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Y EXTRANJEROS MENCIÓN EN INGLÉS

TITLE

THE COOPERATIVE LEARNING EFFECTS IN THE DEVELOPMENT OF ENGLISH READING COMPREHENSION IN YOUNG LEARNERS

Line of research

Methodology for teaching learning English as a foreign language

Research proposal as a requirement to begin graduation work

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DIRECTOR: MSc. Miller Bauer Kari Lynn

IBARRA, 2023

THESIS DIRECTOR CERTIFICATION

THESIS DIRECTOR CERTIFICATION

After being appointed by the Honorable Board of Directors of the Master Institute of the North Technical University of Ibarra City, I have accepted to participate as Thesis Director of the research work: "THE COOPERATIVE LEARNING EFFECTS IN THE DEVELOPMENT OF ENGLISH READING COMPREHENSION IN YOUNG LEARNERS" Work was carried out by Jessica Patricia Alba Inuca before obtaining a master's degree at Master in Pedagogy of National and Foreign Languages. Mention English.

As a direct witness and co-responsible for developing this research work, which meets sufficient requirements and merits to be publicly supported in court to be timely selected.

It is all that I can certify in honor of the truth.

MSc. Miller Bauer Kari Lynn

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The General Objective of this Thesis was: To determine the effect of cooperative learning in the development of reading comprehension in ninth-year students of the High School "Olmedo Pesillo" in the school year 2022-2023.

Among the Specific Objectives were: To conceptualize the cooperative learning role and methods that influence the development of reading comprehension. To identify the causes of the limited development of reading comprehension in the students' learning process. To apply a methodological handbook with specific cooperative learning strategies in the English teaching-learning process that contribute to the development of reading comprehension. To define the scope of the effects in cooperative learning use on reading comprehension development.

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DEDICATION

The following research work is dedicated to my family, my husband and especially to my beloved mother, who supported me in this learning path with the virtue of love and patience day by day; all those people were my fundamental pillar throughout this process, who with their constant support encouraged and inspired me to complete this work, being my guide and life examples, instilling values in me, encouraging me to continue and reach the end of this path, which is nothing more than the beginning of the life triumph.

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Jessica Alba

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ABSTRACT

The present research work had the purpose of indicating the effects of cooperative learning in the development of reading comprehension of the English language in the students of the ninth year of the Educational Unit "Olmedo- Pesillo" in the school year 2022-2023, with the objective of determining the effect of cooperative learning in the development of reading comprehension, whose structure was centered on the scientific, philosophical, pedagogical and legal foundation. The theoretical framework comprises topics and subtopics related to the independent variable, the cooperative learning method, and the dependent variable related to the development of reading comprehension.

It is worth mentioning that the present study is based on the quantitative-qualitative approach, descriptive in nature and supported by bibliographic and quasi-experimental research, the techniques and instruments used for data collection were the semi-structured interview that was applied to two teachers and the structured survey conducted to forty-six students and in the same way the application of the pre- and post-test with working groups of two and three students, As a result of the research it can be concluded that the methods used by teachers are not adequate for the development of reading comprehension, since it can be observed that students present certain difficulties, consequently it can be argued that the use of cooperative learning strategies emphasizes the active and positive interaction among students; therefore, it is recommended that teachers manage a system of cooperative learning techniques in the classroom and thus promote the development of reading comprehension and motivation to learn English.

Descriptors: Cooperative learning, reading comprehension, strategies, skill development.

RESUMEN

El presente trabajo de investigación tuvo como finalidad señalar los efectos del aprendizaje cooperativo en el desarrollo de la comprensión lectora del idioma inglés en los estudiantes del noveno año de la Unidad Educativa "Olmedo-Pesillo" en el ciclo escolar 2022-2023, con el objetivo de determinar el efecto del aprendizaje cooperativo en el desarrollo de la comprensión lectora, cuya estructura estuvo centrada en el fundamento científico, filosófico, pedagógico y jurídico. El marco teórico comprende temas y subtemas relacionados con la variable independiente, el método de aprendizaje cooperativo, y la variable dependiente relacionada con el desarrollo de la comprensión lectora.

Cabe mencionar que el presente estudio se basa en el enfoque cuantitativo-cualitativo, de carácter descriptivo y sustentado en una investigación bibliográfica y cuasiexperimental, las técnicas e instrumentos utilizados para la recolección de datos fueron la entrevista semiestructurada que se aplicó a dos docentes y la encuesta estructurada realizada a cuarenta y seis estudiantes y de igual forma la aplicación del pre y post test con grupos de trabajo de dos y tres estudiantes, como resultado de la investigación se puede concluir que los métodos utilizados por los docentes no son adecuados para el desarrollo de la comprensión lectora. on, ya que se puede observar que los estudiantes presentan ciertas dificultades, en consecuencia, se puede argumentar que el uso de estrategias de aprendizaje cooperativo enfatiza la interacción activa y positiva entre los estudiantes; por lo que se recomienda que los docentes manejen un sistema de técnicas de aprendizaje cooperativo en el aula y así promuevan el desarrollo de la comprensión lectora y la motivación para aprender inglés.

Palabras clave: Aprendizaje cooperativo, comprensión lectora, estrategias, desarrollo de habilidades.

CHAPTER I

THE PROBLEM

Introduction

Currently, the English language is the most used in universal communication in different fields such as education, workplace, science, commerce, technology, so Patil (2013), asserts that the English language is the most flexible of all languages and for this reason is the preferred medium of international education, publishing, international negotiation, science, technology and academic research. On the other hand, according to Statista (2015), shows 1500 million people around the world communicate in the English language, and of this number only 375 million are native speakers of English. EF EPI (2021), states that in Ecuador the English language proficiency has a score of 51.05%, corresponding to the lowest level in English language learning. Consequently, students need to learn with new methods that allow them to develop in English language production.

This research is based on different learning problems in the English language, one of them the dexterity of reading. Students need to use new learning methods in order to facilitate English language learning, which is why the present work is an innovative contribution to reading comprehension achievement in a foreign language. This can be achieved through interactive techniques such as the cooperative method, which allows reading skill development. According to Panitz (1989), cooperative learning highlights students' active collaboration in the teaching-learning process, since learning results from agreements between students and teachers.

English learning is a parameter of vital importance mainly for students, taking into account that each student is unique, teachers can ensure that everyone is included during the learning process and maximize their full potential. The English language is universal and in today's world, it provides integration between nations, and is seen as a necessity and urgency. (Chávez *et al.,* 2017).

Problem Description

Ecuador's public education faces great challenges and is always looking for solutions to the difficulties and short-term problems that have been faced historically. Instruction in the English language is no exception, so the shortcomings of English teaching are evident in traditional methods that require memorization and repetition. (mechanic approach to teach students). Kuzu (2008), states that "traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers, is an issue that never ends" (p. 36). Therefore, it is important to highlight students do not practice as much as they need to due to several factors like; demotivation, lack of knowledge, wrong approaches and so on. In the same way, Luna (2011), affirms that the system used to teach English in Ecuador has been always based on the repetition of grammatical structures through grammar texts and constant exercises for all skills (reading, grammar, listening and speaking). Despite this fact, to learn English, it is important to have the support of grammatical structures and master most skills, it does not mean anything if the student memorizes it and cannot put reading comprehension into practice (Chávez *et al.,* 2017).

At this point, it is important to highlight that reading as a process is linked to psycholinguistic aspects that require not only grammatical knowledge but also an open and dynamic attitude; through reading, people are able to get into a deep dialogue with the text using their own arguments.

Reading inspires the readers' enthusiasm to discover doors to other worlds, it is an alternative to facing different situations. However, according to the statistics of the National Institute of Statistics and Censuses (INEC), approximately 3 out of 10 (26.5%) Ecuadorians do not spend time reading. Of those, 56.8% do not read due to lack of interest and 31.7% due to lack of time. According to the latest data from the National Institute of Statistics and Censuses, 50.3% of Ecuadorians read from 1 to 2 hours a week, while 13.5% do it from 3 to 4 hours (INEC, 2020). This shows that there is not much of a reading habit in the Ecuadorian society and therefore students have deficiencies in reading comprehension and cannot use language in different situations, because they do not have the reading habit.

Reading comprehension is very important in English classes. Nevertheless, this does not seem to be fully developed by the students and a significant percentage of teachers do not see this topic as an important subject (Gamboa , 2017). Thus, it is important to analyze what is currently happening with this topic. As McNamara (2004), expresses, reading activities are complex and become even more complicated when it comes to a language other than the mother tongue.

There are different ways in which you can learn the language, such as listening to other people using grammar in a natural way. This allows you to copy its use, relate it to different situations and remember it effectively. Children learn and understand through experience, without having to memorize a lot of information (English, 2019).

On the other hand, the incorrect use of strategies and methodologies during the teaching-learning process does not help the development of reading comprehension in the English language.

This problem can be seen in "Olmedo Pesillo" located in Pichincha province, Cayambe canton. Therefore, this research was carried out with the ninth-year students of this institution, during the school year 2022 and was concluded in 2023. Based on this background study, the problem has been identified as lack of motivation to read and the traditionalist methodologies in use today. Therefore, this study will focus on cooperative learning for the development of reading comprehension in the English language.

Currently, the students of this institution have problems with English reading comprehension development, since there is little interaction, participation, or even camaraderie among the students. It seems that classroom work is individualistic, which can be an obstacle to working productively in learning the English language. If teachers would apply cooperative learning to reading comprehension, students would noticeably improve with positive results. For that reason, the following question is established: To what extent will cooperative learning contribute to the reading comprehension development of the English language in students? It is worth mentioning that through cooperative work, students could acquire new knowledge in a foreign language.

Background

After looking for research through the repository of some universities, it was found that certain researchers have tried to address similar topics, which in some ways are combined with cooperative learning and reading comprehension. For this reason, the reference is made to current research with certain similarities as the statement presented below:

The application of cooperative method in the class is the most effective teaching-learning process. Also, these techniques allow students to develop their thinking. Furthermore, they will gain the ability to speak their mind, highlight, and interact naturally with other students. Ludeña (2013), affirms that teachers should know that using Cooperative Learning increases values among students, like generosity, that help students to share ideas and increase their motivation and solidarity for the students to integrate with other classmates in a cooperative way; teachers should change the way they work in groups with their students by applying Cooperative Learning as much as possible. Students will be encouraged to participate in the classroom and the English language teaching-learning process will be improved.

This research shows that the cooperative method application significantly influences the improvement of the teaching-learning process and it could be argued that this method is innovative within the English classroom because students are motivated to work and help each other.

In the same way, Alezi (2016), stablished an experimental proposal that leads to identify and claim several aspects. First, the post-test scores of the experimental group were better than those of the pre-test and control groups. This means that the use of cooperative learning strategies is effective in developing students' reading skills. Research results also show that cooperative learning improves students' reading performance. Therefore, other skills such as speaking, writing and listening can be learned repeatedly. The results suggest that English teachers should be encouraged to teach reading using textbooks, including some group activities and cooperative learning strategies, and some classes should be organized to train teachers to use some cooperative learning strategies.

According to this research, it is expressed that teamwork had various benefits within the teaching-learning process, because it encourages not only the reading comprehension development but also the enhancement of other skills such as writing, listening and speaking, and finally the sense of cooperation in each of the students. On the other hand, there must be training for teachers on cooperative learning strategies in order to improve reading comprehension in the student, both individually and as a group.

Pilco (2018), asserts that there were positive effects on reading comprehension of students who attended classes with the use of cooperative learning compared to students who attended regular English classes. After identifying different reading strategies relevant to cooperative learning, students work in pairs or small groups on tasks such as identifying main ideas and supporting details, summarizing, determining cause and effect, sequencing, predicting, inferring, inferring, comparing and contrasting, identifying facts or opinions and determine the author's purpose. The teacher-designed procedure for the experimental group included the following steps: before reading, during reading, and after reading. These activities were carried out through cooperative learning and achieved good results as the students in the experimental group had a mean score of 1.66 in the pre-test and 7.12 in the post-test with a confidence level of 88.95%. In other respects, the control group scored 1.74 in the pre-test and 2.93 in the post-test. These results indicate that cooperative learning has a strong influence on students' reading skills.

Therefore, the author recommends that teachers continue to motivate students to improve their English language skills through reading comprehension. Teachers should support students when they want to learn because motivation is an important part of the learning process. Teachers should show a positive attitude and provide reading material according to the age, level and interests of the students. In addition, the researchers strongly recommend the use of the study guides proposed in this study to facilitate future research at the Riobamba Institute as well as other schools. It will help teachers in classroom planning and teaching process.

According to these conclusions and recommendations, teachers must apply cooperative learning in the development of reading comprehension for the

English language. They must continue to constantly motivate students and assign readings that are based on the students' interest, making use of the didactic guides to strengthen the lesson plans for teaching the English language.

As stated by Ghorbani & Keshavarzi (2015), Cooperative learning is a good choice for teaching reading comprehension and can improve students' reading comprehension scores better than traditional direct instruction. Therefore, it is beneficial for teachers to develop students' literacy knowledge, group cooperation skills and abilities according to academic requirements. Applying cooperative learning in the classroom does not mean abandoning the teacher-led model, but emphasizes the diversity of learning models. To achieve this goal, it is necessary to train teachers on how to involve students in the learning process, how and when to set learning goals for students, and how to monitor each student in each group (p. 177).

In addition, the author believes that cooperative learning is a good choice for teaching reading comprehension and may be better at achieving students' reading comprehension than traditional direct instruction. Applying cooperative learning in the classroom does not mean abandoning the teacher model, but emphasizing several learning models. Therefore, teacher training is very important to achieve this goal.

All the aforementioned studies have one thing in common: it is not difficult to realize that the use of cooperative learning strategies can guarantee the development of students' foreign language reading comprehension.

Objectives

1.1.1. General Objective

- To determine the effect of cooperative learning in the development of reading comprehension in ninth-year students of the High School "Olmedo Pesillo" in the school year 2022-2023.

1.1.2. Specific Objectives

- To conceptualize the cooperative learning role and methods that influence the development of reading comprehension.
- To identify the causes of the limited development of reading comprehension in the students' learning process.
- To apply a methodological handbook with specific cooperative learning strategies in the English teaching-learning process that contribute to the development of reading comprehension.
- To define the scope of the effects in cooperative learning use on reading comprehension development.

Justification

The present investigation originated from the need to strengthen the educational quality at the level of reading comprehension in the ninth- year students in the "Olmedo Pesillo" Educational Institution, in the school year 2022-2023.

The existence of traditional methods in the classroom, and the inadequate reading practice is what often prevents the development of critical thinking about what is being understood; reading comprehension is an important factor in student learning. However, this learning is not consolidated in practice since those responsible for this education due to students as same teachers need to be together to increase knowledge as much as possible.

The current study explains one of the techniques to encourage and stimulate the development of reading comprehension as cooperative learning. As mentioned by Johnson & Johnson (1991), cooperative learning is teamwork. Thus, students work together and exploit individual learning and interactive work. It can be asserted that through cooperative learning teachers will achieve the students'

interaction to work in a group naturally through interaction, participation, and companionship.

Carrying out this research is important because reading comprehension in the English language is a fundamental skill for comprehension and production of this language. This study also offers alternatives for developing potential in students in terms of group work and thus promotes active, caring, participatory students who are also able to understand and communicate naturally in the English language. Furthermore, it aims to improve the methodology for teaching-learning English as a foreign language and the quality of education.

Then, the purpose of this research is to present the active techniques to the educational community so that the students can be able to improve the comprehension of the English language reading, and consequently, they can stand out in the educational, labor, and social field. The application of cooperative learning strategies and other methods for the development of reading comprehension will provide educators with innovative ways to improve teaching. The learning process confronts the classroom the students' number and the limited number of hours for teaching a foreign language. The main beneficiaries in this project development will be the English teachers and ninth-year students of "Olmedo Pesillo" Educational Institution, in the same way the beneficiaries will be the educational community that is located around the research area.

The possible limitations to carry out this project could be the limited time, the suitable space, the lack of suitable information sources, and the necessary resources for the development of this research.

CHAPTER II

REFERENTIAL FRAMEWORK

In the repository of the Catholic of Ecuador describes that the English was considered an elective subject in Ecuador . In other words, each institution had the power to include it or not in its teaching curriculum. There was the possibility of discerning the number of class hours that would be offered within the curriculum (Ledesma, 2017).

2.1. Theorical framework

2.1.1. Constructivism

The paradigm on which this research is based is constructivism, since it has greatly influenced contemporary education, presenting new techniques, approaches, strategies that teachers can use to achieve better results in the teaching-learning process. Constructivism is part of the pedagogical currents that have been transforming education. Also, Piaget (1983), indicates that learning is a fundamentally cognitive activity, driven by a desire for knowledge, seeking an answer for the subject who acquire the knowledge, there being two types of learning: learning in the narrow sense (associationism) in which he acquires specific or concrete information and learning in the broad sense, which consists of the development of the cognitive structures of the subject. Learning does not have a passive character; on the contrary, it is an essentially dynamic process, since through experience, manipulating objects, interaction with other people the student forms new knowledge, changing the cognitive schemes of the environment.

2.1.2. Approaches and Methods in Language Teaching

There are many methodologies and/or methods that can be used to learn the language and, of course, to master it. It is important to highlight the fact that each person has different abilities to learn, therefore, below are several methodologies that can be used in language learning.

2.1.2.1. Suggestopedia

It is a creative language teaching and learning method for ESL/EFL, enabling learners to eliminate psychological obstacles to learning. With low

lighting and soft music in the background, the learning atmosphere is calm and subdued, where the students only relax and listen to them being read and later playfully practice language during the "activation" process so the effect of this way, students may feel comfortable in reading because they do not feel under pressure to learn in the classroom because of the impact of this (Lozanov, 2006). Three important aspects which become a source of this innovative strategy music, relaxation and suggestion are defined as follows (Lozanov, 2006):

- Music: background music (baroque/classical music)
- Relaxation: 5 minutes of progressive muscle relaxation is recommended at the beginning of the session (MacNamara, 2004).
- Suggestion: direct verbal suggestion "You will find it easy to study today" (Simon, 2017).

Suggestopedia uses the following three main stages:

Presentation: A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.

a) First Concert - "Active Concert": This involves the active presentation of the material to be learnt.

b) Second Concert - "Passive Review": The students are now invited to relax and listen to some Baroque music, with the text being read very quietly in the background to bring students into the optimum mental state for the effortless acquisition of the target language.

c) Practice: The use of games, puzzles, etc. to review and consolidate learning during the classroom process.

Reading comprehension involves understanding what is clearly expressed in the text. Inferential comprehension refers to understanding based on clues from the text. Criterial comprehension refers to evaluating the text, be it its theme, character, message, etc. Therefore, it is important to handle the type and characteristics of reading comprehension and more in the English language.

2.1.2.2.   Task based learning

It has always been the primary concern of language teachers to improve the motivation and success of learners. According to Nunan (1998), The Task Based learning method can also accomplish certain goals in the teaching-learning process in the classroom, which states that TBL is intended to find a solution in the teaching-learning process. This implies that the use of the TBL method would help to improve the learning.

Task-based learning focuses on consolidating knowledge; in this approach teachers are instructors in the learning process. That is to say; That is to say, students only receive advice on what they want to learn and do most of the work. Willis (1996) states the TBL framework consists of three main stages, providing the basic conditions for language learning.

• The first is a pre-task: the teacher introduces the topic and gives specific instructions to the students on what to do at the task level, and the teacher asks the students to form a group to compare the results.

• The second is the task cycle: the teacher gives explanations about the language structures based on the lesson materials

• The third is linguistic focus: tasks are the main tasks of learning activities in learning, students start with tasks. After their completion, the teacher will focus on the language they used after completion and make changes and improvements to the students' outcomes. TBL is used to find solutions in the learning process.

2.1.2.3.   Cooperative learning

According to Hiltz & Turoff (1993), cooperative learning can be defined as a teaching-learning process that emphasizes group or cooperative efforts between teacher and students. It emphasizes the active participation and interaction of students and teachers. Knowledge is perceived as a social construction, and therefore the educational process is a contribution to social integration in an environment that ensures equal interaction, evaluation and cooperation. Cooperative learning is a group of students working together to achieve a set achievement.

Characteristics of cooperative learning

In accord with Johnson & Johnson (1993) it is not enough to put students to work in groups, students must develop in group-work cooperative learning that helps them to reach the objectives proposed by the group of students.

- Take existing lessons, programs and courses in order to structure them so that they can be developed in cooperative terms.
- Coperatively adapt topics to fit the context and learning needs of the curriculum, subject areas and students.
- Diagnose problems that some students may face in working together to improve group effectiveness

For the above aspects to be strengthened, The teacher's dissemination of skills related to task anticipation is essential. This means to be clear about the process for the achievement of a given result as well as the didactic material that is useful for the realization of the work. Giving and/or receiving information strengthens group learning in such a way that cooperative work helps in the development of communicative competence, group work and flexibility in thinking. Cooperative learning contributes to the development of reading comprehension of the English language because understanding is crucial within group learning.

Requirements for Cooperative Learning.

Cooperative learning is a teaching-learning method that encourages collaboration among students to learn, share and expand the knowledge that each of them has about a topic. This is achieved by sharing information through real discussion spaces.

Conforming to Johnson & Johnson (1999), the teacher must know that cooperative learning is not simply students being together and just being called as a group. Groups can be constructive or destructive, depending on how the groups are structured. When certain students are doing much of the work of the group and other students are extremely passive in their work, then it is evident that the teacher has not structured the group to function cooperatively. Teachers need to

know teaching-learning methods to guide cooperative work in order to obtain an effective result. The workgroup must have the basic components for cooperative learning to take place.

- **Positive Interdependence.**

    Gomez (2007), points out that students must observe the link they have to the other members of their group so that they clearly see that their success in learning is linked to the success of the other students. Students must know that in order to achieve the proposed objectives it is essential to join efforts and articulate the will of all group members. True cooperation occurs when group work is above individual work, the "we instead of the I". Teachers must set common tasks in a concrete way and with a group objective in which students know that each and every member of the workgroup is important to support each other. If there is no support from all the group members, it will not be possible to reach the objectives set. The efforts of each of the members of the group, benefit not only one but all the other members.

    Positive interdependence can be described as the effect of needing other people's work. If all members of the group work achieve their goals, then the final goal of the work has been achieved, but if one member does not achieve his goals, it becomes difficult to achieve the final goal. In this way, everyone needs each other and feels essential to the success of the teamwork.

- **Interpersonal and group skills.**

    According to Johnson & Johnson (1993), in cooperative learning groups, students are required to learn academic content as well as interpersonal and group skills. These skills are of vital importance for the functioning of the team work. This fact contributes to the fact that cooperative work is fundamentally more complicated than competitive or individualistic learning. Placing people who are not collaborative in cooperative work and asking them to collaborate does not ensure that they can perform their work optimally. Interpersonal skills such as

leadership, decision-making, trust-building, communication, and conflict management must be taught with as much care and attention as academic skills. There are many useful processes and methods for teaching students social skills.

In Cooperative Learning the social aspects are very important for the professional practice of students and it is also of vital importance that teachers allocate time to work and verify these aspects of cooperative work. Morales (2007), indicates that by the mere fact of working in a team, one learns to work in cooperative learning, taking into account the negative factors of teamwork such as not contributing ideas or remaining passive, distant and indifferent to what happens within the teamwork. However, the author says that knowing teamwork is a professional competence that will not be learned if it is not practiced and there must be evaluation during the development of teaching-learning. It can be assessed that learning and teamwork will be effective if they are known about and evaluated. The evaluation process is the one that gives real information about how the group of students is working and what qualities are important to change so that the team can improve its work activities.

- **Individual Responsibility.**

Each participant is individually responsible for achieving the goals set for him. Therefore, each student is responsible for the group's final grade. This criterion creates a positive interdependence. The standard creates positive interdependence. Understanding that your work depends on you and that others believe in your ability to do your job can improve work motivation and individual and team performance. Prieto (2007), indicates that individual responsibility means that each member of the work is responsible for helping in some way to the learning and success of the group work. On the other hand, it is requested that the individual student be competent at the moment of working cooperatively. For the evaluation of personal progress, Santamaría (s/f) recommends the following:

- Measure the effort made by each member to support group work.
- To significantly optimize the teaching-learning processes individually and as a group to help the groups to work in the best way.

- To guarantee that each member is responsible for the final results of the work. According to these recommendations, it is essential that the teacher promotes critical thinking and self-evaluation during the development of the work so that the students realize what their abilities and attitudes need to be improved in order to achieve personal autonomy.

- **Face-to-face interaction**

According to Santamaria (1997), the effects of social interaction and verbal exchange among peers cannot be achieved through non-verbal substitutes (instructions or materials); rather than stars, talented people are needed, people who investigate and work in teams, where the free exchange of ideas and experiences among participants is promoted, the analysis in a broad and deep way of the subject matter, the approach of the experiences and knowledge of the participants, in order to reach group agreements. Taking Santamaría's idea, we can say that face-to-face interaction is very important because there is a set of cognitive activities and interpersonal dynamics, which only occur when students interact with each other (physically face to face) in relation to the materials and activities.

- **Group processing or evaluation**

Team members, in order to achieve the group objective, must plan the tasks to be performed and at the same time evaluate the progress of the goals periodically, also evaluate their skills, recognizing the modifications that must be carried out to improve their work and performance, Johnson & Johnson (1999) indicate that for the interrelationships with teammates, it is necessary that all the students participate and discuss and thus make the best decisions for the team, also evaluate how they planned their activities, if they reached their goals and if they kept their interpersonal relationships in a positive way while the cooperative learning process lasted. We have to keep in mind that the student has its purposes, problems, resources and conflicts that arise during the development of cooperative learning and these should be analyzed, evaluated and addressed by the team itself as they appear.

Scope of cooperative learning

According to Johnson (2014), the extent of interpersonal relationship in education is a self-evident fact, so education is understood as the process of socialization of the developing personality in education. Undoubtedly, interpersonal relationships limit learning both in quality and quantity. In the classroom environment, these relationships have greater depth with mutual interdependencies: teacher-pupil and pupil-pupil relationships. Teamwork is a professional skill that can only be learned when it is practiced and evaluated during the teaching and learning process. It can be said that learning and teamwork will be effective if they are emphasized and valued. In the same way, the evaluation process provides positive feedback on the students themselves that generate important changes that can improve their executive functions in the reading process. In this way, through cooperative work, we can achieve the development of reading comprehension of the English language.

The three forms of cooperative learning

Johnson *et al.,* (1991) argue that there are three groups of Cooperative Learning where students must give their best to achieve what is proposed in teamwork. There are three forms of cooperative learning explained below:

- **The functioning of grassroots cooperative groups.**

These groups start with a meeting in which the work to be done is determined, ensuring that all members understand the work to be done. The meetings are held repeatedly throughout the development of the work and the members shake hands with each other for the execution of the planned periods. This kind of cooperation is used for projects that may last over weeks or months to achieve good progress in studies.

- **Formal cooperative learning.**

This learning group focuses on decision-making prior to teaching, through the explanation of work with cooperative structure. These learning groups are verified for the improvement of teamwork. Subsequently, the learning of the team members is evaluated. These learning groups can last from one class to several weeks to conclude a given work.

- **Informal cooperative learning.**

Informal groups are based first on the realization of introductory work, then alternative work is carried out by peers with a duration of ten to fifteen minutes, ending with a closing of the group work. These workgroups are temporary and are formed to work during a class period.

Requirements for cooperative learning

In accordance with Johnson & Johnson (1991), the teacher must know that cooperative learning is not simply students being together and simply being referred to as a group. Groups can be constructive or destructive, depending on how the work teams are structured.

There are students who do a large part of the group work while the rest of the students are passive in their participation in the work, so it can be evidenced that the teacher, perhaps due to inexperience, does not adequately structure the group so that it works cooperatively. Many of the teachers know teaching-learning methods to guide cooperative work, however, they do not obtain the desired result.

2.1.2.4. Cooperative learning strategies

It is important to mention that cooperative learning refers to a series of instructional strategies that include cooperative student-to-student interaction, on some topic, as an integral part of the learning process (Kagan, 1994). The use of these strategies will allow students to develop meaningful learning and thus the development of reading comprehension skills. Some cooperative learning strategies use pairs of students, while others use groups of four or five students.

- **Jigsaw;** each student on the team masters a different part of the lesson. Each colleague leaves the team and works with members from other teams who are interested in the same subject (Kagan, 1994).
- **Numbered Heads Together;** forming a team of four. Each member is numbered 1, 2, 3, 4. Ask the group questions. The group answers the questions together so that everyone can answer the question orally. The teacher calls out a number (two) and then asks each person assigned that number to respond (Kagan, 1994).

- **Three-Step Interview**; Each team member chooses another member to work with. In the first stage, people interview their partners by asking clarifying questions. In the second step, partners exchange roles. In the final stage, participants share their partner's responses with the team (Kagan, 1994).

- **Round Robin Brainstorming**; The class is divided into small teams (4 to 6 people) and one person is assigned to write the answers. Show a multiple-choice question and students are given time to answer the questions, so students start a "thinking time" game and team members share their answers in a circle. The recorder records the responses of all participants. The person next to the recorder starts and everyone in the group gives a solution until time is called (Kagan, 1994).

- **Three Minute Review**; teachers in the role of moderator are those who provide materials (digital or physical) to be used in three minute meetings or group discussions and answer questions (Kagan, 1994).

- **Team Pair Solo**; students solve problems first in a team, then with a partner and finally individually. It is designed to encourage students to overcome any obstacles that may arise in their learning process. Students will do more with mediation, and then they will do it individually and initially as a group, then with a partner they get to the point where they want to do it individually, while at first, they can only do it with facilitation (Kagan, 1994).

- **Circle the Sage**; it is related to students' use of specific data, for example, a teacher might ask the class who could solve a difficult chemistry homework and who has visited a South American country. These students (saints) stand and open in this area. The teacher then asked the rest of the students to surround the saint, and two members of an equal team would not be able to reach an equal saint. The wise ones explained what they knew while their classmates listened, asked questions, and took notes. Then all the students returned to their groups and took turns explaining what they had learned, and as a result, everyone went to another sage and they exchanged opinions. When there is a disagreement, they come out as a team. Finally, disagreements are raised and resolved (Kagan, 1994)

- **Partners**; this category is divided into four groups. The partner will move to at least one side of the county. One half of each team is given a side task to master in order to teach the other half. Partners work to clarify and may ask other partners to act on similar material. The group returns to each partner group and teaches the other group. Partner quiz and teammate training. However, teams review what they learn and teach and how they improve their methods (Kagan, 1994).

- **Think-Pair-Share**, a strategy that gives students time to think about a topic, formulate ideas, and share with peers or groups in a cooperative learning process. It promotes classroom engagement through a high level of peer interaction. In addition, it allows students to share their perspectives and increase their participation in the group. It also helps teachers to assess students. As the teacher moves around the classroom, students discuss ideas properly and take turns. The teacher asks the group a question and gives the students time to think about the question. They then work in pairs to discuss possible answers. Finally, they implement their ideas to solve the problem (Simon, 2017).

Roles in Cooperative Learning

Teacher's role

It is important to emphasize that here the teacher's collaboration is given equal importance to that of other more competent colleagues. An outstanding student, not only in academics, but also in cognitive development, can be and become a real pedagogical aid in the learning of those who are less competent or require more collaboration. In reality, it is not easy to get the most competent students to lend themselves to help those who are less capable or require more collaboration.

The teacher plays an important role in cooperative learning in the classroom. Some teachers know that the efficiency of cooperative work depends on the ability to interact with their students to motivate their interests, promote interaction among students, and model how to interact in different socially appropriate ways. Teachers challenge students to think and acquire social skills, which is necessary to support students in constructing new ways of thinking and learning (Guilles, 2007).

The role of the teacher in a cooperative classroom is not "a sage on the stage" but "a guide who accompanies" the teaching and learning process of students (Topping *et al.,* 2011). This role of the teacher not only controls and monitors a particular group, but is a guide to groups that present difficulties, modeling and reinforcing social skills for discussions and intervening only if necessary, giving suggestions and asking open-ended questions, demonstrating positive and inclusive strategies for conversation among group members.

 As stated by Johnson & Johnson (1993) the teacher has a six-part role in formal cooperative learning

- Specifying class objectives. Teachers should specifically state the objectives to be achieved by the students and describe precisely what they are expected to learn or be able to do at the completion of the group task.

- Make prior decisions about learning groups, classroom arrangement and distribution of materials within the group. Teachers should discuss with students so that they can agree on what they should do and how, in what order, with what materials, etc.

- Explain the structure of the task and the goal to the students. Students in each group should be committed to the goal or final product, being able to understand and accept that everyone in the group needs to manage the information that will be provided or the skills to be developed to achieve that goal.

- Initiate the cooperative learning class. Teachers should organize mixed groups of students and vary them from time to time, so that they get to know each other and learn to accept different ways of thinking and working.

- Monitor the effectiveness of cooperative learning groups and intervene if necessary.

- Evaluate students' achievements and help them discuss how well they collaborated with each other, i.e., they should evaluate both the group's participation and the participation of each member within the team.

It is important that the groups regularly reflect on their functioning; what things have worked well to accomplish the tasks and what aspects should be changed (self-evaluation). This process strengthens the maintenance of the group,

facilitates the acquisition and practice of social skills, reminds group members of the norms and gives them feedback regarding their participation.

Student's role

The student plays a fundamental role in being the protagonist of his learning and acquiring a greater commitment in the development of his skills in the knowledge of new topics or teachings, joining the collaborative part with the interaction with the other classmates and the teacher within the working group.

The establishment of roles should be interconnected and rotated among the members of each group. In accordance with Johnson & Johnson (1993), there should be the following roles:

- Summarizer: Responsible for summarizing the main findings or answers obtained by the group.
- Examiner: will ensure that all participants can clearly state how they arrived at their conclusion or answer.
- Trainer: corrects errors in the explanations or summaries of the other members.
- Narrator: asks group members to relate new concepts and strategies to previously learned material. • Researcher-courier: obtains the materials needed by the group. Connect with other groups and teachers.
- Note taker: writes down group decisions and edits work reports.
- Animators: enhance participant input.

Observer: Make sure the group is working together. Depending on the size of the group, students can play one or more roles.

The students play a very important role in being the actor of their learning and acquiring a greater commitment in the development of their knowledge and reading comprehension by joining the cooperative part with the interaction with the other classmates and the teacher.

2.1.2.5.   Reading comprehension

Cassany (2007) points out that comprehension is the process of making sense, by learning the important ideas of the writing and relating them to the ideas already possessed; a process through which the reader interacts with the writing.

To understand there should be the research of the meaning of the writing in 3 levels; Literal (sum of the semantic meaning of each of the words); inferential (presuppositions, irony, double meaning, not explicit in the text), and critical (points of view, intention and argumentation that the author points out). Reading is not only deciphering graphic signs but also capturing the full meaning of words, phrases and sentences, giving the terms the content intended by the creator; differentiating the most relevant ideas from the accessory ones, thus also discovering values and confronting them with the reader's experience.

Stages of the reading process

According to Solé (1994) reading has sub-processes, understood as phases of the reading process: a first moment, of emotional and emotional preparation and clarification of purposes; secondly, the activity itself, which includes the application of comprehension tools for the creation of meaning, and thirdly, the consolidation of meaning, making use of other cognitive mechanisms to synthesize, generalize and transfer these meanings. Reading as a process of acquisition of cognitive, affective and behavioral capacities should be treated strategically in phases. In all of them, different tactics with defined purposes must be carried out within the same reading process (Solé, 1994). It can be divided into three processes: before reading, during reading and after reading:

Before Reading: as in any interactive process, in this case too, first of all, the initial conditions of an emotional nature must be created. Better to say, an emotional meeting between interlocutors, each with his own idea: one presents his idea (text), the other promotes his previous understanding based on his interests. This is, in synthesis, the dynamics of reading. In this period and with the previous conditions, this dynamic is enriched with other substantive resources: language, questions and conjecture, evoked memories, familiarization with the written material, a need and an objective of interest of the reader, not only of the teacher (Gamboa , 2017).

During the Reading: At this point, students should do the reading in person to familiarize themselves with the general content of the article. They can then read in pairs or groups and exchange ideas and knowledge about the goals of the reading activity. Being our work an integrating functionality, this is an authentic moment for the students to work on the transversal contents, values,

rules and making choices; without depending exclusively on the teacher. Of course, the teacher is not alien to the activity. Its functions are concrete, supporting the activity in a systematic and constant way (Gamboa , 2017).

After the Reading: According to the sociocultural approach, the first and second stages of the process will promote an environment of socialization and dialogue and mutual understanding. For activity, language should become an effective learning tool with versatile psychological properties. In this period, the relationship and use of language are still in force, once it is suggested to the students the preparation of schemes, summaries, comments, etcetera. Here the work is more reflective, critical, generalizing, metacognitive, metalinguistic. The experience activated with the language becomes images of objective character; those that come to be integrated into the mental schemes of the individual, to be presented later in his personality (integral formation) (Gamboa , 2017).

The stages of reading are the phases in which a text is read so that the reading is fluent, correctly understood and the main ideas are remembered, this study methodology is effective when acquiring knowledge and carrying out significant learning by the student of concepts and data to memorize. Reading is also a way of acquiring, nurturing and perfecting language, communication skills and creativity.

2.1.2.6. Types of reading

According to Boyee (2006), the act of reading provides past knowledge, implanting premises and verifying them, carrying out inferences to understand Literal Reading, Inferential Reading and Critical Reading.

Literary reading is the main form of reading in academic fields. The importance of reading is to focus on ideas and messages that are clearly expressed in writing. Literal reading is recognizing details (words, characters, times and places in a story), recognizing the main initiative in a passage or text, recognizing the sequence of events or activities, and recognizing synergies between causes or effects (identifying clear causes related to facts or events in a text).

Inferential reading is indirect reading of a text that requires readers to have a high degree of abstraction. The purpose of inferential reading is to prepare

conclusions and draw conclusions by inferring additional details, inferring main ideas that are not clearly expressed in the text, inferring the sequence of actions related to the topic of the text, inferring cause and effect relationships (based on guessing and formulating guesses about ideas or reasons), Anticipate events during reading and interpret figurative language from the literal meaning of the text.

Critical reading is a form of evaluative reading in which the reader's prior knowledge, standards, and understanding of what is read interweave with and from the content of the text to make evaluative judgments from a documented, continuous point of view. Assessments should focus on accuracy, acceptability and reliability. These can be appropriateness and validity (comparison of the written with other sources of information), appropriateness (relative evaluation of the parts required) and rejection or acceptance (depending on the ethics and value system of the reader).

2.1.2.7.   Levels of reading comprehension

In the reading comprehension process, it is essential to make inferences, which is why it is suggested that teachers teach students to make them from the first years of elementary school up to the university level. Inferences are abilities that allow understanding certain points of the text from the meaning of the rest to continue in the process of creating reading comprehension it is important that the reader in his environment finds the meaning of a word, for that he can use contextual clues, which will lead him to obtain a coherent meaning with the writing, which involves that he will also have to read carefully and try to deduce the meaning of it in his environment (Del Valle, 2008). In order to achieve reading comprehension, two levels should be taken into consideration:

a) Comprehension of the propositions in the writing. The propositions are known as the units of meaning, which are abstract statements in relation to an object or person since they are made from the conjunctions of textual resources corresponding to the information in the text, while the subjective resources refer to past knowledge. This degree corresponds to a micro process of wisdom in that it is done automatically in dynamic reading.

b) Adherence to the information provided by the writing. This level is considered as a macro process since it is here that some propositions are

interrelated with others to structure a coherent representation of what is being read. This is based on the general knowledge that the student knows about his field or about the whole world so that the learner can relate it to the text is reading, therefore achieving true reading comprehension.

2.1.2.8. Techniques for reading comprehension

Practical techniques for reading comprehension of English texts. The most common techniques in reading comprehension through different written media in English are called skimming and scanning, which contribute to improving the speed, knowledge, and understanding of the message conveyed in the reading (Romero & Lozano, 2010).

- **Skimming.** This technique is an important tool in the development of reading because it allows to look only at the main ideas so that reading and cooperative comprehension in general, looking for data on the main ideas in the first paragraphs, then, when the reader identifies the direction of the message, you can start reading just the first sentence of each paragraph, called topic sentences. This means that at the end of each topic sentence, you need to read the rest of the paragraph to find important information such as words, dates, or events, and finally, in the last paragraphs, you will find the conclusion. or table of contents. In short, tracking can help you find information quickly while increasing the amount of material available for a given study.

- **Scanning.** This is another very important reading technique or tool that helps to speed up the reading process; it consists of scanning the text of the reading with the purpose of searching only for a specific fact or part of the information, without having to do the whole reading (Cassany, 2007). To be successful in scanning the text, it is necessary to understand the structure of the text, as well as to understand the message of what you read, in order to be able to identify specific information, for this you can use your fingers during scanning because it allows them to focus attention and fix a place in the text during the exploration of the material. Remember also that here plays an important role the sight or peripheral vision because it moves from top to bottom or left to right, so it is also considered important that the student must keep his mind open with attention and

concentration to identify keywords to identify specific terms within the scanning done to the content of the text.

2.1.2.9.   Reading comprehension strategies

Solé (1994) suggests that this situation refers to the fact that reading strategies are higher order procedures involving cognition and metacognition and cannot be considered precise techniques, silly secrets or special teaching skills. Strategic thinking is characterized by the ability to represent and analyze problems and the flexibility to propose solutions. Therefore, teaching reading comprehension strategies should prioritize student development and the use of general procedures that can be easily transferred to a number of different reading situations.

2.1.2.10.   Strategies and techniques to develop text comprehension
Texts in disorder

Choose a literary or non-literary text and cut it into logical pieces and attach them to a single piece of cardboard. The students were grouped according to the number of fragments and invited to try to reconstruct the text. The only rule they have to follow is not to put cardboard on the table. This prevents one or two students in the group from monopolizing the work and excluding others. As a variation of this strategy (for use at more advanced levels), a passage can be left out so that they can write it themselves, giving the text a global meaning. (Almairiu, 2018).

Mind map

According to Buzan (1996) the mind map appears to be an ideal technique for graphically representing ideas that takes advantage of the entire range of cortical capacities: picture, number, logic, rhythm, color, and spatial perception. This is hierarchical and demonstrates relationships among pieces of the whole, offering a visual learning mechanism that will assist students in identifying relationships that they might miss in a more linear activity.

Visualizing

Studies have shown that students who get an image while reading remember better than those who don't (Pressley, 1977). Readers can use the

illustrations embedded in the text or create their own mental images or pictures as they read the text without the illustrations.

Reading comprehension is a process that involves reconstructing meaning based on prior knowledge, learning objectives, and academic context. Some students have poor reading comprehension for various reasons. Maybe their vocabulary is not wide enough to understand the text, or, on the contrary, they think about other things while reading.

Therefore, it is important to take this topic in the classrooms, and therefore this research will help teachers in the effectiveness and implementation of strategies in the classroom.

2.2   Legal Framework

2.1.3. La Constitución de la República del Ecuador

Capitulo II – "Sección Quinta-Educación - **Art. 26.** La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo." (Constitución de la República del Ecuador, 2008, pág. 1)

2.1.4. Ley Orgánica de Educación Intercultural (LOEI)

Título I- De los Principios Generales- Capítulo Unico del Ambito, Principios y Fines

Art. 2.- Principios. - **bb. "Plurilingüismo.-** Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional;" (Ley Organica de Educacion Intercultural, 2011, pág. 10)

2.1.5. Ministerio de Educación _ Acuerdo N° 2010-11

Considerando:

"Que en la actualidad, el idioma Inglés es uno de los más utilizados a nivel mundial, por ello su enseñanza-aprendizaje debe desarrollarse en el sistema nacional de educación, pues constituye una herramienta fundamental para la formación y desarrollo de destrezas, capacidades y competencias para estudiar, crear y trabajar en beneficio individual y social;" (Ministerio de Educacion, 2011, pág. 2)

CHAPTER III

METHODOLOGICAL FRAMEWORK

The main purpose of this study is to implement Cooperative Learning as a didactic strategy in order to teach English in the "Olmedo Pesillo" Educational Institution located in a rural area belonging to Pichincha; Cayambe in the 2022-2023 school year and develop student's interaction based on communication, which led to establish harmonious interpersonal relationships and achieve an authentic social coexistence.

3.1. Description of the study area

This research was developed in "Olmedo Pesillo" Educational Institution it´s located in a rural area belonging to Pichincha province, Cayambe canton in the school year 2022-2023. The school population of the present study was 46 adolescent students between 13 and 14 years old who correspond to the ninth-year with CEFR level A1.2 within the National Curriculum and 2 teachers from the English area.

3.2. Research approach and type of research

This paper had a qualitative-quantitative approach. Gómez (2009) indicates that the two approaches don't substitute, but, when properly combined, enrich and improve the reliability and validity of the research. Therefore, the qualitative approach was used to describe the facts and the quantitative approach for the numerical analysis of the research. All of them have some similarities related to the deductive method due to it allowing to create hypotheses from the theory during the research process.

This research was based on bibliographic documentation due to the theoretical and contextual aspects, as well as the curricular aspects, which were derived from written sources such as books, magazines, publications, and the internet that already exist, which allow to elaborate the corresponding theoretical framework.

The information was collected in the place where the events occurred in order to obtain data and apply in the variables based on a technique. It started from particular elements in general, allowing a clear and precise analysis of the data obtained in the survey by means of the inductive deductive method.

The level was descriptive, since in the development of the present investigation, detailed descriptions of the object of study were given. According to Grajales (2000) when referring to descriptive research states that most of the studies seek to describe or measure the study phenomenon based on its characteristics. The results obtained in the present investigation were analyzed and interpreted in quality and quantity.

Therefore, this work was focus on quasi-experimental design, Sampieri (2010), claims that quasi-experimental designs do not randomly assign subjects to groups, nor are they paired, but the groups are already formed before the experiment: they are intact groups. The sample used in the present research were 46 individuals in two groups in which the experimental group was confirmed by 22 and the control group is 24. In addition, it had a pre-post-test and a closed questionnaire to highlight the effect of the use of cooperative learning strategy on the students' English reading skills.

The variables of the selected problem are qualitative in nature, however capable of in-depth description and analysis, because they predominate in the participatory, in the naturalistic observation of the causes and explanation of the facts.

Through this research, the qualities of all those who make up the "Olmedo Pesillo" Educational Institution are determined within the activities they develop and that can be references to establish the causes and effects of their participation in the teaching-learning process, allowing them to be considered for the elaboration of the proposal.

3.3.Procedure

The research population consists of two English teachers and 48 ninth-grade students from "Olmedo Pesillo" Educational Institution located in Pichincha- Ecuador, It allowed us to measure the degree of relationship between the variables with the same subjects in a given context, allowing conclusions and correlation analysis between them, regarding the sample type is not probability because the sample selection is based on a single group of students who took the survey at the same time. In relation to the sampling application, (Tuovila, 2020), mentions the following: sampling is used to study a larger population through

statistical analysis in which a part of the total population of the universe is taken to research. It should be noted that the application of the sampling formula would not be necessary for this investigation, since the population is not very large and is less than 100 people, therefore, the investigation would be carried out with the entire population.

Table 1. Population and sample

Population	Frequency	Percentage
Teachers of the English area	2	6,25%
Students of "Olmedo Pesillo" Educational Institution	46	93,75%
TOTAL	48	100%

Prepared by: The Author

No sample was used since the population to be investigated is small.

According to Herrera Luis and others (2008), Validity refers "collection instrument is valid when it measures in some demonstrable way what it is trying to measure, free from systemic distortions" The validity of the research instrument was obtained through the "Expert judgment" in the institution. In the same manner, in agreement with Herrera Luis and others (2008), Reliability "measure is reliable or safe when applied to an individual or group, or at the same time by different researchers, they provide the same or similar results. Therefore, the determination of the reliability consists in establishing if the differences in the results are due to inconsistencies in the measurement".

With the application of the pilot test, the reliability of the survey was determined.

Table 2. Information gathering plan

BASIC QUESTIONS	EXPLANATION
To whom?	Nine-year students and teachers of the English area of the "Olmedo Pesillo" Educational Institution
On what aspects?	Cooperative learning and academic achievement
Who?	Project author
When?	Academic Year 2022 – 2023
Where?	Pichincha-Cayambe-Olmedo "Olmedo Pesillo" Educational Iinstitution
How?	By applying a survey with a structured questionnaire. (Google form)
So that?	Achieve the research objectives

Prepared by: The Author

The technique used in this research was the structure survey and its respective instrument, which is the questionnaire with the aim information's from the research and in accordance with (Zorrilla, 1997), the questionnaire is the written instrument that the respondent must solve without the intervention of the researcher. It establishes the logical consequences of a problem and with the help of specialized literature, which served to elaborate on the questions consistent with these logical sequences, thus collecting the information in a quantitative manner.

In the same way, the semi structure interview was used as a data collection instrument, the same one referred to in (Boyce, 2006), indicates that it is possible to conduct individual interviews with a small number of respondents to explore their views on a specific topic, situation or event, etc. Therefore, interviewing can be defined as a qualitative research technique used to understand the limitations of students' literacy development and the benefits of using cooperative learning in English classes.

The following process was followed:

- The application of cooperative learning in classes has been observed as indicators of this technique, which students develop in group work during their activities and school performance.

- It is necessary to highlight the concrete facts of how cooperative work affects school performance through directed survey applying on students and teachers in the area of foreign language.
- The data obtained were organized by frequency, graphs and data analysis of the results.
- Finally, the information obtained was analyzed and interpreted, contrasting it with the theoretical framework to achieve an understanding of our study problem.

3.4. Bioethical considerations

This research avoided the use of offensive language in the question formulation of the interview and the questionnaire and will respect the privacy and anonymity of the students surveyed. In other words, the information acquired will be maintained in a strict reserve, in the same way, respect the opinions and responses of the students and teachers will be respected in this investigation. The works of other authors used in any part of the study will be recognized by the appropriate use of the APA standard system. To sum up, this research demonstrated respect, honesty, and transparency in the development of all work.

CHAPTER IV
ANALYSIS AND RESULTS

The analysis and data collected from the surveys are presented in this chapter. The instrument was applied at the "Olmedo Pesillo" Educational Institution; the data analysis surpasses the quantitative analysis that consists of the interpretation of the results obtained in the survey. Statistical tables and graphs were used in each of the questions to show the data appropriately.

It is the last stage of the research process and as Johnson (2014), says, the meaning of the data itself is limited and it is necessary to "let them speak". The purpose of the analysis is to collect the observations and provide answers to the research questions.

While interpretation is a special aspect of analysis, its objective is to find a broader meaning to the answers through the interrelation with other available knowledge that allow the definition and clarification of the concepts and the relationships between them and the facts that are the subject of the analysis. research, (Cassany, 2004).

Taking these concepts as a reference, you proceeded to perform the analysis of the quantitative data obtained through the survey and subsequently its respective qualitative interpretation, to each of the 20 questions posed, which are detailed on the next page.

4.1. Analysis of the survey applied to ninth year students of "Olmedo Pesillo" Educational Institution.

Graph 1. Question 1.

Teachers set up work teams to carry out reading activities in English
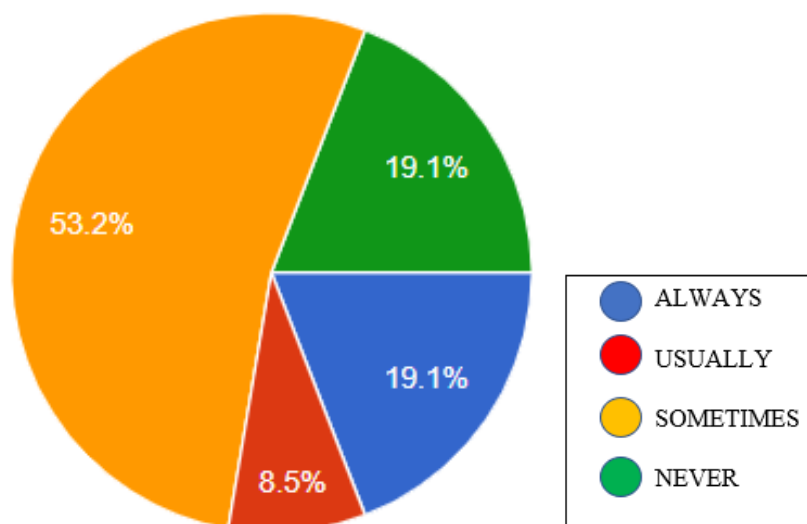
Note: Own elaboration May 2023

Analysis and Interpretation

According to the survey, 19.1% of the students said that work teams are organized by their teacher, 8.5% asseverate that almost always, and 53.2% sometimes; while, 19.1% of the students answered never. In conclusion, it can be said that most teachers sometimes organize work teams when carrying out a reading activity in English classes. However, there is a group of students who need motivation to integrate this strategy in order to work cooperatively. To do this, teachers must focus their work on strengthening confidence and security of their students.

Graph 2. Question 2.
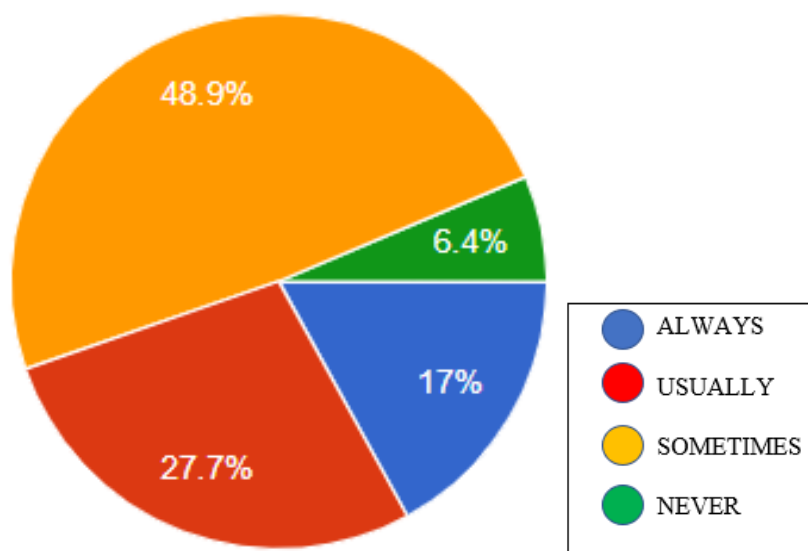
Group work helps the student to understand reading in English

Note: Own elaboration May 2023

Analysis and Interpretation

According to the survey, 17% of the students consider that working in a group helps them understand the language and also reading activities, 27.7% usually and 48.9% sometimes; on the other hand, 6.4% have said never. Students asseverate that group work can help them to improve their understanding of reading practice examples. However, it is important that teachers must socialize some rules to be applied during this type of activities in order to achieve meaningful learning.

Graph 3. Question 3.

The student supports his partner for better reading comprehension
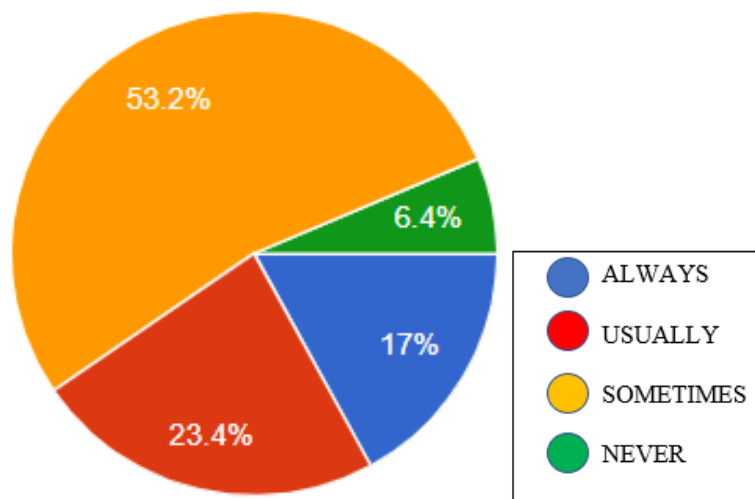
Note: Own elaboration May 2022

Analysis and Interpretation

According to the survey, 53.2% of the students claimed that they sometimes support their partners while they are doing a reading comprehension activity; 23,4% asseverate that usually support their partners, 17% said always and lastly, 6,4 commented never. It can be said that teamwork is an excellent method for learning new skills since both the learner and the partner can overcome their shortcomings and develop their skills in a precise and accurate way. It is also important to highlight the fact that through teamwork it is possible to set higher standards of evaluation, for instance; if the work has to be done by two people, the level of complexity of the questions can be increased to a certain extent.

Graph 4. Question 4.

To student likes to be a leader within the workgroup in the English class
According to the survey, 53.2% of the students claimed that they sometimes support
their partners while they are doing a reading comprehension activity.
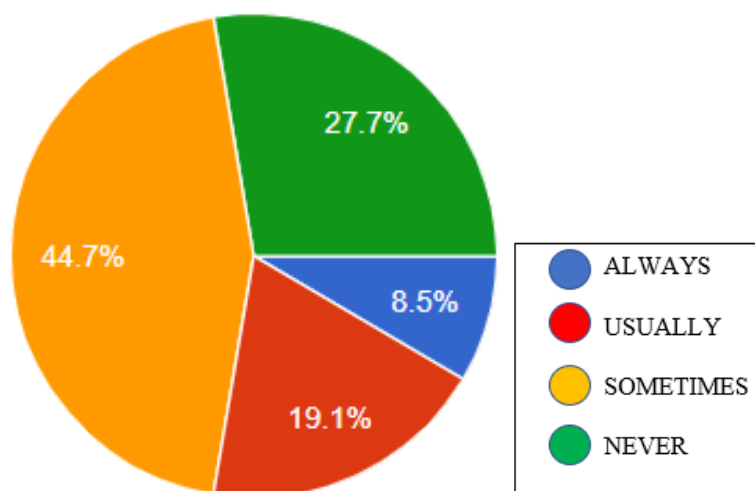
Note: Own elaboration May 2023

Analysis and Interpretation

On many occasions, teamwork implies that a particular person takes the
reins of the team, for instance, allowing a particular individual to carry out each
of the requirements that the teacher asks for in order to achieve the objectives of
the class. On this question, 44.7% of the respondents mentioned that they
sometimes like to be the team leader, 27.7% said that they never become the leader
of their respective team. 19.1% stated that they usually do. A slight number of
people commented that they always become the team leader. It is necessary to
point out that every student should try to become the leader of his or her team for
the purpose of organizing proper work and for the purpose of teaching.

Graph 5. Question 5.

Each student present to the group the result of their personal work
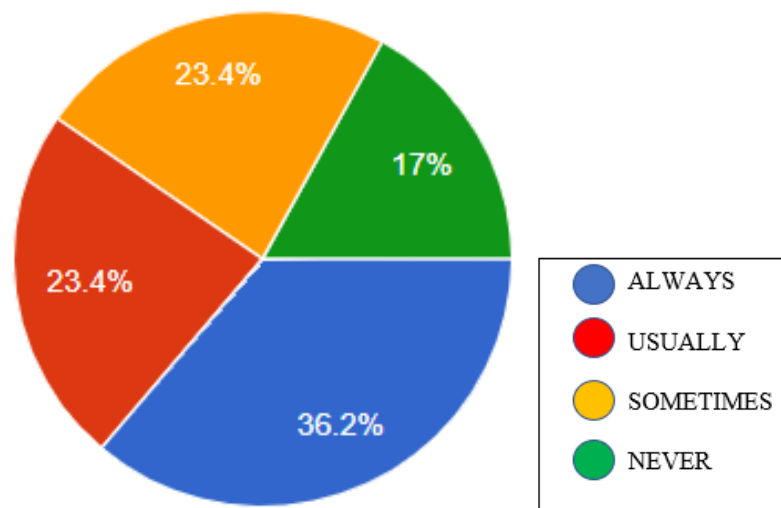
Note: Own elaboration May 2023

Analysis and Interpretation

In this particular question the idea was to determine how the results are presented after working in a team. As it is more than obvious, the only way to present results is to determine how effective the students' learning is. The answers to this question show that 36.2% always show the results of this type of activity, 23.4% do it sometimes, and the same is true for usually. A considerable number, 17% of the respondents, stated that they never show such results. It is important to point out that each of the results obtained should be shown in order to identify the current level of each of the students and above all how the learning model can be improved**.**

Graph 6. Question 6

Student considers that workgroup is more important than individual one in a learning activity
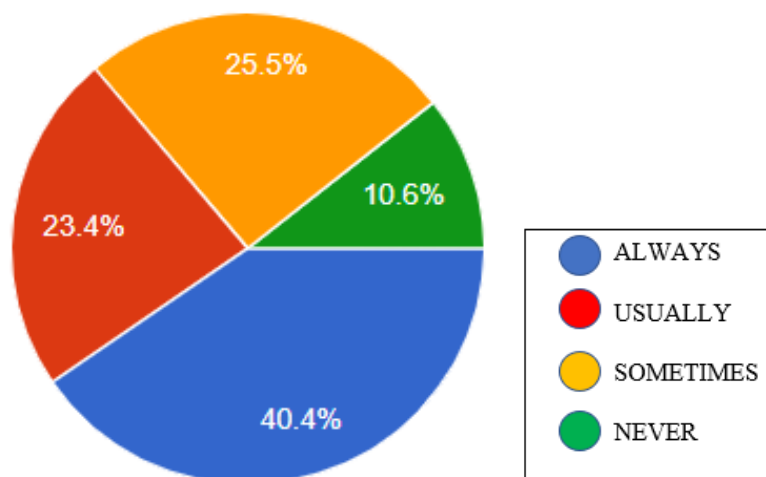
Note: Own elaboration May 2023

Analysis and Interpretation

The purpose of question 6 was to determine the perspective on group work in contrast to individual work. However, individual work is equally important in learning English. In response to this question, the results were as follows: 40.4% said that they always consider it is more important work as a group. A notorious 23.4% said that they usually consider it is important to work as a group. 25.5% said they sometimes and finally a considerable 10.6% said never to the question.

Graph 7. Question 7.

There are expressions of affection, emotions, etc. in the workgroup that promote personal relationships
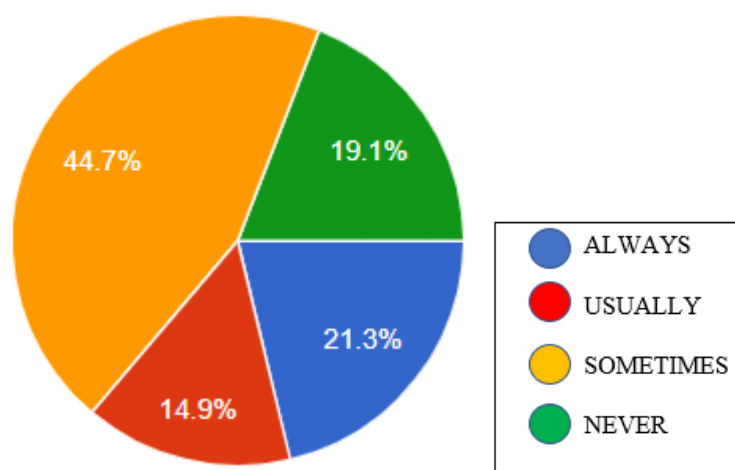
Note: Own elaboration May 2023

Analysis and Interpretation

According to the survey, 21.3% of the students consider that they have had emotions that strengthen group work, 14.9% usually and 44.7% sometimes; and lastly, 19.1% asseverated that they never had emotions like; affections during team work. The functions of the teacher within the class are fundamental for the performance of the students since through their intervention and orientation the self-confidence of the student is improved. This indicates that although the student is the main actor in the educational process, good advice from the teacher will be an important motivational factor, leading students to improve their academic performance.

Graph 8. Question 8.

The teacher uses different strategies and techniques to develop text comprehension
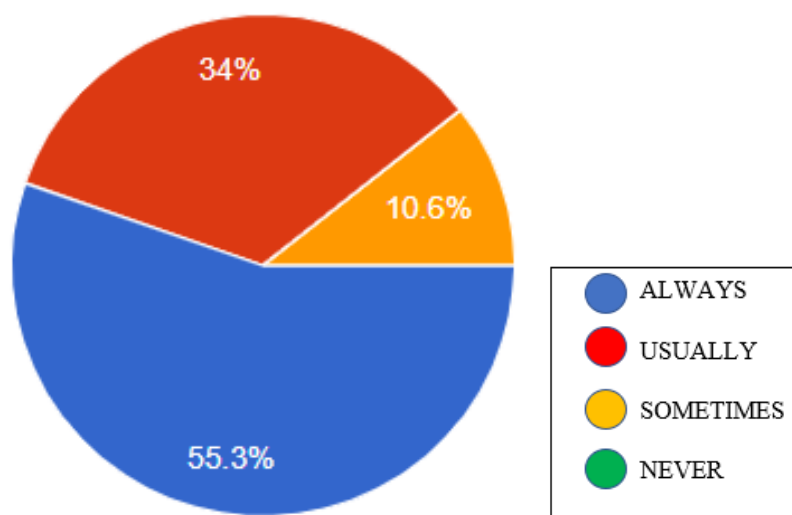
Note: Own elaboration May 2023

Analysis and Interpretation

According to the survey, 55.3% of students say that teachers develop strategies and techniques to understand texts in English, 34% say usually and 10.6% say sometimes. The stage of development of strategies and techniques through the teacher activates the previous knowledge of the students on a specific topic, guides and facilitates the comprehension process because it generates a contextualized learning environment. Therefore, the English teacher has the challenge of making this process a habit, implementing reading activities more frequently and prioritizing students with reading problems.

Graph 9. Question 9.

The teacher carries out activities before, during, and after reading
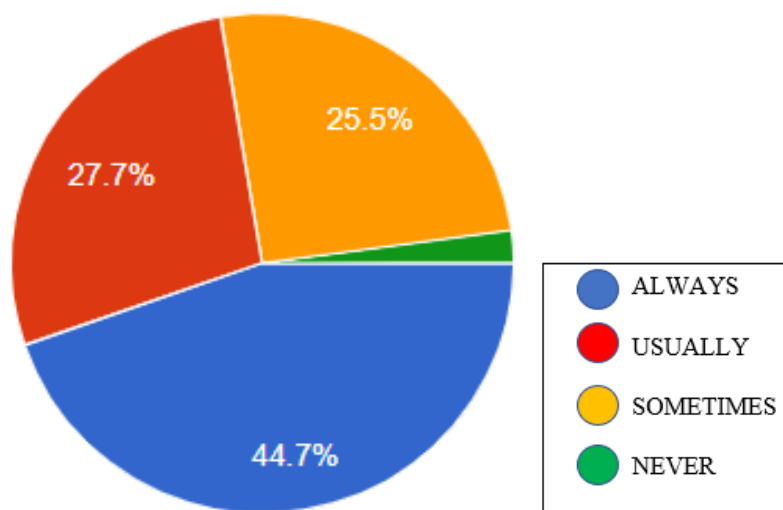
Note: Own elaboration May 2022

Analysis and Interpretation

According to the question under discussion, it can be stated that 44.7% of the respondents mentioned that their teacher always plans various activities for the purpose of teaching the language. A percentage equal to 27.7% said that their teacher usually does so. 25.5% of the respondents commented that their teacher tends to do a number of activities. It is important to mention that a percentage equal to 2.1% said that their teacher never does this type of activities. In order to develop a skill, it is necessary for each instructor to develop methodologies that involve extracting the full potential of their students.

Graph 10. May 10

The student understands the message delivered in the reading activity
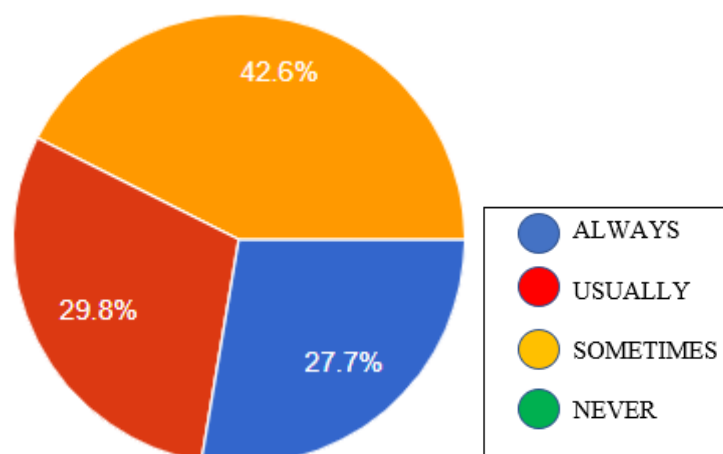
Note: Own elaboration February 2022

Analysis and Interpretation

When working on certain activities that reinforce Reading, some of the activities can become very complex and generate complications when teaching the language. In response to this question, 46.2% said that on certain occasions they understand the activities, 29.8% usually do so. A notable percentage, 27.7% always do so when they carry out this type of activity. It should be noted that none of the students mentioned that they never understand the activities. A good explanation by the teacher helps students to develop reading activities normally, but generally students often do not understand the teacher's teachings and get lost when doing group work, that is why the teacher must try different techniques in order to make their classes more interesting.

Analysis of the interviews

INTERVIEW 1

Researcher. - Good afternoon, Miss. Janeth Navarrete, it is a pleasure to greet you again, as you already know, I am Teacher Jessica Alba former co-worker of this institution, and a student of the Master in Pedagogy of National and Foreign Languages. Mention in English Teaching of the Técnica del Norte University, the first thing is to thank you for your collaboration in this interview. Before starting I would like to briefly explain the purpose of it, this interview is focused on identifying the importance of cooperative learning techniques in reading comprehension.

The first question is: From your teaching practice, do you think that cooperative learning helps to develop reading comprehension?

Teacher 1.- I think this method is really effective, because when students work in groups, they can better develop their skills in terms of reading and especially the most important point that is comprehension.

Comment

Cooperative learning is a model that allows for a better understanding of a specific topic, such as in language learning, since each student can rely on another student to understand the topic in depth. In response to this question, the teacher asserts that group work can become a model of meaningful learning for students. The teacher asserts that this tool is very effective for learning because each individual can support each other, solve each of their doubts and thus complement their learning.

Researcher. - I really appreciate it, second question: Do you consider that the students' roles as; leader, coordinator, secretary, and observer are optimal to develop teamwork? Why? Why not?

Teacher 1.- Certainly, I think it is important that there is always a coordinator in the group so that he/she can organize ideas and even distribute responsibilities. However, I also think that it is important that the best students should not always be the coordinators, but all the students should be rotated so that each student feels that everyone can be a leader in the group.

Comment

In this question it is important to highlight the fact that each individual has and should develop their leadership skills when working in a team, but it is necessary that this does not always remain the same. Commonly this topic is developed by the students with the highest marks in the class, but on many occasions, this means that the other students feel that they are relieved of their duties and resort to limiting themselves to what the other student says. It is for this reason that it is better and more advisable that students are rotated and each student feels able to do what any other student can do.

Researcher. -The third one is the following: Do the functions of the teacher as facilitator, designer, monitor, and evaluator of knowledge allow them to better perform their role within the teaching team? Why? Why not?

Teacher 1.- It is essential that there is a teacher who allows students to organize, monitor, answer questions, be a guide during the work. So that students feel that they can work together and at the same time have the support of the teacher and achieve the objective set during the class

Comment

The interviewee points out that when developing learning, it is necessary to involve the teacher at all times, since it is necessary to have a guide so that each and every activity is developed in an appropriate way. The teacher must be an entity that is in charge of setting the limits that each student must follow in order to carry out a complete and efficient work.

Researcher. - Question number four is: Could you state what learning strategies you use to develop the students' reading comprehension?

Teacher 1.- For the development of reading skills, several activities can be applied, among which may be the presentation of a new vocabulary, recognition of the main ideas and secondary ideas, scanning the most important points, understanding the order of events, being able to do summaries, recognize if the activities are true or false, list the events in sequential order among others. It should be emphasized that the most important thing in reading is that there is student understanding.

Comment

There are a number of tools that can be used to master the complex skill of listening. Based on the teacher's interview, the teacher mentions that there are many examples of activities to improve listening, such as activities that focus on recognizing main ideas, understanding complex ideas and even activities that focus on reading a certain paragraph and determining the important points with a small amount of time for reading. While each activity can focus on one learning model or skill, it is necessary for the teacher to develop each activity fully and to focus on the learning of the students.

Researcher. - The last one is: Do you consider that the principles of group work contribute to the understanding of texts in English? Why? Why not?

Teacher 1.- According to my experience as a teacher, I think that the most important aspects in group work are: social interaction, individual collaboration, co-responsibility, and most importantly, trust in each of the students to be able to do a good job, in this case achieve the purpose of reading that is understanding, comprehension and development within the process of learning a new language.

Comment

In order to understand a certain amount of information, it is necessary to develop several skills and focused activities, such as interdependence, face-to-face interaction, individual responsibility and social interaction. Of these, social interaction is the one that is most developed, since when working in a group, efforts are joined and students work side by side in the development of their skills, such participation generates a more complex commitment of students to learning, but it is equally important that each teacher leads such interactions so that learning is developed and is not limited to becoming moments of play or idleness.

Researcher. - Thank you so much for your cooperation, this is the entire interview, a great day.

INTERVIEW 2

Researcher. - Good afternoon Mr. Marco Quimbia, a pleasure to greet you as you know me, I am Jessica Alba, a former teacher of this institution and student of the Master in Pedagogy of National and Foreign Languages. I am approaching

you to conduct an interview that is focused on identifying the importance of cooperative learning techniques in reading comprehension.

The first question is the following: From your teaching practice, do you think that cooperative learning helps to develop reading comprehension?

Teacher 2.- Good afternoon colleague, In my opinion, cooperative learning improves reading comprehension because social interaction is developed in the classroom. In addition, students are motivated to study with their pairs or groups, where they can learn and enjoy working together at the same time.

Comment

The second interview shows that, like the first interviewee, he is in full agreement that learning based on collaborative learning can lead to a significant increase in the acquisition of knowledge by learners in English language learning. Students can develop more motivation and above all it allows them to focus on the skills they want to acquire.

Researcher. - Thank you, the next question is: Do you consider that the students' roles as; leader, coordinator, secretary, and observer are optimal to develop teamwork? Why? Why not?

Teacher 2.- Answering your question, I consider the students' roles is important because in a group there must always be a leader and in that way the students feel supported and confident to ask any question in that way they can learn better.

Comment

A learner who develops his or her skills in a simple but precise way can make each study or work group oriented towards meaningful learning. It is for this reason that the roles of each learner should be defined appropriately and that each learner has a specific function.

Researcher. - The third question is: Do the functions of the teacher as facilitator, designer, monitor, and evaluator of knowledge allow them to better perform their role within the teaching team? Why? Why not?

Teacher 2.- Well, the functions of the teacher as a facilitator, designer, monitor allow students to improve and play an important role within the team group, in this way the teacher can evaluate the process of learning of each student.

Comment

Each teacher must be responsible for leading his or her group of students; in fact, the teacher can be the cornerstone of language learning. The role of the teacher is crucial for the most effective teaching and learning model for students.

Researcher. - Question number four: Could you state what learning strategies you use to develop the students' reading comprehension?

Teacher 2.- The students use scanning and skimming it depending on students' knowledge most students use scanning skills because they like to read fast.

Comment

In this question, in contrast to the previous respondent, the teacher does not use a variety of activities to develop listening. On this occasion, the teacher comments that he uses tools such as skimming and scanning to improve reading.

Researcher. - Finally, the question is: Do you consider that the principles of group work contribute to the understanding of texts in English? Why? Why not?

Teacher 2.- Yes, I do because while the teacher uses different strategies, students feel more motivated and they can learn faster.

Researcher. - This is the whole interview thank you very much for your collaboration

Final comment of the interview

Through the interview with the teachers of the institution, they were able to assert that collaborative learning allows students to extract their potential since by forming groups they are able to coordinate their efforts. Not to mention the development of a social interaction between each of the individuals generating a genuine motivation on the subject. It is important that the learner becomes the

leader of his or her own learning model so that he or she becomes active in the teaching process. In order to achieve such an ambitious goal, it is strictly necessary that the teacher adopts a stance that involves guidance throughout the process and is limited to generating the tools that students must adopt in order to master the language.

It is necessary to stress that maintaining this stance at all times is a complicated issue since students are always looking for a way to perform their tasks in a simple and fast way, so if we do not concentrate on scanning and skimming this purpose can be achieved. In this way each student will adopt an efficient learning model. Furthermore, it is the teacher's duty to keep the student fully motivated so that he/she always maintains a positive attitude towards language learning.

Pre-test and post-test results

This study included a control group and an experimental group; the first group consisted of 24 students, and the second group consisted of 22 ninth-grade students.

Both control and experimental groups were given the same pre-test (CEFR level A1.2 in the national curriculum) to assess their reading comprehension. The first part of the quiz is for pairs to assess their work and the second part for small groups to assess their work. The test is divided into two parts. The first part lasts 50 minutes and the class breaks into pairs to read short readings, each with multiple choice questions. In addition, the second part of the test lasted another 50 minutes and the class was divided into groups of 3 to read and respond to longer readings. The same structure was chosen for the posttest, but different reading material and questions. For this purpose, the analysis of pre-test and post-test data is divided into two parts: The first part is the analysis of the development of students' reading comprehension in pair work, and the second part is the analysis of this study. Students' presentation, working in groups of three.

DATA COLLECTION AND ANALYSIS

Analysis and interpretation of pre and post -test results:

Table 3. Data Collection Analysis: Pre and Post-Tests Results: Pair Work
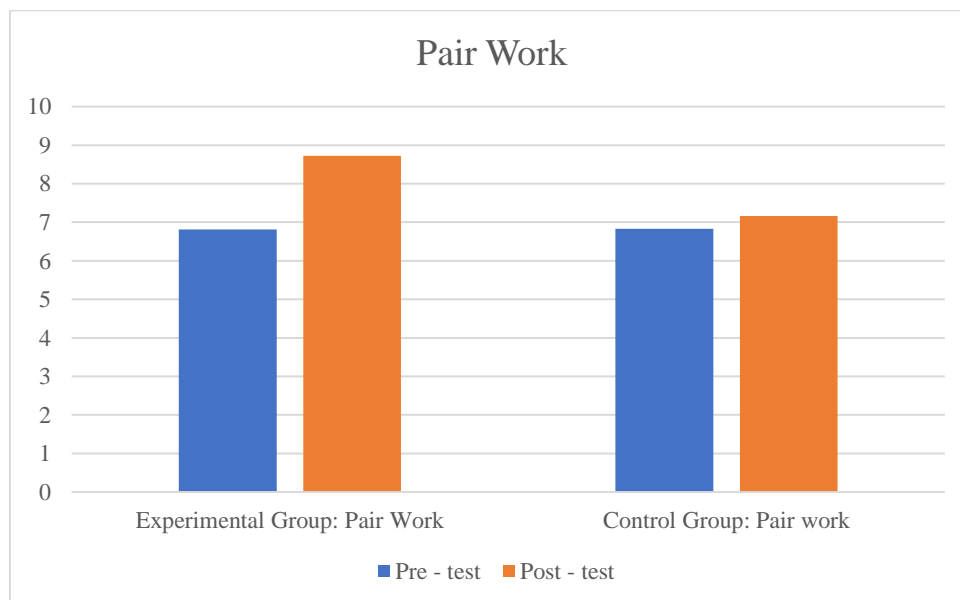
Source: The author

Table 4. Pre and Post-Tests Results: Pair Work

PRE AND POST TEST RESULTS – EXPERIMENTAL AND CONTROL GROUPS: PAIR WORK		
Category	Pre - test	Post – test
Experimental group: pair work	6,81	8,72
Control group: pair work	6,83	7,16

Source: The author

Graph 11 Pre and Post-Tests Results: Pair Work

Source: The author

Table 5. Pre and Post-Tests Results: Group work (3 students)

PRE AND POST-TESTS RESULTS: GROUP WORK (3 STUDENTS)		
Category	Pre - test	Post – test
Experimental group: pair work	7,04	9,28
Control group: pair work	7,25	7,5

Source: The author

Graph 12 Pre and Post-Tests Results: Group work
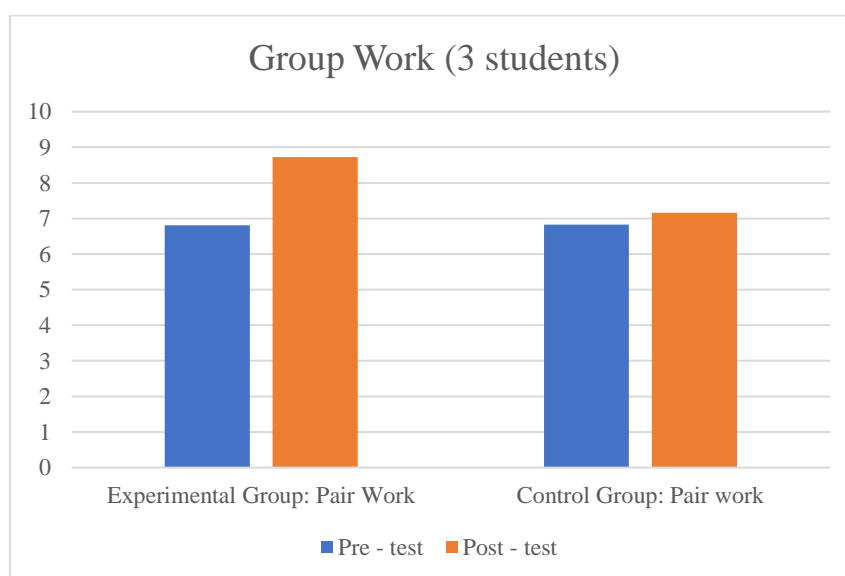
Source: The author

The purpose of this study was to examine whether the effects of cooperative learning affect young students' English reading comprehension. Therefore, the goal of the alternative hypothesis is to prove that the effect of cooperative learning actually affects reading comprehension, on the contrary, the null hypothesis states that the effect of cooperative learning does not affect reading comprehension. SPSS statistical software was used to apply Student's t-test for hypothesis testing.

Normal distribution test

Table 6. Normal distribution test: experimental work (Pair Work)

EXPERIMENTAL GROUP		
Kolmogorov-Smirnov test for one data		
		PRE-TEST
N		11
Normal parameters b, c	Mean	-1.90909
	Std. Deviation	1,0447
Most extreme differences	Absolute	,31492
	Positive	-2,61
	Negative	-1,2
Test statistic		-6,02
Asip.Sig. (2 tailed)		,000

Source: The author

Table 7. Normal distribution test: experimental work (Pair Work)

CONTROL GROUP		
Kolmogorov-Smirnov test for one data		
		PRE-TEST
N		12
Normal parameters b, c	Mean	-3,33
	Std. Deviation	,9847
Most extreme differences	Absolute	,2842
	Positive	-,959
	Negative	,2923
Test statistic		-1,173
Asip.Sig. (2 tailed)		,000

Source: The author

Analysis and interpretation

P.sig < 0.05

Normal distribution of experimental data and control group data by applying the Kolmogorov-Smirnov test to one data.

Therefore, the p.sig corresponding to these results is 0.000 and less than 0.05; therefore, as shown in the table above, both experimental and control group data are normal.

These results mean that researchers can move on to the next test, the Student's t-test, to compare population means.

T – Student test for comparing population means

Table 8. Student Test, Comparing Population Means, Pre-Test

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
PRE-TEST	EXPERIMENTAL	11	2,40	1,1234	,243
	CONTROL	12	1,41	0,9326	,123

Source: The author

Table 9. Student Test, Comparing Population Means, Pre-Test

Independent samples T-test									
		Levene test for equality		T- test for equality of means					
		F	Sig.	T	Gl	Sig.(two tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
									Inferior	Superior
PRE-TEST	Equal variances assumed	,063	,803	,934	102	,312	,2123	,3012	-,3023	,9002
	Equal variances not assumed			,929	101,12	,311	,2093	,3124	-,3013	,9012

Source: The author

Analysis and interpretation

In Leven's test for equality of variation, it is explicitly assumed that Sig. is >0.05; In this case it is 0.803. Therefore, it must be said that the variances are assumed to be equal because there is a large difference between the two populations.

Additionally, the t-test table shows that Sig. 0.312, which is >0.05; Therefore, there is a difference between the mean values of the control and experimental groups. In other words, the experimental group had a higher mean score than the control group in the pretest.

T-test

The last t-test is to test if there is a significant difference between the mean values of the control group and the experimental group after the test. This hypothesis is proposed because the alternative hypothesis of this study suggests that the effects of cooperative learning influence the development of reading comprehension. As researchers use a classroom intervention based on cooperative learning to improve reading comprehension, it is important to see if the intervention works. Assume the following:

$\mu1 \neq \mu2$

This formula means that the mean of the experimental group G1 is different from the mean of the control group G2.

T – Student test for comparison population means

Table 10. Student Test, Comparing Population Means, Post-Test

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
PRE-TEST	EXPERIMENTAL	11	3,440	1,1903	,1918
	CONTROL	12	2,941	1,4970	,2018

Source: The author

Table 11. Student Test, Comparing Population Means, Post-Test

		Levene test for equality		T- test for equality of means						
		F	Sig.	T	Gl	Sig.(two tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
									Inferior	Superior
PRE-TEST	Equal variances assumed	2,402	,111	5,234	102	,000	1,142	,2901	9523	2,0300
	Equal variances not assummed			5,123	101,332	,000	1,098	,2789	9123	2,0130

Source: The author

Final decision

In Leven's equality test, we show that sig. is >0.05 or 0.111. This implies that the variances are statistically identical.

On the other hand, with a mean error criterion of 0.1918, it is concluded that there is a larger difference between the means of μ1 than between μ2. The G1 or experimental group obtained a final average of 3.440, which is higher than the G2 or control group, which obtained a final average of 2.926.

In conclusion, the alternate hypothesis is accepted and the null hypothesis is excluded. In addition, the researcher's intervention with the proposal "A methodological guide with cooperative learning activities to improve the development of reading comprehension" had a good effect on ninth basic year students at "Olmedo Pesillo". Educational Unit.

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

As mentioned in the previous issue, it is divided into two parts: pre-tests and post-tests. The first part is completed by students in pairs, and the second part by four students. Part II consists of a longer reading text and 5 multiple-choice questions. Students have 30 minutes to read, analyze and answer the questions.

For data analysis, the researchers used the same protocol as in the first part. This means that SPSS statistical software should be used to compare pre- and post-test results

using normality, homogeneity of variances, contrast and Student's t-test and make a final decision.

Data obtained for the group work

Table 12. Data Collection Analysis: Pre and Post-Tests Results: Group work (3 students)

EXPERIMENTAL GROUP			CONTROL GROUP	
N	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
Group 1	8	10	8	7
Group 2	7	9	7	8
Group 3	8	10	7	7
Group 4	6	9	8	8
Group 5	7	8	6	8
Group 6	9	10	9	9
Group 7	5	9	5	7
Group 8			7	6
TOTAL	7,14	9,28	7,25	7,5

Source: The author

Normality distribution test

. The Kolmogorov-Smirnov test was used to prove the assumption of normality of the data, as the test helps to prove that the sample data comes from a normal distribution. In SPSS statistical software, the researcher must first partition the data, then perform a one-sample KS t-test, and finally perform an F-index analysis. SIP will be implemented soon. Basically. As shown in the table above, the significance is $F. < 0.05$, so the data of the experimental groups follow a normal distribution.

Table 13. Normal distribution test experimental group: Group work (3 students)

EXPERIMENTAL GROUP		
Kolmogorov-Smirnov test for one data		
		PRE-TEST
N		7
Normal parameters b, c	Mean	-2,1428
	Std. Deviation	1,069
Most extreme differences	Absolute	,40406
	Positive	-3,13
	Negative	-1,15
Test statistic		-5,303
Asip.Sig. (2 tailed)		,002

Source: The author

Table 14. Normal distribution test control group: Group work (3 students)

CONTROL GROUP		
Kolmogorov-Smirnov test for one data		
		PRE-TEST
N		8
Normal parameters b, c	Mean	-375
	Std. Deviation	1,18
Most extreme differences	Absolute	,41993
	Positive	-1,3679
	Negative	,6179
Test statistic		-,893
Asip.Sig. (2 tailed)		,0012

Source: The author

Analysis and interpretation

In the same way, the Kolmogorov–Smirnov test for the data was applied to the control group, and the result is that the data comes from a normal distribution because F sig is <0.05. The next step is to apply the t test to compare population means.

T – Student

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

Table 15. Group Work: Assumption of Equality of Variances Test

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
PRE-TEST	EXPERIMENTAL	7	2,38	1,756	,331
	CONTROL	8	1,08	2,178	,409

Source: The author

Table 16. Levene Test for Equality of Variances. Group Work

Independent samples T-test										
		Levene test for equality		T- test for equality of means						
		F	Sig.	T	Gl	Sig.(two tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
									Inferior	Superior
PRE-TEST	Equal variances assumed	2,249	,145	,589	48	,538	314	,544	-,774	1,412
	Equal variances not assummed			,589	44,012	,538	314	.544	-778	1,415

Source: The author

Analysis and interpretation

As shown in the table above, in the pretest, say. >0.05; 0.145 > 0.05; Therefore, we conclude that Levene's test for equality shows that there is equality of variance. In addition, the researchers also compared the mean values of the two groups. Please pay attention to this signal. The above table shows 0.589>0.05; therefore, it should be said

that there is a difference between the prediction of the experimental group and the prediction of the control group. However, this difference is not significant.

T- TEST: group work. Post- test

Similar to the paired task analysis, the researchers performed a post-test to see if the means of the control and experimental groups differed significantly. This hypothesis is proposed because H1 in this study assumes that cooperative learning influences the development of reading comprehension.

The hypothesis is the following:

$\mu1\neq\mu2$

$G1\neq G2$

This formula means that the mean of the experimental group G1 is different from the mean of the control group G2. Therefore, it is clearly shown that the mean post-test score of the experimental group is significantly different from the mean post-test score of the control group.

Table 17. T-Test. Group Statistics. Post-Test Group Work

Group statistics					
	GROUP	N	Mean	Standard deviation	Standard error mean
PRE-TEST	EXPERIMENTAL	7	2,040	1,5903	,2249
	CONTROL	8	1,741	1,5070	,2051

Source: The author

Table 18. Comparing Population Means. Post-Test- Group Work

		Levene test for equality		T- test for equality of means					95% Confidence interval of the difference	
		F	Sig.	T	Gl	Sig.(two tailed)	Mean difference	Standard error difference	Inferior	Superior
PRE-TEST	Equal variances assumed	1,35	,219	7,495	43	0,000	4,56	,565	3,124	5,713
	Equal variances not assumed			7,495	42,03	0,000	4,56	,565	3,123	5,713

Table header: Independent samples T-test

Source: The author

Analysis and interpretation

In the table above, say <0.05; therefore, there is a significant difference between the post-test results of the G1 group and the G2 group, and the results of the experimental group are better than the post-test results of the control group. In addition, it is also necessary to analyze whether there are differences between the pre-test and post-test results of the experimental group.

Therefore, the t-test is applied:

Table 19. Paired sample T-TEST, Experimental, Group

| Paired sample statistics experimental group					
		Mean	N	Standard deviation	Standard error mean
Par 1	Pre-test	2,12	8	1,663	,423
	Post-test	7,11	8	2,363	,365

Source: The author

Analysis and interpretation

The table below indicates that sig. is > 0.005; Hence, there is a vast difference between the pre-test and post-test results.

Final decision

After the teacher's intervention, the results showed that there were significant differences between the pre-test and post-test of the experimental

group. Therefore, the cooperative learning experiment on reading comprehension in the experimental group achieved good results as shown in the figure below:

Graph 13 Pre and Post-Tests Results: Pair Work
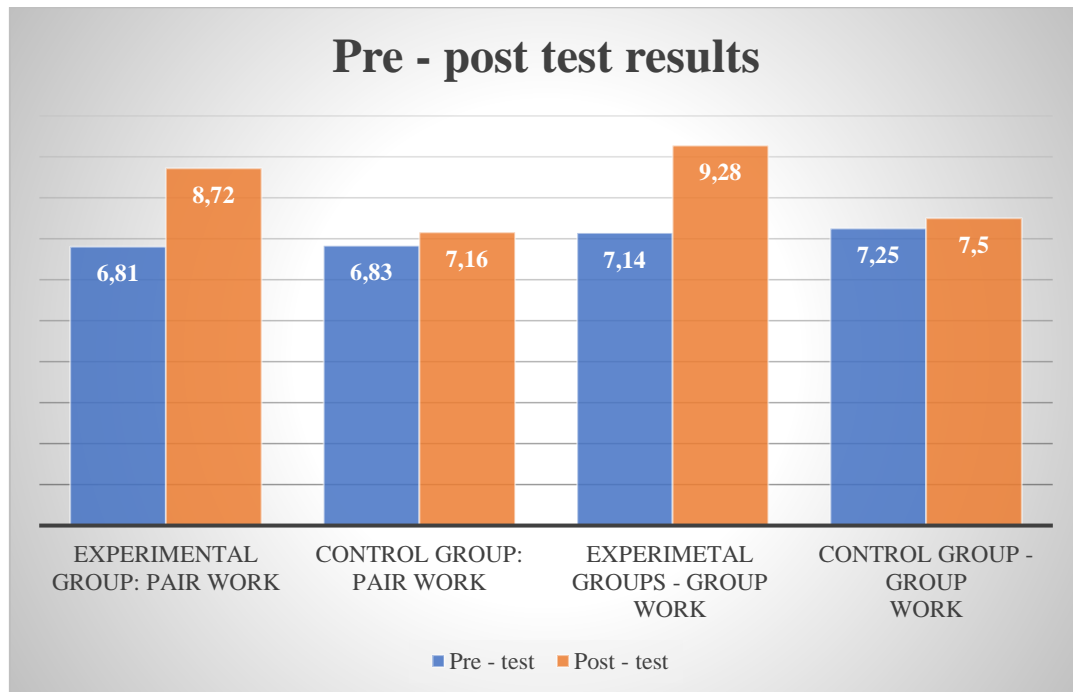
Source: The author

It was evidenced that the students perform better in group work than in pairs, for which reading is significant in the learning of the English language, the posttest yields positive results, so the null hypothesis is excluded.

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

Conclusions

➢ The theoretical-scientific bases in relation to cooperative learning made it possible to support the concepts necessary for the development of each of the phases of the present project, as well as to issue personal opinions on them.

➢ The present investigation determines that the methods used by the teachers are not adequate for the development of reading comprehension, since it can be observed that the students present certain difficulties in the comprehension of the readings of the English language.

➢ The proper use of cooperative learning emphasizes the active and positive interaction among students in the development of reading comprehension within the learning process through the strategies Jigsaw, Think-Pair Share, Number heads together, and others.

➢ It concludes with the data obtained that the adequate use of cooperative learning methods in the teaching-learning process allows students to develop the ability of reading comprehension of the English language.

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Recommendations

➢ It is recommended that the authorities take into account the theoretical bases established in this project since they will serve as a guide for future research on cooperative learning in the development of reading comprehension in English.

➢ It is suggested that teachers manage a system of cooperative learning techniques in the classroom and thus boost the development of students' reading comprehension.

➢ It is suggested that teachers use this meaningful reading material with cooperative strategies for instance: Jigsaw, Think Pair-Share, Numbering Heads Together, and others in the class in order to motivate students to learn the English language, in the same way, achieve the development of reading comprehension.

➢ Teachers should include cooperative learning methods in English classes to improve students' reading comprehension both individually and in groups.

CHAPTER VI

PROPOSAL

Title:
LET´S READ TOGETHER

Introduction

Reading is essential and is something that human are must nurture throughout the lives, therefore this methodological handbook "Let's read together" was designed in order to increase the student's reading habit, in the same way working together with their classmates will help learners to realize that if they work together everything is easy to achieve, therefore this methodological handbook will help students to develop their reading skills based on cooperative learning strategies with the objective of promoting passionate readers for life. Within the readings will find texts such as descriptive, narrative, poetic, discussion, and informational text. All these texts are mainly for adolescent students who like to read texts according to their level and interest with the aim to improve the student's reading comprehension in the English language, consequently be better in the educational, personal, and emotional field, the same manner opens the doors of knowledge and gives wings to our inspiration and imagination.

Objectives

General Objective

- Develop reading comprehension skills in the ninth-year students through the application of the methodological handbook **" LET'S READ TOGETHER "** with cooperative learning techniques.

Specific Objectives

- Implement an effective cooperative learning resources that is suitable for English Reading Comprehension

- Increase the active and dynamic participation of students through activities based on task-based learning and suggestopedia for the development of reading comprehension.

Theoretical Foundation

Approaches and Methods in Language Teaching

    Suggestopedia.

It is a creative ESL/EFL language teaching that can help students overcome psychological barriers to learning. With dimmed lights and soft background music, the learning atmosphere is calm and gentle. Students simply relax and listen to the reading, then playfully practice the language in the "activation" process.. The effect of this way, students may feel comfortable in reading because they do not feel under pressure to learn in the classroom because of the impact of this. When the text source is narrative, students will enjoy reading the text by listening to the back tone, music relevant to the story and the interesting activity during the reading classroom by providing a comfortable classroom setting (Lozanov, 2006).

Task based learning. It has always been the primary concern of language teachers to improve the motivation and success of learners. According to Nunan (1998) TBL method can also accomplish certain goals in the teaching-learning process in the classroom, which states that TBL is intended to find a solution in the teaching-learning process. This implies that the use of the TBL method would help to increase student´s level of proficiency.

Task-based learning is almost fully centered on the learners. Students get the task to be performed either in groups or independently from the beginning to the end of the lesson. Teachers serve as instructors in this learning process. The instructor only got advice on what to do with the students. Teachers also monitor the events of the learning process in addition to instruction.

Cooperative Learning. According to Hiltz & Turoff (1993) , cooperative learning can be defined as a teaching-learning process that emphasizes group or cooperative efforts between teacher and students. It emphasizes the active participation and interaction of students and teachers. Knowledge is perceived as a social construction, and therefore the educational process is a contribution to social integration in an environment that ensures equal interaction, evaluation and

cooperation. Cooperative learning is a group of students working together to achieve a set achievement.

Cooperative Learning strategies

It is important to mention that cooperative learning refers to a series of instructional strategies that include cooperative student-to-student interaction, on some topic, as an integral part of the learning process respond (Kagan, 1994). The use of these strategies will allow students to develop meaningful learning and thus the development of reading comprehension skills. Some cooperative learning strategies use pairs of students, while others use groups of four or five students.

- **Jigsaw;** each student on the team masters a different part of the lesson. Each colleague leaves the team and works with members from other teams who are interested in the same subject (Kagan, 1994).

- **Numbered Heads Together;** forming a team of four. Each member is numbered 1, 2, 3, 4. Ask the group questions. The group answers the questions together so that everyone can answer the question orally. The teacher calls out a number (two) and then asks each person assigned that number to respond (Kagan, 1994).

- **Think-Pair-Share,** a strategy that gives students time to think about a topic, formulate ideas, and share with peers or groups in a cooperative learning process. It promotes classroom engagement through a high level of peer interaction. In addition, it allows students to share their perspectives and increase their participation in the group. It also helps teachers to assess students. As the teacher moves around the classroom, students discuss ideas properly and take turns. The teacher asks the group a question and gives the students time to think about the question. They then work in pairs to discuss possible answers. Finally, they implement their ideas to solve the problem (Simon, 2017)..

Team reading: Team building for reading improvement is an important issue at all stages of education because the general idea is to encourage further improvements in student productivity, learning and effectiveness. Team improvement efforts are aimed at improving results. Team building involves a

variety of activities that are presented to stakeholders with the goal of improving team performance. This is a work design philosophy that treats people as members of an interdependent team rather than as separate elements. Team building is an important factor in any environment, it aims to ensure personal development, positive communication, leadership skills and the ability to work together in a team to solve problems and specially to develop the ability to be the best in a team (Fapohunda, 2013).

Reading comprehension; Cassany (2004), points out comprehension as the process of making sense, by learning the important ideas of the writing and relating them to the ideas already possessed; a process through which the reader interacts with the writing. To understand there should be the research of the meaning of the writing in 3 levels.

Reading is not only deciphering graphic signs but also capturing the full meaning of words, phrases and sentences, giving the terms the content intended by the creator; differentiating the most relevant ideas from the accessory ones, thus also discovering values and confronting them with the reader's experience.

Solé (1994), shows reading has sub-processes, understood as phases of the reading process: a first moment, of emotional and emotional preparation and clarification of purposes; secondly, the activity itself, which includes the application of comprehension tools for the creation of meaning, and thirdly, the consolidation of meaning, making use of other cognitive mechanisms to synthesize, generalize and transfer these meanings. Reading as a process of acquisition of cognitive, affective and behavioral capacities should be treated strategically in phases. In all of them, different tactics with defined purposes must be carried out within the same reading process. The author divides the process into three processes: before reading, during reading and after reading:

- **Before Reading**: : as in any interactive process, in this case too, first of all, the initial conditions of an emotional nature must be created. Better to say, an emotional meeting between interlocutors, each with his own idea: one presents his idea (text), the other promotes his previous understanding based on his interests. This is, in synthesis, the dynamics of reading. In this period and with the previous conditions, this dynamic is enriched with

other substantive resources: language, questions and conjecture, evoked memories, familiarization with the written activity, a need and an objective of interest of the reader, not only of the teacher.

- **During the Reading**: At this point, students should do the reading in person to familiarize themselves with the general content of the article. They can then read in pairs or groups and exchange ideas and knowledge about the goals of the reading activity. Being our work an integrating functionality, this is an authentic moment for the students to work on the transversal contents, values, rules and making choices; without depending exclusively on the teacher. Of course, the teacher is not alien to the activity. Its functions are concrete, supporting the activity in a systematic and constant way (Gamboa , 2017).

- **After the Reading**: According to the sociocultural approach, the first and second stages of the process will promote an environment of socialization and dialogue and mutual understanding. For activity, language should become an effective learning tool with versatile psychological properties. In this period, the relationship and use of language are still in force, once it is suggested to the students the preparation of schemes, summaries, comments, etcetera. Here the work is more reflective, critical, generalizing, metacognitive, metalinguistic. The lived experiences of language become images of objective qualities; content that gradually enters a person's mental plane and then appears in his personality (in the whole formation) (Gamboa , 2017).

Reading Comprehension Strategies; Solé (1994) suggests that this situation refers to the fact that reading strategies are higher order procedures involving cognition and metacognition and cannot be considered precise techniques, silly secrets or special teaching skills. Strategic thinking is characterized by the ability to represent and analyze problems and the flexibility to propose solutions. Therefore, teaching reading comprehension strategies should prioritize student development

and the use of general procedures that can be easily transferred to a number of different reading situations.

Strategies and techniques to develop text comprehension:

- **Texts in disorder**

    Choose a literary or non-literary text and cut it into logical pieces and attach them to a single piece of cardboard. The students were grouped according to the number of fragments and invited to try to reconstruct the text. The only rule they have to follow is not to put cardboard on the table. This prevents one or two students in the group from monopolizing the work and excluding others. As a variation of this strategy (for use at more advanced levels), a passage can be left out so that they can write it themselves, giving the text a global meaning. (Almairiu, 2018).

- **Mind map**

    According to Buzan (1996), the mind map appears to be an ideal technique for graphically representing ideas (graphic organizer) that takes advantage of the entire range of cortical capacities: picture, number, logic, rhythm, color, and spatial perception. This is hierarchical and demonstrates relationships among pieces of the whole, offering a visual learning mechanism that will assist students in identifying relationships that they might miss in a more linear activity.

- **Visualizing**

    Studies have shown that students who get an image while reading remember better than those who don't (Pressley, 1977) Readers can use the illustrations embedded in the text or create their own mental images or pictures as they read the text without the illustrations.

- **Text Comprehension**

    It is well known that text structures do not directly affect the outcome of comprehension and learning processes, but only to the extent that they initiate certain cognitive activities on the part of learners. Therefore, it is very important to know to what extent and to what extent learners understand these structures. On the one hand, it is important to understand that the contextual macro-processes necessary for detecting superordinate textual structures are initially based on the primary decoding processes of textual comprehension; thereafter, however, they

become relatively independent of these decoding processes. On the other hand, the results suggest that the ability to detect such structures is less important in the processing of explicit main ideas, but very important in the processing of implicit main ideas. In addition, it has been shown that the effects of text structure recognition vary according to the level of importance of the information in the text, which allows the whole text to be analyzed and understood (Van Hout-Wolters & Schnotz, 2020).

Development

Figure 1.- **Methodological Hand book**

Source: *Author*

5.1.1. Table of contents

- Lesson 1: Ronaldo´s life
- Lesson 2: Amazon Region of Ecuador
- Lesson 3: Sports
- Lesson 4: Llanganates National Park
- Lesson 5: The day of dead

Lessons

Lesson 1.- Ronaldo´s life

Figure 2.- **Think pair Share**

Source: Author

FOR TEACHERS' USE

Objective: Students will be able to read and understand a short text through interesting reading in order to share ideas with partners.

Cooperative learning strategy: Think-pair-share

Reading comprehension strategy: Texts in disorder

Approach: Use of music, figures, images and relaxing environment (suggestopedia).

Class Period: Two - hour lesson.

Interaction: Pair interaction in a cooperative context

Material /& resources: reading text, worksheet, letter soup, dictionary, laptop and projector.

STEPS

BEFORE READING

> ➢ The teacher will organize a warm up activity in order to keep students in an active way
> ➢ The teacher sets the following question: what is the best soccer player ever? immediately the teacher must show some imagines related to the topic. Some indication is how long students spent thinking about their answers.
> ➢ The teacher introduces Worksheet 1 to help students with the reading process and the main topics will be covered in this guide.
> ➢ Students look for the words in the crossword (worksheet 1) and try to understand their meaning in pairs.

DURING READING

> ➢ The teacher provides her students enough time to read (Ronaldo´s life) in pairs.
> ➢ The teacher asks students order the text with the classmate (worksheet 1).
> ➢ The teacher and students analyze the correct text order
> ➢ Lastly, teacher should ask some questions in order to make it possible to students do not forget the lecture.

AFTER READING

> ➢ Students share their ideas with their groups and discuss ideas about vocabulary comprehension and writing difficult words.
> ➢ Students analyze the content and form their concepts about the topics covered.

READING

Original text

Ronaldo's life

Ronaldinho was born Ronaldo de Assis Moreira on March 21, 1980, in Porto Alegre, Brazil. His father, João Moreira, was a former professional soccer player who also worked as a welder in a shipyard, and his mother, Miguelina de Assis, was a cosmetics saleswoman who later became a nurse. Ronaldinho's older brother, Roberto Assis, was also a professional soccer player; Ronaldinho was surrounded by soccer from the day he was born. "I come from a family where soccer has always been very present," he said. "My uncles, my father and my brother were all players. Living with that kind of background, I learned a great deal from them. I tried to devote myself to it more and more as day go by"

FOR STUDENTS' USE

WORKSHEET 1

Task 1. Think about Ronaldo´s life. Share your ideas with your partner.

Task 2. Solve the puzzle

RONALDO´S LIFE

U	R	B	S	Z	Z	K	W	M	P	H
S	P	O	R	T	I	N	G		C	P
O	A	S	E	A	F	U	N	Z	V	C
P	O	R	T	U	G	U	E	S	E	A
S	O	C	C	E	R		P	L	A	Y
I	I	C	R	I	S	T	I	A	N	O
R	E	A	L		M	A	D	R	I	D
Z	Z	D	P	G	E	N	D	C	A	E
F	A	C	U	P		F	I	N	A	L
Z	Q	G	M	V	D	I	V	V	A	T
X	M	A	N	C	H	E	S	T	E	R

- CRISTIANO
- FACUP FINAL
- MANCHESTER
- PORTUGUESE
- REAL MADRID
- SOCCER PLAY
- SPORTING CP

Task 3. Read the words and predict how was Ronaldo's life

Share your ideas with your partner.

Task 4 Read and order the text (Ronaldo's life) with the pair.

Ronaldo's life

Task 5. Discussion group

Teacher must organize pair discussion and go team by team in order to helps students to understand what part go together and why.

Task 6. Talk to your partner and answer the questions

- What would you do if you were a famous soccer player as Ronaldinho?

………………………………………………………..

- What do you think about Ronaldinho life; it is interesting?

………………………………………………………..

Note: Tell your answer to the rest of the class.

Lessons 2.- Amazon Region of Ecuador

Figure 3.- Jigsaw

Source: Author

FOR TEACHERS' USE

Objective: Students will be able to read and understand text to share with other group members and write graphic organizers to organize ideas.

Cooperative learning strategy: Jigsaw

Reading strategy: Graphic Organizer
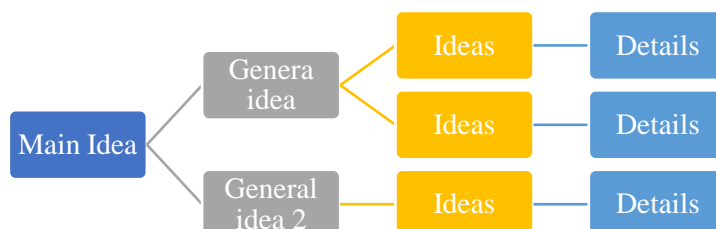
Figure 5.- **Graphic Organizer**

Source: Author

Approach: Task based learning

Class Period: Two - hour lesson.

Interaction: Group team (fourth or five students) in a cooperative context

Material /& resources: reading text, worksheet, dictionary

BEFORE READING

➤ The teacher will organize a warm up activity in order to keep students in an active way.

➤ The teacher will present the reading (Amazon Region of Ecuador)

➤ Students must identify new vocabulary to start the reading

DURING READING

➤ The teacher monitors, motivates and works together with students

➤ Students analyze the content and look for new vocabulary.

AFTER READING

➤ Students work with their expert groups and discuss ideas about the reading after that they return to the base group in order to share the acquired information.

Task Based Learning

Steps

PRE-TASK

• Teachers should display vocabulary banks and discuss with students their knowledge of the Ecuadorian Amazon.

• Students must identify new words and fill the vocabulary bank with definitions.

TASK CYCLE

• Students have to read and make a graphic organizer about their assigned section independently (five parts).

• Once students finish their tasks one students of the group must chance to a different group in order to have new group with the same topic.

• Students discuss the main points of this section and finally present the information to the base group

•

POST TASK

- Teacher should revise and give scores back to students in order to they are able to correct some mistakes.

READING
Amazon Region of Ecuador.

Part I

LOCALIZATION The Ecuadorian Amazon Basin, known as the Oriente, is without a doubt nature greatest achievement and its great expanse contains more than 20% of the earth's vascular plant species. One Amazonian tree can host more ant species than all of the British Isles put together and in one hectare of forest there are as many frog species as all of North America. There are nine tribal groups sharing this rainforest, many of whom still live a traditional lifestyle and some of whom have avoided completely contact without siders. Moreover, forty percent of all earth's fresh water flows through the Amazon basin; more water than in the basins of the next six biggest rivers combined!.

Part II

IT IS HOME TO REMARKABLE BIODIVERSITY. The Amazon Basin, and the Ecuadorian Amazon in particular, is home to truly astounding biodiversity: the Yasuní Biosphere Reserve is believed by many to be home to the most diverse set of species on the Earth. In the Ecuador Amazon, you will find:

– 800 species of fish, including three sorts of piranhas
– 350 Species of reptiles, including anacondas and iguanas
– More than 300 species of mammals, including monkeys and jaguars
–Thousands of species of plants and trees
– Thousands of species of insects: one acre of rainforest may be home to 70,000 species of insect!

Part III

IT IS A BIRDWATCHER PARADISE. Ecuador's birdwatching is legendary. In the entire country of Ecuador, there are an estimated 1600 species of birds: more than double the number of all of North America. Many of these bird species are found in the Amazon Region, including some of the more spectacular ones, like toucans, macaws and tanagers.

Part IV

IT HAS A FASCINATING HISTORY. Did you know that the Amazon River was discovered from Ecuador? It's true. In 1541, a group of Spanish conquistadors left Quito in search of the legendary city of El Dorado. A year later, a small group led by Francisco de Orellana got split off from this large expedition. Orellana and his men eventually found the Amazon River, which they followed hundreds of miles to the Atlantic Ocean. Along the way, they saw some fierce native warrior women and named the river "Amazon" after them.

Part V

THERE ARE UNCONTACTED TRIBES. Ecuador's Amazon Region is home to two small tribes of people: the Taromenane and the Tagaeri. There are only a handful of individuals left, and the tribes live in deliberate isolation, avoiding all contact with the modern world. Both tribes live within the borders of the Yasuní National Park, where their rights – including the right to be left alone – are protected by Ecuador's constitution.

FOR STUDENTS' USE

WORKSHEET 2

Vocabulary Bank

Amazon Region of Ecuador

- tribal
- lifestyle
- flows
- middle
- astounding
- macaws
- tanagers.

- conquistadors
- warrior
- tribes
- pristine
- wildlife
- lodges
- crowd

5.1.2.   Lesson 3.- Sports

Figure 4.- **Numbered heads together**

Source: Author

FOR TEACHERS' USE

Objective: Students will be able to work in teams in order to understand a text and share ideas with the classmates.

Cooperative learning strategy: Numbered heads together

Reading strategy: Visualizing

Approach: Use of music, figures, images and relaxing environment (suggestopedia).

Class Period: Two - hour lesson.

Interaction: team or group work a cooperative context

Material /& resources: reading text, worksheet, information´s table, dictionary

BEFORE READING

 ➢ The teacher will organize a warm up activity in order to keep students in an active way.

➢ The teacher will present the reading (3 different topics about sports) to each of the students.

➢ Students must wait to star the reading due to time for the lesson

➢ The teacher assigns a number from one to four to each member of the group and distributes reading material.

➢ The teacher explicates about the number heads together activity.

DURING READING

➢ Students read and analyze the content and look possible keys.

➢ The teacher monitors, motivates and works together with students.

➢ The teacher asks students if they just finish the reading (If most of the class do not finish, teachers must give them 3 or 5 minutes more).

AFTER READING

➢ Students share their thoughts with the group and discuss reading ideas

➢ The teacher asks questions and the students think and answer together.

➢ The teacher says a number, the student with this number stands up and answers the question. The teacher asks questions whenever possible so that all group members can participate.

➢ Finally, the teacher gives the students different worksheets and each group works together to answer the wrong answers.

READING

Figure 5.- **Reading**

FOR STUDENTS' USE

WORKSHEET 3

Task 1. Read the text carefully

Task 2. Complete the table in relation to the reading

	AMERICAN FOOTBALL	BASEBALL	FOOTBALL
Features of the game		- slow - exciting	
Main aim	To run with the ball down the field and across the opponent's goal line/posts for a touchdown /PAT		
Equipment			- round ball
Players in the team/on the field		- 25/9	
Physical Features of the players			- strong - able to run fast

Figure 6.- **Application of strategies**

Task 3. Answer the teacher's questions

Lesson 4.- Team puzzle

Figure 9.- Team reading puzzle

Source: Author

FOR TEACHERS' USE

Objective: Students will read different parts of a reading and try to organize themselves in groups in order to complete the reading and write down a narrative summary as a task a read it out loud.

Cooperative learning strategy: Team Reading Puzzle

Reading comprehension strategy: Unite ideas and organize a narrative

summary.

Approach: Use of music, figures, images to tell the story. (Suggestopedia)

Class Period: Two - hour lesson.

Interaction: team (4 or 5 students) in a cooperative context

Material /& resources: narrative cards and imagens.

STEPS

BEFORE READING

- The teacher will organize a warm up activity in order to keep students in an active way.
- The teacher makes sure the students play and form a group of 4 or 5 students.
- The teacher divides the text into four or five parts depending on the number of students parts and give students.
- Teacher must use a free book to organize the story

DURING READING

- Students read their own part as soon as possible.
- During reading students must remember what they just already read.
- Once time is over, students must go back to their groups and tell to their classmates what they read and try to organize the whole reading based on previous ideas.

AFTER READING

- Students must organize them according to their numbers as they think the reading is totally completed and well organized. An example of the reading is show below:
- Therefore, there are some exercises to develop such as: summary and a narrative story
- Students must bright with them imagens, cards and others materials to read out loud and tell the history.

READING

Meet the Ecuadorian Legends, the most interesting in the world

In this article you will learn about some of the most famous and representative legends that the country of Ecuador has, also known as Ecuadorian legends.**,** where most of these are ancient myths and stories of their ancestors that have passed from generation

to generation, and to this day they continue to be as remembered and described as they were in the past.

Figure 10.- Free Legends Sample

Source: (Postposm, s/f)

Lesson 5.- The day of death

Figure 11.- Reciprocal questioning

Source: Author

FOR TEACHERS' USE

Objective: Read and understand a text to play a role and exchange ideas in pairs.

Cooperative learning strategy: Reciprocal questioning

Reading comprehension strategy: Students need to learn communication skills to share ideas and listen to their partner's ideas.

Approach: Use of music, figures, images and relaxing environment (suggestopedia).

Class Period: Two - hour lesson.

Interaction: Pair in a cooperative context

Material /& resources: Reading excerpt, activity sheet

STEPS

BEFORE READING

- Students should look at the pictures on worksheet 5 and predict what the text will be about.

DURING READING

- Students read in pairs and ask questions to clarify the problem.
- The teacher asks a question and the students work in pairs to answer the question (the teacher assesses the students' work using the answers given below). The students then asked the teacher questions, and the teacher answered them one by one. Repeat this until the end of the session.

Answer Key

Questions	1	2	3	4
The students work together with their partners and the teacher.				
Students' answers are addressed based on the question posed.				
The students structure their sentences with the vocabulary inferred from the reading				
The students extract the main ideas of the reading				
The answers provided by the students make complete sense and syntactic autonomy				
The students actively participate in the reciprocal questioning				

1.- Strongly Agree   2.- Agree   3.- Undecided   4.- Disagree

AFTER READING

- Students perform prescribed reading activities like writing a small paragraph in order to apply different skills such as writing, listening and reading.

- Therefore, to make this activity, is important to create a theme class work in order to organize students to be able to be as comfortable as possible.

READING

Day of the Dead

Nothing says Day of the Dead in Ecuador more than Guaguas de pan (bread) and colada morada (a thick and fruity beverage). These two items are probably the most apparent, culinary feature of Day of the Dead in Ecuador; typically sold up to a month in advance of the Day itself and sometimes even for weeks after, too.

The Day of the Dead in Ecuador is a national holiday that is observed throughout the whole country of Ecuador, allowing individuals to use this day to pay their respects to those that have passed away. Religiously, it also coincides with All Souls' Day, an overlap that helps to perpetuate the historical Latin-American tendency of merging and hybridizing previous traditions or indigenous customs with catholic ones. Traditions practiced during the Day of the Dead in Ecuador consist of vigils or visits to cemeteries on behalf of the family and/or friends of the deceased, these of which brings gifts such as flowers and food with them.

In addition to giving people the time to commemorate their ancestors and the deceased, the holiday for families often serves as the ideal time to sit down and introduce the concept of death to the young ones. This helps to reveal to them that it's a natural part of life and how society, as a whole, participates in commemorating those that are gone while simultaneously celebrating the gift of life.

Ecuador is a relatively big country, and as a result, it's no surprise that different regions of Ecuador have their own, individual styles of celebrating Day of the

Dead in Ecuador. Throughout the Highlands and the Amazon regions, for example, different indigenous groups give particular tweaks to the way they commemorate their dead.

FOR STUDENTS' USE

WORKSHEET 4

Task 1. Look at the pictures and describe what the reading is about.

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Task 2.- Reading Comprehension worksheet

Choose the correct answer in pairs

1. When does Día de Muertos take place?

……………………………………………

2. What is colada morada and Guagua de pan? Please explain

………………………………………………….

3. What is the meaning of this holyday?

………………………………………………………………………

4. What happened throughout the Highlands and the Amazon regions?

………………………………………………………………..

5. Do you enjoy this holyday? Why

………………………………………………………………..

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APPENDIX

Appendix 1 . Acceptance of the Institution.

UNIDAD EDUCATIVA DEL MILENIO
"OLMEDO PESILLO"
Olmedo-Pesillo-Cayambe
Teléf. 022 115-336

OFC. UEMRECT.0048
Pesillo, 31 de Julio del 2020

Dra. Lucía Yépez V MSc.
Directora Instituto de Postgrado

Me permito informar a usted que la señorita Jessica Patricia Alba Inuca, con número de cédula 1004004436, estudiante del Programa de Maestría en: Pedagogía de los Idiomas Nacionales y Extranjeros, ha sido aceptada en esta institución para realizar su trabajo de grado **"THE EFECTIVENESS OF COOPERATIVE LEARNING IN THE DEVELOPMENT OF ENGLISH READING COMPREHENSION".** La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Agradezco su atención.

Atentamente,

MGs. Patricia Monteros N.

Appendix 2. Student Survey.

UNIVERSIDAD TÉCNICA DEL NORTE

THE COOPERATIVE LEARNING EFFECTS IN THE DEVELOPMENT OF ENGLISH READING COMPREHENSION IN YOUNG LEARNERS

STUDENTS' SURVEY

Instruction: Dear students, this survey is confidential, please answer the following questions honestly to get a verifiable result for this research work.

Objective: Identify the importance of cooperative learning techniques in reading comprehension

SCALE	Always	Usually	Sometimes	Never
1.- Do teachers set up work teams to carry out reading activities in English?				
2.- Does group work help you to understand reading in English?				
3.- Do you support your partner for better reading comprehension?				
4.- Do you like to be a leader within the workgroup in the English class?				
5.- Does each student present to the group the result of their personal work?				
6.- Does the workgroup is more important than the individual one in a learning activity?				
7.- Are there expressions of affection, emotions, etc. in the workgroup that promote personal relationships?				
8.- Does your teacher use different strategies and techniques to develop text comprehension?				
9.- Does your teacher carry out activities before, during, and after reading?				
10.- Do you understand the message delivered in the reading activity?				

THANK YOU

UNIVERSIDAD TÉCNICA DEL NORTE

EFECTOS DEL APRENDIZAJE COOPERATIVO EN EL DESARROLLO DE LA COMPRENSIÓN LECTORA DEL INGLÉS EN LOS ALUMNOS JÓVENES ENCUESTA DE ESTUDIANTES

Instrucción: Estimados estudiantes, esta encuesta es confidencial, por favor respondan las siguientes preguntas honestamente para obtener un resultado verificable para este trabajo de investigación.

Objetivo: Identificar la importancia de las técnicas de aprendizaje cooperativo en la comprensión lectora

ESCALA	Siempre	Usualmente	A veces	Nunca
1.- ¿Los docentes forman equipos de trabajo para realizar actividades de lectura en inglés?				
2.- ¿El trabajo en grupo te ayuda a entender la lectura en inglés?				
3.- ¿Usted Apoya a su compañero para una mejor comprensión de la lectura?				
4.- ¿Le gusta ser un líder dentro del grupo de trabajo en la clase de inglés?				
5.- ¿Cada estudiante presenta al grupo el resultado de su trabajo personal?				
6.- ¿El trabajo grupal es más importante que la individual en una actividad de aprendizaje?				
7.- ¿Hay expresiones de afecto, emociones, etc. en el grupo de trabajo que promueven las relaciones personales?				
8.- ¿El docente utiliza diferentes estrategias y técnicas para desarrollar la comprensión del texto?				
9.- ¿El docente realiza actividades antes, durante y después de la lectura?				
10.- ¿Usted entiende el mensaje que se transmite en las actividades de lectura?				

Appendix 3. Teacher interview.

UNIVERSIDAD TÉCNICA DEL NORTE

THE COOPERATIVE LEARNING EFFECTS IN THE DEVELOPMENT OF ENGLISH READING COMPREHENSION IN YOUNG LEARNERS TEACHERS' INTERVIEW

1. From your teaching practice, do you think that cooperative learning helps to develop reading comprehension?

2. Do you consider that the students' roles as; leader, coordinator, secretary, and observer are optimal to develop teamwork? Why? Why not?

3. Do the functions of the teacher as facilitator, designer, monitor, and evaluator of knowledge allow them to better perform their role within the teaching team? Why? Why not?

4. Could you state what learning strategies you use to develop the students' reading comprehension?

5. Do you consider that the principles of group work; Positive interdependence, face-to-face interaction, individual responsibility, social skills, and self-assessment contribute to the understanding of texts in English? Why? Why not?

THANK YOU

Appendix 4. Pre -test / Post- test.

PRE-TEST

Reading Comprehension- Work in Pairs

1 FAMILY & FRIENDS

1. Read

Hi, my name's Johanna. I'm eleven and I come from England. I live in Cambridge and I go to school there. I have a sister, her name is Dora. She's 2. She is very **noisy**. She always cries when I've got something new. Oh, it's a horror!

My mom, Claudia, is 34 and she is at home now. She **looks after** Dora, but she also works when she has some free time, especially when Dora is asleep. My mom is a translator. She translates books and articles from Spanish to English.

My dad is an engineer. His name is Mark. He programs machines and they do what he wants them to do. It's **hard work** but it's fun. He travels all over the world because machines are everywhere.

My best friend is Noreen. We go to the same school together. Noreen has **blonde** hair and she wears glasses. She is also great at Maths. She always helps me with my homework when I'm in **trouble.** I really love my family and friends very much!

2. Match the pictures with the sentence.

a. Dora cries a lot. She's noisy.
b. Johanna's mom looks after her sister.
c. Her dad works hard programming computers.
d. Noreen is blonde and wears glasses.
e. When I have troubles with Math, Noreen helps me

3. Read and decide True (T) or False (F)

a. Johanna is from Scotland.
b. She's 11 years old.
c. Dora is Johanna's mom.
d. Her father travels a lot.
e. Johanna doesn't have friends.
f. She loves her family and friends.
g. Johanna's best friend is Harry

4. Answer the questions.

a. What's Johanna's nationality?

b. How old is her sister?

c. What languages does her mom knows?

d. What is her dad's job?

e. Who is her best friend?

PRE-TEST

Reading Comprehension- Work in groups of 3 students

4 HOBBIES

1. Read

Hey! My name's Daniela. I'm thirteen years old and I live in Toronto. I just want to talk about how my friends and I **spend** our free time. My best friends are Denisse and Amy. They are in the same class as me.

Teenagers often **complain** they're bored and have nothing to do. I can't understand them. I'm never bored. If the weather is nice, we go for a walk or we ride our bikes. We often play football, basketball, or **frisbee** in the park, but when it's rainy we go to the sports center. We usually play table tennis or go swimming there.

At home, I often listen to music and play the guitar. Like other teenagers, I often go on the Internet or play video games – but not always! It's sad that a lot of teenagers live their lives on several **social networks** like Facebook or Twitter! At the weekends, we go **hiking**, fishing, or sometimes we go to the cinema. I just always have fun!

2. Write down the activity according to the picture.

go for a walk – ride a bike – play frisbee
go swimming – play table tennis – play the guitar

3. Read the statement and decide if it's true or false. Tick the correct box.

	True	False
a. Daniela is always bored.		
b. She has 4 friends.		
c. She and her friend like sports.		
d. She loves Facebook and Twitter.		
e. She doesn't like fishing.		

4. Complete the sentences.

a. Teenagers often _____ when they're bored.
b. We never get _____
c. I play basketball on my ____ time.
d. Young people spend their lives on social _____

complain – bored – free – network

5. Answer the questions.

What activities can you do outside?
(in the park) _____

What activities can you do indoors?
(in a sports center) _____

POST-TEST

Reading Comprehension- Work in Pairs

8 SPORTS

1. Read

My name is Giancarlo and I am 14 years old. I'm very **fond of** sports. But my favorite sport is basketball. I play basketball at school, at home, in the park, everywhere!

I have been playing basketball since I was eight and have always wanted to be a **professional** basketball player. I am a big fan of Michael Jordan, in fact, he is my favorite player.

I'm in the school team and we train three days a week, on Mondays, Wednesdays, and Fridays. We have matches every Sunday. From time to time, we have **tournaments** with other schools and it is quite exciting. In my free time, I like reading and playing computer games. I dream of one day having a successful career as a professional basketball player!

2. Find and underline the synonyms of the words in bold.

a. I'm **very fond of** sports.
  – in love with   – hate

b. I want to be a **professional** player.
  – amateur   – experienced

c. We have **tournaments** with other schools.
  –competitions   – duets

3. Say if it's true or false. Write T for True and F for false.

A. Giancarlo likes sports.
B. His favorite sport is football.
C. Giancarlo's favorite player is Cristiano Ronaldo.
D. He has tournaments on Sundays.
E. Giancarlo likes playing computer games.
F. His dream is to become an actor.

4. Color the correct answer.

A. How old is Giancarlo?

| He's 14 years old. | He's 8 years old. |

B. What is Giancarlo's favorite sport?

| Baseball | Basketball |

C. How old was he when he started playing basketball?

| 14 | 8 |

D. What does he do in his free time?

| He likes reading. | He likes cooking. |

E. What is Giancarlo's ambition?

| To become a professional basketball player | To become a professional actor. |

POST-TEST

Reading Comprehension- Work in groups of 3 students

6 TOWN & CITY

1. Read

Hi friends! My name is Cinthya and I live in Manta. It is located in Ecuador. It isn't a very big **town**. About 10 000 people live here. There are about thirty shops in Manta and there are three supermarkets. You can buy everything that you need in the town. There are five banks and a post office on Murcielago Street. There is a police station and a library, too. You can find a big market where you can buy fruit, vegetables, meat, and **dairy** products. I like going to the market with my mom. There are three **churches** in the town center and there is a big park, too. In the park, children can play because there is a **playground**.

There are three elementary schools and two high schools in Manta. My **school** is on Montecristi Street. We have a very nice **building**. There is a sports center next to my school. Every Wednesday afternoon, we play basketball. If you want to see a film, you can go to the only cinema we have. Unfortunately, there aren't any **theaters** here. I like living in Manta because it is a calm, neat place, and people are very friendly.

2. Read the text and circle the correct word.

a. Sandra lives in a small **country/town** in Ecuador.
b. There are thirty **restaurants/shops** in Manta and three **supermarkets/post offices.**
c. Sandra's **school/home** is in Montecristi Street.
d. There aren't any **theaters/libraries** in Hilltown.

3. Write the activity you can do in the place mentioned.

Place	Activity
Shops	buy clothes
Market	_____ ⌄
Park	_____ ⌄
Sports center	_____ ⌄

4. Complete the sentences with the words below.

library – hotel – restaurant – train station – supermarket – beach – cinema

a. I go to the _____ to buy books.
b. We go to the _____ to take a train.
c. To buy food, we go to the _____.
d. They go to the _____ to watch a movie.
e. We go to the _____ to swim in the sea.
f. I go to a _____ to eat food.
g. When we travel, we stay in a _____.

5. Tick (√) the place you can find in your town.

Library ●
Supermarket ●
Hotel ●
Airport ●
Restaurant ●
Theater ●
Cinema ●
School ●
Church ●

Bus station ●
Train Station ●
Beach ●
Park ●
Police station ●
Post office ●
Bank ●
Hospital ●
Museum ●

Appendix 5. Pictures.

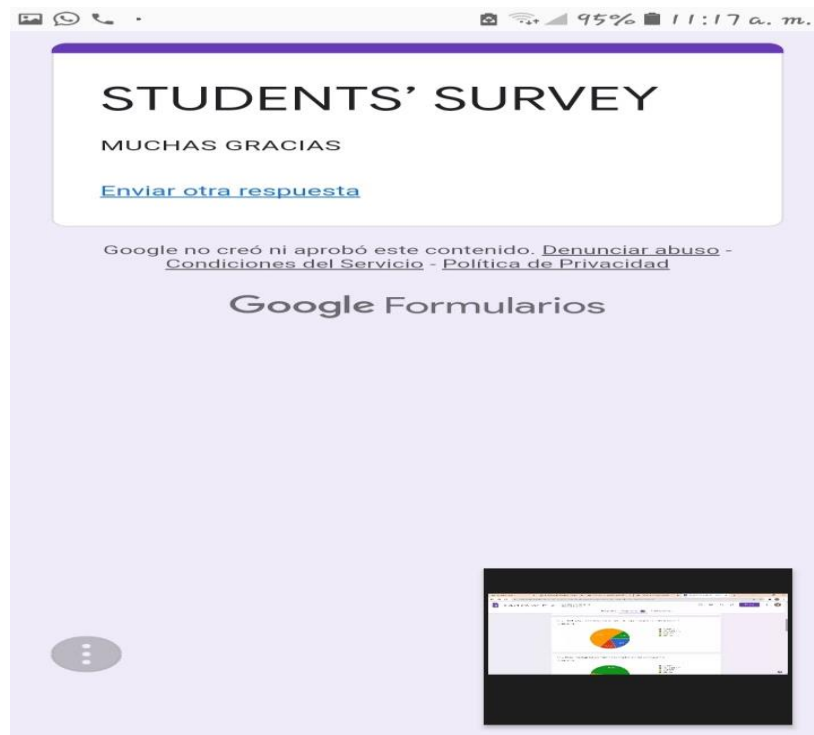**Application of the cooperative learning method.**
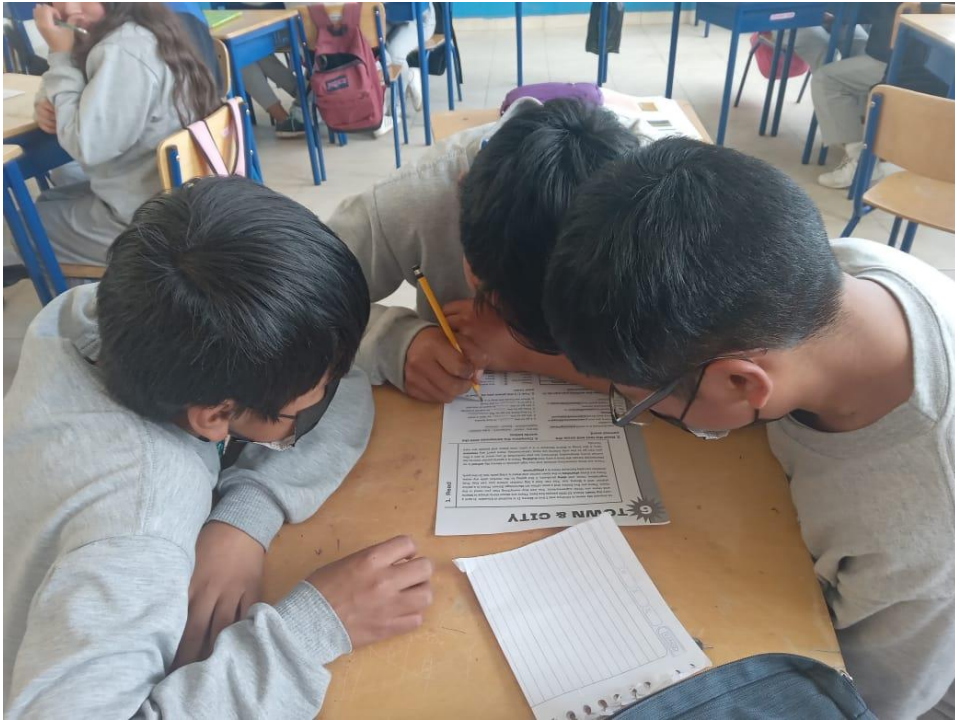
Survey applied to the students

Interview applied to the teachers