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Cooperative learning and reading comprehension, among superior basic education students at a public institution in Loja, during the 2023-2024 school year.

Aprendizaje cooperativo y comprensión lectora, en estudiantes de educación básica superior en una institución pública en Loja, durante el año lectivo 2023-2024.

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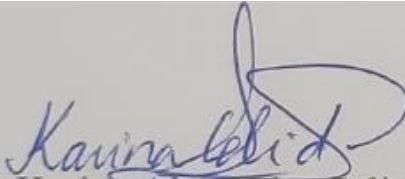
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Dedication

I dedicate this research project to my loving family, whose unwavering support and encouragement have been my greatest motivation throughout this academic journey. First and foremost, I would like to dedicate this work to my beloved mother, Bethi Ordóñez, who, with affection and trust, has guided me throughout this journey. To my dear father, Juan Morocho, who has always been there, supporting and encouraging me to move forward. Their patience, understanding, and belief in my abilities have been the driving force behind my success. I am grateful for their sacrifices and the countless moments of joy they have shared with me. This achievement is as much theirs as it is mine.

Juan Pablo Morocho Ordóñez

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1. Title

Cooperative learning and reading comprehension, among superior basic education students at a public institution in Loja, during the 2023-2024 school year

2. Resumen

La comprensión lectora es crucial para dominar el idioma inglés, ya que ayuda a los estudiantes de inglés como lengua extranjera a desarrollar habilidades de pensamiento crítico y comunicación, además de facilitar la adquisición del idioma. En este contexto, este estudio explora la eficacia de las estrategias de aprendizaje cooperativo para mejorar las habilidades de comprensión lectora entre los estudiantes de educación básica superior en una institución pública en Loja durante el año escolar 2023-2024. Este estudio empleó un enfoque metodológico mixto basado en la investigación-acción práctica. Esto implicó la aplicación de varios instrumentos para recopilar tanto datos cualitativos como cuantitativos. Específicamente, los datos cuantitativos se recopilaron a través de la administración de evaluaciones previas y posteriores, cuyo propósito fue evaluar el nivel de conocimiento de los estudiantes en relación con la comprensión lectora. Adicionalmente, se recopilaron datos cualitativos sobre las percepciones de los estudiantes mediante un cuestionario, complementados con el uso de notas de campo. La información obtenida de estas herramientas se analizó utilizando estadísticas descriptivas y se ilustró visualmente a través de gráficos de barras. Los resultados indicaron que los estudiantes de noveno grado mostraron una mejora en sus habilidades de lectura, particularmente en resumir, inferir, predecir y volver a contar. Asimismo, los resultados del cuestionario revelaron que los estudiantes expresaron una perspectiva positiva sobre la utilización de técnicas de aprendizaje cooperativo, enfatizando los beneficios de la participación activa, la interacción entre pares y la resolución colaborativa de problemas. Al triangular datos de múltiples fuentes, este estudio ofrece valiosos conocimientos sobre los mecanismos que contribuyen a la efectividad de los enfoques de aprendizaje cooperativo en la mejora de las habilidades de comprensión lectora.

Palabras clave: rompecabezas, mesa redonda, resumir, predecir, habilidades de comprensión de lectura, pensamiento crítico.

Abstract

Reading comprehension is crucial for mastering the English language, as it helps EFL learners to develop critical thinking and communication skills while also aiding in language acquisition. In this context, this study explores the efficacy of cooperative learning strategies in improving reading comprehension skills among superior basic education students at a public institution in Loja during the 2023-2024 school year. Moreover, this study employed a mixed-methodological approach grounded in practical action research. This involved the application of many instruments to gather both qualitative and quantitative data. Specifically, quantitative data were collected through the administration of pretest and posttest assessments. The purpose of these tests was to evaluate the students' level of knowledge in relation to reading comprehension. Additionally, qualitative data regarding students' perceptions were collected through a questionnaire and supported by the use of field notes. The information obtained from these tools was analyzed using descriptive statistics and visually illustrated through bar charts. The results indicated that ninth-grade students showed improvement in their reading skills, particularly in summarizing, inferring, predicting, and retelling. Likewise, the results obtained from the questionnaire revealed that students expressed a positive perspective on the utilization of cooperative learning techniques, emphasizing the benefits of active participation, peer interaction, and collaborative problem-solving. Furthermore, by triangulating data from multiple sources, this study offers valuable insights into the mechanisms contributing to the effectiveness of cooperative learning approaches in enhancing reading comprehension abilities.
Keywords: jigsaw, round table, summarizing, predicting, reading comprehension skills, critical thinking.

3. Introduction

English serves as the lingua franca of the science and technology community, facilitating access not only to current and relevant information and primary sources but also enabling communication with individuals worldwide. Engaging in reading enhances learners' critical thinking abilities, improves communication skills, develops proficiency in decoding and interpreting information, strengthens study techniques, and utilizes written texts as valuable sources of information (Ministerio de Educación, 2016). Therefore, reading comprehension plays a crucial role for EFL (English as a Foreign Language) learners as it acts as a gateway to language acquisition. Consequently, it is essential for students to attain a good level of English proficiency. According to the Common European Framework of Reference (CEFR), ninth-grade students in Ecuador must reach the A1.2 level of English language proficiency.

Unfortunately, ninth-grade students have not yet mastered this level of English since they encounter many difficulties in the learning process, as evidenced by the preservice teacher during the internships. Particularly, ninth-grade students from a public institution in Loja faced challenges in reading comprehension, including identifying the main ideas, key details, and the overall message of texts, as well as expressing them concisely. In this regard, previous studies support the existence of these issues, as many authors have noted that students present difficulties related to limited critical thinking skills and often misinterpret information. Another contributing factor to these challenges is the deficiency in teachers' creativity and the use of inefficient techniques and strategies (Meniado, 2016; Oloya & Gonzáles, 2020; Sittar 2022; Nelli & Hartati, 2018).

Based on the aforementioned information, the aim of this study is to enhance the reading comprehension skill through the application of cooperative learning strategy, among superior basic education students at a public institution in Loja, during the 2023–2024 school year. Considering this information, the present research was stablished to answer the central research question: How can cooperative learning improve reading comprehension among superior basic education students at a public institution in Loja during the 2023-2024 school year? Furthermore, to support this central question, the researcher also established two essential sub questions: How effective is the use of cooperative learning strategies in improving students' reading comprehension? What are the students' perceptions about the implementation of cooperative learning to enhance reading comprehension?

Previous studies have reported that Cooperative learning has a positive impact on the teaching learning process and the students' perceptions of reading comprehension since it

allows them to work together in groups in order to maximize their own and each other's learning. This approach has also demonstrated that well planned and performed classes can lead to true achievements and positive relationships (Patesan et al., 2016). Other researchers found that cooperative learning offers numerous advantages for English as a Foreign Language (EFL) learners. These benefits encompass a decrease in anxiety levels, a boost in student motivation and learning outcomes, the improvement of social skills and classroom engagement, the encouragement of student independence, and the elevation of self-esteem (Algahamdy, 2019). Finally, Al-Yaseen (2014) stated that "this approach refers to a variety of teaching methods in which students work in small groups to help one another to learn academic contents, to discuss and argue, to assess current knowledge and fill the gaps". Moreover, this study is significant because it investigates how EFL learners' responses to this new experience in learning reading comprehension in a cooperative learning environment and how this method can help students to improve social interaction, to create a positive learning environment, and to improve their reading abilities.

Although extensive research has examined the connection between cooperative learning and reading comprehension among EFL learners, there has been limited investigation specifically focusing on ninth-grade students (Küçükoğlu, 2013). Additionally, despite the prevalence of cooperative learning approaches in educational settings, there remains a gap in understanding the optimal strategies and structures within cooperative learning environments that specifically target and improve reading comprehension skills. While existing research suggests that cooperative learning can positively impact reading comprehension outcomes, the specific mechanisms through which this occurs, as well as the most effective methodologies for implementation, require further investigation (Asrofan et al., 2019). Therefore, to address the gaps presented in the literature review, the present study was conducted with the following general objective: To enhance reading comprehension through the application of cooperative learning among superior basic education students at a public institution in Loja, during the 2023–2024 school year. To achieve this objective, the following specific objectives were formulated: To corroborate the effectiveness of cooperative learning in the improvement of reading comprehension; To find out the students' perceptions about the use of cooperative learning to enhance reading comprehension.

Through the implementation of this research project, teachers and pre-service teachers will not only gain insights into the benefits of using cooperative learning to enhance reading comprehension but also understand its potential application for English as a Foreign Language (EFL) students. By incorporating cooperative learning strategies into EFL classrooms,

instructors can foster an environment conducive to language acquisition, collaboration, and critical thinking. Moreover, this project aims to showcase how effective techniques can motivate students to actively engage in classroom activities, thus improving their language proficiency and communication skills.

Moreover, this project represents a significant advancement in the field of teaching and learning English as a Foreign Language (EFL), particularly concerning the enhancement of reading comprehension skills through cooperative learning methodologies. Its findings offer invaluable tools and insights to both preservice and inservice English teachers, enriching their pedagogical practices. By demonstrating the effectiveness of cooperative learning in improving reading comprehension, this research equips educators with evidence-based strategies to address the diverse needs of EFL learners. Through structured cooperative learning activities, teachers can facilitate meaningful interactions among students, fostering deeper understanding of English texts and promoting language acquisition. This project not only enhances the professional development of teachers by providing them with innovative instructional approaches but also contributes to the broader body of knowledge in EFL teaching by highlighting the efficacy of cooperative learning in achieving specific learning outcomes. By advancing our understanding of effective teaching methodologies in the EFL context, this research elevates the quality of language education and ultimately empowers both educators and students to succeed in the pursuit of English proficiency and literacy.

Finally, it is important to note that this study focuses on the development of reading comprehension skills through the implementation of specific cooperative learning strategies, including jigsaw, roundtable, think-pair-share, and numbered heads together. Moreover, the participants in this research were 41 ninth-grade students with an English proficiency level of A1.2. Nevertheless, many limitations were identified during the intervention process. These included a shortage of time to effect significant improvements, compounded by a low level of English proficiency among participants. Additionally, there were challenges in reading comprehension, hindering the ability to fully engage with the material and activities provided. Taking this into account is necessary to explore the effectiveness of this strategy in enhancing reading comprehension.

4. Theoretical Framework

In the dynamic landscape of education, the pursuit of enhancing reading comprehension has always been a paramount goal. Effective reading comprehension entails more than the ability to decode words; it involves the capacity to extract meaning, analyze context, and derive insights from text. In this regard, cooperative learning has garnered considerable attention and acclaim as a pedagogical strategy that encourages students to work collaboratively in small groups, offering a promising approach to enhancing reading comprehension skills. By fostering active engagement, peer interactions, and shared cognitive processes, cooperative learning holds the potential to address the multifaceted challenges that hinder the development of reading comprehension abilities.

In this context, the purpose of this literature review is to construct a relevant framework using information related to reading comprehension and cooperative learning, supported by relevant theorists and authors. Furthermore, the information presented in this research was obtained from various databases such as Google Scholar, ERIC (Education Resources Information Center), and European Journals and Magazines of Foreign Language Teaching.

In the upcoming sections, readers will gain a clearer understanding of the principles of cooperative learning, examining how it aligns with established theories of education and cognition, and explore various strategies to implement cooperative learning effectively in the context of reading comprehension. Moreover, the researcher will investigate the empirical evidence surrounding the efficacy of cooperative learning in improving reading comprehension skills and its potential to address the diverse needs of students, thereby making learning more inclusive.

4.1 Cooperative Learning

Cooperation goes beyond merely placing students together at the same table to have discussions while they work on their individual tasks. According to McGoldrick (2019) It is not about giving a group project where one student carries the entire workload, and the rest simply attach their names to the final product. True cooperation encompasses more than mere physical proximity, conversation, assistance, or the sharing of materials among students. The key distinction lies in organizing a form of interdependence among students that fosters a cooperative learning environment. From this perspective, cooperative learning is an educational approach encourages collaboration among students, giving precedence to work together rather than fostering competition and they also have to work together in groups to accomplish specific goals.

It is also important to mention that Cooperative Learning has historical roots in concepts like peer tutoring and peer monitoring, dating back centuries or even longer. In essence, cooperative learning serves as a crucial instrument for teaching individuals how to confront and overcome challenges. By constructing and sustaining cooperative endeavors throughout their educational journey, individuals acquire the capabilities required to effectively navigate cooperation not only on a global scale but also within individual and societal contexts. (Johnson & Johnson, 2014).

4.1.1 Definition of Cooperative Learning

By implementing cooperative learning, the teacher aims to enhance students' accomplishments inside and outside the classroom, while also fostering a positive interaction among all participants (including the teacher and students) engaged in this methodology. Based on these characteristics, the following definitions were established. Johnson and Johnson (2014) mentioned "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning". In the same way, Deutsch (1949, as cited in Jhonson & Johnson, 2014) identifies that "In cooperative situations, the goal attainments of participants are positively correlated; individuals perceive that they can reach their goals if and only if the other group members also do so". Another alternate significant interpretation of cooperative learning is the one formulated by Kagan (1994), who articulated "cooperative learning as a social activity in which learning was carried out through the exchange of information". Within this framework, Ruiying (2021) adds that team members are responsible for their own knowledge building and facilitating the learning of other team members.

4.1.2 Basic Elements of Cooperative Learning

The primary aim of cooperative learning in the classroom is to encourage a maximum number of collaborative activities, encompassing well-matched pairs and small groups of students. For that reason, Johnson & Johnson (2018) established five basic elements to use and apply cooperative learning in a correct way. The first element is known as **Positive interdependence**, in this phase, students are interconnected in a manner where the success of one relies on the achievements of other group members. The second element is the **Face-to-face process**, it promotes interactions between students in with the objective of help, assist, encourage, and support each other's efforts to learn. The third step is the **Individual accountability**, here the students have the opportunity to work and learn together however, the

performance is going to be alone. The penultimate element is **Social skills**, at this point students are going to have a specific role (leadership, decision-making, trust-building, communication, and conflict management skills) in order to make the group function in a correct way. Lastly, the concluding element is **Group processing**, which directs learning groups to attend to group dynamics, fosters the acquisition of social skills, and guarantees that members receive constructive feedback.

Likewise, Kagan (2003) presented an acronym called **PIES** to represent the fundamental components of **P**ositive interdependence, **I**ndividual accountability, **E**qual participation, and **S**imultaneous interaction. The last two elements encompass the concepts described earlier.

4.1.3 Benefits of Using Cooperative Learning Inside the Classroom

Cooperative learning in the classroom offers several key benefits, including improved academic performance, enhanced social and emotional development, and a more inclusive and equitable learning environment. According to Zhang (2010) in cooperative learning activities, individuals tend to achieve a higher level of accomplishment in comparison with those who work in a competitive or individual way. Some research works on cooperative learning highlights its positive impact on student relationships, long-term retention, and a depth understanding of course material. It also has been recognized as one of the most effective and constructive teaching strategies. However, the complete potential of this approach in foreign language classrooms remains untapped. This circumstance compels us to gain a deeper understanding of the qualities and advantages of this strategy within the foreign language educational setting, with the aim of uncovering the valuable impact of cooperative learning on the process of learning and teaching foreign languages. In this sense, this approach presents advantages that teachers need to consider and use in his favor in order to achieve educational goals. According to Johnson & Johnson (1990, as cited in Gillies 2016) Cooperative learning fosters the establishment of positive relationships among students, promoting a wholesome experience for social, psychological, and cognitive growth. This approach also brings innovation to the classroom dynamics by shifting from teacher-centered lessons to student-centered interactions, featuring engaging pair and group activities like jigsaw, round table discussions, think-pair-share, and number head together.

Another important point to note is that cooperative learning presents a compelling alternative to traditional teaching methods. According to McGoldrick et al. (2019) students who engage in cooperative learning settings tend to exhibit enhanced learning outcomes. They

not only learn more but also retain information for longer periods and develop stronger critical thinking skills. Additionally, they are more likely to attend classes regularly and successfully complete courses. Similarly, Zhang (2010) highlighted various advantages of this approach, including providing opportunities for both input and output, creating an effective learning climate, increasing the utilization of various language functions, and fostering learner responsibility and independence. These findings underscore the effectiveness and multifaceted benefits of cooperative learning in educational settings.

4.1.4 Procedure to Apply Cooperative Learning

In order to apply this approach in a successful way, teachers need to consider some procedures. First of all, teachers need to assign students to pairs with at least one good reader (it is important to create a balance); then in every group students need to divide the roles between each member; next student A is going to describe to students B, what he or she is planning to write and student B need to listen carefully and outlines students A's ideas; then students individually research the material that they need for their compositions; after that, the participants are going to work together to write the first paragraph (they have to write it in an individual way); later, when the students have completed their compositions, they have to reread each other's work, join it and sign their names to indicate that activity is error-free and complete. Nevertheless, certain authors have highlighted that merely placing students in groups and anticipating collaborative efforts might not automatically foster cooperation. Indeed, in order to avoid these potential issues, according to Johnson & Johnson (1990, as cited in Gillies 2016) proposed five essential components for the successful implementation of cooperative learning, it is important:

- **Establish Positive Interdependence**: Begin by creating a supportive learning environment where students understand that their success is linked to the success of their groupmates. This sets the foundation for effective collaboration.

- **Promote Interaction**: Encourage active participation and communication among group members. Provide opportunities for students to support and assist each other in achieving common goals.

- **Ensure Individual Accountability**: Assign specific roles or tasks to each group member and hold them accountable for their contributions. Emphasize the importance of taking ownership of one's responsibilities within the group

- **Develop Interpersonal Skills**: Teach students how to resolve conflicts, communicate effectively, and work through challenges as a team. Provide guidance on how to navigate disagreements constructively and foster a positive group dynamic.

- **Facilitate Group Processing**: Encourage students to reflect on their group's progress and dynamics regularly. Provide prompts or structured activities for group discussions where students can evaluate their collaboration, identify areas for improvement, and set goals for future interactions.

4.1.5 Cooperative Learning Strategies

4.1.5.1 Jigsaw.

4.1.5.1.1 Definition of Jigsaw. Jigsaw is considered as a multi-step strategy in which students cooperatively learn about a topic. The aim of this method is to break down the curriculum topic into subtopics and assign these segments to individuals, pairs, or small groups, with each member becoming the "expert" on a particular subtopic. These newly designated experts subsequently apply their acquired knowledge, possibly by contributing to a class project such as creating a diorama, or by imparting their understanding to their peers through peer teaching (Shanahan, 2022).

Another, important definition is the one established by Yuhananik (2019) who said that jigsaw emphasizes an approach to foster the development of a classroom as a community of learners, where every student is esteemed and their contributions are valued. Students collaborate within small groups, relying on one another for mutual support and success. Every group member assumes a "specialized" role in a specific subject matter, holding essential information to share with their peers. In this context, cooperation and mutual trust emerge as indispensable factors for academic success.

4.1.5.1.2 Benefits of Using Jigsaw. The application of jigsaw strategy inside the classroom can bring a lot of advantages during the teaching - learning process. On one hand, this method can be used to build comprehension, to encourage cooperative learning among students and it can help to improve listening, communication, and problem-solving skills (Reading Rockets, n.d.). On the other hand, Efendi et al. (2021) established that using jigsaw to enhance reading comprehension among students has many advantages. The first one is the cross-role technique, it allows students to "break the mold" promoting and combining a diversity of thinking and perspectives in order to bring innovative solutions to a problem. Another advantage of jigsaw is that it promotes the cooperation and mutual trust making this method valuable and necessary to achieve academic goals. Finally, the last advantage lies in the fact that the jigsaw approach is structured to guarantee that every student in the class takes on the responsibility of not only learning the content but also effectively teaching what they have acquired to their peers.

4.1.5.1.3 Procedure to Apply Jigsaw. To use jigsaw strategy in a correct way, teachers need to follow a set of specific instructions. According to Gonzales (2015) there are six steps that need to be followed:

- **Step one - Group Formation**: Divide the students into smaller groups, ensuring each group has an equal number of students. This balance is crucial for the jigsaw method to work effectively.

- **Step two - Content Segmentation:** Split the course material into distinct sections or portions, matching the number of chunks to the number of students in each group.

- **Step three - Assigning Content Sections:** Assign each student a specific content chunk to study independently. They become responsible for teaching that segment to their groupmates later.

- **Step four - Expert Groups Formation:** Bring together students who have been assigned the same content section. In these Expert Groups, students collaborate, share insights, and prepare to present their segment to their original Jigsaw Groups.

- **Step five - Return to Jigsaw Groups:** After studying their content chunks in Expert Groups, students return to their original Jigsaw Groups. Each student takes turns presenting their assigned information while others listen, take notes, and engage in active learning.

- **Step six - Assessment:** Evaluate students' understanding of the material, ensuring that all have understood the key concepts. This can be done through quizzes or other forms of assessment.

4.1.5.2 Round Table.

4.1.5.2.1 Definition of Round Table. Round table is a teambuilding, mastery, thinking, communication, information sharing technique where students are grouped in teams of four or six to collect information about a topic and to present it in a round table discussion format. In addition, according to Kagan (1994) roundtable is regarded as a technique where students alternate in generating responses, solving problems, or contributing to a project. Here, each group is going to have a student leader who assigns aspects of the topic to each member of the panel/group.

4.1.5.2.2 Benefits of Using Roundtable. The application of roundtable inside the classroom can bring a lot benefits for the teaching learning process. According to Kagan (2013, as cited in Ramsari 2022), The round table technique offers several advantages from both academic and social standpoints. These include: assessing prior knowledge, practice skill,

recalling information, PCreating cooperative art, team building and participation of all. Furthermore, it's important to highlight that the roundtable technique is also beneficial for reviewing content or fostering fundamental applications of a concept. Moreover, Ramsari (2022) also states that the objective of this technique is to elicit a maximum number of responses from all group members within a specified time frame (these responses must be predictable, creative and they do not have to be repetitive). Roundtable is frequently followed by a reporting mechanism, in which the instructor selects a group to present and share their responses. This technique also entails two key aspects. In the words of Anwar (2018) firstly, it guarantees that every student in the classroom is actively generating knowledge and participating in discussions; secondly this technique can also serve as a method to swiftly generate a wide range of diverse ideas, which can be used as potential starting points for assignments.

4.1.5.2.3 Procedure to Apply Roundtable. According to Siemund (2011, as cited in Anwar 2018) the round table technique serves as a structured approach to facilitate meaningful discussions among students. This technique encompasses five procedural steps, meticulously designed to foster comprehension, critical thinking, and collaborative learning throughout the reading and discussion process.

- **Provide Narrative Text and Question**: The teacher distributes a narrative text along with a question to each group of students.
- **Rotating Participation**: The teacher moves from one student to another within the group, ensuring that each student has the opportunity to contribute. This ensures equal participation from all group members.
- **Individual Responses**: Each student takes turns reading or stating a problem, question, or situation from the narrative text and provides their answer. They then explain their response to the group, fostering communication and comprehension skills.
- **Discussion and Consensus**: After each student shares their answer, the group engages in a discussion about the responses. If there are differing opinions within the group, they collaborate to reach a consensus or compose a collective response.
- **Recording Responses**: The group records their collective response in a designated section, ensuring that all members' contributions are documented.

4.1.5.3 Think Pair Share.

4.1.5.3.1 Definition of Think Pair Share. Think-pair-share (TPS) is a cooperative learning technique in which students collaborate to address a problem or respond to a question related to a designated reading material. As stated by Reading Rockets (n.d.) This approach involves students independently reflecting on a topic or constructing a response to a question, followed by sharing their thoughts with their peers. Engaging in discussions with a partner enhances participation, channels attention, and actively immerses students in comprehending the reading material. Furthermore, this tactic provides notable advantages by enhancing critical thinking abilities within students. It encourages them to mold their individual concepts, which are later subject to group deliberations aimed at collaboratively attaining optimal solutions.

4.1.5.3.2 Benefits of Using Think Pair Share. According to Yánez Valle et al. (2022) The think-pair-share method aids students in independent thinking, as they form pairs or small groups to engage in discussions with their peers, and subsequently share their newly acquired knowledge with the entire class. Moreover, this approach can be easily integrated into a meticulously designed lesson plan, rendering it adaptable for a wide variety of routines, classroom exercises, concept reviews, discussion prompts, partner reading, idea generation, quiz revisions, and topic exploration. Additionally, the think-pair-share method is frequently recognized as a form of active learning, motivating student participation even when their personal fascination with the subject is limited. This approach empowers students not only to interact with the subject matter but also to enhance their communication and critical thinking skills. Furthermore, it enhances student engagement and produce better learning outcomes across various educational settings. According to Reading Rockets (2019) this strategy aids students in developing independent thinking skills when considering a topic or answering a question. It imparts the ability to share ideas with peers and fosters the refinement of oral communication capabilities.

4.1.5.3.3 Procedure to Apply Think Pair Share. Think-Pair-Share encourages active participation and deeper understanding of concepts by prompting students to first think individually about a topic or question, then discuss their thoughts with a partner, and finally share their ideas with the larger group. This method fosters critical thinking, communication skills, and peer learning, making it a valuable tool in educational settings. Building upon these principles, the following steps are established:

- **Think**: Provide students with a question, problem, or prompt related to the topic of discussion. Give them time to individually think about their response, encouraging deep reflection and critical analysis.

- **Pair**: Once students have had sufficient time to think independently, pair them up with a classmate to discuss their thoughts. Encourage active listening and respectful dialogue as students share their perspectives, insights, and possible solutions with each other

- **Share**: After the pair discussion, invite students to share their thoughts, ideas, and conclusions with the whole class. This can be done through open discussion, group presentations, or individual contributions, depending on the nature of the activity and the dynamics of the class:

Example:

T: (Think) Teachers start the process by presenting a specific question related to the text. Subsequently Students "think" and reflect about what they know or have learned of the topic.

P: (Pair) Each student should be paired with another student or assigned to a small group.

S: (Share) Students share their thoughts with their classmates. After that, teachers extend the "share" phase into a comprehensive whole-class discussion.

4.1.5.4 Number Head Together.

4.1.5.4.1 Definition of Number Heads Together. Numbered Heads Together (NHT) is a cooperative learning approach where students collaborate to collectively address questions presented by the teacher. The objective of this model is to involve as many students as possible in order to facilitate the learning process. In this context, students will collaborate to assess their comprehension of what they have learned. Kagan (2009) stablished that "NHT is a learning model design for students to work in groups to gain a mutual understanding of a topic taught through the questions asked by the teacher to them". As students collaborate in groups, each individual is allocated a distinctive number to serve as their identifier. When the teacher calls out a particular number, the student corresponding to that number is tasked with providing the answer to the question posed by the teacher.

4.1.5.4.2 Benefits of Using Number Heads Together. The goals of NHT are to create a positive interdependence, to give more information to the group, to encourage individual accountability and to develop social skills. Furthermore, Numbered Heads Together is a cooperative learning strategy designed to ensure individual accountability for mastering the material. Students are organized into groups, with each member assigned a distinct number ranging from one to the maximum count within each group. The teacher presents a question, and the students collaboratively "put their heads together" to collectively determine the potential answers to the posed question. The teacher designates a specific number to serve as

the spokesperson for the group, who is then called upon to provide the group's response. Through collaborative group work, this strategy guarantees that every member is well-versed in answering problems or questions posed by the teacher. As the specific number to respond is unpredictable, every team member must be prepared to answer the question (Rusmiati, 2016). In addition, this method is beneficial for review subject matter, it is beneficial for students with special needs and it encourages students to take greater responsibilities for their and the others learning.

4.1.5.4.3 Procedure to Apply Number Heads Together. Number Heads Together involves assigning each student in a group a number, and then posing a question or problem for the group to solve collectively. Students work together to ensure that every member understands the material and can contribute to the group's success. This method not only encourages peer teaching and communication skills but also fosters a sense of accountability and cooperation among students, making it an effective tool for enhancing learning outcomes.

Kagan (2009) established a simpler four-step process that teachers can follow to apply this method in the lessons:

- **Stage 1 - Numbering:** The teacher divides students into small groups, typically consisting of three to six students. Each student within a group is assigned a number.

- **Stage 2 - Questioning:** The teacher presents a question or problem to each group. This question serves as the focus for the group's collaborative effort.

- **Stage 3 - Thinking:** Students within each group engage in discussions and debates to collectively establish the most plausible answer or solution to the question posed by the teacher. This stage encourages teamwork and critical thinking as students work together to analyze the problem.

- **Stage 4 - Answering:** During this stage, the teacher randomly calls out a number corresponding to one of the students within each group. The student whose number is called is tasked with providing the group's response to the question. This step encourages participation from all group members and promotes accountability for understanding the material.

4.2 Reading Comprehension

Reading comprehension is an essential skill for the understanding of a text, broader learning and success in education. Furthermore, according to Oakhill et al. (2014) reading comprehension stands as a multifaceted task that requires the coordination of many cognitive

skills and abilities. Likewise, the effectiveness of this skill will depend on the level of knowledge of the language that students have. Moreover, it is important to point out that reading also depends on fluency which is considered as the process of the speed and accuracy of decoding words. A student is classified as a proficient reader when both reading fluency and reading comprehension are in alignment with their respective grade levels. For that reason, it is important to stablish a balance between all these skills due to fluid reading skills make reading easier and more enjoyable while reading comprehension lets the student acquire knowledge and understand the main ideas of the text. To complement the idea, Ministerio de Educación (2016) also established that the primary aim of reading comprehension is to foster learners who are both inclined and competent to autonomously interact with written texts. This proficiency empowers them to undertake a multitude of tasks, including extracting information, expanding their understanding of the world, and enhancing their ability to communicate effectively.

4.2.1 Definition of Reading Comprehension

Reading comprehension can be described and defined in multiple ways. On one hand, it can be stated as the process of understanding and interpreting the content of what is read. On the other hand, Oakhill et al. (2014) pointed out that reading comprehension can be interpreted as the process of read, understand and process the content of a reading in order to understand its meaning. Furthermore, reading comprehension also includes two interrelated abilities: word reading, defined as the capacity to understand and decode symbols from a text, and language comprehension, which stablishes the essential keys to understand the meaning of words and sentences. In this sense, Essberger (n.d.) emphasized that reading comprehension involves the process of analyzing a sequence of written symbols and deriving meaning from them. This author also states that during the reading process, readers use their eyes to perceive and understand written and grammatical symbols such as letters, punctuation marks and spaces and also, they use their brains to transform this information into words, long and short sentences and into paragraphs that together communicate and gives a message to the readers. Additionally, reading can also be silent (using the eyes and the mind) and aloud (using the voice).

4.2.2 Types of Reading

Reading comprehension is compound by a big number of elements, however there are two essential elements that stand out from the rest. These are extensive reading and intensive

reading (It is important to remark that if you master these two elements the acquisition of a new language through the reading process is going to be easier).

4.2.2.1 Intensive Reading. It is used to extract specific information from a text and according to Gilakjani (2016) in this type of reading, learners will read a page with the objective to get the meaning of it and to feel more familiar with the strategies of writing that it presents. (p. 23) Besides, according to Lampariello (2017) read a text in an intensively way means to deconstruct and extract the main information that it contains in order to absorb and understand all the knowledge that it has. This process can be done by reading and analyzing word by word and phrase by phrase. However, this can be a stressful process due to it demands a great mental effort. For that reason, the learners who want to use this element of reading need to be careful and follow specific guidelines like read interesting and short texts, read for brief periods of time (at 35 minutes) and specially do it when you are full of energy, all of this to avoid mental fatigue.

4.2.2.1.1 Characteristics of the texts used in intensive reading. The texts used in intensive reading need to be interesting and attractive for the readers. Since if they do not enjoy it, they are not going to understand it, catch the main ideas of the text and they will forget what they have read in easily way. So, the texts used in this element must be short and easy to handle. Moreover, some ideal materials used to teach intensive reading consist on:

- News articles
- Short stories
- Blog posts
- Short tales and poetry
- Analyzing statistical data like diagrams, images and tables

4.2.2.2 Extensive Reading. There are multiple ways to define extensive reading. It can be defined as the process in which learners read a text for enjoyment and to develop general knowledge or in simple words is the process to achieve a general understanding of a text. However, Hedge (2003, as cited in Gilakjani 2016) expressed that extensive reading can be described as the process of skimming and scanning activities. Learners are going to be exposed to significative and interesting content, materials and tasks that will have a significant impact on their learning/acquisition of a second language. Here a highly motivated and well-trained teacher have the capacity to choose suitable materials and exercises that align with the needs of their individual learners. Moreover, extensive reading also contributes to the enhancement of learners' reading abilities, and it is recommended that this form of reading be integrated into EFL/ESL curricula. On the other hand, Lampariello (2017) pointed out that extensive reading

stands in contrast to intensive reading. In this approach, the emphasis lies on reading as extensively as possible, deriving enjoyment and satisfaction in the process, and minimizing mental exertion. Engaging in extensive reading exposes you to a greater amount of language, facilitating the rapid expansion of your passive vocabulary knowledge. Furthermore, this reading approach can be sustained for extended periods, and it can be interrupted only when deemed necessary, such as when seeking word meanings or emphasizing crucial sections of the text. Nevertheless, when the text you intend to read extensively is at a suitable level, you will discover that the majority of unfamiliar words can be deciphered by considering the context in which they are used.

4.2.2.2.1 Characteristics of the texts used in extensive reading. Texts used in extensive reading need to be interesting. As it was mentioned, extensive reading is considered to be applied in long periods of time, for that reason teacher need to carefully select the materials (readings) that are going to be used in order to catch students' attention and encourage them to read more and more. These texts should also be suitable in terms of complexity and of a reasonable length, as students might not grasp every individual word and phrase (as in intensive reading). In reality, students should be able to understand a substantial portion of the text, as the objective of this type of reading is to connect unknown words through the surrounding context. For that reason, if students do not understand most of the context, the text is not yet appropriate for them Lampariello (2017).

Moreover, some ideal materials used to teach intensive reading consist on:
- Graded Readers
- Online Platforms (LingQ, Cambridge)
- Bilingual books
- Monolingual (Native) Books
- Magazines
- Comic Books

Lampariello (2017) add that extensive reading must be developed in long hours or periods of time since the text used in this process are longer. In the same way, this author also states that reading a text for long blocks of time allow readers to be engage with the plot, the main ideas, characters and sceneries of the text making it easy to process and understand.

4.2.3 Stages for teaching reading

Reading comprehension also involves three important stages that need to be consider in every reading lesson. (Pre-Reading Stage, While-Reading Stage and Post-Reading Stage).

4.2.3.1 Pre-Reading Stage. Pre-reading is the stage in which students think about what they know about the topic of the reading and it is also the stage where they can predict what the text is going to be. However, according to Álvarez (2021) pre-reading strategies aim to establish a purpose for reading, to activate and build background knowledge, and address unfamiliar vocabulary words/concepts and these activities are extremely effective for the understanding of the text. Some pre-Reading activities may include:

- **Pictionary:** The objective of Pictionary is to introduce new vocabulary through the use of pictures.

- **True or False?:** The intention of the true or false activity is to introduce the topic or context (it is a group discussion where students need to argue if the information presented is real or fake).

- **KWL Charts:** It is a kind of graphic organizer used to organize information before a lesson. It is divided in three parts, the first one is the K column (here students put their ideas about the topic). Second W column (in this space students need to write their doubts). Finally, L column (in this part students need to write what they have learn from the text).

- **The 4 WH game (why, what, who and when):** The aim of this activity is to research information. (What is the text talking about? Why is it important? Who are the main characters? When does it happen?)

- **Word families or semantic map:** The goal of this activity is to identify the relationship between items. The aim of constructing a map is to visually depict the meaningful associations between a word or phrase and a collection of interconnected words or concepts.

4.2.3.2 While-Reading Stage. It is the stage in which students are reading the text in a deeply way in order to understand it better. Álvarez (2021) states that while reading strategies aim to improve comprehension, analysis of the text and practice meta-cognitive skills. In other words, students are able to confirm predictions, gather and organize information. Moreover, Campos (2022) states that some while-reading activities may include:

- Identify topic sentences
- Distinguish between general and specific ideas
- Identify the connectors.
- Coding text

4.2.3.3 Post-Reading Stage. Post-reading activities are developed at the end of the

reading activity. The objective of this stage is to help students to summarize and reflect what they have just read. Campos (2022) states that post-reading activities are crucial since them enable students to critically analyze the information that they have read. Additionally, Campos (2022) argues that some post-reading activities may include:

- **Creative Discussions:** it consists on state four or five questions that the groups of students have to answer and argue for at least three minutes.
- **Quiz Your Classmates:** In this activity students need to form groups of 4 members. After that, every group have to prepare five questions and ask them to their classmates.

4.2.4 Reading Comprehension Strategies

4.2.4.1 Summarizing. Summarizing is considered as one of the most important strategies in reading process because it helps readers to identify main ideas from a text, a book, an article, an internet blog, and a story. To create a good summary the author also needs to take into account some elements such as: the main ideas, supporting ideas/details and keywords, that can help you to understand the purpose of the reading. To complement this idea, in the words of George (2015) summarizing is a fundamental tool that help students to identify the principal and valuable information from a text. He also mentioned that teacher need to be aware that teaching students to summarize can help them to improve their memory. Additionally, it is important to remark that this strategy is flexible and can be used in different fields.

4.2.4.1.1 Definition of Summarizing. In simple terms summarizing consist on report the principal ideas from a text by using your own words. Teaching summarizing provide students the abilities to identify the crucial concepts of a text, filter out unnecessary details, and effectively incorporate the core ideas in a coherent manner. Furthermore, according to Huan & Ngan (2017) summarizing is a strategy that allows students to understand what is being read and how it can help them to retain important ideas and information. In addition, this method also involves the categorization of information from the most important ideas to the less ones in order to create a new text that includes the most important details of the original one.

4.2.4.1.2 Benefits of Using Summarizing. Summarizing is a crucial strategy due to it help students to select the main ideas from a text to select key words, to identify supporting details and topic sentences. Moreover, Fiftriana & Nurhayati (2018) pointed out that this method contains many advantages in reading comprehension. On one hand, students are going to be able to create their own texts and adapt them to their context and language. On the other, they will acquire new English vocabulary words and it can be effective because it gives a positive change in the teaching learning process.

4.2.4.1.3 Procedure to Apply Summarizing. McCombes (2020) stablished a four-step process to apply summarizing in a correct way:

- **Step 1 (Read the text):** Students must read the text at least three times in order to clarify ideas, to understand the context and to identify main ideas, topic sentences and supporting details. Another way to read a text is by applying the scan, read and skim process.
- **Step 2 (Divide the text into sections):** In order to make a text easily to handle, it can be divided into three sections: introduction, body and a conclusion.
- **Step 3 (Identify the key points):** In this step, students need to identify the main points of the reading text, taking into account that in summarizing is not necessary to paraphrase every single paragraph. Indeed, the goal of this step is to extract the key points of the text leaving the secondary information behind.
- **Step 4 (Write the summary):** Knowing the key points of the text, students must write their own article paraphrasing and using their own words. However, it must maintain the original idea of the author and it is important to remark that this process do not consist on copy and paste.
- **Step 5 (Check the summary again):** Finally, check and review the text at least three times in order to ensure that the authors' ideas were conveyed accurately and that you do not have missed any important element.

4.2.4.2.1 Predicting. Predicting in reading comprehension consist on used keywords, titles, headings and pictures to predict or to anticipate what the reading/text is going to be about. In this sense, for make a prediction students need to guess what is going to happen in the text, taking into account their prior knowledge. Moreover, in the research conducted by Reading strategies & Misconceptions (2015) reveals that predicting is a good manner to foster students' participation since they will think, interact and ask questions related to the topic and make connections in order to understand clearly what the story is or will be about. Furthermore, Polacco (2019) affirm that predicting requires two important elements on one hand readers need to identify and use clues that the author state on the text. On the other hand, readers need to use their own knowledge from personal experience and as result, when readers mix these two elements, they become adept at crafting pertinent and rational predictions.

4.2.4.2.2 Definition of Predicting. The term predicting has different meanings. In simple words it can be defined as the process of thinking forwards what the text will be talking about based on the clues (pictures, titles, headings) that authors use in the text. However,

according to Polacco (2019) predicting is not just about trying to guess what will happen next in the reading. In fact, this strategy consists on students using a set of secondary skills like: look for evidence, questioning themselves, read again the text, recall for information, infer and draw conclusions to make correct and precise prediction.

4.2.4.2.3 Benefits of Using Predicting. Using prediction during a reading season is vital for the development of the student's comprehension since it will encourage them to continue reading with the objective of know if their prediction is correct or incorrect. Moreover, According to Polacco (2019) using prediction is a good way to understand a text in a complete way. In fact, using this strategy and then read to check if they are correct, is a good way to know if the students were working correctly.

4.2.4.2.4 Procedure to Apply Predicting.

Polacco (2019) states a four-step process that teachers need to consider before to use this strategy inside the classroom:

- **Step one:** Choose a text that works great with making predictions.
- **Step two:** Check the text and make a plan for the parts of text in which you will stop to model to make predictions. If it is necessary, you can write your predictions on post-it notes.
- **Step three:** Create an anchor chart in which you can record your predictions (this can be done in an individual way or with the hall class). Here you are going to divide the information from the text in three parts. 1. My predictions; 2. Text evidence and 3. Reflect, revise & refine
- **Step four**: Write your predictions on your chart and describe them. In the column "My predictions" you are going to write the prediction and you are going to explain it. In the space "Text evidence" students will lay down the evidence and ideas that they collect from the text. In the column "Revise, Refine, and Reflect" you can check the prediction and determine if it is right or wrong.

4.2.4.3 Inference. Inference is considered as one of the most important skills of the reading comprehension process. Essentially, inference can be considered as a conclusion that readers achieve after reading the text in a complete way. The inference can be constructed by using the details of the text such as evidence, main ideas and supporting details; all of this combined with the background knowledge of the reader. Moreover, it allows students to identify when the information from the text is not stated or when it is implied. By adopting this approach, readers can enhance their ability to deduce conclusions and make informed

inferences. According to Reading Rockets (2015) inference is a complicated skill that can be enhanced only with the pass of the time and by acquiring experience reading texts.

4.2.4.3.1 Definition of Inference. Making inference or sometimes called "reading between the lines" means to draw, guess information or ideas that are not specifically stated on the reading or that are not given by the author. Inference means to use prior knowledge to understand textual clues with the objective of drawing conclusions about what the author expresses on the reading (implied messages and the purpose of the reading). Additionally, Marzano (2022) states that inference is a key element required to achieve high levels of comprehension and modern era skills. Nevertheless, according to a study by Marissa (n.d.) Inference consists on reach and stablish conclusions based on evidence and critical thinking. In addition, it is important to know that inference is a complicated skill to master. However, with the pass of the time and with the acquisition of experience this process can become easier and useful.

4.2.4.3.2 Benefits of Using Inference. Inferring is a fundamental key of the reading comprehension ability and it is important due to it helps students to comprehend texts at a higher level. For that reason, learn to inference must be prioritized since it allows students to obtain the required skills to analyze a text in a deeper way and to give to the students the required cues to understand simple and complex readings. By employing inference, students can gain a deeper understanding of an author's intended message, navigate more intricate character progressions, and draw comparisons between various themes. The ability to make inferences about what we are reading is a foundational skill that is required for readers to move past the basic comprehension of a text. (Marissa, n.d.)

4.2.4.3.3 Procedure to Apply Inference. Reading Rockets (2015), presented a simple four step model to apply inference:

- **First:** Students need to scan the text and identify the clues to obtain some answers.
- **Second:** Students need to use and add the previous clues to what they have read.
- **Third:** Students argue and analyze every possible answer.
- **Fourth:** Finally, based on the evidence students need to support their answers.

4.2.4.4 Retelling. The retelling strategy is another crucial component for the enhancement of reading comprehension. In simple words, it is typically considered as a new version of an old story. It also helps students to focus on their understanding of what they have read, see or hear. Moreover, retelling goes beyond of just memorize and recollect information of the text. Retelling is recognized as a dynamic reading strategy aimed to assist students in managing their understanding of a text. Students need to go through a text, contemplate its content, and subsequently articulate in their own words the essence of the text. This entails employing their familiarity with the structure of the text (whether it is fictional or non-fictional) and employing that structure to communicate the intricacies of the text using a sense of sequence and arrangement (Kristin, 2022).

4.2.4.4.1 Definition of Retelling. Retelling a story means to recreate a reading text by using our own words, images and sounds and in some cases improvisation. According to Fiderer (1998, as cited in Arsyiyi 2012) Narrative texts and stories have created a big impact on nowadays society due to they are considered as a classic mean of entertainment, education and cultural history. Moreover, it is also important to know that this kind of readings have their own structure/elements which includes plot, main and secondary characters and the narrative point of view. Furthermore, Singh (2014), stablished that retelling is good way to encourage students' participation since it allows them to retell reading by using their own words. However, to use this strategy in a good way students need to be aware that activate prior knowledge, summarizing and inference are going to be the key elements. Additionally, it is important to know that retelling also needs to include the following elements: Identify the main characters of the story; a brief description of them; give details about the story problem and the possible solution and describe the events that take place during the development of the story leaving the unimportant events.

4.2.4.4.2 Benefits of Using Retelling. Utilizing retelling within reading comprehension offers numerous benefits. For instance, it proves valuable in fostering and assessing reading comprehension, achieved through prompting students to elucidate a book's storyline or its principal concepts. This approach can additionally foster a deeper comprehension by proposing some doubts about the text, such as: Who are the characters? Which are their characteristics? Where did the story take place? Could you give us a description of the location? Does this story remind you any other narratives you're familiar with? Can you think in an alternative ending for the story?

Retelling also increases the length and grammatical complexity of the student's spoken language, it increases the students background knowledge, retelling differs from summarizing

because the strategy is completely oral. By promoting the usage of background knowledge students will attach meaning to complex concepts and retelling is an effective teaching assessment tool due to it enables the reader to focus on specific elements of story structure (Idalia et al., 2016).

4.2.4.4.3 Procedure to Apply Retelling. According to Masriyanti (2019), there are seven important aspects in order to apply retelling in a correct way.

- **First (Identify the principal ideas of the retelling passage/story):** Readers need to understand the primary notion to gather information about the content of the passage.

- **Second (Provide an accurate description of the principal events):** Readers need to outline the essence of each paragraph to ensure a comprehensive representation of all the contents.

- **Third (Report the story in chronological way):** Readers need to tell the story following a specific order. Starting from the beginning, then with the body part of the story, and finally with the ending or conclusion.

- **Fourth (Use new words, phrases or sentences from the story):** To create a connection, readers need to use or integrate specific vocabulary or phrases found in the text to report the story.

- **Fifth (Utilize prior-knowledge to enhance comprehension):** A good way to facilitate and boost the enhancement of critical thinking is by making connections (readers need to make a connection between prior knowledge and the new one).

- **Sixth (Being aware of the elements of the story; characters, scenarios and events):** To get a better understanding of the text, readers need to identify and describe the main ideas, supporting details and the characters of the story.

- **Seventh (Retell the story using all the previous elements):** Retell the story providing details to aid the listeners to obtain a better understanding of the story.

4.3 Previous Studies

The following section provides a comprehensive overview of previous studies that have explored the efficacy of cooperative learning techniques in enhancing reading comprehension skills. These studies have examined various aspects of cooperative learning, investigating its impact on diverse student populations across different educational settings.

The study conducted by Sittar (2022) examined the "Effect of Cooperative Learning on English Reading Skill at Elementary Level in the Subject of English". Cooperative learning strategies, including jigsaw, Student Teams Achievement Divisions (STAD), and Cooperative

Integrated Reading and Composition (CIRC), have been recognized as effective tools for fostering English reading comprehension among students. Against this backdrop, the study aimed to assess the impact of cooperative learning on the English reading achievement of Grade 7 students at Government Girls High School Faizpure, Sheikhupura. Employing a quasi-experimental design with a non-equivalent control group, pre-test, and post-test methodology, 64 students were randomly assigned to either an experimental group exposed to cooperative learning method or a control group taught using the traditional grammar translation method. A meticulously designed questionnaire, validated with expert consultation, was used to collect data, which were analyzed using SPSS version 21. The findings revealed a significant positive effect of cooperative learning strategies, particularly STAD and jigsaw, on students' English reading comprehension. These results advocate for the integration of cooperative learning techniques in English language classrooms to enhance students' reading skills effectively, thus emphasizing the need for pedagogical adaptations to optimize English language acquisition and comprehension.

Furthermore, Olaya & González (2020) analyzed an action research study "Cooperative learning projects to foster reading skills", focusing on implementing cooperative learning projects to enhance reading skills among engineering students. For the purpose of this research, cooperative learning is seen as an active process wherein students take an active part in their learning development by cooperating together to accomplish their learning goals and acquire new knowledge according to their interests, needs, and skills. The proposed question for this research study is stated as: What is the impact of implementing reading skills in cooperative learning projects on undergraduate engineering students in a public university? The main objective that guided this research study was: To foster reading skills among undergraduate engineering students at a public university through cooperative learning projects. Four cooperative learning projects were integrated into English classes, aiming to improve students' reading abilities. The abilities used were "Face-to-face interaction", "Positive interdependence", "Accountability", "Equal participation", and "Group interaction"; these strategies were used to enhance the reading comprehension abilities such as "Predicting", "Making connections", "Inferring", "Questioning", and "Summarizing". The methodology involved the use of data collection methods including surveys, group interviews, and analysis of the teacher's journal, which were coded and categorized for analysis. The findings indicate a significant improvement in students' reading skills through cooperative learning. Furthermore, the study concludes that cooperative learning not only strengthens English reading proficiency but also cultivates leadership, decision-making, communication, and

problem-solving skills among students. Additionally, it enhances participation, motivation, and goal achievement in the language learning process, highlighting the broader benefits of cooperative learning in educational settings."

Nelli & Hartati (2018) conducted a study titled "Improving Students' Reading Comprehension through Cooperative Learning Strategies Using Numbered Heads Together". The research aimed to enhance students' reading comprehension through the implementation of cooperative learning strategies, specifically using Numbered Heads Together (NHT), at MTs Ma'arif 2 Muntilan. Conducted as classroom action research spanning three cycles, the study followed four key steps: Planning, Acting, Observing, and Reflecting. Twenty-seven eighth-grade students participated, with various instruments employed, including observation, interviews, pre-tests, post-tests, field notes, questionnaires, and documentation. Results indicated a notable improvement in students' average scores across successive post-tests: 59 in the first, 81 in the second, and 94 in the third, compared to the pre-test score of 46. Additionally, students displayed sustained interest throughout the learning process in each cycle. In conclusion, the findings underscored the efficacy of cooperative learning strategies, particularly NHT, in enhancing students' reading comprehension. Therefore, it is recommended for future researchers to consider employing NHT as a viable strategy for improving students' reading comprehension abilities.

Dwigustini & Widiya (2020) conducted a study titled "Think Pair Share Technique to Promote Students' Reading Comprehension". The objective of the research was to enhance students' reading comprehension through the utilization of the Think Pair Share technique. The study adopted a qualitative approach employing Classroom Action Research (CAR) methodology. Participants consisted of one class of seventh graders, totaling 22 students, and the research was conducted over three cycles. Data collection methods included observation, testing, and interviews. Results revealed significant improvements: 1) the percentage of students passing the reading comprehension test increased with each cycle (from 36% in cycle I to 73% in cycle II and 100% in cycle III); and 2) students' motivation and enthusiasm for learning also improved. These findings suggest that the Think Pair Share technique effectively promotes students' reading comprehension. Consequently, it is recommended for English teachers to continue utilizing this technique as a means to enhance their students' reading comprehension skills and foster greater engagement and motivation in the learning process.

Finally, Ardayati & Ramasari (2022) in the study "The use of round table technique for teaching reading comprehension to the eighth grade students" investigated the effectiveness of teaching reading comprehension using the Round Table Technique with eighth-grade students.

The study aimed to determine whether employing this technique was indeed effective for this purpose. They utilized a pre-experimental design, specifically a one-group pre-test and post-test design. The population consisted of all eighth-grade students at SMP Negeri 5 Lubuklinggau, totaling 181 students, with a sample of 26 selected through cluster random sampling. Data analysis involved four techniques: (1) individual score analysis, (2) conversion of individual scores based on Minimum Mastery Criteria (MMC), (3) normality testing, and (4) matched t-test. The findings revealed an average pre-test score of 44.46 and an average post-test score of 75.38. The matched t-test yielded a result of 10.287, exceeding the critical value of 1.708 according to the t-table for a 95% confidence level with degrees of freedom (df) equal to 25 (26-1). Consequently, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted, indicating that employing the Round Table Technique effectively improved reading comprehension among eighth-grade students.

In conclusion, this literature review has demonstrated the effectiveness of using cooperative learning strategies to enhance reading comprehension among English as a Foreign Language (EFL) students. Through the exploration of theoretical frameworks and practical methodologies, it was revealed that strategies such as jigsaw, think-pair-share, number heads together, and round table had a positive impact on student engagement during the reading process. Moreover, by delineating clear steps for implementation and outlining the roles of both teachers and students, the review offers practical guidance for educators seeking to integrate cooperative learning activities effectively. Furthermore, by explaining the influence of cooperative learning on reading comprehension, its importance, and its various components, while also discussing how collaborative learning can be beneficial, the review establishes a strong foundation for future studies and teaching methods aimed at helping EFL students improve their reading skills. This synthesis of research highlights the significant role cooperative learning plays in promoting comprehensive understanding and engagement in EFL reading comprehension, thereby facilitating further advancements in pedagogy and student learning outcomes.

5. Methodoloy

5.1 Setting and Participants

The present research was conducted at a public institution located in the city of Loja, situated in the southern region of Ecuador, South America. The geographical coordinates in decimal degrees are approximately -4.01038 latitude and -79.1991 longitude. Loja has a population of approximately 214,855 inhabitants and is situated at an altitude of 2060 meters (6758 feet) above sea level.

In order to select participants for this study, the researcher opted to use the convenience sampling method, as it allowed for the inclusion of a readily available group capable of implementing the intervention plan and providing the necessary information to address the research questions (Creswell, 2012). The target group for this research consisted of 41 ninth-grade students from a public institution during the 2023-2024 school year. Of these participants, 20 were female and 21 were male, aged between twelve and fifteen years old, and sharing common characteristics in terms of English proficiency, which is determined to be at level A1.2 according to the Ministry of Education of Ecuador.

Before implementing the intervention, the researcher engaged with the authorities of the educational institution. An official letter was presented, requesting authorization to conduct the intervention plan within the institution. This request was positively accepted by the institution's rector.

Subsequently, ethical principles regarding privacy were carefully considered. As a result, neither the name of the institution nor the names of the participants were disclosed. Instead, the institution where the intervention took place was referred to as a 'public institution,' and the participants were identified using the code UEFC01.

Additionally, to guarantee the students' privacy, an informed consent form (See annex 7) was presented. This document requested permission from their representatives and ensured that the information collected would only be used for academic purposes and would not affect the students' normal educational progress.

5.2 Procedure

5.2.1 Method

The research was conducted using a mixed-methods approach, integrating both qualitative and quantitative methodologies in a single study to address the research problem (Creswell, 2012). The main objective was to validate the effectiveness of the cooperative learning strategy in improving reading comprehension. This approach allowed the researcher

to explore and address both 'what' (quantitative and qualitative) question and 'how' or 'why' (qualitative) questions enabling the researcher to understand the different interpretations of a certain phenomenon. Furthermore, this approach provided valuable opportunities to assess the effectiveness of the overall methodological approach, including the process and outcomes of the study.

5.2.2 Research design

The research method employed in this project followed the approach outlined by Efron and Ravid (2019). This method emphasizes the involvement of individuals or groups being studied in the research process. The research process involved six steps, identify a problem, gather background information, design the study, collect data, analyze and interpret data, and implement and share findings. Therefore, the researcher opted for action research as a method to address the research problem: How does the development of cooperative learning strategies improve reading comprehension, among superior basic education students, at a public institution in Loja, during the 2023-2024 school year?

5.2.2.1 Identify a Problem. From previous observations conducted in a public institution, the researcher could identify a problem that was affecting the students' development in reading comprehension. Specifically, students struggled with identifying main ideas, key details, and the overall message of texts, as well as expressing them concisely. Previous studies support the existence of these issues, with many authors noting students' difficulties in critical thinking skills and frequent misinterpretation of information. Another contributing factor to these challenges is the deficiency in teachers' creativity and the use of inefficient techniques and strategies.

Additionally, Meniado et al. (2016) mentioned that other factors influencing the acquisition of reading comprehension skills include text structure, drawing conclusions, and comprehension checking. Based on these findings, researchers proposed implementing a Cooperative learning strategy as a solution to the aforementioned issues. The proposal underwent thorough examination to ensure it met specific criteria: manageability, measurability, fulfillment of time requirements, proficiency levels of individuals conducting research, and potential limitations.

As a result of this analysis, a general research problem was established: How can cooperative learning improve reading comprehension among upper basic education students at a public institution in Loja during the 2023-2024 school year? Additionally, two sub-questions were established regarding the effectiveness of cooperative learning and students' perceptions of its application to enhance reading comprehension.

5.2.2.2 Gather Background Information. Once the problem was identified and delimitated, the researcher conducted a literature review which is a detailed examination and summary of existing writings, research, and information on a particular topic or subject. The researcher invested time in examining resources and databases, deciding on the relevant literature to include, and specifying the variable within the research. This was done to compose a formal summary of the literature pertinent to the research topic. In order to accomplish this, an initial literature review was conducted, examining scientific articles, books, magazines, and consulting information from other thesis projects. The researcher utilized this information to delve deeply into the problem, analyzing the context and identifying both the dependent and independent variables. These insights contributed to the development of an innovative teaching methodology. In relation with the variables, the researcher considered some indicators: summarizing, inferring, predicting and retelling for the dependent variable and for the independent it was selected jigsaw, roundtable, number heads together and think-pair-share. Furthermore, the information aided in recognizing the gaps in the current understanding of students' reading comprehension skills. Subsequently, a well-defined action plan was formulated with a focus on addressing the identified problem.

5.2.2.3 Design the Study. After completing the phases of the literature review, the next step involved designing an action plan. Following the conceptualization of variables, the researcher formulated an action plan that incorporated various techniques and research instruments. These were intended to assess students' reading comprehension and investigate their perceptions regarding the implementation of cooperative learning strategies. Therefore, the researcher selects a lesson plan model (See annex 6) to incorporate the four variables of cooperative learning. The selected model is known as Gagne's Nine Events of Instruction same which was adapted to three stages identified as presentation, instruction and practice and evaluation and transfer. Gagne's nine events of instruction can help you build a framework to prepare and deliver instructional content while considering and addressing conditions for learning. It is also important to remark that in a Gagne's lesson it is not mandatory to use all the nine instructional events to design the plan or to impart the class.

To complement this study, the researcher used different data collection techniques such as testing to measure students' level of knowledge, observation and a survey all of these with the objective of know the student's perception. Additionally, the researcher also designed instruments such as pretest and posttest (See annex 1) to measure the level of knowledge of the students before and after the intervention proposal, a questionnaire (See annex 5) and a field notes instrument (See annex 4) to capture qualitative information, details, and insights relevant

to the study and they serve as a primary record of the researcher's observations, thoughts, and findings. In creating the research instruments, the researcher emphasized the significance of validity and reliability in data collection tools, aiming for accurate, consistent, and credible data. Before putting the action plan into action, considerations were made regarding both legal requirements for participant recruitment and the agreement between the university and the institution. Adhering to ethical principles, particularly privacy as outlined by Creswell (2012) a code system was used in the research instruments, including pretests, posttests, and questionnaires. This coding was used to guarantee students' safeguarding, anonymity, and confidentiality.

5.2.2.4 Collect Data. In this step, the researcher carried out the action plan. First of all, it was developed and implemented a lesson plan (intervention plan) based on the Gagne's Nine Instructional Events model. Moreover, researcher also collected information through the use of field notes in which was recorded participants' attitudes after every cooperative learning lesson all of this with the objective of know their perception of the class and to enhance the reading comprehension skill.

In addition, the researcher applied both pre- and post-tests to collect quantitative data, facilitating the measurement of participants' knowledge levels. A questionnaire was also utilized to gather qualitative data, obtaining relevant information about participants' perceptions.

It is important to note that the intervention occurred in two modalities: face-to-face and virtual. This dual approach was implemented due to issues affecting the country.

5.2.2.5 Analyze and Interpret Data. After implementing the action plan and data collection instruments, the researcher analyzed and interpreted the data obtained from the research instruments. Descriptive statistics, such as statistical tables, graphs, and Microsoft Excel, were utilized to tabulate the results obtained from the quantitative data collected through pre and posttests. Based on this analysis, it was demonstrated that the use of cooperative learning was effective in developing reading comprehension among ninth-grade students in superior basic education. The results revealed a 1.58-point improvement when comparing the pretest and posttest scores. Furthermore, both quantitative and qualitative data were collected using a survey technique through a questionnaire instrument. Closed-ended questions from this instrument were presented using bar graphs, while open-ended questions were analyzed using thematic analysis, organizing the information according to indicators of the independent variable. Through the use of this instrument, the researcher ascertained that a high percentage of students agreed with the use of cooperative learning to improve reading comprehension.

They expressed that it facilitated their understanding of the class, enabling interaction with classmates and other groups to solve and clarify any doubts.

5.2.2.6 Implementing and Share Findings. After collecting the results, the researcher investigated whether using cooperative learning had a positive impact on students' reading comprehension and reflected on the insights gained from the study. The posttest results revealed that employing cooperative learning indeed improved students' reading comprehension. However, several limitations hindered its effectiveness, including students' English proficiency level, limited class participation and interaction, and the short intervention period. Additionally, the researcher summarized the overall findings as conclusions and recommendations, aiming to address specific research inquiries and guide future studies in this field. Finally, the researcher shared the results with the educational community to encourage further research and inspire teachers to enhance their students' reading comprehension skills through cooperative learning techniques.

5.2.3 Data collection Sources and Techniques

The current study employed a mixed-method approach, integrating both quantitative and qualitative methodologies to assess the effectiveness of cooperative learning in enhancing reading comprehension. Quantitative tools, such as pre and posttests, were administered using traditional paper-and-pencil methods, while questionnaires were distributed electronically through Google Docs. These instruments comprised multiple-choice and true-false questions, with the pretest evaluating students' baseline comprehension levels prior to implementing the intervention, and the post-test measuring improvements and the strategy's efficacy afterward. Many reading comprehension skills were assessed, including summarization, inference, prediction, and retelling, with scoring conducted using a predefined guide (See annex 2) and the criterion-referenced test framework outlined by Gay et al. (2012). Student performance was graded according to the Ministry of Education's (Mineduc) standards, where scores between 9.00 and 10.00 indicated mastery, 7.00-8.99 reflected achievement, 4.01-6.99 suggested nearing proficiency, and scores ≤ 4 signified inadequate attainment. Additionally, an eight-item questionnaire, employing a Likert scale ranging from "Strongly Disagree" to "Strongly Agree," along with a rating scale for preference, was utilized to gather quantitative data on students' perceptions of cooperative learning's impact on reading comprehension. Students were also given the opportunity to provide qualitative feedback, justifying their responses. Furthermore, qualitative data were gathered through observational field notes, capturing both descriptive accounts of observed behaviors and reflective insights into participants' reactions, experiences, and thoughts throughout the intervention (Gay et al., 2012). These notes aimed to

document students' attitudes, preferences, improvements, interactions, and participation during the implementation of the methodological proposal.

5.3 Data Analysis

In this study, descriptive statistics, as recommended by Creswell (2012), were utilized to summarize the overall trends in the numerical data. The mean served as a measure of central tendency to interpret both pretest and posttest outcomes. Data were organized and presented using frequency tables created with the Excel program, enabling a comprehensive comparison of mean scores before and after the intervention. Similarly, quantitative data from the questionnaire were depicted using frequency tables and visualized through bar graphs. Each graph illustrated the frequency of responses for each question, indicating the number of students in agreement with each research item. Field notes taken during the intervention implementation complemented the information obtained from the questionnaire and other quantitative data. Additionally, thematic analysis was conducted to organize the quantitative data thematically around identified categories, themes, and patterns, following the approach suggested by Efron & Ravid (2019). This analysis provided further insights into the qualitative aspects of the study, enhancing the overall understanding of the research findings.

6. Results

The following section presents the results obtained from both qualitative and quantitative research instruments. The pretest and posttest served as tools to measure students' progress in various reading comprehension skills, including summarizing, inferring, predicting, and retelling. Additionally, a questionnaire and field notes were utilized to gather perceptions from students regarding the implementation of cooperative learning as a strategy to enhance reading comprehension. Furthermore, the results obtained from these instruments are represented in bar graphs and tables, which will be described in detail below.

6.1 Pretest and Posttest Results

Objective 1: To corroborate the effectiveness of cooperative learning in the improvement of reading comprehension among superior basic education students at a public institution in Loja, during the 2023 – 2024 school year.

Sub-question 1: What is the effectiveness of using cooperative learning strategies among superior basic education students at a public institution in Loja during the 2023-2024 school year?

Figure 1

Reading Comprehension Pretest and Posttest scores compared to the Ecuadorian National Grading Scale.

Table 1

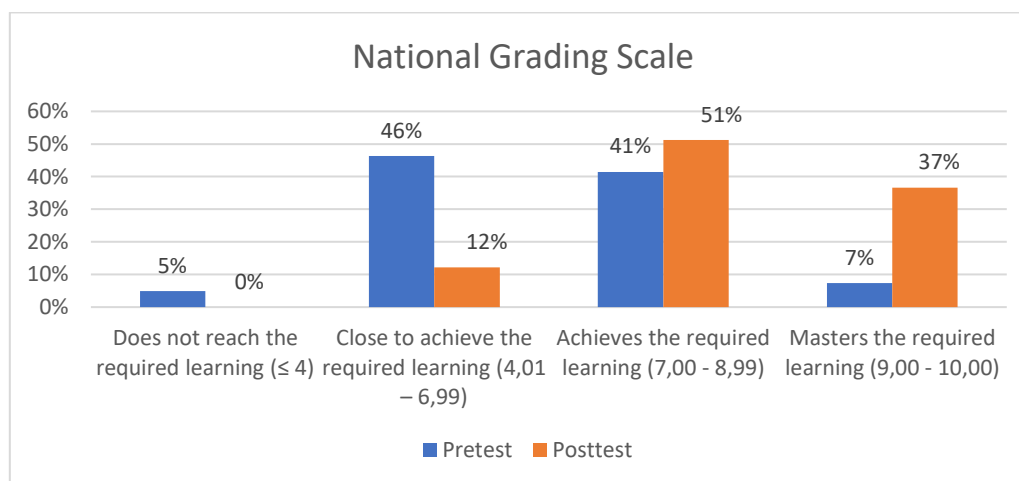*Means score differences between the reading comprehension pretest and posttest*

	Number of students	Summarizing (2,5/2,5)	Predicting (2,5/2,5)	Inferring (2,5/2,5)	Retelling (2,5/2,5)	Total (10/10)
Pretest	41	1,86	1,00	1,80	1,83	6,49
Posttest	41	2,00	2,01	2,04	2,02	8,07
Difference	N/A	0,14	1,01	0,24	0,19	1,58

Figure 1 represents the results obtained from the pre-test administered to ninth-grade students prior to the implementation of the intervention plan. Notably, 51% of the participants failed to attain the requisite learning score of 7 out of 10, as outlined by the Ecuadorian national grading scale established by the Ministry of Education, while only 48% of the students achieved the required learning score. Likewise, as shown in Table 2, the results of the pre-test indicate that the students have a low level of knowledge in the four skills related to reading comprehension. This evidence is particularly significant when considering the "summarization" aspect, as it illustrates that students are struggling to identify main ideas, characters, and supporting details, as evidenced by their average score of 1.86 out of 2.5. Furthermore, when it comes to "predicting", it's crucial to highlight that this skill received the lowest score among the others, registering only 1,00 out of 2.5. This indicates that students are facing challenges in interpreting information effectively, often resulting in incorrect conclusions. Regarding "inference," students obtained a mean score of 1.80 out of 2.5, indicating difficulties in determining the correct answers based on the information or images provided in the reading text. As a result, their capacity to effectively choose the most suitable inference from a range of options is compromised due to their restricted critical thinking skills. Finally, concerning "retelling", students obtained an average score of 1,83 out of 2.5, this score underscores the challenges they faced in articulating the information they absorbed into their own words. Such difficulty in retelling may arise from various factors, including a lack of comprehension, insufficient vocabulary, or limited practice in paraphrasing. Overall, considering the aspects previously mentioned and based on the students' performance, which averaged 6.49 out of 10, it is evident and necessary to implement an intervention plan that involves the use of cooperative learning to improve students' reading comprehension abilities.

After an eight-week intervention period, a posttest was implemented. The posttest indicates a good improvement in students' reading comprehension abilities. According to Figure 1, 88% of the students achieved and mastered the required learning score established by the Ministry of Education in the national grading scale, indicating a positive improvement. Additionally, compared to the pretest, it is evident that only 12% of the students did not achieve the required score, indicating improvement and almost achieving the desired level of knowledge. Similarly, Table 2 reveals a progressive improvement in the results when comparing the pretest and the posttest after the implementation of cooperative learning to improve reading comprehension. Thus, as evident in the "summarizing" aspect, the score showed a slight improvement, reaching 2.00 out of 2.5, indicating a modest gain of 1%

compared to the pretest. In the case of "predicting", the scores obtained were about 2.01 out of 2.5, indicating a significant improvement of 10% compared to the pretest. Similarly, in "inferring", the scores reveal that students obtained 2.04 out of 2.5, showing a modest 2% improvement compared to the initial test, while in "retelling", students scored 2.02 out of 2.5, indicating a decent gain of 2% from their initial score. These findings suggest a moderate improvement in students' reading comprehension, particularly in identifying different parts of the text, interpreting information, selecting appropriate inferences based on text information, and especially in making predictions. Thus, the mean score on reading comprehension after the posttest was 8.07 out of 10, representing a 15% improvement compared to the average score from the pretest. In conclusion, the posttest results were positive and were in line with the Ecuadorian National grading scale, suggesting the effectiveness of utilizing cooperative learning in enhancing reading comprehension among ninth-grade students. However, the results obtained from the pretest and posttest alone were insufficient to validate this data and address the research question. Therefore, qualitative data obtained from tools such as questionnaires and field notes will provide validation and support for this numerical data.

6.2 Questionnaire results

Objective 2: To find out the students' perceptions about the use of cooperative learning to enhance reading comprehension among superior basic education students at a public institution in Loja, during the 2023 – 2024 school year.

Sub-question 2: What are the students' perceptions about the implementation of cooperative learning to enhance reading comprehension among superior basic education students at a public institution in Loja during the 2023-2024 school year?

Figure 2

Influence of cooperative learning in the classroom

Influence of cooperative learning in the classroom

- 1. Cooperative learning strategies foster a spirit of cooperation among students, prioritizing collaboration over competition.
- 2. Cooperative learning serves as a valuable approach for enhancing students' retention, self-esteem, and sense of responsibility.
- 3. Engaging in interactive groups fosters active reading, collaborative problem-solving, and peer teaching, promoting a dynamic learning environment.

The questionnaire used to assess the students' perceptions in relation to cooperative learning and reading comprehension reveals significant findings. Regarding the initial statement about cooperative learning prioritizing collaboration over competition, the research revealed that a majority of students (61%) strongly agreed that cooperative learning fosters a sense of cooperation among peers. Furthermore, an additional 20% of students agreed with this statement. The findings indicated that a notable majority of the class (81%) were in favor about the use of cooperative learning strategies in enhancing collaboration among students. From the open-ended questions, students expressed that during these classes instead of feeling the pressure to compete against each other, these strategies allow them to work together to achieve common goals. From observations recorded in the field notes, it became evident that students start to feel more comfortable during the class specially at the moment to participate and interact. However, a minority of students, comprising approximately 17% of the class, expressed disagreement with this observation, indicating that not all groups respect each other's turn to participate. Additionally, a very small segment of the class, around 2%, strongly disagreed with the statement, mentioning that sometimes they were not taken into account during class participations.

Regarding the second statement about cooperative learning as a valuable approach for enhancing students' retention, self-esteem, and sense of responsibility, the findings revealed that 71% of the class strongly agreed, while approximately 22% agreed with the statement. This suggests that a very large portion of the students (93%) were in favor about the use of cooperative learning to foster academic retention, to develop students confident and to increase their responsibility. It is important to remark that these findings are also supported by the field notes instrument. However, a small percentage of the class, 7%, disagreed with this affirmation, indicating that cooperative learning was not perceived as a good alternative for them to increase their retention and responsibility since not all the member of the group work or help the others during these activities. Finally, the next statement about interactive groups fostering active reading, collaborative problem-solving, and peer teaching showed that 61% of the class strongly agreed with this statement, while the rest (24%) agreed as well, obtaining a potential 85% approval and support from the students. This suggests that interactive groups facilitate their understanding of the class, as they can interact with their classmates and other groups to solve and clarify any doubts. Despite these positive responses, the last 15% of the students disagreed, stating that some members of the groups did not contribute or provide any ideas during the development of the activities. However, there exists a wide range of perspectives;

most of the students support the use of cooperative learning since it has a positive influence on students' self-esteem, responsibility, and promotes a positive learning environment.

Figure 3

Students' perceptions about the use of Jigsaw strategy in reading comprehension.

Jigsaw and Reading Comprehension

- 4. Jigsaw allows students to engage in discussions with their group members, enabling them to evaluate various perspectives, identify main ideas, and make connections between different parts of the text.
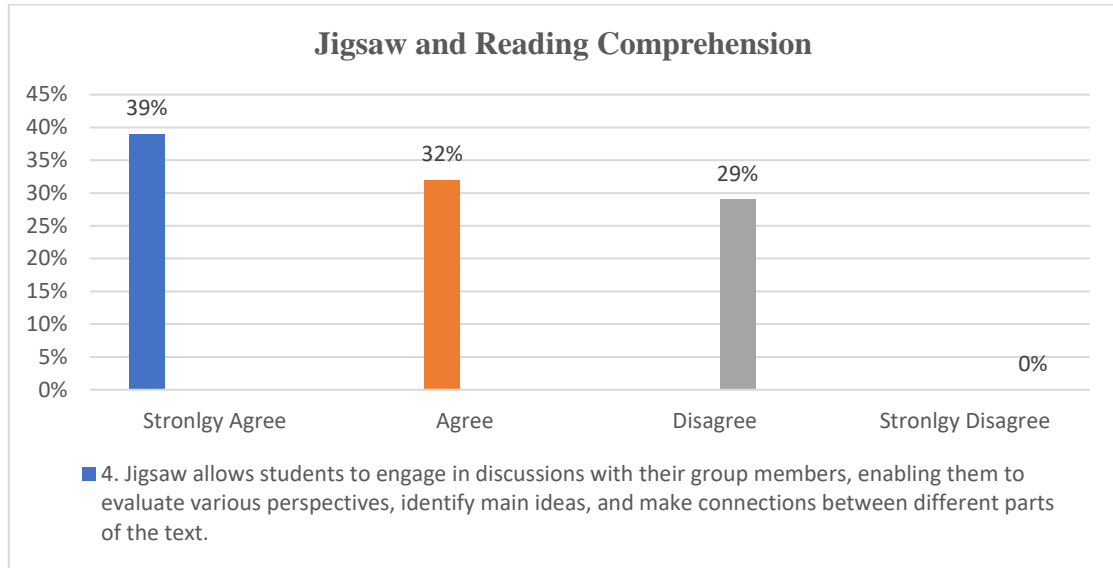
Figure 3 demonstrates students' perceptions of the use of the jigsaw strategy to enhance reading comprehension. The results indicate that 39% of students strongly agreed, while over 32% agreed with this statement. These findings reveal that a good portion of the class (71%) recognized that jigsaw was an effective strategy for promoting active learning and collaboration among students. Through discussions with their peers who have studied different sections, students can share their knowledge, evaluate various perspectives, identify main ideas, and make connections between different parts of the text. This collaborative approach not only enhances understanding but also develops important skills such as critical thinking, communication, and teamwork. From the open-ended questions, students mentioned that it is a great way to learn in a group and expand their understanding of the texts. They found that it helped them to see different perspectives and to better understand what they are studying. As noted in the field notes, this method was beneficial for improving students' reading skills since they could identify and understand text more quickly, as the activity was divided into equal parts. On the other hand, a significant portion of the students (29%) expressed disagreement regarding the usage of the jigsaw strategy. They mentioned experiencing difficulties articulating their ideas in English, which made it challenging to explain what they read. Moreover, they felt that the progression of activities slowed down as they had to wait for other classmates to complete their assigned parts of the work. Nevertheless, despite these challenges, the jigsaw technique remains an effective strategy for enhancing reading comprehension. It

promotes division of tasks, collaborative learning, critical thinking, and motivation among students.

Figure 4

Students' perceptions about the use of Round Table in reading comprehension.

Round Table and Reading Comprehension

■ 5. The "Round Table" technique enhances reading comprehension by allowing students to express their thoughts, share ideas, and respond to specific questions or prompts both individually and collectively.
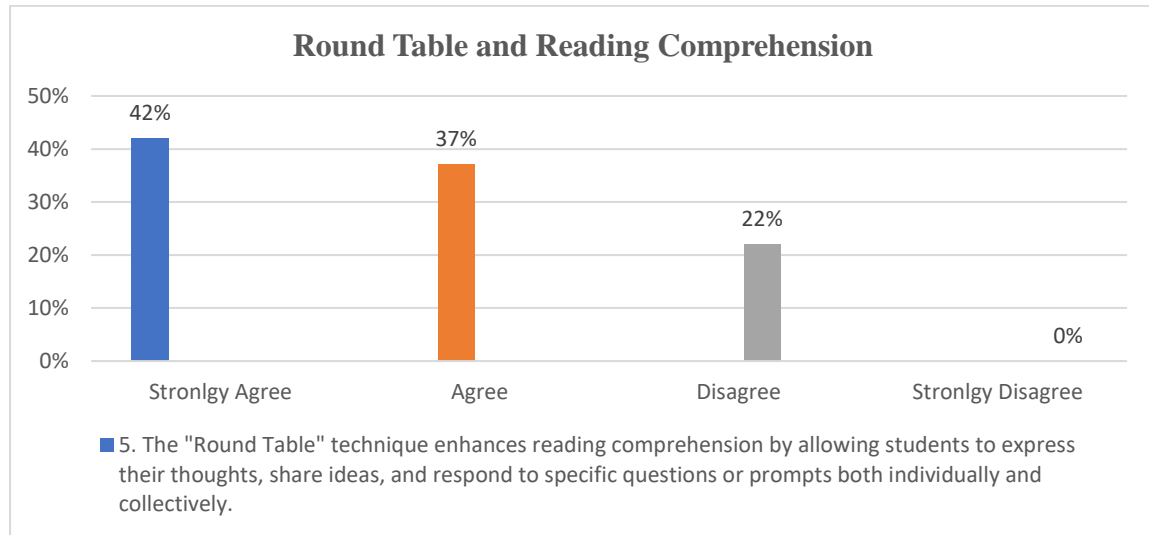
Figure 4 reveals students' perceptions about the usage of the round table strategy to enhance reading comprehension. A significant percentage of the class (42%) strongly agreed, while an additional 37% agreed with the statement. Based on these findings, the strategy had a 79% positive perception among the students, indicating that round table discussions facilitated students' abilities to express their thoughts, share ideas, and respond to specific questions individually and collectively. From the open-ended questions, students expressed that when they listened to and shared ideas about the readings they were analyzing, it became easier for them to understand the text. Likewise, students also stated that the round table is a good way to learn since everyone's ideas are taken into account to provide a better understanding of the materials already read. Moreover, based on the researcher's observations through field notes, it was noticed that students understand better the material when they were allowed to express their thoughts individually and then collectively. On the other hand, a small portion of the class (22%) disagreed with the use of the round table, stating that their ideas were not considered during the class discussions. Nonetheless, several viewpoints acknowledged that collaborative discussions facilitated a deeper comprehension of the reading materials among students.

Figure 5

Students' perceptions about the use of think-pair-share in reading comprehension.
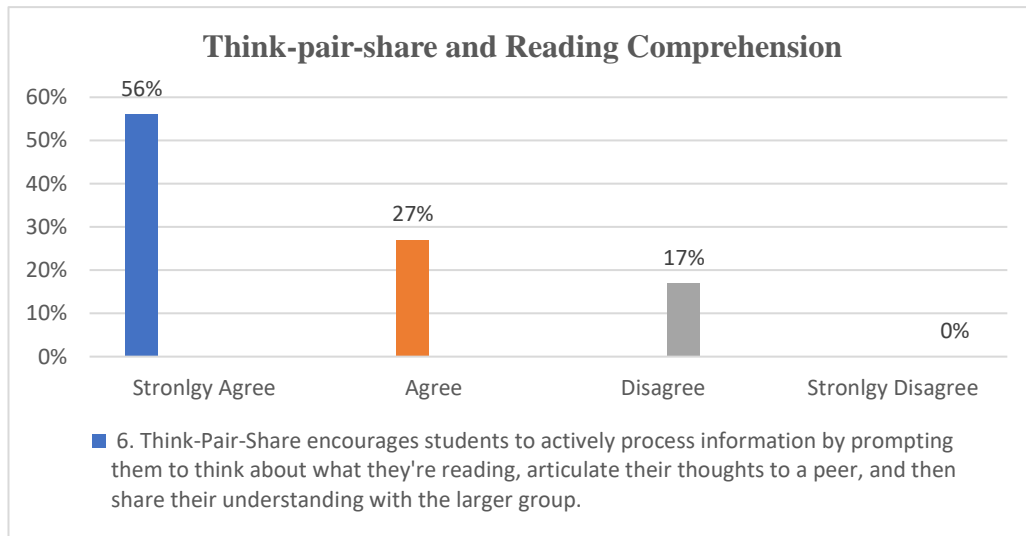
The findings from the questionnaire strongly support the effectiveness of the think-pair-share strategy in enhancing students' reading comprehension and fostering active engagement. With over half of the students (56%) strongly agreeing and around 27% agreeing with the statement, it's evident that the majority perceive think-pair-share as a valuable instructional tool. The data also indicates that a significant portion of the students (83%) recognize the benefits of the strategy, attributing its effectiveness to its ability to encourage independent processing of information, articulate thoughts through peer discussion, and share understanding with the class. From the open-ended questions, students provided several reasons why they preferred this strategy. These reasons included the observation that the class became more interactive during the development of the strategy. By following the three-step process, students gained confidence to participate and interact, sharing ideas and thoughts about the material they had just read, thereby fostering deeper comprehension and communication skills among students. As noted in the field notes, student participation increased significantly, since Think-Pair-Share encourages them to engage in active processing of information, provides opportunities for peer interaction and collaboration, and allows students to reflect on and refine their understanding of the material. Nevertheless, a small portion of the students (17%) disagreed with this statement, as they preferred to work in larger groups and lacked the confidence to share their thoughts with their classmates. Overall, it is an effective strategy for promoting deeper learning and engagement in the classroom.

Figure 6

Students' perceptions about the use of number heads together in reading comprehension.


Number heads together and Reading Comprehension

Bar chart showing: Stronlgy Agree 42%, Agree 29%, Disagree 29%, Stronlgy Disagree 0%.

Legend: ■ 7. Number Heads encourages students to work together to construct meaning from the text and develop a deeper understanding of the material.
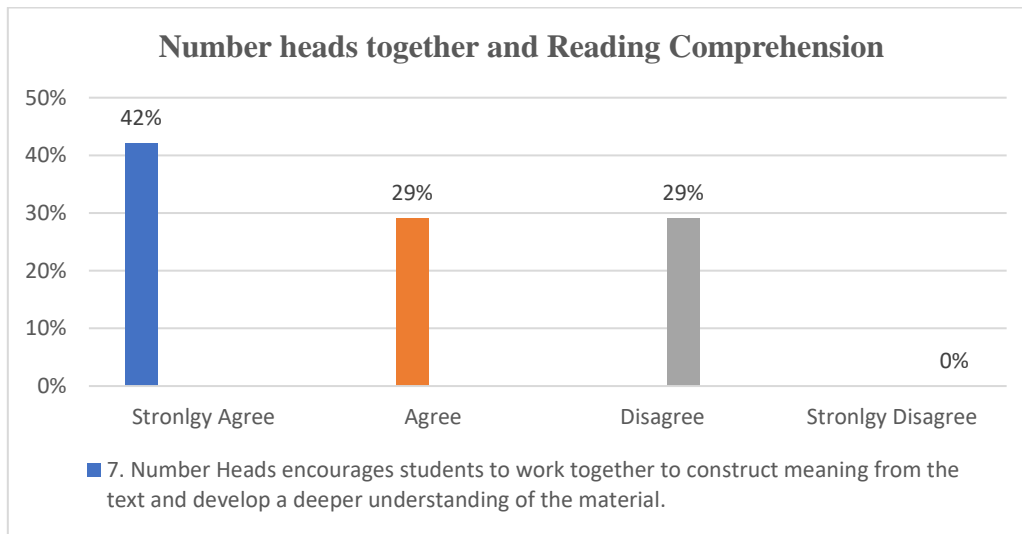
Regarding the use of Number Heads Together to encourage students to work together to understand and develop a deeper understanding of the text, around half of the students (42%) strongly agreed, while 29% of the class agreed with this statement. These results revealed that a good portion of the class (71%) recognized that Number Heads Together was a valuable strategy, as it encourages active participation from all group members, promotes peer teaching and learning, and fosters a deeper understanding of the material through discussion and collaboration. From the open-ended questions, students mentioned that by discussing the material within their groups, they can gain different perspectives and insights that they might not have considered on their own. Additionally, they added that knowing they might be called upon to share their group's answer with the class motivates them to pay attention and contribute to the discussion. Similarly, based on the researcher's field notes observations, it was noted that every student is actively engaged in the discussion. Through group collaboration, students not only share their own ideas but also listen to and consider perspectives from their peers. On the other hand, another portion of the class (29%) 'disagreed' with this statement, arguing that in some cases their groups did not have the opportunity to participate and express their ideas. Likewise, other students mentioned that while this method helped them understand the material better, it did not necessarily encourage collaboration; not everyone participated or contributed. Despite these differing views, overall, this strategy makes learning more enjoyable and helps students develop a deeper understanding of the material.

Figure 7

Students' preferences regarding cooperative learning strategies
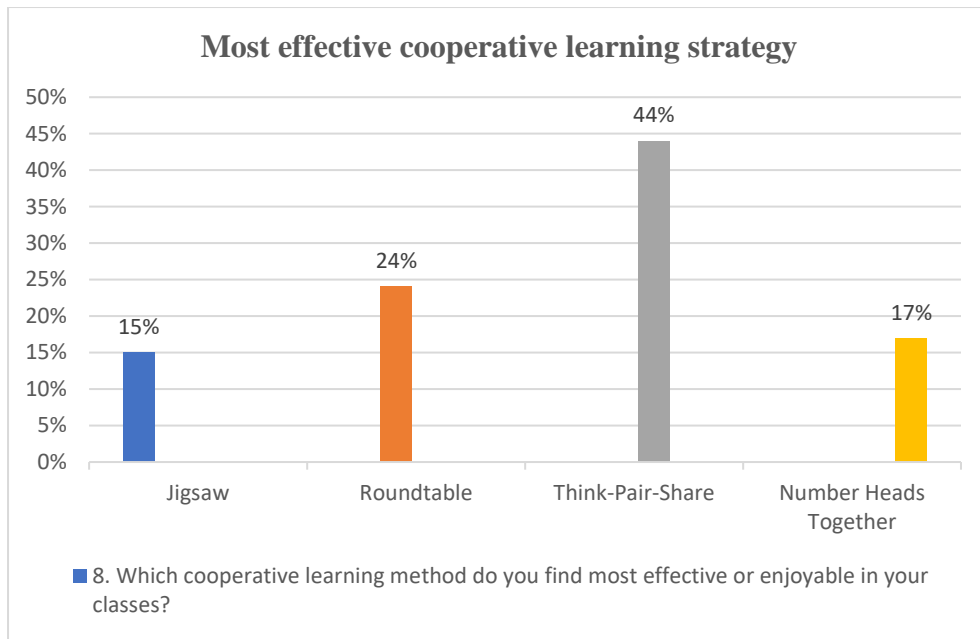
The questionnaire conducted among ninth-grade students revealed interesting insights into their preferences for various cooperative learning strategies. Among the provided options, 'think-pair-share' emerged as the most favored strategy, with 44% of students selecting it as their favorite. Based on the field notes instrument, pairing up with a peer allows students to discuss their thoughts and interpretations of the text. This collaborative aspect can lead to a deeper understanding as students exchange ideas and perspectives. Its popularity is derived from its interactive nature, promoting active engagement and collaboration among peers.

Following closely behind was the 'round table' strategy, chosen by 24% of students. Based on the researcher's field notes, in this approach, every student has the opportunity to contribute, ensuring that all voices are heard and preventing any single student from dominating the conversation. Its popularity lies in its structured format, which provides a systematic way for students to take turns sharing their thoughts and ideas. This helps maintain order and ensures that each student has a chance to speak without interruption.

The 'Number Heads Together' and 'Jigsaw' strategies were also well-received by students, although they were slightly less preferred. According to the field notes, the 'Number Heads Together' strategy involves collaborative teamwork, encouraging students to think critically about the text. They may question each other's interpretations, analyze evidence from the text, and engage in deeper discussions about the material's meaning. Meanwhile, the 'Jigsaw' strategy requires students to specialize in specific parts of a reading. Based on the researchers' field notes, this technique promotes active engagement with the reading material.

Students are not merely passively consuming information; they are actively participating in the learning process. However, some students argue that both these strategies were not too popular since they did not necessarily encourage collaboration; not everyone participated or contributed, and some classmates relied too much on others.

Overall, these results highlight the diverse preferences among students when it comes to cooperative learning strategies. While 'think-pair-share' emerged as the clear favorite, each strategy offers unique benefits and opportunities for student engagement and learning.

7. Discussion

The objective of the current investigation was to explore the efficacy of employing cooperative learning strategy as a means to enhance reading comprehension among ninth-grade students enrolled in a public institution in Loja throughout the academic period of 2023-2024. By meticulously analyzing the obtained results and synthesizing insights from previous studies, the study aimed to draw meaningful conclusions regarding the efficacy of the cooperative learning strategy and assess students' perceptions of it. Furthermore, this section seeks to address the initial research inquiries and delineate any encountered limitations during the execution of the intervention plan, while also suggesting directions for future research. The main focus of this investigation is to find out "How can cooperative learning improve reading comprehension among superior basic education students at a public institution in Loja during the 2023-2024 school year?". The inquiry was addressed through an analysis of test results, questionnaire responses, and observations from field notes administered to ninth-grade students. Based on the data collected from these sources, it can be inferred that the integration of the cooperative learning strategy resulted in a modest improvement in the reading comprehension skills of the students. This enhancement can be attributed to the application of different instructional techniques like jigsaw, number heads together, think-pair-share and round table. These approaches foster active engagement, peer interaction, and social skills development among students. By working together in small groups, students discuss the text, share ideas, and collaborate on tasks, leading to deeper understanding and increased motivation to read. This collaborative approach also allows for differentiated instruction, where students of varying abilities can support each other, ensuring that all students receive the assistance they need to improve their comprehension skills. These findings could be supported by McGoldrick et al., (2019) who states that students who work together in cooperative learning settings tend to learn more, remember what they have learned for a longer time, and become better at critical thinking, they are more inclined to attend classes regularly and successfully complete the course.

The initial subproblem focused on assessing the efficacy of cooperative learning in enhancing students' reading comprehension. This involved analyzing pre- and post-test results gathered over an eight-week intervention period, in which cooperative learning techniques were implemented. Initially, the study identified a significant challenge among ninth-grade students, with 56% failing to meet the required learning score of 7 out of 10 on the pretest, according to Ecuador's national grading scale. However, following the implementation of cooperative learning strategies, there was notable progress in students' reading comprehension

skills. Posttest results revealed that nearly 66% of students achieved or exceeded the required learning score established by the Ministry of Education, indicating a positive advancement in their ability to comprehend texts. Nonetheless, 31% of students still did not attain the necessary level of comprehension. Overall, the results suggest that cooperative learning strategies proved to be a beneficial approach in moderately enhancing the reading comprehension abilities of ninth-grade students at a public institution in Loja during the 2023-2024 academic year.

The results obtained are aligned with the previous studies conducted by Olaya & Gonzáles (2020) who observed that cooperative learning is viewed as an active process in which students actively participate in their learning development by collaborating to achieve their learning objectives and acquire new knowledge according to their interests, needs, and skills. Furthermore, cooperative learning not only enhances English reading proficiency but also fosters leadership, decision-making, communication, and problem-solving skills among students. Other studies also indicate that cooperative learning is an important strategy, encompassing various teaching methods in which students work in small groups to help one another learn academic content, discuss, assess current knowledge, and fill gaps.

Similarly, Sittar (2022) found that cooperative learning strategies, specifically the jigsaw method, have a positive impact on ELF students, improving English reading comprehension through cooperatively designed activities and vocabulary exchange during group work. This technique also aids in the development of reading fluency and encourages engagement with innovative tools, facilitating successful navigation of new texts and vocabulary acquisition.

Moreover, Nelli & Hartati (2018) emphasized the crucial role of applying cooperative learning strategies to facilitate easier comprehension of reading passages among students. By employing strategies such as "numbered heads together," teachers not only enhance students' reading comprehension but also foster communication skills and knowledge sharing among peers within groups or the entire class, thereby creating a more engaging teaching-learning process.

Additionally, Dwigustini & Widiya (2020) asserted that the Think Pair Share Technique is effective in English learning, especially for enhancing students' reading comprehension. This technique involves individual thinking, cooperation with peers or group members, and subsequent sharing of thoughts with classmates, fostering teamwork among students and promoting active learning.

Finally, Ardayati & Ramasari (2022) found that the cooperative learning strategy "round table" significantly enhances reading comprehension. This technique involves recalling

previous information or knowledge, fostering diligence, and promoting cooperation among students. It serves as a team-building exercise, ensuring the participation of all group members. During the Round Table Technique, students collaborate in small groups to respond to specific prompts, facilitating collaboration and engagement.

In addition, to answer the second sub-question of the research: What are the students' perceptions about the implementation of cooperative learning to enhance reading comprehension? The researcher employed a questionnaire instrument to gauge the diverse perceptions among students regarding cooperative learning strategies for improving reading comprehension. Students expressed positive perceptions about the utilization of cooperative learning techniques, highlighting the benefits of active participation, peer interaction, and collaborative problem-solving. Many students appreciated the opportunity to engage in discussions with peers, exchange ideas, and gain insights from different viewpoints, leading to a deeper comprehension of the material. Furthermore, cooperative learning was found to create a feeling of belonging and friendship within the group, making the learning experience more enjoyable and engaging for everyone involved. Some students might feel unsure about working in groups at first, especially if they prefer learning on their own or worry about depending on others to understand things. Overall, students' perceptions of cooperative learning for reading comprehension are shaped by factors like their learning preferences, past experiences with group work, and the effectiveness of the cooperative activities facilitated by their teachers. Notably, variations in student preferences were observed, with some favoring strategies like think-pair-share while others preferred the roundtable technique. This underscores the importance of catering to diverse learning styles and preferences when implementing cooperative learning approaches in the classroom.

The main findings of the questionnaire are consistent with those of previous studies, such as the research conducted by Johnson & Johnson (1990, as cited in Gillies 2016) Cooperative learning fosters the establishment of positive relationships among students, promoting a wholesome experience for social, psychological, and cognitive growth. This approach also brings innovation to the classroom dynamics by shifting from teacher-centered lessons to student-centered interactions, featuring engaging pair and group activities like jigsaw, round table discussions, think-pair-share, and number head together. These studies similarly observed that cooperative learning strategies are perceived positively by students, leading to increased engagement, deeper comprehension, and a sense of belonging within the learning environment. Additionally, Algahamdy (2019) found that cooperative learning offers numerous advantages for English as a Foreign Language (EFL) learners. These benefits

encompass a decrease in anxiety levels, a boost in student motivation and learning outcomes, the improvement of social skills and classroom engagement, fostering student autonomy, and the elevation of self-esteem. Overall, the alignment between the findings of the questionnaire and previous research underscores the effectiveness and relevance of cooperative learning approaches in enhancing reading comprehension among students.

Despite the generally positive perceptions of cooperative learning, challenges and limitations emerged during its implementation. Some students encountered difficulties expressing their ideas. Additionally, there were instances where students felt that their contributions were dismissed or ignored within the group dynamic, leading to feelings of frustration and disengagement. These factors may have influenced students' perceptions of the effectiveness of the cooperative learning strategy.

To conclude, it is important to emphasize that these findings cannot be generalized to other academic contexts due to certain limitations encountered during the research process. First, the sampling method may not fully capture the diversity of the broader population, as it was only used with one specific group of students (nine-grader students). Secondly, the time given for the implementation of the intervention proposal proved to be too short to produce meaningful results. Thirdly, the shift from face-to-face modalities to virtual ones and the use of online questionnaires for data collection introduced challenges in ensuring the reliability and validity of the responses. Without direct supervision, it is difficult to confirm that students understood the questions correctly and provided accurate and honest answers.

8. Conclusions

Cooperative learning is a powerful method for improving reading comprehension. It encourages active involvement and collaboration among students, leading to a deeper understanding of the material. By exchanging ideas and perspectives, students collectively work towards comprehension goals, enriching their learning experience. Furthermore, cooperative learning not only enhances reading skills but also fosters essential communication, critical thinking, and interpersonal abilities crucial for success in academics and beyond. Therefore, embracing cooperative learning in the classroom not only enhances academic performance but also provides students with invaluable skills for their future pursuits.

The use of many teaching methods has had a clear positive effect on students' ability to understand what they read. Techniques like jigsaw, round table, number heads together, and think-pair-share have all proven to be effective. They have helped students improve their skills in summarizing, making sense of the text, predicting what might happen next, and retelling the story in their own words. Among these techniques, think-pair-share stands out as a favorite among students. It's been especially good at helping them with reading comprehension. By encouraging students to work together and think critically, these techniques have not only made learning more engaging but also helped students become better readers and thinkers. So, it is important for teachers to continue using these techniques to support students' success in school.

Finally, this study reveals a broader positive impact on student perceptions, since cooperative learning activities not only contribute to a more conducive classroom environment but also elevate students' enjoyment and sense of fulfillment during reading exercises. For instance, the collaborative nature of these strategies encourages active participation and peer interaction, which are crucial elements in fostering deeper understanding and retention of the material.

9. Recommendations

To promote effective collaboration during cooperative lessons, it is essential to encourage open communication and value each student's contributions. One approach to achieving this is by implementing structured group rotations or assigning specific roles to students, thereby ensuring that everyone has opportunities to share ideas. Additionally, engaging students in group discussions where they take turns summarizing, questioning, and predicting outcomes from the text can deepen understanding and promote critical thinking.

It is recommended that teachers actively engage with student groups, observing their progress, offering guidance, and addressing any misunderstandings. Adopting a facilitator's role, the teacher guides students to independently discover meaning and strategies. This empowers students to take ownership of their learning process and develop critical thinking skills. Consequently, students are more likely to retain information and apply it effectively in various contexts.

Finally, arrange the classroom layout to optimize group interaction and collaboration, ensuring easy movement and resource accessibility to facilitate fluid communication during cooperative learning activities. By prioritizing group interaction and flexibility in the classroom design, educators can create an environment that fosters active engagement, teamwork skills, and an enriched learning experience for all students.

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Annex 1. Pretest and Posttest

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRE-TEST

Instructions: Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student`s code UEFC8A01……………………………………………...

Date: ……………………………………………….

1. Read the following passage and select the appropriate answer. (Summarizing) (2.5 points)

"The Solar System"

Our solar system consists of the Sun and all the celestial objects that orbit around it. The eight planets are the major objects in our solar system, each with its unique characteristics. Closest to the Sun is Mercury, a hot and rocky planet, followed by Venus, known for its thick and cloudy atmosphere. Earth, the third planet, is the only one known to support life. Mars, often called the "Red Planet," has intrigued scientists for its potential habitability. Further out are the gas giants: Jupiter, Saturn, Uranus, and Neptune.

    A. What is the solar system?

        A) A collection of stars
        B) The Sun and everything that orbits around it
        C) A group of comets

    B. Which planet is closest to the Sun?

        A) Venus
        B) Earth
        C) Mercury

    C. Why is Earth unique in the solar system?

A) It's the hottest planet
B) It's the only planet with rings
C) It's the only planet known to support life

D. Which planet is often referred to as the "Red Planet"?

A) Venus
B) Mars
C) Saturn

E. Which planets are known as the gas giants in our solar system?

A) Mercury and Venus
B) Earth and Mars
C) Jupiter, Saturn, Uranus, and Neptune

2. Read the information, analyze the pictures and underline the correct answer for each question. (Predicting) (2.5 points)

<div>

My Summer Trip

Hurray! Spring break is here! **Tommy's mom and dad** are also on vacation from work all week. They want to plan all kinds of fun things to do, **like biking, hiking, fishing, swimming, and tennis.** They are hoping for some warm, enjoyable weather. However, they just cannot decide which day to do each activity. So, they decided to check the weather forecast in the newspaper before making some final plans.

WEATHER - 5 DAY FORECAST

| Monday | Tuesday | Wednesday | Thursday | Friday |

</div>

A. What do you think will happen if the weather forecast predicts rain for the entire week?

a) They will cancel their vacation plans.
b) They will still go biking and hiking.
c) They will choose indoor activities instead.
d) They will ignore the weather forecast.

B. Based on the passage, do you predict that Tommy's family will have a relaxing and enjoyable spring break?

a) Yes, they have exciting plans.
b) No, the weather is not favorable.
c) Maybe, it depends on their final decisions.
d) Only in sunny days.

C. Why is it difficult for Tommy's family to decide on which day to do each activity?

a) Conflicting work schedules
b) Lack of interest in outdoor activities
c) Uncertain weather conditions
d) They have already decided

D. Can you predict how Tommy's family would feel if the weather is unexpectedly cold and windy during their outdoor activities?

a) Excited
b) Disappointed
c) Indifferent
d) Relieved

E. What do you think might be an alternative plan if the weather is not suitable for outdoor activities?

a) Play indoor games
b) Continue with outdoor plans
c) Postpone the vacation
d) Go shopping instead

3. Read the story Kim's Visit. Then infer and choose the best option. (Inferring) (2.5 points)

Kim's Visit

Kim and her mom are going on a visit. On the way Kim sees some flowers. She stops to **smell** them. She decides to **pick** some. Soon Kim knocks at a door. "Hello, grandma," say Kim. "These are for you!"

a. Who are the characters in the story?

a) Kim, Mom and Dad
b) Kim, Mom and Grandma
c) Kim and the flowers

b. Using clues from the story. How did the flowers smell?

a) Lovely
b) Bad

c. Who is Kim going to visit?

a) Her mother
b) Her friend
c) Her grandmother

d. Why does Kim pick some flowers?

a) She wants to give them to her friend.
b) She wants to give them to her grandmother.
c) She wants to give them to her mother.

e. Where does the story take place?

a) At Kim's house
b) On the way to visit her grandmother
c) At her grandmother house

**4. Read the following article and write (T) True or F (False). (Retelling)
(2.5 points)**

Lionel Messi's Life

Lionel Messi is 32 years old. His parents are Jorge Messi and Celia Cuccittini. His wife is Antonella Rocuzzo and his children are Thiago, Mateo and Ciro Messi. His friends are Luis Suarez and Neymar Junior and they call him "La Pulga".

Nowadays, he lives in Paris – France and he is a famous international soccer player. He played for FC Barcelona since October, 2004 until August, 2021. Nowadays he played for Paris Saint German and for his national team. During his professional career he achieve many goals and he also won many important prices such as: seven Ballon D'or, four Champions league, One American cup, one Finalissima and one World Cup making him the most successful player of the new and last era.

Literal	Statement	True	False
a.	His first name is Lionel		
b.	Nowadays he lives in Paris - France		
c.	During all his professional career he won seven ballon D'or, five champions league, one American coup, one finalissima trophy and two world coups.		
d.	He played for Paris Saint German since October 2004 until August 2021		
e.	He has two friends and they call him "La Pulga"		

THANKS FOR YOUR COLLABORATION

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENTE: POST TEST

Instructions: Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student´s code:……………………………………………………………………...

Date:……………………………………………………………………………

1. Read the story and answer the questions, taking into account the following prompts. (Summarizing) (2.5points)

"The Water Cycle"

The water cycle is a natural process that describes how water evaporates from the Earth's surface, rises into the atmosphere, cools, and condenses into clouds. These clouds eventually release water in the form of precipitation, which can be rain, snow, or hail. This precipitation flows into rivers, lakes, and oceans, and the cycle begins anew. The water cycle is essential for maintaining the Earth's water supply and providing the planet with the fresh water it needs.

A. What is the water cycle?

A) A way to waste water
B) A natural process that describes how water circulates on Earth
C) A method for removing water from the Earth's surface

B. What happens when water evaporates in the water cycle?

A) It becomes ice
B) It forms clouds
C) It turns into a solid

C. How does precipitation occur in the water cycle?

A) Precipitation doesn't occur in the water cycle
B) Water turns into vapor
C) Clouds release water in the form of rain, snow, or hail

D. Where does the water from precipitation flow in the water cycle?

A) It disappears
B) It flows into rivers, lakes, and oceans
C) It turns into clouds

E. Why is the water cycle important?

A) It's not important at all
B) It's essential for maintaining the Earth's water supply and providing fresh water
C) It only affects the atmosphere

2. Read the information, analyze the pictures and underline the correct answers for each question. (Predicting) (2.5 pints)

Future Trip Plans

With the summer approaching, many people are enthusiastically planning their vacations. Predictions suggest that there will be a surge in domestic travel, with families preferring road trips and visits to nearby destinations. The popularity of outdoor activities, such as hiking and camping, is expected to rise, providing a refreshing break for individuals looking for a change of scenery.

A. What is the main topic of the reading passage?

A. Winter holidays
B. Summer vacations
C. Business trips

B. What are people enthusiastically planning as mentioned in the passage?

A. Winter vacations
B. Summer vacations
C. Educational programs

C. According to predictions, what is expected to surge in the upcoming months?

A. Domestic travel
B. Business conferences
C. Winter activities

D. What type of vacations are families predicted to prefer?

A. International vacations
B. Airplane trips to exotic locations
C. Road trips and visits to nearby destinations

E. What outdoor activities are expected to become more popular?

A. Skiing and snowboarding
B. Beach volleyball
C. Hiking and camping

3. Read the story "Spirited Away". Then infer and choose the best option. (Inferring) (2.5 points)

Spirited Away

In the captivating world of "Spirited Away," Chihiro, a young girl, finds herself in a magical realm ruled by spirits and enchanting creatures. As she embarks on a quest to rescue her parents, who have been transformed into pigs, Chihiro encounters a peculiar character named Haku. Haku becomes her ally, guiding her through the whimsical landscapes of the spirit world. Along the way, Chihiro learns that Haku has his own mysterious past and connections to the spirit world's ruler, Yubaba.

A. What is Chihiro's main goal in "Spirited Away"?
A. To become a powerful witch.
B. To rescue her parents who have turned into pigs.
C. To explore the magical realm for fun.

B. Who is Haku, and what role does he play in Chihiro's journey?
A. The ruler of the spirit world.
B. A helpful ally guiding Chihiro.
C. A rival trying to hinder Chihiro's progress.

C. Why is Chihiro determined to rescue her parents?
A. They have become powerful wizards.
B. They are lost in the spirit world.
C. They have been transformed into pigs.

D. What does Chihiro learn about Haku's past during her journey?

A. He is a creation of the spirit world.

B. He has no connection to Yubaba.

C. He has a mysterious past and connections to Yubaba.

E. What is Yubaba's role in the magical realm of "Spirited Away"?

A. A friendly guide.

B. A powerful ruler.

C. A character without any significance.

4. Read the following article and write (T) True or (F) False. (Retelling) (2.5 points)

"Lionel Messi: The Football Legend"

Lionel Messi is one of the most celebrated footballers in the world. Born in Rosario, Argentina, in 1987, Messi's journey to football stardom began at a young age. His exceptional skills and talent on the field quickly caught the attention of scouts, and he moved to Barcelona, Spain, as a teenager to join the youth team at FC Barcelona.

Messi's career at Barcelona was nothing short of spectacular. He became the club's all-time top scorer and won numerous titles, including multiple UEFA Champions League and La Liga trophies. His dribbling, vision, and goal-scoring abilities have earned him multiple Ballon d'Or awards as the world's best player.

In August 2021, Messi made a surprising move to Paris Saint-Germain (PSG) due to financial constraints faced by Barcelona. His transfer to PSG marked a significant change in his career, and he continued to impress fans with his skills and contributions to the team.

Literal	Statement	True	False
a.	Lionel Messi was born in Buenos Aires, Argentina, in 1987.		
b.	Messi joined the youth team at FC Barcelona when he was a teenager.		
c.	Messi became Barcelona's all-time top scorer during his career at the club.		

d.	Lionel Messi won multiple UEFA Champions League and La Liga trophies with FC Barcelona		
e.	Messi's move to Paris Saint-Germain (PSG) in August 2021 was due to his desire for a new challenge in a different league.		

THANKS FOR YOUR COLLABORATION

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRE / POST TEST SCORING GUIDE

QUESTION 1

Summarizing

Literal	Answer	Score
A	**B)** The Sun and everything that orbits around it	0,50 points
B	**C)** Mercury	0,50 points
C	**C)** It's the only planet known to support life	0,50 points
D	**B)** Mars	0,50 points
E	**C)** Jupiter, Saturn, Uranus, and Neptune	0,50 points
	Total	**2,5 points**

QUESTION 2

Predicting

Literal	Answer	Score
A	**Possible answer:** On Monday they could do many activities like biking, hinking, fishing, swimming, and tennis.	0,50 points
B	Tommy's mom and dad	0,50 points
C	The table "The five-day forecast"	0,50 points
D	On Wednesday	0,50 points
E	On Monday	0,50 points
	Total	**2,5 points**

QUESTION 3

Inferring

Literal	Answer	Score
A	Kim, mom and grandma	0,50 points
B	Lovely	0,50 points
C	Her grandmother	0,50 points
D	She wants to give them to her grandmother	0,50 points
E	On the way to visit her grandmother	0,50 points
	Total	**2,5 points**

QUESTION 4

Retelling

Literal	Answer	Score
A	True (T)	0,50 points
B	True (T)	0,50 points
C	False (F)	0,50 points
D	False (F)	0,50 points
E	True (T)	0,50 points
	Total	**2,5 points**

DATA COLLECTION INSTRUMENT: POST TEST SCORING GUIDE

QUESTION 1

Summarizing

Literal	Answer	Score
A	**B)** A natural process that describes how water circulates on Earth	0,50 points
B	**B)** It forms clouds	0,50 points
C	**C)** Clouds release water in the form of rain, snow, or hail	0,50 points
D	**B)** It flows into rivers, lakes, and oceans	0,50 points
E	**B)** It's essential for maintaining the Earth's water supply and providing fresh water	0,50 points
	Total	**2,5 points**

QUESTION 2

Predicting

Literal	Answer	Score
A	B. Summer vacations	0,50 points
B	B. Summer vacations	0,50 points
C	A. Domestic travel	0,50 points
D	C. Road trips and visits to nearby destinations	0,50 points

Literal	Answer	Score
E	C. Hiking and camping	0,50 points
	Total	**2,5 points**

QUESTION 3

Inferring

Literal	Answer	Score
A	Option B: To rescue her parents who have turned into pigs.	0,50 points
B	Option B: A helpful ally guiding Chihiro.	0,50 points
C	Option C: They have been transformed into pigs.	0,50 points
D	Option C: He has a mysterious past and connections to Yubaba.	0,50 points
E	Option B: A powerful ruler.	0,50 points
	Total	**2,5 points**

QUESTION 4

Retelling

Literal	Answer	Score
A	**False:** Lionel Messi was born in Rosario, Argentina, not Buenos Aires.	0,50 points
B	**True:** Messi moved to Barcelona, Spain, as a teenager to join the youth team at FC Barcelona.	0,50 points
C	**True:** Messi became Barcelona's all-time top scorer during his career at the club.	0,50 points

D	**True:** Messi won multiple UEFA Champions League and La Liga trophies with FC Barcelona.	0,50 points
E	**False:** Messi's move to Paris Saint-Germain (PSG) in August 2021 was due to financial constraints faced by Barcelona, not solely for a new challenge in a different league.	0,50 points
	Total	**2,5 points**

Annex 3. Grading Scale

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Grading Scale according to the Ecuadorian Ministry of Education

Qualitative score range	Quantitative score range
Master the required learning	9,00 - 10,00
Achieves the required learning	7,00 - 8,99
Close to achieve the required learning	4,01 - 6,99
Does not reach the required learning	≤4

UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: OBSERVATION SHEET

Observation #1	**Date:** Wednesday 13th, 2023
Setting: Unidad Educativa Fiscomisional Calasanz	**Time:** Wednesday 07h00 – 08h30
Topic: Animal World – Pre-test	**Participants:** Nineth-grade Students
Objective: To measure the level of knowledge of the students about reading comprehension through the application of a pre-test.	
To apply present continuous tense to describe actions happening at the moment of speaking.	
Descriptive Notes	**Reflective Notes**
- Teacher applies a pre-test and gives instructions for its development. - Teacher introduces the new topic (Action verbs). - Teacher introduces the "Roundtable" strategy and describes how it will be used for the development of the class. - Teacher divides the class into groups and assigns to each team a reading passage related to action verbs and animals. - Each group shares their understanding from the reading. - Students complete book activity 2 (**see annex 1**) from the book. - Students complete the activity 4 (**see annex 2**) Which animals are doing these actions? - In a roundtable each group shares their answers about activities 2 and 4. - Teacher gives feedback and summarize the key points of the lesson, emphasizing in the correct use of action verbs.	- Teacher gives in a clear way the instructions for the development of the pre-test; however, some students require an extra explanation since they found difficult to understand all the instructions in English. - Taking into account this problem teacher gives the instruction in a detailed way and giving examples, all of this in order to avoid the use of the Spanish language. - Once the pre-test was finished, teacher started the class about present continuous. In this process, teacher notices that students know the basic rules of this tense; however, they did not know how to use it in a good way. - To solve these issues, teacher decided to explain again the rules of this tense step by step, giving examples, using realia and using students' ideas, in order to clarify any doubt. - This idea was effective and students feel more confident to participate actively in the class. - In addition, the strategy round table was attractive for the students since it allows them to interact, to learn and to develop the class

| | activities with the help of their classmates and in some cases with an extra explanation of the teacher. |
| | • It is important to remark that in the class there is a native speaker student. So, teacher decided to call him as leader of the group in order to help their classmates with some activities. |

Observation #2	**Date:** Wednesday 30th, 2023
Setting: Unidad Educativa Fiscomisional Calasanz	**Time:** Wednesday 07h00 – 08h30
	Participants: Nineth-grade Students
Topic: Animal World	
Objective: To identify main ideas, characters, and supporting details in a reading passage.	

Descriptive Notes	**Reflective Notes**
• Teacher starts the class with a brief discussion about the importance of understanding the main ideas, characters, and supporting details in a text.	• The students seen interested during this class since they have to learn from each other.
• To make more interactive the class, teacher uses the reading "Huskies: The Unuit's best friends" to explain in a more detailed way all the aspects previously mentioned.	• Something interesting during this season was that students start to feel more comfortable at the moment to participate.
• Teacher introduces the "Jigsaw" strategy and describes how it will be used to enhance the reading comprehension skill "summarizing".	• Another important aspect was that other students have difficulties since this was a new modality to learn.
• Teacher divides the class into groups and assigns to each member a specific reading passage related to the topic.	• Other aspect was that some students did not follow teacher instructions making this process a little bit stressful for some groups.
• The objective of this activity is to promote the cooperation and collaboration of the students and the moment of read and develop activities.	• Moreover, the class was 100% interactive since each group (each member) participate on it, giving their ideas.
• Students analyze the passage Huskies: The Inui's best friends, master it, identify the parts of the reading and then they explain it to the rest of the group.	• The teacher also presents some difficulties in time management because he promotes the active participation of the students, specially at the moment of read.
• Then each member of the group write a little summary taking into account the following key points (main idea, characters and supporting details).	

Observation #3	Date: Wednesday 30th, 2023
Setting: Unidad Educativa Fiscomisional Calasanz	Time: Wednesday 07h00 – 08h30
Topic: Animal World	Participants: Nineth-grade Students
Objective: To differentiate between simple present and present continuous tense at the moment of speaking, describing routines and habits.	

Descriptive Notes	Reflective Notes
• For the development of this class teacher used another cooperative strategy. • Teacher starts the class with a brief discussion about the importance of making inferences before and after the reading process. • Teacher also provides some examples to facilitated the understanding of the new topic. • Teacher introduces the topic (Present simple vs Present Continuous) • Teacher explains the "Think-pair-share" strategy and describes how it will be used to enhance the inferencing at the moment of read. • Teacher assigns to each student a worksheet with the reading passage called "A reading test-simple present tense". • Before to continue with explanation of the new topic, teacher asks students to infer, read and "Think" about what they know or have learned from the reading. • Teacher divides the class into "Pairs" and small groups. • While students were analyzing the worksheet, teacher writes on the board some cues to facilitate the activity. • After reading, students "Share" their thinking about the topic with their partners. • Then each group, discuss the possible answers for the activity, in this case a True or False activity taking into account the information obtained from the reading passage previously presented. • At the end of the intervention, teacher gives feedback and summarize the key points of the lesson in order to clarify any doubt.	• Based on the students' comments the "think-pair-share" strategy was so interesting for them because it gave them the opportunity to discuss, analyze and infer all the possible alternatives to answer the activity. • Furthermore, this class still presents some difficulties in grammar since some students get confused at the moment to differentiate the Present simple and Present Continuous. • To solve this grammar problems teacher gives to the students some cues to identify and differentiate both tenses. For the present continues teacher encourage students to remember the following key words (right now, now, at the moment) and to identify simple present they have to remember adverbs of time and time expressions (always, sometimes, usually, on Monday, at the weekend and so on.) • After this explanation the students understand in a better way the topic and they let the teacher know that they love the way in which the teacher explains the grammar, since he explains it step by step and using real life examples. • During the development of this class, I ask for the opinion of the native speaker student in order to know his perception of the English classes before my interventions and he states the following "I like, it's a time to relax a bit since I know English, so I get pretty bored since I know everything and there is really nothing new to learn" • As a pre-service teacher this opinion was really important because it reflects the perception of the students about the classes before the intervention and also it was important because it allows me to think in

	different ways to make the class more interactive and attractive for them.

Observation #4 **Setting:** Unidad Educativa Fiscomisional Calasanz **Topic:** City life **Objective:** To describe places, locations or specific parts in town using vocabulary related to city life.	**Date:** Wednesday 30th, 2023 **Time:** Wednesday 07h00 – 08h30 **Participants:** Nineth-grade Students
Descriptive Notes	**Reflective Notes**
• Teacher starts the class asking the students about his favorite places in town. • Teacher asks some questions related to city life (What do you think of your city? Which is your favorite place? Can you describe it?) and encourage students to share their ideas making the class more interactive (student centered). • Teacher introduces the new topic (Places in town). • Teacher introduces the "Number heads together" strategy and how it will be used for the enhancement of the reading comprehension skill "Predicting". • Teacher gives some keys about how to make predictions. • In this class, teacher have to introduced and explain new vocabulary (about city life) and to facilitate this process he shows pictures of different places and parts of a city. • Teacher assigns to each student a worksheet with the reading passage related to City Life. • Teacher explains that to complete this activity students need to infer, read and predict which can be the possible answers. • Teacher divides the class into groups of six students. • In each group students are going to be assigned with a number (from one to six). • The previous process its really important because it allows teacher to promote the active participation of the students into the class since	• This was the fourth intervention and the group activities are working well. • Students feels more comfortable, they are enhancing their confidence to participate, and specially they are improving little by little their confidence to read. • Nevertheless, students currently exhibit a limited grasp of the language, as they face challenges expressing their ideas effectively. Some students, for instance, resort to using Spanish to articulate their thoughts, while others write words based on their pronunciation. Consequently, they encounter difficulties in directly comprehending concepts and often rely on translation to overcome language barriers. Teachers strive to establish a supportive environment that encourages students to feel at ease and participate confidently in class." • Another important aspect that calls my attention was that students tents to use the "associative learning" to facilitate the learning of new contents. They learn in a better way if they can relate the topics with something that calls their attention (an object, an action, a word, etc.). • So, in light of this complex situation, it becomes apparent that, as a teacher working to enhance and encourage foreign language acquisition, it is crucial to acquaint students with grammar. This approach allows students

they did not know which number is going to be mentioned. • In a cooperative way each group is going to develop the activity taking into account the new vocabulary and the information obtained from the reading passage. • Teacher gives feedback and summarize the key points of the lesson.	to practice composing sentences and effectively communicate their thoughts.

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
DATA COLLECTION SOURCE: QUESTIONNAIRE

Instruction: Dear student, please select the response that best describes your perception of using cooperative learning to improve reading comprehension. Your responses will be confidential and anonymous

Student`s code: ……………………………………………………………………
Date: …………………………………………………………………….

1. Cooperative learning strategies motivates the students' cooperation rather than the competition.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

2. Cooperative learning is a useful way to improve students' retention, self-esteem, and responsibility.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

Why_____
_____

3. The use of interactive groups and cooperative activities encourage you to read more, work together to solve problems, discuss concepts, and teach each other.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

4. Jigsaw method promote active participation, and a deeper understanding of the overall topics related to reading comprehension.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

Why_____
_____

5. Roundtable technique to enhance reading comprehension allow students to express their thoughts, share ideas, or respond to specific questions or prompts.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

Why_____

_____

6. Think-pair-share ensures that all students actively engage with the material and participate in the learning process.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

Why_____

_____

7. Number heads together was effective strategy to promote critical thinking, analyzing complex texts, and developing reading skills.

Agree   ( )
Strongly agree   ( )
Disagree   ( )
Strongly disagree ( )

Why_____

_____

8. Which collaborative learning method do you find most satisfying in your classes?

A) Jigsaw   ( )
B) Roundtable   ( )
C) Think-Pair-Share   ( )
D) Number Heads Together ( )

Why_____

_____

THANKS FOR YOUR COLLABORATION

Annex 6. Lesson Plans

	Intervention Plan # 1	
Class: 9th Grade EGB "B" **Number of Students:** 40 **Language Level:** A1.2	**Date:** December 11th – Wednesday 13th, 2023 **Schedule:** Monday 08h30 – 09h15 - Tuesday 07h45 – 09h15 – Wednesday 07h00 – 08h30 **Total hours:** 5 hours per week	
Institution: Unidad Educativa Fiscomisional Calasanz **School year:** 2023-2024 **Type of institution:** Fiscomisional		
Pre-service Teacher: Juan Pablo Morocho Ordóñez		
Research Problem	How does the development of cooperative learning strategies improve reading comprehension, among superior basic education students, at a public institution in Loja, during the 2023-2024 school year?	
Lesson Topic	Pre-test Animal World (Action verbs)	
Lesson Objectives	• To measure the level of knowledge of the students about reading comprehension through the application of a pre-test. • To apply present continuous tense to describe actions happening at the moment of speaking.	
Presentation	Teacher involves students in a warm-up activity: **"4 pictures 1 word"** to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.	
Instruction and Practice	• Teacher applies a pre-test and gives instructions for its development. • Teacher introduces the new topic (Action verbs) through the use of power point slides. • Teacher introduces the "Roundtable" strategy and describes how it will be used for the development of the class. • Teacher divides the class into groups and assigns to each team a reading passage related to action verbs and animals. • Each group shares their understanding from the reading. • Students complete book activity 2 **(see annex 1)** from the book. • Students complete the activity 4 **(see annex 2)** Which animals are doing these actions?	
Assessment and Transfer	• In a roundtable each group shares their answers about activities 2 and 4. • Teacher gives feedback and summarize the key points of the lesson, emphasizing in the correct use of action verbs.	
Materials /Bibliography/Research Instruments	PowerPoint slides Projector Student's book Consent letter Pre-test	
Observations:		

Signatures
Thesis Director: Mgtr. Karina Alexandra Celi Jaramillo
Academic Tutor: Mgtr. Edgar Mariano Castillo Cuesta
Institutional Teacher: Lic. Juana Jalila Blacio Aguirre
Preservice Teacher: Juan Pablo Morocho Ordóñez

Annexes:

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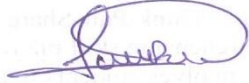
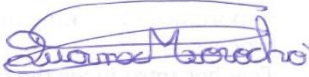| Intervention Plan # 2	
Class: 9th Grade EGB "A" **Number of Students:** 43 **Language Level:** A1.2	**Date:** December 18th – Wednesday 20th, 2023 **Schedule:** Monday 07h00 – 08h30 - Tuesday 09h15 – 10h00 – Wednesday 08h30 – 10h00 **Total hours:** 5 hours per week
Institution: Unidad Educativa Fiscomisional Calasanz **School year:** 2023-2024 **Type of institution:** Fiscomisional	
Pre-service Teacher: Juan Pablo Morocho Ordóñez	

Research Problem	How does the development of cooperative learning strategies improve reading comprehension, among superior basic education students, at a public institution in Loja, during the 2023-2024 school year?
Lesson Topic	Animal World Reading: Huskies "The Inuit's Best friend.
Lesson Objectives	• To identify main ideas, characters, and supporting details in a reading passage.
Presentation	Teacher involves students in a warm-up activity: **"Word Association"** to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.
Instruction and Practice	• Teacher starts the class with a brief discussion about the importance of understanding the main ideas, characters, and supporting details in a text. • Teacher introduces the new topic (Huskies: The Unuit's best friends) through the use of power point slides. • Teacher introduces the "Jigsaw" strategy and describes how it will be used to enhance the reading comprehension skill "summarizing". • Teacher divides the class into groups and assigns to each member a specific reading passage related to the topic. • Students analyze the passage Huskies: The Inui's best friends **(See annex 1)**, master it and then they explain it to the rest of the group.
Assessment and Transfer	• Each group will write a little summary taking into account the following key points (main idea, characters and supporting details). • Teacher gives feedback and summarize the key points of the lesson.
Materials /Bibliography/Research Instruments	PowerPoint slides Projector Student's book Reading Passage "Huskies: The unit's best friends"
Observations:	

Signatures
Thesis Director:
  Karina Celi Mgtr. Karina Alexandra Celi Jaramillo
Academic Tutor:
   Mgtr. Edgar Mariano Castillo Cuesta
Institutional Teacher:
  Lic. Juana Jalila Blacio Aguirre
Preservice Teacher:
   Juan Pablo Morocho Ordóñez

Annexes:

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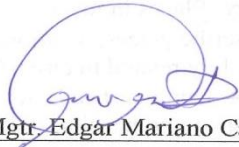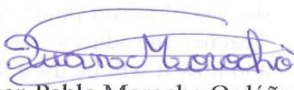
Intervention Plan # 3	
Class: 9th Grade EGB "A" **Number of Students:** 43 **Language Level:** A1.2	**Date:** January 8th – Wednesday 10th, 2024 **Schedule:** Monday 08h30 – 09h15 - Tuesday 07h45 – 09h15 – Wednesday 07h00 – 08h30 **Total hours:** 5 hours per week
Institution: Unidad Educativa Fiscomisional Calasanz **School year:** 2023-2024 **Type of institution:** Fiscomisional	
Pre-service Teacher: Juan Pablo Morocho Ordóñez	

Research Problem	How does the development of cooperative learning strategies improve reading comprehension, among superior basic education students, at a public institution in Loja, during the 2023-2024 school year?
Lesson Topic	Animal World Present simple vs Present Continuous
Lesson Objectives	• To differentiate between simple present and present continuous tense at the moment of speaking, describing routines and habits. • To use Think-Pair-Share strategy to enhance the reading comprehension skill inference.
Presentation	Teacher involves students in a warm-up activity: **"4 pictures 1 word"** to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.
Instruction and Practice	• Teacher starts the class with a brief discussion about the importance of making inferences before and after the reading process. • Teacher introduces the new topic (Present simple vs Present Continuous) through the use of power point slides. • Teacher introduces the "Think-pair-share" strategy and describes how it will be used to enhance the reading comprehension skill "inference". • Teacher assigns to each student a worksheet with the reading passage "A reading test-simple present tense" **(See annex 1)**. • Teacher asks students to infer, read and "Think" about what they know or have learned from the reading. • Teacher divides the class into "Pairs" or small groups. • After reading, students "Share" their thinking about the topic with their partners.
Assessment and Transfer	• Each group is going to develop a True or False activity taking into account the information obtained from the reading passage. • Teacher gives feedback and summarize the key points of the lesson.
Materials /Bibliography/Research Instruments	PowerPoint slides Projector Student's book

Observations:	
Signatures	

Thesis Director:	
	Mgtr. Karina Alexandra Celi Jaramillo
Academic Tutor:	
	Mgtr. Edgar Mariano Castillo Cuesta
Institutional Teacher:	
	Lic. Juana Jalila Blacio Aguirre
Preservice Teacher:	
	Juan Pablo Morocho Ordóñez

Annexes:

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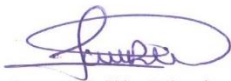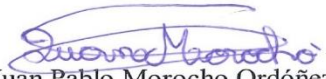<td>Class: 9th Grade EGB "A"
Number of Students: 43
Language Level: A1.2</td>
<td>Date: January 8th – Wednesday 10th, 2024
Schedule: Monday 08h30 – 09h15 - Tuesday 07h45 – 09h15 – Wednesday 07h00 – 08h30
Total hours: 5 hours per week</td>
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<tr><td colspan="2">Institution: Unidad Educativa Fiscomisional Calasanz
School year: 2023-2024
Type of institution: Fiscomisional</td></tr>
<tr><td colspan="2">Pre-service Teacher: Juan Pablo Morocho Ordóñez</td></tr>
<tr>
<td>Research Problem</td>
<td>How does the development of cooperative learning strategies improve reading comprehension, among superior basic education students, at a public institution in Loja, during the 2023-2024 school year?</td>
</tr>
<tr>
<td>Lesson Topic</td>
<td>City Life
Vocabulary: Places in town</td>
</tr>
<tr>
<td>Lesson Objectives</td>
<td>To describe places, locations or specific parts in town using vocabulary related to city life.
To use Number heads together strategy to enhance the reading comprehension skill predicting.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Teacher involves students in a warm-up activity: "Hot potato" to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.</td>
</tr>
<tr>
<td>Instruction and Practice</td>
<td>Teacher starts the class with a brief about students' favorite places in town.
Teacher asks some questions related to city life and encourage students to share why they like those places.
Teacher introduces the new topic (Places in town) through the use of power point slides.
Teacher introduces the "Number heads together" strategy and how it will be used for the development of the class and to enhance the reading skill "Predicting".
Teacher introduces the new vocabulary by showing pictures of different places.
Teacher assigns to each student a worksheet with the reading passage related to City Life. (See annex 1).
Teacher divides the class into groups of six students.
In each group students are going to say from one to six.
Teacher asks questions to the students related to the topic of the class and the student who has the number six is going to answer the questions while the other member discuss which can be the possible solution.</td>
</tr>
<tr>
<td>Assessment and Transfer</td>
<td>In a cooperative way each group is going to develop an activity taking into account new vocabulary and the information obtained from the reading passage.
Teacher gives feedback and summarize the key points of the lesson.</td>
</tr>
</table>

Materials /Bibliography/Research Instruments	PowerPoint slides Projector Student's book
Observations:	

Signatures	
Thesis Director:	
	Karina Celi
	Mgtr. Karina Alexandra Celi Jaramillo
Academic Tutor:	
	Mgtr. Edgar Mariano Castillo Cuesta
Institutional Teacher:	
	Lic. Juana Jalila Blacio Aguirre
Preservice Teacher:	
	Juan Pablo Morocho Ordóñez

Annexes:

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Intervention Plan # 5	
Class: 9th Grade EGB "A" **Number of Students:** 43 **Language Level:** A1.2	**Date:** January 15th – Wednesday 17th, 2024 **Schedule:** Monday 08h30 – 09h15 - Tuesday 07h45 – 09h15 – Wednesday 07h00 – 08h30 **Total hours:** 5 hours per week
Institution: Unidad Educativa Fiscomisional Calasanz **School year:** 2023-2024 **Type of institution:** Fiscomisional	
Pre-service Teacher: Juan Pablo Morocho Ordóñez	

Research Problem	How does the development of cooperative learning strategies improve reading comprehension, among superior basic education students, at a public institution in Loja, during the 2023-2024 school year?
Lesson Topic	Animal World A description of an animal
Lesson Objectives	• To differentiate between simple present and present continuous tense at the moment of speaking, describing routines and habits. • To enhance the reading comprehension skill "Retelling" through the use of the cooperative learning strategy "Jigsaw".
Presentation	Teacher involves students in a warm-up activity: **"Picture Prompts"** to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.
Instruction and Practice	• Teacher starts the class with a brief about students' favorite animal. • Teacher asks some questions related to students' favorite animal and encourage them to participate and share why they choose that animal. • Teacher introduces the new topic (A description of an animal) through the use of power point slides. • Teacher introduces the "Jigsaw" strategy and describes how it will be used for the development of the class and to enhance the reading skill "Retelling". • Teacher explains how to make descriptions of an animal taking into account the following elements (location, food, looks, activities and interesting facts). • Teacher divides the class into groups and assigns to each member a reading passage related to the topic. **(See annex 1)**. • Students analyze the passage and explains their understanding to the group. • In a piece of paper and following the description plan (**see annex 2**) students are going to select their favorite animal and describe it.

Assessment and Transfer	• In a cooperative way each group is going discuss and select their favorite animal and one member of the groups is going to pass to the front and describe it. • Teacher gives feedback and summarize the key points of the lesson.
Materials /Bibliography/Research Instruments	PowerPoint slides Projector Student's book
Observations:	

Signatures
Thesis Director: Mgtr. Karina Alexandra Celi Jaramillo
Academic Tutor: Mgtr. Edgar Mariano Castillo Cuesta
Institutional Teacher: Lic. Juana Jalila Blacio Aguirre
Preservice Teacher: Juan Pablo Morocho Ordóñez

Annexes:

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Annex 7. Informed consent form

UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señor/a

PADRE/MADRE DE FAMILIA

De la Unidad Educativa Fiscomisional Calasanz

Reciba un cordial saludo

Yo, ……………………………………, con cédula de identidad ……………………
representante legal de el/la estudiante ...……………………………………, autorizo que mi
representado sea partícipe como parte del proyecto de investigación de Integración Curricular
titulado: **Aprendizaje cooperativo y comprensión lectora en los estudiantes de educación
básica superior en una institución pública en Loja, durante el año escolar 2023-2024,**
llevado a cabo por **Juan Pablo Morocho Ordóñez** estudiante de la Carrera de Pedagogía de
los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la
participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones
en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños
y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se
utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán
protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi
consentimiento para que mi representado forme parte del proyecto de investigación.

Loja,……de ……………… del 2023.

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante Legal.

Annex 8. Copyleaks report

Copyleaks

Plagiarism and AI Content Detection Report

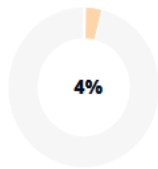## Tesis - Cooperative learning and Read...

Scan details

Scan time:
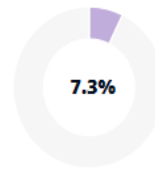April 23th, 2024 at 15:47 UTC

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4%

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