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DEDICATORIA

I dedicate the result of the effort to God who has given me strength, to my family, my husband Luis Eduardo, my daughter Melanie, my sons Luis Antonio and Julián who have transmitted me energy during the period of studies, specially to my parents a fundamental pillar to achieve all my goals.

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TEMA:

THE EFFECT OF COOPERATIVE STRATETIES AND WORKSHEETS IN READING COMPREHENSION

MODALIDAD DE TITULACIÓN: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo.*

AUTOR: *Licenciada Jenny Elizabeth Poveda Tirado*

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FECHA: *Veinte y siete de febrero de dos mil veinte y tres*

RESUMEN EJECUTIVO

The aim of this research was to recognize the effect of cooperative strategies and worksheets to acquire the appropriate level of reading comprehension for students of third year of Bachelor, according to the exit profile proposed by the Ministry of Education. To fulfill the objective, a systematic study was developed, based on the scientific method. The study had a quantitative approach because it was oriented to describe exhaustively the characteristics of the proposed variables of study according to the needs of students in the rural sector, with the support of valuable written sources; with this process it was possible to comprehend the problematic and to set alternative solutions. The investigative work allowed analyzing the reality in which the students of Third Year of Bachelor develop in the process of learning the English language. An experimental group and a control group were considered for the work. The results showed that there were better results with cooperative, innovative and dynamic techniques and strategies, because the traditional methodology did not impact and did not generate the optimal results that are desired. On the other hand, the use of worksheets also promoted the participation and assimilation of English in students. Finally, the following conclusions were reached: Through the investigation it was

possible to define the use of cooperative strategies and worksheets for the correct development of reading comprehension. The diagnosis was made of the level of use of cooperative strategies and worksheets for the correct development of reading comprehension; in learning the English. The application of the statistical test allowed verifying the working hypothesis based on the data obtained in the application of the pre and post-test. With the information obtained in the bibliographical and field research, educational actions were designed for the use of cooperative strategies and work sheets for the correct development of reading comprehension.

KEYWORDS: *COOPERATIVE STRATEGIES, READING, READING COMPREHENSION, RECEPTIVE SKILLS, WORKSHEETS.*

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

For the study of the effect of cooperative strategies and Worksheets on Reading Comprehension is very important to emphasize that learning English requires the development of four basic skills in students, that could allow them to assimilate the English language.

For the effect, it is proposed to develop a research that highlights the use of cooperative strategies, which are fundamental in the construction of learning because cooperative strategies are developed with the contribution of each member in the class and, with proper planning and teacher guidance lead to meeting the learning objectives; secondly, worksheets are complementary resources, previously designed, especially facilitate the development of activities within the classroom and in activities outside the classroom. By combining these two aspects in an articulated way, reading comprehension is enhanced, which is vital in the assimilation of a foreign language. (Noordan et al., 2022)

An inconvenience that has become recurrent in students of all levels is reading comprehension, if it is not developed, other aspects of learning are also affected, and there is a delay, it, therefore, promotes the reading habit that allows an analysis of texts, assimilation of messages (primary, secondary ideas) make learners acquire significant learning and that they may use their knowledge for their daily performance.

Comprehensive reading is fundamental in the development of skills in individuals; emphasis on learning English added to the use of cooperative learning techniques is important to achieve significant learning; authors like Holbeck (2019) point out that "the positive interdependence and the group and individual responsibilities assumed by the students, will allow them to work on their ability from a different approach" (p.68).

On the other hand, cooperative work allows improve interactions and social relationships; cooperative work influences positively the development of listening comprehension in English, taking into account the use of small workgroups allow the student to work effectively in a confident form where the learners are not afraid of saying an incorrect answer. (Olaya, 2019).

Ortega (2020) highlights reading comprehension as a positive tool, which added to cooperative work fosters optimal learning spaces, also points out that in the XXI century the habit of reading is a skill that few people develop or maintain, although, today It is more important than ever because it helps the ability to think, as well as providing information and knowledge.

The investigation, in a systematic way, is structured into five chapters. The first chapter presents the research problem, the introduction, justification, and the objectives of the study. The second chapter deals with presenting a set of works accomplished previously that serve as an investigative background for the study that is carried out. In the third chapter, the methodological framework is developed to present the results in the fourth and the discussion that leads to the fifth and last chapter in which the conclusions and recommendations are presented.

1.2 Justification

The purpose of this research is to identify the appropriate cooperative strategies and worksheets to strengthen the students' weaknesses to improve their reading comprehension skills. It is not an uncommon problem for EFL (English as a Foreign Language) students to face some difficulty in developing activities in the English language it is a problem faced by students in Ecuador. Specially, in the rural area some students have inconvenience to comprehend a reading text (Mora et al. 2021). It is necessary to carry out research in the interest of obtaining the best resources to develop English reading comprehension skills in students.

The problem that arises is the lack of understanding and therefore the low performance, little participation and disinterest of the students. In the countryside, in an institution located in Pinllo, 70% of students in the Third year of Bachelor have difficulties in Reading Comprehension. According to the exit profile of the Ecuadorian Bachelor, students are supposed to acquire a B1 level. However, through diagnostic test students have a low level of English Reading comprehension. (INEVAL, 2019)

Nevertheless, this problem is found at other institutions in the countryside where it was identified that 40% of students in the Third year of Bachelor also show difficulties in reading comprehension in their diagnostic tests which shows that the level of English of the learners is not the proposed by the Ministry of Education. (Data obtained from the countryside school) (INEVAL, 2019).

On the other hand, Reading comprehension is a problem detected also in students of "Básica Superior", who at their diagnostic test the 41.66% have problems in Reading comprehension which means that students need new strategies to overcome this necessity, as well as, to strengthen their weaknesses and develop solid bases of knowledge in learners (Altun et al., 2020).

Reading is a process that can be developed only with practice over the years and allows people to acquire important aspects of reading, such as fluency and word recognition that enrich the vocabulary of an EFL student. Clarke et al. (2013) mentioned that "the messages conveyed through the written text are not well understood; this has potentially far-reaching consequences for their learning, development, and well-being." When a message is not comprehended, learning outcomes will be affected. Thus, it is necessary to use innovative techniques and methods to improve reading comprehension.

Many students repeat words on a page a lot of times throughout the day, but if they do not have the necessary comprehension skills, they will not be able to make predictions about a text, give their opinion, or understand the main message even though they do not recognize the majority of vocabulary. This shows the low level of reading comprehension due to a lack of proper skill development (Sobrado, et al. 2019).

Proper reading comprehension can help us to understand the different skills and processes involved in interpreting a text. The importance of reading comprehension goes beyond a simple Reading activity. It is important to overcome this difficulty since Reading and understanding a text can allow us to have better communication (Kozulin & Rano, 2020).

Good comprehension is vital for students because readers are engaged to learn from a text, improve their knowledge, the capacity to give an opinion, as well as, enjoy what they are reading. Students in the Third year of Bachelor must achieve the B1 level, not only to acquire a requirement but also to raise the knowledge of English students so that they can apply it in daily life and with this research, we want to find a tool that could help students to reach a good reading comprehension Guganeswary et al (2021).

1.3 General and specific objectives

1.3.1 General

Determine the relationship between cooperative strategies and worksheet towards reading comprehension.

1.3.2 Specific

- To identify the types of cooperative strategies and worksheets for reading comprehension

- To apply the types of cooperative strategies and worksheets to improve reading comprehension.

- To evaluate the student's reading comprehension by using a pre and post test.

- Design educational strategies with the use of cooperative strategies and work sheets for the correct development of reading comprehension.

CHAPTER II

RESEARCH BACKGROUND

2.1 Research background

The study of Kirbas (2017) titled “Effects of cooperative learning method on the development of listening comprehension and listening skills” performs an investigative development led to a systematic process of class planning, intervention session, observation, and registration in a field diary, reflection for the following application, making use of mixed methods for data collection, such as specific diagnostic tests and final test, as well as the use of diaries of the field for the collection of qualitative data obtained through observation, taking thus the consequence of the steps of the action-research methodology. Cooperative work has a high impact on the development of listening comprehension skills in English, as well as in the interpersonal relationships of students, who demonstrated an increase in autonomy in the formation of groups of work based on their abilities and generating a stimulating interaction in the classroom that generated the success of the majority of the students in carrying out the tasks proposed in intervention sessions.

As Vellayan et al. (2021) mentioned when there is a good environment in class most of the learners can work cooperatively with others in an excellent way; this also favors the interaction, respect and collaboration that is generated in the group and serves for their development in society, as well as, improves performance. It should be noted that it is not only the classroom environment that is the determining factor for improving performance; The curricular elements, curricular planning, execution, tools and didactic techniques used with the guidance of teachers to achieve the learning objectives must be considered.

"Cooperative Learning encourages active learning. The students show positive opinions toward cooperative learning. They think that cooperative learning is an appropriate technique for undergraduate students" Likitrattanaporn (2018). Faced with this reality, it is essential that teachers plan activities that promote cooperation, through

interaction and teamwork, students are motivated, help each other and achieve better results; This is important to guide him properly, accompany so that the teacher guides and coordinates the actions, also so that everyone's participation is encouraged.

In the field of teaching English cooperative learning groups are ways or tools that teachers can find interaction among all students and it will help everyone. The article prepared by Ríos (2021) focuses on the need to generate collaborative learning strategies as an input to generate participation and improve interaction between classroom members, all areas of knowledge are favored, particularly English because it can be used to generate spaces in which those who master a technique or procedure help those who have difficulties, thus promoting significant learning, the author also considers that the guiding presence of teachers is essential in these processes.

Cooperative work is a generic term used to refer to a group of teaching procedures that start from the organization of the class in small mixed and heterogeneous groups where students work together in a coordinated way to solve academic tasks and deepen their own learning; For the exact sciences and languages, it is very useful to identify the composition of the work teams so that there is quality in the results and contribution of all the members. The study by García and Cañizares reaffirms that group work facilitates cooperative work in the English class; favors in language learners who access a foreign language teaching-learning process effectively.

Most of the teachers cannot take advantage of the strategies in cooperative learning, and they are not only making groups of students by teachers. To have cooperative learning a group of students should work together towards a common goal where the teacher is applying cooperative strategies students not only work collaboratively with each other but also can work with minimal interaction. Cooperative learning will be an effective teaching strategy in terms of creating high-level interaction among students to learn better with their teammates. (Vellayan et al, 2021)

Associated with cooperative work are the strategies used by teachers to promote meaningful learning, especially in the treatment of a foreign language. It is important to consider, according to mention the author Likitrattanaporn (2018) that the “language

learning strategies are essential for students as they can help them learn or use a language more effectively. They are considered as a special way of processing information that improves comprehension, learning, or retention of the information" (p.54). What has been said is complemented with the use of cooperative learning strategies that can be used in the teaching - learning of English in Baccalaureate.

Alghonaim (2020) says "Students who are most at risk for reading and speaking are those who enter school with limited exposure to language and thus less prior knowledge of concepts related to phonemic sensitive, letter knowledge, print awareness, and general verbal skills" (p.78). Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of Reading. A Reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.

There are studies that mentioned of the purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. Reading rebuilds the vocabulary learned in class, and extracts and construct the words to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Language instructors must use adequate reading strategies to keep the learners highly motivated and engaged as a means to increase the extent of comprehension in reading (Alcivar et al., 2018).

The effectiveness of reading strategies is accepted widely, but language instructors should also understand the significance of engagement in reading. Because engagement is not a mere consequence of reading strategies, as it is a combination of strategies that incorporate mental dispositions known as 'Habits of Mind' (HoM). The Habits of Mind include factors like managing impulsivity, empathic listening, rational and flexible thinking, and persistence. These factors are considered significant in the development of students with effective problem-solving skills employing enabling their ability to ask the right question, reflect on available information and think constructively. It is crucial to think about the importance of learning strategies that can help our students overcome their reading comprehension weaknesses (Alghonaim, 2020).

In addition to the cooperative work and treatment strategies of the study of a foreign language, there is a practice mechanism for the development of skills in the students, reference is made to the worksheets. Acosta, H., & Cajas, D. (2018) stated that worksheets are used as support materials in an English class to maximise time and develop comprehension in the teaching – learning process. It is a significant resource that could be applied by teacher to identify if students have understood a text read. Teacher could find in these resources a variety of tasks where students would be able to analyze as well as monitor the progress of students' learning and according to outcomes obtained teachers would identify students' needs to apply an appropriate task.

In the same way, Anteliz, A. (2018) stated that through worksheets it is possible for teachers to implement a variety of strategies that keep students motivated and allow students to develop the foreign language. It's a support for the reading that is a receptive skill of critical importance in academic life, as students obtain most of the information of their disciplines from texts that come from books or electronic sources. The way students process this information is a crucial procedure in their general academic performance. Ramirez (2018) reading comprehension is a complex task that demands considerable effort from the reader who follows a series of important processes.

2.2 Theoretical Framework

Investigative Background

Johnson, D. W., & Johnson, R. T. (2021). in their research entitled "Learning together and alone: the history of our involvement in cooperative learning" aimed to provide information to work with cooperative learning, its evolution through a collaboation of some contributors. This research analysed the development of cooperative learning, as well as, it provided qualitative, individual, and retrospective reports in which authors discussed the theory and research supporting each strategy while emphasizing useful

implementation techniques in the classroom. The authors, in the volumen examined cooperation against competiton and significant strategies.

The theory is based on the premise that cooperative learning allows the teacher to achieve several important goals at the same time. In First, it helps you raise the achievement of all your students, including those especially gifted as well as those with learning difficulties. Second, it helps you build relationships. among students, thus laying the foundations of a learning community in which the diversity. Third, it provides students with the experiences they need to achieve a healthy social, psychological and cognitive development. The possibility offered by cooperative learning of addressing these three fronts at the same time makes it superior to all other teaching methods (Johnson, D. W., & Johnson, R, 2021).

The theory also emphasizes that cooperative learning replaces the structure based on large production and competitiveness, which predominates in most schools, due to another organizational structure based on teamwork and the high performance. With cooperative learning, the teacher becomes an engineer who organizes and facilitates team learning, instead of just filling the minds of students with knowledge, as a employee of a service station who fills the tanks of cars. To achieve this change, you will need to use cooperative learning most of the time. The recommendation, for most classes, is to get to using it 60 to 80 percent of the time.

Pedagogy

Pedagogy is traditionally defined as that based on academic methods and the transmission of content from the teacher to the student, the learners are the receiver of information. Learning occurs in a mechanized way, without a process of critical or reflective reflection, it shapes the character of the student with discipline (Freinet, 2019).

Pedagogy is the science that deals with the study of methods and techniques applied to education and teaching. Analyzes educational phenomena to systematically provide solutions, to provide support and guidance to education in all its aspects. Analytical studies carried out by pedagogy serve to reinforce or improve educational strategies

that will allow the students to absorb the maximum amount of knowledge possible (Ramírez, 2020).

The definition of pedagogy indicates that it is a free science to the reception of other areas of study, frame results, and collaborate with the creation of new educational inclusion programs that help teachers to provide better education to children, teens, and students of all ages. (Freinet, 2019) Subjects from social sciences, history, and anthropology are used as a reference to understand education a little more as a philosophy in broad growth and not as a system.

The pedagogy is a model whose objective is the development of thinking, skills, and values of students based on the type of thinking they have depending on their age (notional, conceptual, formal, categorical, and scientific thinking). It includes the learning of scientific and intellectual knowledge, and also emotional intelligence. Conceptual pedagogy can be divided into three phases: affective, cognitive, and expressive (Prieto, 2019).

Teaching strategies

Teaching strategies are defined as the set of procedures used by the teacher to get students to assimilate information, acquire skills and achieve learning objectives in order to build and achieve planned and unforeseen goals in the teaching and learning process, adapting to the participants in a significant way (Mendoza et al., 2019).

Soto Medrano (2019) also defines it as the procedures used in a purposeful and adaptable way by the teacher to facilitate student learning. They consist of mental and physical processes that help the learning subject to find the object of knowledge for a better academic development (p.75).

The person responsible for promoting teaching is the education professional, because is the one who plans, and designs what is going to be executed and the strategies that are going to be used, but, as pointed out by Herrera (2019), is additionally "a joint construction as a product of the continuous and complex exchanges with the students

and the instructional context. This means that both agents of teacher-student education contribute towards good teaching and learning" (p. 19).

Also noteworthy, as they say, Bonet et al. (2019) "Teaching strategies are procedures or resources (knowledge organizers) used by the teacher, to promote meaningful learning, which in turn, can be developed from the processes contained in cognitive strategies" (p.25). This statement stems from the fundamental premise that the teacher, as a mediator of learning, In addition to imparting knowledge of his specialty, assumes the necessary role of teaching to learn, for this, he makes use of a variety of strategies, according to the context and group with which he works (Bonet et al., 2019).

In teaching English, in the same way, strategies must be diversified and adapted to the reality of the group with which you work, the objectives to be achieved and the contents that are oriented to develop the skills with performance criteria in the students. From this, it follows that teachers must anticipate the resources they have and adapt them to the reality of the context in which the process takes place, involvement in technology and cooperative activities is also essential.

Cooperative strategies

The theory that promotes cooperative work indicates that the role of the teacher, when using cooperative learning, is multifaceted. You will need to take a series of decisions before beginning the teaching, explain to the students the learning task and the cooperation procedures, supervise the work of the teams, evaluate the level of learning of the students and encourage them to determine how effectively their learning groups are working. A teacher It is up to you to put into operation the basic elements that make work teams truly cooperative: positive interdependence, individual responsibility, personal interaction, social integration and group evaluation. Cooperative strategies are defined by Herrera (2019) as “mechanisms, previously prepared by teachers, that, through work teams, aim to promote significant learning” (p.49), The fundamental characteristic of cooperative strategies, as indicated in the definition, is the collaboration of each of the members with their skills that, to a greater

or lesser extent, affect the others, that is, they all learn from the contributions of each one.

Various strategies have been shown, in investigations, their effectiveness when used as support both in academic texts and in the teaching dynamics that occur in class. According to Bonet & Serra (2019) cognitive processes that "are used to promote learning, these can be organized as follows: Individual or in teams, the latter that also take the name of cooperatives for the contribution that each component must make in the construction of learning" (p.32).

It is very important in working with cooperative strategies that students know the objectives of the activity, the role they should play, and how performance is evaluated; in the case of strategies that are associated with promoting reading or understanding a language (like the case of English) work teams can be combined heterogeneously (those who master the language with those who have difficulties) this helps everyone learn better with the appropriate guidance from teachers (Mendoza et al, 2019).

By assuming the preceding definition, it is clear that it makes explicit the essential elements to develop reading comprehension in English language students. These elements constitute a necessity and a priority at all levels, since the development of the subject does not always favor the development of the necessary skills, or students to significantly appropriate the content and establish interdisciplinary links, so it is a pedagogical need to search for alternatives for its solution (Cobo et al, 2019)

In this way, o evidence the development of activities in the classroom or outside of it (tasks) it is essential to record in documents that are prepared by all students, valued, and submitted to the respective feedback; each teacher has the possibility of designing these documents, in the present investigation the use of worksheets is proposed.

Altun et al. (2020) stated that "when students interact and participate in cooperative working groups, they learn how to send and receive information in English, they develop cooperative understanding and visions, and they can also communicate in an acceptable social way." As pointed out by authors such as Wattanawongwan, et al.

(2021) who maintain that “studies indicate cooperative learning encourages more social support and positive interpersonal relationships than individualistic learning activities or competition. Using cooperative learning to teach and support relationships skills in the context of academic instruction is efficient and effective” (p.98).

The same authors reaffirm that cooperative learning is a very complex and very dynamic teaching strategy. It is the use of groups where the students are encouraged to work together to maximize their own and each other's learning (Likitrattanaporn, 2018). They also mention that cooperative learning can encourage students to interact, help, and share as a relationship to positive interdependence. Teachers should provide more opportunities for students to interact with their more-able peers. Without cooperative activities to give such a learning environment, students will not grow intellectually. Cooperative learning can be the major principle in student's centered approach.

Worksheets

The teaching-learning process of a foreign language and its study is complex, especially the development of communicative competence that is acquired with the understanding and contributions of other disciplines that contribute to better communication. It is intended to develop communicative competence, which according to Jover et al (2019) It is understood as "an integral system of verbal and non-verbal communication strategies stipulated by the linguistic - communicative abilities, professional knowledge, skills, life experience obtained, attitudes and specific characteristics of the individual to achieve understanding” (p.74).

By assuming the preceding definition, it is clear that it makes explicit the essential elements to develop communicative competence in English language students. These elements constitute a necessity and a priority at all levels, since the development of the subject does not always favor the development of the necessary skills, or students to significantly appropriate the content and establish interdisciplinary links, so it is a pedagogical need to search for alternatives for its solution (Cobo, et al. 2019)

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Language skills

The abilities of linguistics are relational with different aspects of the use of language. Say in another way, are those that allow effective communication with other people; they are also known as language skills or abilities, constitute a set of capacities that allow an individual to understand and produce spoken language for adequate and effective interpersonal communication (Murray, 2020).

The skills referred to in the definition are: listening (listening comprehension), speaking (oral expression), reading (reading comprehension), and writing (written expression). In the context of first language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing; when it comes to acquiring mastery of a second language, English, as in the case of this study, these skills will be listening, reading comprehension, oral expression and writing.

Receptive skills

The main objective of teaching a foreign language is to develop habits and skills, as well as to provide students with new knowledge about a language. Teachers have been given the task of improving the teaching-learning process, contributing to the student's better acquisition of the subject of study (Alonso, 2018). Our life is mainly based on receiving information from external sources, most of which enters our consciousness through our eyes and ears. When you learn a language, you develop receptive and productive skills. Receptive skills are more difficult than productive skills. All

language users have greater receptive competence (the language they can understand) than productive competence (the language they can produce).

Listening and reading are receptive skills because students do not need to produce a language to do this, they receive it and understand it. These abilities are sometimes known as passive abilities. Receptive skills include listening comprehension and reading comprehension. The language is received and decodes the meaning to understand the message.

The experience accumulated in the pedagogical practice and the results obtained after the application of scientific methods showed that there are still difficulties in the development of productive skills in students. It is intended, then, that the reception of skills tend to better understand the English language. To do this, students may extract meaning of a text through a variety of different and varied activities, due to, extended exposure to receptive skills leads to productive skills.
(Zarate, M. E. C. ,2021).

Reading

Reading is a process that human beings carry out to receive information from the different areas of their lives; It is the interpretation that the reader makes of a text, in this sense, it constitutes a communication habit that allows the development of the cognitive and interactive thoughts of any reader. The activity of reading makes it possible to easily build new knowledge, in addition to favoring the development and improvement of language, improving oral and written expression, while making language more fluent (Alonso, 2018).

Reading constitutes an essential resource for the formative process of individuals, it allows them to imagine, discover, travel and learn everything about the world that surrounds them. Indeed, reading exercises the imagination, encourages interest and learning in unknown aspects, arouses curiosity and allows one to broaden horizons without having to travel from one place to another. Thanks to reading, people are able to increase their capacity for abstraction and concentration. It is also pointed out that

reading is a process in which an individual knows certain information through visual or written language. The reader is confronted with certain words, symbols, or numbers, processes them into information within his mind, decodes them, and learns. Reading involves pronouncing written words, identifying and understanding them. At the textual level, reading is comprehending a text and extracting its meaning. The techniques and forms of reading remain almost unchanged. The appearance of new supports (material and digital) brought content closer to a large portion of humanity, in the educational field the innovations of resources for access to reading are undeniable (Murray, 2020).

Reading comprehension

Reading a text does not imply that there is an understanding at that moment, one reason for this may be that the meaning of some words is not known or that the author's message is not interpreted, another reason may be that the reader is not concentrated, can be reading and thinking about other situations at the same time, this problem must be corrected from an early age to strengthen the habit of correct reading that leads to an adequate understanding of what is read; One way is to exercise readers from short texts that capture interest; this especially in the preparation of levels of reading comprehension in the acquisition of a new language, as in the case of English (Tapia, 2021).

Reading comprehension, also known as comprehensive reading, is a process that individuals acquire as part of their evolution; from the initial level of education, the child has a period of reading readiness that is consolidated in basic education and reinforced in high school. This ability to understand what is read is an exercise through which individuals decode messages, discriminate, and assimilate useful information to increase their knowledge and learn. In their own language, children learn through the recognition of images and phonemes that lead to the assimilation of words, to move on to sentences and extensive texts that emit messages to be understood. From this it follows that comprehensive reading is the ability to understand what is read, both in reference to the meaning of the words that make up a text and the meaning inside and outside the total argument (D'Alessio, M. J, 2019).

Comprehensive reading is also conceived as the ability or aptitude that people have when they manage to interpret a text, understanding the development of the content and interpreting the main ideas that make it up. With this ability, the individual (reader) develops the potential to evaluate, use and get involved with written texts, participate in society, achieve the proposed goals and develop the greatest knowledge and potential that is possible. Reading comprehension, therefore, it implies reaching the global assimilation of the text and also the individuality of each word that composes it (Rivera, et al 2020).

When reading, the ability to understand is also activated, that is, to learn and discriminate the relevant ideas of a text and relate them to concepts that previously have meaning for the reader. At present, written texts such as press, advertisements, instant messages, work environment, social networks, among others, have reached enormous importance to such an extent that in some cases they come to displace oral language, as is the case with electronic devices. such as cell phones, tablets, computers with their different messaging utilities.

Regarding reading comprehension, Alderson (2019) maintains that:

> It is a modality or activity that pursues the general understanding of the text. Normally it is articulated through a series of activities that guide the student and help him / her reflect on the text he has read to later facilitate his understanding (p.37).

Alderson & Urquizo (2019) recommend the organization of comprehensive reading in three main phases or stages:

1. Pre-reading exercises, serve to recreate the context and prepare the students for what they are going to read. In this way, it is convenient to ask the student questions about the title of the text itself or to check his level of knowledge about the subject to be treated, as well as questions that can be anticipated from the illustrations that accompany the text, if any.

2. Tasks to perform while reading, usually consists of answering simple comprehension questions, establishing correspondences between certain epigraphs or subtitles with excerpts from the text, ordering ideas related to what has been read, and answering true or false to a series of statements about the text, among others.

3. Activities after reading, serve to consolidate previously practiced skills, reinforce vocabulary and integrate one's written comprehension skills with other language skills, that is, writing and oral comprehension and expression (p.77).

The evolution of the human being allows him to progressively develop thinking, cognitive, procedural, and attitudinal skills, in a process that starts from the first day of birth. All these skills come together, in the school stage in which the reading modality is adopted as an essential element to read and write; in this sense, and when it comes to learning English as a foreign language, comprehensive reading becomes relevant for comprehension and good performance.

These skills, regardless of the order in which they occur, are also called linguistic or language macro skills since, according to Morales (2020), they are a set of "complex capabilities that allow a person to act effectively and efficiently. These macro skills refer to a good "know-how" and integrate conceptual content such as "knowing", procedural such as "doing" and attitudinal content such as being" (p.105).

Alcivar et al., 2018 mentioned that "reading comprehension is one of the pillars of the act of reading; a person reads a text and at the same time engages in a complex array of cognitive processes. It is the process of constructing meaning from text" (p. 76). On the other hand, Alghonaim (2020) states that reading enables students to become independent "in comprehending complex text structures while improving their proficiency in academic and professional skills" (p.34). Successful readers tend to have a higher extent of comprehension as they can create a connection between different ideas, understand complex notions and reflect on the information simultaneously while reading. Hence, educators are required to implement educational

strategies that promote critical thinking and pre-reading to develop comprehension skills in students (Ramirez, 2018).

Comprehension is considered the essence of reading as it accounts for the process that supports the effective extraction of meaning from a written passage. Modern literacy standards require that the students can self-modify, self-manage, and self-monitor as a means to become strategic readers who can select information from the text, develop rationale and incorporate critical reflection on the text while reading. In this instance, the students are required to be provided with an extensive range of reading and writing activities that include effective reading comprehension techniques (Alghonaim, 2020).

Similarly, Ramirez (2018) reading should be considered a strategy by educators and authors so that it can intrigue the readers to attain related information from texts, and improve their academic vocabulary while engaging in critical reflection to promote comprehension (Alghonaim, 2020) implies that comprehension accounts as the ability to engage in adequate response to the information provided in the text. Similarly, reading interventions in an education setting enable the students to engage in critical reflection and understanding of the text and utilize rationale to generate adequate responses in comprehension.

Reading comprehension integrated with mind abilities promotes interaction between students and reading material, due to which reading objectives in language courses are rejuvenated to develop mind skills in reading practices. Furthermore, language instructors accentuate collaborative reading practices to provide the students with an effective means to engage in their social environment while developing their comprehension skills. An adequate social environment that can improve reading comprehension is comprised of literature circles, group discussions, reading apprenticeships, book clubs, and author analyses. These activities result in stimulating an interpretive discussion among the students and utilizing critical reflection while reading and engaging with texts (Alghonaim, 2020).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The research on reading comprehension has been taken place in the rural area. The study is carried out in the Unidad Educativa "Nicolás Martínez", located in Pinllo of the Tungurahua Province. Bid levels: Initial; Basic Education and Bachelor. It is a public institution, and the modality is face-to-face, with morning and afternoon sessions.

It is located in the rural area of the province, the AMIE (Archivo Maestro de Instituciones Educativas) code is 18H00291; there are 38 teachers and approximately 865 students where only the students of Third year of Bachelor are parts of the study.

3.2 Equipment and materials

The necessary inputs for the development of the research work are:

Materials

- Printer
- Electronic memory
- Sheets of work

Technological

- Computer
- Pen drive

- Cellphone
- Internet

Humans

- Investigator/student availability
- Availability of tutor.
- Authorities of the Educational Unit.

3.3 Type of investigation

This research has a quantitative approach because it is oriented to describe exhaustively the characteristics of the proposed variables of study, with the support of valuable written sources, with this process it is possible to comprehend the problematic and to set alternative solutions. For this purpose, quantitatively, numerical data is used in the statistical calculation of the hypothesis verification and in the presentation of the applied tests.

This research is experimental because two groups of study are considered in order to compare and contrast the academic performance and to obtain the conclusions of the investigation, one of the group works with innovative and additional resources such as worksheets and cooperative strategies and the other in a traditional way.

3.4 Hypothesis

The use of cooperative strategies and worksheets improve reading comprehension in students.

3.5 Population and sample

In the zone of the investigation (Nicolás Martínez Educational Unit), there were 19 students in the level from the morning section, 13 were men and 6 were women. In the course from the evening section, there were 18 students, 12 were men and 6 are women. The academic performance of the majority of the students was over the minimum.

Also, it was necessary to consider every single aspect of the population, situation, or event so that it was possible to have a satisfactory external validity, and it could be generalized. Students were randomly assigned to work with cooperative strategies and worksheets (Hernández, 2014). Randomization is a process of random assignment of subjects to treatment groups that must be done to have ideal results.

3.6 Information gathering techniques

For this research, it is recommended to apply an experimental design because it is a technique that allows a researcher to efficiently evaluate the effect of multiple strategies. In addition, it can provide clear results. The experimental design also minimizes ambiguity and attempts to eliminate confusion.

The traditional methodology was applied for five weeks, then, innovative methodologies such as cooperative strategies and worksheets are used, and cooperative work and a comparative analysis of the results are carried out with the group of the afternoon session.

3.7 Information processing and statistical analysis

In order to analyze the resulting data, a descriptive analysis applied and subsequently, a validation analysis of the experiment is carried out, then is it possible to identify the relationship of each one of the variables and guarantee the veracity in the treatment of the data obtained and the reliability of the instrument.

3.8 Results achieved

Through the development of this research, it is intended to identify the strategies of cooperative work in the class and worksheets that allows students to develop better reading comprehension in students of the Third Year of Bachelor.

CHAPTER IV

RESULTS AND DISCUSSION

4. 1 Analysis and discussion of results

The population studied was divided into two groups, the control group worked normally; while in the experimental group were used cooperative strategies and

worksheets. The information gathered was analysed to demonstrate the hypothesis and come to the conclusions.

Characterization of the study population

Table 1. Number of participants.

Table 1 shows the distribution of the students investigated, both in the morning and evening shift, as well as the distribution of men and women.

	CONTROL GROUP	EXPERIMENTAL GROUP
MEN	13	11
WOMEN	6	6
	19	17

Source: Field research
Author: Poveda, J. (2023)

A pre test was applied to both groups, which contained 5 reading comprehension questions according to the level that third-year bachelor students must reach. The questions applied were obtained from the Cambridge preparation exams.

After the pre-test and with the results obtained, it was necessary to find suitable worksheets for students to improve their level of reading comprehension. In total, 5 worksheets were used, from the simplest to the most complex activity.

Today through the internet it is possible to find a variety of worksheets, however, it was necessary to analyze the degree of difficulty to choose the appropriate sheets that could go according to the level of knowledge of the students, as well as having striking activities for the students. Thus, worksheets were taken from the pages englishwsheets, learnenglishteens, english-esl-worksheets and liveworksheets.

Table 2 Test results control group.

Pre test	Post test
0,00	4,00
5,52	7,00
5,12	6,00
2,80	7,00
3,00	4,00

	2,60	4,00
	2,40	5,00
	2,80	5,00
	1,80	5,00
	0,40	4,00
	0,80	5,00
	0,00	0,00
	1,40	4,00
	1,40	3,00
	5,12	4,00
	2,80	4,00
	2,80	2,00
	0,40	7,00
	2,46	6,00
TOTAL	2,29	4,84

Source: Field research
Author: Poveda, J. (2023)

Table 3 Test results experimental group.

	Pre test	Post test
	0,40	8,00
	1,00	7,00
	2,06	7,00
	0,40	7,00
	2,80	7,00
	1,60	7,00
	0,80	7,00
	3,40	5,00
	0,40	7,00
	1,86	5,00
	0,80	5,00
	0,40	8,00
	0,40	7,00
	1,06	7,00
	0,80	7,00
	0,60	7,00
TOTAL	1,80	5,00

Source: Field research
Author: Poveda, J. (2023)

Tables 2 and 3 present the results of the application of the Tests in the control and experimental group; it can be seen that in the control group, without the use of strategies, the results are low. In the experimental group, with the use of cooperative strategies and worksheets, there is a significant difference and better results in the tests.

The procedure T Test for related samples is followed, which compares the means of two variables of a single group. The procedure calculates the differences between the values of the two variables in each case and tests whether the mean differs from 0.

With the data obtained, the statistical process is applied, using the Wilcoxon statistical test, it is a non-parametric test that allows the study to be applied to the same participants, as in the case of the present investigation. The results obtained are:

Control group

Table 4 Average Control Group

Table 4 shows the means of the tests applied in the control group, working with them without implementing strategies. The arithmetic means are in the pretest and the posttest. The negative and positive ranges are shown in relation to the pre and post-test, the total number of students with whom we work with 19 (See Appendix 1 Pre-test).

Rangos

		N	Average Range	Sum of ranges
Pos - Pre	Negative Ranges	2[a]	2,50	5,00
	Positives Ranges	16[b]	10,38	166,00
	Empates	1[c]		
	Total	19		

a. Pos < Pre

b. Pos > Pre
c. Pos = Pre

Source: Field research
Author: Poveda, J. (2023)

Table 5 Wilcoxon Signed Ranks Test Control Group

Table 5 shows Application of the Wilcoxon Signed Ranks Test shows a result of 0.002; since this value is less than 0.05 (significance level), the null hypothesis is rejected and the alternative hypothesis is accepted (See Appendix 2 Post-test).

Contrast statistics[a]

	Pos - Pre
Z	-3,507[b]
Sig. asintót. (bilateral)	,002

a. Wilcoxon signed rank test.
b. In base to negative ranges.

Source: Field research
Author: Poveda, J. (2023)

Experimental group

Table 6 Experimental group average

Table 6 shows the results of the pre- and post-test in the experimental group. In the same way, as in the previous case, the positive and negative ranges are taken into account, the number of students with whom the study is carried out is 18. There is not negative cases.

Ranges

		N	Average Range	Sum of ranges
Posttest - Pretest	Negative Ranges	0[a]	,00	,00
	Positives Ranges	17[b]	9,00	153,00

	Empates	1[c]		
	Total	18		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Source: Field research
Author: Poveda, J. (2023)

Table 7 Wilcoxon Signed Ranks Test in the experimental group.

Table 7 presents the results of the Wilcoxon Signed Ranks Test in the experimental group. The result obtained is 0.01, which is less than 0.05, so the alternative hypothesis is accepted and the null hypothesis is rejected.

Contrast statistics[a]

	Posttest - Pretest
Z	-3,625[b]
Sig. asintót. (bilateral)	,001

a. Wilcoxon signed rank test
b. In base to negative ranges.

Source: Field research
Author: Poveda, J. (2023)

The results obtained maintain similarity in the arithmetic means both in the students of the control and experimental group. The difference lies in the use of the strategies because those who insert the worksheets and cooperative techniques (experimental) have better averages. The averages of the students in the pre-test is 3.79 and in the post-test 3.66. In the case of the evening, the averages are 7.11 in the pre-test and 7.33 in the post-test.

4.2. Hypothesis verification

The verification of hypotheses is carried out based on the Wilcoxon Signed Ranks Test, a non-parametric test that measures data from groups with similar characteristics,

in this case, students from different shifts but at the same level, also similar groups but in two groups. Moments of application (pre and post). The Wilcoxon test is often used to compare means or medians of two independent sets, possibly non-normally distributed.

This test is used to verify the Null Hypothesis of equality between 2 population medians, the variable must be continuous and paired observations; that is, data from the same sample with pre- and post-test measurement

Tabla 8 Hypothesis verification

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

Source: Field research
Author: Poveda, J. (2023)

Note. Significant differences at one level P≤0, 05 (*)

The non-parametric Wilcoxon test applied to this process determined the existence of statistically significant differences at a level of P≤0.05 between the results of the pre and posttest, which allows, in this way, to accept the alternative research hypothesis that states:

The use of cooperative strategies and worksheets improve reading comprehension in students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Through the investigation it was possible to identify the different types of cooperative strategies such as: Activating or building background knowledge, Using Sensory images, Questioning, Determinig main ideas, Synthesizing, as well as, worksheets for the correct development of reading comprehension, the results show benefits of the use of techniques and worksheets in base to the definitions of several authors.

- With the information obtained in the bibliographic and field research, educational actions were designed for the use and application of cooperative strategies and work sheets for the correct development of reading comprehension. Framed in the new approaches and paradigms of constructivism, the use of cooperative strategies and work sheets helped to improve learning and reading comprehension of the English language.

- The diagnosis was made of the level of reading comprehension in learning the English language based on the data obtained in the application of the pre and post-test, it is very important to permanently identify the current situation in order to use various strategies and apply innovations. The application of the statistical test allows verifying the working hypothesis.

- A proposal related to the context of the Institution and the students of the Third Year of Baccalaureate was designed; the proposed activities are related to the achievement of the research objectives

5.2 Recommendations

- It is recommended to implement studies such as the one carried out because it allows identifying types of cooperative strategies and worksheets related to daily

reality and proposing alternative solutions through grounded definitions. Therefore, it is necessary for students to make use of cooperative strategies such as: Activate or build prior knowledge, Use sensory images, Question, Determine main ideas, Synthesize, as well as worksheets according to the level of the students to improve their reading comprehension.

- The educational community must collaborate in the implementation of strategies that help the learning of English and all areas of knowledge because it favors general performance and significant learning. They must also collaborate in generating new strategies that favor the meaningful learning of the English language.

- The educational institution must assume the proposal presented and apply it in other contexts, other groups because they favor the inter-learning process of the English language because is the product of a systematic study and a diagnosis made on the basis of the reality of the institution and the students.

- Regarding the duration and type of reading for students, it is advisable to insert them into the reading habit from small paragraphs of interest and with dynamic activities (worksheets) that attract their interest.

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Annexes

CARTA DE COMPROMISO

Ambato, 24 de marzo de2022

Dr. Héctor Gómez.
DIRECTOR DEL CENTRO DE POSGRADOS
Presente.

Yo. Silvia Mercedes Brito Bautista en mi calidad de Rectora (E) de la Unidad Educativa "Nicolás Martínez", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema : **"The Effect of Cooperative Strategies And Worksheets in Reading Comprehension"**, propuesto por la maestrante JENNY ELIZABETH POVEDA TIRADO, portadora de la cédula de ciudadanía 1803406451, de la Maestría en Enseñanza de Inglés como Lengua Extranjera, Cohorte 2022, 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,

Mg. Silvia Brito.

C.I. 1802537694
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Appendix 1 Pre-test

MINISTERIO DE EDUCACIÓN
COORDINACIÓN ZONAL 3

U. E. "NICOLAS MARTINEZ"

READING PRE TEST 2021 - 2022

NAME		**COURSE:** THIRD
SUBJECT	ENGLISH	**SECTION:**
TEACHER	LCDA. JENNY POVEDA	**DATE:**

Instructions:
Read the instructions carefully
The test is over 10
Use blue or black pen

1.Read the text and choose the correct answer. (2 pts.)

A Tom wants to persuade Jane to take him to college tomorrow morning
B Tom would like Jane to do him a favor tomorrow morning.
C Tom is reminding Jane they have to get up early tomorrow morning.

2. Read the text below, after that, choose the correct answer for each sentence. (2 pts. / 1 pts. each))

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

Peter enjoys mountain biking because
A it gives him the opportunity to enjoy the views.
B he can use the time to plan his work.
C he is able to stop thinking about his problems.
D it helps him to concentrate better.

What does Peter say about cycling during his childhood?

A He is sorry he didn't take more care of his bike.
B His friends always had better quality bikes than he did.
C His bike wasn't suitable for the activities he was doing.
D He was more interested in designing bikes than riding them.

3. Complete the blanks with the best option. (2pts. / 0.4 pts. each)

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet **(21)** *climate* The coconuts often fall into the sea and float on the water until they **(22)** ..... another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides **(23)** ..... . However, this amazing tree has hundreds of **(24)** ..... and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a **(25)** ..... in your cupboards, you will find coconut oil in products as **(26)** ..... as medicine and desserts.

21 A temperature	**B** condition	**C** climate	**D** weather
22 A reach	**B** go	**C** travel	**D** arrive
23 A cloud	**B** shade	**C** dark	**D** cold
24 A uses	**B** jobs	**C** roles	**D** things
25 A scene	**B** sight	**C** look	**D** view
26 A opposite	**B** separate	**C** strange	**D** different

4. The people below all want to visit a city market. There are descriptions of six markets. Decide which market would be the most suitable for the people below. Write the Letter in the box. (2pts / 0.66 pts. Each)

Jenny wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

Matt wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen on music, and likes finding rare recordings by different bands.

Sammie wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy a painting by someone unknown.

A Beckfield Market
This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

B Rosewell Hill
Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

C Oldford Lane
Situated in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.

D Purford Market
Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

E Teddingley Market
Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our worldfood area allows you to taste food from abroad, cooked in front of you by international chefs.

F Frome Place
Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

5. Read the text and answer the questions. (2pts./1 pt. Each)

Personalities Around the World

Psychologists have developed a personality test that has been taken by millions of people all over the world. From these results, they can observe general tendencies by country. However, these most often do not coincide with the stereotypes that most people have of these countries.

One study of this type was done in 2005 and it involved university students from 51 different cultures around the world. Some patterns emerged in the data. For example, people from Brazil tended to be the most extroverted. The least extroverted were the Nigerians, Moroccans, and Indonesians.

Another similar study was conducted in 2007 with 17,000 participants from 56 countries. The highest level of neuroticism was found in Japan and Argentina, while the lowest was in the Congo and Slovenia. At the same time, the Congo and Jordan ranked high on agreeableness, while Japan and Lithuania ranked the lowest.

What might explain these differences in personalities across countries? Some researchers say that it may be due to migration patterns. For example, people who tend to be risk-takers might be more likely to move to a different country. What is important to take away from these studies, and others that have been done similar to them, is that the findings most often do not reflect the stereotypes we may have of people from these places. Therefore, it is always necessary to keep an open mind about people from other parts of the world.

¿ Why do researches say that are different personalities around the world?

¿How many participants were involved in the research?

_____

_____

_____

_____

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https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/preparation/

Appendix 2 Post-test

MINISTERIO DE EDUCACIÓN
COORDINACIÓN ZONAL 3

U. E. "NICOLAS MARTINEZ"
READING POST TEST 2021 - 2022

NAME		**COURSE:** THIRD
SUBJECT	ENGLISH	**SECTION:**
TEACHER	LCDA. JENNY POVEDA	**DATE:**

Instructions:
Read the instructions carefully
The test is over 10
Use blue or black pen

1.Read the text and choose the correct answer. (2 pts.)

Adam is telling Rachel to
A post something for him.
B find out how to do something.
C give him something he needs.

2. Read the text below, after that, read the sentences and choose the correct answer. (2 pts. / 1 pts. each))

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

Peter says he returned to cycling after several years
A because he had become unfit.
B so that he could enter races.
C in order to meet new people.
D to replace an activity he had given up.

How does Peter feel about cycling now?
A He is proud that he is still so fast.
B He is keen to do less now that he is older.
C He regrets the fact that he can no longer compete.
D He wishes more people were involved in the sport.

3. What would be a good introduction to this article? Circle the correct answer (2pts.)

A
For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.

B
Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

C
In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

D
After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

4. The people below all want to visit a city market. There are descriptions of six markets. Decide which market would be the most suitable for the people below. Write the Letter in the box. (2pts / 0.66 pts. Each)

Alexia is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at the market, and wants to avoid the cold by staying inside.

Ella is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journey home, and wants a snack at the market, too.

A Beckfield Market
This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

B Rosewell Hill
Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

C Camberwall Market
There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.

D Purford Market
Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

E Teddingley Market
Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our worldfood area allows you to taste food from abroad, cooked in front of you by international chefs.

F Frome Place
Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

5. Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use. (2pts./0.4 pt. Each). (2pts./1 pt. Each)

A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day. [1]

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. [2] I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. [3] After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible. [4] I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. [5] However, I can't imagine going back to my old life.

A	That's why I knew it was a terrible plan.
B	I had trained in icy water in the UK so the crystal clear warm water felt amazing.
C	They always ask lots of questions.
D	I work far harder than I used to.
E	I began joking to friends about sending in an application.
F	Afterwards, some people were surprised by my decision but I wasn't too worried.
G	I decided I needed a break.
H	I needed to explain that first.

Reference:
Cambridge (2020), Preliminary English Test. Copyright © UCLES 2018,3. https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/preparation/

CHAPTER VI

PROPOSAL

TOPIC: Design of educational strategies for the usage of cooperative strategies and worksheets for the correct development of reading comprehension.

6.1 Informative data

Name of the institution:	Unidad Educativa Nicolás Martínez
Location:	Tungurahua – Ambato – San Bartolomé de Pinllo
Beneficiaries:	Estudiantes de Bachillerato
Estimated time for the execution:	Five weeks
Beginning:	25 – 05 – 2022
Ending:	22 – 06 – 2022
Person in charge:	Researcher
Cost:	50

6.2 Background of the proposal

Once the theoretical study has been carried out and after obtaining the results of the field investigation, in which it is reflected that there is a clear difference between the use or not of strategies such as those proposed to improve reading comprehension, the work is complemented by the proposal of an alternative solution related to the design of cooperative strategies and worksheets that favor the comprehensive reading of English by high school students.

Current trends in education propose participation as a fundamental element to achieve better learning results; even more so if it is about learning a foreign language as in the case of this study. On the other hand, the development of reading comprehension is a factor that helps students assimilate information that allows them to acquire significant learning, which is decisive in the acquisition of skills with performance criteria that empowers them to function in the classroom and in everyday life.

6.3 Justification

The interest in presenting the proposal arises from the need to improve reading comprehension in learning the English language, which makes it easier for the other activities of the teaching-learning process to be more accessible and develop adequately. It is important that alternatives are proposed that promote collaborative participation and reading comprehension in learning English because a general problem is addressed and that could be adapted to all areas of knowledge.

The proposal is innovative, it is part of the constructivist paradigm, it assumes the role of facilitating the development of skills in students and it is presented in a clear, concise way and with the purpose of permanently serving in the consolidation of significant learning. The direct beneficiaries of the proposal are the students because they are the ones who will assimilate the strategies and techniques of work and learning. Indirectly, teachers benefit who, with adequate planning, will have tools that achieve better learning results.

6.4 Objectives

6.4.1 General

To design activities for the use of cooperative strategies and worksheets to improve the reading comprehension.

6.4.2 Specific objectives

- Design appropriate cooperative strategies and worksheets to improve reading comprehension.

- Apply cooperative strategies and worksheets in the teaching-learning process of English.

6.5 Feasibility analysis

Socio cultural

In the sociocultural area, there are the necessary resources to carry out the objectives of the proposal, that is, if it is possible to comply with the construction of strategies that favor the development of skills in students and are introduced into the knowledge of data about other cultures and nations when learning a new language.

Organizational

It is feasible to carry out the proposal in the organizational aspect because the educational institution, attached to what the Ministry of Education proposes, has the human and material resources to establish innovations in the pedagogical field to improve the academic performance of students.

Technological

In the technological aspect, the proposal is feasible because it does not require the use of permanent technological tools and, with which the Institution has, cooperative strategies and worksheets for learning the English language with high school students can be developed.

Economic financial

The proposal does not require a considerable economic expense, therefore, it is feasible since it is not necessary to make expenditures for the acquisition of inputs for its development, the resources of the Institution and the contribution of the students such as copies worksheets will fund the proposal.

6.6 Theoretical foundation

Education has undergone permanent transformations, from a traditional modality to a "New School" that constitutes a revolutionary milestone for the time in which it was developed, according to Herman, 2021 three large groups of pedagogical models can be distinguished depending on the objective: Traditional models that focus on the transmission of information so that learning occurs; active models (new school) that emphasize learning through action, manipulation and direct contact and, the current models that aim to develop thinking and creativity.

The current model is associated with the proposed proposal because it emphasizes the development of the person and, based on their previous experiences, they are considered capable of generating new knowledge. In this scenario, the teacher acquires the role of facilitator and learning guide, it is the student who has the main and active role.

In relation to the English teaching curriculum and the mechanisms required for students to access their learning, as well as the level proposed by the Ministry of Education, the development of worksheets and cooperative strategies is proposed, that benefit reading comprehension. Thus, students could acquire the appropriate level and knowledge.

Cooperative learning has been shown to be effective for all classes of students, whether academically gifted, mainstream, or English Language Learners, because it supports learning and fosters respect and friendship among diverse groups from students. In fact, the more diversity there is on a team, the greater the benefits for each student. Peers learn to rely on each other in positive ways for different learning tasks.

Students usually work in teams of four. This way, they can separate into pairs for some activities and then quickly come back together as teams for other activities. However, it is important to establish classroom rules and protocols that lead students to:

- Collaborate
- Stick to the task
- Help each other
- Encourage each other

- Share
- Solve problems
- Give and accept opinions from their peers

Johnson, D. W., & Johnson, R. T. (2021) stated that cooperative learning is particularly helpful for any student learning a foreign language. Cooperative learning activities stimulate peer interaction, which helps language development and the learning of concepts and content. It is important to assign English Language Learners students to different teams so that they can benefit from the English language models. English Language Learners students learn to express themselves with greater confidence when working in small teams. In addition to "getting" vocabulary English Language Learners benefit from observing how their peers learn and solve problems.

When the teacher decides to assign a role to each student on a team (such as reporting, recording, timekeeping, and materials management), the teacher needs to rotate roles weekly or by activity. This prevents the typical situation from happening if students choose their own roles: the same students end up doing the same tasks. By rotating, students develop skills that most need to practice, according to Johnson, D. W., & Johnson, R. T. (2021).

There are some well-known strategies that can be used with all students to learn content (such as science, mathematics, social studies, language arts, and foreign languages). However, these strategies are particularly helpful for EFL students learning English and content at the same time. Most of these strategies are especially effective in teams of four. Additionally, they are strategies that are applied after reading on topics of interest in the subjects:

- ✓ **Round table.**

Present a category (such as words beginning with "b"). Instruct students to take turns writing one word at a time.

- ✓ **Let's write.**

To practice creative writing or summarizing, say a trigger sentence (for example: If you give an elephant a cookie, it will ask for...). Instruct all students on each team to finish the sentence. Then, they must pass the paper to the partner on the right, read what they received and add a sentence to the one they have. After a few rounds, four great stories or summaries emerge. Allow children to add a conclusion or correct their favorite story to share with the class.

- ✓ **Tea time.**

Students form two concentric circles or two facing lines. The teacher asks a question (about any content) and students have to discuss the answer with the student sitting across from them. After one minute, the outer circle or one row is moved to the right so that students have new partners. Then come up with a second question for them to discuss. Continue with five or more questions. To vary the activity, students can write questions on flashcards for a test through this "Drinking Tea" method.

After each cooperative learning activity, students should draw conclusions with the students by asking them, for example:
What did you learn in this activity?
How did you feel working with your peers?
If we do it again, how could you improve teamwork?
An easy way to start cooperative learning is to start with pairs rather than whole teams. Two students learn to work effectively on activities such as the following:

1. Assign a worksheet and have students work in pairs.
2. One of the students solves the first activity while the second acts as a coach.
3. The students then switch roles for the second problem.
4. At the end of the second problem, they meet with another pair and check the answers.
5. When both pairs have agreed on the answers, ask them to shake hands and continue working in pairs on the next activities.

- ✓ **Book circles**

In groups of four or six are also a great way to get students to work as a team. Follow these steps:

- Make groups of four books.
- Allow students to choose their own book.
- Form teams based on the book choices students have made.
- Encourage readers to use notes, post-it notes, and discussion questions to analyze the books.
- Invite the teams to discuss the book.
- Then lead a whole class discussion about each of the books.
- Invite the teams to share what they read with the whole class.
- For subsequent literary circles, students choose new books.

On the other hand, the worksheets are documents generated by the teacher that contain the activities that the students develop based on the curricular planning. It is structured with informative data, name and instructions of the activity and the actions to be carried out that are proposed, ending with the responsibility signatures; the important thing is to point out to the students the aspects to be evaluated clearly, so that they know what their assessment will be.

Cooperative strategies

By: Jenny Poveda

Strategy 1

Activating or building background knowledge

How to use it: Instructions

- Students read the title of the text.
- Students think, share feelings and experiences.
- Students create connections from the text with their real experiences.
- In pairs students create a Venn diagram where learners make a text to self-connections.
- Students solve a worksheet about the topic studied.

Learning outcome

Students benefit from several aspects: first, learners connect ideas about the principal character's feelings with real experiences that provides critical support for reading comprehension.

Description

The class is divided in pairs and the following text is given to students. Students read the text about cinderella.

CINDERELLA

Once upon a time there was a kind and beautiful girl, whose name was Cinderella. She lived with her cruel stepmother and stepsisters where she was treated as a servant and spent her days cleaning, tidying and waiting on them hand and foot. Despite their cruelty, Cinderella would always remember her mother's words: "Have courage and be kind."

One day an invitation to a royal ball arrived. The prince was looking for a bride and everyone in the kingdom was invited. Her stepmother immediately ordered new gowns to be made for herself and her daughters. Cinderella worked day and night to prepare the new dresses in time.

On the day of the ball, as they were preparing to leave, Cinderella came down the stairs in a dress she had made for herself. Her stepmother and stepsisters were so angry to see her so beautiful they tore up the dress and left without her.

Left alone, Cinderella began to cry when all of a sudden her fairy Godmother appeared.

"Do not cry my child, you shall go to the ball!" she said.

"But I do not have a dress to wear." cried Cinderella.

Her fairy Godmother waved her magic wand and at once Cinderella's rags turned into a beautiful new ball gown. Then her Fairy Godmother found six mice playing in the pumpkin patch. She touched them with her magic wand and the pumpkin turned into a beautiful coach and the mice into four white horses and two coachmen. When everything was ready, Cinderella waved goodbye to her fairy godmother who said, "The magic will only last until midnight. You must reach home by then.

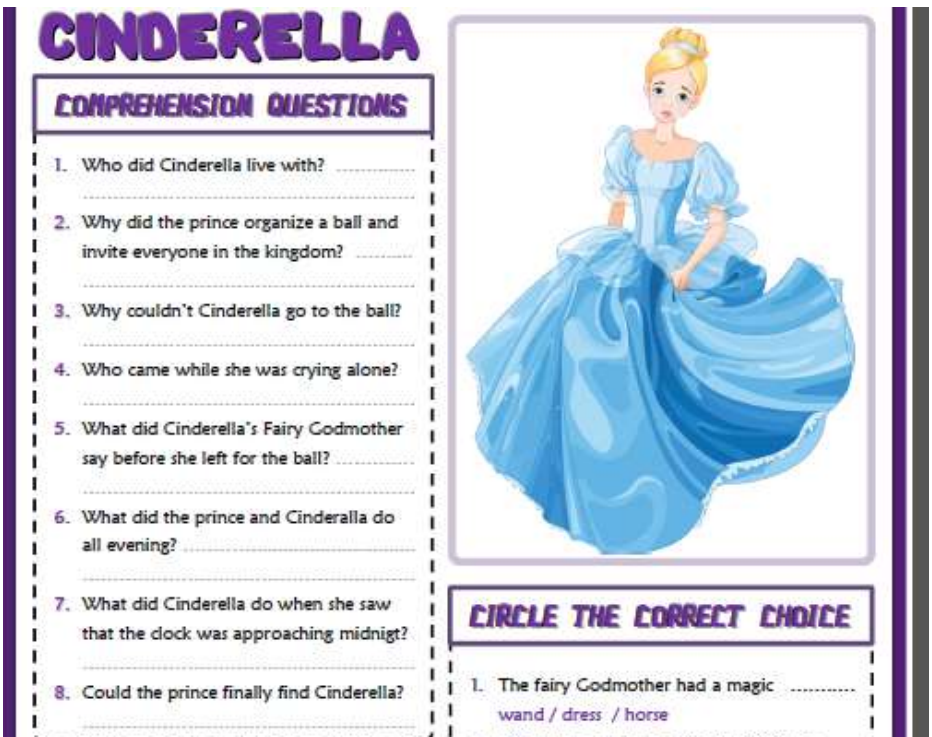
When she entered the ballroom, the guests were struck by her beauty and her stepmother and stepsisters did not know who she was. The prince asked Cinderella to dance and she was overjoyed.

The prince and Cinderella danced all evening until Cinderella noticed the clock approaching midnight and she remembered her godmother's words. "I must go" she told the prince as she fled from the ballroom. As she ran down the steps of the palace, one of her glass slippers fell off, but Cinderella did not stop to pick it up. She returned home just as the clock struck twelve. Her coach turned into a pumpkin, her horses became mice and she was wearing rags once more. Her stepmother and stepsisters arrived home shortly afterwards and were full of talk of the beautiful girl who had danced all night with the prince.

SOURCE: https://www.englishwsheets.com/

Assessment

After reading Cinderella, students do a Venn diagram and follow the procedure in section Instructions



CINDERELLA

COMPREHENSION QUESTIONS

1. Who did Cinderella live with? .....
2. Why did the prince organize a ball and invite everyone in the kingdom? .....
3. Why couldn't Cinderella go to the ball? .....
4. Who came while she was crying alone? .....
5. What did Cinderella's Fairy Godmother say before she left for the ball? .....
6. What did the prince and Cinderalla do all evening? .....
7. What did Cinderella do when she saw that the clock was approaching midnigt? .....
8. Could the prince finally find Cinderella? .....

CIRCLE THE CORRECT CHOICE

1. The fairy Godmother had a magic .....
   wand / dress / horse

PLANN CLASS:

Ministerio de Educación		**U.E. "NICOLÁS MARTÍNEZ"**		
				CLASS LESSON PLAN 1
1. INFORMATIVE DATA:				
TEACHERS:	Lcda. Jenny Poveda	**SUBJECT:**	ENGLISH	**COURSE:**
UNIT	4	TITTLE	ACTIVATING OR BUILDING BACKGROUND KNOWLEDGE *COOPERATIVE STRATEGIE AND WORKSHEETS FOR READING COMPREHENSION*	OBJECTIVE
2. PLAN				
SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:				**ESSENTIAL**
Reading EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)				CE.EFL.5.11 order to make text that migh
VALUES	*Respect for diverse opinions.*			**DATE:**

Methodological strategies	**Resources**	**Evaluació**	
		Achievement indicators	**Evaluation Proc**
Use of cooperative strategie: Using background knowledge **Warm up** Hang man. Looking for the hidden Word - Cinderella Brain storm about the reading's title "Cinderella".	Text about Cinderella Worksheet Pen Dictionary	Learners can Identify and apply a range of cooperative reading strategies in order to make texts meaningful and to select information	Venn D

Teacher asks students questions about the characters of Cinderella. Students read the text about Cinderella Students write the similarities and differences in a Venn Diagram of Cinderella and women in real life. Students complete the worksheet about Cinderella		within a text. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1.	Work

References:
Moreillon, J. *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Im*
https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=3001627.
SOURCE: https://www.englishwsheets.com/

ELABORATED

Teacher : Lcda. Jenny Poveda

Signature:

Date: 25/05/2022

Strategy 2

Using Sensory images

How to use it: Instructions

- Divide the class into groups of four.
- The teacher activates students' senses by listening to an audio, looking at some pictures, closing the eyes and touching as well as smelling some objects related to the text.
- Each group read the text and write a list about their favorite likes found in the text.
- Each student says the preferences which contributes to have a superior reading comprehension of the text.

Learning outcome

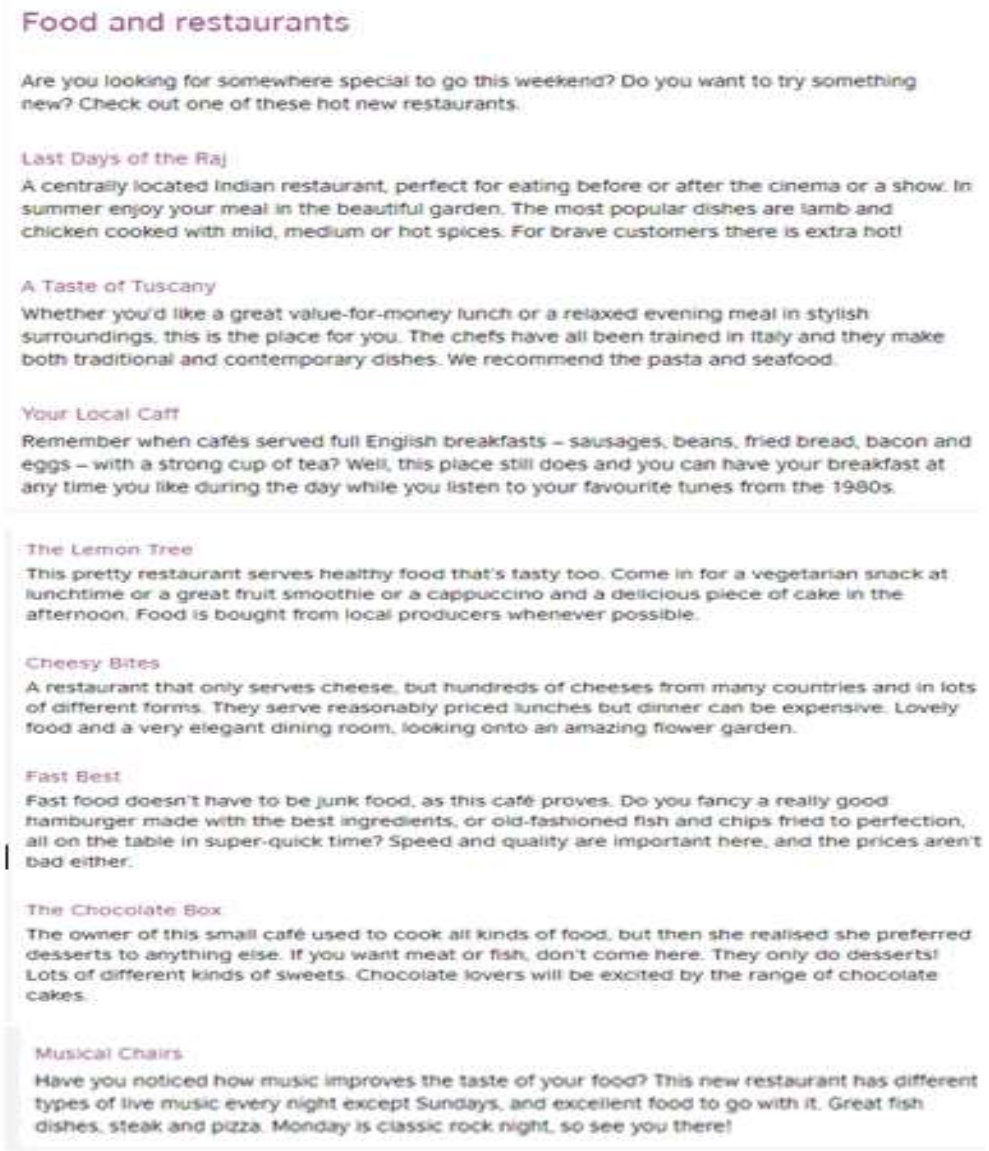
Students benefit from several aspects: students are exposed to increase their memory, also, develops learners' ability to read and recognize vocabulary with the senses engaged.

Description

The class is divided into groups of four. The educator actives students' senses by listening, touching, smelling, looking. Students are able to get familiar with the vocabulary and activate the memory, each member contributes with a key word from the text.

Assessment

Read this text about food and restaurants and solve the worksheet according to the reading.



Food and restaurants

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

Last Days of the Raj

A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany

Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff

Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

The Lemon Tree

This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites

A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best

Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

The Chocolate Box

The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

Musical Chairs

Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

reading/food-and-restaurants

WORKSHEET N°2

Read the questions and choose the best answer.

Which restaurant serves hot and spicy food?

A. Last Days of the Raj
B. A Taste of Tuscany
C. Your Local Caff
D. The Lemon Tree
E. Cheesy Bites
F. Fast Best

Which restaurant only has desserts and sweets?

A. Last Days of the Raj
B. A Taste of Tuscany
C. Your Local Caff
D. The Lemon Tree
E. Cheesy Bites
F. Fast Best
G. The Chocolate Box
H. Musical Chairs

In which two restaurants can you listen to some great music?

A. Last Days of the Raj
B. A Taste of Tuscany
C. Your Local Caff
D. The Lemon Tree
E. Cheesy Bites
F. Fast Best
G. The Chocolate Box
H. Musical Chairs

Which restaurant is good for people who don't eat meat?

A. Last Days of the Raj
B. A Taste of Tuscany
C. Your Local Caff
D. The Lemon Tree
E. Cheesy Bites
F. Fast Best

G. The Chocolate Box

H. Musical Chairs

Which restaurant employs staff trained in Europe?

A. Last Days of the Raj

B. A Taste of Tuscany

C. Your Local Caff

D. The Lemon Tree

E. Cheesy Bites

F. Fast Best

G. The Chocolate Box

H. Musical Chairs

Which restaurant serves an all-day breakfast including sausages, bacon and eggs?

A. Last Days of the Raj

B. A Taste of Tuscany

C. Your Local Caff

D. The Lemon Tree

E. Cheesy Bites

F. Fast Best

G. The Chocolate Box

H. Musical Chairs

PLAN CLASS:

Ministerio de Educación	**U.E. "NICOLÁS MARTÍNEZ"**				
			CLASS LESSON PLAN 2		
1. INFORMATIVE DATA:					
TEACHERS:	Lcda. Jenny Poveda	**SUBJECT:**	ENGLISH	**COURSE:**	3r

UNIT	4	TITTLE	USING SENSORY IMAGES *COOPERATIVE STRATEGIE AND WORKSHEETS FOR READING COMPREHENSION*	OBJECTIVES:

2. PLAN

SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:	**ESSENTIAL**
Reading EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)	CE.EFL.5.11. I order to make t a text that migh needs.

VALUES	*Respect for diverse opinions.*	**DATE:**	M

Methodological strategies	Resources	Evaluación F	
		Achievement indicators	**Evaluation Ac Produc**
Use of cooperative strategie: Using Sensory images. **Warm up:** Fruit Salad Teacher activates students' senses by: Listening to some audios about how people react in a restaurant. Looking at some pictures to describe how is the interaction in a restaurant. Touching and smelling a fruit to describe it. Students read the text about "Food and Restaurants." Students write a list of their favorite food from the text. Students read their favorite food and choose the restaurant they would like to go. Students complete the worksheet about "Food and restaurants."	Text about Food and restaurants. Worksheet Pen Dictionary	Learners can Identify and apply a range of cooperative reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1.	List of favori from the t Workshe
References: Moreillon, J. *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Im Central*, https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=3001627. **RESOURCE:** https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/food-and-restau			
ELABORATED			
Teacher : Lcda. Jenny Poveda			
Signature:			
Date: 27/05/2022			

Strategy 3

Questioning

How to use it: Instructions

- Divide the class into groups of four.
- The teacher asks students to read the text.
- After reading students must answer some questions related to the text.
- Students compare their answers and show understanding.

Learning outcome

Students benefit from several aspects: Students develop critical thinking, learn new vocabulary and focus on key aspects.

Description

The class is divided into groups of four. The educator provides a set of questions that each group must answer after reading a text.

Assessment

Read the text about Albert Einstein. After that, do the activities on the worksheet.

Albert Einstein

Albert Einstein was one of the most famous scientists of all time. He developed the special and general theories of relativity and made many other important discoveries.

Albert Einstein was born on March 14, 1879, in Ulm, Germany. He grew up in a secular Jewish family. His father was a salesman and engineer and his mother was a housewife. Einstein had one sister, Maja, who was born two years after him. He studied at the Luitpold Gymnasium in Munich. He didn't like studying there. One teacher even told him that he would never get anywhere. At this time, Einstein became interested in classical music and he learned to play the violin. He was also interested in science.

In the 1890s, Einstein's family moved to Milan, Italy. Einstein started studying at the Swiss Federal Polytechnic

SOURCES
https://biography.com/people/albert-einstein-9285408 ,
https://www.britanica.com/biography/Albert-Einstein.
https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/albert-einstein-reading/100174

WORKSHEET N° 3

Read the text and answer the following questions.

1. What was Albert Einsteins's father's job?

_____

2 What did Albert Einstein do after he finished his university studies?

_____

3 When did Albert Einstein get the Nobel Prize for Physics?

_____

4 Why did Einstein decide to leave Germany?

_____

5 When did Einstein become an American citizen?

_____

6 Why did Einstein write a letter to F. D. Roosevelt?

_____

7 What did Einstein do after he learned about the bombing of Hiroshima?

_____

2 Are these sentences true (T) or false (F)?

1 Albert Einstein was older than his sister _____

2 Albert Einstein didn't enjoy studying at the Luipold Gymnasium in Munich _____

3 Albert Einstein could play the violin _____

4 Albert Einstein's first wile was from Serbia _____

5 Albert Einstein published his most famous equation in 1905 _____

6 Albert Einstein supported the civil rights of black people _____

7 In 1952 Albert Einstein became the president of Israel _____

PLANN CLASS 3

Ministerio de Educación	**U.E. "NICOLÁS MARTÍNEZ"**			
				CLASS LESSON PLAN 3
1. INFORMATIVE DATA:				
TEACHERS:	Lcda. Jenny Poveda	**SUBJECT:**	ENGLISH	**COURSE:**

UNIT	4	TITTLE	USING QUESTIONS, *COOPERATIVE STRATEGIE AND WORKSHEETS FOR READING COMPREHENSION*	OBJECTIVE

2. PLAN

SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:	**ESSENTIAL**
Reading EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)	CE.EFL.5.11 order to make text that migh
VALUES *Respect for diverse opinions.*	**DATE:**

Methodological strategies	**Resources**	**Evaluaci**	
		Achievement indicators	**Evaluation Proc**
Use of cooperative strategie: **Questioning** **Warm up:** The broken telephone game. Teacher asks students some questions about the tittle, who the person is, his contributions. Students read the text about "Albert Einstain." Students write a list of questions about the reading activity. Students read the questions they wrote and classmates answer the questions. Students do the worksheet.	Text about Food and restaurants. Worksheet Pen Dictionary	Learners can Identify and apply a range of cooperative reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1.	List of qu Work

References:
Moreillon, J. *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Im*
https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=3001627.
SOURCES
https://biography.com/people/albert-einstein-9285408 , https://www.britanica.com/biography/Alber

https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/albert-einstein-readi
ELABORATED
Teacher : Lcda. Jenny Poveda
Signature:
Date: 27/05/2022

Strategy 4

Determinig main ideas

How to use it: Instructions

- Students read the text and analyze new vocabulary
- Divide the class in small groups.
- Students complete the chats with key words from the text
- Students

Learning outcome

Students have a more complex challenge that involves reading comprehension of a topic of their interest from which they complete a chart where learners develop the ability to judge and determine main ideas on the importance of reading comprehension.

Description

First students read alone a text, after reading the teacher divides the class in small group where students complete a chart with key words to write the main ideas.

Assessment

Read the text and then complete this text, finally solve the worksheet.

Exam task

For each question, choose the correct answer.

THIS IS WHAT IT'S LIKE TO LIVE IN A TREE HOUSE

Luke Jackson and his parents moved from their apartment in Vancouver, Canada, to a tree house in the forest.

Earlier this year, I moved into a tree house. It had been my family's dream ever since we read an article on a website about people who live in unusual homes. My parents decided to design our new home without the help of an architect, so they spent hours watching online videos and reading library books to get ideas for our tree house. Now that we've finished it, it's exactly how we wanted to have it.

Our tree house is built around a very strong tree, so it can support the two floors that surround it. I used to have a big bedroom in our old apartment, but now my room is pretty small. However, I don't mind that at all because now it has an incredible view of the forest in every direction. It's fantastic – I really couldn't imagine living anywhere else now. Our next project is to finish the garden – it's going to be amazing one day.

I'll never forget the first night we spent in the tree house. When I was in bed, I started to notice how the tree house actually felt. I hadn't expected it to move in the wind like a boat on the ocean. However, it was quite relaxing and didn't take long to get used to. It was also really dark, because there are no street lights!

We don't have any neighbours nearby, so I spend a lot of time on my own painting and playing music in my room. What's great is that I can make a noise when I play my guitar up there since I live in the middle of the forest! I only wish more of my paintings could fit on my wall, instead of being in a big pile on the floor! My friend's coming to stay next weekend and I can't wait to welcome him to my home! I've already warned him that it'll be a bit crowded in my room, but that won't stop us from having fun together!

WORKSHEET N° 4

Read the text again and complete the chart to determine the main ideas.

Purpose for Reading **Excerpt**	**Notes:** **Main Ideas** **Questions**

Choose the correct answer for each question.

1 Where did Luke's family get the idea to build a tree house from?

( ) from talking to another family member

( ) from the internet and library books

( ) from an architect

( ) from an unusual home they visited

2 What does Luke like most about the design of the tree house?

( ) what he can see from his room

( ) its position in the garden

( ) the size of his room

( ) the tree it's built around

3 On his first night in the tree house, Luke was__

( ) surprised by the way it moved

( ) afraid of the noises he heard

( ) relaxed because it was so dark

( ) worried because there no lights

4 What else does Luke say about his bedroom now?

( ) It is too close to his nearest neighbors

( ) It is a good place to play a musical instrument

( ) It has enough wall space for all his paintings

( ) It has plenty of room when friends come and visit him

5 What might Luke write in a blog about his family's tree house?

( )

My family wasn't sure if we would be able to live in a tree house until we found an architect who could help us

( )

I love living somewhere where all my friends can come and hang out in my room

( )

Even though we haven't started looking after our garden, I prefer spending time there because it's just wild flowers and lots trees

( )

Moving from an apartment to a tree house has been an exciting adventure –it's a very different type of home

PLANN CLASS 4

Ministerio de Educación	**U.E. "NICOLÁS MARTÍNEZ"**

CLASS LESSON PLAN 4

1. INFORMATIVE DATA:

TEACHERS:	Lcda. Jenny Poveda	**SUBJECT:**	ENGLISH	**COURSE:**

UNIT	4	TITTLE	USING DETERMINING MAIN IDEAS, *COOPERATIVE STRATEGIE AND WORKSHEETS FOR READING COMPREHENSION*	OBJECTIVE

2. PLAN

SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:	**ESSENTIAL**
Reading EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)	CE.EFL.5.11 order to make text that migh
VALUES *Respect for diverse opinions.*	**DATE:**

Methodological strategies	**Resources**	**Evaluaci**	
		Achievement indicators	**Evaluation Proc**
Use of cooperative strategie: **Questioning** **Warm up:** Simon says Students read the text . After reading the text, students must answer the questions: ¿What was my purpose for reading? ¿What new ideas or facts did I learn? ¿What do I want to remember from this text? ¿What Will I do with this information? ¿What was the author's or illustrator's purpose in writing or illustrating this text?	Text about Food and restaurants. Worksheet Pen Dictionary	Learners can Identify and apply a range of cooperative reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1.	Cha

Students complete the chart: Purpose, Excerpt, notes, main ideas, and new questions. Students do the worksheet.			Work

References:
Moreillon, J. *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Im*
https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=3001627.
SOURCES
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_com

ELABORATED

Teacher : Lcda. Jenny Poveda

Signature:

Date: 27/05/2022

Strategy 5

Synthesizing

How to use it: Instructions

- Divide the class in small groups.
- Teachers show a picture and ask some questions.
- Educators teach notemaking and provide an example of synthesizing information.
- Students in groups complete a chart or graphic organizer.

- Students write relevant information from the text.

Learning outcome

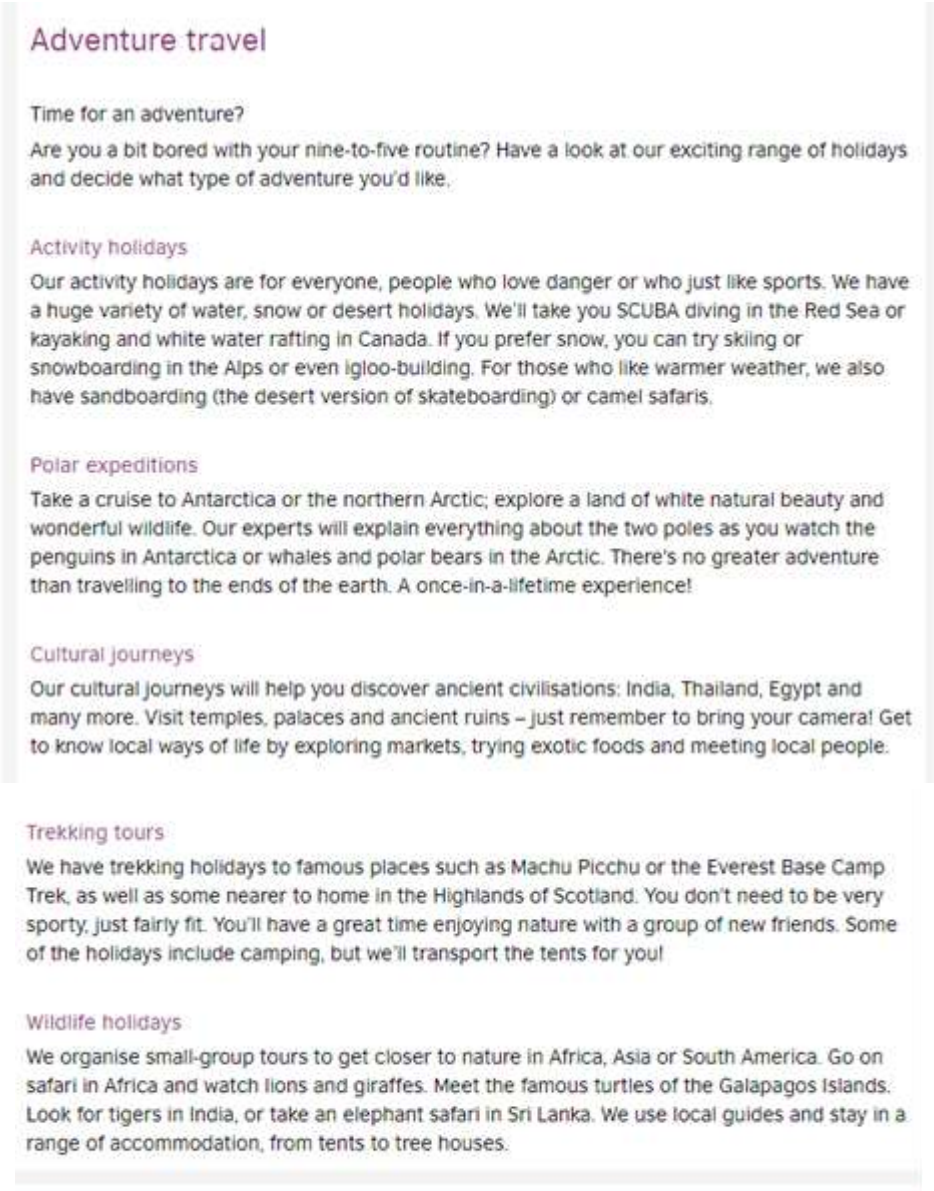
Students develop by their own a synthesis from the text, using creativity with relevant information.

Description

Students activate the previous knowledge by looking at the picture and answering the questions. Students complete a chart or graphic organizer to continue writing a synthesis product.

Assessment

Students read the text and solve the worksheet.



Adventure travel

Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Activity holidays

Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.

Polar expeditions

Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!

Cultural journeys

Our cultural journeys will help you discover ancient civilisations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins – just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.

Trekking tours

We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!

Wildlife holidays

We organise small-group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.

SOURCES: https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/adventure-travel

WORKSHEET N° 5

After reading solve the activities in the worksheet

Activity holidays

Polar expeditions

Cultural journeys

Trekking tours

Wildlife holidays

PLANN CLASS 5

Ministerio de Educación	**U.E. "NICOLÁS MARTÍNEZ"**			
			CLASS LESSON PLAN 5	
1. INFORMATIVE DATA:				
TEACHERS:	Lcda. Jenny Poveda	**SUBJECT:**	ENGLISH	**COURSE:**
UNIT	4	TITTLE	USING SYNTHESIZING, *COOPERATIVE STRATEGIE AND WORKSHEETS FOR READING COMPREHENSION*	OBJECTIVE
2. PLAN				
SKILLS WITH PERFORMANCE CRITERIA TO BE DEVELOPED:				**ESSENTIAL**
Reading EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)				CE.EFL.5.11 order to make text that migh
VALUES	*Respect for diverse opinions.*			**DATE:**

Methodological strategies	**Resources**	**Evaluación**	
		Achievement indicators	**Evaluation Proc**

Use of cooperative strategie: **Questioning** **Warm up:** Simon says Teacher asks students to read the text about "Adventure travel." After Reading students look at a picture presented by the teacher and relate it with the reading text . Students write 5 information questions and identify the main idea. Students share their questions in the class orally. Students do the worksheet.	Text about "Adventure travel." Worksheet Pen Dictionary	Learners can Identify and apply a range of cooperative reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1.	Questions an Work

References:
Moreillon, J. *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Im*
Central, https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=3001627.
SOURCES
https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/adventure-travel

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Teacher : Lcda. Jenny Poveda
Signature:
Date: 10/06/2022