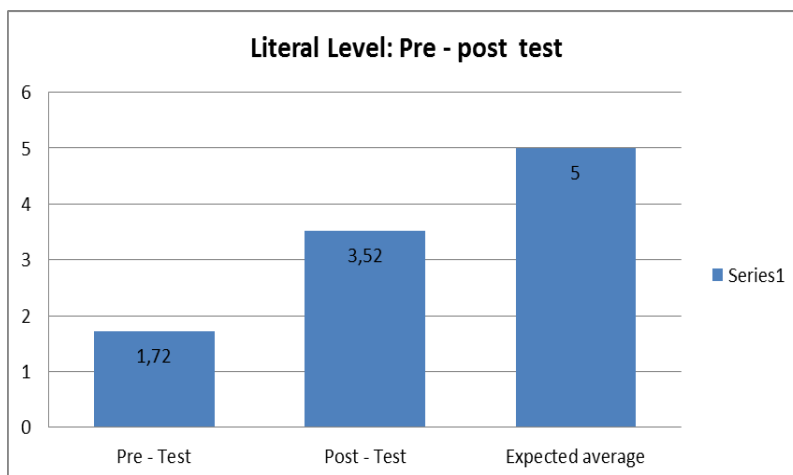
**Table 5: Literal Level**

Pre – test	1,72
Post - test	3,52
Expected average	5

**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

**Figure 6: Literal Level**



**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

**Analysis and Interpretation:**

The results obtained from table 5 in the Pre – test of Literal level was 1.72 and in the Post test was 3.52. It indicates that the number increases due to the application of Cooperative Learning.

Considering that Literal Level is the first level of reading comprehension that consisted of recognizing and remembering the main idea, relevant information, secondary information, cause-effect relations in the reading test. It is clear that there was an increase in the performance of the group of students by showing a good degree of control of the first level of reading comprehension due to the application of Cooperative Learning.

## Inferential Level

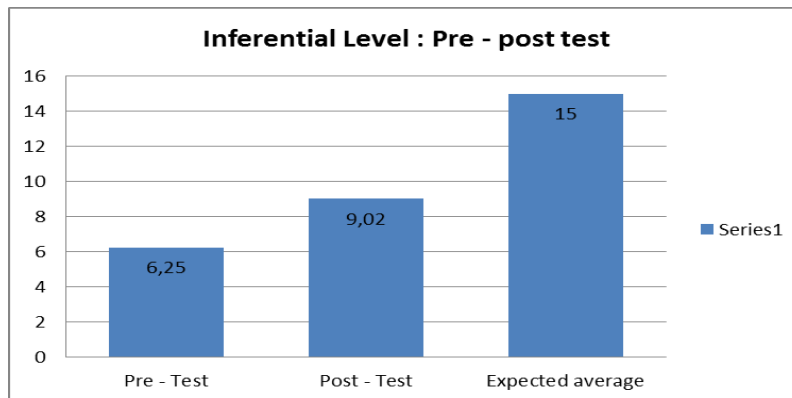
**Table 6 : Inferential Level**

Pre – test	6,25
Post - test	9,02
Expected average	15

**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

**Figure 7: Inferential Level**



**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

### **Analysis and Interpretation:**

Table 7 shows that in the pre – test students got an average of 6.25 while after the application of the post – test the results demonstrate there was an increment obtaining as a final result 9.02.

Inferential Level is the second level of the reading comprehension. It refers to understand certain aspects of the text in order to infer the meaning of the rest. Therefore, as it was shown there was progress in students' performance because of the cooperative tasks that were carried out based on Cooperative Learning. The students' improvement showed the use of contextual clues, which lead students to obtain a meaning from its context.

## Evaluative Level

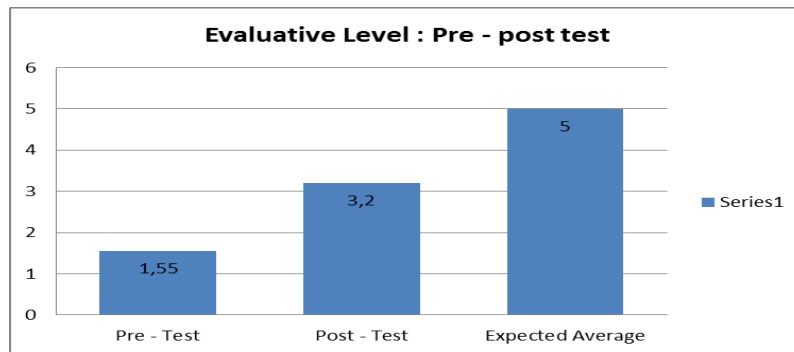
**Table 7: Evaluative Level**

Pre – test	1,55
Post - test	3,2
Expected average	5

**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

**Figure 8: Evaluative Level**



**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

Table 7 revealed that the score in the pre-test was 1.55 while in the post-test was 3.2. A notable increase was observed between pre-test and post-test. Considering that the expected average was 5.

Evaluative level was assessed in Reading Comprehension performance due to the fact it is an important aspect to consider in reading development. Furthermore, it is evident that the students acted with responsibility in the assigned tasks. For this reason, they read the text in small groups to later integrate and analyze the global text with their classmates in a larger group. As it was previously demonstrated, the cooperative method leads to a Reading Comprehension process of analysis, criticality and reflection.

## Levels of Reading Comprehension Pre – post test Experimental Group.

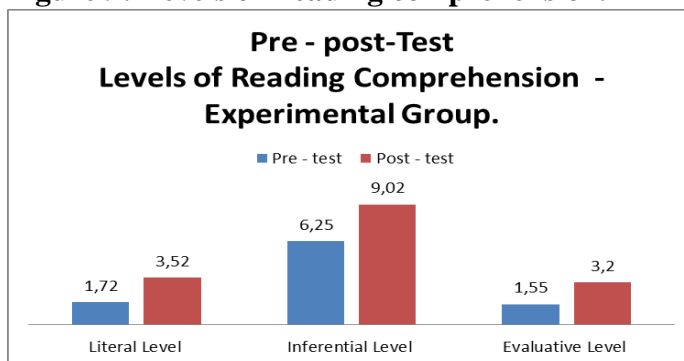
**Table 8: Levels of Reading comprehension final scores Pre – post test.**

Reading Comprehension	Pre - test	Post – test
Literal Level	1,72	3,52
Inferential Level	6,25	9,02
Evaluative Level	1,55	3,2

**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

**Figure 9: Levels of Reading comprehension.**



**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

The data presented in Table 8 establish the results of the comparison of the three levels of Reading Comprehension in accordance with PET. Literal Level score rises from 1.72 to 3.52. In the case of the Inferential level, there was a noticeable increment from 6.25 to 9.02. Finally, based on the evidence of the table the Evaluative level indicated an increase from 1.55 to 3.2

Based on the prior results, the three levels of Reading Comprehension notably advance. It occurs because of the application of Cooperative Learning to increase Reading Comprehension. During this time students develop the cooperative activities that allow them to become better.

## Reading comprehension Final Scores Pre – Post test Experimental Group

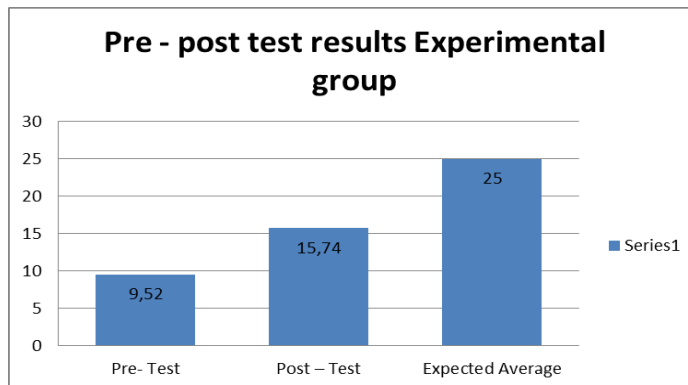
**Table 9: Levels of Reading Comprehension scores Pre – post test**

Pre – test	9,52
Post - test	15,74
Expected average	25

**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

**Figure 10: Levels of Reading Comprehension scores Pre – post test**



**Source:** Pre and Post test scores - Experimental Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

The results from table 9 shows there was a significant increase in the final scores of the levels of Reading comprehension. In the pre-test students had a score of 9.52 and after the post-test the final score was 15.74.

The main objective of this project was to develop Reading Comprehension that results from the comparison of the pre-test and post-test. After the application of Cooperative Learning the students' performance enhance because cooperative activities were developed in the lesson plans.



## Pre-test and Post-test Results Control Group

Based on the analysis of the levels of reading comprehension was determined through the PET rubric in order to assess students in a correct way. Hence, the levels Literal, Inferential, Critical or Evaluative were taking into account in reading comprehension.

### Literal Level

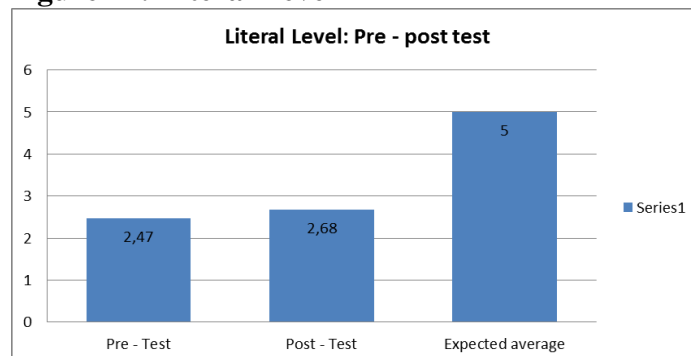
**Table 10: Literal Level**

Pre – test	2,47
Post - test	2,68
Expected average	5

**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

**Figure 11: Literal Level**



**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

Table 10 showed the score of the pre-test was 2.47 whereas after the application of the post-test the score was 2.68.

Literal level was considered as the level of least complexity because it identifies information that is explicit in the text. As it could be noted there was the little variation in the results being the fact that Cooperative Learning was not applied in this group. Students showed a limited control to find explicit location of scenarios, characters and dates

## Inferential Level

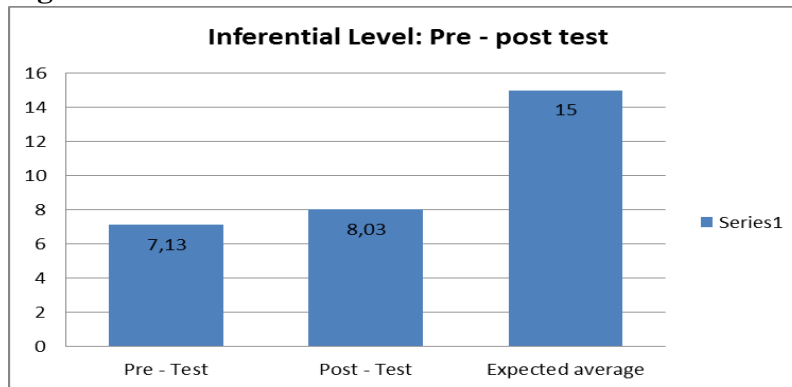
**Table 11: Inferential Level**

Pre – test	7,13
Post - test	8,03
Expected average	15

**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

**Figure 12: Inferential Level**



**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

The results from table 11 show that in the pre –test, the group of students from the Control Group had a score of 7.1 and in the post – test they obtained 8.03.

One of the levels that were evaluated in Reading comprehension was Inferential with the purpose of obtaining new information from the implicit data of the text. Despite of the regular classes, the results of this level does not show a meaningful improvement. The responses were characterized by some difficulties on detecting hidden messages.

## Evaluative Level

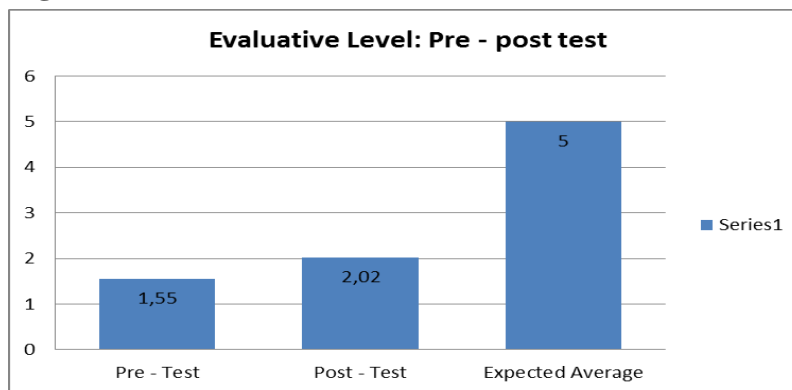
**Table 12 Evaluative Level**

Pre – test	1,55
Post - test	2,02
Expected average	5

**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

**Figure 13: Evaluative Level**



**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

The table 12 shows that the final score in evaluative or critical level was 1.55 and the results after the application of the post – test it gain to 2.02. There is a limited progress.

Evaluative or Critical is the third level of Reading Comprehension and it is related to the ability to reason in the text. As can be seen from Evaluative Level there are processes like analysis and synthesis which are part of this level. The results indicated a little improvement.

## Levels of Reading Comprehension Pre – post test Control Group.

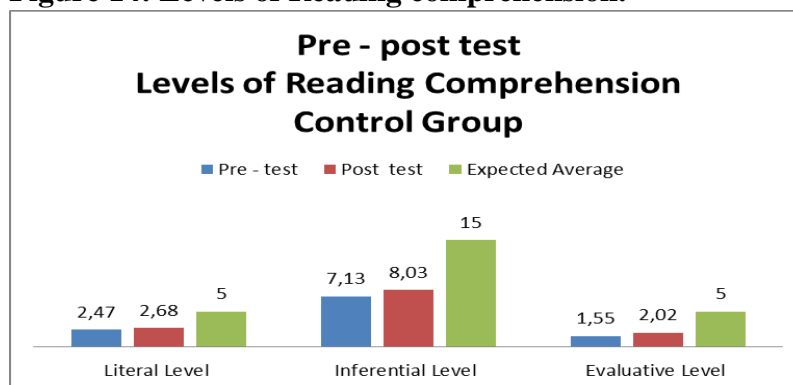
**Table 13: Levels of Reading comprehension final scores Pre – post test.**

Reading Comprehension	Pre - test	Post – test	Expected Average
Literal Level	2,47	2,68	5
Inferential Level	7,13	8,03	15
Evaluative Level	1,55	2,02	5

**Source:** Pre and Post test scores – Control Group

**Author:** Porras, S. (2018)

**Figure 14: Levels of Reading comprehension.**



**Source:** Pre and Post test scores – Control Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

Table 13 determines the data from the scores of the pre and post- test of the control group in reading comprehension. It is observed there was an increase in Literal Level in the final scores from 2.47 to 2.68. In Inferential Level, there was also, a little improvement in the final average from 7.13 to 8.03. Finally, in Evaluative or Critical level the variation of the final scores were 1.55 to 2.02.

Based on the previous final results, the improvement of Reading comprehension show a little increment in each one of the levels. Therefore, it is important to know and apply new strategies to motivate students improve their reading comprehension skill.

## Reading comprehension Final Scores Pre – Post test Control Group

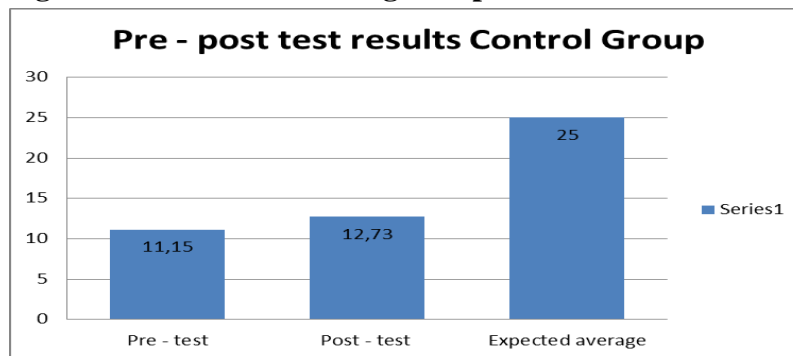
**Table 14: Levels of Reading Comprehension scores Pre – post test**

Pre – test	11,15
Post - test	12,73
Expected average	25

**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

**Figure 15: Levels of Reading Comprehension scores Pre – post test**



**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

The data obtained from the final results in Reading Comprehension shows that students had 11,15 in the pre – test and in the post – test their final score was 12,73. It was noticed that the results in pre and post - test were minimum due to it was only 1,58.

The aim of this research was to improve Reading comprehension. However, those students did not develop cooperative learning activities, this is the reason there was not a big improvement. It is important to implement certain activities that promote the ability of reading comprehension.

## Reading Comprehension Pre – Post Test Test - Comparison Experimental and Control Group

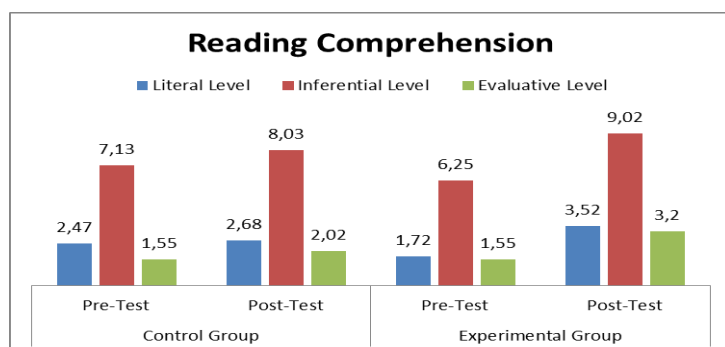
**Table 15 Reading Comprehension – Experimental and Control Group**

Reading Comprehension	Control Group		Experimental Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Literal Level	2,47	2,68	1,72	3,52
Inferential Level	7,13	8,03	6,25	9,02
Evaluative Level	1,55	2,02	1,55	3,2

**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

**Figure 16 Reading Comprehension - Experimental and Control Group**



**Source:** Pre and Post test scores - Control Group

**Author:** Porras, S. (2018)

### Analysis and Interpretation:

The scores of the experimental group vary in Literal Level from 1.72 to 3.52, Inferential Level from 6.25 to 9.02, Evaluative or Critical from 1.55 to 3.2. The Control group was evaluated by PET rubric. The score of Literal Level, varied from 2.47 to 2.68. The Inferential Level from 7.13 to 8.04. Finally, the Evaluative or Critical was from 1.55 to 2.02.

According to this data, it is observable that there is an improvement in the comparison of the final scores of the pre and post tests in the Experimental Group after the application of Cooperative Learning in Reading comprehension. However, in Control group, the results were not as well as expected

**Reading Comprehension final results Pre – post Test - Comparison Experimental and Control Group**

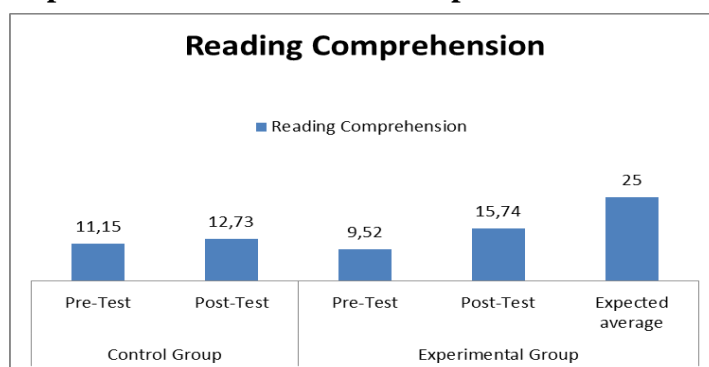
**Table 16: Reading Comprehension final results Pre – post Test – Experimental and Control Group**

Test	Control Group		Experimental Group		Expected Average
	Pre-Test	Post-Test	Pre-Test	Post-Test	
Reading Comprehension	11,15	12,73	9,52	15,74	25

Source: Pre and Post test scores - Control Group

Author: Porras, S. (2018)

**Figure 17 Reading Comprehension final scores Pre – post Test – Experimental and Control Group**



Source: Pre and Post test scores - Control Group

Author: Porras, S. (2018)

**Analysis and Interpretation:**

The data obtained from the final results comparing the pre and Post Test of the Experimental and Control Group established that in the Control Group the final result in the Pre – test was 11,15 while in the Post Test was 12,73.

Once analyzed and interpreted the final results of the Pre and Post Test comparison of the Experimental and Control Group is concluded that the Experimental Group data in percentage forms present an increase. It means that Cooperative Learning influence significantly greater students achievement in Reading Comprehension. Contrarily, the results of the Control Group has outcomes resulting in a low percentage of improvement

### 4.3 HYPOTHESIS VERIFICATION

#### Wilcoxon Signed Rank Test

##### Ranks

		N	Ranks Average	Ranks Sume
POST-TEST	Negative Ranks	0 <sup>a</sup>	,00	,00
PRE- TEST	Positive Ranks	57 <sup>b</sup>	29,00	1653,00
	Ties	3 <sup>c</sup>		
	Total	60		

**Table 17:** Wilcoxon Signed Rank Test

**Source:** Hypothesis Verification

**Author:** Porras, S (2018)

a. Post- Test < Pre-Test

b. Post-Test > Pre-Test

c. Post- Test = Pre-Test

The Wilcoxon signed Rank Test shows that in the Negative Rank, the Post- test is lower than the Pre – test. And the result is equal to zero (0).. The Positive ranks where the Post – test is higher than Pre- test , the result is 57 and a tie of 3. It is concluded that the experiment had positive results. In other words the Cooperative Learning enhances Reading Comprehension.

##### Test<sup>a</sup> Statistics

	POST- TEST – PRE- TEST
Z	-6,573 <sup>b</sup>
Sig. Asymptotic (bilateral)	,000

**Table 18:** Test<sup>a</sup> Statistics

**Source:** Hypothesis verification

**Author:** Porras, S. (2018)

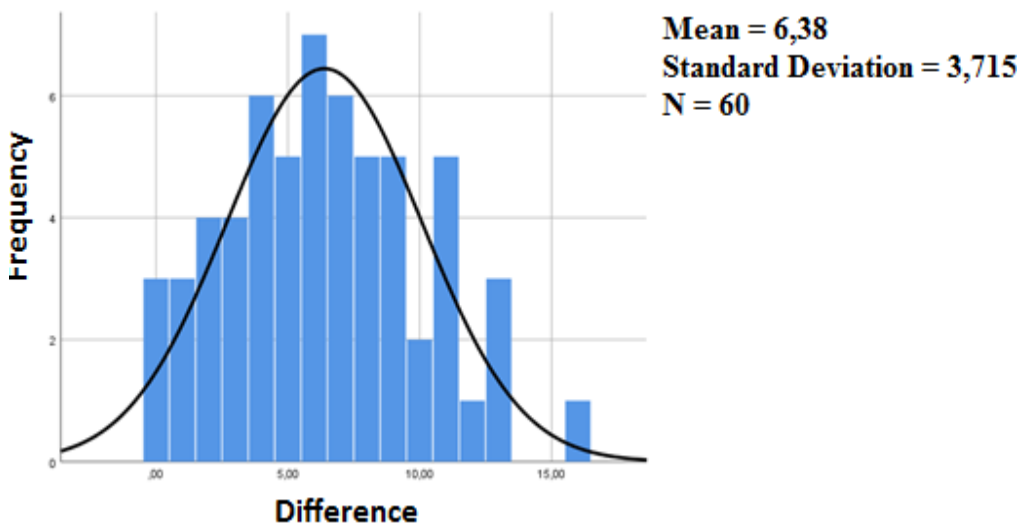
a. Wilcoxon Signed Rank Test

b. It is based on negative ranks.



The Z value in the Statistic Test is on the established parameters. It had an estimated average of -6.573. It means that having the results of p(value) lower than 0.05 the Null hypothesis is rejected and the Alternative Hypothesis is accepted.

It is concluded that H1. Cooperative learning enhances Reading Comprehension in students at Escuela Superior Politécnica de Chimborazo.



**Figure 18:** Difference Test  
**Source:** Hypothesis Verification  
**Author:** Porras, S. (2018)

Figure 18 shows that the final variable of the data distribution, which are symmetrically distributed. Consequently, the data are suitable for result presentation.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

This research involves Cooperative Learning in Reading Comprehension. The objectives are related to the following conclusions

- The results after the application of PET reading diagnostic test show the low level of Reading Comprehension due to teachers often forget that motivation is the basic part of English language learning. The results show that students have poor reading habits because they read very little and a lot less read English materials. Majority of students are not willing to read because there are problems faced such as lack of interest or motivation, boredom, and anxiety.
- Cooperative learning emphasizes active interaction between students of diverse reading abilities in the learning process through Jigsaw, Think-Pair-Share, Learning Together, Co-op, co-op and Scripted Cooperation and integrating Literal, Inferential and Critical or Evaluative Reading Comprehension levels that work appropriately from the simple to the complex by creating a learning environment which encourages academic, personal, and social growth. The Reading Comprehension responds to a climate of caring and supports from the peers and teacher.
- Reading Comprehension was assessed with a pre and post – test according to PET rubric. Consequently, students showed a significant improvement, in Literal Level, there was a noticeable increment from 1,72 to 3,52. In the Inferential level was 6,25 in the Pre-test and 9,02 in the Post-test. Finally in the Critical or Evaluative level obtaining as a result in the Pre-test was 1,55 and in the Post-test was 3,2The Alternative-hypothesis had success in obtaining a level of significance of 0,5, excluding the Null Hypothesis.

## 5.2 Recommendations

After the implementation of Cooperative Learning, the following recommendations are set:

- Encourage students to read in order to improve reading comprehension and prioritize playful and interactive aspects as a way to engage learners and challenge them to read. Likewise, select topics based on students' real context, interests, and likes through motivating and challenging activities. To generate innovative ways of learning with a new atmosphere not only at ESPOCH students but for many others as well. Take into account students' interests are to enhance and make the classroom more enjoyable through students interact with each other around texts.
- Develop a collaboratively work in order to promote Literal, inferential and Critical or Evaluative Levels of Reading Comprehension while students enjoy, have greater retention, and feel more positive about the reading experience. To use cooperative learning as part of the Reading methodology in the daily lesson plans through classroom activities such as Jigsaw, Think-Pair-Share, Learning Together, Co-op, co-op and Scripted Cooperation. To help students have less anxiety when they take part in the different levels of Reading Comprehension is fundamental that students participate actively and more efficiently.
- Promote Cooperative Learning activities that help students improve the levels of Reading Comprehension due to the improvement of the Experimental Group that obtained 9,52 in the pre-test and after the application of Cooperative Learning the result in the post-test was 15,74, based on the average score of 25. Cooperative Learning maximizes student work through useful, easily and noticeable activities and teamwork carried out and implemented in Reading Comprehension. So, it is recommended to apply Cooperative Learning in a permanent way in reading classes.

## CHAPTER VI

### PROPOSAL

**Topic:** Planning based on Cooperative Learning in Reading Comprehension at Escuela Superior Politécnica de Chimborazo.

#### 6.1 GENERAL INFORMATION

**Institution:** Escuela Superior Politécnica de Chimborazo

**Province:** Chimborazo

**City:** Riobamba

**Location:** Panamericana Sur km 1 ½.

**Beneficiaries:** Escuela Superior Politécnica de Chimborazo, Professors and Students

**Start Date:** Julio 2018

**End Date:** Agosto 2018

**Person in Charge:** Sandra Paulina Porras Pumalema

**Cost:** 200

#### 6.2 PROPOSAL BACKGROUND

This research study was planned considering the Reading Comprehension difficulties that A2 students of the Language Center at Escuela Superior Politécnica de Chimborazo face with reading in English. It was obvious there were problems of understanding texts specially related to the three levels of Reading Comprehension: Literal, Inferential and Evaluative or Critical.

Therefore, Cooperative Learning was considered as a possible solution to this problem. A bibliography study was previously done in order to understand deeply how Cooperative Learning could enhance Reading Comprehension. There were lesson plans target on Cooperative Learning activities that foster Reading Comprehension.

### **6.3 JUSTIFICATION**

Cooperative Learning in Reading Comprehension allows the development of reading activities in a controlled and progressive way because being part of the methodological reading process which is established based on Cooperative Learning. It means that a group of students work together to solve problems or answer questions about readings by developing cooperative tasks. When this interaction takes place in the field of the teaching-learning process, it is called cooperative learning.

The Planning based on Cooperative learning in Reading Comprehension at Escuela Superior Politécnica de Chimborazo contains a great variety of reading activities which were analyzed, selected and compiled in order to built on students' strengths and contribute to the students' success in the classroom as well as outside. Every student has a learning style. Learners can be auditory, kinesthetic, visual – spatial and verbal and cooperative activities are linked with the learning styles

Students had coped with the reading problem during English .Therefore, cooperative learning activities such as: Jigsaw, Think-Pair-Share, Learning Together, Co-op, co-op and Scripted Cooperat would be ideal to carry out. The Reading Comprehension process was previously established and analyzed for its development.

The reading comprehension levels are in a sequential manner in order to first read the text globally, then subdivide it until they find the main ideas and the secondary ideas. The main objective of this planning was that the students improve their Reading Comprehension. For that reason, cooperative activities encourage students are involved during this reading process and the teacher becomes the facilitator whereas students work. This proposal helps A2 students at Escuela Superior Politécnica de Chimborazo because cooperative activities were planned in the lesson plans that improved the three levels Literal, Inferential and Critical or Evaluative.

## **6.4 OBJECTIVES**

### **6.4.1 General Objective**

- To design lesson plans based on Cooperative Learning in Reading Comprehension with A2 students at Escuela Superior Politécnica de Chimborazo.

### **6.4.2 Specific Objectives**

- To select the most appropriate texts of reading for A2 level students.
- To analyze Cooperative Learning activities which are suitable for English Reading Comprehension.
- To state the levels of Reading Comprehension that students from Escuela Superior Politécnica de Chimborazo have.

## **6.5 FEASIBILITY ANALYSIS**

This proposal is considered feasible because the authorities, teachers and students at Escuela Superior Politécnica de Chimborazo assent on its research and implementation. The results obtained are favorable not only for the ESPOCH students but also to guide the whole methodological process of the teacher in any superior institution. Another advantage is this planning facilitates and develops the Reading Comprehension because it contains selected texts from readings according to the level.

## **6.6 THEORETICAL BASIS**

This proposal was developed based on Cooperative Learning through teamwork in order to achieve knowledge, mutual interaction, active participation and exchange of experiences (Blanche, 2013). It contains lesson plans for students learning performance because they need to be motivated to work in groups, being supportive, responsible and committed sharing knowledge. From the pedagogical

point of view, cooperative learning is based on the development of group work that contributes to improve Reading Comprehension skills.

Cooperative Learning organizes small groups in order to establish the necessary links and requirements for cooperation where each member in the group manages different learning activities. The most appropriate Cooperative Learning activity depends on the group and the level of reading comprehension to be developed. Teacher has to take into account students' needs in order to enhance cooperation. In the case of students of first level at Escuela Superior Politécnica de Chimborazo, the cooperative learning activities are: Jigsaw, Think-pair-Share, Learning Together, Co-op co-op and Scripted Cooperation.

### **Stages of the Lesson Plan**

The lesson plans refer to the methodological steps to follow with the purpose to ensure the understanding of the text in order to build ideas about the content or other aspects of interest. It is developed through individual reading and mainly through cooperative work (Solé I. , 2010).

It is considered that the development of reading is oriented with clear approaches in the build of knowledge to reach the three levels of Reading Comprehension: Literal, Inferential and Critical or Evaluative. It is necessary to apply active techniques with the participation in group activities. According to Sole's criteria, the reading process divides into three sub processes: Pre-reading, Reading and Post-reading.

### **Pre-reading**

The pre-reading is based on the stated objective where the question will be; Why read, then certain inferences or predictions are made. At the same time, reading aloud with the purpose of obtaining accurate information, which implies that students activate their previous knowledge as a formulation of a hypothesis. The Preview stage activities are:

- Improve students' interest in the topic, and motivate them,
- Provide some predicting activities for the reading passage,
- Enhance the students awareness for the context of the reading passage  
(Varaprasad, 1997)

### **During Reading**

It is a process where the reading is executed using the techniques Click and Clunk and Get the Gist, which means that students infer the meaning by the context. Identify the main information. In addition to reaching a better understanding can ask questions in order to clarify doubts about the text and analyze in order to make a summary. Just in case of doubts students have the possibility to read or look up in the dictionary. If the students pay attention and concentrate, they will be is in the capacity of create mental images to visualize certain descriptions. Click and Clunk and Get the Gist stages help to improve:

- Students' understanding through the writer's ideas including structure and organization in the reading text.
- Encourage students use their own inferring and judging skills.
- Develop students' abilities to interpret the meaning.

### **Post reading**

After the reading, students are able to summarize again, ask certain questions and at the same time answer individually (Dávila , 2012). Thus, the most successful way is the cooperative work with the purpose of strengthens knowledge acquired and the ability to reconstruct reading. The objectives of Wrap –up stage are:

- Students are able to ask and answer questions based on the text.
- Students are able to use their acquired knowledge in similar readings
- Students are able to integrate their own information with the new information of the reading.



In conclusion, teachers are in charge of guide students to the development of the reading process as a basis for constructing the meaning of new texts depending on the context. Students can also make predictions in each paragraph after the reading. Not less important, remember that during the reading teacher can orient doubts or misconceptions about the reading.

### **6.6.1 PROPOSAL DEVELOPMENT**

#### **Planning based on Cooperative learning in Reading Comprehension at Escuela Superior Politécnica de Chimborazo**

Cooperative Learning is an activity whose main focus is to encourage students improve reading comprehension while working in groups. These lesson plans were developed based on cooperative learning components: Positive Interdependence, Individual Responsibility, Face to Face interaction, Interpersonal Skills and Group Processing.

These lesson plans can be adapted to real contents and students necessities. Each lesson plan was planned with the objective of supporting learners improve reading comprehension. They develop useful activities that motivate first level students to develop reading comprehension. The approximately time can be adapted for the assessment that was taken from Cambridge PET exams.

There are 10 lesson plans developed in 2 hours per day. Each lesson plan contains the Level of reading Comprehension: which could be; Literal, inferential and Critical or Evaluative. Furthermore, the Cooperative Learning Activity (s) such as: Jigsaw, Think-Pair-Share, Learning Together, Co-op, co-op and Scripted Cooperation. The aim shows what, how and why the lesson plan is developed.

It was taken the rubric form PET to establish the level of Reading Comprehension.

## PROPOSAL SCOPE

N <sup>o</sup>	Topic	Aim	Class Period	Material	Level of Reading Comprehension	Coop. Activity
1	How Do You Learn Best?	To infer the type of intelligence by working in pairs in order to sum up the different ways of learning in a graphic organizer.	2 hours	-Reading American Jetstream Students' Book -Reading American Jetstream Students' Work Book - Computer - Projector - Worksheets	Critical or Evaluative	Think-Pair-Share Scripted Cooperation
2	Unusual Houses	To skim the reading Unusual Houses by working in jigsaw groups in order to discuss the main points in each segment.	2 hours		Inferential	Jigsaw
3	Cyber pals	To group students and give them responsibility by recognizing social websites in order to understand and integrate the most important information about the profiles in Cyberpals.com	2 hours		Inferential	Think-Pair-Share
4	Help the Children	To infer the most relevant aspects in the reading by writing questions and sharing answers in the group in order to participate actively.	2 hours		Inferential	Learning Together
5	The Stay at Home Dad?	To analyze what the peoples' daily activities are using a graphic organizer that engage students work cooperatively.	2 hours		Critical or Evaluative	Learning Together
6	What's your Life Dream?	To read critically about Living the Dream by working in jigsaw groups in order to analyze the text.	2 hours		Critical or Evaluative	Jigsaw
7	Too much food	Read the text about food and complete the information through the jigsaw strategy in order to understand the reading and develop the activities	2 hours		Literal	Co-op, Co-op, Jigsaw
8	It's hot in the kitchen	To read about successful chefs through group work in order to establish similarities and differences with students' aims and ambitions	2 hours		Critical or Evaluative	Scripted Cooperation
9	Are you the doctor?	To discuss stereotypes within jobs in order to create cultural sensitivity by working between partners.	2 hours		Critical or Evaluative	Learning together
10	Around the world in 360°.	To search, read, analyze and synthesize information about extreme sports in order to share with the whole class.	2 hours		Literal	Think - Pair-Share, Co-op, Co-op

**Table 19:** Proposal scope

**Source:** Lesson plans

**Author:** Porras, S (2018)

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**PLANNING  
BASED ON COOPERATIVE  
LEARNING IN READING  
COMPREHENSION AT ESPOCH**

**Author: Sandra Paulina Porras Pumalema**

## **OBJECTIVES**

### **General Objective**

- **To design lesson plans based on Cooperative Learning in Reading Comprehension with A2 students at Escuela Superior Politécnica de Chimborazo.**

### **Specific Objectives**

- **To select the most appropriate texts of reading for A2 level students**
- **To analyze Cooperative Learning activities those are suitable for English Reading Comprehension.**
- **To state the levels of Reading Comprehension that students from Escuela Superior Politécnica de Chimborazo have.**

# LESSON PLAN

# 1 N

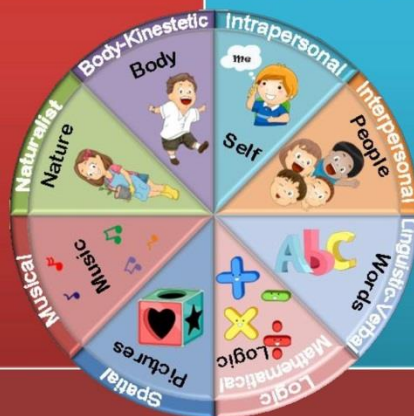
## How Do You Learn Best?

### Level of Reading Comprehension:

Critical or Evaluative

### Cooperative Learning Activity (s):

Think- Pair- Share and Scripted Cooperation



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hour lesson.

**Preparation and materials:** Reading (Jetstream - Unit 1- Lesson 2, p.12)

**Aim:** To infer the type of intelligence by working in pairs in order to sum up the different ways of learning in a graphic organizer.

**Before Reading:** Pre-view (20 minutes)

**Think – Pair - Share**

Students look at the central picture and infer the meaning.

In pairs, students describe the photos that go with the article.

Brainstorm the answers.

In pairs, students match the pictures with the type of intelligence in each paragraph.

Students share their answers with the whole class.

Finally, students infer of what they are going to read.

**During Reading:** Click and Clunk (60 minutes)

Teacher calls someone to read each paragraph.

This activity allows students to monitor their own comprehension.

Students pause intermittently to determine if they understand the content.

When they understand, the material is “clicking.”

When they are having difficulty with the material, it is “clunking.”

Ask if everyone understands what his mate read?

In groups students clarify doubts about vocabulary.

If someone has a clunk, write clunks in your learning log.

Call on someone to say their clunk.

Students can help their mates to clear meanings.

**Get the Gist** (20 minutes)

Read the paragraphs by turns.

Everyone think of the gist.

Choose a paragraph related to multiple intelligences.

Scan and read the text.

Read it aloud.

**After reading:** Wrap up (20 minutes)

In pairs, students have to read the questions about Multiple Intelligences and choose the best option.

Students read extra information about their Multiple Intelligence in order to write a paragraph about it. Share ideas with their partners.

# 1

## Ways of learning

AMERICAN  
**JETSTREAM**

### Lesson 2 - How do you learn best?

**ShelfLife**

REVIEW OF BOOKS



**HOWARD GARDNER** believes that a person who is good at maths is not *more* intelligent than someone who is good at sports. He believes they are intelligent *in a different way*.

Howard Gardner is a psychologist, and a long time ago (in 1983) he wrote a book about his theory. In his view there is not just one kind of intelligence – there are multiple intelligences. It's possible to be good (or not so good) at one or more of them. You can have trouble with words, for example, but be quite good at

drawing and at athletics. Or you can find numbers a bit difficult, but be very good with animals or be a fantastic singer. Or you can find it hard to understand yourself but be really good at connecting with other people!

The idea of 'multiple intelligences' is very interesting. It's also really useful. People with a strong musical intelligence for example, can use songs to help them learn. You can also develop your weaker intelligences to give yourself more choices and to make your life more interesting.

**Image 1:** How Do You Learn Best?

**Source:** American Jetstream Student's Book



## HANDOUT N° 1

### MULTIPLE CHOICE QUESTIONS

For each question, students mark the correct letter A, B, C or D.

1. **What kind of Multiple Intelligences is to design a map of his/her house?**

- A Linguistic Intelligence
- B Visual Intelligence
- C Musical Intelligence
- D Naturalist Intelligence

2. **How old is the idea of Multiple Intelligences?**

- A In the eighties
- B From the ancient days
- C Nowadays
- D In the mid-15th century

3. **What kind of Multiple Intelligences is to organize a project to help people?**

- A Linguistic Intelligence
- B Personal Intelligence
- C Physical Intelligence
- D Social Intelligence

4. **What feature do people have with Interpersonal intelligence?**

- A They can be taught through group activities, seminars and dialogues
- B They can be taught through physical activity
- C They can be taught through drawings, verbal and physical imagery
- D They can be taught by turning lessons into lyrics

5. **What feature do people develop with Logical-Mathematical intelligence?**

A

Physical Space is a challenge but some people reflect it by drawing, doing jigsaw puzzles, reading maps and developing creative daydreaming minds.

Test people's ingenuity through puzzles in order to put pieces together in a correct sequence can be fun. At the end it is fantastic to solve it.

B

It is the ability to perceive how human existence has been developed through the time. Be able to formulate deep questions of life.

These people have an individual understanding of his thoughts and feelings. They tend to be shy and typically are away from others.

# LESSON PLAN

## Unusual Houses

N<sup>o</sup> 2

**Level of Reading Comprehension:**

Inferential

**Cooperative Learning Activity (s):**

Jigsaw



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream - Unit 2 - Lesson 2 - p.18)

**Aim:** To skim the reading Unusual Houses by working in jigsaw groups in order to discuss the main points in each segment.

**Before Reading:** Pre-view (20 minutes)

Students read the entire passage as they can in a brief period of time.

In pairs, students describe the photos that go with the article.

Students share their ideas about the houses.

E.g., I think there's a bedroom in this house but there isn't a kitchen.

Students write down their predictions of what they might learn.

**During Reading:** Click and Clunk (60 minutes)

**Jigsaw**

Divide students into 4 jigsaw groups. The groups should be diverse in terms of gender, and ability.

Divide the reading into 4 segments. Assign each student read one segment.

Give students time to read over their segment at least twice and become familiar with it.

Students click and clunk during reading. The goal is to teach students to monitor their reading comprehension and help each other.

Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment and complete just the part corresponding in the table by discussing the main points

Bring the students back into their jigsaw groups in order to present their segments to the group and complete the table.

**Get the gist** (20 minutes)

In the same groups, identify the most important idea in each paragraph

Which house has...a backyard? , only one floor?, a lot of windows?, two bedrooms

Which house doesn't have...a bedroom, steps?, a kitchen? , cabinets?

**After Reading:** Wrap up (20 minutes)

Look at the sentences below about Unusual Houses and decide if each sentence is correct or incorrect.

Join to the group and share the answers. Students explain the reasons of their choices.

Students write about their houses then share the information with their partners.



## Unusual houses

Students live in these containers. They're small but they're very comfortable and they have electricity and the Internet. There isn't a bedroom. There's only one room, so the bed is in the living room. But there's a stove and even a shower.



These houses have three floors. The entrance is on the first floor and on the second floor there's an open-plan living room and kitchen. On the third floor there are two bedrooms and a bathroom. Behind the house there's a small backyard.



This houseboat is very big inside! There are two bedrooms, a living room, a bathroom, and a kitchen with a stove and a fridge. But there are no cabinets! That's a problem if you have a lot of things!



This lighthouse is now a hotel but there are only three rooms. On the first floor, there's a bathroom, on the second floor, there's a bedroom, and on the top floor, there's a living room. There are windows all around and the views are fantastic! What's not to love? Well, there are eighty steps – so a big suitcase isn't a good idea.



**Image 2:** Unusual Houses

**Source:** American Jetstream Student's Book

## HANDOUT N° 2

Complete the table in groups.

PARAGRAPHS	WRITE THE FOLLOWING ASPECTS		TICK THE FOLLOWING ASPECTS			
	NUMBER OF ROOMS	NUMBER OF FLOORS	BEDROOM	LIVING ROOM	BATHROOM	KITCHEN
1						
2						
3						
4						

**Chart 5:** Jigsaw Table

**Source:** American Jetstream Student's Book

**Author:** Porras, S (2018)

### TRUE – FALSE

Read the sentences, if it is correct, mark **A**, if it is not correct, mark **B**.

1. There are basic services in these big metal boxes. ....
2. One of the houses does not have the walls dividing up the space ....
3. In the light house, you can see beautiful things through the windows. ....
4. The houseboat is small. ....
5. There is only one floor in each house. ....
6. There are a lot of windows in the light house. ....
7. There is a living room on the top of the floor. ....
8. There isn't electricity in the houses. ....
9. There aren't armchairs in the houses. ....
10. The views are amazing in the house boat. ....

# LESSON PLAN

## Cyber pals

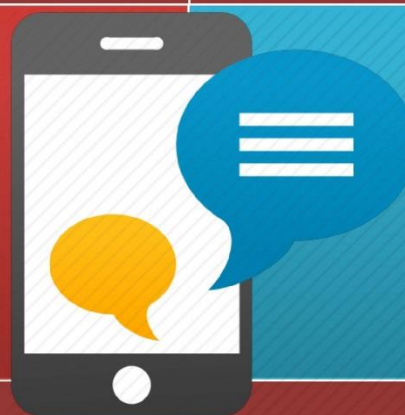
3  
N

**Level of Reading Comprehension:**

Inferential

**Cooperative Learning Activity (s):**

Think-Pair-Share



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream - Unit 3- Lesson 2 - p.29)

**Aim:** To group students and give them responsibility by recognizing social websites in order to understand and integrate the most important information about the profiles in Cyberpals.com

**Before Reading:** Pre-view (20 minutes)

**Think – Pair – Share**

In pairs, students look at the picture and predict what the topic is about.

Teacher poses a question. Which is the most interesting profile and why.?

Teacher explains that everyone must be quietly reading and thinking.

They can not raise their hands to ask questions during this "Think" time.

Students in pairs share their answers

**During Reading:** Click and Clunk (60 minutes)

Students individually read the text again and match the activity.

Pair up the students with a classmate that is sitting next to or behind them.

Together, they agree a common answer based on their choices.

The pairs of students regroup into four or more to confirm their answers before sharing the reasons of their choices with the whole group.

**Get the gist** (20 minutes)

In "Share" step, students show the final answers cooperatively to the class. In case the students have their answers in a chart, each member can take credit for their contribution.

Lola.....

Petra.....

Alex.....

Liz.....

**After Reading:** Wrap up (20 minutes)

Ask for students to write a profile.

Stick the profile on the walls of class.

Students walk around the class, read the profile of the partners and add love, like or dislike stickers.

## HANDOUT N° 3

### MATCHING

There are descriptions of 4 places around the world. Choose one suitable country for each person the following people.

The image shows a screenshot of the Cyberpals website. At the top, there is a red banner with the text "3 Free time" and "AMERICAN JETSTREAM Elementary STUDENT'S BOOK". Below this is a green banner with "Lesson 2 - I like traveling" and "CYBERPALS.com". A yellow box on the right says "HUNDREDS of activity pals for you EVERY DAY. Sign up now!". A black navigation bar contains "HOME", "PALS FOR YOU", "BROWSE PROFILES", "MEMBERSHIP", and "YOUR PROFILE". The main content area features four profiles: Lola (actor), Alex (film producer), Petra (PE teacher), and Liz (travel writer). A "Did you know?" box is also present.

**3 Free time** AMERICAN **JETSTREAM** Elementary STUDENT'S BOOK

Lesson 2 - I like traveling

**CYBERPALS.com** HUNDREDS of activity pals for you EVERY DAY. Sign up now!

HOME PALS FOR YOU BROWSE PROFILES MEMBERSHIP YOUR PROFILE

**Lola**  
  
I'm 25 and I'm an actor. I travel a lot for my work. It's great because I love travel. I also love shopping. I'm also into movies and sports, and I love swimming and tennis. My favorite occupation is spending time with friends.

**Alex**  
  
I work as a producer for a film company. I travel a lot. I love movies (!)— especially Pedro Almodóvar films. Why do I love his movies? Because he's a great director. I also love art and visit art galleries and museums all over the world. I like watching sports and I love swimming. I'm 29.

**Petra**  
  
I work as a PE teacher. I love all sports, especially swimming. In fact, I swim every day because we live near the beach. I'm a quiet person with good friends. I also really love movies! I'm 23.

**Liz**  
  
I travel a lot because I'm a travel writer— I write travel books. I'm friendly and I talk to a lot of people in my work. I'm not very shy. I love art— I go to a lot of art galleries. I also enjoy reading and listening to music. I'm 35.

**Did you know?** More than 500,000 students from over 100 countries write to each other through the Student Letter Exchange. It is the largest pen pal organization in the world. It's a great way to find out about other cultures and practice your English!

Image 3: Cyberpals

Source: American Jetstream Student's Book



A Hollywood is a district in the city of Los Angeles, California, U.S., whose name is synonymous of American film industry. People can find all the fundamentals of filmmaking, experiencing every area of production to specialize where the options are: Cinematography, Editing, Sound, Production Design, Directing and Producing.

B The best shops are in Paris because people not only sell clothes but sell lifestyles. There are many designers who are absolutely amazing. For that reason, shops often have discounts and reduced prices on designers' goods. In addition, most of the people practice sports as a necessity to look elegant in the fashion clothes.

C Sweden, Finland and Denmark are the countries where many kinds of sports are practiced more regularly. This work describes how sports practice is associated with training -activities, and a satisfactory family, economic, and work status. The high level of physical activity is beneficial for everybody.

D Dubai represents tourism in the desert. This spectacular luxury place has created an incredible panorama. In recent years, it has become one of the most important tourist destinations in the world. Ambitious art and culture projects are built every day on the desert sand or on the waters of the Indian Ocean.

E The focus is on adventure here – In Ecuador there are amazing mountains, delicious food and extreme sports with an incredible weather. There is a lot to learn about a rich culture and ancient traditions. If you visit Sierra, Coast, Amazon region or Galapagos Island, your life changes forever.

Brazil is perfect for a trip. Celebrations like carnival and capoeira had created reputation around the world. Visitors from different nationalities enjoy parades and local festivals that usually take place on the avenues. Moreover, Gastronomy industry becomes wide spread. You cannot wait to come.

G Do you know which the second largest country in Europe is? The answer is Spain. This country is ever welcoming to many people from all over the world. They visit and enjoy green lands, sandy beaches, traditions, iced capped mountains and architecture. Do not forget to taste a great variety of food.

H This city has its importance as a center for education, agriculture and culture in France. It has been identified as a powerful engine not only for the economy that represents but also for the historical aspect. Now you can know that Paris is the heart of the country and many tourists love it.

**Chart 6:** Matching activity

**Source:** American Jetstream Student's Book

**Author:** Porras, S (2018)

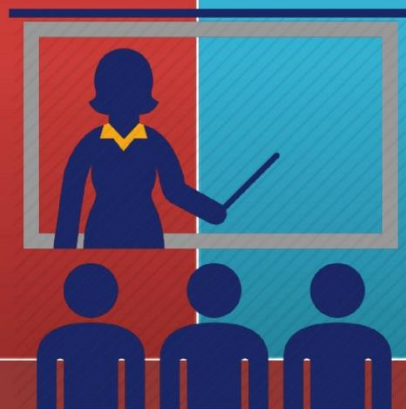
# LESSON PLAN

**Help the Children**

N<sup>o</sup> 4

**Level of Reading Comprehension:**  
Inferential

**Cooperative Learning Activity (s):**  
Learning together



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials: Reading** (Jetstream - Unit 4 - lesson 2 -p.36)

**Aim:** To infer the most relevant aspects in the reading by writing questions and sharing answers in the group in order to participate actively.

**Before Reading:** Pre-view (10 minutes)

Ask students to look at the picture and say what they already know about it.

Read the title and predict what they will learn.

**During Reading:** Click and Clunk (60 minutes)

**Learning Together**

Teacher gives instructions and draws students' attention on the most relevant points in the reading.

Students read the text silently.

Students think and write down questions about the reading on a card.

Arrange students in groups of 5.

They meet in their groups with their individual questions ready.

Students read aloud the questions while others answer.

Each member in the group gives reasons for positive and negative aspects of each question.

Teacher checks students' participation by walking around in the class.

**Get the gist** (20 minutes)

Each group chooses the best question and writes it on a card again.

Someone is delegated to give the card to another group.

Students re-read the text in order to answer the question.

Every student participates in the group.

Teacher chooses randomly the student who is going to present the group response.

The evaluation depends on the level and performance of the group.

At the end of the presentations, teacher and students analyze and synthesize the questions to clarify doubts.

**After Reading:** Wrap up (30 minutes)

Teacher asks students to read the sentences in order to complete an activity by writing Correct or Incorrect according to their choices.

Teacher encourages students read and match the description with the picture.

Share the answers and reasons of the responses.

Lesson 2 - Always help the children

READING

Laura Perez usually feels good in the morning when she gets up at 7:00 a.m. She takes a shower. Then she has breakfast with her family. She's 24 and single and, in Mexico, single women often live with their parents.

The traffic in Mexico City is very bad, so Laura never drives to work. So how does she get to work? It takes an hour, but she usually walks with her neighbor. They sometimes go by bus, but the buses are always crowded and slow. She gets to work at about 8:45 a.m. and starts at 9 a.m.

Laura is a social worker. There is a great need for social workers in Mexico City and Laura is one of the leaders in this job. She works for an organization

for homeless children. Usually the children she helps don't have parents and they don't have a place to live. Sometimes the children have learning disabilities.

Laura's job is to help these children. She works at a social service center. The children usually need food and basic care first. Then she can help them find a family and a home. These children hardly ever go to school, so they usually don't read or write.

Laura works hard and she loves her job, but she sometimes sees very sad things. The children are often angry and scared and she's often very tired after work. But she says, "I'm happy because I know that I help children."



**Image 4:** Always help the Children

**Source:** American Jetstream Student's Book

**HANDOUT N° 4**

**CORRECT \_ INCORRECT**

**Read the sentences, if it is correct, mark A, if it is not correct, mark B.**

1. Laura is married .....
2. Laura drives to work .....
3. There aren't a lot of homeless children in Mexico city .....
4. The children's parents come to the social service center .....
5. Laura works hard .....
6. She does not always realize that the problem of society is abandoned children .....
7. Laura feels good because children often help her. ....
8. Social work is a great need on the society .....
9. Children almost never want to eat because they are not hungry .....
10. The transportation in the city is sometimes crowded and slow. ....

**Match the description with the picture**



Nice to meet you! My name is Gloria. I'm an adopted child. I'm skinny and short, my hair is black and I like the color pink. My eyes are black. I'm shy and good tempered. I like sports and play video games.

Hi pals! My name is Jessenia. I'm an orphan girl. I'm thin and medium high. My hair is short, curly and blonde. My eyes are light brown. I'm responsible and kind. My favorite color is red, I love to travel.

# LESSON PLAN

## The Stay at Home Dad?

20  
N

**Level of Reading Comprehension:**

Critical or Evaluative

**Cooperative Learning Activity (s):**

Learning Together



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream - Unit 5 - p. 44)

**Aim:** To analyze what the peoples' daily activities are using a graphic organizer that engage students work cooperatively.

**Before Reading:**

**Learning Together**

Pre-view (20 minutes)

Students look at the photos and answer some questions:

What do you think Lola does?, What do you think Chris does?, etc.

Guess, how are these photos connected?

Students read the title and infer about what they are going to read.

Teacher helps students to confirm the most relevant points.

**During Reading:** Click and Clunk (60 minutes)

Teacher gives instructions on what students have to do.

Students read the text silently.

Students write at least 2 questions individually about the reading.

Teacher organizes groups of 4 students.

They meet with their cards in their corresponding groups

Ask everyone to read the questions aloud while the others listen.

Re-read the text to check the questions

The best group's question has to be written on a card and given to another group.

In the group, students share reasons for their answers.

They answer at random.

**Get the gist:** (20 minutes)

They have to re-read the text in their groups.

Draw the double-bubble and write down the activities they infer each person does during the day.

They have to be careful with the activities in which they both coincide

At the end teacher collects their work. The group with the most bubbles will win a bonus.

**After Reading** Wrap up: (20 minutes)

Students in group develop the activity referred to multiple choice questions

They share the answers with their partners.

Students search about the Role of the Woman and Man in the society and share the information.

Lesson 2 -

READING



### The Stay-at-Home Dad

Chris and Lola Trent met when they were in college, and they got married four years ago. Now they have two children under the age of three. Lola is a nurse at the local hospital. She often works long hours, but the salary is good, and she loves her work there. Chris is an IT engineer. After getting his degree seven years ago, he found work with a software company, but two years ago, the company had to close. Chris spent nine months looking for a job, but he and Lola live in an area where jobs are hard to find, and he is still unemployed. After a lot of discussion, Chris agreed to stay at home and take care of the children. This meant they didn't have to pay for childcare.

Now Chris wants to find a job outside the home. Although he loves spending time with his children, he gets very bored and feels he spends too much time at home. He says there is also the expectation of him to do all the household tasks – vacuuming, the dishes, everything.

Recently, the job situation in the area has gotten better. Chris started looking for jobs again two weeks ago and has already had a job interview. He didn't get the job, but he's having another interview next week. He has a friend in a good position at this company, and this time he thinks he'll get it. The pay isn't great, but it means they can afford to pay for childcare. He hasn't told Lola about his interviews yet. He wants to wait until he has found a job.

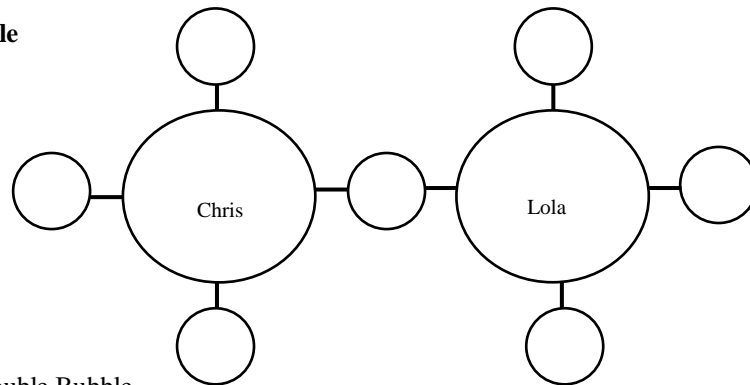
**Image 5:** The Stay at home dad?

**Source:** American Jetstream Student's Book



HANDOUT N° 5

Double-Bubble



**Figure 19:** Double Bubble  
**Source:** American Jetstream Student's Book  
**Author:** Porras, S (2018)

**MULTIPLE CHOICE QUESTIONS**

For each question, students mark the correct letter A, B or C.

**1.- What does Lola do at her work?**

- A. She takes care of her children
- B. She assists patients in a hospital
- C. She assists doctors in surgeries
- D. She types documents

**2.- What does Lola do at home?**

- A. She washes the clothes
- B. She fixes computers
- C. She does the housework
- D. She washes the dishes

**3.- What does Chris do at home?**

- A. He takes care of his children
- B. He assists patients in a hospital
- C. He assists doctors in surgeries
- D. He makes lunch

**4.- What do the children do at home?**

- A. They play with their parents
- B. They waste their time at home
- C. They enjoy time with their father
- D. They watch TV

**5.- What's the writers main purpose?**

A. Crist fail in his interview as a result he couldn't find a job

B. They were not able to pay for a housemaid

C. Chris decided to contribute to their economy by taking care of their family

D. They want to protect the integrity of poor people

# LESSON PLAN

6  
N

**What's your Life  
Dream?**

**Level of Reading Comprehension:**

Critical or Evaluative

**Cooperative Learning Activity (s):**

Jigsaw



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream - Unit 6- Lesson 2 - p.52)

**Aim:** To read critically about Living the Dream by working in jigsaw groups in order to analyze the text

**Before Reading:** Pre-view (20 minutes)

**Jigsaw**

Students skim the text and answer the question:

What do you think Georgina's dream was?, What is your dream?

Teacher organizes groups in order to students share information about the questions.

**During Reading:** Click and Clunk (60 minutes)

Teacher provides a paragraph for reading and a graphic organizer for the task.

It contains main and supporting ideas.

The groups of students with the same letter meet

They help each other to solve clunks or clear meanings.

Students have to form new groups, with 3 different paragraphs.

In each group, students have to fill out the graphic organizer

Students use the main idea and the supporting ones of each paragraph

Share ideas to complete the graphic organizer in each group.

**Get the Gist** (20 minutes)

Students re-read and analyze the text with the pictures in order to choose

which picture belongs to the main idea of each paragraph.

**After Reading:** Wrap up: (20 minutes)

Students meet in groups and analyze the sentences

Read the sentences and choose the correct answer.

Look for more information about touristic places in Ecuador.

Talk in your groups about the touristic places in this country

Draw a mind map and share with the rest of the class.

Lesson 2

## Living the *D*ream

Most of her life Georgina Howard has loved places with no people – wild places. She was born in Birmingham, a big city in the UK, and lived there as a child, but she realized as a teenager that she didn't want to live in the city.

She trained as an English teacher and has done some interesting things. She taught English to the Inuit in Greenland and worked for a balloon safari company in South Africa. She lived in Copenhagen for seven years, from 1990 to 1997, and had a Danish boyfriend, but they broke up in 1997, when she returned to England.

Georgina had a dream. She wanted

to live in a house in the mountains and share it with people of different nationalities. A friend suggested the Pyrenees, in northwestern Spain, in the beautiful Basque country. So she went there as a visitor in 1999 and has lived there since 2001. When she arrived there all those years ago, she only had an old car called Fred, a Spanish dictionary, and a pair of walking boots.

Two years later she bought a tiny house with two rooms in a small village on top of a mountain. This place is now a building with seven bedrooms and eight bathrooms!

Georgina lives there with her daughter

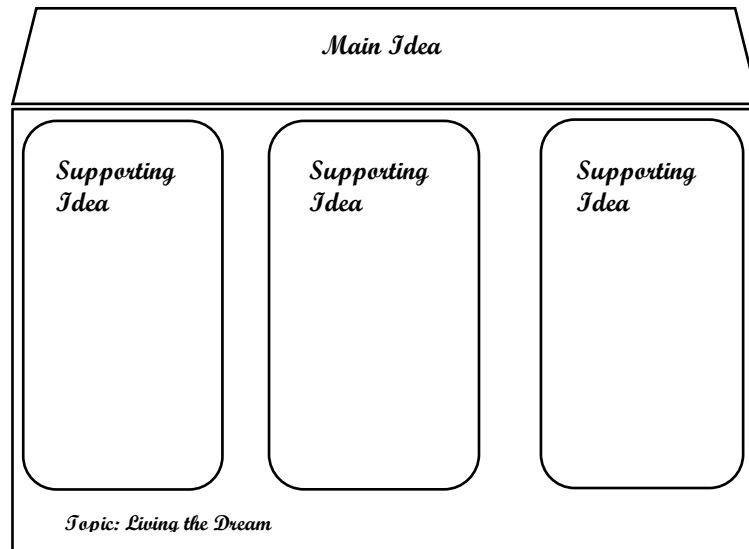
and her Spanish husband. He's a lawyer and they've been together for many years now.

Georgina has owned a successful travel company called Pyrenean Experience since 1999. People stay for a week or two in her house, learn Spanish, discover the Basque culture, and go for long walks in the mountains.

Georgina loves walking and spending time with her friends in the village. She loves the fact that the village is really old and that people have lived there for thousands of years. She's a lucky woman – she's living her dream!

**Image 6:** Living the Dream  
**Source:** American Jetstream Student's book

## HANDOUT N° 6



**Figure 20:** House Graphic Organizer  
**Source:** American Jetstream Elementary  
**Author:** Porras, S (2018)

**Choose which picture belongs to the main idea of each paragraph.**



**Image 7:** Living the Dream (Places)  
**Source:** American Jetstream Elementary Students Book

**Paragraph 1:** Since she was a teenager, Georgina didn't want to live in the city. \_\_\_\_

**Paragraph 2:** Georgina wanted to live in a house in the mountains. \_\_\_\_

**Paragraph 3:** She formed a travel agency to guide people throughout the place where she lived. \_\_\_\_

**Read the sentences and find in the correct answers.**

**What has Georgina explained in this text about her dreams?**

- A justify why she is determined to travel
- B convince her family and friends that travel is interesting and safe
- C suggest the best ways to live the dream
- D describe how she does to achieve the dreams

**Georgina started living the dream when**

- A She tried it out just for curiosity
- B She realized how difficult life in the city was
- C She worked in South Africa
- D She lived in village on top of a mountain

**What does Georgina think are the advantages of live in a mountain?**

- A Although there is not much comfort, it is beautiful
- B If you look at the horizon, it is a peaceful place
- C A tiny house is enough for a good lifestyle
- D Although it is a distant place, many visitors enjoy it

**How does Georgina feel about being owner a company?**

A Georgina enjoys spending time with her friends and tourists in the village.

B Georgina feels tired due to the long walks in the mountain.

C She feels proud of the success of Pyrenean Travel Company.

D Georgina and her family are bored of being there for many years.

LESSON

PLAN

**Too much food**

2  
N

**Level of Reading Comprehension:**

Literal

**Cooperative Learning Activity (s):**

Co - op Co – op, Jigsaw



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream - Unit 7 - Lesson 2 - p.65)

**Aim:** Read the text about food and complete the information through the jigsaw strategy in order to understand the reading and develop the activities.

**Before Reading:** Pre-view (20 minutes)

**Co-op Co-op and Jigsaw**

Students look at pictures with different healthy and unhealthy food

Say sentences for example: I like chocolate. I want to eat some cookies. I don't like steak.

Students skim the entire passage and describe the photos that go with the article.

Answer the following questions:

Which food items contain fat, sugar, carbohydrates, protein, calories?

Students share their answers with one another from other groups.

Finally, students write down their predictions of what they might learn.

**During Reading:** Click and Clunk (60 minutes)

Divide students into group of 3 and divide the reading about "Food" into 3 paragraphs.

Assign each student to read one of the paragraphs.

Students have enough time to read their paragraph twice or three times in order to be familiar with the text but not to memorize it.

Students click and clunk during reading.

Form temporary "expert groups" by having one student from each jigsaw group

Join other students assigned to the same paragraph and for each question

Mark the correct letter.

Bring the students back into their jigsaw groups

Ask each student to present her or his paragraph to the group and for each questions choose the correct option.

**Get the gist** (20 minutes)

Encourage others in the group to ask questions for clarification.

In the same groups, identify the most important idea in each paragraph.

**After Reading:** Wrap up (20 minutes)

Search on Internet about healthy and unhealthy habits of Ecuadorian people.

Write a paragraph and share it.

Finally go to other groups in order to talk about this topic.



Lesson 2 - Too much food!

READING

Obesity is a major problem in today's world and is the cause of **sickness** and sometimes death. Large amounts of food, and little or no exercise, have caused many people to gain too much **weight**.

How many French fries did you eat yesterday? How much chocolate did you have? But the problem isn't just the sugar and fat we eat, but the amount.

Restaurants in the US often serve **large portions** of food to make it seem like you get a lot for your money. Children are often told to eat everything on their plates. There is a lot of starch and oil

because it's cheap to add and it usually makes food tastier. There isn't any reason for companies to promote fresh vegetables when **processed food** sells.

This means that about 60% of Americans eat too much processed food and are extremely overweight. Some healthcare experts call this an **obesity epidemic**.

What is the **advice** of experts? Cut down on portion size. You can eat carbohydrates, fats, and sugars. But eat less of all of it!



**Image 8:** Too much food!  
**Source:** American Jetstream Elementary


## HANDOUT N° 7

### Group Phrases

Choose the best option for each question.

- A { What does sickness refer to?  
a) Sugar in the blood      b) Fast Food      c) overweight
- A { What does large amount of food cause?  
a) Unhealthy habits      b) Obesity      c) High pressure
- { Why the problem is not just sugar?      Because the problem is.....  
a) chocolate      b) French fries      c) Amount
- B { How much food do restaurants serve?  
a) Small      b) Medium      c) Large
- { Where do children often told to eat everything?  
a) In USA      b) In Ecuador      c) In Australia
- { Why is there a lot of starch and oil in the food?      Because It is...  
a) Cheap      b) Salty      c) Sweet
- C { Which is the percentage of people that eat too much processed food?  
a) 55%      b) 80%      c) 60%
- { How do experts call this phenomenon?  
a) Obesity epidemic      b) Addictions      c) Sickness
- { What is the advice of the experts?  
a) Eat more carbohydrates      b) Eat less portion size      c) Do not eat sugars

Look at the advertisement, read the question and mark the correct letter.

**USA NEWS** 

In today's world Obesity is the biggest cause of sickness and sometimes death.

What is the major cause of sickness today?


- A Smoking
- B Global Warming
- C Obesity Epidemic

What do restaurants often do?


- A. Serve small portions of food.
- B. Serve large portions of food.
- C. Restaurants do not publish advertisements.

**MEGA BURGUER**  
 The best and authentic hamburger  
 always fresh and delicious  
 With extra cheese and soft drinks  
 Delivery service call now  
 032477973



 **Ministerio de Salud Pública**  
 2<sup>nd</sup> Conference about Processed Food  
 2-3 August 2018

**Key Topics:**  
 Companies promote food processing which removes nutrients and vitamins.  
 It is highly addictive (60% of people are overweight)  
 Artificial ingredients produce health problems.  
[Click here to register now. www.mspe.gov.ec](http://www.mspe.gov.ec)



Why companies promote processed food?

- A. Most people eat too much processed food.
- B. They have high profits
- C. Processed food is usually cheap and tastier

**SPECIAL OFFER**

**KNOW YOUR OWN STRENGTH**  
 It is time to get in shape and be healthy. Free personal consultation  
 Sign up now and receive 50% off your first year  
**Gym Address:** Colon and Mexico St.  
**Call now:** 032-2965-467.

A. The registration is expensive for two people

B. If you decide to enter now you will receive 50% off

C. You have to pay for the consultation

Hi Karina

About the last reading "Too much food" Can we invite friends to talk about the healthy eating habits? Maybe they can contribute with important ideas that help to clarify doubts.

Cecy

Cecy is asking whether Karina

A. Is bringing any classmates to the meeting with her.

B. Knows how many people are going to come

C. Ask if she can invite friends to analyze the reading.

# LESSON PLAN

**It's hot in the  
kitchen**



**Level of Reading Comprehension:**

Critical or Evaluative

**Cooperative Learning Activity (s):**

Scripted Cooperation



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream - Unit 8 - Lesson 2 - p.72)

**Aim:** To read about successful chefs through group work in order to establish similarities and differences with students' aims and ambitions

**Before Reading:** Pre-view (20 minutes)

**Scripted Cooperation**

Students are organized in groups of 4 they have two roles (reader, examiner).

The members of the group look at the picture presented in the text.

Try to guess the name of the famous chef.

Write down in a bullet list some famous chefs with their nationalities.

Students read the text and brainstorm as a group the most important idea.

**During Reading:** Click and Clunk (60 minutes)

Give clear instructions about the roles each student will perform (2 readers, 2 examiners).

Divide the reading into 4 segments and the students into two readers and two examiners.

The group will be subdivided in pairs: one reader and one examiner.

The first reader reads the first segment and the first examiner listens carefully while taking notes.

The second reader reads the second segment and the second examiner listens and take notes..

Give student's time to read their segment at least twice then changing roles.

The whole group joins together again.

The first reader summarizes the first segment by using their notes without looking at the text.

The examiner listens if the information provided is correct

If there was something missed the examiner recalls that information.

The second pairs does exactly the same process but with the second segment..

When they finish summarizing the information, provide the students a diagram to establish similarities and differences between the famous chefs. .

The group uses the text to write down as many similarities or differences as they can.

Encourage them to create a short paragraph by comparing the chefs from other countries with national chefs.

**Get the gist** (20 minutes)

Read aloud the paragraph for the whole class.

In the same groups, look for general and specific information and choose the best option in the comprehension exercises.

Share with their partners the reason of their choice.

**After Reading:** Wrap up (20 minutes)

Teacher encourages students to develop Correct and Incorrect activity, then check and give reasons of their choices. .



## It's hot in the kitchen

TV shows about food are very popular, and they often have a celebrity chef. The chefs need to be lively and confident and, of course, their dishes need to be tasty! Here are some famous names.

**YOTAM OTTOLENGHI** is from the Middle East. He lives in London and cooks Middle Eastern food "with a difference". He isn't a vegetarian, but he's famous for his delicious vegetable dishes.

**RACHAEL RAY** talks fast and loudly and Americans love her. A lot of her recipes are very easy, and you can cook them in half an hour. Just put some onions, fish, and lemon in a dish, and that's dinner!

Top French chef **JEAN-CHRISTOPHE NOVELLI** wants people to cook healthily. "You can make delicious food without much salt or fat," he says.

**NIGELLA LAWSON** is a British chef. Her recipes are delicious and she's very beautiful, with long dark hair. She's famous for her love of food. Does the dish need more sugar? Put it in!

**MARIO BATALI** is a top American chef. He often adds interesting ingredients to traditional Italian recipes, and he is famous for his orange cake with olive oil!

**Image 9:** It's hot in the kitchen

**Source:** American Jetstream Elementary

## HANDOUT N° 8

Establish similarities and differences between the famous chefs



**Figure 21.** Circle Diagram

**Source:** American Jetstream Elementary

**Author:** Porras, S (2018)

### MULTIPLE CHOICE QUESTIONS

For each question, students mark the correct letter A, B, C or D.

**What does the writer express in this text?**

- A giving information about how TV shows influence us
- B reporting what happens in the TV shows around the world
- C giving information about some recipes and dishes of famous chefs
- D giving his opinion of a recent television cooking show

**According to Yotam Ottolenghi, why is Middle Eastern food famous?**

- A It combines traditional dishes.
- B It has delicious vegetarian dishes.
- C It improves the art of making deserts
- D It contains new ingredients in each dish

**Why do Americans love Rachel Ray?**

- A Rachel speaks fluent, fast and loudly
- B Her recipes are not difficult and the dishes are done in a very short time
- C She is from USA
- D Her cooking style is characterized by a lot of ingredients.

**Who does the writer say is the top American chef?**

- A Nigella Lawson
- B Mario Batali
- C Jean – Christophe Novelli
- D Rachael Ray

**What advantages does Jean – Christophe Novelli TV shows have?**

- |    |                                                         |   |                                                    |
|----|---------------------------------------------------------|---|----------------------------------------------------|
| A  | There are plenty of delicious recipes in every program. | B | You can cook healthy French dishes.                |
| C. | You can make delicious food without much salt and fat.  | D | Ingredients are better here than in other TV shows |

# LESSON PLAN

**Are you the  
doctor?**

9  
N

**Level of Reading Comprehension:**

Critical or Evaluative

**Cooperative Learning Activity (s):**

Learning together





**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials: Reading (Jetstream - Unit 4 - lesson 2 -p.36)**

**Preparation and materials:** Reading (Jetstream - Unit 9 – Lesson 2 – p.83)

Learning together.

**Aim:** To discuss stereotypes within jobs in order to create cultural sensitivity by working between partners.

**Before Reading:** Pre-view (20 minutes)

### **Learning Together**

Students look at the picture (Are you a man enough...) guess what's the idea behind it?

The students in pairs describe men from the advertisement.

Students describe a man of the ad to the whole class. The rest of the class guess.

**During Reading:** (60 minutes)

Students scan the text in groups and ask for the meaning of unfamiliar words.

Point out the question in the title and elicit few answers from the class.

Tell students to read the article and try to get the main and secondary ideas.

Students write down questions about the reading on a card individually.

Analyze the positive and negative aspects of each question.

The best question is chosen in each group and written down on a card.

students give an initial response to the question sharing their ideas.

Students agree with a common answer.

Any student could be asked for the group response. Any doubts must be clarified through an analysis of the reading.

**Get the gist** (20 minutes)

Finally, the evaluation is done individually through grades and tests. However, it is also evaluated and scored the group work, in such a way that if the group gets points each individual receives a bonus which is added to their individual mark.

**After Reading:** Wrap up (20 minutes)

Ask students to write the questions

Then, they have to choose the correct letter. .



## Lesson 2 - Uniforms at work

## READING

**Are you the doctor?**

There are three million nurses in the US. Only 6% of them are men, but the numbers are going up fast. Morris Baxter is studying to become a nurse at the moment.

Morris originally wanted to study law, but he changed his mind. He decided to become a nurse when his sister had a car accident two years ago. She was in the hospital for a month and Morris visited her every day. He thought the nurses were wonderful.

"They didn't just help my sister," he said, "they helped me, too. They sat and talked to me and they even made me meals. I hated hospitals in the past, but now I think they're pretty amazing places. Now, as a nurse, I often work long hours, but do you know what? I feel at home. I really enjoy doing my job and I love caring for people."

Does Morris ever have any problems? "Well, it's hard work and it can be quite stressful, and sometimes people ask me: 'Are you the doctor?' because they still expect men to be doctors, not nurses. But I love my job and I know I'm making a difference."



**Image 10:** Are you the doctor  
Source: American Jetstream Elementary

## HANDOUT N° 9

**Choose the correct letter A, B, C or D.**

**What is the writer trying to do?**

- A. describe that there are more male nurses than female nurses at the hospitals
- B. explain why the number of male nurses is increasing despite stereotypes
- C. persuade that nursing will become a man's profession
- D. convince people that being a doctor are safe and well-paid

**What does Morris enjoy being a nurse?**

- A. He feels good coping with stress.
- B. Working long hours is exciting
- C. He loves to care for people
- D. He likes to travel around his country

**Nursing is a career where the numbers of male nurses are...**

- A. Falling
- B. Growing up fast
- C. Qualified
- D. More than 50%

**Why is Morris Baxter studying to become a nurse?**

- A. Her sister had an accident and he realizes nurses roll is wonderful
- B. He hated hospitals but now he thinks they are great spaces
- C. Morris Baxter wanted to be a lawyer but he changed his mind
- D. He takes into account lot of opportunities to help people


**How does Morris Baxter feel about being a nurse?**

- A. annoyed about does not have enough time to the family
- B. hopeful to have a successful future
- C. happy to care people
- D. confident that his career will be similar to the doctors

**Which of these is an advert for a nurse job?**

URGENT REQUIRED DOCTORS  
3 to 5 years of experience in pediatrics or  
medicine  
Salary: 4000 monthly  
Submit your resume to [www.druio.com](http://www.druio.com)

Puppies Hospital is looking for a  
passionate and inspired veterinary nurse to  
join our team.  
For more information send the CV at  
[www.hpuppies.com](http://www.hpuppies.com)

Timejobs.doc  
The fastest way to find a job  
Apply right now  
  
Click here

The city Health Center requires the  
services of a nurse to fill a vacancy.  
Applicant must have 1 year of experience,  
at least. Please apply online at:  
[cityhealthc@dpt.com](mailto:cityhealthc@dpt.com)

LESSON

PLAN

**Around the world  
in 360°**

10  
N°

**Level of Reading Comprehension:**

Literal

**Cooperative Learning Activity (s):**

Think – Pair – Share, Co-op, Co-op



**Class and course background:** Elementary learners, mixed level, mixed abilities.

**Class Period:** Two - hours lesson.

**Preparation and materials:** Reading (Jetstream- Unit 10- Lesson 2 - p.90).

**Aim:** To search, read, analyze and synthesize information about extreme sports in order to share with the whole class.

**Before Reading:** Pre-view (20 minutes)

**Think – Pair - Share**

Individually students read and think about “Around the world in 360”

Pair students in order to read and decide if the sentences are correct or incorrect

Meet with other pair of students and share their answers.

**During Reading:** Click and Clunk (60 minutes)

Choose a topic related to the reading.

Brainstorm students’ ideas. Teacher helps focused on the topic choice.

Each group divides the topic in sub-topics and work in one of them.

When they have the subtopics ready, students’ individually find information to read.

Groups of students become experts in a particular aspect of a topic.

For example: Extreme Sports: Climbing, Bungee Jumping, Scuba Diving; etc.

They can use web pages or printed material provided by the teacher.

The Groups work on the formal presentation of the sub-topic.

Student’s opinions and questions improve their presentations.

Use a mind map to organize the new information. .

**Get the gist** (20 minutes)

The groups create a presentation to the class.

A mind map for each mini- topic is a contribution to the team.

Someone has to control the time.

The class does not only evaluate the final presentations but also the previous single presentations which were done in each group.

**After Reading:** Wrap up (20 minutes)

Analyze the picture about Around the World

Share ideas with their partner

Look at the text in each question mark the correct letter.



## Lesson 2

## READING

**Around the world in 360° – and three minutes**

Alex Chacón has ridden his motorcycle all over the world. He is also into photography and making films. The pictures of his trip round the world are amazing. Alex didn't just take normal vacation selfies (photos of himself) in nice places. He traveled with a GoPro camera that has special equipment so you can take pictures from different positions. Alex traveled across 36 countries and took pictures everywhere. But he didn't just stand in one place – he slowly turned in a circle to get a 360° view.

On his journey, Alex traveled through forests, deserts and even underwater. You can see him diving in the ocean, doing a bungee jump and climbing a mountain. After 14 days camping in Alaska, he finally got pictures of the famous Northern Lights. And this was on his birthday! Another wonderful experience was visiting a huge waterfall in Brazil.

After traveling more than 200,000 kilometers in 600 days, Alex put all of his pictures into a video. It's just three minutes long, but it gives a complete view of some beautiful places. Millions of people have seen the video on YouTube. It's a brilliant way to travel the world in just three minutes without leaving home.



**Image 11:** Around the world in 360°.

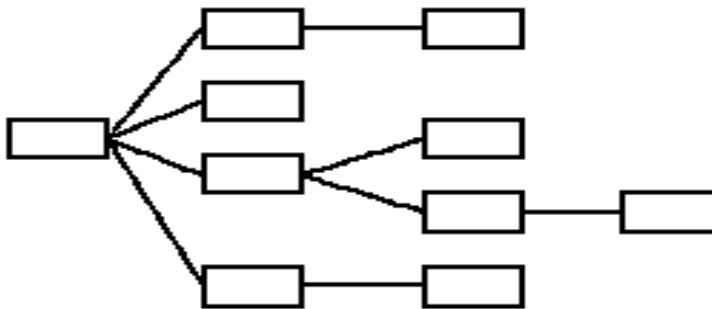
**Source:** American Jetstream Elementary

**HANDOUT N° 10**

**Read and decide if the sentences are correct write A, if it is not correct writes B**

- 1. Alex traveled with other people .....
- 2. Alex didn't take pictures of himself .....
- 3. His pictures show his location from many directions .....
- 4. Alex didn't go swimming on his trip .....
- 5. He had to wait to get pictures of the Niagara waterfall .....
- 6. Alex You Tube video has been very popular .....
- 7. Alex's drive a car to travel around the world .....
- 8. Thirty six countries have been visited by Alex .....
- 9. He traveled through forest, desserts and underwater .....
- 10. Sony is the prestigious electronics brand of his camera .....

**Organize the new information in mind map.**



**Figure 22.**Mind map  
**Source:** American Jetstream Elementary  
**Author:** Porras, S (2018)

**Read the text. What does it say? Choose the correct letter**

Alex,  
 Your group called. The date of the photography session has been changed from Tuesday to Friday. Can you call and confirm whether you still want to go?  
 Georgina

- A. Alex proposes to change the photography session date.
- B. The date will be change from Thursday to Friday.
- C. If Alex calls, he will confirm his attendance.

### **PARKING**

4 Hours maximum

One dollar per hour

The value of parking penalty charge is \$ 30,00

- A. It costs \$30,00 to park there for 4 Hours
- B. The traffic police do not sanction after 6pm
- C. You have to pay a parking penalty charge if you park there for 5 hours

White River Touristic Complex is open from 9am to 5pm to people with membership cards. You can practice Bungee Jumping, Scuba Diving and Climbing.

- A. You can get your membership just in the morning.
- B. Anyone can visit White River Touristic Complex from 9am to 5pm
- C. Only members can visit from 9am to 5pm

Diving equipment for sale.

We accept cash, checks and all major credit cards

- A. We just only accept cash
- B. Clients must have cash, checks as well as credit cards to buy diving equipment
- C. You can make the purchase using cash, checks or credit card

Please sign up for the next month morning excursion to Alabama hill before Monday lunchtime

If you are interested on it, read more about this activity you can visit the website. [www.alabamahill.com](http://www.alabamahill.com)

- A. Learners who cannot sign before Monday lunchtime will not be in the excursion next month.
- B. If you want to find more information visit the staff office
- C. On the website you can choose another activity.



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## 6.7 METHODOLOGY

The Methodology developed in this proposal vary in each phase according to the objective, activity, resource and time based on the plan

Phase	Objectives	Activities	Resources	Time
Socialization	The research project was socialized with authorities, teacher from the language Center at ESPOCH and students.	Meeting with the authorities, teachers and students in order to explain about the project	Computer Copies Student's and Teacher's Book	<b>Two Weeks</b>
Planning	Determine cooperative activities which promote reading comprehension adapted from the book "JetStream".	Lesson planning for each class based on Cooperative Learning	Computer Internet Resources Copies Student's and Teacher's Book	<b>Three Weeks</b>
Proposal Implementing	To implement Cooperative Learning activities with the Experimental Group	Work on cooperative activities that improve reading comprehension	Computer Worksheets Lesson Plan Student's and Teacher's Book	<b>Three weeks</b>
Evaluation	To assess the effectiveness Cooperative Learning implementing	Pre - post test	Computer PET printable exams Student's and Teacher's Book	<b>One week</b>

**Chart 7:** Methodology

**Source:** Researcher

**Author:** Porrás S (2018)

## 6.8 ADMINISTRATION

This proposal was conducted by the author of this research project, who implemented the activities based on Cooperative Learning. The application was directed to A2 students of the Language Center at Escuela Superior Politécnica de Chimborazo. The lesson plans was based on the schema proposed by Klingner & Vaughn, (1998). They promote reading comprehension through collaborative strategic reading (CSR) and the activities were adapted from the book JetStream by Helbling. There were considered the stages of Reading.

<b>Institution</b>	<b>Responsible</b>	<b>Activities</b>	<b>Budget Estimated</b>	<b>Funding</b>
Language Center at Escuela Superior Politécnica de Chimborazo	Sandra Porras	Individual and Group work	\$ 200	Researcher

**Chart 8:** Administration  
**Source:** Researcher  
**Author:** Porras, S (2018)

## 6.9 ASSESSMENT

In Cooperative Learning activities, a pre-test was applied in order to know the Reading Comprehension Level of the students and decide which cooperative activities were appropriate in Reading Comprehension. To notice the results after the Lesson Plans a Post Test was applied. Additionally, the Reading section of PET test was taken from the Cambridge webpage. Finally, to assess students' achievement a rubric with four sections of Reading were used. They was a Cambridge web page which established specific criteria for reading assessment.

Basic Questions	EXPLANATION
1. What to evaluate?	Proposal (Lesson Plans)
2. Why to evaluate?	To control the achievement of the objectives
3. What to evaluate for?	To establish if it required to make changes or modifications
4. Which criteria is used to evaluate?	Effectiveness
5. Indicator	Quantitative: Students grades Qualitative: Students' performance
6. Who is the evaluator?	Researcher
7 When to evaluate?	Before and after the implementation of the proposal
8. How to evaluate?	Written Test
9. Information sources	PET
10. What instruments are used to evaluate?	PET Rubric for Reading

**Chart 9:** Assessment

**Source:** Researcher

**Author:** Porras, S (2018)

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## ANNEXES

### ANNEXE 1. CERTIFICATE OF APPROVAL



Oficio 802 CI.18  
Julio 25 de 2018

Licenciada  
Sandra Porras  
**DOCENTE CENTRO DE IDIOMAS**  
Presente


De mi consideración:

Con un cordial saludo me dirijo a usted y en atención a su oficio s/n presentado con fecha 30 de noviembre del 2017, sobre la ejecución de su trabajo de Investigación.

Al respecto le comunico la autorización para la aplicación de su proyecto de investigación titulado "Cooperative Learning in Reading Comprehension" previo a la obtención del grado académico de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera.

Particular que comunico para los fines pertinentes.

Atentamente,

  
Lic. Washington Mancero O.  
**DIRECTOR CENTRO DE IDIOMAS**  
mónica mejía

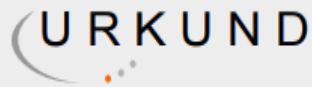


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## ANNEXE 2: URKUND CERTIFICATE



### Urkund Analysis Result

**Analysed Document:** tesis Sandra Porras.docx (D45563333)  
**Submitted:** 12/11/2018 6:47:00 PM  
**Submitted By:** paupauporras@hotmail.com  
**Significance:** 5 %

#### Sources included in the report:

TESIS MIRYAN SALAZAR 2.docx (D40265306)  
The Effects of Cooperative Learning on Reading Comprehension URKUND.pdf (D44101994)  
TESIS ADRIANA FINAL 2.docx (D33306252)  
<http://www.co-operation.org/what-is-cooperative-learning/>  
<http://www.cambridgeenglish.org/images/168150-cambridge-english-preliminary-teachers-handbook.pdf>  
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Literature\_Circles\_collaborative\_learning\_in\_the\_EFL\_classroom\_-  
\_See\_more\_at\_http\_iatefl.britishcouncil.org\_2012\_sessions\_2012-03-23\_literature-circles-  
collaborative-learning-efl-classroom\_sthash.uN6nffAe.dpuf

#### Instances where selected sources appear:

31

**ANNEXE3: PET EXAM READING SAMPLE – CAMBRIDGE- UNIVERSITY PRESS.**



**PRELIMINARY ENGLISH TEST  
for Schools**

Reading and Writing

**SAMPLE PAPER 5**

**Time** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheets if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer all the questions in Reading Parts 1 – 5 and Writing Parts 1 and 2.

Answer only **one** question from Writing Part 3.

Read the instructions on the answer sheets.

Write your answers on the answer sheets. Use a pencil.

You **must** complete the answer sheets within the time limit.

At the end of the test, hand in both this question paper and your answer sheets.

**INFORMATION FOR CANDIDATES**

**READING**

Questions **1 – 35** carry one mark.

**WRITING**

Questions **1 – 5** carry one mark.

Part 2 (Question **6**) carries five marks.

Part 3 (Question **7** or **8**) carries fifteen marks.

## Reading • Part 1

---

### Questions 1 – 5

Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B** or **C** on your answer sheet.

#### Example:

0



#### Why has Petra sent this text?

- A She's inviting Vicki to stay with her.
- B She wants to meet Vicki at school.
- C She's hoping Vicki will cook dinner.

Answer:

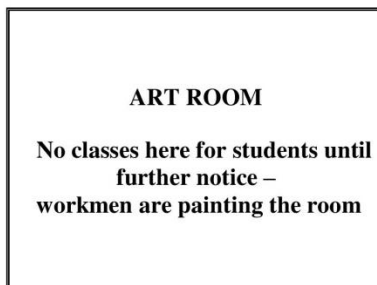
0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1



- A Jack's football boots are probably not in a good condition.
- B Jack may be prepared to accept less than 25 euros for his boots.
- C Jack is keen to obtain some new football boots in size 42.

2



- A See the noticeboard nearby for details about the art classes.
- B Students should only go into this room if they wish to do some painting.
- C Classes will not be held in here until the painting is finished.

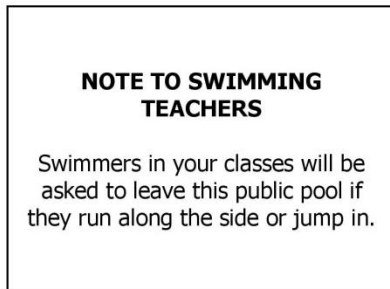
3



**Sarah is asking whether Jane**

- A is bringing any friends to the party with her.
- B knows how big the party is going to be.
- C thinks anyone from outside school can attend the party.

4



- A Swimmers may only practise jumping into the pool if they are with a teacher.
- B Swimmers who break the rules may not continue the class with their teacher.
- C Swimmers and their teachers must only use this side of the pool for classes.

5



- A It's as cheap for two people to eat here as one.
- B Two people can choose whatever they want to eat and still pay less.
- C Special meals are twice the normal size.

## Reading • Part 2

---

### Questions 6 – 10

The teenagers below all want to visit a sea life centre.  
On the opposite page there are descriptions of eight sea life centres.  
Decide which sea life centre would be the most suitable for the following people.  
For questions **6 – 10**, mark the correct letter (**A – H**) on your answer sheet.

---

6



Maria is studying sea creatures that are disappearing due to environmental changes, and wants to attend a talk about them. She's also interested in learning about what's living on the beaches nearby.

7



Cameron's art project is on colourful fish so he wants to draw some, and take home some photos of unusual sea creatures. He and his family also want to swim at the centre afterwards.

8



Josh is interested in tiny sea animals, and wants to actually handle them and learn what conditions they need to live in. He'd also enjoy seeing a feeding session for the larger creatures.

9



Harry is interested in creatures living in cold climates, and how they find food. He'd like to create something for his art homework too, and learn about photographing underwater wildlife.

10



Samantha would love to swim with fish at the centre. She'd also like to learn about a range of sea environments, and about unusual creatures living at the bottom of our oceans.

## Centres

- A Goldenwave**  
Come and see the variety of warm sea environments at this centre – and creatures so small you might not have noticed them living on the beach, or the most beautiful fish living in our oceans. Bring your camera and learn to take the best photos ever!
- B Rockwater**  
We have sea creatures from both warm and cooler waters in our huge glass tanks. You can even go into the water in one, accompanied by staff – ask at the desk! We've also got fish that are rarely seen, as they're normally found in the very deepest water on our planet. No photography is allowed.
- C Splashdown**  
Perfect for family fun – our tropical swimming pool that's only divided from the penguins next door by a wall of glass! See them swimming in their pool while you're in yours! And don't miss their mealtimes - watch as they dive for their food.
- D Waterlife**  
We've got some of the rarest fish in the world, and the most beautiful. See the clown fish with its bright yellow and white stripes! Cameras aren't allowed, but amazing professional pictures are available in our shop. Then once you've seen everything, relax in our fantastic warm pool – strictly for humans!
- E Brightworld**  
Many creatures here are normally found in environments with low temperatures, such as our big group of penguins. Come and see our amazing displays of photos showing these birds diving for their supper! There are also short talks on using your camera for great shots of fish, and painting sessions, too.
- F Marine Life**  
Keen to protect our oceans? Come and see the work we're doing – there are presentations about it every hour. For example, we try to help shark numbers worldwide remain at healthy levels. And visit our amazing rock pool displays full of tiny creatures, typical of ones that make their homes near the sea just metres away!
- G Oceanwatch**  
The focus is on science here – there are films throughout the day about oceans around the world and the environmental problems facing marine wildlife. There's plenty to learn, and lots of souvenirs to buy! Free brochures full of information.
- H Waterlife**  
See some of the smallest sea life such as shrimps and starfish at our rock pool display - and even pick them up! Find out how clean sea water is essential to these creatures, and the effects of pollution. And don't miss watching the penguins and seals have their lunch – that's really popular!

## Reading • Part 3

---

### Questions 11 – 20

Look at the sentences below about a rock climbing trip.  
Read the text on the opposite page to decide if each sentence is correct or incorrect.  
If it is correct, mark **A** on your answer sheet.  
If it is not correct, mark **B** on your answer sheet.

---

- 11 Samantha and her father travelled a great distance to the place where they went climbing.
- 12 The place where Samantha and her dad got off the boat was very cheerful-looking.
- 13 They were disappointed by the accommodation and the transport provided.
- 14 There were still a number of climbing routes on the island waiting to be explored.
- 15 Samantha found her climb easy because the route she took had been prepared for climbers.
- 16 Samantha thinks the island is generally a safer climbing location than most others.
- 17 Samantha liked the fact that she could chat with people her age after a day's climbing.
- 18 Samantha had difficulty with the technique of using the rope to make herself safe.
- 19 Samantha found climbing up the cliff harder than her friend from home did.
- 20 Samantha and her dad said they would return one day to the beach they found.



## **CLIMBING TRIP**

**by Samantha Davis**

My dad and I have both done a bit of climbing at our local sports centre. So we decided to go on a trip together, climbing the high rocks along the coastline of a small island. Although it wasn't far from where we live, the journey across the sea took quite a long time – but it was worth it!

As we approached the island, Dad pointed out the rocks covered in colourful plants, wild goats and bees, which were once the only signs of life on this now popular place for visitors. The island has become well-known as a climbing venue and the ferry we took across to the island was full of climbers carrying boots and backpacks.

We arrived at the island's harbour, full of brightly-coloured houses lit by the early-morning sun. We were met by a driver in an ancient old car, arranged by the travel company we'd booked with. The driver took us to the tiny apartment, which, like the car, had seen better days, but it was comfortable and we weren't going to spend much time there anyway.

There are lots of possible climbs up the island's rocks, and not all of them have been discovered by climbers, but many have places clearly marked out so climbers can easily see where to put their hands and feet. All we needed were shoes, ropes and the equipment for attaching the rope to the rocks, although despite the markings on the rocks, I still had problems! Anyway, climbing is obviously not without risk, and things can still go wrong, but you're far less likely to get into difficulties on the island.

There was a wide range of climbers, both in ability and age, so there was no need for my previous worries about being the only teenager. Away from the rocks and back in the town, there was a very sociable atmosphere in the cafes, where we compared notes on what we'd achieved that day.

One day, our climbing destination was a rough cliff, with very little to put my hands and feet on. It was amazing how quickly I learnt to attach my rope onto the rock to avoid falling as I climbed! Then I realised the boy climbing next to me was someone I knew. We waved, smiled and moved on, although he seemed to find the rock far less of a challenge!

Once Dad and I were down at ground level again, we stopped at a beach, which was deserted. We walked along with our feet in the water and promised ourselves that it wouldn't be the last time that we sat on that stretch of beach.

## Reading • Part 4

---

### Questions 21 – 25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

---

### Water-skiing barefoot

by Dan Thomas

Have you ever been barefoot water-skiing? It's just like normal water-skiing, being pulled along behind a boat at 40 mph – but without any skis! It sounds scary but it's amazing! My cousin used to take me water-skiing, and that's where I first learnt to stand up and balance. But I moved on to barefooting when I did it for a laugh with some mates. And I loved it!

Barefoot water-skiing is one of the most popular watersports there is – to watch, anyway! When someone jumps really high and then lands, it's awesome. And you don't need expensive stuff like boards, although a wetsuit's a good idea. But catching your toes on things in the lake can hurt. I guess you can't help getting water up your nose when you start learning, too, as you have to lie almost flat in the water before you pull yourself up – but it's OK.

Now I'm experienced, I've learnt not to attempt new moves in rough water as it never goes well. Instead, I make sure I limit myself to skiing directly behind the boat, where the water's calmer. I ask the boat drivers to warn me about big waves coming, although they can't always see them.

Finding time to practise regularly is hard as I'm still at school – but then it's not as if I'm into winning prizes and stuff. But if I want to learn a new move, I need to repeat it over and over, and that's not easy in winter when it's cold. Lots of skiers say they'll continue during cold weather, but not many do. So I'm often the only one out on the lake!

- 21** What is Dan trying to do in this text about barefoot water-skiing?
- A** explain why he's determined to become a champion
  - B** convince people that his sport is both safe and easy
  - C** suggest the best ways to begin learning his sport
  - D** describe what he does to get better at his sport
- 22** Dan started barefoot water-skiing when
- A** he tried it out just for fun.
  - B** he realised how easy it was to do.
  - C** he was taught how to do it by his cousin.
  - D** he was persuaded by friends to have a go.

**23** What does Dan think are the disadvantages of barefoot water-skiing ?

- A** Although not much equipment is needed, it isn't cheap.
- B** If your feet hit something in the water, it's painful.
- C** If you start in the wrong position, you breathe in water.
- D** Although you jump higher without skis, it's harder to land.

**24** How does Dan feel about skiing in rough water?

- A** confident that his boat drivers will keep him safe
- B** annoyed about having to ski inside a limited area
- C** unwilling to try anything he hasn't practised before
- D** certain of his ability to handle difficult conditions

**25** What might Dan write to a friend about his barefoot water-skiing?

**A** I'm one of the few people who avoids going once the weather gets a bit colder!

**B** The boat travels along in the water at quite a speed, but it's not as frightening as you'd think!

**C** It's a fantastic water sport to watch – it's just a shame more people don't enjoy going to see it.

**D** If I can fit enough practice of the sport in with my studies, I'm hoping to win a prize.



To practise your English and prepare for your exam:

[www.cambridgeenglish.org/exams/first/how-to-prepare](http://www.cambridgeenglish.org/exams/first/how-to-prepare)

[www.cambridgeenglish.org/learning-english](http://www.cambridgeenglish.org/learning-english)



For teachers, find lesson plans and more sample materials:

[www.cambridgeenglish.org/teaching-english](http://www.cambridgeenglish.org/teaching-english)

[www.cambridgeenglish.org/teaching-english/resources-for-teachers](http://www.cambridgeenglish.org/teaching-english/resources-for-teachers)

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