Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

The effectiveness of reciprocal teaching model in improving reading comprehension skills of students of eighth year of basic education at a public school of Loja city, academic period 2021-2022.

La efectividad del modelo de enseñanza recíproca en el mejoramiento de las habilidades de lectura comprensiva en estudiantes de octavo año de educación básica de un colegio público de la ciudad de Loja durante el período académico 2021-2022.

> Trabajo de integración curricular previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés

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Dedication

First of all, I dedicate my thesis work to my parents Flor Cango and Hilmo Cañar, and my siblings for their unconditional support throughout my learning process. Also, to my friends at the university, especially Cristian and Alicia, who helped me when I needed them the most, giving me their advice and sharing their knowledge when I needed it the most.

Omar Steven Cañar Cango.

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1. Title

The effectiveness of reciprocal teaching model in improving reading comprehension skills of students of eighth year of basic education at a public school of Loja city, academic period 2021-2022.

2. Resumen

Esta investigación tuvo como objetivo determinar la efectividad del modelo reciproco de enseñanza para mejorar las habilidades de lectura comprensiva de los estudiantes de Octavo Año de Educación General Básica de una Colegio público de la ciudad de Loja durante el periodo académico 2021-2022. Los participantes de esta investigación fueron 34 estudiantes los cuales contaban con el nivel de inglés A1.1 tal como lo describe el Marco Común Europeo de Referencias para las Lenguas (CEFR). El diseño de esta investigación fue cuasiexperimental, por ende, se usó una metodología mixta la cual combina los enfoques cualitativos y cuantitativos. La recolección de los datos cuantitativos se lo realizó a través de un test aplicado antes de la intervención y un test aplicado después de la intervención. Por otro lado, la recolección de los datos cualitativos acerca de las percepciones de los estudiantes hacia el modelo reciproco de enseñanza, se lo realizó a través de un cuestionario. Basado en los resultados obtenidos en los test se evidencio que los estudiantes tuvieron una mejora significativa en sus habilidades de lectura comprensiva, ya que se les facilito buscar y encontrar información general y especifica del texto, así mismo utilizar las ideas que entendieron del texto para diseñar su propio resumen, esto quedó evidenciado a través de los indicadores: Skimming, Scaning and Summarizing utilizados en las pruebas. Además, se pudo evidenciar que la implementación del modelo reciproco de enseñanza, tuvo un impacto positivo en los estudiantes ya que este modelo provee a los estudiantes de un proceso y estrategias que ellos pueden usar antes, durante y después de la lectura. También se pudo notar que este modelo de enseñanza, permitió una mayor interacción y sociabilización en clases, lo cual ayudo positivamente en el proceso de mejorar sus habilidades de lectura comprensiva.

Palabras clave: Modelo recíproco de enseñanza, Comprensión lectora, Estrategias de lectura.

2.1. Abstract

The objective of this research was to determine the effectiveness of the reciprocal teaching model to improve the comprehension reading skills of eighth grade students in a public school in the city of Loja during the 2021-2022 academic period. The participants of this research were 34 students who had English level A1.1 as described by the Common European Framework of Reference for Languages (CEFR). The design of this research was quasi-experimental, thus, a mixed methodology combining qualitative and quantitative approaches was used. Quantitative data collection was done through a test applied before the intervention and a test applied after the intervention. On the other hand, the collection of qualitative data on the students' perceptions of the reciprocal teaching model was done through a questionnaire. Based on the results obtained in the tests, it could be evidenced that the students had a significant improvement in their comprehension reading skills, since the students were facilitated to search and find general and specific information of the text, as well as to use the ideas that they understood from the text to design their own summary, this was evidenced through the indicators: Skimming, Scanning and Summarizing used in the tests. In addition, it could be evidenced that the implementation of the reciprocal teaching model had a positive impact on students since this model provides students with a process and strategies that they can use before, during and after reading. It was also noted that this teaching model allowed for greater interaction and socialization in class, which helped positively in the process of improving their comprehension reading skills.

Key words: Reciprocal teaching model, reading comprehension, Reading Strategies

3. Introduction

According to the Ministry of Education of Ecuador (2016), through reading learners will improve their critical thinking skills, learn to communicate more effectively, develop coding and decoding skills, improve study skills, and use reading texts as sources of information. As a result, reading comprehension is a fundamental pillar in education since it will allow students to acquire new knowledge as they develop or improve this skill. As mentioned by Brandon (2021) reading is needed to succeed in school, work and life in general. That is why the Ministry of Education of Ecuador (2016) expects students in the Eighth Grade of General Basic Education to be able to understand and identify very simple informational texts or a single sentence at a time, picking up familiar names, words or basic phrases, rereading as needed to extract key pieces of information from the text.

However, the researcher, through several observations made during his pre-professional practices, was able to identify those students were not able to understand and identify information from written texts as mentioned by the Ministry of Education (2016). This is due to the fact that teachers only focused on teaching grammatical structures or vocabulary, but not on developing reading comprehension skills. This caused students to be unable to understand the content or the message that the author was trying to convey in the writing text.

Therefore, this study had the purpose to determine if the reciprocal teaching model helps to improve students' comprehensive reading skills, since this model implements a process of four interactive strategies that teacher and students can apply and follow to improve this skill. Therefore, the following research questions have been established: Does the reciprocal teaching model help improve the reading comprehension skills of the students of the Eighth Year of Basic Education at a public school of the city of Loja?, Is the reciprocal teaching model effective in improving the reading comprehension skills of students of the Eighth Year of Basic Education at a public school of the city of Loja? and What are the students' perceptions regarding the use of reciprocal teaching model to improve their reading comprehension skills in English?

It is important to mention that some previous studies (Desi, 2018; Komariah, 2015; Sahab, 2014; Rodli, 2018; Yulianti & Setiawan, 2019) on the use and application of the reciprocal teaching model to improve reading comprehension skills in diverse groups of students around the world before the COVID 19 pandemics, have had very good results, since the use of the strategies of this model can make classes much more interesting and dynamic, thus, awakening the interest of students to improve their reading comprehension skills.

However, in Jones' (2021) research, students did not perform well, because this research was conducted during the pandemic, when students and teachers were adapting to new study modalities and tools. Furthermore, despite the positive results obtained in the aforementioned research, it should be taken into account that nowadays education has undergone a great change due to the COVID 19 pandemic. This has caused problems for teachers and students, who have to adapt to new study modalities, new tools and new educational environments, which can significantly affect the effectiveness of the reciprocal teaching model to improve reading comprehension skills.

In order to carry out the project, the general objective was to determine whether the reciprocal teaching model can improve the reading comprehension skills of students of the Eighth Year of Basic Education at a public school of the city of Loja. Moreover specific objectives were: to apply the strategies of the reciprocal teaching model in order to improve reading comprehension skills of students of the Eighth Year of Basic Education at a public school of the city of Loja; to verify the effectiveness of reciprocal teaching model to improve reading comprehension skills of students of the   Eighth Year of Basic Education at a public school of the city of Loja, finally, to analyze the perceptions of the students of Eighth Year of Basic Education of a public institution in the city of Loja regarding the implementation of the reciprocal teaching model to improve their reading comprehension skills.

The implementation of this research helped students in the Eighth Year of Basic General Education to improve their reading comprehension skills. In this way students meet the requirements of the Ministerio de Educación (2016) which mentions that students who are studying level A1.1 are able to understand and identify simple texts such as messages, catalogs, postcards, etc., in addition to extracting pieces of information from the text. It is important to mention that the implementation of this study helped the researcher to be immersed in a real educational environment. This experience will be of great help for his future professional life, since he will be able to identify problems in student learning and apply innovative strategies or models to solve those learning problems in students.

Moreover, the present research contributed to the line of research of the Facultad de la Educación, Arte y Comunicación, and the undergraduate degree program of Pedagogía de los Idiomas Nacionales y Extranjeros. These lines state in their specific objectives that the research presented should contribute to the development of an innovative proposal that can help the teaching and learning process of the educational activity in the south of Ecuador. (Universidad Nacional de Loja, 2021). Also, this research fulfills the objective number 7 (Potenciar las capacidades de la ciudadanía y promover una educación innovadora, inclusiva y de calidad en

todos los niveles) of the Sustainable Development Objectives (ODS) stablished by the Secretaría Nacional de Planificación.

Finally, during the eight weeks of interventions, through the use of lesson plans, this study was able to determine the effectiveness of the reciprocal model of teaching to improve reading comprehension skills of 34 Eight -grade students at a public school in the city of Loja, during the 2021 – 2022 school year. However, during the implementation of the reciprocal teaching model, the researcher estimated that the project implementation time was not enough to improve students reading comprehension skill in the long term. Another limitation that was found is not having a control group with which to compare the knowledge acquired by the students who participated in the research, in order to verify and corroborate in a better way the effectiveness of this teaching model between the research group and the control group. In addition, due to the new educational environment left by the COVID 19 pandemic, there were few activities that could not be applied correctly but were important to improve the comprehension reading skill. Therefore, for future research it is recommended to extend the intervention time, to work with two groups of students, one control group and the other where the innovative strategy is applied.

This research report is detailed as follows: the introduction where you will find an overview of the research report, the theoretical framework with the theoretical information of the dependent and independent variable, as well as previous research. The methodology section, which describes how this research was carried out. Next the results in which the main findings that were found during the intervention are exposed, subsequently the discussion is found in which the results obtained are contrasted with those mentioned by the authors. Subsequently, the conclusions are found, as well as the recommendations based on the results and conclusions. Finally, the bibliographic sources from which the information of the theoretical references and the annexes used to carry out the research are found.

<center>**4. Theoretical Framework**</center>

The teaching of English as a foreign language is of utmost importance for today's communication in a globalized world. Therefore, one of the skills that students have to acquire and develop are reading comprehension skills, since most of the information is written, and they have to read and understand in order to acquire new knowledge, skills or abilities that they can use in their future professional life. Taking this into account, this section shows the theoretical references that support this research project, such as reading and comprehensive reading, which constitute the dependent variable. On the other hand, as an independent variable, theoretic references such as the reciprocal teaching model and its strategies are presented. Finally, different research conducted by other researchers related to the improvement of comprehension reading skills through the reciprocal teaching model is presented.

4.1. Reading

Reading has been considered as one of the major sources of providing students with great amount of information about various subjects (Salehi & Vafakhah, 2013), due to every day we cannot escape from reading activity, we read newspaper, report, messages, books, notes, and many other writings (Rodli, 2018). Therefore, developing strong reading abilities can enable you to interpret and find meaning in everything you read, and when you continuously improve these skills, you can develop your ability to communicate effectively through writing (Indeed 2021).

The web site UkEssays (2021) mentioned that reading is a mental process in which someone looks into a written text and starts to absorb the information from the written linguistic message. Also, state that reading is an interactive process between the reader and the writer. On the other hand, Blakeley (2016) says that reading is defined as a cognitive process that involves decoding symbols to arrive at meaning of the text. In a similar manner web site of Mississippi College (2021) explain us that reading is a complex process, involving skills such as decoding, making predictions and asking questions, in which the reader uses their prior knowledge to understand what they are reading in which the reader actively participates (Heath, 2020).

4.1.1. *Reading as receptive skill*

Reading is one of the four most important skills that students must develop to achieve an excellent proficient English level, due to the fact that reading is a receptive skill in which written texts must be understood and interpreted. Receptive skills, are important skills that all students should master when learning a new language (Pachina, 2019).

According to Rhalmi & Htun (2019) the receptive skills are those skills where meaning is extracted from the spoken or written discourse. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us (Saya, 2017).

Through reading the student will be able to acquire new information or learn new things that can be used in their personal, academic, or professional life. Moreover, Bostock (2021) said that reading English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. Therefore, reading will be of great use to EFL students as they could learn new things and it will help them to improve their English language skills

4.1.2. Purpose of reading

Reading can be used for different purposes as mentioned MinEduc (2016)

- Reading for pleasure, where we read for the sake of finding out what happens, or enjoying the sounds of the words and the images they create.

- Reading for academic purposes, in which we read to find specific information and use that information to inform our opinions or ideas on a similar, or different, topic.

- Reading that occurs in our daily lives, which is not always recognized as such, for instance in the case of reading the lyrics of a song or subtitles to a movie.

- Reading that manifests itself in other ways: skimming a magazine article at the doctor's office to see if it merits closer attention, scanning a timetable for train departures, glancing at notes during a speech.

Blakeley (2016) says that reading is a process that involves recognizing words, leading to the development of comprehension.

4.1.3. Reading Sub skills

Accuracy. Pancare (2017) states that accuracy measures a student's ability to correctly decode alphabet letters into words and sentences. Reading accuracy is the automatic process of interpretation and integration of appropriate expressions or phrases during the reading process with minimal utilization of required resources to communicate meaning (Lynch, 2021). Bradbury (2016) mentioned by developing our accuracy skills, we learn techniques for checking each individual letter, character or number – and that means not allowing our brains to be influenced by the 'overall shape' of the information we are looking at.

Fluency. Morin (2020) states that reading fluency can be defined as the ability to read text easily, quickly and expressively without making much effort and with little difficulty

comprehending the meaning of the text. Fluency is important because it builds a bridge between word recognition and comprehension, it allows students time to focus on what the text is saying and make connections between what they are reading and their own background knowledge (Nieporent, 2021). Also, Morin (2020) mentioned that fluent reading led to more success with writing, better vocabulary skills, and a greater understanding of what is being read.

Comprehension. Goddiess (2021) said that reading comprehension is the ability to process what is being read, understand the meaning the author is trying to convey both textually and sub textually and make inferences based on prior knowledge. When students have strong reading comprehension skills, they are able to apply their reading in meaningful ways and they can take the information they have read about and use it to answer questions, write opinions or even create something new (McDonnell, 2022). Brandon (2021) state that comprehension makes reading enjoyable, fun, and informative and it is needed to succeed in school, work, and life in general. Comprehension is the goal of communication (Goddiess, 2021).

4.2. Reading Comprehension.

The point of reading isn't to make sounds in your brain or out loud, but rather, to understand important lessons, stories and arguments (Rutzler, 2020). According to Goddiess (2021) Reading comprehension is the ability to process what is being read, understand the meaning the author is trying to convey both textually and sub textually and make inferences based on prior knowledge. Strong reading comprehension typically encompasses a variety of literacy skills needed to interpret and identify meanings within a text (Indeed 2021). Therefore, reading skills are the capacity to read, comprehend, interpret and decode written texts.

Rutzler (2020) state by understanding what we read, we pick up important information, understand scientific theories, past opinions and new frontiers. Also, he mentioned that having excellent reading comprehension skills is crucial because it increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life.

4.2.1. Importance of Reading Comprehension.

Through reading, learners will improve their critical thinking skills, learn to communicate more effectively, develop coding and decoding skills, improve study skills, and use reading texts as sources of information (MinEduc, 2016). Goddiess (2021) tells us that the overall communication skills, the critical thinking skills, the attention to detail, the decision-making ability, even the ability to concentrate can all be assumed from your ability to understand what you read. Furthermore, comprehension adds meaning to what is read, reading comprehension occurs when words on a page are not just mere words but thoughts and ideas,

comprehension makes reading enjoyable, fun, and informative (Brandon, 2021). This is why, comprehensive reading plays a very important role in the academic and professional growth of the student.

Therefore, it is important that teachers use effective teaching strategies where students can develop comprehensive reading in the best way, since as mentioned by the MinEduc (2016) reading is an active skill, in which learners consciously and subconsciously apply various subskills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking oneself questions.

4.2.2. *Reading Comprehension strategies*

To measure the cognitive dimension of students' reading comprehension skills, the researcher will focus on 4 essential components of reading comprehension.

Predicting. Lynch (2021) state that predicting allows learners to utilize info from the text to anticipate what will happen in the story based on their prior knowledge. Also, Bailey (2015) mentioned that predicting allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story.

Making predictions helps students to (Sutherland, 2021):

- Choose texts they believe will interest them or that are appropriate for whatever their purpose is for reading.
- Set a purpose for reading before, during, and after reading.
- Actively read and interact with a text.
- Critically think about what they are reading.
- Monitor their own comprehension and clarify any misunderstandings while reading.
- Stay engaged in reading in order to find out if their predictions are on track or if they need to be revised.
- Ask meaningful questions

Mackenzie (2018) states that students love making predictions and building anticipation for what might happen next, it is an easy way to make reading fun. Also, she mentioned that we can use predictions before, during and after the reading.

- **Before Reading:** What will the book be about? Who will the main characters be? What big events will happen in the story? Where will the events take place?
- **During Reading**: How will a character respond to the problem? Who might help the character solve the problem?

- **After Reading**: Which predictions were correct? Which predictions were incorrect? Why were the predictions incorrect?

Skimming. Skimming is the process of quickly viewing a section of text to get a general impression of the author's main argument, themes or ideas (Massey University, 2019). This is why, when skimming, skip content that gives details, stories and other fluff. Instead of reading every word, concentrate on the essential information (Lynch, 2021).

Lynch (2021) mentioned some methods to find the essential information or the main ideas from the written text.

- **Beginnings & endings:** Read initial and final sentences of paragraphs, initial and final paragraphs of important sections, and introductions and summaries of chapters.
- **Visual & verbal cues:** Look for signal words and phrases that show an author's direction (e.g., however, although, moreover, in addition to).
- **Wheat vs. chaff:** Read enough of content to decide if a section presents a central idea or support for a central idea.

On the other hand, Smith (2022) mentioned that when you are skimming a text, you will want to focus on the parts which are more likely to contain the main ideas such as:

- Title and sub-title
- Abstract
- First paragraph
- Last paragraph
- Repeated words
- Section headings
- First sentence of each paragraph
- Last sentence of each paragraph

Scanning. Massey University (2012) explains that scanning is locate quickly specific information. Dawood & Jawi (2010) state the purpose of this technique is to examine closely and rapidly a piece of printed or written material and it is used when the reader wants to locate a particular piece of information or fact. Scanning comparatively is easier than skimming because the reader knows ahead of time what he wants to find. Scanning is used widely in the following situations:

- Looking up a number in telephone directory.
- Looking up a name in a list.

- Looking up days and dates in a schedule.

- Looking up a word or idiom in the dictionary.

- Looking up a reference in a book.

- Looking up a quotation in a research paper. g. Looking up a subject in an index of a book.

How to scan

Beale (2013) mentioned that for scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need.   Generally, the written material is arranged chronologically, alphabetically or contains a structure such as title, introduction, body and conclusion. It is therefore necessary for students to know exactly what information they require and to infer where it can be found in the written text, in order to find it much faster.

Secondly, it is important to focus on key words or information, since as Smith (2022) mentions when scanning, you will be looking for key words or phrases because it will be easy to find, if they are names they will begin with a capital letter, or numbers/dates. He also mentions that it is a good idea to use your finger as you move on page, to focus your attention and keep track of where you are.

Summarizing. According to website Ric publications (2020), summarizing is recalling the main points or ideas of a text and how they relate to each other. This implies that students, at the end of reading, should find the most important ideas and key vocabulary from the written text. Then sequence this information using their own words. This will allow them to have a more concise reading comprehension of a text. In this way it will be possible to verify if the student really understood the message that the author intended to convey.

4.2.3. Process of reading comprehension.

Reading is the product of an amazingly complex combination of knowledge, strategies and understandings, and it is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing (Blakeley, 2016)

According to Blakeley (2016) the process of comprehensive reading is the following:

1. The first is the pre-reading stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

2. The second stage occurs during reading, when the reader makes predictions as they read and then confirms or revises the predictions. For example, a double-entry journal enables the reader to write the text from the reading on one side and their personal reaction on the other side.

3. The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a story, answer questions, and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

4.3. Reciprocal Teaching Model

Bales (2020) state that reciprocal teaching is an instructional technique aimed at developing reading comprehension skills by gradually empowering the students to take on the role of the teacher. As well as, Victoria State Government (2018) mentioned that reciprocal teaching is a reading practice based on the foundational skills introduced through guided reading in addition to the use of scaffolded talk between a teacher and group members or group members with each other to develop and support comprehension.

In addition, Juraschka (2020) state that reciprocal teaching refers to a classroom activity where students are shown strategies to better understand a reading, these strategies get students more involved throughout the reading process, helping them stay engaged and improving their overall comprehension.

Willis (2017) state that reciprocal teaching is a model based on psychologist Lev Vygotsky's theory of the fundamental role that dialogue and social interaction play in learning and retaining information. Also, he mentioned that Vygotsky believed that students learn best somewhere between their ability to perform a task under adult supervision and their ability to solve a problem independently. This is why, Reciprocal teaching can be successfully implemented within both general education and special education classrooms Baker et al. (2014) and it not only helps with learning, it gets students excited to learn by actively involving them in readings, making them more likely to understand given texts (Juraschka, 2020).

4.3.1. Lev Vygotsky's theories

Kurt (2020) state that Vygotsky was convinced that learning occurred through interactions with others. In fact, one of the ways that students gain knowledge is when they collaborate with their peers, mentors or teachers on activities that involve problem-solving skills and real-life task

Vygotsky determined that teachers have the ability to control many factors in an educational setting, including tasks, behaviors, and responses. As a result, he encouraged more interactive activities to promote cognitive growth, such as (Kurt, 2020):

- Productive discussions
- Constructive feedback
- Collaboration with others.

Sociocultural theory

Allman (2018) state the focus of this theory is on the role social interaction and culture play in the development of higher-order thinking skills. According to Vygotsky, when it comes to development, children use collaborative dialogues with the more knowledgeable members of the society. In other words, our psychological growth is guided by people in our lives who are in mentor-type roles, such as teachers and parents, these are people who have more knowledge and skills that they can share with us to strengthen our learning.

Sociocultural Theory in Education

Sociocultural theory is applied when teachers base their teaching on their own beliefs or experiences with education. Sociocultural theory may also influence the way that a teacher sets up their classroom and lesson plans. A teacher may encourage classrooms to split off into groups and work on a problem within themselves. They may assign students who have grasped certain concepts to tutor students who are struggling (Thudium, 2021).

The zone of proximal development

The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner (McLeod, 2021).

To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:

- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
- Social interactions with a skillful tutor that allow the learner to observe and practice their skills.
- Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD.

Role in the classroom of ZPD

The zone of proximal development has been applied to the practice of reciprocal teaching, a form of reading instruction. In this method, teachers lead students in executing four skills—summarizing, questioning, clarifying, and predicting—when reading a passage of text. Gradually, students take over the responsibility for utilizing these skills themselves. Meanwhile, the teacher continues to offer assistance as needed, reducing the amount of support they provide over time (Vinney, 2019).

The more knowledgeable other

Cherry (2022) mentioned that Vygotsky's "more knowledgeable other" is a person who has greater knowledge and skills than the learner. Often, this is an adult such as a parent or teacher who provides educational opportunities, such as guided instruction, within a child's zone of proximal development.

Figuring into Vygotsky's thinking was the fact that kids also learn a great deal from peer interactions. In fact, children often pay more attention to what friends and classmates know and are doing than they do to adults. Teachers can leverage this tendency by pairing less skilled children with more knowledgeable classmates whom the former can observe and imitate (Cherry, 2022).

Applying Vygotsky's theory in the classroom

In classroom settings, teachers may first assess students to determine their current skill level (Cherry, 2022). Based on the results obtained, the teacher can use different teaching techniques and strategies to enhance the students' learning capabilities and skills. Cherry (2022) state at first, the student may need assistance from an adult or a more knowledgeable peer. Eventually, their zone of proximal development will expand. Teachers can help promote this expansion by:

- **Planning and organizing classroom instruction and lessons**. For example, the teacher might organize the class into groups where less-skilled children are paired with students who have a higher skill level.
- **Using hints, prompts, and direct instruction** to help kids improve their ability levels.
- **Scaffolding,** where the teacher provides specific prompts to move the child progressively forward toward a goal.

Effective reciprocal teaching lessons include scaffolding, thinking aloud, using cooperative learning, and facilitating metacognition with each step (Foster & Rotoloni, 2014).

4.3.2. Essential Foundations for Effective

Reciprocal teaching, although very effective, does not stand alone (Cárdenas & López, 2019), regardless of the classroom setting used, certain instructional foundations: scaffolding, think-alouds, metacognition, and cooperative learning, must be in place so students stay engaged and eventually use the strategies independently (Oczkus, 2010).

Scaffolding. Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process (The Glossary of Education Reform, 2015). The model of instructional scaffolding is also sometimes described as "I do. We do. You do." In other words, the teacher shows how something is done, then the class practices together and, finally, students work individually (Grand Canyon University, 2022). During this process, the teacher teaches and gives guidelines to the students on how to use the strategies of the reciprocal teaching model (Predicting, Questioning, Clarifying, Summarizing). Afterwards, the teacher steps away and lets the students practice these strategies as a group and individually to improve their reading comprehension skills.

Think-Alouds. Sönmez & Sulak (2018) states by think aloud strategy, students can be asked questions to think by the teachers during reading, and students' thoughts can be observed. Teaching the thinking-aloud strategy ensures that students are aware of their own comprehension processes. Thanks to this awareness, they can be independent readers.

- The following five steps should be taken into account when using the thinking-aloud strategy:
- Students should develop hypotheses by making predictions about the text.
- Students should create mental images from the information that has been read.
- Students should establish links between previous and new information through analogies.
- Students should observe their comprehension by making explanations at contradictory points.
- Students should arrange their comprehension by showing strategies.
- The thinking-aloud strategy, which includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills.

Metacognition During Whole-Class Lessons. Another necessary instructional foundation is metacognition, which is easily reinforced during whole-class sessions by reminding students of the strategies and reflecting on their purpose (Oczkus, 2010). Also, the

web site Lexia Learning (2017) states metacognition engages students as active assessors of their own learning.

Acording to Karbalaei (2011) metacognition refers to the knowledge and control that we have over our cognitive processes. Moreover, he mentioned that one reason why metacognition is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail.

Therefore, students can use a monologue as a strategy before, during, and after reading. Forming these inner monologues helps students engage the higher-level process of metacognition as they read (Lexia Learning, 2017).

Before reading, students can reflect on what they expect to read and what areas of strength or weakness they anticipate as a reader:

- "I know this material is about…"
- "I feel confident that I can _____ while I read."
- "I'm not sure if I'll be able to…"
- "What strategies can I use to help me with my weaknesses?"

While reading, students can pause and reflect:

- "Do I understand what I just read? If not, why not?"
- "What strategies am I using? If they aren't working, what can I do instead?"

After reading, students can ask themselves:

- "What else have I read that's similar to this material?"
- "What questions do I still have about the subject matter?
- "Is there anything I need to reread or research?"

Cooperative Learning. Reciprocal teaching builds on the cooperative nature of learning that contributes with students´ reading comprehension to be deepened through social interactions (Cárdenas & López, 2019), due to cooperative learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher (Rigacci, 2020).

During cooperative learning we can use strategies: before, during, and after reading (Buhasnah, 2015):

- **Before reading:** Preview the text: Students preview the whole passage before reading its sections. Previewing the text activates prior knowledge, stimulates students' interest about the topic, and facilitates making predictions.

- **During reading:** Get the gist: Students learn to identify the most important idea(s) in the text during reading. This strategy teaches students to use their own words to explain the main ideas of every paragraph or two using a few words to check for understanding.

- **After reading Wrapping up:** After reading, students identify the most important ideas from the entire section they have read. They generate questions and answers about the information in the text.

4.3.3. *The goals of Reciprocal Teaching*

The goals of reciprocal teaching model according to Juraschka (2020) are follow:

- **Improve Literacy**: Rather than skipping over words they don't understand, students are encouraged to figure out what they mean, helping them with current and future readings.

- **Stay Engaged**: Students are actively looking for different clues and ideas throughout readings, helping them to stay interested in a text.

- **Boost Reading Comprehension**: The four building blocks give students the tools needed to decipher a text and understand the ideas being presented to them.

- **Learn on Their Own or in Groups**: Reciprocal teaching puts students in the position to improve their reading comprehension through teamwork so they are better suited to work by themselves on future projects.

4.3.4. *Strategies of RTM*

Reciprocal teaching is a multicomponent approach that combines four strategies: predicting, clarifying, questioning, and summarizing (Takala, 2006). The strategies work together to dramatically increase comprehension Bales (2020).

Predicting. Bales (2020) mentioned that predicting is the skill of making an educated guess. Students can develop this skill by looking for clues in order to figure out what will happen next in the text, or what the story's main message will be. According Juraschka (2020), There are two parts to "predicting" a text. The first involves predicting what is going to happen overall in a reading; the other involves predicting what is going to happen next in a section or chapter. They sound similar but both have different processes

- Part 1: Predict what will happen throughout a text by using the title, imagery (such as cover art), or even a brief summary. Then use those clues to make your prediction of what happens in the entire piece.

- Part 2: Skim the next bit of text you've been assigned to read, and pick out certain words, sentences, or images. From that quick overview make a prediction as to what is going to happen next in the text.

In both instances, the students should look for clues that help them predict the author's purpose and the topic of the text (Bales 2020). However, is important that students:

- To avoid broad predictions that don't give any real insight into what a reading is about.

- The predictions should state what the reader thinks the author's purpose is in a text and give evidence as to why the reader has come to such conclusions. In fact, make a prediction with evidence will better connect students with a text making them more involved in the reading process which will help them understand what is happening throughout it (Juraschka, 2020)

Help students practice this skill by giving open-ended prompts that include phrases like "I believe" and "because" (Bales, 2020):

- I think the book is about…because…

- I predict I will learn…. because…

- I think the author is trying to (entertain, persuade, inform) …because... (Bales 2020).

Questioning. Admitting you do not understand something is a crucial part of the learning process. Questioning the text helps students develop critical thinking skills (Bales, 2020). Therefore, asking, discussing, and answering questions gets students involved with the reading and ensures they're paying attention to important details (Juraschka, 2020) Also, questioning promotes interaction, as students pose questions about the text they are reading to their peers (Baker et al., 2014).

Nonetheless, asking questions can be hard and many students don't know where to start. The easiest way is to ask questions such as:

- Who?
- What?
- When?
- Where?
- Why?
- How?

Engagement in questioning with peers can better equip students to arrive at possible solutions to questions, find relevant information, work cooperatively in groups, and monitor their own comprehension (Baker et al., 2014). In this way the teacher will get the students to focus on reading and have a better understanding of the text they are reading, since they have to answer questions with specific information from the text.

Identifying (Clarifying). Clarifying is used to make sure students continue to understand what they're reading throughout the entire process (Juraschka, 2020). Bales (2020) mentioned that comprehension problems may arise due to difficult words in the text, but they can also result from students being unable to identify the main idea or key points of the passage. Besides, he mentioned that clarifying involves using strategies to understand unfamiliar words or complicated texts.

Clarifying is a two-step process (Juraschka, 2020):

- **Reread the passage:** On average, we can only focus for 10-15 minutes before needing a break. Sometimes, we don't even realize our brains are distracted until several minutes later. An easy fix is to reread the passage to get a grip on the ideas that were just presented.

- **Break down complicated parts**: Breaking down what's confusing readers can help with overall comprehension. Have students read a complex sentence slowly and separate it into smaller parts, reading the bits on their own and clarifying the sections that don't make sense by looking up words or asking for help.

Baker et al., (2014). states that clarifying helps students connect to the text as they search a passage for unfamiliar vocabulary words, concepts, or text structures. Also, he mentioned that students are also encouraged to use dictionaries and other reference resources to illuminate unknowns within a text.

Summarizing. It is a key contributor to improving reading comprehension. The ability to create a complete summary shows that students have been able to not only understand a reading but also describe it in their own words (Juraschka, 2020). However, summarizing is a vital, though sometimes challenging, skill for readers of all ages. Therefore, it requires that students use a summarizing strategy to pick out the main idea and key points of the text. (Bales, 2020)

Summaries can include questions like (Drew, 2021):

- Write the main idea of the text in one paragraph.
- List the order of events in bullet points.

- Outlined the main characters or locations in the text.
- Explain the 5 key points.
- Explain the 8 elements of a story.

Then, the students must put that information together in order to concisely explain the meaning and content of the passage in their own words (Bales, 2020). This capacity to identify what is important and what is not important, it is a skill that shows a student has successfully comprehended the text (Drew, 2021). This is why, Juraschka (2020) mentioned that teacher need to encourage students to stop often throughout a reading to make summative notes on the text because summarizing each portion of a reading creates a roadmap for students to see which parts they understand. At the end of the reading, students can combine their smaller summaries to make one full-length overview.

4.3.5. *Advantages and disadvantages of reciprocal teaching model*

Advantages

- Comprehension-fostering: The approach is comprehension-fostering. By asking students to explicitly use comprehension strategies, students learn the processes required to comprehend written texts (Drew, 2021).
- Reciprocal teaching allows teachers to circulate around the room freely, coaching students and gaining a better understanding of where each one falls in terms of comprehension. It makes possible for teachers to offer more support to those students who need it (Willis, 2017).
- Distributed teaching: By teaching the students on how to scaffold one another's learning, the teacher distributes their 'teaching role' around the class (Drew, 2021). Students will help each other to understand what they are reading, so the teacher can use the free time to give reinforcement to students who need it.
- It fosters the use of comprehension strategies, it capitalizes on social interaction among students, and it makes reading a centerpiece of classroom activity, especially in content areas. (McKenna & Walpole, 2011)
- Reciprocal teaching gives students a chance to switch roles with the teacher, educating their peers through a student-led dialogue that helps to reinforce reading abilities, develop critical thinking skills, and embolden students (Willis, 2017).

Disadvantages

- **Group work skills**: Students need very strong group work skills for this to work.
- **Peer learning**: Some students may find it very difficult to learn from their peers.

- **Consistency**: Many students start to forget or stop using the strategies. Prompts and cue cards are often required to help students to keep using these strategies.
- **Level appropriateness:** This comprehension strategy may not work if the students have not got sufficient reading skills already.
- **Reciprocal Teaching takes time:** It requires time and commitment to prepare the students in the individual strategies and in the procedures, they will need to know in order to make it work. (McKenna & Walpole, 2011)

4.3.6. Roles within reciprocal teaching

Teachers as leaders. The primary role of the teacher in the educational context is to act as a facilitator for learning. Guided exchanges, comprehensive discussions, and the creation of an engaging community are valuable strategies for cognitive development. This is why, teachers must to encourage leadership in the classroom, collaborative learning, and thoughtful discussions (Kurt, 2020).

On the other hand, the role of the teacher is very important when this teaching model is implemented for the first time, since the teacher must explain how to correctly use each of the four fundamental strategies of the Reciprocal teaching model. As the students master this activity, the role of the teacher changes. As mentioned by Heick (2021) The role of the teacher in reciprocal teaching is to use the gradual release of responsibility model to support, coach, and guide students until they can use the sequence independently–both in groups and eventually on their own. Once the roles change, the teacher has to give small feedback to the students about the activity they are doing, and the text they are reading

Teachers as leaders in the strategies of the reciprocal teaching model
- **Predicting:** The teacher (leader) introduces the text by predicting the content from the title. All available knowledge is used, with the teacher briefly outlining the reasoning behind the predictions.
- **Clarifying:** The teacher (leader) seeks to clarify any unfamiliar vocabulary or concepts in that section of text and makes links to sections of text previously read.
- **Questioning:** The teacher (leader) formulates a thought-provoking question regarding an aspect of the text. By modeling the strategy of asking and answering one's own questions, the teacher stimulates a discussion, engaging the group with the text on a deeper level, bringing a critical eye to the text and stimulating critical thought.

- **Summarizing**: The teacher (leader) summarizes the passage, highlighting the main idea(s), purpose and intended audience of the text.

Students as Leaders. Juraschka (2020) states that reciprocal teaching follows the "I do, we do, you do" formula, because of first, teachers demonstrate how the strategies work, then students work together in groups to better understand the process, and finally, once students are comfortable, they use these strategies on their own.

As students improve their reading comprehension skills and mastery of the four strategies, the student's role becomes that of a leader, as mentioned by the Victoria State Government (2018) in its web site, initially each student may lead one of the four parts of the discussion. Once the students are familiar with the procedure of reciprocal teaching and are competent at using the four strategies, they are ready to take over the role of group leader. Group leaders take on the responsibility for leading discussion, modeling the strategies and calling on others for contributions so that all students are given the opportunity to apply and refine their skills when predicting, clarifying, questioning and summarizing.

Roles of group members

Predictor. She/He make hypothesis of what the author will discuss next in the text. also, he/she linking new ideas to prior knowledge confirming or modifying thoughts and opinions.

How

- Stop at different points in the text.
- Provide predictions of what will happen next, or how the author will discuss X.
- Use headings, sub-headings.
- Confirm or reject predictions.

Clarifier. She/He focusing on the meaning of a text. Also, he/she being alert to unfamiliar vocabulary, phrases and complicated concepts to find the meaning through the use of context, known words, references, rereading and asking for help

How

- Look for unfamiliar vocabulary.
- Examine the layout of the text.
- Identify complex concepts.
- Use the grammar of the text.
- Use a dictionary or thesaurus.
- Re-read.

Questioner. Students formulate and answer questions, thus developing their critical thinking skills.

How

- Ask questions before, during and after reading.
- Use literal, inferential and evaluative questions.
- Provide question-type support charts, for example:
- Did the author say it?
- Did the author mean it?
- Would the author agree?

Summarizer. Students organizing and integrating the information from the text to show understanding of the main idea, information and purpose of the text.

How

- Locate key words in the text and use in the summary.
- Summarize the main idea of a paragraph.
- Summarize key points relating to headings and sub-headings.
- Synthesize the main ideas into a concise paragraph

4.4. Previous Studies

This section presents some studies that sought to improve reading comprehension skills through the use of the reciprocal model of teaching. They will provide information on how these researchers applied this model and its strategies, the context in which they developed their respective investigations, the data collection instruments used, and the results they obtained.

The first research was performed by Rodli (2018) who conducted a collaborative classroom action research with the objective of improving the reading comprehension of the tenth-year students of MAN Mojokerto by using a reciprocal teaching method. For data collection the researcher applied observation sheets, field notes and a reading test. The analysis of the data showed that the implementation of the reciprocal teaching method improved reading comprehension skill and increased student's participation during the teaching-learning process.

The second research was conducted by Sahab (2014) with the purpose of investigating about the implementation of the reciprocal teaching procedure to improve the reading comprehension skill and to know the reaction of the students when the teacher uses this method. For this research, a quasi-experimental design was utilized and to collect the data the researcher applied a pretest, posttest and a questionnaire. The analysis of data showed that

the reciprocal teaching method helped develop comprehensive reading skills. It also allowed students to understand the main idea of the text more easily, be more positive and communicative in any activity and increased students' interest in reading.

Furthermore, Komariah et. al. (2015) developed research that had the objective of discovering the benefits of the reciprocal teaching method (RTM) in the reading classroom. For this study, the researchers applied observation checklists, quizzes, reading worksheets, documents, and interviews to collect data. Data analysis showed that the use of RTM in the process of reading activities is more productive, active, and cooperative. Finally, there was greater participation in the teaching-learning process by both students and teachers.

On the other hand, Perdila et. al. (2018) conducted qualitative research with the objective of finding out whether there is any significant effect of using reciprocal teaching strategy on students' reading comprehension as well as to find out whether there is any significant different achievement in students' reading comprehension before and after being taught by using reciprocal teaching strategy. In addition, during their intervention, the researchers applied a pretest and a posttest to collect data that revealed that there was a significant effect on the improvement of comprehensive reading skills in the experimental group of students compared to the control group.

In addition, Yulianti & Setiawan (2019) developed quantitative research using experimental research methods in order to determine how to use reciprocal teaching model strategies to improve reading comprehension skills of high school second year students. The researchers applied a pretest and posttest to gather information and to determine whether the strategy used served to improve the students' reading comprehension. The data analysis showed that the use of the RTM strategy was effective and helped to improve the students' reading comprehension skills

Finally, Jones (2021) carried out action research with the objective to find and implement an effective system to provide more support for students' reading. However, this research was conducted during the global pandemic of Covid 19, when the modality of classes was changed from face-to-face to virtual. Data was collected using student grades, teacher notes, and the standardized FASTbridge aReading test and field notes. Analysis of the data showed that students made little positive progress throughout the school year. However, this study was conducted during the Covid-19 pandemic when students (and teachers) were adjusting to distance learning.

To conclude, this literature review was conducted with the purpose of acquiring information on how to improve students' comprehension reading skills through innovative

proposals such as the reciprocal teaching model. Therefore, this review allowed the researcher to have a broad view on the techniques that teachers and students can use and apply to understand a written text such as predicting, skimming, scanning and summarizing. In addition, Vygotsky's theories helped the researcher to better understand how the reciprocal model of teaching and its strategies can help improve these skills. This is because this model and the Vygotsky theories focused on cooperative learning, social interactions, and students sharing their knowledge with students who did not possess it. Also, the review helped to understand what process the researcher had to follow to correctly use the strategies of the reciprocal model of teaching (predicting clarifying, questioning summarizing) and what roles the teacher and student have in this model. Finally, the review helped to have enough information for the researcher to elaborate the different instruments for data collection during the intervention in the educational institution.

5. Methodology

5.1. Area of Study

The purpose of this research was to determine the effectiveness of the reciprocal teaching model to improve the reading comprehension skills of eighth grade students of general basic education during a period of 8 weeks in a Millennium Educational Unit located in the city of Loja (3°59'35.3"S 79°12'15.2"W).

5.2. Procedure

5.2.1. *Research design.*

This research implemented a mixed methodology, which according to Gay et al. (2011) explains that the purpose of this methodology is to combine quantitative and qualitative approaches in a single study to gain a deeper understanding of a phenomenon than is possible using qualitative or quantitative methods alone.

Considering the mixed methodology of the research, a quantitative approach was used to determine any improvement in comprehensive reading skills. Therefore, in this group a test was applied before and after the intervention to determine if the reciprocal teaching model helped to improve their reading comprehension skills. On the other hand, to complement the information provided by the pretest and posttest, a qualitative and quantitative approach was also used through a survey to learn about the students' perceptions when the researcher during the intervention applied the reciprocal teaching model.

The design of this research was quasi-experimental. Thomas (2020) state that A quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable. In addition, the subjects for this study were not randomly selected, but were established prior to the start of the project.

To develop the intervention in the educational institution. First, the researcher designed lesson plans focused on improving the reading comprehension skills of the students through the reciprocal teaching model. These plans were divided into 4 learning stages: opening (warm up and objective discussion), presentation (Instruct and model), practice (Guided practice, and independent practice) and closing/production (Assessment). Each of these stages included one or more instructional elements proposed by Gagné et al. (1992), which are; Gain students' attention, inform learning objectives, stimulate recall of prior knowledge, present the content, provide learning guidance, elicit performance, provide feedback, asses performance, and enhance retention and transfer. For its elaboration, the researcher used different didactic resources such as interactive activities, games, flash cards, Power Point presentation as well as

books and pedagogical modules established by the Ministry of Education for the English language proficiency level of Eighth Year students.

The opening stage had the following elements: Gain students' attention, inform learning objectives, stimulate recall of prior knowledge. At this stage, warm ups activities such as hangman, charades, among others, were used. These activities were related to the objective of the class and included information that the students had already learned previously and information that they were going to learn. The presentation stage had the following elements: present the content and provide learning guidance. In this stage information was presented in different forms so that all students were able to acquire new knowledge or skills.

The practice stage included the elements of elicit performance and provide feedback. At this stage the students put into practice the knowledge or skills acquired. In addition, it was at this stage where the teacher provided some feedback to the students to correct their mistakes if they required it. Finally, in the closing/production stage, it included the following elements asses performance, and enhance retention and transfer. In this, students were evaluated or assignments were sent to corroborate whether the knowledge acquired in class through the presentation and the feedback provided by the teacher was understood by the student.

The intervention plan had a duration of 8 weeks in which the researcher was an active participant in data collection. The intervention was divided into three phases. In the first phase, the researcher applied a pretest to measure and collect data about the students' reading comprehension skills before the application of the reciprocal teaching model. In the second phase, the researcher applied the lesson plans developed before. Finally, in the third phase, a posttest was applied to collect data and determine the effectiveness of the reciprocal teaching model. In addition, students were asked to fill out a survey to learn about their perceptions of the teaching model used to improve their comprehension reading skills.

After finishing the intervention in the educational institution. The data collected with the help of the pre and posttest were tabulated to determine the effectiveness of the reciprocal teaching model in the improvement of the comprehension reading skills of the students of the eighth year of General Basic Education. The data collected with the questionnaire were also tabulated to know what were the students' perceptions at the moment of applying the reciprocal teaching model. To present the data, graphs and frequency tables were used to facilitate their analysis and interpretation.

5.2.2. *Data Collection Sources.*

To collect quantitative data and measure students' performance in their comprehension reading skills, a pretest (see Annex 3) and a posttest (see Annex 4) was applied before and after

the intervention. These tests were composed of true or false questions, multiple choice questions and completion questions. Finally, to understand the students' perception about the use of the reciprocal teaching model to improve their reading comprehension skills, a survey was used (see Appendix 5).

5.2.3. *Research participants*

The participants of this research were 34 students of the Eighth Year of General Basic Education, 21 females and 13 males who receive English as a subject of study. They belonged to a single classroom of a public educational institution in the urban area of the city of Loja. This institution is located in Educational Zone 7. The age of the participants is between 11 and 13 years old, and according to the Ministry of Education, these students are at English level A1.1 as described by the Common European Framework of Reference for Languages. Moreover, it is important to mention that this research only had an experimental group.

5.3. *Data Analysis*

The results obtained by the students in the achievement tests (pretest and posttest), were graded. Subsequently, these data were interpreted by using descriptive statistics and using the most appropriate measure of central tendency. These pretest and posttest results were compared and presented in frequency tables for better visualization which showed us if there was any improvement in the students' comprehensive reading skills.

The data collected through the questionnaires, as well as the achievement tests, was analyzed through the use of descriptive statistics and presented in graphs and frequency tables. In addition, the students' responses on these questionnaires contributed to a deeper understanding of the results obtained in the achievement test as they complemented the information with the students' perceptions of the reciprocal model of teaching.

6. Results

The purpose of the research was to determine the effectiveness of the reciprocal teaching model to improve students' comprehension reading skills. Also, to analyze the students' perceptions at the moment of applying the reciprocal teaching model. Consequently, this section will show in tables and graphs the results and data obtained from the tests and questionnaires.

6.1. Pretest and post test results

This section shows the results obtained by the students before applying the reciprocal teaching model and the results obtained after applying the model mentioned above. This will help us to verify whether the reciprocal teaching model was effective or not.

Table 1

Pre and post test results

Students code	PreTest				Posttest			
	Sk	Sc	Su	Total	Sk	Sc	Su	Total
	3P	4P	3P	10P	3P	4P	3P	10P
UEMBV001	1,50	1	0,5	3,00	2,25	4,00	2,50	8,75
UEMBV002	2,25	2	1,0	5,25	0,75	2,00	3,00	5,75
UEMBV003	0,75	3	0,5	4,25	2,25	3,00	2,50	7,75
UEMBV004	0,00	1	1,0	2,00	3,00	4,00	2,00	9,00
UEMBV005	1,50	1	1,5	4,00	0,75	3,00	2,00	5,75
UEMBV006	0,00	1	0,5	1,50	2,25	4,00	2,50	8,75
UEMBV007	2,25	3	0,5	5,75	3,00	3,00	2,00	8,00
UEMBV008	1,50	2	1,5	5,00	3,00	4,00	3,00	10,00
UEMBV009	0,75	3	1,0	4,75	2,25	3,00	2,50	7,75
UEMBV010	0,75	1	1,5	3,25	2,25	4,00	3,00	9,25
UEMBV011	0,75	2	1,5	4,25	3,00	4,00	2,25	9,25
UEMBV012	1,50	2	1,5	5,00	3,00	2,00	2,50	7,50
UEMBV013	3,00	1	2,0	6,00	1,25	3,00	3,00	7,25
UEMBV014	1,50	4	2,0	7,50	2,25	4,00	2,50	8,75
UEMBV015	0,75	2	2,0	4,75	3,00	3,00	2,50	8,50
UEMBV016	0,75	1	1,5	3,25	3,00	4,00	2,00	9,00
UEMBV017	1,50	3	0,5	5,00	3,00	2,00	2,50	7,50
UEMBV018	2,25	2	1,5	5,75	2,25	3,00	2,50	7,75
UEMBV019	2,25	1	0,5	3,75	2,25	3,00	3,00	8,25
UEMBV020	0,75	2	2,0	4,75	3,00	3,00	2,50	8,50
UEMBV021	0,00	3	0,5	3,50	2,25	2,00	2,00	6,25
UEMBV022	0,75	2	1,0	3,75	2,25	3,00	2,50	7,75
UEMBV023	0,00	2	0,5	2,50	3,00	4,00	1,00	8,00
UEMBV024	0,75	1	1,5	3,25	3,00	3,00	3,00	9,00
UEMBV025	2,25	2	0,5	4,75	2,25	3,00	2,50	7,75
UEMBV026	1,50	3	1,0	5,50	2,25	3,00	2,50	7,75

	Sk	Sc	Su	4P		Sk	Sc	Su	10P
UEMBV027	0,75	2	1,5	4,25		1,50	4,00	2,50	8,00
UEMBV028	2,25	1	0,5	3,75		3,00	2,00	2,50	7,50
UEMBV029	1,50	2	2,0	5,50		2,25	4,00	1,00	7,25
UEMBV030	0,75	3	2,0	5,75		3,00	3,00	2,50	8,50
UEMBV031	1,50	1	1,0	3,50		3,00	2,00	3,00	8,00
UEMBV032	2,25	2	0,5	4,75		1,50	3,00	2,50	7,00
UEMBV033	1,50	2	2,0	5,50		2,25	4,00	3,00	9,25
UEMBV034	0,75	1	1,0	2,75		3,00	3,00	3,00	9,00
Mean	1,26	1,91	1,18	4,35		2,42	3,18	2,50	8,06

Notes: Notes: Sk (skimming); Sc (Scanning); Su (summarizing); 3P,4P, 10P (Score)

The results presented in this table show the scores obtained by the students in the pretest and posttest. The purpose of both tests was to know and measure the students' comprehension reading skills to extract general information from the text (skimming), extract specific information from the text (scanning), and summarize the information obtained when reading the text (summarizing).

As the table shows, the average skimming score in the pretest was 1.26/3 while in the posttest it was 2.42/3. Undoubtedly, these results show us that there has been an important improvement in the students' abilities and skills to extract general information from the written text they are reading. Similarly, in the scanning indicator, it can be seen an improvement similar to that of the previous indicator, since the mean average in the pretest was 1.91/4 while in the posttest it was 3.18/4, which indicates that after the intervention the skills and competences to extract specific information from the text improved exponentially. Finally, the skills and competences of the students to summarize the information and key points of the text, had a significant improvement, since the average of this indicator in the pretest was 1.18/3 while the posttest was 2.50/3.

The overall pre-test mean was 4.35/10, while the post-test mean was 8.06/10. Indisputably, these results prove that the reciprocal teaching model was effective in improving the comprehension reading skills of Eighth Year General Basic Education students. This is due to the fact that after the intervention, the students demonstrated a high level of performance in their abilities and skills to extract general and specific information from the text, as well as to summarize the most important information of the text, which is evidenced in the table of the pre- and post-test results. However, it is important to mention that although the students had a positive improvement in their comprehension reading skills, it was not 100%, since the students obtained a score of 8.06/10, which indicates that the students still need to improve their skills.

6.2.   Results of the questionnaires.

The information presented in the following tables and figures allowed the researcher to understand the students' perceptions regarding the application and effectiveness of the reciprocal model of teaching to improve their comprehensive reading skills.

Pre-reading

Figure 1

Do you think it was helpful that the teacher used dynamic activities before starting the class to activate your prior knowledge?
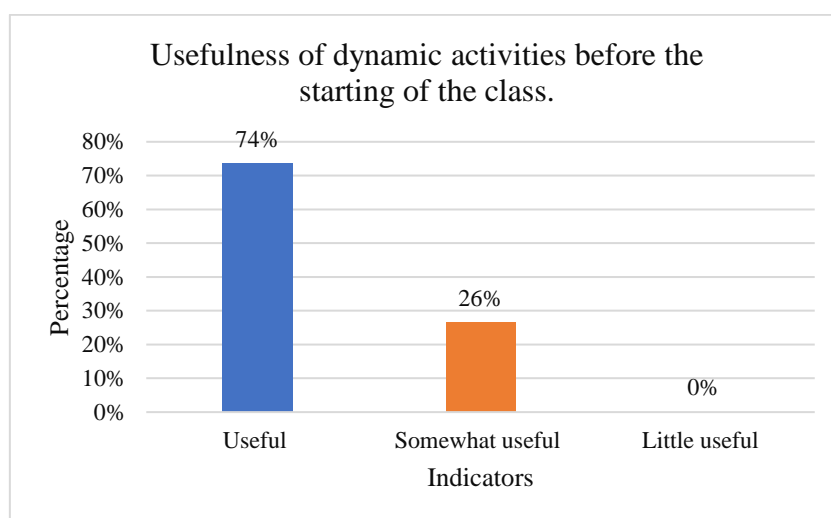
Regarding the activities carried out before starting the class, based on the results shown in Figure 1, it can be mentioned that 74% of the students agree that the "Dynamic activities to activate their previous knowledge" were useful before starting the class, this is because activities were carried out that were of interest to the students which increased their participation in the class. However, 26% of the students indicated that it was somewhat useful to carry out these activities in class.

Figure 2:

Was it helpful that the teacher showed you the title or images related to the reading to activate your prior knowledge so that you could make inferences about what might happen in the reading?

Usefulness of Material related to the reading to activate prior knowledge and make inferences.
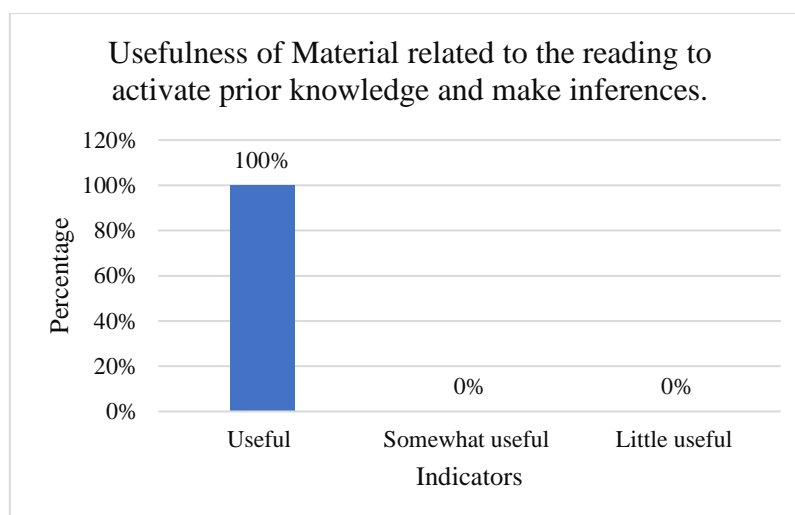
Based on the results shown in Figure 2, it is important to mention that 100% of the students agree that "Showing the title or images of the text" which is related to the predicting strategy, it is a useful activity, since it helps them to infer or have an overview about what the written text could be about, thus facilitating the students in the comprehension of the text they are going to read.

Figure 3:

How making predictions helped you improve your reading comprehension skills.

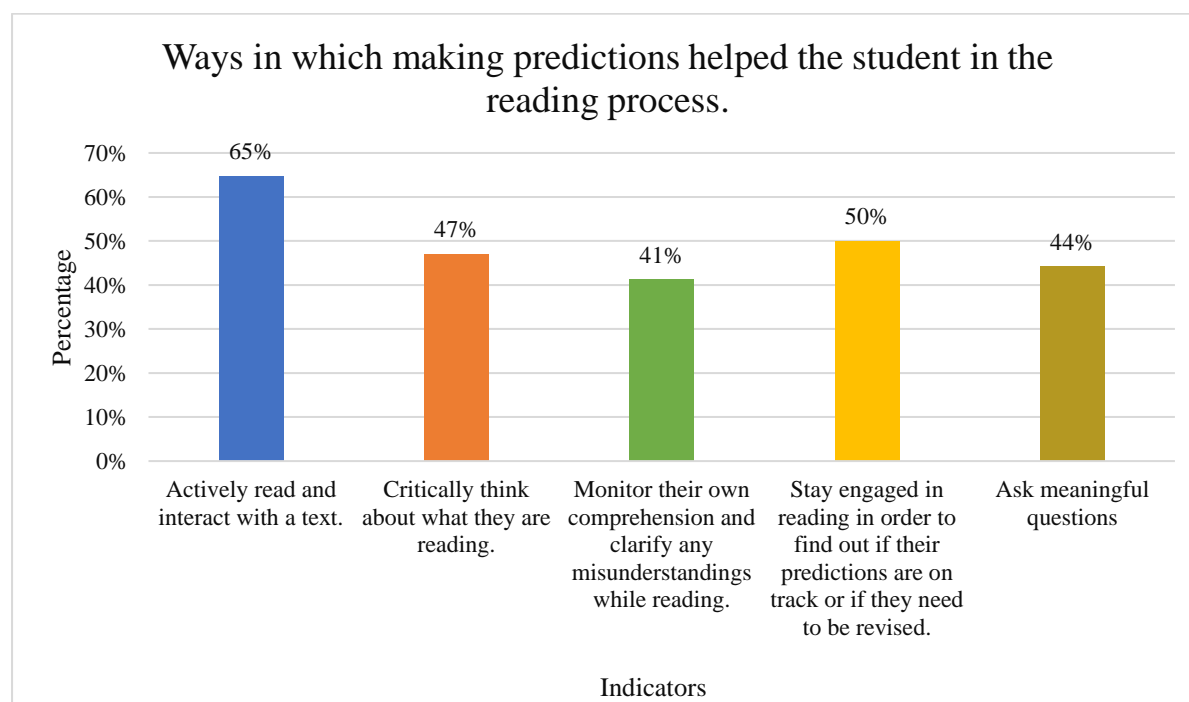**Ways in which making predictions helped the student in the reading process.**

Figure 3 indicates the different ways in which inferring or making predictions about what the reading might be about helped students improve their comprehension of written text. 65% of students agree that making predictions or inferences helped them to "Actively read the written text and interact with it." 47% of the students indicated that making predictions helped

them to "Reflect critically on what they are reading", similarly 50% of the students mentioned that making predictions helped them to "Remain attentive to the reading to know if their predictions are on track or if they need to be revised". Similarly, "Checking their own comprehension and clarifying any misunderstandings during reading" and "Asking meaningful questions about the reading" were useful ways in which making predictions and inference helped students during the reading comprehension process as these options were selected by 41% and 44% respectively. This gives us to understand that making reading predictions is very beneficial for students and can help them in various ways in the process of understanding the text.

Figure 4:

In which way were you most pleased when the teacher showed you images to make your predictions from the reading and explained vocabulary that you probably did not know?
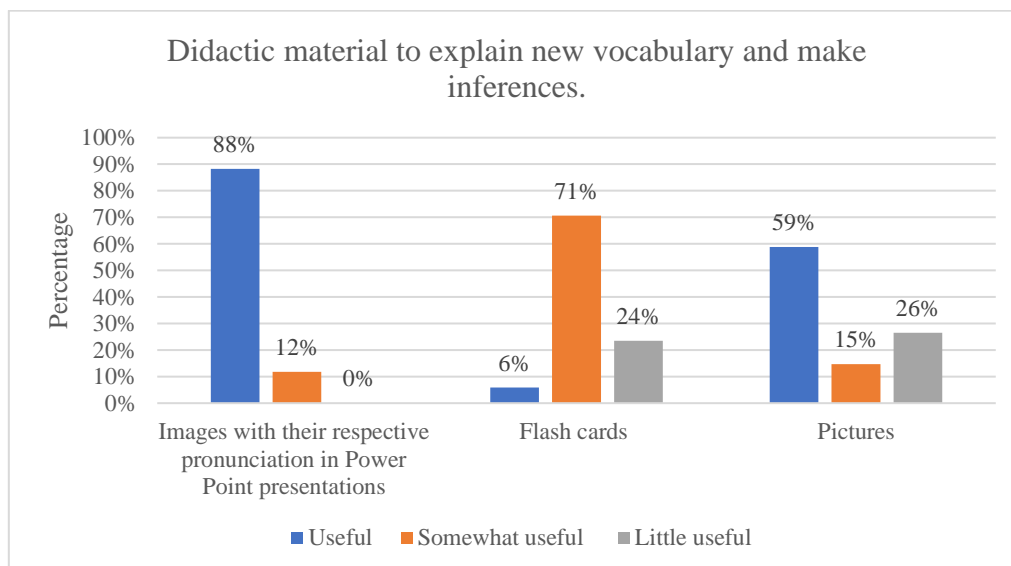

Before beginning the reading, we proceeded to show the images related to the reading and explain the vocabulary that the students probably did not know in order to facilitate the comprehension of the text (clarification). Figure 4 shows us that one of the ways in which it was more pleasant for the students to perform these activities was through the use of technological resources such as Power Point presentations, since 88% of the students agree that explaining the unknown vocabulary and showing images related to the reading was mostly useful through the slides. This is because these presentations contained moving images and the pronunciation of the words, which better captured the students' attention. However, students had divided opinions regarding the use of flash cards or pictures to develop this activity, since their answers varied between useful, somewhat useful and not very useful, unlike the use of Power Point presentations, which almost all of them answered that they were useful.

During reading
Figure 5

Indicate which activities helped you to check whether your predictions were correct about what the reading was about.
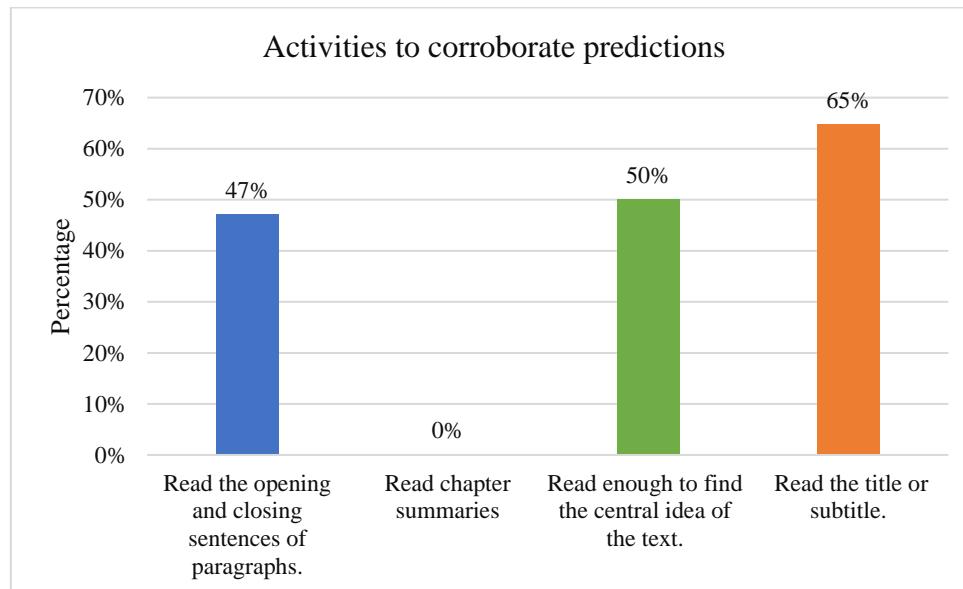
The activities proposed in figure 5 are related to the skimming strategy. These results indicate that the proposed activities such as "reading the initial and final sentences of each paragraph", "reading enough to find the central idea of the text" and "reading the titles or subtitles helped students to check if their predictions were correct, since 47%, 50% and 65% of the students respectively indicated these answers. Also, these activities helped students to obtain general information about the text they were reading.

Figure 6

In what ways did you find it easier to understand any complicated words or phrases you encountered during the reading?
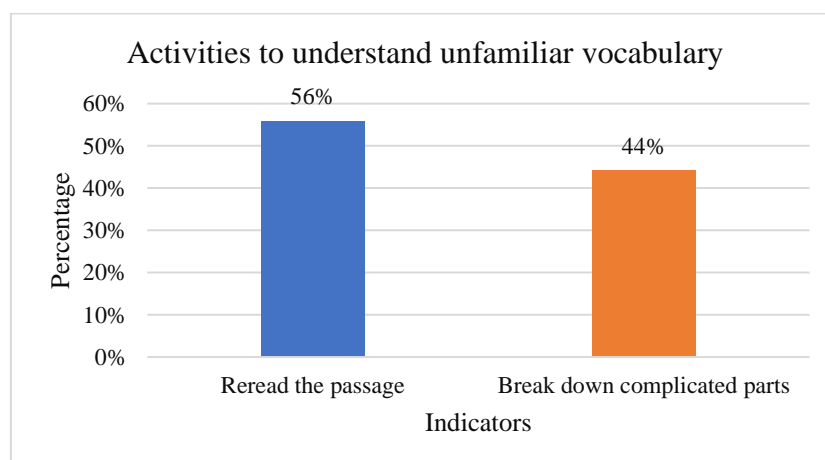
As the students progressed through the reading, they encountered unknown vocabulary or phrases, which is why the proposed activities such as "rereading the passage" selected by

56% of the students or "breaking down the complicated parts of the reading" chosen by 46% of the students, were very useful activities for the students since, as them mentioned, "It was much easier for me to understand the unknown phrase or word by rereading the paragraph where it was located since I could read and try to understand it in the context in which it was used", another student mentioned "The breakdown is the best way to understand complicated words as it allows me to separate the words I don't know and look them up in a dictionary or ask my teacher or classmates".

Figure 7

At the time you started reading. Indicate the options that were useful for you to be able to find general information from the text?

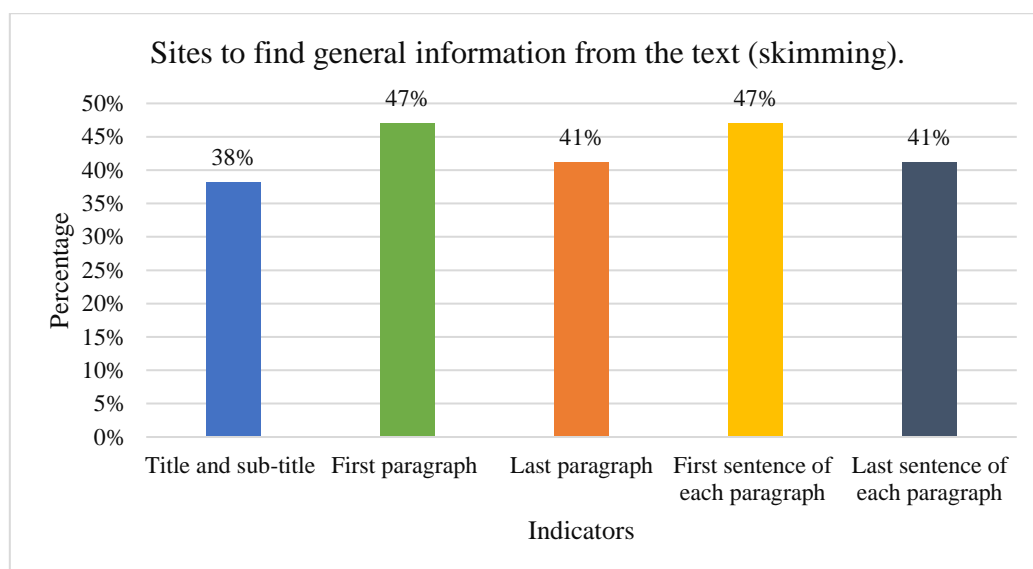Sites to find general information from the text (skimming).

Figure seven shows that parts of the text such as "title or subtitle", "first or last paragraph of the written text" and the "first and last sentence of each paragraph" were very useful for the students so that they could find general information of the text (skimming) much faster, since all of these options were selected by a similar percentage of students. In this way they obtained information about what the reading might be about, thus facilitating their comprehension.

Figure 8

What activities that were done in class were useful for you to find specific information from the text?

**Sites to find specific information from the text (scanning)**
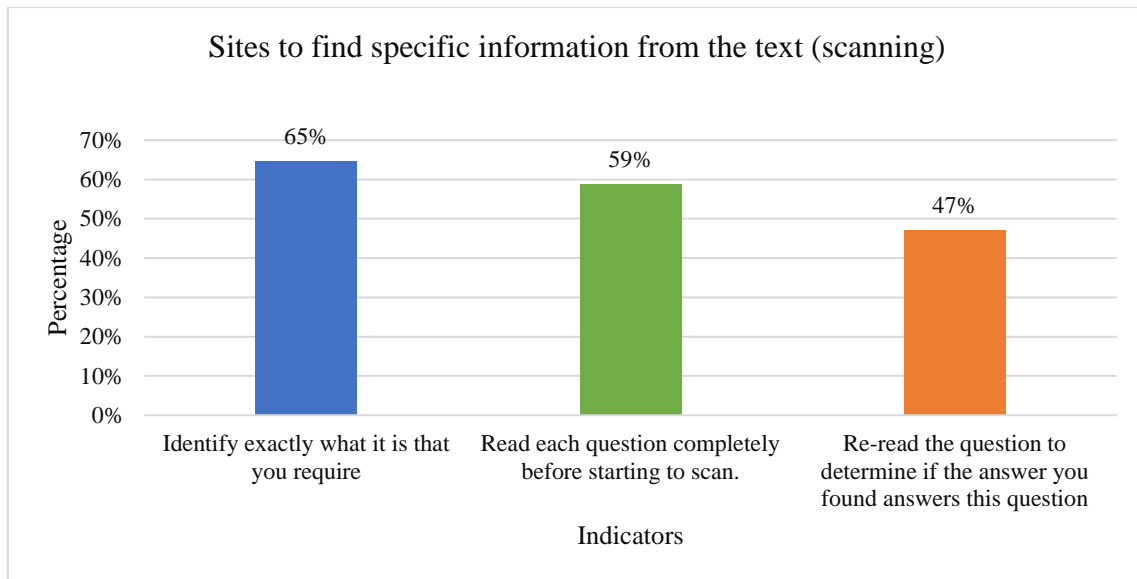
From the activities proposed in class to find specific information in the written text (scanning), the 65% of students indicated that "Identify exactly what information is needed" and the 59% mentioned that "Read each question completely before to scan" were the most useful activities to find specific information. This is because the questions presented provided the student with some clue as to what information they wanted to find and where in the text that information might be located. On the other hand, 47% of the students indicated that "Re-read the question to determine if the answer that they found answers the question" was also a useful activity to find the specific information of the text, however it is important to mention that this activity is more focused on verifying if the answer or the information found by the student is correct

Post-reading.

Figure 9

In which way do you think it was more beneficial to ask questions (questioning)?

The most beneficial time to ask questions (Questioning)
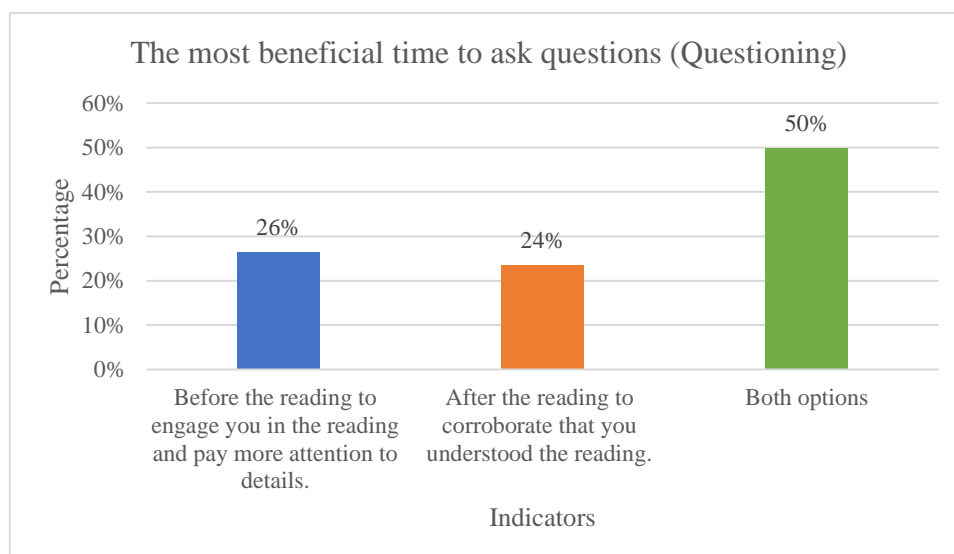
The most of students believe that asking questions before and after reading helped them to better understand the text they were reading, as this option was selected by 50% of the students. However, 26% of the students indicated that asking questions before reading was more beneficial since they paid much more attention to details in order to try to answer the questions. On the other hand, 24% indicated that asking questions at the end of the reading is more beneficial since it allows them to corroborate if they have understood the reading. this can be supported by some of the students' comments "Asking questions before reading, such as What is the text about, who is the main person, where does the story take place, helps us to concentrate on what we are reading. Also asking questions at the end of the reading helps us to corroborate if we have understood important points or information from the reading", based on this we can mention that asking questions is an important part in the process of comprehensive reading.

Figure 10

¿Do you think that summarizing the most important points of the reading helped you to improve your reading comprehension skills?
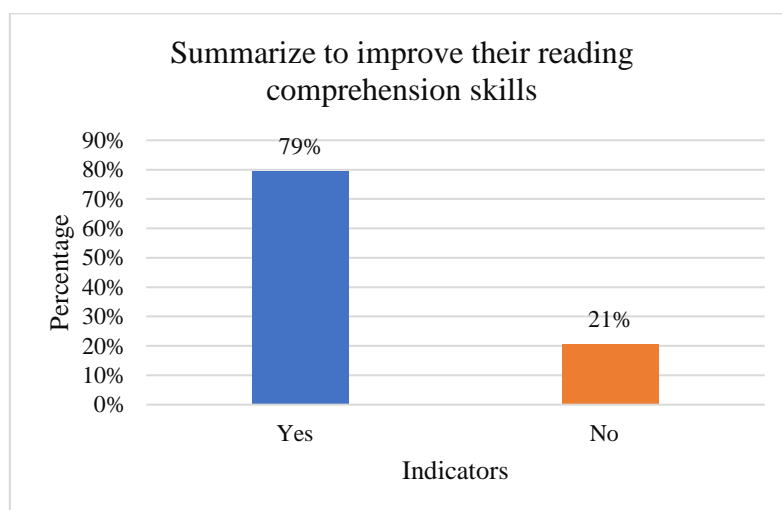
The answers presented in the figure 10 shows that 79% of students agreed that summarizing the most important points of the reading helped to improve their reading comprehension since they had to pay more attention to the details and important information of the text, in order to be able to group it and summarize the message that the author was trying to convey in the written text. However, 21% of the students indicated that it was not useful to carry out this activity. Nevertheless, it is also important to emphasize that most of the students mentioned that "Making summaries helped them to point out and pay more attention to the important parts of the text that would be helpful to present in a short summary what they had

understood from the reading". This gives us to understand that this strategy was very useful for most of the students in the reading process.

Figure 11

Question ten: What activities helped you gather key information to help you summarize the reading?

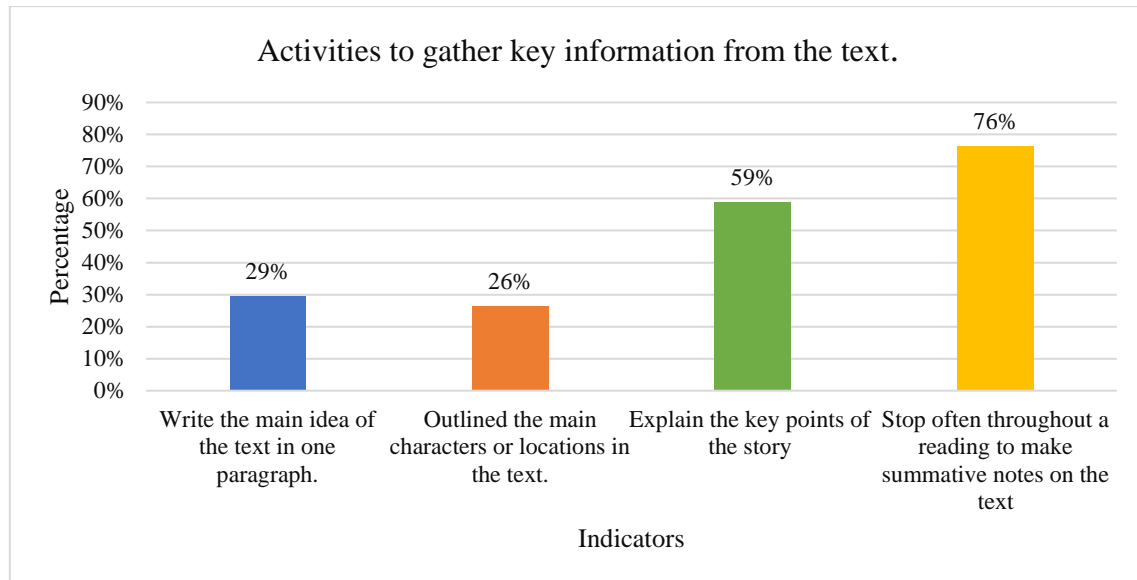
Activities to gather key information from the text.

Figure 11 provides us with information that suggests that the students' favorite activities for gathering information were "stopping often to take notes on the text" and "explain the key points of the story" as these options were selected by 76% and 59% of the students respectively. However, activities such as "writing down the main idea of each paragraph", or "pointing out the main characters or places" were not very helpful for most of the students because in certain sentences it did not provide them with enough information to summarize what they understood from the text.

Figure 12

At the end of the reading process. Did you understand the important points of the text or the message the author was trying to convey in the written text?
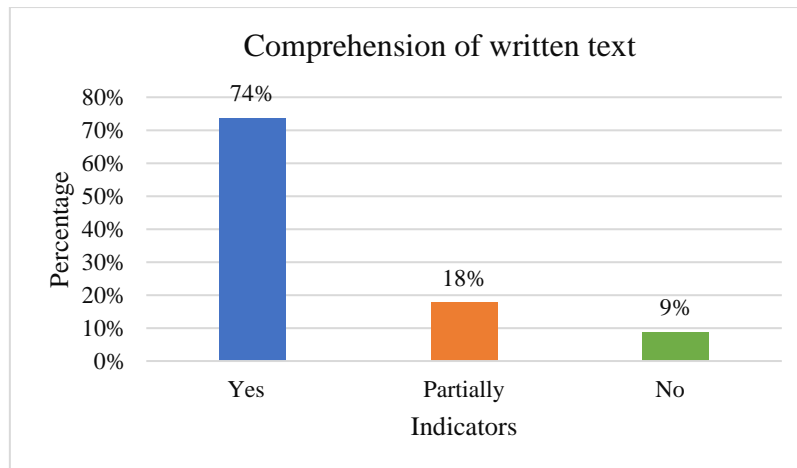
Comprehension of written text

Figure 12 shows that 74% of students at the end of the reading process were able to understand the important points or the message of the written text, giving us to understand that the strategies of the reciprocal teaching model are effective in the process to improve the comprehension reading skills of the students. In addition, some students mentioned that the reciprocal teaching model helped them to improve their comprehension reading skills since it followed a process in which they predicted what the reading might be about (predicting), then proceeded to explain the vocabulary that they probably did not know from the reading (clarifying), then proceeded to read the text and ask questions to corroborate their understanding of the text, and finally proceeded to summarize the most important parts of the reading to expose what they had understood from it. On the other hand, 18% of the students indicated that they had partially understood the written text. However, 9% of the students indicated that they had not understood the written text. This shows that not all strategies can be generalized for all students, as some students will receive them in a better way than others.
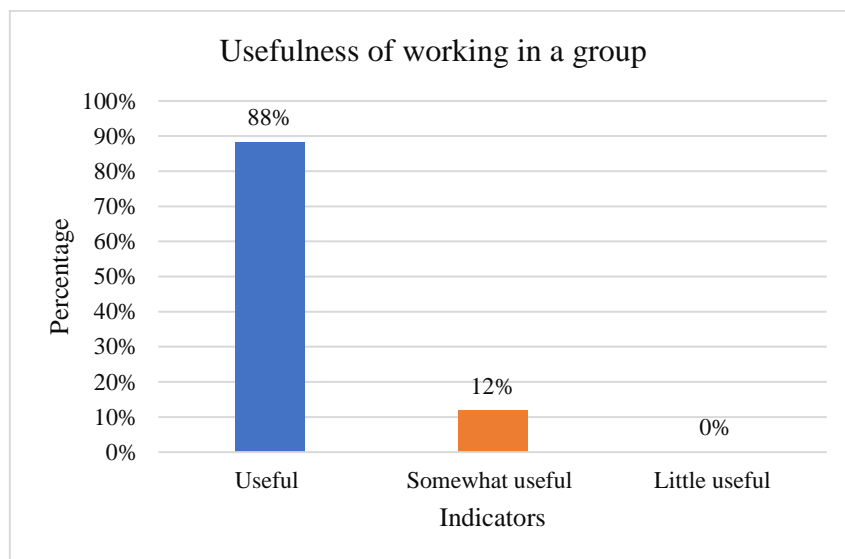
Figure 13

Do you think it was useful for each student to have a specific role within the group (predictor, clarifier, questioner, summarizer) to improve the process of reading comprehension?

Student roles within the group
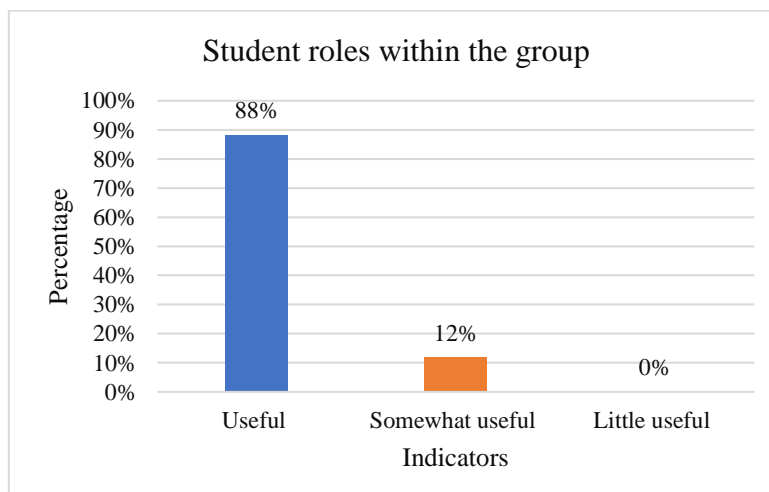
As can be seen in Figure 13, 88% mentioned that it was useful and 12% of the students indicated that it was somewhat useful that when working in groups, each team member has a specific role related to each strategy of the reciprocal teaching model (predictor, clarifier, interrogator, summarizer), with the purpose that all students support each other by contributing ideas and in this way improve their comprehension reading skills.

Figure 14

Do you think that working in a group helped you acquire and improve your reading comprehension skills?

As can be seen in Figure 14, 88% of the students agree that working in groups was useful to improve their reading comprehension skills. This allowed them to share ideas or knowledge among the group members. In addition, working in groups allowed for greater interaction and socialization in the classroom. On the other hand, 12% of the students mentioned that working in a group was useful, since sometimes working with other people was a little difficult due to the different ideas or points of view that each member had and they did not get along.

7. Discussion

This research was carried out with the purpose of improving the comprehension reading skills of Eighth grade students of Basic General Education. These results were analyzed and contrasted with the theoretical framework in the hope of corroborating that these results had a positive impact on the learning of EFL students. In addition, answers will be given to the questions posed for this research.

The central question of this research was to determine "Does the reciprocal teaching model help improve the reading comprehension skills of the students of the Eighth Year of Basic Education at a public school of the city of Loja?". Based on the results obtained by the students in the tests before and after the intervention, it can be affirmed that the reciprocal teaching model helped to improve the students' comprehension reading skills, as shown in Table 1, which shows the positive improvement that the students had. This increase in performance is due to the fact that they were taught to use the different strategies of the reciprocal teaching model as stated by Juraschka (2020), who mentioned that reciprocal teaching shown strategies to better understand a reading, these strategies get students more involved throughout the reading process, helping them stay engaged and improving their overall comprehension.

Furthermore, these results are in agreement with the results obtained by other researchers Jones (2021); Yulianti & Setiawan (2019); Perdila et. al. (2018); Rodli (2018); Komariah et. al. (2015) and Sahab (2014), which demonstrated in their research that the reciprocal teaching model also helped to improve students' comprehension reading skills. However, although the students had a positive improvement, it was not 100%, therefore, for future research it is recommended to extend the intervention time so that the researcher can develop these skills in a better way in the students.

The second research question was: Is the reciprocal teaching model effective in improving the reading comprehension skills of students of the Eighth Year of Basic Education at a public school of the city of Loja? According to the results obtained in the tests and the questionnaire, this study found that the application of the reciprocal teaching model and its strategies (predicting, clarifying, questioning and summarizing) were effective in improving students' comprehension reading skills, since, as mentioned by Juraschka (2020). The four building blocks give students the tools needed to decipher a text and understand the ideas being presented to them. In addition, this effectiveness could be evidenced by the answers given by

the students, which are shown in Figure 12 of the questionnaire results. In this question most of the students agreed that at the end of the reading process they were able to understand the important points or the message that the author was trying to convey in his written text.

It is important to mention that this teaching model is based on cooperative learning as mentioned in Willis (2017), who state that reciprocal teaching is a model based on psychologist Lev Vygotsky's theory of the fundamental role that dialogue and social interaction play in learning and retaining information. Therefore, its effectiveness was also evidenced by the answers given by the students in the questionnaire, which are shown in Figure 13 and Figure 14, since most of them agreed that working in a group and that each member had a specific role within the team was of great help to improve their comprehension reading skills.

Finally, regarding the second specific question "What are the students' perceptions regarding the use of reciprocal teaching model to improve their reading comprehension skills in English?". The present study found that it was helpful for students in pre-reading to activate their prior knowledge and make use of the prediction strategy. This was evidenced in Figures 1, 2 and 3, since most students agreed that showing images or parts of the reading was useful to have an overview of what the text might be about. These results helped us to confirm what Bailey (2015) who mentioned that predicting allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. In addition, as mentioned by Sutherland (2021) predicting helps students to read the written text more actively, to stop and reflect on what they are reading, and to be more attentive to the reading to corroborate their predictions are on track or need to be revised.

On the other hand, Bales (2020) mentioned that comprehension problems may arise due to difficult words in the text, but they can also result from students being unable to identify the main idea or key points of the passage. Therefore, the results obtained in the use of different strategies and technological and didactic resources to explain unknown vocabulary (Clarifying) were positively received by the students as evidenced in the results obtained in Figure 4 and Figure 6, since the explanation of the new vocabulary helped the students in the comprehension of the text they were reading.

Student perceptions in the figure 5 and figure 7 "during reading" section show that students found it helpful to corroborate their predictions and found general information by using different strategies and focusing on the most important parts of the text as mentioned from Smith (2022), who state that when you are skimming a text, you will want to focus on

the parts which are more likely to contain the main ideas such as Title and sub-title, First paragraph, Last paragraph, Repeated words, Section headings, First sentence of each paragraph, Last sentence of each paragraph.

On the other hand, to find specific text information, Dawood & Jawi (2010) state the purpose of scanning is to examine closely and rapidly a piece of printed or written material and it is used when the reader wants to locate a particular piece of information or fact. Therefore, the responses provided by the students in Figure 8 indicate that the activity of "identifying the exact information needed" was the most popular activity, since it provided clues as to what information needed to be found and where it might be. In this way, it was easier to find a specific fact or piece of information.

In the "after reading" section, the Figure 9 displays students' perceptions related to the "questioning" strategy, which shows that the majority of students agreed that asking questions before and after reading was beneficial in improving their comprehension reading skills as they were more engaged in reading and paid more attention to details. This relates to what Juraschka (2020) mentioned, which state that asking, discussing, and answering questions gets students involved with the reading and ensures they're paying attention to important details. Besides, with this strategies students could corroborate if they had understood key points or important information from the reading, since they could use questions such as: "Who?, What?, What?, When?, Where?, Why?, How?" and if they asked themselves a question and could not answer it, it meant that they had to read again to improve their comprehension.

On the other hand, the "summarizing" strategy was very positively received by the students in the process of improving their comprehension reading skills as corroborated in the results presented in Figure 10 and Figure 11. Summarizing helped students to analyze how much they had understood of the text they had finished reading. Drew (2021) mentioned that summarizing is a skill that shows a student has successfully comprehended the text. In addition, students used different strategies to develop this skill, such as stopping as they read to point out the most important parts of the story or explaining key points of the story.

8. Conclusions

- The implementation of the reciprocal teaching model had a positive impact on improving students' comprehension reading skills. This is because this model provided students with a process and strategies that they could employ before, during and after reading in order to understand the message or the main ideas of the text.

- The application of the reciprocal teaching model strategies: predicting, clarifying, questioning and summarizing were effective and helped to improve the students' comprehension reading skills significantly. Since the process of extracting general and specific information from the text was facilitated, as well as summarizing the most important points of the reading based on what they understood.

- Students had a positive attitude and felt motivated with the application of the reciprocal teaching model because it allowed great interaction and socialization in class through the application of all its strategies and activities focused on improving comprehension reading skills. In addition, the group work was very beneficial for the students, as they could interact with their peers throughout the reading process, sharing their ideas or giving support to each other.

9. Recommendations.

- The duration of this intervention somewhat a short period of time to achieve 100% effectiveness in improving the comprehension reading skills of eighth grade students. It is therefore recommended for future research to extend the intervention time to obtain better results.

- It is recommended that a control group be used for future research in order to compare the results obtained at the end of the intervention to better determine the effectiveness of the reciprocal teaching model in improving students' comprehension reading skills.

- The reciprocal model of teaching should be continually employed as part of the classroom for EFL students as it provides a clear and effective process in improving reading comprehension skills. In addition, it helps through the implementation of its strategies, this model helps to improve participation and interaction between students and teachers while developing reading activities.

- It is suggested that teachers be trained in the use of the reciprocal teaching model to improve reading comprehension skills, since this is a fundamental skill for students to acquire new skills or knowledge, as well as to improve other English language skills such as grammar or vocabulary.

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11. Annexes

Annex 1: Pertinence

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Loja, 20 de mayo de 2022

Mgtr.
Paola Moreno Ordoñez
COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
Ciudadela universitaria. -

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado: **THE EFFECTIVENESS OF RECIPROCAL TEACHING MODEL IN IMPROVING READING COMPREHENSION SKILLS OF STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT A PUBLIC SCHOOL OF LOJA CITY, ACADEMIC PERIOD 2021-2022,** de la autoría del estudiante Omar Steven Cañar Cango, tengo a bien indicar que se han incorporado todas las sugerencias y observaciones realizadas. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

Atentamente,

Firmado electrónicamente por:
EDGAR MARIANO CASTILLO CUESTA

Edgar M. Castillo C.
DOCENTE DE LA CARRRA PINE

Annex 2: Designation of thesis advisor

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

Ofc.245-D.CII/PINE-NG-AEAC-UNL
Loja, julio 4 del 2022

Licenciado M.Sc.
Edgar Mariano Castillo Cuesta,
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTOR** del **Trabajo de Integración** intitulado: **The effectiveness of reciprocal teaching model in improving reading comprehension skills of students of Eighth Year of Basic Education at a public school of Loja city, academic period 2021-2022.**, de autoría de **OMAR STEVEN CAÑAR CANGO**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA

Firmado electrónicamente por:
ROSA PAOLA MORENO ORDOÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pre test

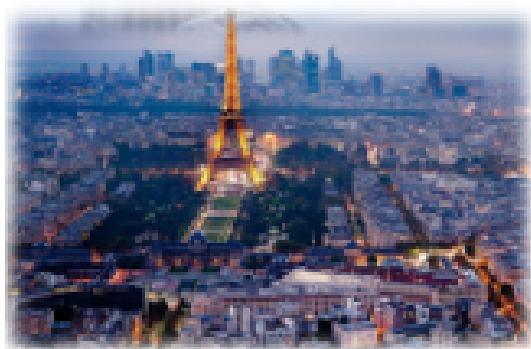## Data collection source Pre/Posttest

Student code:
Date
School year: 2021-2022
This test is anonymous, please answer the test's questions honestly. The information obtained will be used to develop the research project.
Read the following written text and answer the questions below based on what you understood from your reading.

A great summer vacations

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation!

Skimming:

Objective: To identify general information from written text.

Select if the statement is true or false (3P)

a) The author was returning from his summer vacation in Palau France.
   a. True
   b. False

b) The author visited few tourist sites
   a. True
   b. False

c) The author and his friends did not stay in a hotel.
   a. True
   b. False

d) The author liked his vacation so much that he has already started planning his next vacation.
   a. True
   b. False

Scanning:

Objective: To identify specific information from written text.

Choose the correct answer (4 P)

a) How many days did the author's vacation last?
   a) eight
   b) eighty
   c) eighteen

b) Where was their hotel located?
   a) Louvre Quarter
   b) Latin Quarter
   c) London Quarter

c) What was the author's favorite place?
   a) Louvre museum
   b) Londres museum
   c) Latin museum

d) What was Steve's favorite part of the vacation?
   a) Hotel location
   b) Hotel breakfast
   c) Hotel view

Summarize

Objective: To understand the main idea or message the author intended to convey in the written text.

1.   Complete the paragraph with the sentences and words that are in the box to make the paragraph make sense.3P

many tourist attractions	Seine River	Paris France
Latin Quarter	hotel	Louvre Museum

The author, when he went on summer vacation with his two best friends, they visited (1)_____. In this country they visited (2)_____. One of the author's favorite places they visited was the (3) _____. This was his favorite place since he liked art. They also visited the (4)_____ where they drank coffee and enjoyed delicious food. Steve's favorite part of this vacation was breakfast at the (5)_____ which was located in the (6) _____.

Annex 4: Post test

Data collection source Pre/Posttest

Student code:

Date

School year: 2021-2022

This test is anonymous, please answer the test's questions honestly. The information obtained will be used to develop the research project.

Read the following writen text and answer the questions below based on what you understood from your reading.

Online shopping

My name is Sara, and I love shopping online. I prefer mobile phone apps, but sometimes I use my computer. The phone is more convenient for me, and I can even do my shopping from bed!

I love shopping so much that I buy everything I need at home. I get food, electronics, books, and even large pieces of furniture like my sofa and bookshelves all online! But I still prefer getting clothes from a store so I can try them on to be sure they fit me fine.

Yesterday, I bought a birthday present for my mother, and it arrived today! That saves me a lot of time. I am a very busy person, and I am a little forgetful too. If I think of something I need, then it is wonderful that I can buy it at that moment.

My friends aren't as comfortable with buying things online as I am because they think that it can be dangerous. Of course, bad things sometimes happen, but I am very careful with all of my personal details. I think the biggest fear that people have with using their credit cards online is that someone will steal their number. It is important to be sure that the web page is secure. You can see this if the address has got an "s" in it, like https://. That "s" means it is safe.

People should not be afraid of shopping online. I think it will be the only way we will do our shopping in the future!

Objective: To identify general information from written text.

Select if the statement is true or false (3P)

   a) The author does not prefer to shop online.
      a. True
      b. False
   b) The author prefers to buy her clothes online so she can try them on whenever she wants.
      a. True
      b. False
   c) Shopping online saves a lot of time.
      a. True
      b. False
   d) The Author's friends are comfortable shopping online.
      a. True
      b. False

Scanning:

Objective: To identify specific information from written text.

Choose the correct answer (4 P)

   A. Sara prefers to buy from:
      a. Computer
      b. Phone
      c. Store
   B. Her friends don't shop online because they think that:
      a. The products are expensive.
      b. It can be dangerous
      c. The products are bad
   C. Sara is a very:
      a. Busy
      b. Forgetful
      c. Addicted to online shopping
   D. Sara prefers to buy clothes in a physical store because:
      a. It's cheaper
      b. To dress the clothes
      c. Because she doesn't have much time

Summarize

Objective: To understand the main idea or message the author intended to convey in the written text.

1. Complete the paragraph with the sentences and words that are in the box to make the paragraph make sense.3P

birthday present	products online	clothes
cell phone	friends	electronics

Sara is a person who loves to buy (1) ………………such as books, (2)…………………., food. However, she still prefers to buy her (3)………………..in physical stores so she can try them on and see if they fit her. She likes to buy things with the help of her (4) ……………. like yesterday when she bought a (5)……………for her mom. Her (6)……………. are afraid of shopping online because they think it's dangerous, but she doesn't agree with that.

Annex 5: Survey

Universidad Nacional de Loja
Facultad de la Comunicación el Arte y la Educación
Carrera de Pedagogía en Idiomas Nacionales y Extranjeros
Data Collection Sources

Teacher: Steven Cañar

Surveyed student's code: UEMBV0___

The purpose of this survey is to inquire and collect data about the perceptions that the students had when the researcher applied the reciprocal teaching model to improve their comprehension reading skills.

Pre-reading

1. **Do you think it was helpful that the teacher used dynamic activities before starting the class to activate your prior knowledge?**
   a) Useful
   b) Somewhat useful
   c) Little useful

2. **¿ Was it helpful that the teacher showed you the title or images related to the reading to activate your prior knowledge so that you could make inferences about what might happen in the reading?**
   a) Useful
   b) Somewhat useful
   c) Little useful

3. **Select how making predictions helped you improve your reading comprehension skills.**

   (___) Actively read and interact with a text.

   (___) Critically think about what they are reading.

   (___) Monitor their own comprehension and clarify any misunderstandings while reading.

   (___) Stay engaged in reading in order to find out if their predictions are on track or if they need to be revised.

   (___) Ask meaningful questions

While reading

4. Indicate which activities helped you to check whether your predictions were correct about what the reading was about.

    ( ) Read the opening and closing sentences of paragraphs.

    ( ) Read chapter summaries

    ( ) Read enough to find the central idea of the text.

    ( ) Read the title or subtitle.

5. ¿ In what ways did you find it easier to understand any complicated words or phrases you encountered during the reading?

    ( ) Reread the passage

    ( ) Break down complicated parts

Why?

....

....

6. At the time you started reading. Indicate the options that were useful for you to be able to find general information from the text?

    ( ) Title and sub-title

    ( ) First paragraph

    ( ) Last paragraph

    ( ) First sentence of each paragraph

    ( ) Last sentence of each paragraph

7. What activities that were done in class were useful for you to find specific information from the text?

    ( ) Identify exactly what it is that you require

    ( ) Read each question completely before starting to scan.

    ( ) Re-read the question to determine if the answer you found answers this question

Post reading

8. In which way do you think it was more beneficial to ask questions (questioning)?

( ) Before the reading to engage you in the reading and pay more attention to details.

( ) After the reading to corroborate that you understood the reading.

( ) Both options

Why?

....

....

9. ¿ Do you think that summarizing the most important points of the reading helped you to improve your reading comprehension skills?

a) Yes

b) No

Why

....

....

10. What activities helped you gather key information to help you summarize the reading?

( ) Write the main idea of the text in one paragraph.

( ) Outlined the main characters or locations in the text.

( ) Explain the key points of the story .

( ) Stop often throughout a reading to make summative notes on the text

11. At the end of the reading process. Did you understand the important points of the text or the message the author was trying to convey in the written text?

a) Yes
b) Partially
c) No

¿Why?

....

....

12. Do you think it was useful for each student to have a specific role within the group (predictor, clarifier, questioner, summarizer) to improve the process of reading comprehension?

    a) Useful

    b) Somewhat useful

    c) Little useful

Justify your answer

....

....

13. ¿ Do you think that working in a group helped you acquire and improve your reading comprehension skills?

    a) Useful

    b) Somewhat useful

    c) Little useful

    ¿Why?

....

....

14. In which way were you most pleased when the teacher showed you images to make your predictions from the reading and explained vocabulary that you probably did not know?

Didactic materials	Useful	Somewhat useful	Little useful
Images with their respective pronunciation in Power Point presentations			
Flash cards			
Pictures			

Annex 6: Lesson plans

<table>
<tr><td colspan="2" align="center">**LESSON PLAN 1**</td></tr>
<tr><td>**Class:** 8vo "A"

N^O Students: 36</td><td>**School year:** 2021-2022</td></tr>
<tr><td>**Language Level:** A1.1</td><td>**Topic:** Teen on the Web</td></tr>
<tr><td>**Schedule: Tuesday,** 14.25h – 15.35h

Time per lesson: 70 minutes.</td><td>**Type of institution:** public</td></tr>
<tr><td colspan="2">**Teacher Student:** Steven Cañar.</td></tr>
<tr><td align="center">**Lesson Objectives**</td><td align="center">**Resources**</td></tr>
<tr><td>To apply an assessment to students to measure their reading comprehension skills.
Students will be able to recognize the purpose of the different social networks and academic networks that they visited.</td><td>Pretest (annex 1).
Flash cards of social and academic networks (annex 2).</td></tr>
<tr><td colspan="2">**Warm-up and Objective Discussion**</td></tr>
<tr><td colspan="2">**Hangman game**

The teacher writes words on the board related to social networks (e.g., Facebook, Twitter, WhatsApp, Avatar, Blog, Internet) and the students say letter by letter until they guess the word written on the board. The teacher explains that during the class the students will learn to differentiate the purpose of the social networks they just guessed.</td></tr>
<tr><td colspan="2">**Instruct(Teach) and Model**</td></tr>
<tr><td colspan="2">**Instruct**

Explain the unfamiliar vocabulary of academic networks with their respective pronunciation to the students
Explain the unfamiliar vocabulary of social networks with their respective pronunciation to the students
Model

Shows flash cards of social and academic networks to the students and asks them several questions
What do the picture above have in common?
Do you have accounts in any social or academic network?
Could you describe the characteristics of any of the social networks shown in the images?
How much time did you spend in the social networks that you visited?</td></tr>
</table>

Guided Practice
Debate.   ❯ Through a flash card showed before, A classroom discussion is organized for each group to share their ideas about the purpose of each social network and academic network.
Independent practice
❯ Students work in groups of 4 people and with the information gathered in the discussion, they write their ideas about the purpose of each social and academic network.
Assessment
Summary   ❯ Behind each flash card students write a short summary of the purpose of social and academic networking.

LESSON PLAN 2	
Class: 8vo "A" **Nº Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Type of connectors
Schedule: Wednesday, 17.05h – 17.40h **Time per lesson:** 35 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ To use correctly the connectors (to start a paragraph, to add information, to include additional ideas, to close ad finish the paragraph.) to write an informative sentence or paragraphs	➢ Writing text "School Website reading" (annex 1). ➢ Grammar tip "types of connectors" (annex 2). ➢ Worksheet about connectors (annex 3).

Warm-up and Objective Discussion

Charade's game

- ➢ The teacher asks the students to form two groups in order to participate in this activity. Each leader stands at the front of the class with his/her back to the board. The teacher writes on the board a word and their partners make mime or describe the characteristics of the words so that their partner can guess the word.
- ➢ The teacher explains that during the class they are going to learn how to correctly use different types of connectors to connect their ideas or sentences.

Instruct(Teach) and Model

Instruct
- ➢ The teacher explains the "grammar tip" of the different types of connectors that exist for writing a paragraph and how to use them.
- ➢ Teacher explains more connectors that students can use (e.g., lastly, in addition, next, before, second, and, but, also).

Model
- ➢ Students identify and circle the connectors found in the written text provided by the teacher.

Guided Practice
- ➢ Students share their findings with their classmates and explain the purpose of each connector.

Independent practice
- ➢ Using the connectors explained above, students write sentences where they can use the connectors correctly.

Assessment
- ➢ Students complete a worksheet about the connectors

Annexes

Writing text "School Website reading" (Annex 1).

My School's Website

One of my favorite websites is my school's website. I like it because you can easily navigate and find many photographs and the most important information about our school.

First, you see the homepage with the school logo and some links. There you can watch videos of the school events; for example, the school fest, Christmas or Carnival celebrations and sports competitions. The best of our school website is the gallery with lots of pictures of the school's cheerleaders, the different club members, former students, etc. In addition, with just a click you can see the different sections of the school: elementary school, junior high, and high school. Another interesting feature is that you can read and learn the lyrics of the school anthem. You can also change it into different languages like Spanish, German or English. One of the disadvantages is that some tabs are not ready yet. Another downside is that there is a lot of advertising on this website, but you can pretend not to see it.

To conclude, I think that my school has an excellent website. You should check it out!

Grammar tip "types of connectors" (Annex 2).

Grammar Tip

Connectors	Use
First	to start a paragraph
In addition	to add information
Also	to include additional ideas
To conclude	to close and finish the paragraph

LESSON PLAN 3	
Class: 8vo "A" **Nº Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Reading "My School's Website"
Schedule: Friday**,** 13.05h – 14.25h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	**Resources**
Students will be able: ➢ Students will be able to extract general and specific information from the text.	➢ Pictures about web site (Annex 1). ➢ Writing text (Annex 2). ➢ Worksheet. (Annex 3).

Warm-up and Objective Discussion

The broken phone
➢ The teacher asks the students to form 4 groups: Each group stands in a straight line and the last member of each column the teacher says a sentence (e.g., Maria registered on Facebook to be able to chat with her mother, Jose uses Telegram to be in contact with his clients), this person passes the message to his closest partner and so on, the group that passes the correct message to its last partner wins.

Instruct(Teach) and Model

Instruct
➢ Explain that the objective of the class is to read and comprehend the content of the text using various strategies to improve reading comprehension.
➢ The teacher explains the new vocabulary from the reading "My School's Website" with its respective pronunciation to the students. **(clarifying)**
➢ The teacher explains the sections of the educational website that are in the image and the information that can be found in them.
➢ The teacher explains how to extract general information **(skimming)** and text-specific information **(scanning)** from written text.
➢ **(If the students need it, the teacher explains some of the ideas found in the written text after the students have read the text looking for the general ideas**)

Model
➢ The teacher reads the reading aloud and the students follow along with their eyes so that they can notice the pronunciation of the words in the reading.

Guided Practice
➢ Teacher shows some images related to the reading and asks students to make inferences about what the reading may be about **(predicting).**

Independent practice

Group work (4 members)
➢ Students read the reading with the purpose of finding general information from the text **(skimming)**
➢ Students in groups discuss and share their ideas about the ideas they found and understood from the text. **(clarifying)**
➢ Students read the reading again to understand the whole text and find specific information **(scanning).**

Assessment
➢ Each group answers the questions on the worksheet related to the reading they have just completed.

Homework

➤ Students make a short summary of the ideas they understood from the text for the next class to present it in class

Writing text (Annex).

My School's Website

One of my favorite websites is my school's website. I like it because you can easily navigate and find many photographs and the most important information about our school.

First, you see the homepage with the school logo and some links. There you can watch videos of the school events; for example, the school fest, Christmas or Carnival celebrations and sports competitions. The best of our school website is the gallery with lots of pictures of the school's cheerleaders, the different club members, former students, etc. In addition, with just a click you can see the different sections of the school: elementary school, junior high, and high school. Another interesting feature is that you can read and learn the lyrics of the school anthem. You can also change it into different languages like Spanish, German or English. One of the disadvantages is that some tabs are not ready yet. Another downside is that there is a lot of advertising on this website, but you can pretend not to see it.

To conclude, I think that my school has an excellent website. You should check it out!

Pictures about web site (Annex).

LESSON PLAN 4	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Adjectives
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able to understand and use adjectives to describe people or things.	➢ Flash cards (annex 1). ➢ Reflective reading (annex 2). ➢ Worksheet about adjectives (annex 3).

Warm-up and Objective Discussion

Tingo Tango

➢ The teacher gives a ball to a student and he/she passes the ball to his/her classmates while the teacher sings "tingo, tingo, tingo" and when the teacher says "tango" the ball stops and the student who has the ball reads the summary of the reading "My School's website" (5 students read their summary).

Instruct(Teach) and Model

Instruct

➢ The teacher explains the new vocabulary from the short reading "Education for change".

Model

➢ The teacher presents and explains different adjectives through flash cards with their respective pronunciation.
➢ Students read the reading "Education for change" and underline the most important ideas.

Guided Practice

Debate.

➢ Students participate in a discussion to share their ideas or point of view on the following proposed questions (e.g., Who downloads music or movies from the Internet, who do you do it? Did you know that this is illegal and causes problems for artists?).

Independent practice

➢ Students share the most important ideas from the reading with their peers.

Assessment
Summary
➢ Students complete the worksheet about adjectives

Flash cards (annex).

Reflective reading (annex).

Value: Education for change

Did you know that...

...nowadays, many artists don't have any benefit from their creations. In Ecuador, as in some other countries, there is a society that tries to protect them. It is called SAYCE. However, Ecuadorian artists say it is not enough.
The moment we get music, pictures and any other art expressions from the internet or any other free source, we cause artists great damage. It affects them because they work very hard and don't receive any compensation from their job.

LESSON PLAN 5	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Our artist reading
Schedule: Wednesday**,** 17.05h – 17.40h **Time per lesson:** 35 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	
Lesson Objectives	**Resources**
Students will be able: ➢ To use superlatives correctly to write an informative sentence	➢ Reading "our artists". (annex 1). ➢ Grammar tip "superlatives" (annex 2). ➢ Worksheet related to superlatives. (annex 3).

Warm-up and Objective Discussion

Collective drawing

➢ The teacher will form 4 groups: each group forms a line and everyone sits on the floor facing the blackboard. Each student has to have a sheet of paper placed on the back of his/her partner.

➢ The teacher draws a picture on the back of the last student and he draws what he feels on the back of his partner and so on until the last student draws what he feels on the blackboard. The group with the drawing that most closely resembles the original drawing wins. (e.g., flower, person, car, guitar)

Instruct(Teach) and Model

Instruct

➢ El docente explica la gramática acerca de los superlativos irregulares

Model

➢ The teacher explains how one-syllable, two-syllable and irregular superlatives are formed.

Guided Practice

➢ Los estudiantes buscan los superlativos en la lectura Our artist reading

Independent practice

➢ Using the adjectives learned last class, students transform 10 adjectives into superlatives.

Assessment

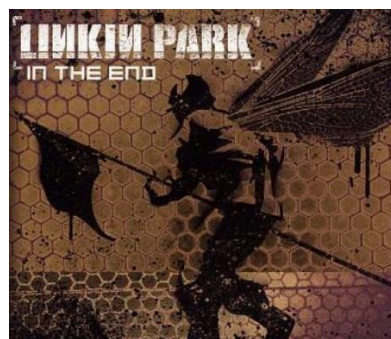➢ Students complete the worksheet related to superlatives.

Reading "our artists". (annex).

Music is one of the most entertaining hobbies in our lives. But we never think of who is behind the music we like to listen to.

If we look at singers around the world, many have big fortunes because they have different forms to get money. For example, they have the benefit of studios for their recordings. They also have the most professional staff. In countries like Ecuador, the situation is difficult because national artists don't receive much outside support. They work with their own money. For many, the most difficult aspect is gaining acceptance and popularity. They invest a lot to get a hit and when they perform in concert, people don't go because they prefer to listen to international singers.

We have to support our artists by buying their original CDs, t-shirts, posters, and going to their concerts.

Grammar tip "superlatives" (annex).

Superlative forms		
One-Syllable adjectives	Two-Syllable adjectives (except if ending in Y)	IRREGULAR adjectives
The+adj+EST	the+MOST+adj	NO RULE
tall-the tallest	beautiful- the most beautiful	good-the best bad-the worst
short-the shortest	handsome-the most handsome	far- the farthest/furthest
I'm the shortest in the family.	My mom's the most beautiful woman in the world.	You are the best student at school.

Worksheet related to superlatives. (annex).

Complete the following sentences by using the correct superlative form of the adjectives in cyan.

a. Babies are nice. A baby is the _____ person in this world.

b. My dad is good. He is the _____ worldwide.

c. Canada is really cold. It is the _____ country of North America.

d. That is a big hamburger. It is the _____ in this restaurant.

e. My family is really important to me. They are the _____ in my whole life.

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LESSON PLAN 6	
Class: 8vo "A" **N⁰ Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Our artist reading
Schedule: Friday**,** 13.05h – 14.25h **Time per lesson:** 70 minutes	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ To understand the vocabulary and the main ideas of the text.	➢ Alphabet Soup (Annex 1). ➢ Reading "Our artist" (Annex 2). ➢ Worksheet. (Annex 3). ➢ Pictures (Annex 4).

Warm-up and Objective Discussion

Alphabet soup:
➢ The teacher hands out a worksheet on which there is an alphabet soup with the words that the students have to look up. Once the students find the words, in front of the whole class, the students have to say what they know about each word.

Instruct(Teach) and Model

Instruct
➢ The teacher explains the new vocabulary with its respective pronunciation from the reading "Our artist".

Model
➢ The teacher shows the students different images related to the reading so that they can activate their previous knowledge about what the reading is about and can participate in class with their opinions (predicting).

Guided Practice
❖ The teacher together with the students read the introduction and the conclusion looking for general information (skimming) to corroborate if their predictions were correct.

Independent practice

Group work (4 members)
➢ Students begin with the reading "Our artist" and point out the most important ideas from the reading.

➢ Students re-read the reading, and at the end share their ideas with their group members to clarify any doubts.

Assessment
➢ Students make a short summary of the most important parts of the reading.

Homework
➢ Each student answers the questions on the worksheet.

Alphabet Soup (Annex).

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

Palabras a encontrar:

LINKINPARK	MUSIC	CDS
SODASTEREO	CONCERT	KISS
HARDWELL	SINGERS	FORTUNES

Reading "Our artist" (Annex).

Music is one of the most entertaining hobbies in our lives. But we never think of who is behind the music we like to listen to.

If we look at singers around the world, many have big fortunes because they have different forms to get money. For example, they have the benefit of studios for their recordings. They also have the most professional staff. In countries like Ecuador, the situation is difficult because national artists don't receive much outside support. They work with their own money. For many, the most difficult aspect is gaining acceptance and popularity. They invest a lot to get a hit and when they perform in concert, people don't go because they prefer to listen to international singers.

We have to support our artists by buying their original CDs, t-shirts, posters, and going to their concerts.

Pictures (Annex).

LESSON PLAN 7	
Class: 8vo "A" **Nᴼ Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Present simple
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ To use the grammar of the present simple to write positive and negative sentences.	➢ Flash card about famous bands (Annex 1) ➢ Power Point Presentation with present simple grammar and new vocabulary. (Annex 2) ➢ Reading "Social Emotional Abilities (annex 3). ➢ Worksheet about the present simple (annex 4).

Warm-up and Objective Discussion

Guess the Celebrity
➢ The teacher describes a famous artist or band (e.g., Link Park, Elefante, Soda Stereo, Emminem) so that students can make their predictions of which artist it is. After giving a short description, the teacher shows the picture of the artist or band to make it easier for students to make the prediction.

Instruct(Teach) and Model

Instruct
➢ Teacher explains the use and grammar of the present simple (positive sentences) to students through a Power Point presentation.
➢ Teacher explains unknown vocabulary (meaning and pronunciation) from the written text "Social-emotional abilities" (e.g., worldwide, however, need, brain, ourselves, hungry, yourself) through a Power Point presentation.

Model
➢ The teacher, using the vocabulary and grammar explained in class, writes several sentences in disorder on the blackboard and asks the students to order them so that they make sense.

Guided Practice

Debate.
➢ Students read the reading "Social Emotional Abilities."
➢ Students identify the new grammar learned in the reading and share their findings with the class.

Independent practice
➢ Students re-read the reading "Social Emotional Abilities."
➢ Students answer questions (e.g., What is the percentage of people who like to talk about themselves? Do you like to talk about yourself to other people? What is the sensation the body feels when a person talks about themselves?) through the game "the asking ball" in which the teacher gives a ball to the students and they have to pass it around until the teacher says STOP and the student who has the ball at that time must answer that question

Assessment

➤ Students fill out a worksheet related to the grammar of present simple positive sentences.
Homework
➤ Students write 10 positive sentences using the present simple.

Flash card about famous bands (Annex)

Power Point Presentation with present simple grammar and new vocabulary. (Annex)

Reading "Social Emotional Abilities (annex).

Did you know that…

Some of us do not like to talk about ourselves. However, thirty to forty percent of people worldwide love talking about themselves. It is considered a need just like the good sensation you feel when you eat after being so hungry. That is a sensation that your brain feels when you talk about yourself!! So, if you don't usually talk about yourself, start doing so. It can give your body a good sensation.

LESSON PLAN 8	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Present simple (negative sentences)
Schedule: Wednesday, 17.05h – 17.40h **Time per lesson:** 35 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➥ To use correctly the grammar of the present simple to formulate negative sentences.	➥ Power point presentation with the new vocabulary and the grammar of the present simple in negative form. (annex 1) ➥ Worksheet about present simple tense (annex 2).

Warm-up and Objective Discussion

Board race.

> ➥ The teacher divides the class into 5 groups. The teacher writes a topic (e.g., verbs, fruits, means of transportation, etc.) and all group members have to write a word that is related to that topic.

Instruct(Teach) and Model

Instruct
> ➥ The teacher presents new vocabulary and its pronunciation about a person's personality through Power Point presentation.
> ➥ Teacher explains the use and grammar of the present simple (Negative sentences) to students through a Power Point presentation.

Model
> ➥ Using the vocabulary and grammar explained in class, the teacher formulates negative sentences in which he describes himself.

Guided Practice
> ➥ Using vocabulary that describes a person's personality, students formulate negative sentences using present simple grammar to describe the personality that does not match their partner.

Independent practice
> ➥ Students write 10 negative sentences using the present simple

Homework
> ➥ Students fill out a worksheet related to the grammar of present simple positive and negative sentences.

Power point presentation with the new vocabulary and the grammar of the present simple in negative form. (Annex)
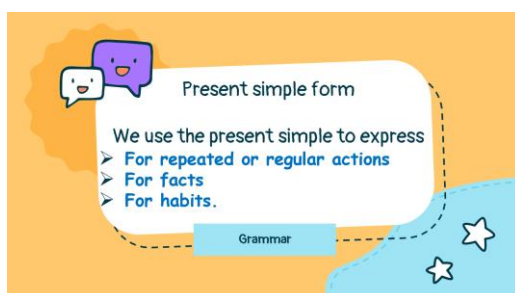
Adjetives that describe personality.

Grammar

Anxious
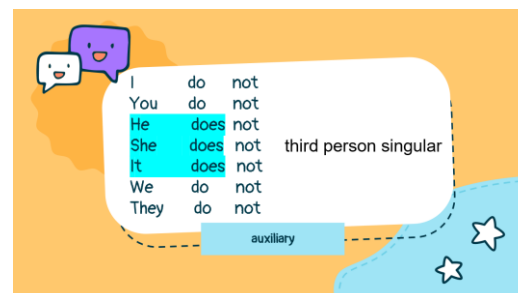
Present simple form

We use the present simple to express
➢ For repeated or regular actions
➢ For facts
➢ For habits.

Grammar

I	do	not	
You	do	not	
He	does	not	third person singular
She	does	not	
It	does	not	
We	do	not	
They	do	not	

auxiliary

Negative sentences

I **don't live** in London

| I | do | not | live | in london |
| Subject | Auxiliary | negation | verb | complement |

Negative sentences

John **doesn't live** in Manchester

| John | does | not | live | in Manchester |
| Subject | Auxiliary | negation | verb | complement |

LESSON PLAN 9	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Reading about Motivation.
Schedule: Friday, 13.05h – 14.25h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ To learn and use new vocabulary from the reading "motivation". ➢ To understand how to extract general information from a written text (skimming)	➢ Power Point Presentation with unknow vocabulary. (Annex 1). ➢ Images related to the reading "Motivation" (Annex 2). ➢ Written text "Motivacion". (Annex 3).

Warm-up and Objective Discussion

Mirror
  ➢ The teacher divides the class into 5 groups, each group leader goes to the front of the class and the teacher says some word related to a person's personality for them to mime, their classmates have to guess what expression their classmate is saying.

Instruct(Teach) and Model

Instruct
  ➢ The teacher explains the unknown vocabulary with its respective pronunciation from the reading "Motivation". (clarify)
  ➢ The teacher explains to the students what skimming is and the places from which they can extract general information from a written text.

Model
  ➢ The teacher with the help of a reading demonstrates to the students how to extract general information from the text.

Guided Practice
  ➢ The teacher provides images related to the reading and asks the students to analyze them and give their opinions or points of view of what they see.
  ➢ With the opinions of all classmates, students predict what the reading is about.
  ➢ The teacher divides the students into groups of 4 through the game "A SHIP SINKS".

Independent practice

Group work (4 members)
  ✓ Students read the introduction and conclusion of the reading "motivation" to find general information (skimming) about what the text is about and share their ideas with their group members.
  ✓ Students participate in a discussion to answer questions posed by the teacher (e.g., Do you think all people have some kind of problem? Do you think all people have equal opportunities in life? Do you think money is the solution to all problems?), in order to activate their prior knowledge and pay more attention to details when they start reading the body of the text.
  ✓ Students read the entire reading "motivation" and point out the most important parts of the reading as they progress through the reading

Assessment
  ➢ Students share the most important ideas from the text with group members**.**

Homework
  ➢ Students make a short summary of the ideas they understood from the text for the next class to present it in class

Power Point Presentation with unknow vocabulary. (Annex).

 Images related to the reading "Motivation" (Annex).

Written text "Motivacion". (Annex).

Every day, most of us complain that our life is difficult, that nobody loves us, that we have lots of homework, that teachers don't understand us, that our parents bother us so much...

We don't think that beyond all that, there are millions of teens who don't have food, shelter, a school, friends, or even parents. It must be terrible! Don't you think so? Some of those kids are teens, just like you. Many of them never complain about their difficulties because they see life differently. They become life motivators and have great messages to transmit. The most amazing aspect is that these adolescents have no parents, some are adopted, others were once homeless, or they are disabled. They have really tough lives and they continue living and smiling. They want the world to know that they are special, as every teen is, and that it is possible to live a happy life.

Don't you ever give up, enjoy each moment with your family and friends. When you feel down, remember that there is always a person that has a harder life than you.

LESSON PLAN 10	
Class: 8vo "A"	**School year:** 2021-2022
Nᴼ Students: 36	
Language Level: A1.1	**Topic:** Beyond Street Art
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public

Teacher Student: Steven Cañar.

Lesson Objectives	**Resources**
At the end of class students will be able to: ➢ To understand how to ask informative questions using. ➢ To know the role of each group member in the reciprocal teaching model.	➢ Power Point presentation (annex 1) ➢ Images related to urban art or photography. (Annex 2) ➢ Written text "Beyond Street Art". (Annex 3) ➢ Role chart (Annex 4) ➢ Worksheet about interrogative questions. (Annex 5)

Warm-up and Objective Discussion

Charades game
✓ Students work in groups; the teacher writes a word on the board and students have to mime so that the leader can guess what the written word is.

Instruct(Teach) and Model

Instruct
➢ Teacher explains unfamiliar vocabulary to students with pronunciation from the reading "Beyond Street art".
➢ Teacher explains to the students how to formulate interrogative questions using the present simple through a Power Point presentation.

Model
➢ Teacher forms groups of 4 people and explains to students what is the role of the predictor, clarifier, questioner, summarizer.

Guided Practice
✓ The teacher formulates questions to the students using the grammar of the present simple and asks them to participate in class and answer them

Independent practice
➢ The teacher gives images related to the reading "Beyond Street Art" to the student with the role of Predictor so that with the help of their classmates they can make their inferences about what the reading may be about.
➢ Students participate in a discussion to share their ideas with the other groups.
➢ Students fill in the predicting chart with the most relevant ideas they have about what the reading might be about.
➢ Students read the reading "Beyond Street Art."
➢ Student "Clarifier" with help from peers points out the words or phrases were difficult to understand to try to find the meaning in a dictionary, through context of the text or ask the teacher for help.
➢ Students write the word or phrases they did not understand with their respective meaning in the "Clarify" box

Assessment
➢ Students complete a worksheet related to present simple questions with the auxiliary DO or DOES.

Power Point presentation (annex)

Images related to urban art or photography. (Annex)

Written text "Beyond Street Art". (Annex)

J.R., Kikito is a 34 year-old French photographer and street artist. He is recognized for his outdoor work. People can see his talent especially in areas with economic and social difficulties. For example, in 2008 he painted the eyes of local women in Rio de Janeiro, Brazil in an old *fabela*, which is a dangerous and poor neighborhood.

In La Habana, Cuba, there is a beautiful painting of some elderly men from the Cuban revolution times. His latest famous piece of art is of a Mexican child looking at the American side of the border fence built to separate The United States and Mexico.

LESSON PLAN 11

Class: 8vo "A" N^O Students: 36	School year: 2021-2022
Language Level: A1.1	Topic: Beyond Street Art
Schedule: Wednesday, 17.05h – 17.40h Time per lesson: 35 minutes.	Type of institution: public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ To understand and comprehend each role that members of a group have in order to improve their reading comprehension. ➢ to comprehend written text	➢ Chart of the roles (annex 1). ➢ Reading "Beyond Street Art". (annex 2).

Warm-up and Objective Discussion

Introduce your partner

➢ The students form groups of two people and each one does a short interview with his or her partner to get to know each other. Subsequently through a drawing of lots 6 groups present their partners with the information they collected.

Instruct(Teach) and Model

Instruct
➢ Teacher responds to any concerns or questions students have about last class.

Model

➢ The teacher asks the students to form the groups they were in last class.

Guided Practice
➢ Students, with the teacher's help, reread the written text.

Independent practice
➢ The student in the role of questioner asks some questions to his/her classmates to make a self-reflection and corroborate if they understood the written text. These questions are written in the "Questioning" box.
➢ Students share with the class the most important ideas they found in the written text.

Assessment
➢ The "summarizing" student, with the help of his/her classmates, summarizes the most important ideas of the text.

Chart of the roles (annex).

Reading comprehension "Beyond Street Art"	
Name of students Group number Course	
Predicting	**Clarifying**
Questioning	**Summarizing**

Reading "Beyond Street Art". (annex).

J.R., Kikito is a 34 year-old French photographer and street artist. He is recognized for his outdoor work. People can see his talent especially in areas with economic and social difficulties. For example, in 2008 he painted the eyes of local women in Rio de Janeiro, Brazil in an old *fabela*, which is a dangerous and poor neighborhood.

In La Habana, Cuba, there is a beautiful painting of some elderly men from the Cuban revolution times. His latest famous piece of art is of a Mexican child looking at the American side of the border fence built to separate The United States and Mexico.

<table>
<tr><td colspan="2" align="center">LESSON PLAN 12</td></tr>
<tr><td>Class: 8vo "A"
N^O Students: 36</td><td>School year: 2021-2022</td></tr>
<tr><td>Language Level: A1.1</td><td>Topic: Adjectives to describe places</td></tr>
<tr><td>Schedule: Friday, 13.05h – 14.25h
Time per lesson: 70 minutes.</td><td>Type of institution: public</td></tr>
<tr><td colspan="2">Teacher Student: Steven Cañar.</td></tr>
<tr><td align="center">Lesson Objectives</td><td align="center">Resources</td></tr>
<tr><td>

Students will be able to and specific information from the text.
Students are able to use adjectives to describe places.

</td><td>

YouTube Video about adjectives to describe places   (Annex 1).
https://www.youtube.com/watch?v=btc2CidM6OQ
https://www.youtube.com/watch?v=btc2CidM6OQ
Power Point presentation (Annex 2).
Images of famous places (Annex 3).
Work sheet about adjectives to describe places. (Annex 4).

</td></tr>
</table>

Warm-up and Objective Discussion

Draw on my back.
- The teacher divides the class into 4 groups. Students sit in a row one behind the other. The teacher gives a drawing to the student at the end of the line. The student reproduces the drawing that the teacher gave to the student at the front and so on. When he/she reaches the first student, the student draws what he/she felt on the board. The group with the drawing most similar to the one at the beginning wins

Instruct(Teach) and Model

Instruct
- ✓ The teacher shows two videos about adjectives to describe places.

- ✓ The teacher explains the unknown vocabulary with its respective pronunciation from the reading "Big Cities".

Model
- The teacher, using the reading from the previous class, explains to the students how to extract specific information from the text (scanning).

Guided Practice
- Using the new vocabulary learned in class, the teacher asks the students to describe the images of different cities presented by the teacher. **(predicting).**

Independent practice

Group work (4 members)
- Students read the reading "Big Cities" and point out the most important information from the reading.

➤ Students in groups discuss and share their ideas about the ideas they found and understood from the text. **(clarifying)**
➤ Students reread the reading to understand the entire text and point out key and specific information from the text **(scanning).**

Assessment
➤ The student with the role of "questioner" asks some questions to obtain specific information about the reading to corroborate if the students have understood the key ideas of the text.
➤ Using the most important ideas from the text, students make a brief summary to corroborate what they have understood from the reading and share it with the class. **(summarizing)**
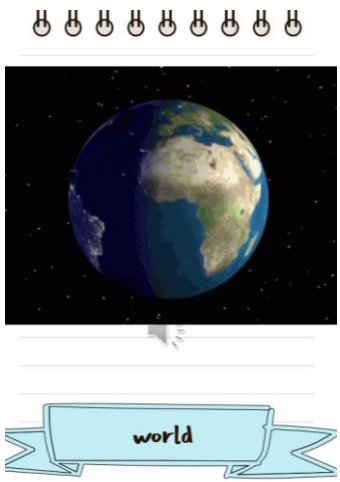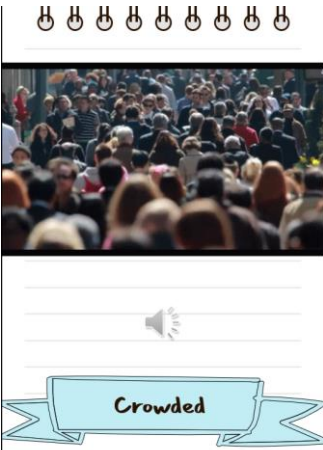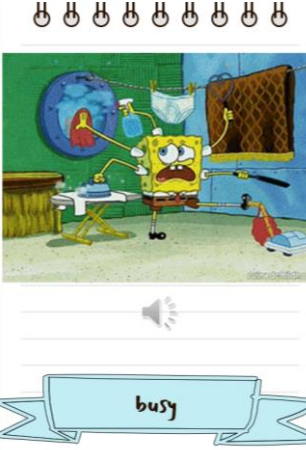
Homework
➤ Students complete the crossword puzzle about adjectives to describe cities.

YouTube Video about adjectives to describe places   (Annex).

https://www.youtube.com/watch?v=btc2CidM6OQ
https://www.youtube.com/watch?v=btc2CidM6OQ

Power Point presentation (Annex 2).

Images of famous places (Annex).

Work sheet about adjectives to describe places. (Annex).

Adjectives to describe places
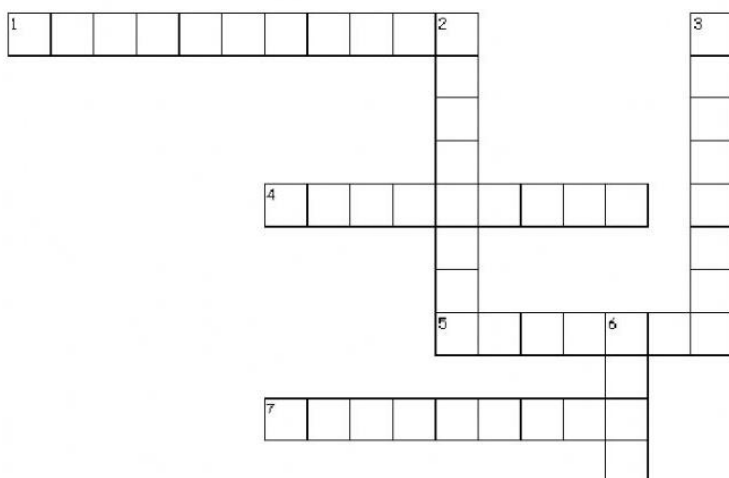
Across
1. Dramatic and exciting
4. Costs a lot of money
5. Full of people
7. Very good-looking
Down
2. Ideal for lovers
3. Too much smoke/traffic
6. Not interesting

LESSON PLAN 13	
Class: 8vo "B" **Nº Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Living in the Countryside
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
➢ Students will be able to perform in each of the roles assigned by the teacher. ➢ Students will be able to use the vocabulary of the field to describe places.	➢ Power Point presentation. (annex 1) ➢ Images of cities and towns (annex 3). ➢ Web site to draw the groups https://echaloasuerte.com ➢ Images related to the reading "Living in the Countryside". (annex 4). ➢ Written text "Living in the Countryside (annex 5).

Warm-up and Objective Discussion

Captain says:
➢ The teacher forms groups of 6 people. The teacher assumes the role of the captain and gives orders to the students (e.g., Look for a black marker, look for a water bottle) and the group with the most commands wins.

Instruct(Teach) and Model

Instruct
➢ The teacher presents the unfamiliar vocabulary to the students with its respective pronunciation from the reading "Living in the Countriside".
➢ The teacher forms groups of 4 people with the help of the website "ehchaloasuerte" and assigns a role to the students.

Model
➢ The teacher presents them with a tip to ask questions to find out the opinion of their classmates (e.g., What do you think (of....)? What is your opinion about? What is your point of view about?), and after shows the students pictures and asks them the newly learned questions to give their point of view.

Guided Practice
➢ The teacher's role becomes that of a clarifier to help students with any concerns they may have while reading.
➢ The teacher gives images related to the reading to each group so that with the help of the student in the role of predictor they can make inferences about what the reading might be about (predicting).
➢ Students answer questions posed by the teacher (e.g., What do they think the reading will be about? Why?).

Independent practice
➢ Students read the reading "Living in the countryside" and point out general information from the text to corroborate whether their predictions were correct.
➢ The student in the role of questioner, through the game tingo tango, asks questions to the members of his group to corroborate if they have understood certain parts of the text.

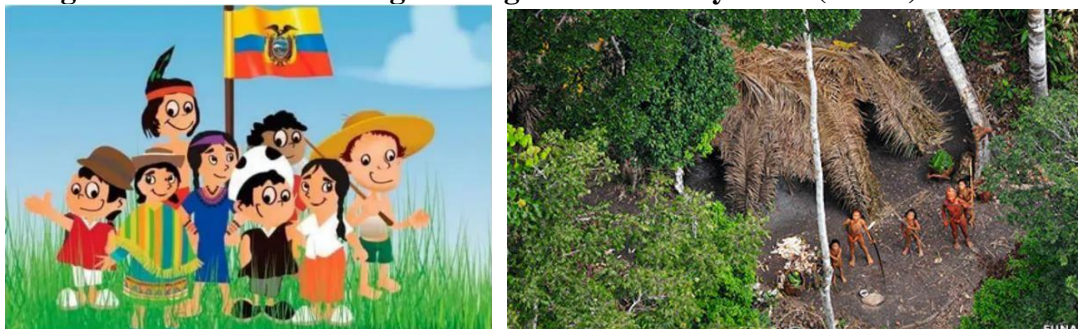| |
|---|
| ➢ Students reread the reading to reinforce their reading comprehension and point out specific information from the text and then discuss their findings with their classmates. . |
| **Assessment** |
| **Summary** |
| ✓ Students make a short summary of the most important ideas from the reading.
 ✓ They share with their classmates the summary they made with the most important parts of the text. |

Power Point presentation. (annex)
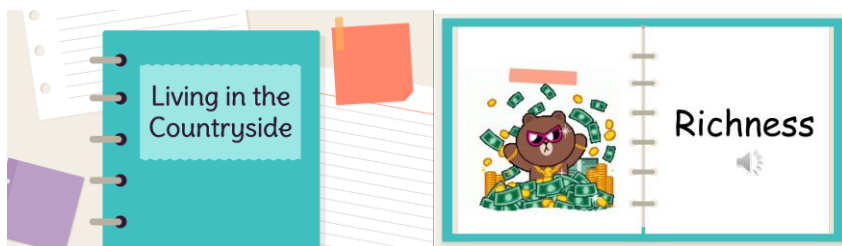
Images of cities and towns (annex).
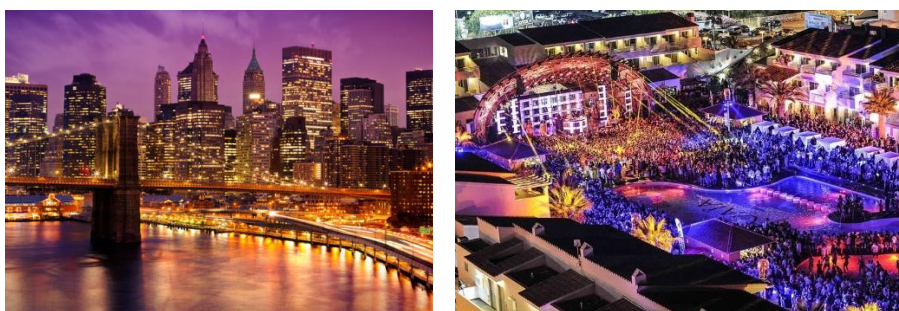
Written text "Living in the Countryside (annex).

Did you know that…
- Ecuador has most of its cultural richness in its countryside.
- There are still some tribes that don't have any kind of human contact in Ecuador's Amazon region and some of them do not even wear clothes as we know clothes. They do wear clothes made from materials in nature such as ropes and leaves, but not like we see in the city every day.
- Quichua is a language that some students in the countryside learn at schools.
- Ecuador has protected areas and they are in Ecuador's countryside.

Images related to the reading "Living in the Countryside". (annex).

LESSON PLAN 14

Class: 8vo "A"	**School year:** 2021-2022
NO Students: 36	
Language Level: A1.1	**Topic:** Past Simple tense
Schedule: Wednesday, 17.05h – 17.40h	**Type of institution:** public
Time per lesson: 35 minutes.	
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ To understand how to formulate positive sentences in the simple past tense.	➢ Grammar of the past simple past of the verb to be (annex 1). ➢ Youtube video about verbs in present and past. (annex 2). https://www.youtube.com/watch?v=oggGZKVJvfw

Warm-up and Objective Discussion

Grandmother, tiger, hunter
➢ The teacher divides the class into two groups. Each group has to decide which role they want to take (grandmother, tiger, hunter) without the other group knowing. Then when they are ready the teacher gives the order to start and the students imitate the character they have chosen. 5 rounds are played
    ➢ The grandmother beats the hunter
    ➢ The hunter beats the tiger
    ➢ Tiger beats Grandma.

Instruct(Teach) and Model
Instruct ➢ Teacher shows a YouTube video to the students about verbs in present and past tense with their respective pronunciation (as the video is playing the teacher pauses the video to listen to the students' pronunciation and to take notes). **Model** ➢ The teacher explains the grammar of Past simple tense (positive sentences,) and its uses through a PowerPoint presentation.

Guided Practice
➢ As the teacher explains the grammar of the present simple, students formulate examples each time the teacher asks them to do

Independent practice
➢ **Using the vocabulary and grammar learned in class, the students write 10 sentences**

Grammar of the past simple past of the verb to be (annex).

<table>
<tr><td colspan="2" align="center">**LESSON PLAN 15**</td></tr>
<tr>
<td>**Class:** 8vo "A"
N^O Students: 36</td>
<td>**School year:** 2021-2022</td>
</tr>
<tr>
<td>**Language Level:** A1.1</td>
<td>**Topic:** Intercultural diversity</td>
</tr>
<tr>
<td>**Schedule:** Friday**,** 13.05h – 14.25h
Time per lesson: 70 minutes.</td>
<td>**Type of institution:** public</td>
</tr>
<tr>
<td colspan="2">**Teacher Student:** Steven Cañar.</td>
</tr>
<tr>
<td align="center">**Lesson Objectives**</td>
<td align="center">**Resources**</td>
</tr>
<tr>
<td>Students will be able:
➢ Students will be able to talk about past events using the grammar of the simple past</td>
<td>➢ Power Point presentation. (Annex 1).
➢ Written text "intercultural diversity". (Annex 2).
➢ Worksheet related to the lecture. (Annex 3).
➢ Worksheet related to past simple tense. (Annex 4).
https://www.liveworksheets.com/sg91119dm
https://es.liveworksheets.com/fb590862sm</td>
</tr>
</table>

Warm-up and Objective Discussion

Don't do to others what you don't want them to do to you.
➢ The teacher asks the students to write on a piece of paper an action they would like their partner to do in front of the whole class. Once they have finished writing on the sheet of paper, they hand it to the teacher. Once the sheet is handed in, the teacher says that there is a rule change and the person who wrote the action has to perform it.

Instruct(Teach) and Model

Instruct
➢ The teacher presents the unknown vocabulary with its respective pronunciation from the reading "Intercultural diversity".

Model
➢ The teacher explains the grammar of past simple tense to structure, negative sentences using the verbs previously learned.

Guided Practice
✓ As the teacher explains the grammar of the present simple, students formulate examples each time the teacher asks them to do so.

Independent practice
➢ Students read the reading "Intercultural Diversity" and point out the most important information in the text.
➢ Students answer several questions posed by the teacher to corroborate whether they have understood the written text.
➢ Students reread the text to reinforce their understanding.
➢ Students share their ideas with their classmates.

Assessment
➢ . Students complete a short worksheet related to the reading.

Homework
➢ Students complete a worksheet related to the grammar learned in class

Power Point presentation. (Annex).

Written text "intercultural diversity". (Annex).

Value: Intercultural diversity

Ecuador is a megadiverse country and everywhere you go there's culture. In this section, we'll refer to the coastal region of Ecuador, where people have an original tradition called in Spanish "*amorfinos.*" You must be wondering what an "*amorfino*" is. An "*amorfino*" is kind of a rhyme that is a mixture of a romantic poem with some humor. It has influence from the couplet which has its origin in Spain. People from the coastal countryside of Ecuador are called "*montubios*" and they have lots of traditions. To make women fall in love, they use the popular and funny "*amorfinos.*"

Worksheet related to the lecture. (Annex).

1. Write Correct(C) or Incorrect(I) next to the following statements according to the text above. Then make small groups and write corrections to the incorrect statements.

   • "Amorfinos" are from the capital of Ecuador. ◯

   • "Amorfinos" are some rude expressions. ◯

   • "Amorfinos" have Spanish influence. ◯

   • "Montubios" live in Cuenca. ◯

LESSON PLAN 16	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic: Stories from the Country**
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public

Teacher Student: Steven Cañar.

Lesson Objectives	Resources
➢ Students will be able to write interrogative questions in the past simple.	➢ Power point presentation of interrogative questions. And new vocabulary (annex 1). ➢ Written text "Stories from the Country (annex 2). ➢ Past simple worksheet (annex 3).

Warm-up and Objective Discussion

Drawing dictation:
  ➢ The teacher says a sentence word (verb, adjective or thing) or something and the students will have to draw something that represents that word as quickly as possible. This activity is developed with the purpose of having the students remember the vocabulary or grammatical structures learned in previous classes.

Instruct(Teach) and Model

Instruct
  ✓ The teacher explains the unknown vocabulary with its respective pronunciation from the reading "Stories from the Country".

Model
  ➢ Teacher explains the grammar of the past simple to formulate interrogative questions through a Power Point presentation. As the teacher explains this grammar, he/she involves the students in giving their examples.

Guided Practice

  ✓ Students identify and point out the grammar of the past simple in the reading "Stories from the Country."
  ✓ Students share the sentences they found with this grammar in the reading.

  ✓ Teacher asks students a question (Do you remember some stories you heard as a child? I) and they compare their stories with their classmates (predicting).

Independent practice

  ➢ Students conduct a short interview with their classmates about themselves or a story they heard when they were young using the vocabulary and grammar learned in class with their classmates.
  ➢ Students simulate this interview in front of the whole class.

Assessment

  ➢ Students complete a worksheet related to the grammar learned in class.

Power point presentation of interrogative questions. And new vocabulary (annex).

Written text "Stories from the Country (annex).

Hi! I am Rosy. I lived in the country as a child. It was an excellent time of my life. I remember one day, I was going to the river because it was my favorite place to take a shower and refresh myself. As I was walking, I saw a little girl. She was very beautiful with her long black hair. She was crying. I immediately ran up to her, and as I was getting closer, she stood up and ran away. I ran faster to catch up with her. When I finally got close to her, she turned and I could see her face was full of scars. I screamed like crazy and returned to my house. I told the story to my mom and she told me that happened to girls like me who didn't listen to their mothers. My mommy always told me not to go to the river alone, but I never paid attention. It was my favorite place and I had lots of fun there. However, I learned the lesson. So kids, always listen to your mother!! I really don't know how, but they always know what is best for us.

LESSON PLAN 17

Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic: Stories from the Country**
Schedule: Wednesday, 17.05h – 17.40h **Time per lesson:** 35 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
➢ Students will be able to understand what the written text says.	➢ Written text "Stories from the countryside " (annex 1).

Warm-up and Objective Discussion

The inquisitive ball:
  ➢ **The inquisitive ball:** The teacher plays a song and hands a ball to the students. They have to pass the ball to their classmates until the teacher stops the music. The student who has the ball at that moment has to say some action that he/she did yesterday with the purpose of having the students use the grammar of the past simple and past progressive learned in class.

Instruct(Teach) and Model

Instruct
  ✓ By drawing lots, the teacher forms groups of 4 people and assigns roles to the students (predictor, clarifier, questioner, summarizer).

Model
  ➢ The teacher takes on the role of clarifier to help at any stage of the students' reading comprehension.

Guided Practice
  ➢ Students do a quick reading in search of unknown vocabulary. The student in the role of clarifier, with the help of his/her classmates, looks up an unknown word in the dictionary or asks the teacher for help to clarify a phrase they do not understand.

Independent practice
  ➢ With speed reading, students make their predictions of what the reading may be about and share their ideas with the rest of the class.
  ➢ Students read the reading "Stories from the Country" and underline the most important parts of the text.
  ➢ The student with the role of questioner asks some questions to corroborate that they understood the reading.

Assessment
  ➢ The groups make a summary of the most important parts of the text to be presented in the next class.

Written text "Stories from the countryside " (annex).

Hi! I am Rosy. I lived in the country as a child. It was an excellent time of my life. I remember one day, I was going to the river because it was my favorite place to take a shower and refresh myself. As I was walking, I saw a little girl. She was very beautiful with her long black hair. She was crying. I immediately ran up to her, and as I was getting closer, she stood up and ran away. I ran faster to catch up with her. When I finally got close to her, she turned and I could see her face was full of scars. I screamed like crazy and returned to my house. I told the story to my mom and she told me that happened to girls like me who didn't listen to their mothers. My mommy always told me not to go to the river alone, but I never paid attention. It was my favorite place and I had lots of fun there. However, I learned the lesson. So kids, always listen to your mother!! I really don't know how, but they always know what is best for us.

LESSON PLAN 18	
Class: 8vo "A" **N⁰ Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Reading
Schedule: Friday, 13.05h – 14.25h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
Students will be able: ➢ Students will be able to understand the written text and complete it with the vocabulary learned in class.	➢ Power point presentation. (Annex 1). ➢ Writing text (Annex 2). ➢ Pictures related with the reading. (Annex 3).

Warm-up and Objective Discussion

The broken phone
  ➢ The teacher asks the students to form 4 groups: Each group stands in a straight line and the last member of each column the teacher says a sentence (e.g., Maria registered on Facebook to be able to chat with her mother, Jose uses Telegram to be in contact with his clients), this person passes the message to his closest partner and so on, the group that passes the correct message to its last partner wins.

Instruct(Teach) and Model

Instruct
  ➢ The teacher explains the new vocabulary from the reading " Conversation between Jan from Quito and Kevin from Pintag" with its respective pronunciation to the students. **(clarifying)**

Model
  ➢ The teacher, using the grammar learned in past classes, writes some incomplete sentences on the blackboard, and the students have to complete them.

Guided Practice
  ➢ Teacher shows some images related to the reading and asks students to make inferences about what the reading may be about **(predicting).**

Independent practice

Group work (4 members)
  ➢ Students read the quick read with the purpose of getting an overview of what the text is about and complete the reading with missing words
  ➢ Students, in groups, discuss and share their ideas about the ideas they have found and understood from the text (clarification).
  ➢ The teacher assumes the role of "questioner" and asks questions to the students to corroborate if they understood the reading and to check if what they wrote in the box is correct.

Assessment
  ➢ Students present the completed reading to their classmates and together make corrections if necessary.

Homework
  ➢ Students make a short summary of the ideas they understood from the text.

Power point presentation. (Annex).

Pictures related with the reading. (Annex).

Writing text (Annex).

| sick | pollution | are | town | air |

Jan: Hey, Kevin. How _____ you doing?

Kevin: I am OK, and you? You look pale.

Jan: Yes, I'm _____ . You know the weather changes so quickly, and there is lots of pollution near my house. So, my doctor said all those things cause allergies, and that is what I have now.
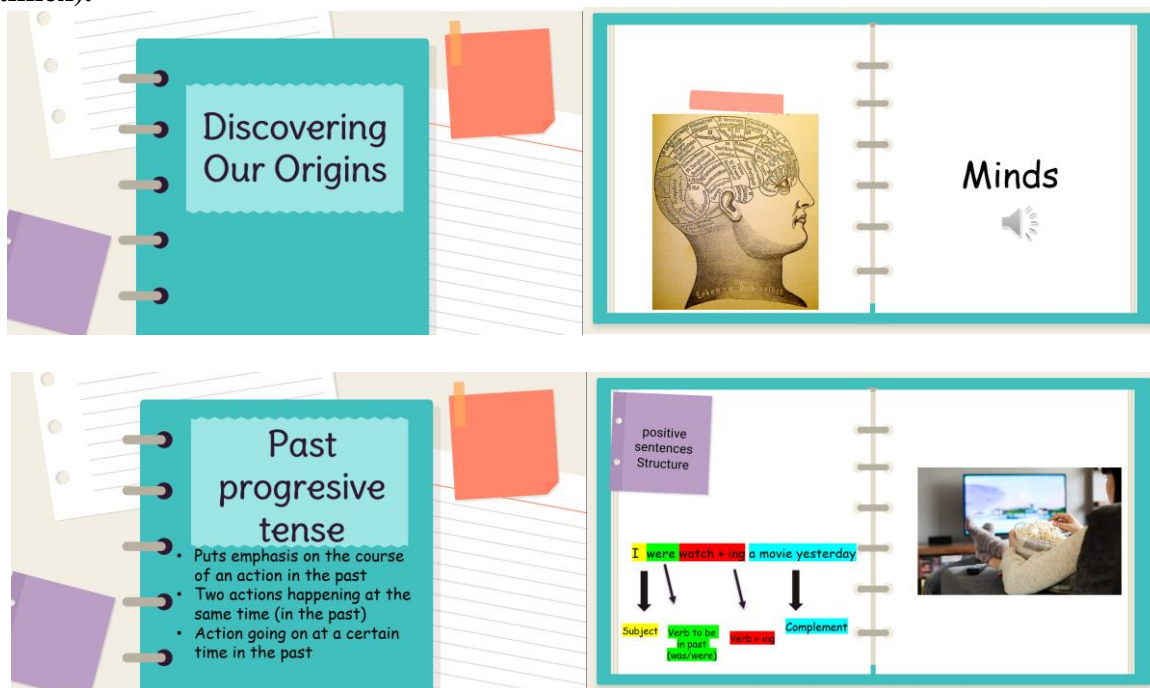
Kevin: I'm so sorry to hear that. I, on the other hand, feel very good. I can breathe fresh _____ , the food we eat is what my grandparents cultivate so its organic and doesn't have any chemicals. Another advantage is that in my home town, there are not too many cars so there is very little _____ .

Jan: You are right! Your lifestyle is healthier, but I really like living in Quito. There is a lot of public transportation, a lot of malls, cinemas and even hospitals.

Kevin: Well to each his own. I don't want to change my beautiful _____ for any place else.

LESSON PLAN 19	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Discovering Our Origins
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
➢ At the end of the class students will be able to use the grammar of the past progressive to talk about actions that occurred in the past and are continuing.	➢ Power Point presentation with the new vocabulary and grammar of the past progressive (annex 1). ➢ **Writing text (annex 2)** ➢ Worksheet related to the past progressive (annex 4) ➢ **Picture about tradition in Ecuador. (annexe 5)**

Warm-up and Objective Discussion

Hangman game
- ➢ The teacher writes words on the board related to the lecture that students are going to read (e.g.,marimba,, culture, coastal) and the students say letter by letter until they guess the word written on the board.

Instruct(Teach) and Model

Instruct
- ➢ The teacher explains the grammar of the past progressive.
- ➢ Teacher explains unknown vocabulary from the reading to students.

Model
- ➢ Shows flash cards about the traditions of coastal region of Ecuador related to the lecture and ask students to describe what they observe to activate their prior knowledge. (predicting)

Guided Practice
- ➢ Shows flash cards about the traditions of coastal region of Ecuador related to the lecture and ask students to describe what they observe to activate their prior knowledge. (predicting)
- ➢ With the teacher's help, students will start with the reading "Short Songs to Attract someone". Looking for any phrases or words that the students do not understand so that the teacher can explain or make inferences about their meaning (Clarifiyig) and corroborate whether their predictions were correct.

Independent practice
- ➢ Students, before starting with the reading, are asked some questions individually in order to pay more attention to the details of the reading (Questioning).
- ➢ Students begin with the reading and point out the most important parts of it.
- ➢ Students answer some questions to corroborate their reading comprehension.
- ➢ Students reread the reading to improve their reading comprehension if required.

Assessment
- ➢ Students complete a worksheet related to the grammar learned in class.

Homework
- ➢ Students make a short summary with the most important ideas of the text to corroborate their reading comprehension.

Power Point presentation with the new vocabulary and grammar of the past progressive (annex).

Writing text 2discoverng our origins (annex)

Picture about tradition in Ecuador. (annex)

<table>
<tr><td colspan="2" align="center">LESSON PLAN 20</td></tr>
<tr><td>Class: 8vo "A"
N^O Students: 36</td><td>School year: 2021-2022</td></tr>
<tr><td>Language Level: A1.1</td><td>Topic:</td></tr>
<tr><td>Schedule: Wednesday, 17.05h – 17.400h
Time per lesson: 35 minutes.</td><td>Type of institution: public</td></tr>
<tr><td colspan="2">Teacher Student: Steven Cañar.</td></tr>
<tr><td align="center">Lesson Objectives</td><td align="center">Resources</td></tr>
<tr><td>Students will be able to formulate negative sentences using past participle grammar to talk about past events.</td><td>➢ Power Point presentation with the grammar of the past progressive (annex 1)</td></tr>
</table>

Warm-up and Objective Discussion

Charade's game

➢ The teacher asks the students to form two groups in order to participate in this activity. Each leader stands at the front of the class with his/her back to the board. The teacher writes on the board a word and their partners make mime or describe the characteristics of the words so that their partner can guess the word.

Instruct(Teach) and Model

Instruct
➢ The teacher explains the grammar of the past progressive.
Model
➢ The teacher, as the grammar explanation progresses, formulates example sentences on the blackboard.

Guided Practice

➢ The teacher forms groups of two and explains how to formulate a dialogue using the grammar learned in class.
➢ If a student requires it, the teacher will help them to remember the grammar learned in previous classes so that their dialogue is better structured.

Independent practice

➢ Each pair of students creates a dialogue using the grammar they have learned so far with the purpose of remembering what they have learned in class.

Assessment

➢ Students present their dialogue in front of their classmates.

**Power Point presentation with the grammar of the past progressive (annex)**

<table>
<tr><td colspan="2" align="center">LESSON PLAN 21</td></tr>
<tr><td>Class: 8vo "A"
N^O Students: 36</td><td>School year: 2021-2022</td></tr>
<tr><td>Language Level: A1.1</td><td>Topic: Traveling</td></tr>
<tr><td>Schedule: Friday, 13.05h – 14.25h
Time per lesson: 70 minutes.</td><td>Type of institution: public</td></tr>
<tr><td colspan="2">Teacher Student: Steven Cañar.</td></tr>
<tr><td align="center">Lesson Objectives</td><td align="center">Resources</td></tr>
<tr><td>

Students will be able to use the vocabulary from the reading to talk about a trip they have taken.
Students will be able to better understand the message the author is trying to convey in the reading.

</td><td>

Power Point presentation with the new vocabulary. (annex 1)
Reading "traveling". (annex 2)
Pictures related to the travels (anxene 2)

</td></tr>
</table>

Warm-up and Objective Discussion

The broken phone
- The teacher asks the students to form 4 groups: Each group stands in a straight line and the last member of each column the teacher says a sentence (e.g., Maria registered on Facebook to be able to chat with her mother, Maria Jose liked visiting half the world in Ecuador.), this person passes the message to his closest partner and so on, the group that passes the correct message to its last partner wins.

Instruct(Teach) and Model

Instruct
- The teacher explains the grammar of traveling reading (clarifiying).

Model
- The teacher again explains to the students the role that each student has to play within the group, and gives new tips for each of them.

Guided Practice
- The teacher will draw lots to form groups of 4 people and assign a role to each of them so that they can work as a group.
- The teacher's role on this day will be to clarify and provide help to the students when they need it.

Independent practice

Group work (4 members)
- The student with the role of "predictor" shows his/her classmates images related to the reading "traveling" and will ask them to read the first and last sentences of the reading so that they can activate their prior knowledge and make inferences about what the reading may be about (predicting).
- The student with the role of "questioner" will ask some questions to his/her peers in the group, with the objective of getting them to pay more attention to details while reading.

➢ Students start with the reading and will point out the most important parts of the text.
➢ The student with the role of "clarifier" will ask the students to write on a sheet of paper the vocabulary or phrases that they did not understand in the text in order to find or infer its meaning. In addition, they will answer the questions posed by the "questioner" student to corroborate their understanding.
➢ Students will reread the reading for reading to improve their comprehension of the text.
➢ The student in the role of "questioner" will pose new questions to corroborate the understanding of the written text.
Assessment
➢ The student in the role of summarizer will ask students to brainstorm the most important information from the text.
➢ With the ideas collected, the student in the role of "summarizer" with the help of his/her classmates will create a summary based on what they understood from the reading.

Power Point presentation with the new vocabulary. (Annex)
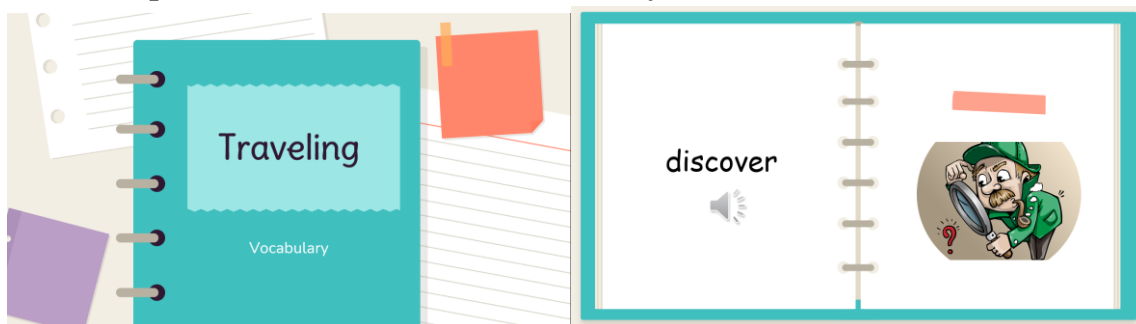
Pictures related to the travels (annex)

Reading "traveling". (Annex)

Most people travel in order to visit and discover new places, new cultures and traditions. Many tourists prefer very well-known attractions like Disney World in the U.S.A., The Eiffel Tower in France, and the Egyptian pyramids. However, there are some others that prefer to go to exotic places like the Amazon region in Ecuador or the ancient ruins of Machu Picchu in Peru. The Amazon region of Ecuador is an incredible place that hundreds of tourists choose to visit every year. They love to see the amazing vegetation of its rainforests, its wild animals or the way some communities live. They want to learn from their customs, see their houses, try their food, and go fishing. Indigenous people from the Amazon have a different way of dressing, they grow different types of fruits and vegetables, and use different ways of cooking. For example, they use spices that are typical in the region. Some spices are even brought from the rivers that connect to the famous Amazon River, the largest river in the world. Also, there are some tribes that are still uncontacted. For all of the reasons mentioned, the Amazon Region of Ecuador is an attractive tourist place where people from all over the world come to visit and enjoy it.
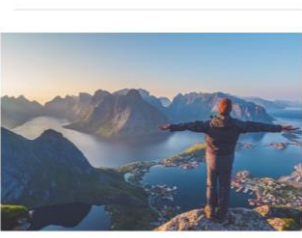
LESSON PLAN 22	
Class: 8vo "A"	**School year:** 2021-2022
N^O Students: 36	
Language Level: A1.1	**Topic:** My Ideal Vacation
Schedule: Tuesday, 14.25h – 15.35h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	**Resources**
➢ Students will be able to use the strategies of the reciprocal model of teaching to improve their reading comprehension skills.	➢ Power Point presentation with unknown vocabulary from the reading "pete's vacation". (annex 1) ➢ Writing text "pete's vacation". (annex 2)

Warm-up and Objective Discussion

Board race.

➢ The teacher divides the class into 5 groups. The teacher writes a topic (e.g., verbs, fruits, means of transportation, etc.) and all group members have to write a word that is related to that topic.

Instruct(Teach) and Model

Instruct

➢ The teacher explains the unknown vocabulary from the reading pete's vacation

Model

➢ The teacher reminds students how to extract general information from the text, how to extract specific information from the text.

Guided Practice

The teacher forms groups of two people and asks them to make a dialogue in which they talk about their best vacations with the purpose of activating their previous knowledge.

The students participate in front of all their classmates by dramatizing their dialogue.

Independent practice

Group work.

➢ The teacher assigns each student a role and gives them the necessary materials for the reading.
➢ The student with the role of "predictor" shows his/her classmates images related to the reading so that they can make their inferences about what the reading might be about.

➢ Students read the first and last paragraphs of the reading in order to get an overview of what the text might be about and to corroborate whether their predictions were true.   ➢ Students share their ideas with their classmates.   ➢ Students read the reading once for the purpose of getting general information from the written text.
Assessment
➢ The student in the role of questioner poses several questions to corroborate that the students have understood the general information of the text.

Power Point presentation with unknown vocabulary from the reading "pete's vacation". (Annex)

Writing text "pete's vacation". (Annex)

Pete's Vacation

I remember my first trip to the beach with my best friends. A year ago, my friends and I went to Montañita Beach to rest and enjoy our vacation together. We spent three incredible days there.

At first, we arrived on Friday and began to look for a hotel. When we found it, we went to the beach and started a fun soccer game. After this, we watched the sunset together, and we shared stories of our lives. Then we swam in the pool until it got late. The next day, we took a tour around the beach and met other teens. We all enjoyed the breathtaking atmosphere. The last day, we decided to stay at the beach all day long playing, eating, and swimming. At the end, we made a fire, sang some songs, danced and had a great time until the day was over.

It was an excellent experience we are never going to forget. I hope to repeat the trip again next year.

LESSON PLAN 23	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** My Ideal Vacation
Schedule: Wednesday, 17.05h – 17.40h **Time per lesson:** 35 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
➢ Students will be able to understand the message the author intended to convey in his reading.	➢ Writing text "Pete's Vacation" ➢ Worksheet about "Pete Vacation"

Warm-up and Objective Discussion

Charade's game

➢ The teacher asks the students to form two groups in order to participate in this activity. Each leader stands at the front of the class with his/her back to the board. The teacher writes on the board a word and their partners make mime or describe the characteristics of the words so that their partner can guess the word.

Instruct(Teach) and Model

Instruct
➢ The teacher asks the students to form the same groups as last class to continue with the activity.

Guided Practice
➢ The teacher asks the students some questions related to the reading to activate their prior knowledge.

Independent practice
➢ Students reread the reading and point out the most important parts of the text.
➢ The student in the role of "clarifier" asks the students to write on a piece of paper the vocabulary or phrases they do not understand from the reading in order to find their meaning and better understand the reading.
➢ With the clarification, students read the reading again.
➢ The student with the role of "questioner" asks some questions to the students to corroborate if they have understood the reading and they write down their questions and answer on a sheet of paper.

Assessment
➢ Students complete the summary on the worksheet.
➢ The student in the role of "summarizer" with the help of his/her classmates makes a short summary using the ideas they noted from the reading and presents it in front of the whole class.

LESSON PLAN 24	
Class: 8vo "A" **N^O Students:** 36	**School year:** 2021-2022
Language Level: A1.1	**Topic:** Posttest.
Schedule: Friday**,** 13.05h – 14.25h **Time per lesson:** 70 minutes.	**Type of institution:** public
Teacher Student: Steven Cañar.	

Lesson Objectives	Resources
➢ To measure students' comprehension reading skills ➢ Students will be able to use the strategies of the reciprocal model of teaching to improve their reading comprehension skills.	➢ Post test (annex 1). ➢ Questionnaire (annex 2).

Warm-up and Objective Discussion

Board race.

➢ The teacher divides the class into 5 groups. The teacher writes a topic (e.g., verbs, fruits, means of transportation, etc.) and all group members have to write a word that is related to that topic.

Instruct(Teach) and Model

Instruct
➢ **The teacher gives instructions to the students in order to carry out the test and the questionnaire.**

Guided Practice

➢ **Before starting the evaluation, the teacher gives the students a space to clear up any doubts they may have.**

Independent practice

➢

Assessment

➢ Students complete the pre-test.
➢ Students complete the questionnaire.