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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

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

Aprendizaje cooperativo y la comprensión lectora en estudiantes de educación básica superior en una institución pública de Loja, año lectivo 2023 – 2024

Trabajo de Integración Curricular, previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

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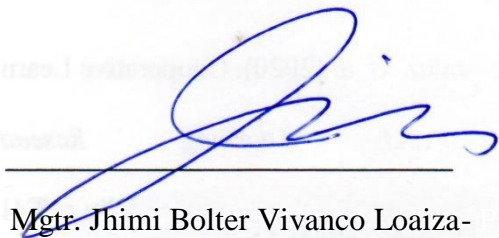
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Dedication

To my lovely and precious mother Julia who is always supporting me and taught me fight for who I am and to strive no matter what. Because when she smiles, I know everything is all right. She is the light in my darkness, the life will not be enough to thank her, but until she breathes, I will make her pride of her daughter.

To my siblings, especially to Jefferson who always encourages to stay up, he is my role model, sharing his experiences and advices I was able to face several mishaps, and he is always supporting us. Thanks for being the father I always wanted to have.

To my courageous nephew Elias who saved me because his innocence and brightness have done more than he can imagine for me and my family, he united and saved us from our pride, nothing could be real without his precious existence.

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To all of you, I dedicate the result of one of my most important achievements.

Nataly Domenica Quezada Armijos

Acknowledgments

Index of contents

Index of tables*:*

Index of figures:

Index of annexes:

1. Title

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

Aprendizaje cooperativo y la comprensión lectora en estudiantes de educación básica superior en una institución pública de Loja, año lectivo 2023 – 2024

2. Resumen

Dentro del ámbito del Inglés como Lengua Extranjera (EFL), la comprensión lectora es fundamental para el desarrollo de las habilidades lingüísticas integrales de los estudiantes. Esto implica la adquisición de vocabulario, la comprensión gramatical y la interpretación de textos. En consecuencia, la lectura en EFL fomenta la reflexión, el pensamiento crítico y la exploración de diferentes culturas, lo que contribuye al desarrollo integral de los estudiantes. Es así que, la presente investigación tuvo como objetivo analizar la influencia del enfoque de Aprendizaje Cooperativo (AC) en la comprensión lectora entre estudiante de educación básica superior durante el periodo académico 2023-2024. Esta investigación empleó un método mixto, siguiendo un modelo de investigación acción práctica con la participación de 36 estudiantes de noveno grado seleccionados con el método de conveniencia. Los instrumentos consistieron en un pre-test y un post-test, un cuestionario y notas de campo, los cuales recolectaron datos cuantitativos, eso quiere decir, las notas de los estudiantes antes y después de implementar la estrategia y los datos cualitativos corresponden a las percepciones de los estudiantes de acuerdo a los elementos del AC para determinar su eficacia para mejorar la comprensión lectora. Los datos cuantitativos fueron analizados a través de estadística descriptiva y la información cualitativa a través de un análisis temático. Sobre esta base, los resultados revelaron una notable diferencia entre el pre-test y post-test, lo cual muestra el impacto positivo de esta estrategia entre los estudiantes. Esto resalta que todos estos estudiantes mejoraron su habilidad de comprensión lectora en los aspectos de hacer predicciones, entender y usar el vocabulario correctamente, entender ideas principales y detalles, y expresar respuestas personales a un texto. También fue evidente que los elementos de la estrategia implementada tuvieron un impacto positivo entre estudiantes, ya que percibían que podían mejorar su autoestima y confiar el uno con el otro, ayudando así a mejorar la manera que entendieron e interpretaron los textos. Además, la investigadora concluye que el AC tuvo un efecto favorable en la mejora de la habilidad de la comprensión lectora de los estudiantes ya que les ayudó a entender y analizar textos apoyándose el uno al otro y ayudando a mejorar la confianza en sí mismos de los estudiantes, mejorando habilidades sociales.

Palabras clave: aprendizaje cooperativo, autoconfianza, comprensión lectora, percepciones de estudiantes.

Abstract

Within the realm of English as a Foreign Language (EFL), reading comprehension is fundamental to the developing of linguistics' integral abilities. Involving vocabulary acquisition, the grammatical comprehension, and texts' interpretation. Consequently, reading in EFL fosters the reflection, critical thinking, and the exploration of different cultures, which contributes to the integral developments of the students. So much so, the present research aimed to analyze the influence of Cooperative Learning approach in reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024. The investigation employed a mixed method following a practical action research method with the participation of 36 ninth-graders selected with the convenience method. The instruments consisted of a pre-test and post-test, a questionnaire, and field notes, which collected quantitative data, that is, students' scores before and after implementing the strategy and qualitative data, corresponding to students' perceptions regarding to CL elements to determine its effectiveness for improving reading comprehension. The quantitative information was analyzed through descriptive statistics and the qualitative information through thematic analysis. On this basis, the results revealed a significantly difference between the pre-test and the post-test, which shows the positive impact of this strategy within the students. It highlights these students improve their reading comprehension skill in the aspects of making predictions, understanding and using vocabulary correctly, understanding main ideas and details, and expressing personal responses to text. It was also evident that the elements of the strategy implemented had a positive impact among students, as they perceived that they could improve their self-esteem and trust among each other, helping them to improve the way they understood and interpretate the texts. Therefore, the researcher conclude that the CL had a favorable effect on the improvement of students' reading comprehension skills because it helped them to comprehend and analyze text by supporting each other and helping to improve the students' self-confidence, improving their social abilities.

   Key words: *cooperative learning, self-confidence, reading comprehension, students' perceptions*

3. Introduction

Reading comprehension in a fundamental aspect in the learning educational process, especially in EFL. The ability to comprehend English's texts is not only essential to the domain of the language, also it influences to the development of the cognitive and analytical skills in the students. Angelis (2022) mentions that the Ecuadorian government has set policies to improve English as a foreign language instruction, including strengthening teachers' communicative skills and other strategies and approaches. However, the reality of EFL in Ecuador is shown to be low. The English Proficiency (EF) Index ranks Ecuador's English proficiency low, assigning a score of 467, and the overall score is 493 (EF Education First, 2023). In addition, the index emphasizes the need to improve English proficiency in Ecuador.

Within Ecuadorian education it is expected that students among superior basic education should acquire A2.1 level in English, developing all the principles skills (8th grade with A1.1, 9th grade with A1.2, and 10th grade with A2.1) (Ministerio de Educación – Lengua Extranjera, ND). The problem of reading comprehension has been identified as a significant concern during the preservice teacher internship with the ninth-grade students at a public institution in Loja, they shown to had obstacles to understand English texts, due to the lack of supporting strategies. So, it is vital to mention that according to McBreen & Savage (2020) the findings linking motivation to reading achievement, it may be important to address motivation when designing reading instruction, especially for students at risk for developing reading difficulties. Predicting reading difficulties accurately and early facilitates immediately support. Without effective mechanism to predict reading difficulties, children may be identified too late and face higher chances of poor academic performance and of developing low self-esteem, anxiety, and even depression (Psyridoua, et al., 2023).

In response to the aforementioned problem, this research project proposes to implement the Cooperative Learning approach to improve reading comprehension. In relation to this, the present general question has been established: Is it possible to improve the English reading comprehension among superior basic education at a public institution in Loja, Ecuador through the application of Cooperative Learning approach during the 2023 – 2024 school year? Furthermore, the main research question has been divided into two sub-questions: First: What is the effectiveness of Cooperative Learning approach to improve the English reading comprehension? Second: What are the students' reaction and perception of Cooperative Learning approach?

Additionally, this research aims to analyze the influence of Cooperative Learning approach in reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024. To achieve this objective, the following specific objectives were proposed: First to determine the effectiveness of Cooperative Learning approach for improving reading comprehension, and the Second to discover the students' perceptions of Cooperative Learning approach.

Previous studies have demonstrated the importance of CL and its application in real-life situations. González (2020) states that this strategy not only strengthened English reading skills but also fostered leadership, confidence, communication, motivations, and problem-solving skills, and students' perceptions and confidence to interact in the English language were fostered. In addition, "Implementing CL in learning offers multiple merits in term of enhancing their self-esteem, achieving better academic results, and provoking positive attitudes toward reading comprehension" (Canh & Nhung, 2024), as a consequence most of the participants showed that this approach should be applied in the long-time academic period to take the advantages of it for the students.

Additionally, there are some shortcomings that researcher highlight for future investigators, some researchers have found the teachers' perspectives about the use and implementation of this technique where teachers expressed their opinions on the effectiveness of this strategy, but the descriptive findings indicate that while teacher were familiar with certain cooperative learning principles, they were only acquainted with a limited number of methods for implementing positive interdependence and individual accountability (Abramczyk Anna & Jurkowski, 2020). Also, the prior study of González (2020) revealed changes during the English course, it is for that is necessary to continue examining the effectiveness of this approach and how its implementation fosters not only the reading skills, looking for other alternatives of this strategy projects to be implemented to have an important impact on the language proficiency.

Furthermore, the research study benefited the pre-service teacher, the institutional policymakers, and the participants. Related to the pre-service teacher, to gained experience during the application of the approach previous mentioned in a real educational context, facing the challenges that exist in the learning environment, carrying out some alternatives to improve the way of teach and create proper material. Likewise, the institutional policymakers through this strategy could foster the students' interest for learn not only in the English subject, this approach offers the opportunity to create a cooperative environment where students have the opportunity to increase their self-esteem, trust each other and support mates when they need.

Finally, it allowed students, through the CL elements they developed and improve some reading comprehension skills and were able to understand different texts, working and supporting each other, avoiding individualism.

The present research work was conducted over six weeks with ninth-graders at a public institution in Loja, 2023-2024 school year. The researcher used some important CL elements to improve reading comprehension, despite the positive results, there were factors that interfered with the process. Mainly, due to the lack of experience that the teacher has in relation to research methods, the attempts to create a good classroom management, and the short time to conduct the investigation. It is suggested that future investigation could be carried out by these limitations.

The structure of this investigation follows these sections. The Abstract which presents the general objective, principal methods, technique and instruments used with the results obtained from the data collected and the main conclusion of the research. The introduction shows the contextualization of the investigated problem, the main problem statement and the research questions mentioning the general and specific objectives. The theoretical framework provides specific information about the two variables: Cooperative Learning and Reading Comprehension. The Methodology section covers the research design, materials, method, techniques, and the instruments used to gather information, the participants, and the description of the intervention plan. The Results section presents the findings of the pre-test, post-test, questionnaire and the analysis of the field notes. The Discussion presents the analysis and comparison of the results supported by the previous studies. The Conclusions summarize the key findings after applying the strategy. The Recommendations part provide suggestions for futures investigators. The Bibliography list all the sources used in the project, and the Annexes include the material used to carry out the project.

4. Theoretical framework

4.1. What is cooperative learning?

First and foremost, (Manasseh, 2021) said that cooperative learning is a teaching method which organizes students into compact teams, enabling them to optimize their personal learning and that of their group members.

This approach promotes the active learning, self-assessment, interaction between groups or students and critical thinking, so that CL has a set of teaching methods through which students are engaged and encouraged to work on academic activities (Namaziandost, Shatalebi, & Nasri, 2019).

4.1.2. *Cooperative learning in education*

(Zheng & Zhou, 2022) stated that CL in the educational context has been considered a key element that influences the classroom environment and has been shown to play an effective role for enhancing students' motivation to learn and improve their language abilities, such as speaking, reading, and academic writing skills.

By working together and reflecting on their work, students are motivated to read, listen, and write trough CL. Active collaboration in the learning process enhances students' focus and dedication. CL is a method that supports students' activities and engagement in higher education, and has a beneficial impact on students' skills in problem solving, critical thinking, social interactions, and perseverance (Asif, Khaskheli, Qureshi, Ali, & Qamar, 2021)

4.1.3. *Using cooperative learning in EFL classrooms*

CL in the EFL learning environment. It is important to mention that this approach "…offers the opportunity to share experiences and develop a social interaction among groups, and in the case of reading comprehension, their contributions consist of to provide and motivating environment and reciprocal teaching, where students work together in groups, achieving reading skills" (María, 2023)

According to "Er and Azap's (2013) study demonstrated a significant effect of the interaction between CL and Multiple Intelligences to help EFL learners learn and retain vocabulary items" (ASTUTI & BARRATT, 2021).

CL in EFL learning quality. It has been shown by some important studies that students who learn cooperatively have a stronger attitude and outcome of working together personally and academically than those who learn individually. Learning achievement, quality, and existence are fostered by social collaboration. Cooperative learning also improves the

relationships among students more than learning that is competitive or individualistic (Van, 2019).

The quality of CL depends on how well teachers apply it. Students learn how to communicate, ask questions clarifying their doubts, make clear their ideas, and evaluate the problems they are arguing. The quality of learning also depends on the connections that students form among themselves, when students experience a sense of security and belonging in their classroom, learning improves. Other studies indicate that CL creates such a secure environment that allows students to work together, construct knowledge collectively, and develop relationships (Barksdale, Peters & Corrales, 2021 as cited in (Reza & Gillies, 2022)).

4.1.4. *Basic elements of Cooperative Learning*

It is essential to mention that, according with (Johnson et al., 2000, 2007; Sharan, 2015 as cited in (Deniz, 2020)), there should be five essential elements in CL: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing.

It is essential to point out that these elements ensure the students' support, be good communicators, feel committed with the tasks (students tend to be affected by their own acts), and promote mutual respect.

Positive interdependence. Within this characteristic of CL is where students share a common goal with a mutual benefit where they know that working together is beneficial for everyone, so, as (Roger and Johnson, 1994 as cited in (Abdullah , Gulnaz, Zahid, & Zahid, 2022)) mentioned in their research, sink or swim together. This places two main responsibilities on learners: first, they need to understand the material provided; second, they must ensure that the resources are clear and understandable to all group members. Positive interdependence is based on the ideas that when learners collaborate in small groups, they can achieve their learning objective, provided that everyone else also reaches their goals

Individual accountability. Each member of the group assumes their own decisions and their possible results, avoiding excuses; therefore, this study understands that the Individual Accountability as the manifestation or achievement of each student in front of their CL peers, making visible their performance, to complete a task in their EFL learning, each effort of each student is for the group succeed (ASTUTI & BARRATT, 2021).

Face-to-face promotive interaction. According to (Johnson and Johnson, 1999 as cited in (Dzemidzic , Burner, & Johnsen, 2019)) it is fundamental to know that FTFPI promotes participation and collaboration in group work among students, they support, encourage and praise each other's efforts and successes to accomplish their group tasks.

Interpersonal and small group skills. Skills such as showing respect, leading collaboratively, asserting oneself, and coping with variations in perspectives are necessary for team members to achieve success (Rebeccah, 2022).

Some authors claim as (Hayes, 2002; Klein et al., 2006 as cited in (Lynn, et al., 2022)) interpersonal competencies encompass understanding, navigating, and managing social interactions with others. These skills have long been noted as essential for workplace success.

Group processing. Immediately after working in small groups, the group members reflect on their own and peers' practices, and measure the performance, and outcomes of the group work to decide what to do in the next time. This takes place in each group's activities (Rebeccah, 2022).

4.2. Reading comprehension

4.2.2. *What is reading?*

According to (YUNI, 2021), reading involves getting knowledge, comprehending the content of the material and extracting information from the text and appropriate context

When reading, the text that the reader encoded is identified. This identification happens based on the auditory and graphic representations of linguistic elements (words, phrases, sentences) that the students have in their speech memory (auditory, speech-motor and visual), which have a specific semantic nuance (Ismatulleva, 2022).

4.2.3. *Importance of reading*

Research indicated that the more often people engage in reading activities, the more they can comprehend. The longer people read, the more they can grasp the text. Therefore, the more people read, the more they will succeed, especially on cognitive aspects. Research also revealed that reading intensity influenced students' learning results. The more intense the reading, the better the students' learning performance; the less intense the reading, the worse their performance (Bukhori, Said, Wijaya, & Mohamad, 2019).

4.2.4. *Types of reading*

These are important because they help students become better readers through the different ways of reading, improving the students' comprehension, enhancing critical thinking and problem-solving skills, and encouraging curiosity and interest for different topics.

Therefore, reading techniques are crucial in aiding students' comprehension of their reading material. These strategies teach students how to manage their reading effectively (Choosri, The Effectiveness of Reading Strategies on Reading Comprehension, 2020).

Skimming. Is a reading technique that involves focusing on the main points of a text to get a general or idea sense of what is about (Gozal & Aziza, 2023).

Scanning. Is a technique of reading a text quickly to locate specific information, such as words, figures, particular names, etc. (Azmi, Arifuddin, & Yusra, 2019).

Questioning. By questioning themselves as they read, students can integrate information, identify the main points, and create a summary about what they are reading. Asking relevant questions also helps students focus on the most essential information in the text (Isaqjon, 2022).

4.2.5. Reading comprehension strategies

Making predictions. Comprehension can be improved by promoting the students' prior knowledge. As (Jesum, 2021) mentions in his research, before reading, a reader can make some predictions about a story. Constructing insightful predictions involves forming statements based on the title, pictures, or graphs about the topic of the text and then checking them by reading. Preparing students to use this strategy would ensure their active involvement and make reading easier.

Understand and use vocabulary correctly. It involves actively being involved with words, considering context, and building sentences, directly or indirectly understanding and using vocabulary correctly appears in daily lives. (Rustam and Iroda, 2022) mentioned, the use of colorful visual materials, explanation through vivid pictures, frequent changes in types of activities and repeated repetition contribute to the formation of reading skills. All these tasks play an important role, for example activities such as: filling in crossword puzzles, compiling rebuses, and reading texts containing pictures instead of unfamiliar words

Understand main ideas and details. Students tend to be bored and give up reading a text when they find an unfamiliar word because their comprehension tends to be disturbed by it. English language learners confront two distinct hurdles when attempting to identify the main idea of a text. Firstly, there is a variability in the main idea itself, requiring learners to explore through diverse perspectives and interpretations. Secondly, the presence of a clear topic sentence, which typically aids in signaling the main idea, can be ambiguous in certain texts. Three factors that contribute to the difficulties of determining the central concept are a restricted lexicon, the reading approach, and the subject matter's theme (Fuqaha and Wartim, 2023).

Expressing personal responses to text. It offers students meaningful chances to reflect on concepts, recognize real life problems, explore causes/ solutions, and compare their values and lifestyles with other cultures. Moreover, literature presents a rich authentic source of learning new expression, words, and grammatical structures (Ahmed Reham, 2021).

4.2.6. *Purpose of reading*

It is well-known that people read for many purposes. These purposes could be, to acquired or expand knowledge, imagination, for pleasure, search for important or simply information, and to develop critical and thinking skills Based on (Latini, Braten, Anmarkrud , & Salmerón, 2019), when people read, they interpret instructions with a specific purpose in mind. They adapt their reading process based on that purpose, investing time and effort in activities that are closely related with their goals, and consequentially, constructing an understanding that serves that purpose.

4.2.7. *Motivation and engagement in reading*

Intrinsic factors. Intrinsic motivation refers to the situation where students read out of their own interest and enjoyment, having a personal curiosity about the topic of the reading, and deriving satisfaction from the ideas presented. They then complete the task voluntarily, without any external pressure or rewards, simply for the sake of learning and having fun (Toni, 2021).

Extrinsic factors. As its name says, extrinsic factors give us the idea when a person reads for external benefits (grades, prices, recognition, money, etc.). According to (Morris, Grehl, Butter, Mehta, & Westwater, 2022) extrinsic goals elicit motivated behavior through cost-benefit analysis where motivated choice occurs when benefits outweigh costs.

Text engagement. Reading comprehension improves when text engagement increases. Students who are highly engaged in reading also develop a strong intrinsic motivation and a lasting passion for reading. Compared to students who are less interested and enthusiastic about reading, students who are engaged read three times as much text every day (Lengyel, 2010 as cited in (Renee, 2020)).

Social context. The social context, which includes family relationships, friends, and teachers is meaningful in order for students to develop an independent motivation. Teenagers who have high autonomous motivation will show adaptative behaviors that align with their personal values, attitudes, and goals (Trigueros, Aguilar, Cangas, Fernández, & Álvarez, 2019).

Text genre. Engagement in any kind of text may not always facilitate achievement, but when teachers care about what students read, such as popular books, songs words, or sports stories, and help them link their reading to the required curriculum, it definitely enhances learning (Smith & Wilhelm, 2002 as cited in (Susan, 2020)).

4.2.8. *Definition of reading comprehension*

The significance of reading comprehension lies in "… the mental representation of a text meaning that is combined with the readers' previous knowledge" (Tojiboyev, 2022).

Comprehend a text involves the ability to read text, process it and get the idea or understand its meaning, comprehension involves the process of constructing meaning, that is when the readers combine their previous knowledge with the information that is being given in the text, connecting the ideas by constructing the meaning of the words to understand the whole text (RATIH, 2020).

4.2.9. *Elements of reading comprehension*

(Catherine, 2002) proposes three main elements that encompasses reading comprehension: The readers, the texts, and the activity.

The readers. To comprehend the text, the readers need certain attributes to truly understand the text, including cognitive skills (like paying attention, remembering, critical/analytical thinking, making inferences, and visualizing), motivation (having a purpose for reading, being curious, confidence as a reader), and knowledge (such as vocabulary, topic knowledge, and using comprehension strategies). The reader's characteristics will affect how they understand the text.

The texts. Understanding a text is significantly impacted by the text's features. Readers construct different representations of the text, which are essential for comprehension. These representations encompass the surface code (this refers to the literal words used in the text), the text base (these are the meaningful units within the text), and the mental models (these models help process information and overcome any comprehension difficulties). Text can be hard or easy, depending on the text's own factors, the reader's knowledge and skills, and the reader's tasks.

The activity. Reading is a multifaceted activity, it involves setting tasks, processing the text through various operations, and the outcomes of doing the activity, all within a specific context. Initially, a reader's goal may vary as the they read. New information can spark fresh questions, rendering the original goal insufficient or even irrelevant. Additionally, the results of reading are part of the activity. These outcomes may include gaining knowledge, finding solutions to real-world problems|, or simply connecting with the text.

4.2.10. *Assessing reading comprehension*

Short answer tasks. "Short-answers questions have great potential to scale to a large number of responses" (Zhang, Heffernan, & Lan, 2023).

Also, according (Theobold, 2011 as cited in (Lloyd, Beckman, Keith, & Passonneau, 2022)), a task that requires brief allows students to express their reasoning processes and is more likely to stimulate advanced cognitive engagement according to Bloom's taxonomy.

Specific information. As (Choosri, The Effectiveness of Reading Strategies on Reading Comprehension, 2020) says, scanning is like a reading superpower- it lets quickly locate specific information. Prior to beginning., you already possess a definite understanding of the particular information you seek. Scanning is intended to gather precise details.

Main idea. (Famelia et al., 2022; Marliasari, 2017 as cited in (Fatmawan, Artila, & Dharma, 2023)), skimming is a reading technique that enables readers to read quickly, providing a general overview of the content. It allows readers to decide whether the material contains relevant information for their purposes**.**

Impromptu reading plus comprehension. This type of assessment requires reading a text and answering related questions. It is commonly employed in proficiency tests. In this test, students receive a passage followed by a set of questions, to which they must reply to the items. Impromptu reading assesses the understanding in several aspects of reading: (1) main idea, (2) expressions/idioms/phrases in context, (3) inference, and (4) grammatical vocabulary in context (Manulu, 2019).

Multiple choice. Multiple choice tests/tasks have several advantages (Aiken, 1987 as cited in (Aaron, 2023):

1. *They are more reliable than other means because of their objectivity and their ability to be less susceptible to guessing, as compared to true/false tests.*
2. *They are versatile in measuring specific and complex objectives at nearly all proficiency levels.*
3. *They can provide an adequate sampling of the domains to be tested.*
4. *They can be quickly and accurately scored.*
5. *They can enable an easy and objective item analysis.*
6. *They can provide diagnostic information through analyses of responses to the alternatives in the items*

Reference. It is a relation that exists between words and what speakers mean by using words "…mostly are pronouns or noun phrases" (Maryam, 2020)

Inference. Is to get a conclusion from evidence or on available facts "… they are frequently generating inferences and tying information to their prior knowledge they will be more likely to notice discrepancies at this deeper level of understanding" (Soto, et al., 2019).

Vocabulary. It is important to mention that, reading comprehension involves skills to quickly and accurately identify words, expand and apply a large vocabulary of words, understand sentences to grasp the meaning, use various strategies and cognitive abilities to deepen the understanding, analyze and assess texts according to the reader's goals and

purposes, and read text smoothly for a long duration. These types of processes and knowledge resources enable the reader to successfully produce the intended level of understanding of the desired level (Grabe, 2009 as cited in (Ahmed M. , 2019)).

4.3. Previous Studies

In this investigation there are six related previous studies, which are familiar with this presented nowadays. In a recent experimental study conducted by (DEMIREL, 2019), the emphasis of the research was on examining cooperative learning in EFL classrooms by comparing different vocabulary instruction techniques. The central question of the research was "Does CL methods lead to a significant difference in students' vocabulary acquisition compared to traditional teaching methods? The study involved 36 prep-class students at Selcuk University School of Foreign Languages. To measure vocabulary learning, the study used a pre-test and post-test, as well as eight reading passages (two peer week). Out of these passages, 50 vocabulary words were chosen based on their frequent occurrence in the course book, and a multiple-choice vocabulary test with four options was created. The results of the research provided strong evidence for the benefits of CL in teaching vocabulary. Students reported feeling more responsible for their own leaning and achieved better results when exposed to this method. While the traditional method also helped; however, cooperative learning was more significant than those of the traditional one. With all elements, components, and principles (Positive interdependence, individual accountability, face-to-face promotive interaction and interpersonal and small groups), would it possible to have the positive outcomes as anticipated.

The second experimental research by (González, 2020) implement cooperative learning to enhance reading abilities in undergraduate engineering students at a public university is the focus. The primary research question is: How does incorporating reading skills into CL initiatives affect undergraduate engineering students at a state university? The candidates of this research were 45 engineering students between 18 to 24 years. The data was collected through surveys, groups interviews and teacher's journal. Moreover, the study highlighted that CL not only strengthened English reading skills but also fostered leadership, confidence, communication, motivation and problem-solving skills, students' perceptions and confidence to interact in the English language were enhanced.

In the same way, the third experimental research by (Selma, 2021) examined the impact of cooperative learning on EFL learners' reading comprehension. The study specifically implemented Slayin's STAD method, the research questions were: First, how do the experimental group learners perform in the achievement test before they received training through STAD model? Second, what are the achievement test results for the control group

learners before undergoing training using the traditional direct method? Third, how did the learners in the experimental group perform after being trained through the STAD model? Fourth, what were the achievement test outcomes for the control group after they had been trained through the traditional direct method? The people who were involved in this research was limited to 169 students. The researcher followed a pretest-posttest design. Two types of data sources had been used: A placement test (Specifically, the Cambridge Empower Placement Test, 2018) was employed to equally group the students, and an "Achievement Test" served as the pretest and posttest of the study. The findings highlighted those students in the experimental group made greater progress, emphasizing the effectiveness of the STAD approach in teaching English as a foreign language. Furthermore, CL emerged as more effective for English as more effective for English language learning than traditional teaching methods.

In the same way, the fourth research by (Suendarti & Virgana), the focus was on the elevating natural science learning achievement: trough application of jigsaw Cooperative learning, learning interest, and learning style. The research questions were: 1) Does cooperative learning impact students' science learning achievement? 2) Is there a correlation between interest in learning and students' science learning outcomes? 3) Does the interaction of cooperative learning models and students' interest affect learning outcomes? The study involved 80 high school students in South Jakarta, Indonesia, divided into experimental and control groups. This study was an experiment in which two study groups: the experimental class, which received natural science instruction via cooperative learning Jigsaw, the second group served as a control group, which was exposed to cooperative learning problem-solving for natural science learning. Notably, the Jigsaw cooperative learning model demonstrated a significant impact, leading to positive test result in natural science learning performance.

Furthermore, the fifth study presented by (Martina, Syafryadin, & Utama , 2020) showed us the implementation of extensive reading among EFL learners in tertiary level, the researchers aimed to investigate the implementation of extensive reading and understand the difficulties faced by students when practicing extensive reading among EFL learners at tertiary level. The study targeted fourth-semester students in prose and poetry who were enrolled in the English Educational Program at Agama Islam Negeri Bengkulu Institute during the 2018-2019 academic year. The research employed a descriptive qualitative approach, emphasizing detailed descriptions related to the collected data. This method allowed for in-depth observation of individual units (such as individuals, groups, or communities) and explored how students engaged in extensive reading, both within and outside the classroom. The findings revealed

that some students successfully engaged in extensive reading, even beyond the classroom reading. However, despite their efforts, students still encountered difficulties during the implementation of extensive reading, also some key relationships were revealed, CL had an impact on natural science learning achievement, learning interest influenced natural science learning outcome, and there was an interaction between CL and learning interest in natural science achievement.

As the last one by (Susanne, 2020) the focus was on CL as an evidence-based teaching strategy: what teachers know, believe, and how they use it, this study explored whether the empirical evidence of CL effectiveness is evident in teachers' professional competencies and teaching practices. A total of 1,495 teachers (80.4% English, 15.6% German, 4.0% English and German; 96% female) participated in the study. Most of the teachers were between 31 and 50 years-old (81.8%). Their experiences with teaching ranged between 1 and 40 years (1-10 20.3%, 11-20 54.0% 21-30 23.0% 31-40 2.7%). The survey questions were presented in the following order. First, educators were asked about their comprehension of CL principles and methods, as well as the quality of their CL implementation. They then read a brief definition of cooperative learning. Subsequently, they responded to questions about their knowledge evaluation and interest in learning more about cooperative learning as well as the frequency that they used it, their challenges, their interest in implementing it more often, and their support needs in using the strategy. Ultimately, teachers expressed their opinions on the effectiveness of CL. This procedure allowed for and unbiased measure of knowledge about and quality of cooperative learning, while obtaining at the same time frequency of using and teachers' beliefs bout cooperative learning based on the definition of CL in contrast to group work. The descriptive findings indicate that while teachers were familiar with certain cooperative learning principles, they were only acquainted with a limited number of methods for implementing positive interdependence and individual accountability. Teachers' knowledge about the principles of CL and their knowledge about CL methods were found to be unrelated, indicating two different aspect aspects of knowledge: theoretical and practical knowledge about CL. Furthermore, teachers' evaluation of their knowledge was not associated with their knowledge correlated to a moderate degree with their knowledge about CL methods, indicating that teachers emphasize their practical knowledge.

This section offers a detailed outline of the research methodology used in this study, covering the settings, participants, procedures, methods, research design, and data analysis.

5.1. Settings and participants

The following research study took place during the 2023-2024 school year involving ninth-grade students at a public institution in Loja city, which is located in the southern of Ecuador at the coordinates -3.9896585012150276 latitude and -79.20122304819675 longitude. The participants in the research were thirty-six students, comprising eighteen males and eighteen females with an average age between 13 and 14 years old, who had A1.2 level of English language proficiency established by the National Curriculum (Ministerio de Educación, 2019). The presented sample was selected using convenience method, this sampling technique often selects clinical cases or participants that are available around a location (Stratton Samuel, 2021). Nonetheless, due to the age, it was necessary to use an informed consent signed by the legal representative to authorize the application of different strategies and instruments to carry out properly the research process (See Annex 3).

5.2. Procedure

5.2.2. Method

This study was developed by applying a quantitative and qualitative method where the researcher collected and analyzed the data in order to respond to the research question previously established in this research. The quantitative method was implemented to collect numerical unchanging detailed data that are analyzed using mathematical based methods, in specific statistics of the students' reading comprehension before and after the implementation of Cooperative learning technique (Haradhan Mohajan,2020). Therefore, the qualitative method was applied to collect perspectives data that are analyzed using non-numerical data.

5.2.3. Research design

The design of the study was based on practical action research because the pre-service teacher took the role of the researcher and applied an action plan to help ninth year students at a public institution in the city of Loja to analyze the influence of Cooperative Learning Technique and reading comprehension.

Likewise, as this study responds to an action research model, the pre-service teacher started identifying the problem, gathering background information, designing the study, collecting the data, analyzing/interpreting data, and implementing and sharing results making conclusions.

5.2.3.1. Identifying the problem.

This study started by identifying a problem in the reading comprehension skill within at a public institution in Loja city, which was evidenced during the practicums carried out by the pre-service teacher. So it was that, the researcher stated the following research question: Is it possible to improve the English reading comprehension among superior basic education at a public institution in Loja, Ecuador through the application of Cooperative Learning Approach during the 2022 – 2023 school year?

5.2.3.2. Gathering background information.

After identified the problem, the researcher asked for permission from the principal of the high school using a request letter to conduct a detailed diagnosis with the ninth-grade students, who were selected through convenience sampling due the accessibility of the institution. Particularly, the target group showed troubles in the meaning of some words.

5.2.3.3. Designing the study.

From the postulation, an action plan was developed with different strategies focused on improving students' reading comprehension, which followed the PPP model planning (Pre, during and post) where students were motivated, engaged and activate before, while and after listening to, watching or reading a text. It works through stages: the first is warmer and review, the second presentation, the third practice, the fourth production and the two last are assessment and feedback. Using the Cooperative Learning Approach, such as work in small groups, making interactive activities where the students assumed their responsibilities. It is important to mention that the groups were conformed to improve their comprehension of the texts, since in each group there was a leader, and each member had a role.

5.2.3.4. Collecting data.

The researcher implemented the intervention plan during six weeks, developed on Wednesdays and Thursdays, with the target students to analyze the influence of Cooperative Learning and reading comprehension. The proposal was carried out making students work in small groups using different types of reading comprehension activities, which were monitored, evaluated, and revised by applying the testing technique with the pre-test and post-test instrument to obtain the quantitative data, also using a questionnaire, and field notes to obtain qualitative data (See Annex 4, Annex 5, Annex 7, and Annex 8).

5.2.3.5. Analyzing and interpreting data.

This step was directed to analyze and interpret the quantitative and qualitative data collected in the intervention plan through different statistical tables and graphs. The general

results and findings were reported by establishing conclusions and recommendations that support the answers of the research sub-questions formulated by the researcher.

5.2.3.6.   Implementing and sharing results.

The results and findings gathered during the research process were shared with the educational community to carry out further studies that allow teacher to analyze the influence of Cooperative Learning and reading comprehension of the students.

5.2.4. Data Collection Sources.

Considering the quantitative method, the following instruments were implemented by the researcher to gather the respective information during the research process:

The first one is a pre-test instrument, a post-test, a questionnaire, and field notes in order to apply these techniques, the pre-test/ post-test evaluation model is a way to assess how much participants learned by measuring their knowledge before and after the period of the practicums. By comparing the pre-test and post-test scores of participants, the researcher can evaluate the effectiveness of the activity in improving participants' understanding of the content (Gul & Alam, 2019). In that way, the tests consisted of four questions, the first of making predictions, the second the understanding and the use of vocabulary correctly, the third of understand main ideas and details, and finally of expressing personal responses of a text. These quantitative data obtained from the tests were compared with the national grading scale (See Annex 9) established by the Ministry of Education.

Simultaneously, the researcher elaborated a questionnaire that collected the quantitative and qualitative data based on eight questions taking into accounts the independent variable. In addition, another technique was the field notes characterized to collect perspectives and experiences lived during the research (practicums).

5.3. Data Analysis.

Data analysis involves repeatedly transforming and comprehending numerical and non-numerical data to reveal their implications: respond to research questions, examine assumptions, or uncover insights that can be deduced from

 the data (Mertens, Pugliese, & Recker, 2017), through the use of two tables and a bar graph designed with the Excel program the descriptive statistics were developed, which helped the researcher to measure the central tendency (mean) of the scores obtained by the ninth-grade students in the four reading comprehension subskills (variables).

The quantitate data was studied, demonstrated, processed, and tabulated trough tables and graphs, data tables are fundamental due they can be used to organize well the

data/information collected in the investigation (Charles, 2004). Also, the field notes method summarized and described patterns, outliers and the overall distribution of the data.

6. Results

The following sections shows the results gathered from the research instruments in order to analyze the influence of Cooperative Learning approach in reading comprehension. The results reflect the achievement of the two specific objectives stated in the research with the two sub-questions. Firstly, the scores obtained from the pre-test and post-test showed the students' increase in reading comprehension skills during the application of the approach previous mentioned. Secondly, the students' perceptions about the application of Cooperative Learning approach in reading comprehension were positive according to the applied questionnaire and at the same time the students' responses to the open questions and the field notes.

7.1. Pre-test and Post-test results.

Specific objective 1: To determine the effectiveness of Cooperative Learning approach for improving reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024.

Sub-question 1: What is the effectiveness of Cooperative Learning approach to improve the English reading comprehension?

Table 1. *Means scores differences between the pre-test and post-test sub-skills*

Indicators	Pre-test	Post-test	Difference
Make predictions (2/2)	1,98	1,98	0
Understand and use vocabulary correctly (2/2)	1,58	1,63	0,05
Understand main ideas and details (3/3)	2,1	2,61	0,51
Express personal responses to text (3/3)	1,49	2,5	1,01
Total Score (10/10)	**7,15**	**8,72**	**1,57**

Figure 1. *Means scores differences between the pre-test and post-test sub-skills.*
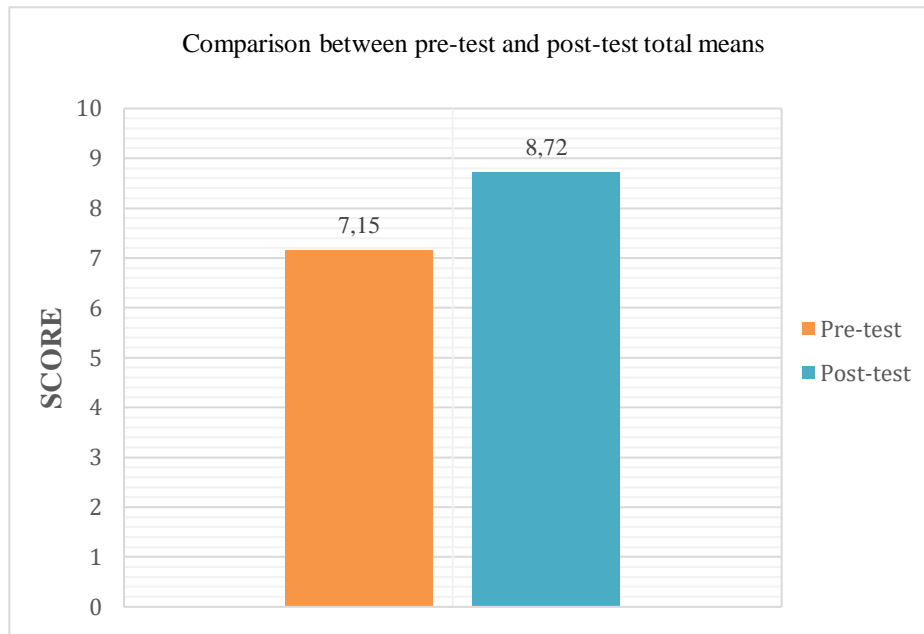
As it is presented in Table 1 and figure 1, it showed the data collected before and after implementing the Cooperative Learning approach. It is clearly observed the grades that ninth-graders had before the implementation of the intervention proposal. Concerning the "Making predictions" indicator, the participants had a (1,98/2) points, which indicates they did not have difficulties to develop that sub-skill. In the same way they did not show hard difficulties in the indicator of "Understand and use vocabulary correctly" since their mean score was (1,58/2) which indicated they possessed an adequate ability in vocabulary comprehension. Likewise, "Understand main ideas and details" was evaluated where student got (2,10/3) which led to the researcher knows that students had difficulties in understood main ideas/ details in a text. Finally, according to "Express personal responses to a text" the mean score was (1,49/3) which indicated that students had a lot of difficulties to express personal responses according what they had read. Overall, the analysis of the obtained results showed the importance of developing an intervention plan since the global average about the reading comprehension was (7,15), knowing student can improve their level, the researcher implemented the Cooperative Learning approach in reading comprehension.

After implementing the intervention proposal, an important improvement, but not in the whole indicators in reading comprehension as we can see in table1. For instance, in "Making predictions", students got a (1,98/2) where students got the same grade in relation to the pre-

test, that is to say students did not have problems to make predictions. In the other hand, with "Understand and use vocabulary correctly" students got (1,63/2), which showed a growth of 0,05, that is to say that student increase a little their way to understand and use vocabulary correctly than before the intervention. Then we have "Understand main ideas and details" where students obtained (2,61/3) with an improvement of 0,51, as a result students can understand main ideas and details of a text. Lastly, in the indicator of "Express personal responses to a text" students got (2,5/3) showing an important increase of 1,01 demonstrating that they can express personal responses to a text easier than before the intervention.

Finally, based on the table showed, these results reflect a positive impact on students' reading comprehension skills with an increase in the general mean of (1,57) points in relation to the general mean from the pre-test, and giving a general grade of (8,72).

6.1. Comparison with the National Grading Scale.

The data obtained in the pre-test and post-test are shown in the present chart with the purpose to he how students raised their reading comprehension with the application of Cooperative Learning elements and in this way compare the results which are alienated with the National Grading Scale.

Figure 2. *Results obtained from the pre-test and post-test in comparison with the National Grading Scale.*
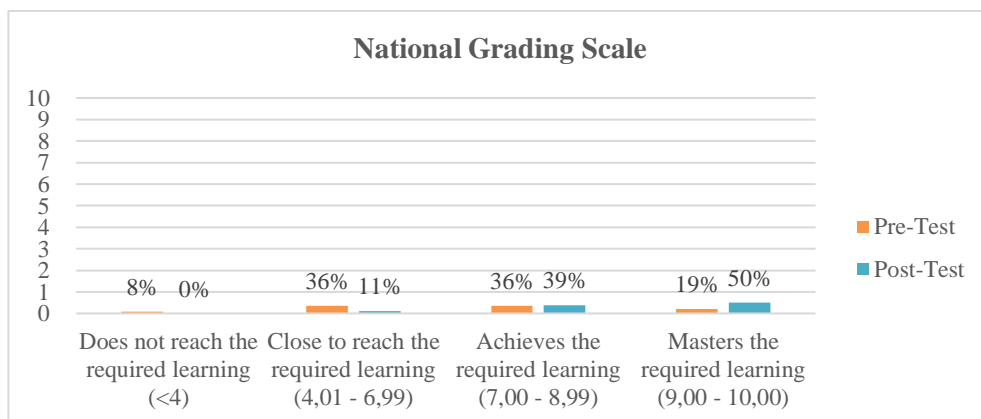
This section exhibits the comparison of the results that ninth-grade students got from the pre-test and post-test contrasted to the National Grading Scale. As a general trend, pre-tests' grades indicate that a tiny fraction of students (8%) scored below the average and (36%) obtained grades where they were closing to reach the required learning, in the same way (36%) of participants achieved the required learning, and the last (19%) of participants mastered the required learning components in relation to the reading comprehension. Regarding the post-

tests' grades, after six weeks of intervention, it was evidenced that (50%) of the total mastered the required learning in relation to the reading comprehension skills.

On the contrary, the data collected exposes the decrease of students who scored below the established grade, considering as almost reaches the necessary learning in relation to the reading comprehension skills, which demonstrates that there was a significant level of improvement achieved after the implementation of the research proposal, where a large number of students (39%) have achieved the required learning and (11%) were closely to reach the required learning. It is essential to mention that the researcher satisfactorily pointed out that no learners got a score below 4, which shows that most of the students were close to the proficiency of required learning.

Moreover, it is important to detail that the quantitative data mentioned above validate and enrich the qualitative data derived from the field notes. The qualitative data obtained from the field notes provide useful contextual insights and catch important aspects of the research. Moreover, the questionnaire offers quantitative data that can be analyzed statistically, giving numerical evidence to support eh qualitative findings. The integrations of both types of data supports the validity of the research findings and results.

6.2. Questionnaire Results.

Specific Objective 2: To discover students' perceptions of Cooperative Learning approach among superior basic education students at a public institution in Loja, school year 2023-2024.

Sub-question 2: What are the students' perceptions and reactions of Cooperative Learning approach?

Table 2. *Students' perceptions in reading comprehension.*

	AGREE		NEUTRAL		DISAGREE		T	
Question 1	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The use of Cooperative Learning approach made me feel more engaged in the reading activities.	25	69%	8	22%	3	8%	36	100%

Figure 3. *Students' perceptions in reading comprehension.*

The use of Cooperative Learning approach made me feel more engaged in the reading activities.
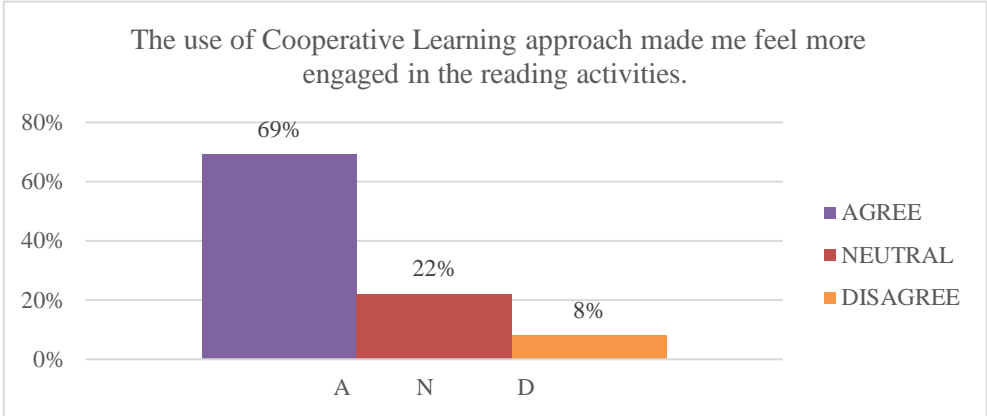
As shown in the table 2 and figure 3, (69%) of students selected were agree stating that the use of CL made them felt more engaged in reading activities, (22%) were neutral, and (8%) were disagree, showing they did not feel more engaged in the reading activities proposed and established during the intervention.

Tabla 3. *Students' reactions about their participation.*

| | AGREE | | NEUTRAL | | DISAGREE | | T | |
Question 2	F	%	F	%	F	%	F	%
I felt very comfortable when participating in the Cooperative reading sessions.	25	69%	9	25%	6	8%	36	100%

Figure 4. *Students' reactions about their participation.*

I felt very comfortable when participating in the Cooperative reading sessions.
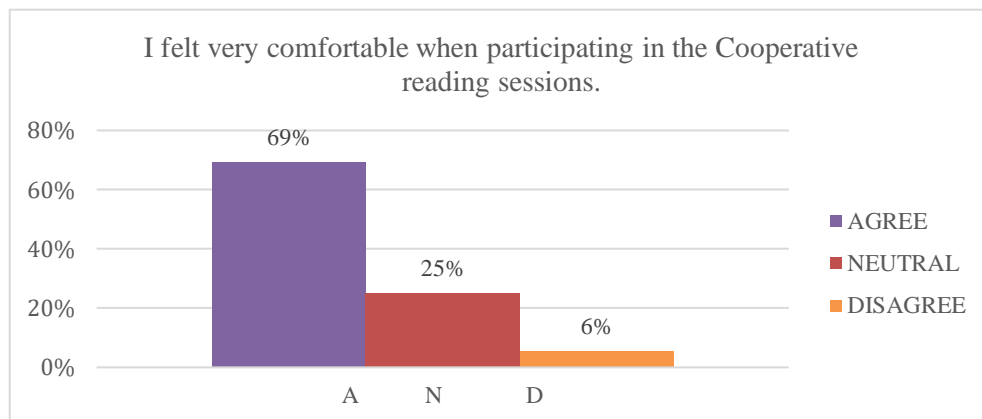
Regarding to the table 3 and figure 4, (25%) were agree, showing they felt comfortable when participated in the Cooperative reading sessions, another (25%) of students were neutral letting the idea they felt neither good nor bad, and a tiny quantity (6%) were disagree indicating they did not feel comfortable during the Cooperative Learning lessons.

Table 4. *Positive interdependence.*

	AGREE		NEUTRAL		DISAGREE		T	
Question 3	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Working together helped me feel that my contribution in a group was essential to understand readings.	21	58%	10	28%	5	14%	36	100%

Figure 5. *Positive interdependence.*

Working together helped me feel that my contibution in a group was essential to understaing readings.
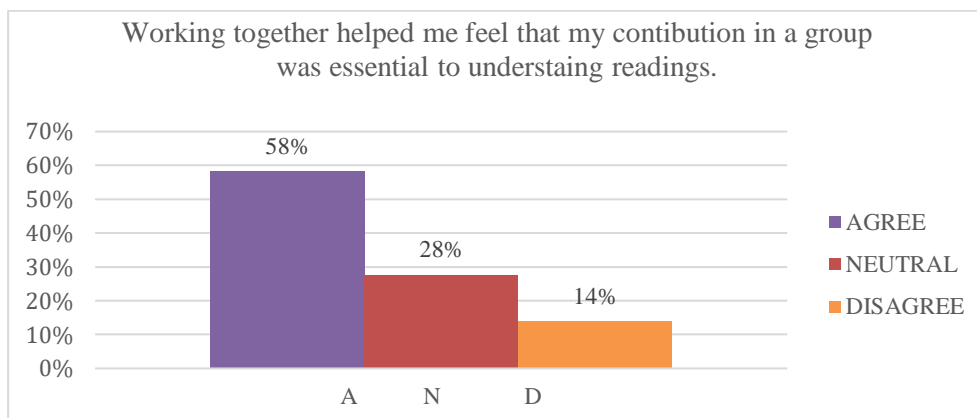
Based on table 4 and figure 5 and the open question, more than the whole class (58%) were agree that working together made them feel their contribution to the reading activity was essential, specifically they liked to share their opinions gathering more confidence to participate in each lesson where the CL approach was implemented, also they could support each other to a common goal and feel important to each contribution they made or gave. Further on, (28%) of students selected neutral, it is essential to highlight two main things, the first is they sometimes got distracted and it carried to the second point they could not understand well what they had to did generating a knowledge gap. Finally (14%) of participants stated they were disagreed, getting a conclusion that they preferred to work individually or choose their partners.

Furthermore, these findings are supported by the field notes, which supported that Positive interdependence contribute students to enjoyed working in groups encouraging them to work better where they had two responsibilities making them to be aware about the content and pay attention to the details, but for some of the students the activity seemed to be easy and they started to talk and distracted other classmates. In this class not only enhances students' motivation but also supports deeper understanding and retention of information where the students were happy and enjoyed while they were working on the reading activity applying the Positive interdependence strategy.

Table 5. *Individual accountability.*

	AGREE		NEUTRAL		DISAGREE		T	
Question 4	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**

|							
Working in an individual accountability way help me trust in myself and classmates' knowledge	20	56%	7	19%	9	25%	36	100%

Figure 6. *Individual accountability.*
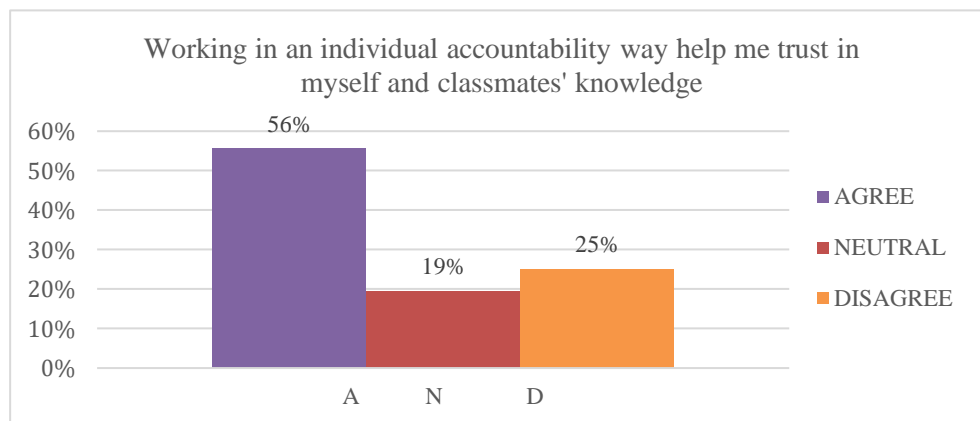
The table 5 and figure 6 and the use of the open question, show the implementation of Individual accountability in reading comprehension (56%) of the students believed that working in an individual accountability way helped them to trust in themselves and classmates' knowledge and regarding to the open question most of the students stated they preferred to worked in this way since they could use and answer as they wanted using their own knowledge where all members of the groups collaborated and as a result it carried out the confidence between students. Meanwhile (19 %) were neutral, and at it was reported in the questionnaire open question, the participants were not sure if their contribution or answers were correct, and (25%) were disagree where the students mentioned they preferred to had group activities rather than had the responsibility of their own participation.

Additionally, in the field notes it could be observed that in this class students were aware that each student's performance affected their grade, so they did the activity in a good way, and last but not least, the researcher at the beginning of the activity reminded them an easy way to find the information what the question asked, where they only had to recognized the main verb and the complement. This strategy contributed to a more challenging and effective learning environment, where students improve their confidence in themselves and their classmates.

Table 6. *Face-to-face promotive interaction.*

	AGREE		NEUTRAL		DISAGREE		T	
Question 5	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Working face-to-face with my classmates fosters the way I make predictions of a text.	27	75%	7	19%	2	6%	36	100%

**Figure 7.** *Face-to-face promotive interaction.*
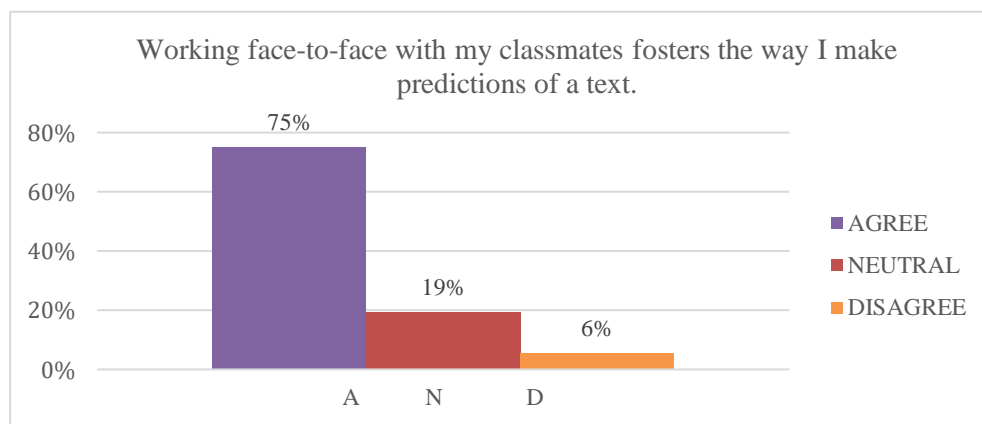
As seen in the Table 6 and figure 7, (75%) chose agree manifesting that have worked face-to-face with their classmates fostered the way they made predictions of a text, other (19%) were neutral, indicating they may did need face-to-face promotive interaction strategy to make predictions of a text, and a little (6%) were disagreed, indicating this strategy could not helped them to make predictions of a text. The observation from the field notes corroborates these results, since the students could guess some details about the reading just visualizing the picture and the title making predictions of the content, but some of them did it alone and others lost the interest due the reading was easy to predict. Nevertheless, these results highlight the importance of the use of face-to-face interactions between students to foster the way students made predictions of a text, contributing to the improvement of students' reading comprehension.

Table 7. *Interpersonal and small groups strategy.*

	AGREE		NEUTRAL		DISAGREE			T	
Question 6	**F**	**%**	**F**	**%**	**F**	**%**		**F**	**%**
To work in a group with the same English level help me to express personal responses of a text.	28	78%	4	11%	4	11%		36	100%

Figure 8. *Interpersonal and small groups strategy.*
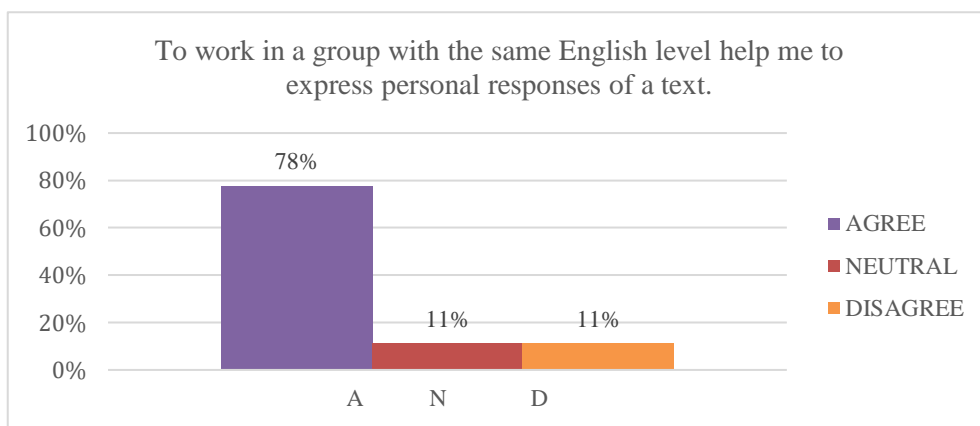
As shown in Table 7 and figure 8 and the open question, the results from the question 6 revealed a highly positive responses from students (78%) were agree that work in groups with the same English level helped them to express personal responses of a text and according to the information given in the open question students could understand better the reading activity, and they could support each other since the reading was according to their level, it gives an essential key point they liked to work in small groups using interpersonal and small groups strategy. On the other hand, a tiny (11%) of students were neutral, where they stated they preferred to work alone than in groups and finally (11%) were disagree, they mentioned they did not learn a lot and preferred a challenge reading activity.

Regarding to the information gotten in the field notes, we corroborate those students enjoyed to discuss the answers and support each other, they discover they had the power to understand what they read and saw in the activity, it is important to mention that some students perceive the activity given by the research so easy.

Overall, the results show the majority of the participants considered important to work according to their English level because they can understand better what they have to do, supporting each other and avoiding unnecessary misunderstandings.

Table 8. *Work in a cooperative way.*

	AGREE		NEUTRAL		DISAGREE		T	
Question 7	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Working in a Cooperative way helped me to understand main ideas and details of a text.	25	69%	10	28%	1	3%	36	100%

Figure 9. *Work in a cooperative way.*
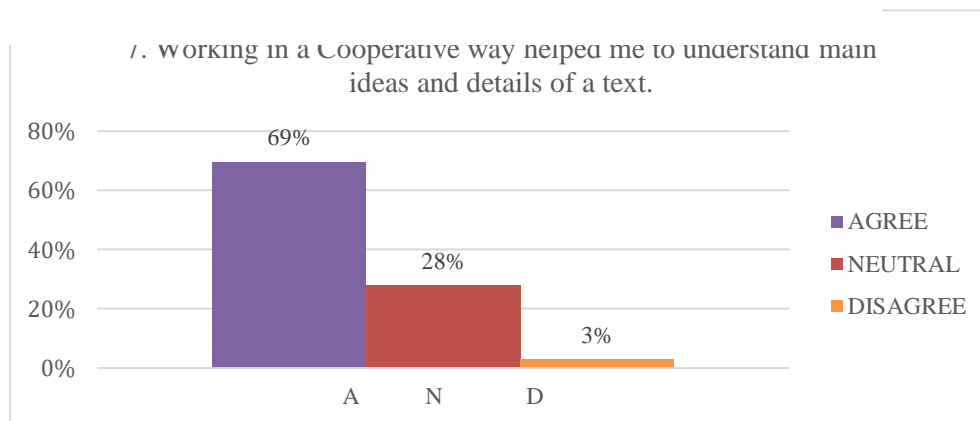
The Table 8 and figure 9 present the final question of the questionnaire, where (69%) of the participants chose agree felt, they could keep in mind the main ideas and details of a text working in a Cooperative way. the (28%) selected they felt neutral in the Cooperative classes, and the remaining (3%) stated they were disagreed about the strategy used. This disagreement may be due they prefer work alone rather than work in groups.

As denoted in the field notes, students again worked using the interpersonal and small groups strategy which consisted of work in a group with the same English level, they had to understand the main ideas and details about the reading activity fostering the understanding of the vocabulary used where they had to support each other, had discussions and trust each student's knowledge.

7. Discussion

This research project was aimed to analyze the influence of the cooperative learning approach in reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024. Based on the general objective this section develops the discussion part where the researcher addresses the implications of the results and draws comparisons with the previous studies and explains any discrepancies and similarities. Additionally, this section looks to answer the main research question and sub-questions formulated at the beginning of the study. Furthermore, it outlines the limitations encountered during the research project and concludes with recommendations for future investigations.

According to the main research question: is it possible to improve English reading comprehension among superior basic education at a public institution in Loja, Ecuador through the application of Cooperative learning approach during the 2023-2024 school year? Based on the results from the pre-test and post-test as shown in Table 1, it can be concluded that the CL elements played a main role in providing students cooperative ways to learn and improve their reading comprehension of the texts presented during the intervention. Several students regarded the CL's effectiveness in their reading comprehension, they were able to read and improve their reading comprehension specifically in making predictions, understanding and using the vocabulary correctly, understanding main ideas and details, and finally expressing personal responses to the text. Moreover, these Cooperative learning elements not only increased the students' reading comprehension but also some social skills such as leadership, motivation, and confidence in themselves in participating in the English class. These findings could be corroborated by González (2020), who states that CL not only strengthened English reading skills but also fostered leadership, confidence, communication, motivation, and problem-solving skills, and students' perceptions and confidence to interact in the English language were enhanced

In addition, regarding the first sub-question: What is the effectiveness of the Cooperative Learning approach to improving English reading comprehension? At the beginning of the research, it could be evidenced that ninth-grade students possessed some difficulties with their reading comprehension skills showed in a mean score of 7,15 out of 10. At the same time, the average increased to 8,72 out of 10, which corroborates that there was a noticeable difference of 1,57. Thus, the CL elements is effective in improving reading comprehension, that is the use of different elements such as positive interdependence, individual accountability, face-to-face promotive interaction and interpersonal and small groups helped them significantly to improve and develop their understanding for reading.

These findings are consistent with DEMIREL (2019), pointing out that students tend to feel more responsible for their learning and achieve better results when exposed to these methods, with the use of all elements, components, and principles (Positive interdependence, individual accountability, face-to-face promotive interactions, and interpersonal and small groups), would it possible to have the positive outcomes as anticipated.

Notwithstanding, these findings cannot be generalized to larger populations since the investigation was conducted with only one experimental group. Nevertheless, due to the short time of the intervention, it cannot be concluded with certainty that CL elements influenced reading comprehension. In addition, by applying a pre-test, students were conditioned and alerted about what the responses in the post-test would be.

Considering the second sub-question: What are the students' reactions and perceptions of Cooperative Learning approach? This sub-question was answered by the questionnaire and field notes, combining quantitative and qualitative data, enhancing the reliability and validity of the findings. The consistency between the questionnaire and field notes results strengthens the credibility of the data, providing the students' perceptions regarding CL in reading comprehension. As illustrated in Tables 2, 3, 4, and 5, students agreed that CL made them feel more engaged in the different reading activities, also working together helped them to feel that their contribution in their groups was essential to understand readings and trust in themselves and classmates' knowledge. The results are consistent with the study of SELMA (2021), who said that students enjoy lessons with a CL method and understand the lesson better, become more active in the lesson, increase their self-esteem, and learn more easily. Furthermore, considering tables 6, 7, and 8, they emphasized that the elements of CL helped them to improve some of the reading comprehension skills and being more enhanced in the lessons. Improving their confidence and developing some of the essential social skills that will help them in their academic and professional life.

Despite the positive results and perceptions about the use of Cooperative learning elements, several limitations affected their implementation when applying this strategy. First, it was the first time that the pre-service teacher conducted a research design, so the researcher did not have any experience in developing the intervention. Second, the time to conduct the research was under pressure since the students was nearly to end of the school year, so the intervention plan was affected. To avoid these shortcomings, the researcher suggests teachers to apply the CL elements during the teaching-learning process, especially when students are near the start the new school year.

8. Conclusions

In relation to the objectives at the beginning of the study, it is possible to conclude that:

To analyze the influence of cooperative learning approach in reading comprehension among superior basic education students during the academic year 2023-2024, elements such as positive interdependence, individual accountability, face-to-face promotive interaction, and interpersonal and small groups, positively influenced students' reading comprehension skills. By implementing these elements, students effectively analyzed the information presented in the text, extracting essential details to construct well-considered responses. The elements employed in English classes fostered knowledge sharing among students, enabling them to support one another and enhance their reading abilities. Gradually reducing individual work allowed students to develop independence, self-confidence, and mutual trust.

Through the application of CL elements significantly facilitated students' understanding of various reading skills. Notably, they improved their ability to make predictions, to understand and use vocabulary correctly, to understand main ideas and details, and to express personal responses to text. Consequently, students achieved a deeper comprehension and better retention of information.

The study findings highlight students' favorable attitudes toward CL implementation. They perceive CL as an effective approach for enhancing reading comprehension, positively impacting their social interaction, trust-building, and overall reading proficiency. This underscores the importance of continuing to implement and refine CL elements and its use in educational settings to support students' reading development comprehensively.

9.   Recommendations

This section provides some practical suggestions based on the findings and limitations detected during the research. It is important to be aware of the problems identified that can lead to desired results. In this regard, the researcher recommends the following:

The researcher strongly recommends to the institution's policymakers to apply the CL elements, because it not only is an excellent method to improve reading comprehension skills, but it also serves as a valuable way to improve students' social skills for breaking down barriers in class where students prefer to work in the same group or alone, this approach offers students the opportunity to be able to work with each classmate , sharing ideas, trusting each other, and to foster their confidence, feeling motivated to participate in class and increase their interest to read and understand the material presented.

Students should be able to provide different feedback to be sure if the strategy and the way the investigator applies it is working well, so the researcher should look for different ways to provide feedback in order to avoid drawback during the intervention.

Finally, the researcher recommends to the future investigators to create two groups: an experimental group and a control group. This division will allow us to assess how these elements impact students' reading comprehension. By comparing these groups, researchers can generalize data and gain a better understanding of the effects of implementing the CL strategy. This approach will help us determine whether implementing this strategy has positive or negative outcomes for students.

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11. Annexes

Annex 1. Official Request to the Educational Institution.

UNL | Universidad Nacional de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

Ofc.088-DC-II/PINE-NG-FEAC-UNL
Loja, 17 de abril de 2024

Hermano
Eduardo Bartolomé Martínez,
Rector de la Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"
Ciudad

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **PRÁCTICAS PRE-PROFESIONALES DOCENCIA - VINCULACIÓN: Aplicación, Seguimiento y Evaluación de Propuestas Innovadoras en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención,** mismo que deben cumplir como parte de la formación académica de la carrera, motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponda, para que a **NATALY DOMENICA QUEZADA ARMIJOS,** estudiante del **Ciclo 8,** período académico Marzo /2024 – Agosto /2024, se le brinde la apertura necesaria en la Institución de su acertada Dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

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

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA
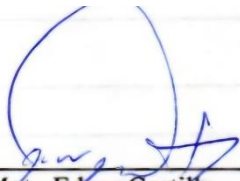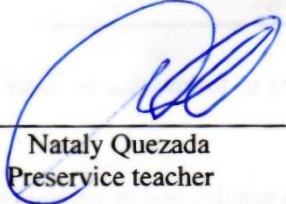
Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Educamos para **Transformar**

Annex 2. Lessons Plans.
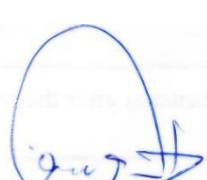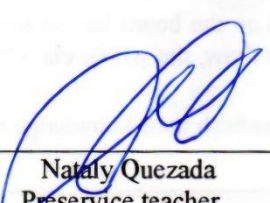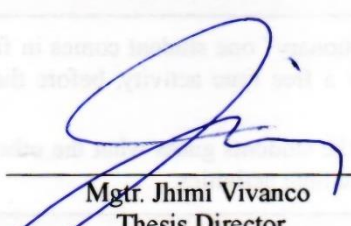
LESSON PLAN #1			
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	May 9th	**School Year:**	2023-2024
Type of Institution	Public ( ) Private ( ) Fisco-Misional (x) Municipal ( )		
Institutional Tutor:	Mgtr. Marlon Vinicio Freire Romero		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Preservice Teacher:	Nataly Domenica Quezada Armijos		
Schedule	Thursday 08:30 - 10:00		
Time per lesson:	90 minutes	**Language level:**	A1.2
Class / Number of Students:	9ᵗʰ "F": 36 students		
Topic:	Movies and entertainment		
Contents:	Present Simple Tense		
Lesson Objectives:	To perform a script related to entertainment using present simple tense		
Materials	Rubric Pre-test		

Starter (warmer, lead in, review)	Time
Warm-up Teacher makes some movements with the body and students have to follow that in order to get relax and take away their nervousness **Review** Teacher reminds to the students that this unit is closely related to movies and entertainment, for that reason they are doing the performance and asks in a briefly way in which occasions we use the modal "should"	5min
Presentation	**Time**
The teacher chooses a random group to start their performances. - After the students do their performances, the teacher explains about the research project (thesis) and talks about the methodology in order to let them know the way we will work. - The teacher gives the pre-test in order to be completed, giving the corresponding instructions.	10min
Practice	**Time**
- Students have to complete the pre-test given and with the help of the teacher read all the questions in order to get a better comprehension of the content and any help of the unknown vocabulary	5min
Production	**Time**
Students have to develop their performances previously reviewed and analyzed - The students do the pre-test given *(See Annex 2).*	45min
Assessment	**Time**
The assessment occurs in each presentation using the rubric to assign the corresponding *(See Annex 1)* .	20min

The assessment also occurs when the student gives me the pre-test in order to analyze the data and their previous knowledge	
Feed back / Closure	**Time**
The teacher, according to the grades given by the rubric, gives a general comment according to the criteria where they have made many mistakes, and the teacher thanks the students for their grateful collaboration.	5min

Observations
Signatures:

_____
Mgtr. Edgar Castillo
Academic tutor

_____
Mgtr. Marlon Freire
Institucional tutor

_____
Nataly Quezada
Preservice teacher

_____
Mgtr. Jhimi Vivanco
Thesis Director

LESSON PLAN #8		
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"	
Date:	June 13th **School Year:**	2023-2024
Type of Institution	Public ( ) Private ( ) Fisco-Misional (x) Municipal ( )	
Institutional Tutor:	Mgtr. Marlon Vinicio Freire Romero	
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta	
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza	
Preservice Teacher:	Nataly Domenica Quezada Armijos	
Schedule	Thursday 08:30 - 10:00	
Time per lesson:	90 minutes **Language level:**	A1.2
Class / Number of Students:	9th "F": 36 students	
Topic:	Post-test	
Contents:	Make predictions, understand and use vocabulary correctly, understand main ideas and details, and express personal responses to text.	
Lesson Objectives:	To verify the improvement of reading comprehension after the implementation of Cooperative learning through a post-test.	
Materials	Post-test.	

Starter (warmer, lead in, review)	**Time**
Warm-up "Pictionary" one student comes in front of the class and on the board he/she starts to draw a sport or a free time activity, before the student finishes to draw, the whole class has to guess. **Review** When the students guess what the other student drew, they refresh their knowledge about the sports or free time activities.	10 min

Presentation	**Time**
The teacher explains that as well as at the beginning of the practicums a test has to be taken by the students *(See Annex 1)*. The teacher gives the post-test in order to be completed, giving the corresponding instructions.	10 min

Practice	**Time**

Before students complete the post-test, the teacher reads all the questions in order to get a better comprehension of the content and helps with the unknown vocabulary.	10 min

	Time
Production	
Students have to complete the post-test individually which contains four questions about reading comprehension (Make predictions, Understanding and using vocabulary correctly, Understanding main ideas and details, and Expressing personal responses to text).	45 min

	Time
Assessment	
The assessment occurs when the students give to the teacher the post-test in order to analyze the data and their knowledge after implementing Cooperative Learning.	5 min

Feed back / Closure	Time
The teacher says thanks for the students' collaboration during the practicums, letting them know that the research project could not be done without the students' collaboration.	10 min

Observations

Signatures:

_____ Mgtr. Edgar Castillo Academic tutor	_____ Mgtr. Marlon Freire Institucional tutor
_____ Nataly Quezada Preservice teacher	_____ Mgtr. Jhimi Vivanco Thesis Director

Annex 3. Informed Consent.

Universidad Nacional de Loja — *unl*

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____, con cédula de identidad _____ representante legal de el/ la estudiante _____, autorizo que mi representado/a sea partícipe en las actividades a realizarse como parte del proyecto de investigación de Integración Curricular titulado **Cooperative learning and reading comprehension among superior basic education students at a public institution in Loja, school year 2023 – 2024**, llevado a cabo por Nataly Domenica Quezada Armijos, estudiante de VIII ciclo 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 se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.

Loja, 24 de abril de 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____
Representante legal.

Annex 4. Pre-test.

UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS

IDIOMAS NACIONALES Y EXTRANJEROS

DATA-COLLECTION INSTRUMENT: PRE-TEST

Dear student, this test is intended to measure your reading comprehension. Please, do not be distracted, pay attention to the instructions to answer the question accuracy. Answer the following question honesty and truthfully. This test is not going to affect your grades, the answers will be anonymous and confidential.

Student's code: _____

Date: _____

READING COMPREHENSION

Making predictions

1.- From the box, choose the best title for each image (2 points) (0.40 each one)

"Fast food – "exercising" – "proteins" – "fruits and vegetables" – "strong bones"
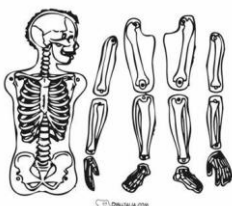
_____

_____

_____

_____

_____

Understanding and using vocabulary correctly

2.- Read the text and choose the best answers from the words which are in bold (2 points) (0, 2each one)

I **am**/have Anna, and I **have/am** 15 years old, I live in Rome with my family and my **bed/ best** friend Gabriela. She is from **Mexico/Mexican**. We like to play **shoes/ basketball**, and listen to music and watch anime.

One day, we went to the **sky/park** by bike. It was a sunny and beautiful day. We ate our favorite fast food under a tree due the sun, and **talked/cooked** a lot. We already made plans to go swimming in the **pool/ bike**, we swam a lot and laugh too.

We went **home/school** happy, we said goodbye and hugged. I told my family about my day. They were **happy/jumping** for me. I took a **shower/water** and went to bed. I fell asleep with a smile on my **face/ head.**

Understanding main ideas and details

3.- Read the following texts and answer the questions according to the information given in each text (3 points) (1 point each one)

My favorite electronic device is the cellphone. I bought my first one when I was 17 years old. It is important to know how to use an electronic device, when I had my first one, I did not know anything. Little by little I learnt more about the devices and their functions. I watched a lot of tutorials and finally I proposed myself to leaner how to take good photos. I enjoy taking photos because I can save good moments and have everything that is amazing for me in my cellphone.

Questions:

What is the main idea of this text?

_____

_____

What are some details that support the main idea?

_____

_____

Why does the author enjoy taking photos?

_____

_____

Expressing personal responses to text

4.- Read the following text and answer the questions (3 points)

Text 1: A toy from my childhood

I had a teddy bear when I was a child. His name was Brownie. He was brown and soft and cuddly. He had a red bow tie around his neck. He had two black buttons for eyes and a black nose. He was my best friend. I took him everywhere with me. I played with him, I talked to him, I slept with him. He was always there for me.

One day, I went to the park with my mom and Brownie. We had a picnic on the grass. We ate sandwiches and cookies and drank lemonade. We had a lot of fun. I put Brownie on the bench while I went to play on the sandbox.

Then I heard my mom calling me. She said it was time to go home. I ran to her. I forgot about Brownie. I left him on the bench. I didn't realize it until we got home. I looked for Brownie in my backpack. He wasn't there. I looked for Brownie in the car. He wasn't there. I looked for Brownie in my room. He wasn't there. I started to cry. I told my mom what had happened. She said we could go back to the park and look for him. She said maybe someone had found him and kept him safe, maybe he was still there waiting for me. She said not to worry.

We went back to the park. We looked for Brownie on the bench. He wasn't there, on the grass. He wasn't there, on the playground. He wasn't there. We asked the people

in the park if they had seen him. They said no. We didn't find him. He was gone. I was sad.

I never saw Brownie again. I missed him a lot. I wondered where he was. I wondered if he was OK. I wondered if he was lonely. I wondered if he missed me. I hoped he was happy. I hoped he had a new friend. I hoped he remembered me. I loved him very much.

How do you feel about the ending of the story?

Do you think it was satisfying or disappointing? Why?

What would you change if you could write a different ending?

THANK YOU FOR YOUR COLLABORATION

Annex 5. Post – test.

UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS

IDIOMAS NACIONALES Y EXTRANJEROS

DATA-COLLECTION INSTRUMENT: POST-

TEST

Dear student, this test is intended to measure your reading comprehension. Please, do not be distracted, pay attention to the instructions to answer the question accuracy. Answer the following question honesty and truthfully. This test is not going to affect your grades, the answers will be anonymous and confidential.

Student's code: _____

Date: _____

READING COMPREHENSION

Making predictions

1.- From the box, choose the best title for each image (2 points) (0.40 each one)

> *"Action movie" – "horror movie" – "cartoon movie" – "romantic movie" – "sci-fi movie"*
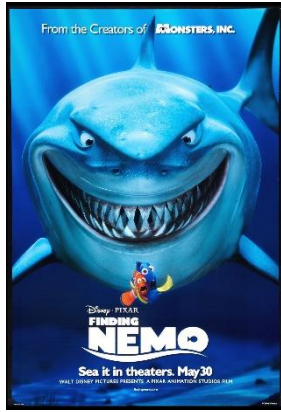
_____   _____

_____   _____

_____

Understanding and use vocabulary correctly

2. – Read the text and choose the best answers from the words which are in bold (2 pints) (0,2 each one).

Today I went to the **cinema/sky** near home with my friends, there was a **movie/music** that we have been wanting to **watch/ listen to** since it came out, it was a cartoon movie, it was **Garfield/Titanic**, we enjoyed it a lot.

The story tells the story of Garfield's childhood and how he met John, his current owner, it was really **nice/ horrible**, I recommend it for all **audiences/teachers.**

Besides watching the movie, we ordered something to **sleep/eat**, in my case it was popcorn, drink, gummies and nachos with cheese, my friends **played/ordered** something similar and leaving the **cinema/ park** we went to play and have a good time with friends.

By 7 p.m. we bought more **food/ pets,** talked a lot and we all went home, for the next **day/year** see them at high school.

Understanding main ideas and details

3.- Read the following texts and answer the questions according to the information given in each text (3 points) (1 point each one)

Last week, I had a birthday party. It was my tenth birthday. I invited my friends and family. We had a lot of fun. We played games, we danced, we sang. We ate cake, pizza, and ice cream. We drank soda, juice, and water. We opened presents, we took pictures, we made memories. My favorite present was a bike. It was from my parents. It was blue and shiny. It had a bell and a basket. I loved it. I thanked my parents. I hugged them. I was happy.

Questions:

What is the main idea of this text?

_____

_____

What are some details that support the main idea?

_____

_____

What was the favorite present?

_____

_____

Expressing personal responses to text

4.- Read the following text and answer the questions (3 points)

Text 1: The baby bear

There was a baby bear. He lived in the forest with his mother. He liked to explore the forest. He liked to see new things. He liked to meet new animals. He was curious and brave. His mother was proud of him. She always watched him from a distance. She always protected him from danger. She always taught him about the forest. She loved him very much.

One day, the baby bear saw a bee. He had never seen a bee before. He wondered what it was. He followed the bee. The bee flew to a tree. The baby bear climbed the tree. The bee went inside a hole. The baby bear looked inside the hole. He saw a honeycomb. He smelled the honey. He wanted to taste the honey. He reached his paw inside the hole.

The baby bear felt a sting. He pulled his paw out of the hole. He saw a bee on his paw. The bee had stung him. It hurt a lot. He cried out loud. His mother heard him. She ran to the tree. She saw the baby bear. She saw the bee. She saw the honeycomb. She understood what had happened. She hugged the baby bear. She licked his paw. She comforted him.

The baby bear learned a lesson. He learned that bees make honey. He learned that honey is sweet. He learned that bees can sting. He learned that stings are painful. He learned to be careful. He learned to respect the bees. He learned from his mistake. He thanked his mother. He apologized to the bee. He went back to his den. He rested with his mother.

How do you feel about the ending of the story?

Do you think it was a satisfying or disappointing? Why?

What would you change if you could write a different ending?

THANK YOU FOR YOUR COLLABORATION

Annex 6. Scoring guide.

Annex 6.1. Scoring guide pre-test

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

Pre-test Answer Key		
Making predictions		
Question 1		
Question	**Answer**	**Points per item**
From the box, choose	1 – Strong bones	0,40
the best title for each	2 – Fast food	0,40
image	3- Fruits and vegetables	0,40
	4- Exercising	0,40
	5- Proteins	0,40
Total points per question		2 points
Understanding and using vocabulary correctly		
Question 2		
Question	**Answer**	**Points per item**
Read the text and	a. am	-
choose the best answers	b. am	0, 20
from the words which	c. best	0, 20
are in bold	d. Mexico	0, 20
	e. basketball	0, 20
	f. park	0, 20
	g. talked	0, 20
	h. pool	0, 20
	i. home	0, 20
	j. happy	0, 20
	k. shower	-
	l. face	

Total points per question		2 points

Understanding main ideas and details		

Question 3

Question	Answer	Points per item
Read the following texts and answer the questions according to the information given in the text.	What is the main idea of this text?	1, 00
	What are some details that support the main idea?	1, 00
	Why does the author enjoy taking photos?	1, 00

Total points per question		3 points

Expressing personal responses to text		

Question 4

Question	Answer	Points per item
Read the following text and answer the questions	1. How do you feel about the ending of the story?	1, 00
	2. Do you think it was satisfying or disappointing? Why?	1, 00
	3. What would you change if you could write a different ending?	1, 00
Total points per question		3 points

UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS

IDIOMAS NACIONALES Y EXTRANJEROS

Post-test Answer Key		
Making predictions		
Question 1		
Question	**Answer**	**Points per item**
From the box, choose	1 – Romantic movie	0,40
the corresponding type	2 – Sci-fi movie	0,40
of movie to each image	3- Action movie	0,40
	4- Cartoon movie	0,40
	5- Horror movie	0,40
Total points per question		2 points
Understanding and using vocabulary correctly		
Question 2		
Question	**Answer**	**Points per item**
Read the text and	a. cinema	0, 20
choose the best answers	b. movie	0, 20
from the words which	c. watch	0, 20
are in bold	d. Garfield	0, 20
	e. nice	0, 20
	f. audiences	0, 20
	g. eat	0, 20
	h. ordered	0, 20
	i. cinmea	0, 20
	j. food	0, 20
	k. day	-
Total points per question		2 points
Understanding main ideas and details		
Question 3		

Question	Answer	Points per item
Read the following and answer the questions according to the information given in each text.	1. What is the main idea of this text?	1, 00
	2. What are some details that support the main idea?	1, 00
	3. What was the favorite present?	1, 00
Total points per question		3 points

Expressing personal responses to text		
Question 4		
Question	**Answer**	**Points per item**
Read the following text and answer the questions	1. How do you feel about the ending of the story?	1, 00
	2. Do you think it was satisfying or disappointing? Why?	1, 00
	3. What would you change if you could write a different ending?	1, 00
Total points per question		3 points

Annex 7. Questionnaire.

Dear student, answer the following questionnaire with sincerity and honesty.

Student's code: _____

Date: _____

DATA COLLECTION: QUESTIONNAIRE

STUDENTS' PERCEPTION QUESTIONNAIRE

1. **The use of Cooperative Learning approach made me feel more engaged in the reading activities.**

Agree	Neutral	Disagree
○	○	○

2. **I felt very comfortable when participating in the Cooperative reading sessions.**

Agree	Neutral	Disagree
○	○	○

Positive interdependence

3. **Working together helped me feel my work was important for my group to understand our reading.**

Agree	Neutral	Disagree
○	○	○

Why?

_____

Individual accountability

4. **Working in an individual accountability way help me to trust in myself and classmates' knowledge.**

Agree	Neutral	Disagree
◯	◯	◯

Why?

_____

Face-to-face promotive interaction

5. **Working face-to-face with my classmates fosters the way I make predictions of a text.**

Agree	Neutral	Disagree
◯	◯	◯

Interpersonal and small groups

6. **To work in a group with the same English level help me to express personal responses of a text?**

Agree	Neutral	Disagree
◯	◯	◯

Why?

_____

7. **Working in a cooperative way helped me to understand main ideas and details of a text?**

Agree	Neutral	Disagree
◯	◯	◯

Annex 8. Field Notes.

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NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELD NOTES

FIELD NOTES		
Observation #: 2	**Date:** May 23rd, 2024.	**Preservice teacher:**
Topic: "Verb "have to"	**School:** Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"	Nataly Quezada.
Cooperative learning	**Class:** 9th EGB "F"	**Length of the observation:**
Indicator: Face-to-face Promotive interaction	**Number of students:** 36.	90 minutes.

Descriptive notes	Reflective notes
The class was about "will have to". - The teacher applyied a reading activity selected to "what will my future be?". So, students in groups of five people did the reading activity which contained a short story and the teacher delegated which question each student of each group had to did. - Before started the activity, the teacher asked questions such as: See the picture, what do you think is the story?" or "according to the title, what can you infering from the text?"	- The students could guess some details about the reading through the picture and the title, making predictions of the story before read it. - They could understood easily the information presented in the text, and worked in the small groups helped them too, to support each others. - Maybe the teacher could applied more visual materials to make more challenged the activity. - I read the questions with them to recognize the possible unknown vocabulary and get a better comprehension.

Universidad Nacional de Loja

DATA COLLECTION INSTRUMENT: FIELD NOTES

FIELD NOTES		
Observation #: 3 **Topic:** Days of the week **Cooperative learning** **Indicator:** Introduce the new topic	**Date:** May 29th **School:** Unidad Educativa Fiscomisional "Daniel Alvarez Burneo" **Class:** 9th EGB "F" **Number of students:** 36	**Preservice teacher:** Nataly Quezada Armijos **Length of the observation:** 45 min.

Descriptive notes	Reflective notes
In this case this class was to introduced the new topic about the days of the week, students worked individually, but maintining active the students' participation. It was a topic they had knowledge so, they liked to participate saying their favorite subject and day of the week.	I realized that there were two students who didn't participate in a free way, I had to call them if I wanted them participate.

DATA COLLECTION INSTRUMENT: FIELD NOTES

FIELD NOTES		
Observation #: 5	**Date:** June 5th, 2024	**Preservice teacher:**
Topic: Days of the week	**School:** Unidad Educativa Fiscomisional "Daniel Alvarez Burneo".	Nataly Quezada
Cooperative learning	**Class:** 9th EGB "F"	**Length of the observation:**
Indicator: Interpersonal and small groups	**Number of students:** 36	45 minutes

Descriptive notes	Reflective notes
In this case the teacher applied a reading comprehension activity, the teacher had two different activities (these according to the students' level) - the first activity was "Childhood memories and milestones" where they had to match the picture according to the best descriptive paragraph" then they had to wrote a similar one. - The second activity was "In the classroom" they had to answered some questions according to the two pictures presented in the worksheet, also some questions were presented where each one had to answer according to their personal info.	Students like to worked in small groups, so, some studenst said to the teacher that they wanted the easy reading task, but at the end they enjoyed to discuss the answers and support each other and did well the activity - In this case I didn't mention anything of how students could found the info easier. But they could applied the tips I gave the previous classes. - At the end, they discovered their level to read in English.

Annex 9. Grading Scale provided by the Ministry of Education.

Qualitative Scale	Quantitative Scale
Masters the necessary learning components	9,00-10,00
Reaches the necessary learning components	7,00-8,99
Almost reaches the necessary learning components	4,01-6.99
Does not reach the necessary learning components	< 4

Note. From *Instructivo para la aplicación de la evaluación estudiantil (Actualizado a julio 2016)*, by Ministerio de Educación, 2016.

Annex 10. Research matrix.

Theme	Cooperative learning and reading comprehension among superior basic education students at a public institution in Loja, school year 2023 – 2024			
Problem	**Objectives**	**Theoretical Framework**	**Methodological design. Action Research**	**Indicators**
General problem Is it possible to improve the English reading comprehension among superior basic education at a public institution in Loja, Ecuador through the application of Cooperative learning approach during the 2023 – 2024 school year?	**General Objective** ● To analyze the influence of cooperative learning approach in reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024	**1. Title** **2. Problem statement** **3. Justification** **4. Research objectives** **4.1. General objective** **4.2. Specific objectives** **5.1. What is cooperative learning?**	**Action research design / Mixed method**	**Grammar** - Understand main ideas and details - Understanding and use vocabulary correctly - Making predictions
Subproblems ● What is the effectiveness of Cooperative learning approach to improve the	**Specific Objectives** ● To determine the effectiveness of cooperative learning	**5.1.2. Cooperative learning in education**	Technique: **Test** - Pre-test - Post-test	- Express personal responses to text

English reading comprehension?	approach for improving reading comprehension among superior basic education students at a public institution in Loja, school year 2023 – 2024.	**5.1.2. Basic elements of Cooperative Learning** **5.1.3 Using cooperative learning in EFL classrooms** **5.1.4. Basic elements of**	
• What are the students' reaction and perception of cooperative learning approach?	• To discover the students' perceptions of cooperative learning approach among superior basic education students at a public institution in Loja, school year 2023 - 2024	**Cooperative learning** **5.2. Reading Comprehension** **5.2.2. What is reading?** **5.2.3. Importance of reading** **5.2.4. Types of reading** **5.2.5. Reading strategies** **5.2.6. Purpose of reading** **5.2.7. Motivation and engagement in reading** **5.2.8. Definition of reading comprehension**	Technique: **Lessons Plan (PPP model)** Presentation Practice Production Technique: **Survey** Questionnaire Technique: **Observation** Field notes

5.2.9. Elements of

reading comprehension

5.2.10. Assessing reading

comprehension

5.3.   Previous Studies

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