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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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Author: Cerna Estrella José Daniel

Tutor: Mg. Suárez Mosquera Wilma Elizabeth

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Mg. Wilma Elizabeth Suárez Mosquera

C.C. 1802859841

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José Daniel Cerna Estrella

I.D. 0503662298

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I.D. 0503662298

AUTHOR

DEDICATION

TO:

I am thankful to God for giving me life, intelligence, health, to follow part of my way. Thereby, I dedicate this achievement to my family, my parents, who gave me an outstanding education, especially to my mother and my grandparents who always were there for me. They have been an essential part of my life and my personal development, because of the support and the resources provided I needed to get here. Without my mother's support and dedication, I could never be the man am today, neither be where I am. In addition, I want to be thankful to those people who were there giving me support and helping me in some difficult situations, specially to my dear friends Estefanía and Magaly.

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TOPIC: “COLLABORATIVE STRATEGIC READING AND READING COMPREHENSION”

AUTHOR: José Daniel Cerna Estrella

TUTOR: Mg. Wilma Elizabeth Suárez Mosquera

Abstract

Education is constantly evolving as well as English language teaching. Both involve the use of different approaches, methods, strategies, and techniques which have appeared in the last century. The present study aims to research the influence of applying “Collaborative Strategic Reading (CSR)” technique in the development of reading comprehension in students of the fifth semester of Pedagogía de Los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The “Collaborative Strategic Reading” technique focuses on developing reading comprehension by working collaboratively by reading and using four different strategies: preview, clink and clunk, get the gist, and wrap up. The participants were 26 learners from 18 to 21 years old. This was a mixed design since it involved both quantitative and qualitative approaches, data analysis, and field research, which consisted of 6 sessions applied in 6 different weeks. The pre-test and posttest were adapted from FCE (B2 First/ Cambridge English Qualifications) designed by Cambridge. At the end of the experiment, the teacher administered the post-test out of 10 points. Learners got a final average in the pre-test of 5,1 over 10, while in the post-test got a grade of 7,3 over 10 points. All the scores were analyzed by using the T-student statistical test. Finally, the results showed that the students increased their reading comprehension level while using collaborative strategic reading.

Keywords: Collaborative Strategic Reading, technique, comprehension, collaboratively, reading.

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Resumen

La educación está constantemente evolucionando, así como la enseñanza del idioma inglés. Ambas involucran el uso de diferentes enfoques, métodos, estrategias, y técnicas que han aparecido en el último siglo. El objetivo del presente estudio es investigar la influencia de aplicar la técnica de “Lectura estratégica colaborativa (CSR)” en el desarrollo de la comprensión lectora en los estudiantes de quinto semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. La técnica de “lectura estratégica colaborativa” se enfoca en el desarrollo de la comprensión lectora al trabajar de manera colaborativa, no solo al leer, sino que también utilizando cuatro estrategias diferentes preview, click and clunk, get the gist, y wrap up. Los participantes fueron 26 estudiantes de 18 a 22 años. Este fue un diseño mixto debido a que involucra ambos enfoques, cuantitativo y cualitativo, a su vez siendo un estudio de campo, la cual consistió en 6 sesiones aplicadas en 6 semanas. La prueba previa y posterior fueron adaptadas de FCE (B2 First/ Cambridge English Qualifications) diseñado por Cambridge. Al final del experimento, el docente le tomo la prueba posterior sobre 10 puntos. En la prueba previa los estudiantes obtuvieron un promedio final de 5,1 sobre 10, mientras que en la prueba posterior obtuvieron un promedio de 7,3 sobre 10 puntos. Todos los puntajes fueron analizados usando T-student test estadístico. Finalmente, los resultados mostraron que los estudiantes aumentaron su nivel de lectura comprensiva mediante el uso de la técnica de “lectura estratégica colaborativa”.

Palabras clave: Lectura estratégica colaborativa, técnica, comprensión, colaborativa, lectura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative background

The present research aimed to determine the influence of applying Collaborative Strategic Reading (CSR) to develop students' reading comprehension. Even when some authors consider CSR as a strategy, technique, or method; in this research, it is considered and established as a technique because the research was based on Klingner, Vaughn, Joseph, Schumm, and Bryant (2001), who define that CSR is a collaborative teaching technique that is specially designed to improve understanding through four different strategies. This technique allows pupils to work in groups and collaborate with others to solve various activities. The use of CSR for developing reading comprehension is an innovative proposal, since the strategies (preview, clink and clunk, wrap up, and get the gist) made the class more interactive and allowed students to work in groups by sharing comments, ideas, experiences. Furthermore, previous research which establishes the influence CSR has on reading comprehension development was analyzed.

Moreover, the investigations were collected from Google Scholar, most of them are journals that were taken from different web pages and magazines, such as Atlantis press, English teaching journal, research in English education, among others. These web pages and magazines are open officer publisher of scientific-technical and medical content, that is associated with different organizations like Scopus.

Semercioğlu, Kiroğlub, and Çağlayanc (2020) led a study to examine the impact of using collaborative strategic reading to improve student understanding in informative texts. The study used a quasi-experimental design conducted with 39 students from the Dumlupnar Primary School. There were two groups: an experimental group of 20 students, and a control group which consisted of 19 students. In this study, a quantitative research method was used to measure data gathered from previous and subsequent tests. The treatment for the experimental group included the application of different strategies to improve reading comprehension, such as previewing, clink, and

clunk, finding the main idea, and the question-answer method (QAR). Besides, to know the distribution of the scores and reading level, the use of SPSS was essential. The preliminary test findings for the two groups indicated that the results were almost identical on the pre-test. However, after the treatment, the experimental group had the highest post-test average in comparison to the control group. In conclusion, the experimental group improved its reading comprehension abilities.

Katili and Muziatun (2020) conducted a study to determine whether students' reading comprehension increases with the use of CSR, as well as they attempted to identify which aspects of reading comprehension increased. It was a pre-experimental design focused on using quantitative data. The participants of the study were 20 students of the second grade at MA Al-Huda Gorontalo high school. To carry out this process students were divided into small groups of 4 to 5, so they could discuss and solve problems. For CSR development 4 different strategies were applied: preview, clink and clunk, wrap up, and get the gist. Furthermore, to collect data pre-test, post-test, and treatment were applied, in this way, it helped to see the student's reading improvement. The findings of the pre-test were lower in comparison to the post-test answers after the experiment. Therefore, it was possible to conclude that the H1 (CSR method can improve students' English learning in reading comprehension) was accepted. Finally, the researchers concluded that CSR increases students reading comprehension.

Jannah (2020) conducted a study to determine whether the CSR is better for improving reading comprehension than conventional strategies (read and answer questions). This was a quasi-experimental design with two seventh grade classes of junior high schools of SMP Negeri 12 Malang. Besides, a post-test was used, and all the information was reviewed by using SPSS software. The findings showed that students taught with CSR had the highest grades and were more efficient in reading than using a conventional strategy. The results also pointed out that CSR did not affect reading motivation.

Mursalina (2018) led an investigation whose main aim was to see the effects and students' perspectives during the application of CSR. At the same time, it focused on finding the advantages and disadvantages of using it. Moreover, the research design was a mixed method that combined both quantitative and qualitative approaches. The

study was conducted with students of ninth grade at MTsN 5 Aceh Utara. The materials used were a test (pre-test/post-test) to measure students' achievement, and an interview to know the advantages and disadvantages of using CSR that helped to collect both quantitative and qualitative data. Therefore, the findings showed that in the pre-test, students had an average of 60 points. On the other hand, the average score in the post-test was 64,44. Interviewers found out that using CSR improved students' self-esteem while working together.

Sudarsono and Urai (2017) researched the effectiveness of CSR to understand narrative texts. They conducted a quasi-experimental design involving 153 students from 11 years-old, spread over four clusters. The first group was IPA as the experimental group with 37 students, and the other three groups were IPS (1, 2, 3) as the control groups. Both groups were pre-tested and post-tested. The data was collected using a measurement technique with multiple-choice questions that covered the pre-test before the treatment for both groups, and the post-test after the treatment. Moreover, all the data was analyzed using an effect size formula to measure how effective the CSR strategy was. The findings showed that the mean results in the experimental groups were 6.36, while in the control group was 3.98.

Novita (2017) aimed to evaluate CSR impact as an attractive strategy for teaching reading. Furthermore, this was an opinion-based survey research conducted to 40 students from first semester of the Teacher Training and Education Faculty at Universitas Muhammadiyah Sidoarjo. The study findings provided that those students had positive attitudes during the implementation of CSR in reading class. Finally, it was considered an attractive strategy for developing reading classes and problem-solving activities, because of all the advantages it had during the classes, that influenced the students' interests unto English lessons, especially reading comprehension and reading successfully.

Afifah, Novarita, and Anggeraini (2018) carried out a study to determine whether the use of CSR improves students reading comprehension. This study was experimental, and it was applied to four classes of the third semester of the English teaching curriculum at the Faculty of Teacher Training of the University of Baturaja. The class was split up into five groups by using clustering, and there was a total of 58

students. Moreover, the investigators used a pre-test, post-test, and a survey to find out how students perceived the use CSR technique during an EFL class. The data analysis was simple coupled t-test computed by SPSS and showed that students had considerably improved their reading comprehension level by using CSR. Consequently, the perception of students about CSR was that students began to think critically about understating texts.

Rojabi (2018) conducted a study that had the objective to prove if by applying CSR, students developed their reading comprehension level. This was classroom action research divided into planning, implementing, observing, and reflecting. Besides, the research was presented to 38 students from fourth semester of TBI-2 Faculty Tarbuyah at IAIN Jember in two different cycles. The aspects considered were that CSR has never been used by students, and students were still having problems with reading comprehension activities. Furthermore, the students were tested through a set of reading tests, which consisted of 20 multiple choice questions. The resources used in this process came from Longman Introductory Course for TOEFL, observation cards. The results showed that CSR improved students reading comprehension skills.

Oktarini and Sugirin (2018) carried out an investigation whose primary objective was to determine which is the most effective strategy for teaching reading comprehension. This was a mixed and quasi-experimental research with two groups, the control and experimental group. There were three different variables in this investigation, PQ4R, CSR, and direct instruction. The subjects for this study were students from grade X of 1 Godean Senior High School who had homogeneous reading skills and the teacher. The qualitative data was collected with interviews and observations developed during the teaching process, and the quantitative data was extracted from the pre-test and post-tests. The findings showed that there was a difference in participants reading comprehension by using the three different techniques. The mean score of CSR in the pre-test was 63,32, and the mean after the post-test was 75,50. Thus, students taught using the CSR technique to teach reading comprehension were helpful, and they showed more proficiency in reading comprehension.

Anwar (2020) led a study aimed to improve the students reading comprehension skills. The investigation used the collaborative strategic reading (CSR) method that carried out in 4 steps: preview, clink, and clunk, get the gist, and wrap up. The subjects of the research were students from 8 grade of SMP 1 Jogoroto. In total there were 18 males and 14 females. It was a quasi-experimental design that includes two-cycle research in which the pre-test was done at the beginning of the process, and the post-test was after the application of the CSR technique in the class. As a result, after the treatment and application of the 4 steps, the students' reading skills increased from 50% to 100%, as well as their participation, since they started to answer questions.

Susanti, Retnaningdyah, Puspita, and Trisusana (2020) carried out a study to determine whether collaborative strategic reading (CSR) could improve students' higher-order thinking skills. It was an experimental design using a pre-test and a post-test as instruments to collect data. The subjects of the experiment were 34 students from the public vocational high schools in Surabaya, Indonesia. The data was analyzed by using a sample T-test and paired sample T-test on SPSS. The results showed that students could improve their higher-order thinking skills. The paired sample t-test showed a difference between the pre-test and post-test scores. To conclude, the results showed that there are benefits in using CSR to increase their thinking skills.

Walidaini, Mujiyanto, and Warsono (2021) conducted a research focused on measuring the effectiveness of using collaborative strategic reading (CSR) and cooperative-discussion-question (Coop-Dis-Q) strategies in reading teaching comprehension with students and reflective cognitive learning styles. This study used a factorial experimental design, and the subjects of the research were the XI MIPA 1 and XI MIPA 4 classes of SMAN 1 Pangkah, Tegal Regency. Furthermore, the instruments used were a pre-test, post-test, and a questionnaire. The findings showed that CSR was more effective than Coop-Dis-Q. There was a notorious difference between the students taught with CSR and the students taught with Coop-Dis-Q. In other words, CSR was more effective for students with impulsive cognitive learning styles, and it appeared to improve students' reading comprehension skills.

Semercioğlu, Çağlayanc, and Kiroğlub, K (2021) conducted a research aimed in examining the effect of teaching through the collaborative strategic reading (CSR) model on the reading comprehension skills at primary fourth-grade students at Primary School Turkish Teaching Program. It was a quasi-experimental design with a control and experimental group, who carried out a pre-test and a post-test to collect the data needed. The finding showed that there was no significant difference between both experimental and control groups. Even though there was a significant difference after applying the post-test to the experimental group.

Rukmini, Mujiyanto, and Yuliasri (2018) led an investigation focused on studying the impact of CSR (collaborative strategic reading) and QtA (questioning the author). The participant were two kinds of groups (homogeneous and heterogeneous), and two different levels (high and low). It was an experimental study that adopted a 2x2x2 factorial design. The subjects of the study were 121 of the first semester at the Universitas Dehasen Bengkulu. A reading self-efficacy questionnaire was developed and used to measure students' reading comprehension level. Moreover, the data was analyzed by using t-test, and Anova. The results showed that comprehension instructions gave a positive result, since the interaction between the different groups of comprehension strategy and self-efficacy increased. Finally, the interaction between instruction, self-efficacy, and ability grouping increased.

Rajaei, Talebi, and Abadikhah (2020) carried out an investigation aimed in finding whether CSR affect students' comprehension and their attitude when reading. The subjects of the research were forty-five female Iranian adults from an Iran Language Institute (ILI), who were divided into three different groups of 15 students. The first control group received instruction in collaborative activity groups, the second experimental group a strategy instruction (CSR), and the third experimental group a non-collaborative strategy instruction. The results obtained through the use of ANOVA showed that both experimental groups did not have a significant difference. However, the control group that worked with the collaborative approach had significant advantages after using the CSR.

This research was applied to fifth semester at Facultad de Ciencias Humanas y de la Educación in Pedagogía de los Idiomas Nacionales y Extranjeros major at

Universidad Técnica de Ambato in Ambato – Tungurahua. It focuses on a mixed method approach in which both quantitative and qualitative approaches help to determine students' progress while understanding reading passages and getting the main idea of them, and to determine students' opinions about CSR application. In comparison, previous research used the same approaches quantitative, qualitative, and mixed approaches. At the same time, all the previous investigations were applied to children and young learners at schools and high schools.

In conclusion, all the studies mentioned above support the idea of using Collaborative Strategic Reading (CSR) to teach reading comprehension. Even when motivation does not increase too much, most of the students improved their reading comprehension and showed positive results at the end of the treatment. Nevertheless, it is worth noting that although some strategies will be similar, the process was online as a result of the global COVID-19 situation.

Theoretical framework

Independent variable theoretical support.

Various authors mention that CSR is a technique, method, or even a strategy. This research works with the CSR process as a teaching technique which has 4 different strategies or sub-strategies into it. These strategies are divided into, preview, clink and clunk, get the gist, and wrap up.

Technique

Techniques are procedures that help to overcome an objective through the application of a set of rules or preestablished steps to achieve one or more than one learning outcome. The Oxford Advanced Learners Dictionary (2016) mentions a technique is a means of accomplishing a specific task, especially in the performance of an activity. Thus, a technique is a particular way of doing something, expressly one in which a person must learn specific skills.

Teaching techniques

Teaching techniques are how someone carries out a particular task in the teaching-learning process. Thereby, it is the unique and individual way for a teacher

to apply a strategy or set of plans. According to Dhand (2008), teaching techniques are the day-to-day activities where the tutor assigns a particular lesson. These activities are group discussion, projects, the use of texts, or field tipping. The use of techniques affects students' encoding process, that is, how learners will learn information, meanings, or develop skills. In addition to this, teaching techniques are a significant part of the learning process because it provides strategies and activities to help students learn a specific topic.

Cooperative learning

This process focuses on working together to accomplish different goals. Besides, it is based on the instructional use of small groups that give the chance to maximize their learning and each other learning to achieve different learning outcomes.

Klingner et al. (2001) state that the cooperative learning process occurs when students work cooperatively and look for a solution for a specific problem. Within this process, students receive responsibilities to share among them: (1) to assure that they learn the material provided and to complete a specific task, and (2) to make sure that all the group members do likewise. On the other hand, Jacobs and Renandya (2019) mention cooperative learning focuses on students helping each other to learn and enjoy the reading process becoming more skillful in the reading comprehension process. Furthermore, cooperative efforts result in students striving for mutual benefits so that each member benefits from each other efforts. This process causes a positive interdependence among students, also increases their perceptions in which they can reach their learning goals.

There are eight elements of cooperative learning mentioned by (Jacobs & Renandya, 2019).

- Positive interdependence. Members of a specific group feel as if they have achieved their outcome.
- Individual accountability. Members of the group need to share responsibilities, to help each other to achieve and contribute to others learning goals.

- Equal opportunity to participate. All members have the same opportunities to share ideas and group goals. No one has a dominant role and can exclude other members of the group.
- Maximum peer interactions. Every team member interacts frequently, those interaction increases cooperative skills and develop high-order thinking.
- Group autonomy. When students are facing a problem, the most important thing is to trust their mates to solve it and look for a solution.
- Heterogeneous grouping. Groups can be mixed in order not to exclude someone, this is a great step to begin including students and teach them to respect others with different ethnicity, personality, among others.
- The teaching of cooperative skills. Students need to develop their cooperative skills to collaborate effectively and share ideas, encourage others and participate.
- Cooperation as value. The feeling of cooperation does not just involve two or four students, but also should include the whole class and beyond to create a positive interdependence.

Collaborative learning is not a process about providing a student's an elbow-partner with whom share ideas. It concerns having students working in groups where each one has a specific function, and all the members acquire knowledge and develop skills Dhand (2008). However, it is like if the students of the group swim or sink together because now it is cooperation, everyone helps one another to overcome problems.

Reciprocal teaching

Reciprocal teaching is a teaching-based strategy. The employment of this strategy in classes makes students feel encouraged not just to read but also to talk, work in groups, and think their way through the text. According to Dew, Swanto, and Pang (2021), reciprocal learning is a cooperative comprehension instructional procedure where students' success depended on readers' ability to construct meanings based on their previous knowledge and the new one.

This strategy helps students to increase their reading understanding by being involved to interact with their classmates and the teacher. This process makes everything easier because everyone becomes an active learner and reader. Thus, students must respond to each other to get the idea of a text or share what they have understood. As Margaret (2005) states that reciprocal teaching is a cooperative strategy where students take roles by questioning, clarifying challenges, summarizing, and predicting to monitor their learning and comprehension.

To implement reciprocal teaching it is important to use three main aspects as dialogue, comprehension strategies, and scaffolding. This technique allows students to clarify their doubts and ask for help if they find it difficult to read texts. Also, by using this strategy, the whole class can practice their academic language and vocabulary.

Collaborative Strategic Reading (CSR)

Collaborative strategic reading is a technique focused on different reading strategies which usually helps to develop the reading skill. CSR combines two different aspects of cooperative learning with content literacy strategies. This technique focuses its strategies on reciprocal teaching. This technique includes strategies focused on monitoring students' comprehension, reviewing and synthesizing information, asking and responding to questions, and taking different steps in order to increase comprehension by incorporating discussion during the whole process (Swanson, Klingner, Vaughn, and Boardman. 2012).

CSR was originally developed by Klingner and Vaughn who combined modified reciprocal teaching with cooperative learning. Boardman, Klingner, and Vaughn (2007) state that CAR initially helped students with learning disabilities in a certain way to make them more confident and competent readers. On the other hand, CSR has been effective with students at various levels of achievement, even helping students who do not have learning disabilities.

The CSR technique involves some essential reading comprehension strategies that help students to support understanding of texts. It also aims to increase students' conceptual learning and amplifies students' participation. Klingner et al. (2001) explain CSR procedures are intended to maximize students' involvement helping them to be prosperous in diverse learning levels or classes. Furthermore, this process increases various aspects of the teaching-learning process because of all the points already mentioned.

Similarly, to reciprocal teaching, CSR is based on sociocultural theory and the principles of scaffolding. According to Fields and Marsh (2017) mention that scaffolding is a powerful tool for learning which helps students to go beyond what they can achieve on their own, it can be offered by the teacher, by experienced students, or even by the materials provided. Scaffolding is an instructional technique that provides students with different levels of support, so then the teacher can shift responsibilities to the experienced students until each student can develop the activity by themselves (Boardman et al., 2007).

The use of CSR in the teaching-learning process and reading comprehension to develop their learning ability through the use of texts. Klingner et al. (2001) relate that CSR provides a systematical procedure based on strategies for teaching reading comprehension to a group of students with a different range of reading activities. CSR even when it is like reciprocal teaching, and both works to teach reading comprehensions, these techniques have differences. Klingner et al. (2001) mention some differences among both techniques.

In reciprocal teaching students do not make a brainstorming process, at the same time students predict what will happen in the passage of books while they are reading it while doing that process, students summarize ideas and clarify "chucks" (words they do not know) by rereading what they have not understood from the passage but do not use specific materials. Besides reciprocal teaching students work in small groups of 3 or 4 people, and into each group, there is a leader who says what they have to do. On the other hand, CSR brainstorms students' ideas, so activate prior knowledge as part of the preview strategy and the reading comprehension process. In this part in comparison to reciprocal teaching students predict what will happen on the

text before reading it. During the reading process if the students find some “chucks” or words they do not know by using the “fix-up strategy”. While in reciprocal teaching students do not use specific materials, in CSR, students will use cue cards to write the main ideas they found and to write specific questions they have about the reading passage, to ask those questions to their classmates and reinforce the reading process.

As explained in the differences between reciprocal teaching and collaborative strategic reading uses four reading strategies which help in the reading comprehension process. Klingner et al. (2001) state four reading strategies within the CSR that help in the learning process are: review, click and clunk, get the gist, and wrap-up. As well, is stated that it is divided into a process of three steps as long as the process is developed: before, during, and after reading activities, (Swanson et al., 2012).

Learning strategies

Learning strategies have had taken great importance in students learning process. These strategies are steps applied by teachers for students and help them to develop knowledge on their own. Oxford (1990), states that learning strategies are a set of steps where students guide themselves to develop their learning. In other words., students are in charge of their learning and how to develop it to achieve goals or a series of goals. This process is also seen as a plan which has different activities which usually ensure and positive learning and teaching process.

Comprehension strategies

Comprehension strategies oversee achieving students’ comprehension of the meaning of some simple and complex words, paragraphs, texts, etc. Comprehension strategies increase efficiency at each one of the steps followed to develop the comprehension process, (Willis, 2008). To succeed in reading comprehension, students must develop their understanding, which means students must develop an active process to get the main ideas and meaning of what they read. McNamara (2007) remarks that comprehension strategies are a set of steps that develops cognitive and behavioral actions in specific conditions with the specific goal of improving comprehension in specific aspects and situations. Furthermore, this teaching process

can be assisted by the teacher to teach students or assist them in their activities if needed.

Boardman et al. (2007) mention many important aspects teachers must use to assist them when using use comprehension strategies. (1) To encourage students and monitor their understanding while developing activities and making notes about doubts, questions, difficult phrases, or words. (2) Ask if students have questions during the reading process. (3) Keep students focused on important aspects of the text such as inferences. (4) Ask students to get the main ideas of the text, passage, or paragraphs. (5) allow students to answer questions and elaborate ideas of what they have read. (6) Let students make questions about the text they have read and answer those questions by themselves or by asking someone else to do it. (7) Asking students to summarize the main points of the passage to help them to get the gist.

Following, comprehensions strategies help students to learn how to get the main strategies and to see which of them are the most useful to the different activities and tasks to each one of the types of texts.

Reading strategies

Reading comprehension is an important part of English language learning because it helps students to get the main idea of texts and understand what they read. McNamara (2007) explains that reading strategies are needed to break the walls created by people who are settling with a low standard of reading comprehension. With this in mind, teachers and students need to learn and apply strategies to ease how someone understands passages and create deeper levels of them. As it was mentioned before, CSR has four main strategies that help in the reading comprehension process: Preview, Click and Clunk, Get the Gist and Wrap up.

Preview

Preview is a strategy prior to reading a passage. In this strategy, students remind themselves what they have already read and know about the topic. At the same time try to predict what the passage will be about. (Klingner et al., 2001) mention that the objective of the preview strategy is to activate students' previous knowledge to

generate predictions about the text before reading it, also stated the main goals of the previewing strategy which are.

Firstly, increase students' interest about the text. Secondly, stimulate students' prior knowledge to make connections with the text. Thirdly, give students an occasion to make predictions about what will be learned from the text. Finally, to motivate students to be active readers in the text presented.

This strategy has two main steps in which the complete process will be accomplished. The first step is brainstorming, to this step students think about the text and discuss main ideas about what they already know. The second step is predicting, to this part students must look for clues, in the title, subheading, if the book has pictures find clues on it, and finally in the content passages where some aspects of the texts are described.

Click and Clunk

Whereas the previewing strategy is used during the reading process, click and clunk focuses on self-monitoring and is used during the reading process. The meaning of the word "clunk" has to do with words or concepts students do not know. In the click and clunk strategy, students monitor their comprehension by taking notes about the most difficult words and meanings, then students use the fix-up strategy when the text has no sense. (Boardman et al., 2007). Fix-up strategies direct students to use their word-level abilities to assist each other in figuring and realizing what the meaning of the words is. Boardman et al. (2007) also mention that fix-up strategies are used by students to obtain information and repair the meaning and understanding of some words during the reading comprehension process.

Klingner et al. (2001) state that the use of fix-up strategies helps students to "de-clunk" words by asking for help from their classmates or teacher and by using fix-up strategies. Klingner et al., also stated how a fix-up strategy to guide students to reread the words, sentences, and passages they do not have understood, to help them figure out the meaning of the word. Read sentences and words which are located before and after the "clunk" to look for clues that help them to get the meaning. Students look for suffixes and prefixes that help them to get the meaning. Break the word into smaller pieces students know to find out the meaning of the word.

Above all, the aim of using click and clunk s to teach students the metacognitive knowledge to see their comprehension, and to work as a method that helps pupils to figure out meanings and their concepts. In addition, this strategy can be used in a different context such as high-level tests.

Get the gist

Similarly, to click and clunk this strategy occurs during the reading process, the difference is that students stop after every paragraph or section of a text to implement the strategies Boardman et al. (2007) in getting the gist strategy students to detail the main idea in the passage or cluster it in their own words. In this way, students will learn how to identify the main point of the texts or passages.

The main idea in getting the gist strategy is to each student how to name the important “who” or “what” in the passage, to identify the most important information about both “who” or “what”, writing the main points of the passage by using their own words (Klingner et al., 2001). Besides, teachers need to assist students in order to get the gist and describe it just in ten words or less, whereas student students the most important details, without writing unnecessary and extra information.

Wrap up

Wrap-up strategy as well as preview, just happen once during the reading process. In comparison with preview, wrap-up occurs at the end of the process. Klingner et al. (2001) mention that the objective of the wrap-up strategy is to teach students how to identify key ideas on the complete text or passage they read, also by reminding things they have learned. Similarly, Swanson et al. (2012) remark that the wrap-up strategy aims to increase students' knowledge, comprehension, and memory by remembering what students have read.

After the reading process, students begin the Wrap-up strategy. This process is developed by creating and answering some questions about what they have seen in the text and by getting the gist of the passage. Boardman et al. (2007) explain that in this process students summarize what students have read and start to produce questions, similar to “that teacher might ask on a test”. Klingner et al. (2001) point out that students might start questions by using “the five W’s” (who, what, when, where, and

why) and an “H” question (how). Some of the questions must be about the information on the text, while others should need answers not focused on what the texts say but “in your mind”. Thus, the wrap-up includes two different steps: (1) generating and answering questions, and (2) reviewing what students have learned.

To this strategy, students must be ready to put into practice their thinking skills because these questions are focused on opinions, at the same time students are fostered to ask questions to their peers. To implement the second step of wrap-up about reviewing, students have to write down from 1 to 2 important ideas of the passage. Klingner et al. (2001) The reviewing step requires students to be organized with their ideas and comprehension of the complete texts. In this way, students should be ready to share ideas and be prepared to justify their answers, by doing this process teachers should have an idea about the student’s level of understanding.

Dependent variable

Comprehension

Reading comprehension, as well as reading itself, has different levels and skills that the English language learners must achieve in order to develop all his/her capabilities. The comprehension levels need knowledge of context, situations, and the background to understand the reading passages. According to Shastri (2009), there are five reading comprehension levels:

1. **Global comprehension:** It has relationship with the ability to understand the complete organization of the text. Besides, it helps pupils to understand not just the theme and sub-theme of the reading passage, but also, it makes students understand the structure and logical relationship the paragraphs have.
2. **Local comprehension:** It refers to the way in how people understand the individual points which have the most important and explicit information. This process includes various tasks such as finding the names of the characters; details, particularities, information about the events, factors, and causes from the passage.

3. **Inferential comprehension:** It helps to develop the ability to infer information that come from the facts and is not explicitly stated in the passage. This part focuses on a higher level of cognitive skills, during this part the reader must understand the cause-effect relationship between the features of the text.
4. **Referential comprehension:** It refers to the ability of the reader in getting factual information from the text by inferring in the different parts of the text in order to get some specific information.
5. **Evaluative comprehension:** The reader makes judgments about the author's attitudes based on the evidence provided in the text. At the same time, it is possible to critically evaluate the statements given by the author in order to get a clear idea of the reading passage.

Reading comprehension

Reading is one of the four main skills, this has relationships o how people understand texts, ideas, information written in different languages and for different fields and purposes. Shastri (2010) states reading is one of the most important skills for English language learners. Harmer (2010) remarks that the reading skill is a useful tool in second language acquisitions because it provides to the student's ideas of what is being read. Furthermore, the more books, texts, and passages a student read, the better they will be and get the idea.

The reading skill also helps to increase the writing level because of all the information students can find, such as punctuation, grammar, and vocabulary. To increase reading proficiency the use of reading material. is also important. The use of reading materials is essential in the teaching-learning process, it helps students in the process of how to construct a sentence, long sentences, paragraphs, papers, and whole texts (Harmer, 2010).

Reading is the focus of how people understand the text. similar to listening, reading is a receptive skill. According to Spratt et al. (2011), receptive skills are those which involve answering a text, passage, paragraph rather than producing something. This process has a serious relationship with reading comprehension. This is the main action of how people understand what they read. Willis (2008) points out that reading

comprehension is about how the human mind receives new information through some neural network by decoding the info into different categories, and relational connections, so people set up new comprehensible data. In other words, reading comprehension is a process in which human beings processes information of a particular piece of writing, this process occurs during, and after the reading process.

To succeed in this process all the students need to be active readers or at least focus on the text to get the gist. How people understand is known as processing skills. According to Willis (2008), the processing skill requires students reading skills are enough developed in fluency, necessary vocabulary, and text-appropriate prior knowledge. Willis also mentions that this process can be improved with the application of strategies, to check students' comprehension and help them if needed. Thus, the use of reading comprehension strategies is an integral part of student learning and understanding, and at the same time, those reading strategies must be essential in the educative field (McNamara, 2007).

Reading strategies

Reading strategies are used to describe a plan or set of plans which help students or readers. Strategies help students to develop reading skills, including reading comprehension. Besides, it is fundamental for beginners, students who struggle with the reading process, and English language learners. Furthermore, strategies help readers to understand the text and remember most of the information provided in the text, also this process takes less time (McNamara 2007).

Reading sub-skills

To become a proficient reader, students have to develop various skills As Shastri (2010), states that teachers must focus on developing reading skills that have a relationship with speed, comprehension, paragraphs, and word recognition. Shastri also lists the following skills:

- The skill recognizes the meaning of unknown and unfamiliar words.
- Students must know how words are formed by using the rules.
- To get specific information that is implicit or explicit.
- To know the logical order of sentences and paragraphs.

- To improve the summarizing skill
- Develop the skill of note-taking and study.
- To develop of summarizing info a transcribing it to tables, or paragraph.

To develop these skills is important to develop some reading sub-skills. They are, scanning, skimming, reading for detail, inferring, predicting, deducing, and understanding texts and their structure. Sometimes these are referred to as reading skills and as reading subskills (Spratt, Pulverness, and Williams., 2011).

- **Scanning.** This sub-skill is used to get the most important information such as names, dates, and detailed info in texts. Besides, students can scan when they have not read the complete text or paragraph. Readers look over most of the information to find the information they are interested in (Spratt et al., 2011).
- **Skimming.** This reading sub-skill is used to help readers to get the main points as quickly as they can. In this part, students look over the text and get a global gist to understand what the text is about.
- **Reading for detail.** Reading for detail talks about getting the meaning of every word out of the relationships between the words and between the sentences. These sub-skills cover local, global, and factual information from the text.
- **Inferring.** Similar to reading for detail, this sub-skill is also used to get meaning from books, texts, and paragraphs. In this sub-skill readers work out on understanding the writer's feeling about a specific situation that happens in the text.
- **Deducing meaning from a text.** This sub-skill involves deducing meaning from the context, and the words around it, even if these words are unknown, and thinking about the meaning of that word.
- **Predicting.** Predicting acts as a sub-skill because it tries to predict the meaning by using specific clues before starting to read. These clues can be found on, pictures, titles, subheadings, among others. Besides, this sub-skill helps readers to realize if they want to read the book or just drop it.

- **Understanding text structure.** This sub-skill focuses on understanding various types of texts and how each of them is developed.

Reading materials

There are various types of material used to carry out the Collaborative Strategic Reading technique. This technique was mainly focused on expository texts which are included in some content are textbooks. On the other hand, this technique can be also used with narrative texts or stories. The focus of this technique is to replace activities and classes that were focused on read-the-chapter-and-answer-the-question-at-the-back CSR can be effectively used with other reading material to develop reading comprehension (Klingner et al., 2001).

CSR learning logs

It is a way for students to record their own learning progress around the different topics explained during the learning process in classes. According to Klingner et al. (2001) learning logs are journals, spiral-bound notebooks used as a mean for students to keep a record of their track of learning “as it happens”, and they are helpful to develop reading comprehension. These learning logs allow pupils to complete a wide variety of activities around the different academic subjects with the objective to make the class more dynamic and make the learning process more engaging than it is. These learning logs are also used as a study guide in which learners save their progress by providing written documentation thus it facilitates cooperative learning.

1.2 Objectives

General Objective

- To investigate the influence of applying Collaborative Strategic Reading (CSR) in the development of reading comprehension in students of fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

Specific Objectives

- To analyze how to apply CSR to develop reading comprehension
- To determine students' opinions of the CSR application.
- To evaluate students' reading comprehension level before and after applying CSR

CHAPTER II

METHODOLOGY

2.1 Resources

Population

For conducting this research, the participants were 26 students. They were from fifth semester as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato. This research lasted 6 weeks in which all the participants received 6 sessions through online instruction.

Instruments and materials

- A pre-test and a post-test to identify students’ level of proficiency in reading comprehension skills. This instrument was taken from the standardized FCE (B2 First / Cambridge English Qualifications) designed by Cambridge. The pre-test was taken at the beginning of the experiment to identify the student’s level in the reading and use of the English section, which focused on reading comprehension. In addition, both tests were retrieved from Cambridge Preliminary English Test 4.
- Start up 6, one of the eight-level, general American English courses for young adults and adults. The book was used in order to develop reading comprehension activities. The units used were from unit 5 until unit 10, and it was focused on lesson 4 of each unit. In addition, the titles of the reading passages were: (1) is hacking ever justified?, (2) the right to choose comfort, (3) unique ways of traveling up and down, (4) rejection isn't always a terrible thing, (5) what kind of job is best for you?; (6) the greenest city in Asia.
- Google Forms to elaborate and carry out the application of the pre-test, post-test, and survey.
- A survey to know about the students’ opinions about the application of the CSR technique, by using a Likert scale with the alternatives strongly agree, agree, neutral, disagree, and strongly disagree.

- Learning log. A learning log was used in order to make students practice and understand how the CSR technique worked and what they had to do during the experiment.
- One drive to save and store all the information provided by the teacher (researcher) such as the learning logs, students' progress, and homework.
- WhatsApp was used to create a group in which the researcher (teacher) was in contact with the students (participants). This process was done to help them to solve doubts about the tasks and assignments.
- Zoom was used to have online classes because of the modality in the covid-19 pandemic. Also, it was helpful to apply the different lesson plans to explain the steps and strategies of CSR which were the main aim of this research.

Procedure

The present research was conducted in 6 different sessions of two hours each. The research lasted 6 sessions in which the students participated to develop their reading comprehension skills. Each session focused on 6 different reading passages taken from the book Start up 6.

In the first session using zoom, the researcher introduced himself and the research objectives to the class. Also, he asked the participants to enroll in google drive where all the material was stored. At the same time, he sent the link to students and asked them to join the WhatsApp group to provide and help them in case participants needed it. Also, WhatsApp was used to ask students some questions about the passages and reading activities. After that, students were asked to enter a google form link to start solving the pre-test which lasted 45 min. Later, the teacher gave an explanation about the CSR technique to start doing the activities of unit 5, lesson 4. During this session the whole class worked together to complete the CSR learning log.

In the second session, the teacher divided students into groups to start with the process of using CSR and complete the learning logs to develop reading comprehension. Moreover, during this session, the students and teacher worked with unit 6, lesson 4 from the book Start-Up 6. After that, the teacher explained the preview, click and clunk, get the gist, and wrap up strategies, but it focused on the preview

strategy. In this preview strategy, students went to breakout rooms to work together on the learning log. Finally, students came back to the main room to complete the book activities with the teacher.

The third intervention was similar to second. However, in this class the teacher focused on the clink and clunk strategy based on unit 7, lesson 4, from the book, Start up 6 were students completed the CSR learning log. At the end of the class, the teacher asked some questions to students about the process and how to identify some specific parts of a paragraph or passage.

In the fourth session the teacher focused on the get the gist strategy based on unit 8, lesson 4, from the book, Start up 6 were students completed the CSR learning log. At the end of the class, students asked some questions to their classmates to get different ideas and information about the passage, so the teacher could get their opinions about it.

The fifth intervention focused on the wrap-up strategy on unit 9, lesson 4 with the passage of “What kind of job is best for you?”. Similarly to the fourth session, students asked some questions to their classmates about the topic to get different pieces of information and find different main ideas according to what students had understood.

Finally, in the last session the teacher gave feedback and reviewed all the strategies regarding the CSR technique. The teacher used the topic of the last unit of the book Start-Up 6, lesson 4 by using the CSR learning log, where students completed it. During that time the students worked in breakout rooms. Then, the teacher explained the post-test, its length and how it worked. After that, students took the post in google forms by using the link provided by the teacher. Finally, the students answered a survey that lasted 5 min to collect their opinions about the CSR application.

2.2 Methods

The present research project was accentuated in the following types of research and investigation.

Quasi-experimental research

According to Best and Kahn (2006), quasi-experimental research provides information to who and when the measurement will be applied, this process is used with naturally assembled groups as intact classes. Moreover, Campbell and Cronbach (2002) state that a quasi-experimental design helps to scan and scrutinize information whether larger effects can be found under different conditions such as participants who respond to the treatment positively, naturally, or negatively. In this research, it was important to discover if the variable Collaborative Strategic Reading (CSR) affects the student's reading comprehension. In addition, it was quasi-experimental research because it worked with an impact group (5th semester) and measured students understanding level by applying a quantitative method. The quantitative method is defined as a numerical data collection method for measuring any sample, it also describes observations, materials, or characteristics (Best and Kahn, 2006).

Mixed approach

According to Schensul, Schensul, and LeCompte. (2013), mixed methods can be defined as the union of both quantitative and qualitative approaches. These are used as the serial or joint of a qualitative, quantitative survey, interview, observation cards among others, and quantified qualitative data to achieve a systematic comprehension and frequency of the phenomena (quantitative) under the study and the context, and finally the meaning, motivation, and behavior of those phenomgena (qualitative).

Bibliographic or documentary research

According to Scott and Morrison (2006) documentary research draws upon different material that already exists in different places, these are not an outcome of first-hand or primary research, which contributes to the development of research instruments and key concepts. Furthermore, documentary sources are related to the use of material such as records, reports, printed forms, autobiographies, or other academic works, books, periodicals, journals (Best and Kahn, 2006). This material was fundamental to know more about the two variables CSR and reading comprehension and to know about the problem, so this is the first step to conducting this investigation.

Level or type of investigation

Field research

This type of research allowed the investigator to study the facts that arise in the institution (Universidad Técnica de Ambato) with direct interaction with the students of the fifth semester of PINE and get the necessary information to conduct the study. At the same time, this process showed how CSR works to develop reading comprehension and to know students reading level, their metacognitive knowledge, and analysis of reading passages.

Exploratory level

This research started in fifth semester of PINE to have a clear idea of the problem researched. This also was exploratory research due to the use of CSR to improve reading comprehension as an innovative idea and see how it worked. This process allows the teacher to have direct contact with the students and interact with them, also, this process gave the researcher an idea of what is the reality and students' English and reading comprehension level.

Hypothesis

H_0 : The application of the collaborative strategic reading (CSR) cannot affect the development of the students reading comprehension level.

H_1 : The application of collaborative strategic reading (CSR) can affect the development of the students reading comprehension level.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results from the findings gathered for 6 weeks, before, during, and after treatment. To make this process understandable, everything is presented in charts, tables, and figures, as well as an explanation that analyses and interprets the data.

The experiment was carried out with 26 students from the 5th semester who were taking the subject English 5 as part of “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato in a whole online environment due to the Covid-19 pandemic.

The results of this process, as well as students’ scores on the pre-test and post-test were gathered thanks to the FCE reading paper designed by Cambridge Assessment English. This process was carefully analyzed by using different tools in order to prove whether the reading comprehension improved through the use of Collaborative Strategic Reading (CSR) or not.

The scores from the pre-test and post-test were scored over 10 and presented in tables 1 and 2. Both tables were designed to have a clear idea about the results from the use of the CSR technique: before the treatment and after the treatment. The quiz belonged to the FCE standardize test, that has 30 questions in which each question was over one point in a FCE standardize rank. Finally, this score was over 10 in order to get a general score and average from the students.

In addition, a Likert scale was given to students to determine students’ opinions about the CSR application. It had 8 questions in which the teacher asked students to give their opinions about the use of the technique. All the questions were multiple choice and had the following options; (strongly agree, agree, neutral, disagree, strongly disagree).

Table 1: Pre-test results

Researched group	Score over 30	Pre-test over 10
Student 1	29 / 30	9,66
Student 2	12 / 30	4
Student 3	8 / 30	2,66
Student 4	27 / 30	9
Student 5	14 / 30	4,66
Student 6	27 / 30	9
Student 7	14 / 30	4,66
Student 8	27 / 30	9
Student 9	8 / 30	2,66
Student 10	12 / 30	4
Student 11	12 / 30	4
Student 12	8 / 30	2,66
Student 13	8 / 30	2,66
Student 14	15 / 30	5
Student 15	23 / 30	7,66
Student 16	8 / 30	2,66
Student 17	7 / 30	2,33
Student 18	16 / 30	5,33
Student 19	13 / 30	4,33
Student 20	17 / 30	5,66
Student 21	11 / 30	3,66
Student 22	21 / 30	7
Student 23	17 / 30	5,66
Student 24	11 / 30	3,66
Student 25	18 / 30	6
Student 26	15 / 30	5
Average	15,3/30	5,1

Source: Field research

Author: Cerna, D. (2022)

Table 2: Post-test results

Researched group	Score over 30	Post-test over 10
Student 1	29 / 30	9,66
Student 2	28 / 30	9,33
Student 3	26 / 30	8,66
Student 4	28 / 30	9,33
Student 5	25 / 30	8,33
Student 6	29 / 30	9,66
Student 7	27 / 30	9
Student 8	25 / 30	8,33
Student 9	22 / 30	7,33
Student 10	10 / 30	3,33
Student 11	22 / 30	7,33
Student 12	15 / 30	5
Student 13	8 / 30	2,66
Student 14	20 / 30	6,66
Student 15	27 / 30	9
Student 16	22 / 30	7,33
Student 17	11 / 30	3,66
Student 18	29 / 30	9,66
Student 19	10 / 30	3,33
Student 20	24 / 30	8
Student 21	20 / 30	6,66
Student 22	28 / 30	9,33
Student 23	25 / 30	8,33
Student 24	7 / 30	2,33
Student 25	29 / 30	9,66
Student 26	24 / 30	8
Average	22/30	7,3

Source: Field research

Author: Cerna, D. (2022)

3.2.Data interpretation

3.2.1 Pre-test and post-test individual grades

Figure 1: Results pre-test and post-test over 10



Source: Field research

Author: Cerna, D. (2022)

Analysis and interpretation

Figure 1 shows that 26 students took the pre-test and post-test, and the results demonstrate that there is a significant difference. The grades of the test were scored over 30 and averaged over 10. In the pre-test, the lowest score was 8 over 30, which was equal to 2,6 over 10. In comparison, the highest score 29 over 30 equal to 9,66 over 10. On the other hand, in the post-test, the lowest score was 7 over 30, equal to 2,33 over 10, and highest score was 29 over 30, equal to 9,66 over 10.

It was visible that most of the students did not get a good score in the pre-test. Most of them got confused with the reading comprehension process and how to understand the main idea or gist of the passage or text. Besides, students did not have a clear idea about the vocabulary to understand the main idea of the reading passage. However, after the treatment, the students improved their grades because of all the practice they had and the new vocabulary they acquired. Thus, the results of the post-test showed that students improved their reading comprehension and understanding of texts after using the CSR technique.

3.2.2 Pre-test and post-test average

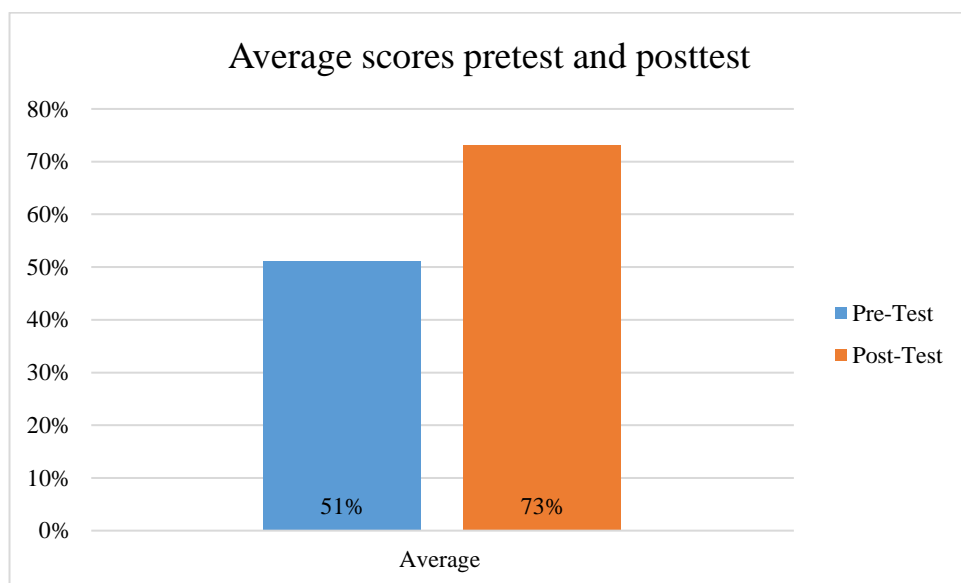
Table 3: Pre/Post-test average and variance.

Results	Pre-test	Post-test	Variance
Average over 30	15,3	22	6,7
Average over 10	5,1	7,3	2,2

Source: Field research

Author: Cerna, D. (2022)

Figure 2: Average scores pre-test and post-test.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation

Figure 2 shows that in the pre-test, the average obtained by the students of 5th semester over 30 was 15,3 and it represents 51%, which is equal to 5,1 over 10. In comparison, in the post-test, they got 22 over 30 which represents 73% which is equal to 7,3 over 10. Therefore, students improved 6,7 points between both tests, this score represents a 22% which means students improved 2,2 over 10.

The results show that the use of collaborative strategic reading as a strategy to develop students' reading comprehension levels is effective.

3.3 Verification of hypotheses

The results gathered by using the T-students statistical test were analyzed by using the SPSS program.

3.3.1 Hypothesis statement

Null Hypothesis (H_0)

The use of collaborative strategic reading (CSR) does not contribute to the development of the student's reading comprehension.

Alternative hypothesis (H_1)

The use of collaborative strategic reading (CSR) helps the development of the reading comprehension process.

3.3.2 T-students test – Paired Sample Statistics.

Table 4: T-students- Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	5,0988	26	2,22976	,43729
	POSTTEST	7,3038	26	2,39622	,46994

Source: Field research

Author: Cerna, D. (2022)

Analysis and interpretation

In table 4 it is possible to observe the results after applying the statistic t-test. The results gathered from the pre-test shows that its mean score is 5,0988 while the mean score in the post-test is 7,3038. The standard error mean is ,43729 in the pre-test and ,46994 in the post-test. In this case, the values indicate that the post-test mean is greater than the pre-test mean. It is possible to conclude that there was a significant difference in the students' reading comprehension level after the application of the collaborative strategic reading technique.

3.3.3 Paired Samples Test

Table 5: Paired Sample Test

	Paired Samples Test						Significance			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p	
				Lower	Upper					
Pair 1	PRETEST - POSTTEST	-	2,08990	,40986	-	-	-	25	<,001	<,001
		2,20500			3,04913	1,36087	5,380			

Source: Field research

Author: Cerna, D. (2022)

Analysis and interpretation

Table 5 shows that the P-value is ,001. In other words, the value is lower than 0,05. Thus, there is scientific evidence to reject the **null hypothesis (H_0)** and the **alternative hypothesis (H_1)** is accepted. Therefore, it is concluded that the use of the CSR technique allowed students to improve their reading comprehension working collaboratively and dividing a reading into different stages that went from the easiest to the most difficult strategies.

3.3.4 Likert Scale

To determine students' opinions, a Likert scale was given to them to recognize what they thought about the CSR process and how useful it was.

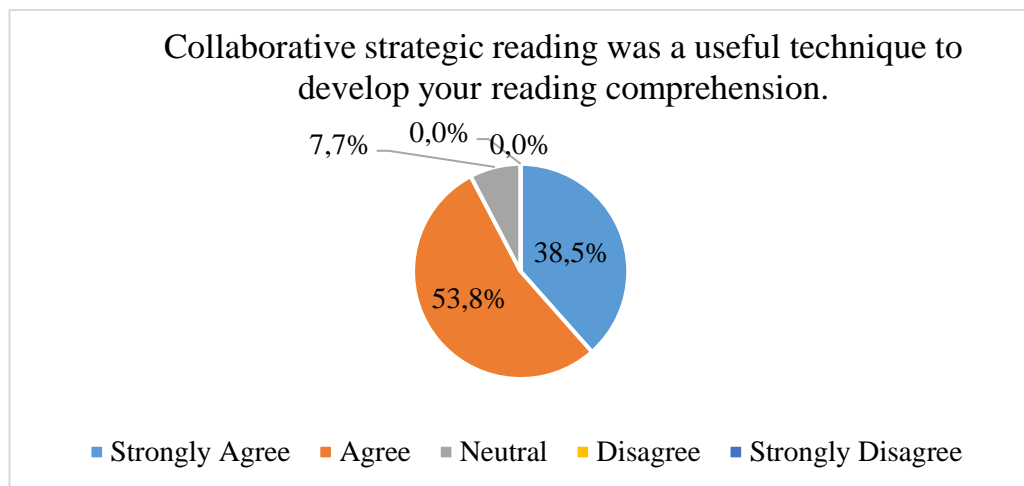
Table 6: Collaborative strategic reading was a useful technique to develop your reading comprehension.

Alternative	Frequency	Percentage
Strongly Agree	10	38,5%
Agree	14	53,8%
Neutral	2	7,7%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 3: Collaborative strategic reading was a useful technique to develop your reading comprehension.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

In table 6 and figure 3, 14 students who represent 53,8% agreed that collaborative strategic reading was a useful technique to develop their reading comprehension skills. Also, 10 students of the total, who represent 38,5%, strongly agreed that CSR was a useful technique to develop reading comprehension. Moreover, 2 students, who represent 7,7%, were neutral about the statement. Finally, this information showed that the author could support that CSR was a good technique to develop reading comprehension.

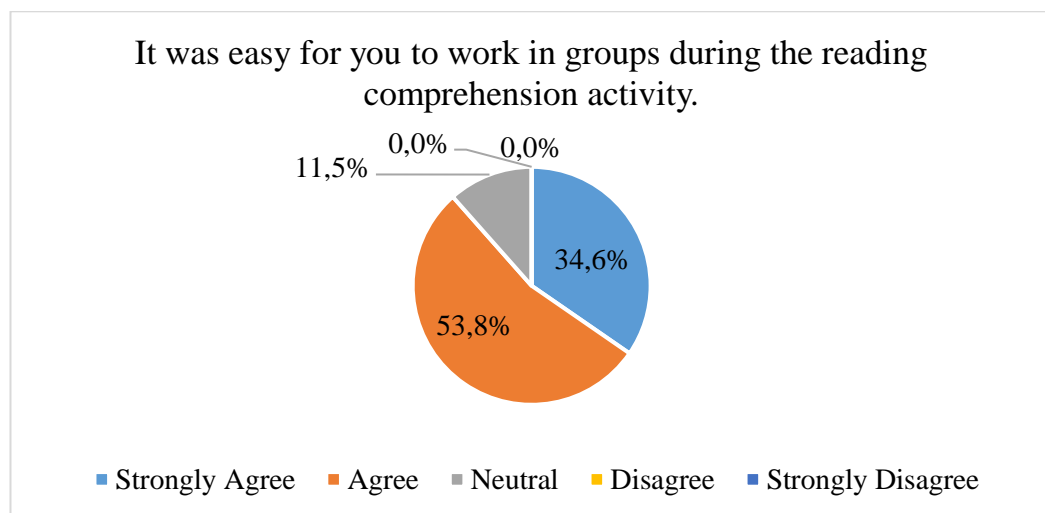
Table 7: It was easy for you to work in groups during the reading comprehension activity.

Alternative	Frequency	Percentage
Strongly Agree	9	34,6%
Agree	14	53,8%
Neutral	3	11,5%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 4: It was easy for you to work in groups during the reading comprehension activity.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

Table 7 and figure 4 shows that most of the students agreed that CSR is an easy technique for them while working in groups during the reading comprehension process. First, 14 students of the whole class, which represents 53,8%, agreed with the idea. Besides, 9 students of the rest, that represents 34,6%, strongly agreed with the idea that it is easy for them to work in groups. On the other hand, the last 3 students, who represent 11,5%, were neutral in the decision of using CSR while working in groups during the reading comprehension activity. With this information, the author could support that CSR was a good technique to work in groups to improve reading comprehension among students.

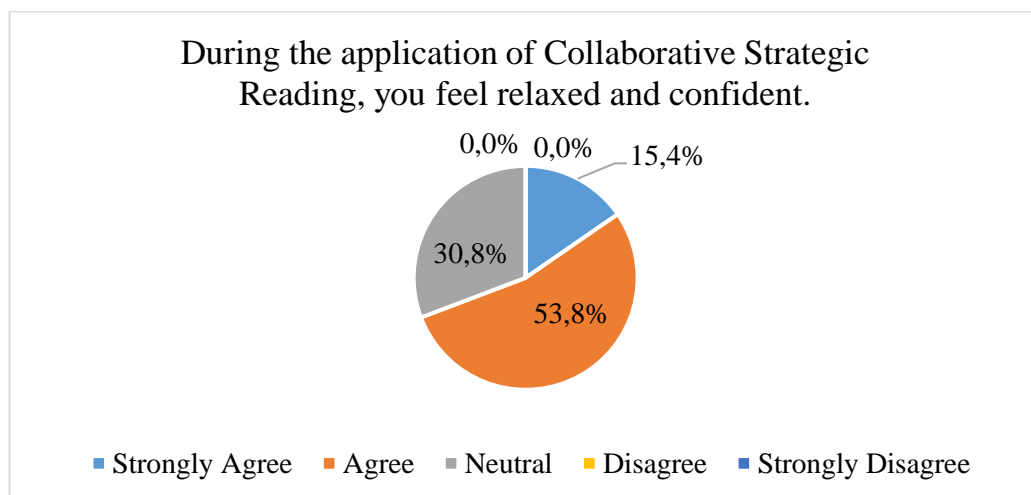
Table 8: During the application of Collaborative Strategic Reading, you feel relaxed and confident.

Alternative	Frequency	Percentage
Strongly Agree	4	15,4%
Agree	14	53,8%
Neutral	8	30,8%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 5: During the application of Collaborative Strategic Reading, you feel relaxed and confident.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

According to table 8 and figure 5, 14 students, that represent 53,8% of the whole class, agreed with the idea of feeling relaxed while the application of the CSR technique. Moreover, 8 students of the rest, which represents 30,8%, were neutral with this idea. Finally, the last 4 students strongly agreed with the idea of being relaxed and confident during the application. Within these ideas, the researcher could conclude that most of the students feel relaxed and confident while using the CSR application.

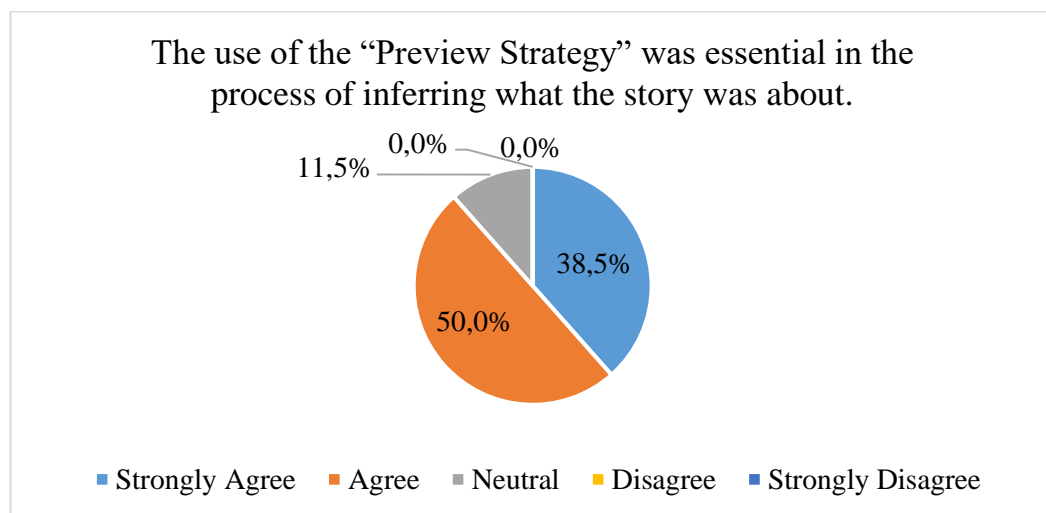
Table 9: The use of the “Preview Strategy” was essential in the process of inferring what the story was about.

Alternative	Frequency	Percentage
Strongly Agree	10	38,5%
Agree	13	50,0%
Neutral	3	11,5%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 6: The use of the “Preview Strategy” was essential in the process of inferring what the story was about.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

Table 9 and figure 6 from the 26 students, 13 agreed with the idea of using the “preview strategy” as essential during the process of inferring what the story was about. Also, 10 students of the rest of the class, which represents 38,5%, strongly agreed with the idea already mentioned. Finally, from the whole class, just 3 students, were neutral with this idea. Finally, it was possible to conclude that preview strategy was essential while students are inferring what the story will be about.

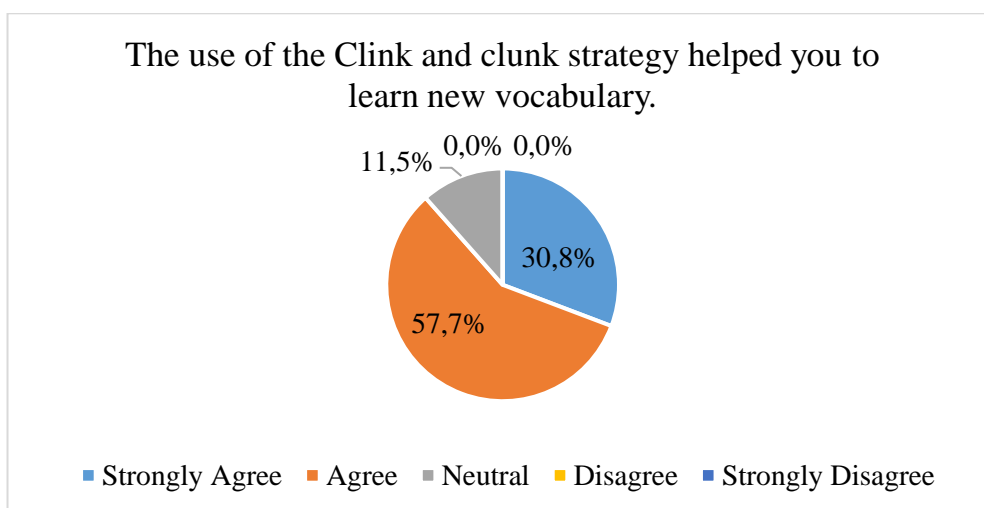
Table 10: The use of the “Clink and clunk strategy helped you to learn new vocabulary.

Alternative	Frequency	Percentage
Strongly Agree	8	30,8%
Agree	15	57,7%
Neutral	3	11,5%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 7: The use of the Clink and clunk strategy helped you to learn new vocabulary.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

In table 10 and figure 7 shows that 15 students, that represent 57,7%, agreed with the idea of using clink and clunk as a helpful strategy to learn new vocabulary while reading a passage. On the other hand, 8 students of the total, that represents 30,8%, strongly agreed with the idea already mentioned. Finally, 3 students of the total, that represents 11,5%, were neutral with the idea of using clink and clunk as a helpful activity for them to learn new vocabulary. To conclude, the use of clink and clunk to learn new vocabulary was helpful for students, since they could learn new words and meanings.

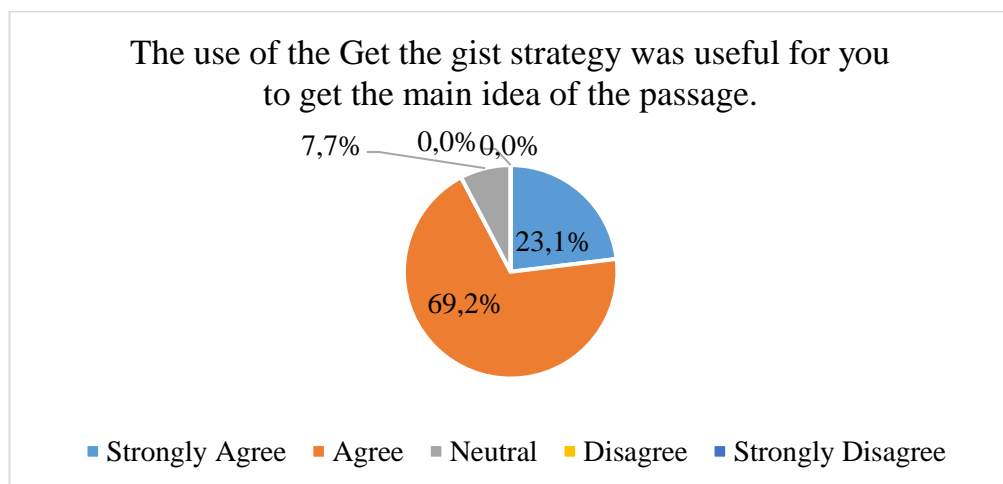
Table 11: The use of the Get the gist strategy was useful for you to get the main idea of the passage.

Alternative	Frequency	Percentage
Strongly Agree	6	23,1%
Agree	18	69,2%
Neutral	2	7,7%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 8: The use of the Get the gist strategy was useful for you to get the main idea of the passage.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

Table 11 and figure 8, shows that 18 students, which represents 69,2%, agreed with the idea of using get the gist strategy as a useful activity for them to get the main idea of the passage during the reading comprehension process. Moreover, just 6 students, that represent 6%, strongly agreed with the idea of using this strategy to get the gist of reading passages. Furthermore, 2 students of the total, that represent 7,7%, were neutral with the idea of using get the gist as a useful strategy to the main idea of the reading passages. It is possible to conclude, that get the gist strategy was helpful for students because they could identify the main idea of a written text.

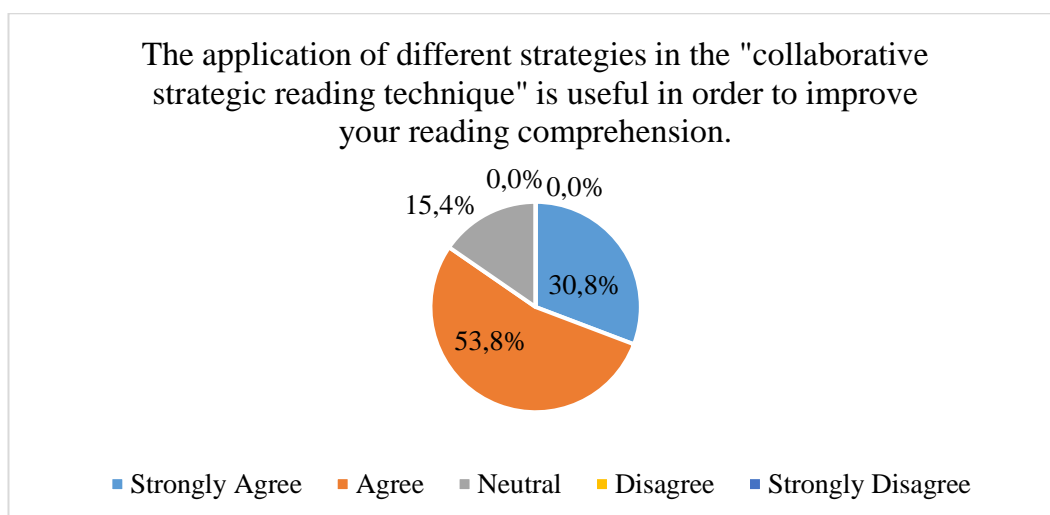
Table 12: The application of different strategies in the "collaborative strategic reading technique" is useful to improve your reading comprehension.

Alternative	Frequency	Percentage
Strongly Agree	8	30,8%
Agree	14	53,8%
Neutral	4	15,4%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 9: The application of different strategies in the "collaborative strategic reading technique" is useful to improve your reading comprehension.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

In table 12 and figure 9, we can see that 14 students out of the total, which represents a 53,3%, agree with the application of different strategies while applying CSR to improve reading comprehension. Besides, 8 students, that represent 30,8%, strongly agreed with this idea. Finally, just 4 students, that represents 15,4%, were neutral while the application of different strategies during the application of CSR to develop reading comprehension strategies. Within this information, the researcher could support that, CSR was a good technique to improve reading comprehension skills.

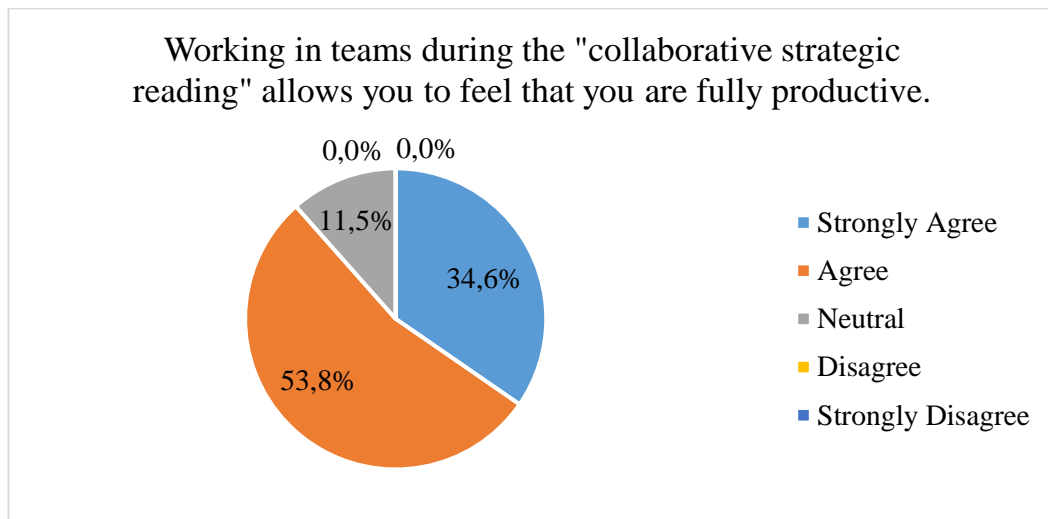
Table: 13: Working in teams during the "collaborative strategic reading" allows you to feel that you are fully productive.

Alternative	Frequency	Percentage
Strongly Agree	9	34,6%
Agree	14	53,8%
Neutral	3	11,5%
Disagree	0	0,0%
Strongly Disagree	0	0,0%
Total	26	100%

Source: Field research

Author: Cerna, D. (2022)

Figure 10: Working in teams during the "collaborative strategic reading" allows you to feel that you are fully productive.



Source: Field research

Author: Cerna, D. (2022)

Analysis and Interpretation.

Table 13 and figure 10 shows that 14 students, that represent 53,8%, agreed with the idea in which CSR allowed to feel that they were fully productive while working in teams. Moreover, 9 students of the whole class, that represent 34,6%, strongly agreed with the idea that working in teams will allowed them to feel fully productive. Finally, 3 students, that represent 11,5%, were neutral with the idea. To sum up, the researcher could conclude that using CSR in teams allowed students to feel fully productive in class.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After developing the research, the following conclusions have been reached.

- The CSR influenced on students' reading comprehension because students started to understand and analyze texts, get the gist, learn new words and ask for information with ease. In addition, the results of the most tests showed that students obtained better scores than the pre-test without the application of the CSR technique.
- The application of the CSR technique was effective to develop students' reading comprehension skills. When learners were exposed to CSR technique and the 4 strategies it has, students were interested in how they worked. The application of the process consisted of 4 different strategies, preview, clink and clunk, get the gist, and wrap up. All the strategies were applied in a learning log that students completed while they were in breakout rooms in order to make them work cooperatively and develop the process appropriately.
- The students' opinions about the CSR technique showed that they agreed with the idea of using it to develop their reading comprehension, since working cooperatively allowed them to have a better understanding of written texts as they could identify the main idea, specific, deduce, infer, or predict from the text.
- The students' scores after applying CSR showed that there was a significant difference among the pre-test and post-test average, because the alternative hypothesis with P-value ,001 was accepted. For illustration, the mean obtained in the pre-test was 5,1 over 10 points, while the mean of the post-test was 7,3 over 10. Thus, it was concluded that the CSR technique allowed students to get better scores.

4.2 Recommendations

At the end of this investigation, in order to help students to develop their reading comprehension skills the following recommendation are advised.

- For determining the effectiveness of CSR, it is important to pay attention to students' reading comprehension English level and adapt some activities to their needs, and the content of study.
- For applying the Collaborative Strategic Reading technique and having a better development of the reading comprehension skill on students, it is recommended to use activities in which students practice new vocabulary, and tasks that allow them not only to develop the reading comprehension, but also the other reading sub-skills.
- For encouraging students' learning process to develop the reading comprehension through the use of CSR, it is recommended to consider their opinions regarding the technique, its use, application, and interests to develop the activities. In this way, students will feel engaged to participate in class.
- For identifying student's strengths and weaknesses in reading comprehension, it is recommended to choose well-designed and standardized tests in order to make the process easier. It is essential to pay attention to students' age and English level before applying a test.

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ANNEXES

Annex 1. Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18 de octubre del 2021

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

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “COLLABORATIVE STRATEGIC READING (CSR) AND READING COMPREHENSION” propuesto por el estudiante José Daniel Cerna Estrella, portador de la Cédula de Ciudadanía 0503662298, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Firmado electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMINO**

.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2. Lesson Plans

Lesson planning 1

Teacher: Daniel Cerna

Subject: English V

Level: Fifth Semester

<p>Group: 28.</p> <p>Date: November 24th, 2021</p> <p>Duration: 2 hours</p>		
<p>Topic: Introduction -Pre-Test</p> <p>Teacher Materials: Zoom, Google forms, learning log, WhatsApp.</p> <p>CSR learning log: https://utaedumy.sharepoint.com/:f/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtV_NGmRRBGkQR_-ABup_0c4W1zqvB_IeJLywxow</p> <p>Students Materials: Start-up 6, Unit 5, Lesson 4</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - To provide students with an overview of collaborative strategic reading by explaining the four strategies: preview, clink and clunk, get the gist, and wrap up. - To determine students reading comprehension level by applying a pre-test. - To apply CSR (preview, clink, and clunk, get the gist, and wrap up). 		
Time	Activity	Tool and material
10 min	The teacher will start the class by presenting himself and introducing the CSR technique.	Zoom WhatsApp https://chat.whatsapp.com/F3pcKq7TYaM7JzMiTBWIEZ One drive
50 min	Teachers send the link to the students and ask them to open it, in order to take the pre-test-	Pre-test (google forms) https://chat.whatsapp.com/F3pcKq7TYaM7JzMiTBWIEZ Start-up 6, Unit 5, Lesson 4

15 min	<p>The teacher will ask students to open the book (Start-up 6) in Unit 5 lesson 4 to apply the CSR strategy.</p> <p>The teacher will ask students to analyze the title and picture of the passage to start explaining the “preview strategy”</p>	CSR Learning log - PREVIEW (Brainstorm and predict):
15 min	The teacher will provide the students with the learning logs to brainstorm ideas and write about them.	
10 min	The students will start reading the text to see if what they have predicted and brainstormed is correct. During the reading process, they will start applying the technique Clink and cluck, recognize the unknown words and write them in the learning log.	Start-up (Unit 5, lesson 4) CSR learning logs - clink and clunk
10 min	The teacher will apply the get the gist strategy while students are reading the passage and show them how to identify the most important ideas in the passage.	Start-up (Unit 5, lesson 4) CSR learning logs – get the gist.
10 min	<p>Review the information and ask students questions about the preview strategy.</p> <p>The teacher will ask questions about the passage to the students.</p> <p>Review what was learned and write the ideas in the learning log. Finally, upload the doc to one drive.</p>	CSR Learning log - Wrap up (Before Reading)

Lesson planning 2

Teacher: Daniel Cerna

Subject: English V

Level: Fifth Semester

<p>Group: 28</p> <p>Date: December 1st, 2021</p> <p>Duration: 2 hours</p>		
<p>Topic: The Right to choose comfort – CSR model focused on preview, and clink and clunk.</p> <p>Teacher Materials: Zoom, learning logs, videos, one drive, WhatsApp.</p> <p>CSR learning log: https://utaedumy.sharepoint.com/:f/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtV_NGmRRBGkQR_-ABup_0c4W1zqvB_IEJLywxow</p> <p>Students Materials: Start-up 6, Unit 6, Lesson 4</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - To predict and activate students' previous knowledge. - Students will be able to identify clink and clunks. 		
Time	Activity	Tool and material
10 min	Discuss the passage of the last week and clarify any misunderstanding about the CSR model.	Zoom One Drive
20 min	<p>The teacher will guide students to help them to understand and clarify how the preview strategy works. In this part the teacher ask students to analyze the topic and images from the passage in order to make them remember something about the topic, and activate students previous knowledge.</p> <p>The teacher will provide the students with the learning logs to brainstorm ideas and write about them.</p> <p>Introduce the passage of Unit 6, lesson 4 “The right to choose comfort”</p>	Start-up 6, Unit 6, Lesson 4

20 min	The teacher will ask students to preview the passage of Unit 6 lesson 4, to, ask students what they think the topic is about, and they will learn about the topic.	CSR Learning log - PREVIEW (Brainstorm and predict):
20 min	The teacher will send the students to the breakout rooms to work with the preview strategy already clarified, clink and clunk, get the gist, and wrap up the strategy by using the CSR learning logs.	Breakout rooms CSR learning logs - clink and clunk
30 min	The teacher will monitor students constantly to check whether they have questions about the preview strategy , also to check if they are working with the material, and monitor their progress.	Start-up (Unit 6, lesson 4) CSR learning logs - clink and clunk, get the gist
20 min	Review the information and ask students questions about the preview strategy. The teacher will ask questions about the passage to the students. Review what was learned and write the ideas in the learning log. Finally, upload the doc to one drive.	CSR Learning log - Wrap up (Before Reading)

Lesson planning 3

Teacher: Daniel Cerna

Subject: English V

Level: Fifth Semester

Group: 28

Date: December 8th, 2021

Duration: 2 hours

Topic: Unique ways of traveling up and down – CSR (get the gist and wrap-up)

Teacher Materials: Zoom, learning logs, videos, one drive, WhatsApp.

CSR learning log:

https://utaedumy.sharepoint.com/:f/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtVNGmRRBGkQR_-ABup_0c4W1zqvB_lEJLywxow

Students Materials: Start-up 6, Unit 7, Lesson 4

Aims:

- Students will work with a partner to skim information from the passage.
- Students will be able to identify the most significant ideas in the entire passage.

Time	Activity	Tool and material
10 min	Discuss the passage of the last week and clarify any misunderstanding about the preview and clink and clunk strategy.	Zoom One Drive
20 min	The teacher will guide students to help them to understand and clarify how clink and clunk works. Introduce the passage of Unit 7, lesson 4 “Unique ways of traveling up and down”	Start-up 6, Unit 7, Lesson 4
20 min	The teacher will ask students to preview the passage of Unit 7 lesson 4, to ask students what they think the topic is about, and they will learn about the topic. At the end students will write their ideas in the learning log.	CSR Learning log - PREVIEW (Brainstorm and predict):
20 min	The teacher will send the students to the breakout rooms in order to work with the clink and clunk strategy already clarified, and preview, get the gist, and wrap up strategies by using the CSR learning logs.	Breakout rooms CSR learning logs - clink and clunk
30 min	The teacher will monitor students constantly to check whether they have questions about clink and clunk , also to see	Start-up (Unit 7, lesson 4) CSR learning logs - clink and clunk, get the gist

	if they are working with the material, and check their progress.	
20 min	<p>Review the information and ask students questions about the get the gist and wrap-up strategy.</p> <p>The teacher will ask questions about the passage to the students.</p> <p>Review what was learned and write the ideas in the learning log. Finally, upload the doc to one drive.</p>	CSR Learning log - Wrap up (Before Reading)

Lesson planning 4

Teacher: Daniel Cerna

Subject: English V

Level: Fifth Semester

<p>Group: 28</p> <p>Date: December 8th, 2021</p> <p>Duration: 2 hours</p>		
<p>Topic: Unique ways of traveling up and down – CSR (get the gist and wrap-up)</p> <p>Teacher Materials: Zoom, learning logs, videos, one drive, WhatsApp.</p> <p>CSR learning log: https://utaedumy.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtV_NGmRRBGkQR_-ABup_0c4W1zqvB_IEJLywxow</p> <p>Students Materials: Start-up 6, Unit 8, Lesson 4</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - Students will work with a partner in order to skim information from the passage. - Students will be able to identify the most significant ideas in the entire passage. 		
Time	Activity	Tool and material
10 min	Discuss the passage of the last week and clarify any misunderstanding about the preview and clink and clunk strategy.	Zoom One Drive

20 min	<p>The teacher will guide students to help them to understand and clarify how they get the gist works.</p> <p>Introduce the passage of Unit 8, lesson 4 “Unique ways of traveling up and down”</p>	Start-up 6, Unit 8 Lesson 4
20 min	<p>The teacher will ask students to preview the passage of Unit 8 lesson 4, in order to ask students what they think the topic is about, and they will learn about the topic. At the end the students will write their ideas on the learning logs.</p>	CSR Learning log - PREVIEW (Brainstorm and predict):
20 min	<p>The teacher will send the students to the breakout rooms in order to work with the 4 strategies and do emphasis in get the gist strategy already clarified, by using the CSR learning logs.</p>	Breakout rooms CSR learning logs - clink and clunk
30 min	<p>The teacher will monitor students constantly to check whether they have questions about get the gist, also to see if they are working with the material, and check their progress.</p>	Start-up (Unit 8, lesson 4) CSR learning logs - clink and clunk, get the gist
20 min	<p>Review the information and ask students questions about the get the gist and wrap-up strategy.</p> <p>The teacher will ask questions about the passage to the students.</p> <p>Review what was learned and write the ideas in the learning log. Finally, upload the doc to one drive.</p>	CSR Learning log - Wrap up (Before Reading)

Lesson planning 5

Teacher: Daniel Cerna

Subject: English V

Level: Fifth Semester

<p>Group: 28</p> <p>Date: December 8th, 2021</p> <p>Duration: 2 hours</p>		
<p>Topic: About finding a job (what kind of job is best for you?)</p> <p>Teacher Materials: Zoom, learning logs, videos, one drive, WhatsApp.</p> <p>CSR learning log: https://utaedumy.sharepoint.com/:f/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtV_NGmRRBGkQR_-ABup_0c4W1zqvB_IeJLywxow</p>		
<p>Students Materials: Start-up 6, Unit 9, Lesson 4</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - Students will work with a partner in order to skim information from the passage. - Students will be able to identify the most significant ideas in the entire passage. 		
Time	Activity	Tool and material
10 min	Discuss the passage of the last week and clarify any misunderstanding about the preview and click and clunk strategy.	Zoom One Drive
20 min	The teacher will guide students in order to help them to understand and clarify how the wrap-up strategy works. Introduce the passage of Unit 9, lesson 4 “Unique ways of traveling up and down”	Start-up 6, Unit 9 Lesson 4
20 min	The teacher will ask students to preview the passage of Unit 9 lesson 4, in order to ask students what they think the topic is about, and they will learn about the topic. At the end students will write their ideas, and main ideas on the learning logs.	CSR Learning log - PREVIEW (Brainstorm and predict):

20 min	The teacher will send the students to the breakout rooms in order to work with the 4 strategies and do emphasize the wrap-up strategy already clarified, by using the CSR learning logs.	Breakout rooms CSR learning logs - clink and clunk
30 min	The teacher will monitor students constantly in order to check whether they have questions about the wrap-up , also to check their progress.	Start-up (Unit 9, lesson 4) CSR learning logs - clink and clunk, get the gist
20 min	Review the information and ask students questions about the get the gist and wrap-up strategy. The teacher will ask questions about the passage to the students. Review what was learned and write the ideas in the learning log. Finally, upload the doc to one drive.	CSR Learning log - Wrap up (Before Reading)

Lesson planning 6

Teacher: Daniel Cerna

Subject: English V

Level: Fifth Semester

<p>Group: 28</p> <p>Date: December 15th, 2021</p> <p>Duration: 2 hours</p>
<p>Topic: How a city has improved (The greenest city in Asia), Post-test.</p> <p>Teacher Materials: Zoom, google forms, WhatsApp.</p> <p>CSR learning log: https://utaedumy.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtV_NGmRRBGkQR_-ABup_0c4W1zqvB_IEJLywxow</p> <p>Students Materials: Start-up 6, Unit 10, Lesson 4.</p>
<p>Aims:</p> <ul style="list-style-type: none"> - To model how to review information from the reading passage.

<p>- To determine the level of students' writing skills after applying the flipped classroom treatment.</p>		
Time	Activity	Tool and material
10 min	A short discussion about the CSR model and how it works to make students review the information and be ready for the activities and post-test.	Zoom One Drive
15 min	The teacher will ask students to open the book (Start-up 6) in Unit 10 lesson 4 in order to apply the CSR strategy. The teacher will ask students to analyze the title and picture of the passage to get an idea of the topic and write it on the learning logs.	CSR Learning log - PREVIEW (Brainstorm and predict):
10 min	The students will start reading the text to see if what they have predicted and brainstormed is correct. The during the reading process they will start applying the technique Clink and cluck and recognize the unknown words and write them in the learning log.	Start-up (Unit 10, lesson 4) CSR learning logs (clink and clunk – get the gist).
10 min	The teacher will apply the get the gist strategy while students are reading the passage and remember how to identify the most important ideas in the passage.	Start-up (Unit 10, lesson 4) CSR learning logs – get the gist.
10 min	Feedback to review the information and ask students questions about the preview strategy. Then students will write about what they will learn and make a small discussion about their previews.	CSR Learning log, Wrap up (Before Reading)
50 min	The teacher will present the quiz in order to apply it and collect data about the students reading comprehension level.	Post-test (google forms) https://forms.gle/mKzN9retx4s iSErv6

Annex 3. Pre-Test and Post-Test

Pre-Test: <https://forms.gle/jNoxPAw5dV2hK9Lm8>

Section 1 of 3

Collaborative Strategic Reading Pre-Test

This test has been created in order to collect information to develop a resource to address reading difficulties.

This Pre-Test has been taken from PGC Practical Test with key Skills Complete Practice Tests for the Cambridge ESOL Exam (Cambridge ESOL).

This test is based on PGC tests and focuses on the reading part.

Instructions

You will have 45 minutes to complete the test.

Answer the questions according to your own knowledge. It is not necessary to write.

Part 1

Questions 1-4

You are going to listen to a recording of a woman talking. For questions 1-4 choose the answer (A, B, C, or D) which you think fits best according to the text.

Contexto electrónico*

Escucha el audio y responde.

Una formulación correcta siempre es bienvenida. ¡Gracias por su participación!

Full Name

Write the responses below.

Section 2 of 3

Part 2

Questions 4-16

You are going to read an article by retail lawyer and broadcaster John Griffiths. Seven sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

Pre-Test

Cooking for friends

Choosing the degree I should study for at university was quite difficult for me as there were two careers that I found equally attractive: the law and catering. After much soul searching I decided that while I could be a lawyer during the day and then enjoy cooking as a form of relaxation, the reverse was not true. Thus, I opted for a law degree and made food and wine my hobby.

I have never regretted this decision. Working as a lawyer provided a good living and allowed me enough spare time to indulge myself by playing some very hot food and wine at many superb restaurants. ... A life in catering would have meant that I would always have been working when my friends were playing and socialising. The hours that have to be worked by chefs are quite intensive. They have to arrive at their restaurant by mid-morning, at the latest to prepare for lunch, then work all afternoon.

Planning a meal for people I love is a great pleasure. I have a vast collection of cooking books and I am an avid fan of many a TV chef. The problem I have, therefore, is choosing what to cook from so many different possibilities. How do I choose? Well, that depends very much on the friends. A starting point has to be catering for their own likes and dislikes and trying to avoid serving them the same dishes as last time they visited. ... I don't claim to be anything other than an enthusiastic amateur but quite a few friends appear to be daunted by the prospect of cooking for me. They seem to think that some of the food I produce is better than they can do and, not wanting to appear to be a show-off or to overwhelm them, I sometimes back track and cook something 'safer' than the more adventurous fare I might really have wanted to try.

The passage is divided into paragraphs. The paragraphs are numbered 1-7.

To complete

How did Sarah feel about playing the piano when she was very young? (1-3)

She really enjoyed it.

She only did it because her mother wanted her to.

She didn't like the fact she had to practise a lot.

She felt strange and different from her friends.

How did she feel the first time she performed in front of an audience? (4-5)

nervous and under pressure

Section 3 of 3

PART 2

Questions 4-16

You are going to read an article by retail lawyer and broadcaster John Griffiths. Seven sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

Pre-Test

Cooking for friends

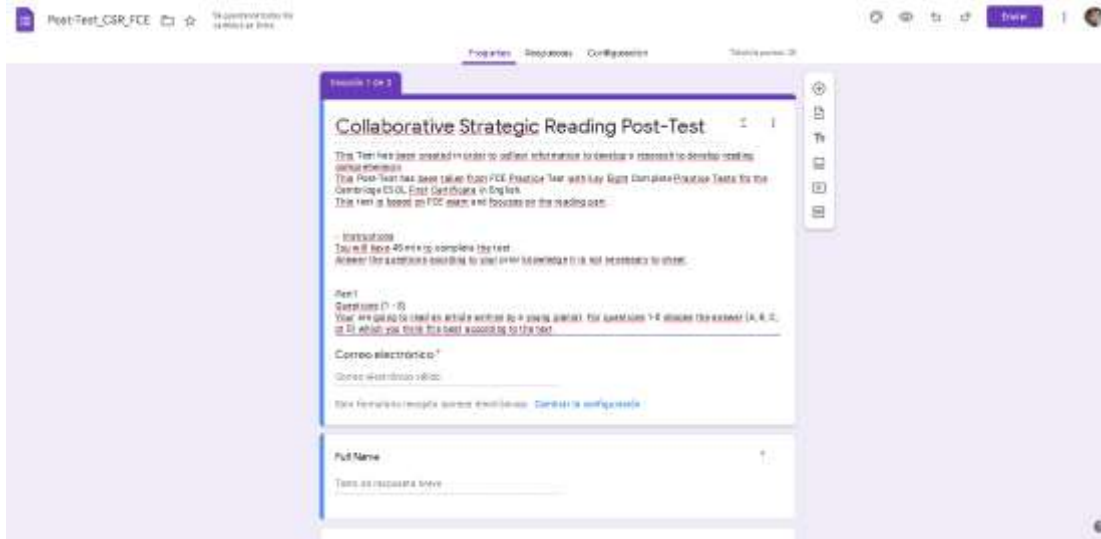
Choosing the degree I should study for at university was quite difficult for me as there were two careers that I found equally attractive: the law and catering. After much soul searching I decided that while I could be a lawyer during the day and then enjoy cooking as a form of relaxation, the reverse was not true. Thus, I opted for a law degree and made food and wine my hobby.

I have never regretted this decision. Working as a lawyer provided a good living and allowed me enough spare time to indulge myself by playing some very hot food and wine at many superb restaurants. ... A life in catering would have meant that I would always have been working when my friends were playing and socialising. The hours that have to be worked by chefs are quite intensive. They have to arrive at their restaurant by mid-morning, at the latest to prepare for lunch, then work all afternoon.

Planning a meal for people I love is a great pleasure. I have a vast collection of cooking books and I am an avid fan of many a TV chef. The problem I have, therefore, is choosing what to cook from so many different possibilities. How do I choose? Well, that depends very much on the friends. A starting point has to be catering for their own likes and dislikes and trying to avoid serving them the same dishes as last time they visited. ... I don't claim to be anything other than an enthusiastic amateur but quite a few friends appear to be daunted by the prospect of cooking for me. They seem to think that some of the food I produce is better than they can do and, not wanting to appear to be a show-off or to overwhelm them, I sometimes back track and cook something 'safer' than the more adventurous fare I might really have wanted to try.

The passage is divided into paragraphs. The paragraphs are numbered 1-7.

Post-Test: <https://forms.gle/mKzN9retx4siSErv6>



Source: Cerna (2022)

Annex 4: Content Validity Instrument

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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



**TITULO DEL PROYECTO: DRAMA TECHNIQUES AND THE
SPEAKING SKILL**

CONTENT VALIDITY INSTRUMENT

Autor:

Cerna Estrella José Daniel

C.I: 0503662298

Source: Cerna (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Dear Mg. Mayorie Chimbo

I am writing to you to request your valuable assistance in reviewing the attached data collection instrument, in order to determine its validity, to be applied in the research degree entitled "Collaborative strategic reading (CSR) and reading comprehension"; which is a fundamental prerequisite qualify for the bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés.

Your participation is critical as it will involve the analysis and assessment of the relevance of each element of the instrument, this will be done to judge the aspects and their consistency with the objectives, variables, dimensions, and indicators of the research, as well as collecting it. Any suggestion or amendment you feel is necessary will be very helpful in its validity.

Thanking you in advance for your help, I anticipated my thanks.

Cordially,



Cerna Estrella José Daniel
C.I. 0503662298

Source: Cerna (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Dear Mg. Dorys Cumbe

I am writing to you to request your valuable assistance in reviewing the attached data collection instrument, in order to determine its validity, to be applied in the research degree entitled "Collaborative strategic reading (CSR) and reading comprehension"; which is a fundamental prerequisite qualify for the bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés.

Your participation is critical as it will involve the analysis and assessment of the relevance of each element of the instrument, this will be done to judge the aspects and their consistency with the objectives, variables, dimensions, and indicators of the research, as well as collecting it. Any suggestion or amendment you feel is necessary will be very helpful in its validity.

Thanking you in advance for your help, I anticipated my thanks.

Cordially,



Cerna Estrella José Daniel
C.I. 0503662298

Source: Cerna (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

GENERAL INSTRUCTIONS FOR THE EXPERT

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variables.

- ✓ There is an evaluation table in which you can express your opinion about each of the items that make up the instrument.

- ✓ Make all pertinent observations based on the objectives to be achieved.

- ✓ Evaluate the instrument of the research attached to the document.

Source: Cerna (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

GENERAL INFORMATION FROM THE EXPERT:

Full Name: Chimbo Cáceres Elsa Mayorie
Profession: English Professor at Universidad Técnica de Ambato
Degrees
Undergraduate: Licenciada en Ciencias de la Educación, en la especialidad de inglés
Institution: Universidad Técnica de Ambato
Year: 1998
Postgraduate: Máster Universitario en Educación Bilingüe
Institution: Universidad Internacional de la Rioja
Year: 2018

Source: Cerna (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

GENERAL INFORMATION FROM THE EXPERT:

Full Name: Cumbe Coraizaca Dorys Maribel
Profession: English Professor at Universidad Técnica de Ambato
Degrees
Undergraduate: Licenciada en Ciencias de la Educación Mención Inglés
Institution: UNIVERSIDAD TECNICA DE AMBATO
Year: 2005
Postgraduate: Magíster en Ciencias de la Educación
Institution: PONTIFICA UNIVERSIDAD CATOLICA DEL ECUADOR
Year: 2015

Source: Cerna (2022)



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PROYECTO DE TITULACIÓN:
“COLLABORATIVE STRATEGIC READING (CSR) AND READING
COMPREHENSION”

Research Objectives.

General Objective

- To investigate the use of Collaborative Strategic Reading (CSR) in the development of the students' reading comprehension from fifth semester of Pedagogía de Los Idiomas Nacionales y Extranjeros.

Specific Objectives

- To analyze how to apply CSR to develop reading comprehension
- To determine students' opinions of the CSR application.
- To evaluate students' reading comprehension level before and after applying CSR.

Note: The validation of this instrument corresponds to the second specific objective.

Instrument: Likert Scale

Source: Cerna (2022)



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EXTRANJEROS
PROYECTO DE TITULACIÓN:
“COLLABORATIVE STRATEGIC READING (CSR) AND READING
COMPREHENSION”

Objective: To determine the students' opinions of the CSR application.

Time: 10 min

General instructions

- Please read each question carefully.
- Mark with an “X” the option that most closely fits with your opinion.

Indicators	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Collaborative strategic reading was a useful technique to develop your reading comprehension.					
2. It was easy for you to work in groups during the reading comprehension activity.					
3. During the application of Collaborative Strategic Reading, you feel relaxed and confident.					
4. The use of the “Preview Strategy” was essential in the process of inferring what the story was about.					
5. The use of the “Clink and clunk strategy helped you to learn new vocabulary.					
6. The use of the Get the gist strategy was useful for you to get the main idea of the passage					
7. The application of different strategies in the "collaborative strategic reading technique" is useful in order to improve your reading comprehension.					
8. Working in teams during the "collaborative strategic reading" allows you to feel that you are fully productive.					

Source: Cerna (2022)



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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 PREGRADO
 LICENCIATURA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "LIKERT SCALE" PERTENECIENTE A LA INVESTIGACIÓN:

COLLABORATIVE STRATEGIC READING (CSR) AND READING COMPREHENSION.

AUTOR: Cerna Estrella José Daniel.

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARAMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1. Collaborative strategic reading was a useful technique to develop your reading comprehension.				✓				✓				✓				✓
2. It was easy for you to work in groups during the reading comprehension activity.				✓				✓				✓				✓
3. During the application of collaborative strategic reading, you feel relaxed and confident.				✓				✓				✓				✓



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 PREGRADO
 LICENCIATURA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

4. The use of the "preview Strategy" was essential in the process of inferring what the story was about.			✓					✓				✓				✓
5. The use of the "click and clunk strategy" helped you to learn new vocabulary.			✓					✓				✓				✓
6. The use of the "get the gist strategy" was useful for you to get the main idea of the passage.			✓					✓				✓				✓
7. The application of different strategies in the "collaborative strategic reading" was useful in order to improve your reading comprehension.			✓					✓				✓				✓
8. Working in teams during the "collaborative strategic reading" allows you to feel that you are fully productive.			✓					✓				✓				✓

Observaciones:

Source: Cerna (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGEMENT

I, Mg Mayorie Chimbo, with I.D. No 1802696458, certify that I conducted the expert judgment of this instrument designed by the student: Cerna Estrella José Daniel, with I.D. No. 050366298 for the Final Degree Project entitled “COLLABORATIVE STRATEGIC READING AND READING COMPREHENSION” since it is a fundamental requirement to qualify for the bachelor’s degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, December 2021.

Sincerely,

 Firmado electrónicamente por:
ELSA MAYORIE
CHIMBO CACERES

Mayorie Chimbo Cáceres

Professor

Source: Cerna (2022)

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

EVIDENCE OF EXPERT JUDGEMENT

I, Mg Dorys Cumbe, with I.D. No 1803694569, certify that I conducted the expert judgment of this instrument designed by the student: Cerna Estrella José Daniel, with I.D. No. 050366298 for the Final Degree Project entitled “COLLABORATIVE STRATEGIC READING AND READING COMPREHENSION” since it is a fundamental requirement to qualify for the bachelor’s degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, December 2021.

Sincerely,

DORYS MARIBEL CUMBE
CORAZACA

Firmado digitalmente por
DORYS MARIBEL CUMBE
CORAZACA
Fecha: 2021.12.16 20:47:51
-05'00'

Dorys Maribel Cumbe Coraizaca
Teacher

Source: Cerna (2022)

Annex 5: Likert Scale

The screenshot shows a web browser displaying a questionnaire. The title is "Collaborative Strategic Reading (CSR) and reading comprehension". Below the title, there is a block of text in Spanish: "UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN ESCUELA DE PEDAGOGÍA DE LOS NIVELES BÁSICOS Y DE EDUCACIÓN PRIMERIZO DE TAYACAJÓN 'COLLABORATIVE STRATEGIC READING (CSR) AND READING COMPREHENSION'".

Underneath, there is a section for "Contexto electrónico" (Electronic context) with a text area and a "Guardar" (Save) button.

The "Objetivo" (Objective) section states: "El objetivo de esta actividad es aplicar el modelo de CSR en el aula." (The objective of this activity is to apply the CSR model in the classroom.)

The main question is: "¿Collaborative Strategic Reading was a useful technique to develop your reading comprehension?" (Collaborative Strategic Reading was a useful technique to develop your reading comprehension?).

The response options are radio buttons for: "Strongly agree", "Agree", "Neutral", "Disagree", and "Strongly disagree".

Source: Cerna (2022)

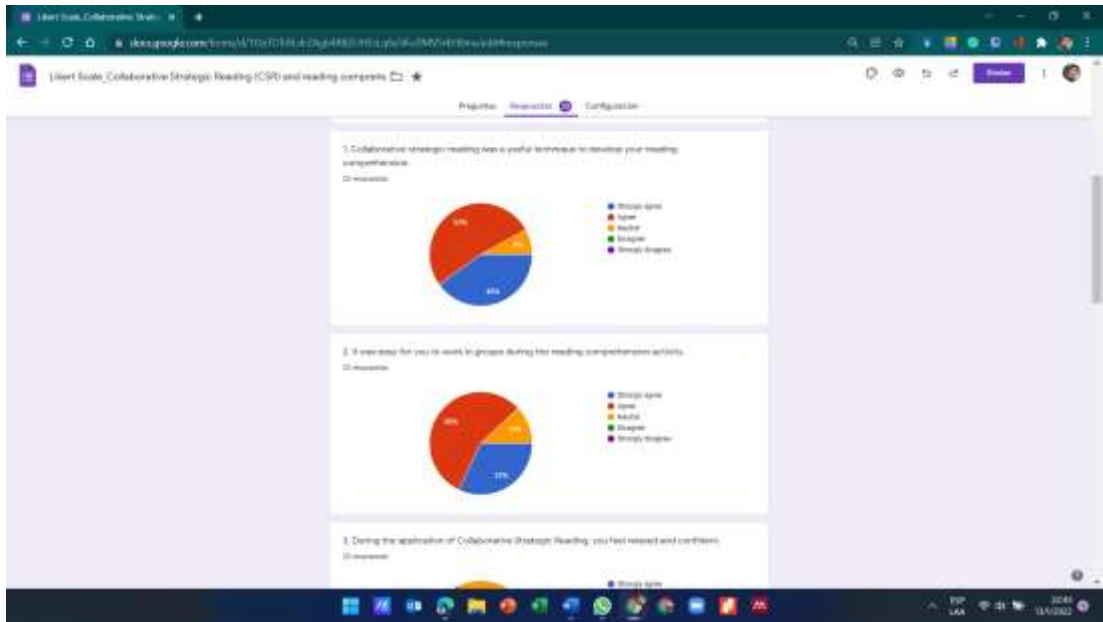
The screenshot shows a web browser displaying a questionnaire with three items. Each item has five radio button response options: "Strongly agree", "Agree", "Neutral", "Disagree", and "Strongly disagree".

Item 1: "It was easy for you to work in groups during the reading comprehension activity." (Fue fácil para usted trabajar en grupo durante la actividad de comprensión lectora.)

Item 2: "During the application of Collaborative Strategic Reading, you felt relaxed and confident." (Durante la aplicación de Lectura Estratégica Colaborativa, se sintió relajado y confiado.)

Item 3: "The use of the 'Review Strategy' was essential in the process of inferring what the story was about." (El uso de la 'Estrategia de Repaso' fue esencial en el proceso de inferir qué se trataba la historia.)

Source: Cerna (2022)



Source: Cerna (2022)

Annex 6: Tools used for collaborative strategic reading

- **Video Explanation CSR**

Link: https://utaedumy.sharepoint.com/:v:/g/personal/jcerna2298_uta_edu_ec/EToRSO7ufqBLpdSEiZCrAAEBAC1CwO2fjZJKVGm5-VyM8A?e=W5DzMS



Source: Cerna (2022)

- **Learning Log**

Link: https://utaedumy.sharepoint.com/:w:/g/personal/jcerna2298_uta_edu_ec/EYkQhf7aYxZDp6V4ejKnGHMB_qBeJd-JoqZKpOJOeqO6Ig?e=ZvNaf4

CSR LEARNING LOG

Today's Topic: _____ Date: 1/12/2021

Student's name: _____

Before Reading	Preview	During Reading	Click and Chunks	After Reading	Wrap Up
What I already know about the topic.				Questions about the important ideas in the passages.	
What I predict I will learn.				What I learned	

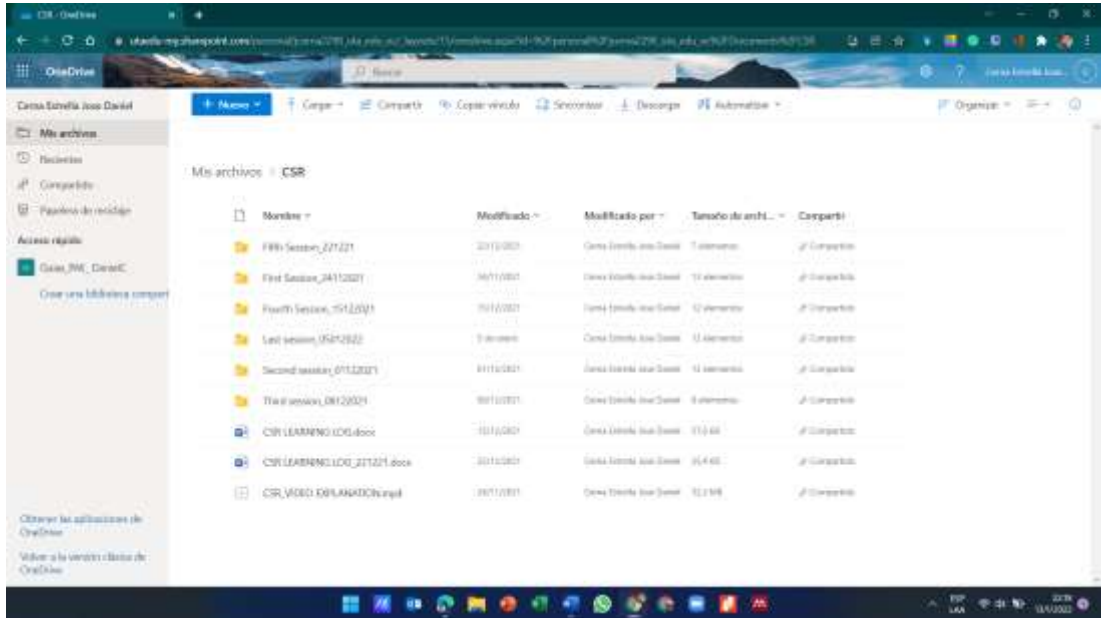
?

Source: Cerna (2022)

- One Drive

Link:

https://utaedumy.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/EoJb7xLEtVNGmRRBGkQR_-ABIthrSDt1Fy6phC-WXuA6Sw?e=n1CH09



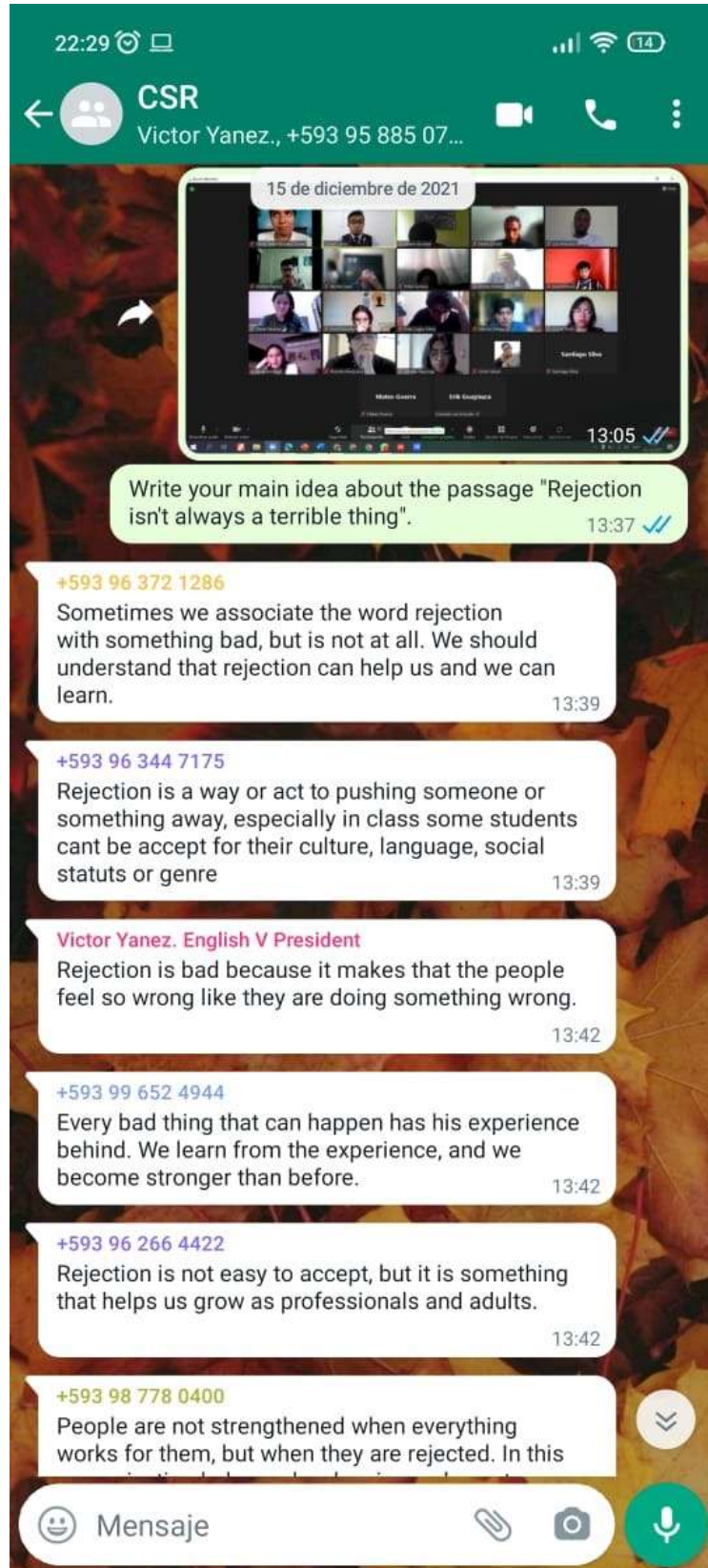
Source: Cerna (2022)

- Zoom



Source: Cerna (2022)

- WhatsApp



Source: Cerna (2022)

- **One Drive - CSR learning logs**

First Session – 24/11/2021

https://utaedu-my.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/EkZQ2QSBTSTFJmGWmGaCsHxoBD1wobXd4JiLRHB9xv-hgpQ?e=dJk5JC

Second Session – 01/12/2021

https://utaedu-my.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/Eval20B4VXRDgAz2Z5Y487IBw4nq1aj7CbGd3YjtVCSGQg?e=gkNejT

Third Session – 08/12/2021

https://utaedu-my.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/Ely6l0UPgKxJpbhKLShh4m8BK2X9FqB09YdbURqRE1NnNg?e=dJhMqd

Fourth Session – 15/12/2021

https://utaedu-my.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/EmDyjhkrrX5PvC8dEWikyxUBrBePMASPH7_-WhU3uk7VDQ?e=xgBP6t

Fifth Session – 22/12/2021

https://utaedu-my.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/EmW2gbuDHBREi4KZBiIwh1UBC7zo8-eKjHvSiUH7u7wakQ?e=hOMkqc

Last Session – 05/01/2022

https://utaedu-my.sharepoint.com/:f:/g/personal/jcerna2298_uta_edu_ec/En-UhCJ_6MJAmrAvnnKJK4QB-AR3-hZme5Ath-7nOg_Etg?e=lpu2fo

Annex 7: Urkund Report



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Submitted by	
Submitter email	jcerna2298@uta.edu.ec
Similarity	6%
Analysis address	wilmaesuaresm.uta@analysis.orkund.com



Firmado electrónicamente por:
**WILMA ELIZABETH
SUAREZ MOSQUERA**

Dra. Mg. Wilma Elizabeth Suárez Mosquera
TUTORA TRABAJO DE TITULACIÓN