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THEME:

“COOPERATIVE LANGUAGE LEARNING AND READING SKILLS

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DEDICATION

To almighty God, for giving me the
strength and courage to continue
with this step of my life.

To my parents, for giving me the support
and help I needed, for always believing in
me and my abilities

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TOPIC: “COOPERATIVE LANGUAGE LEARNING AND READING SKILLS

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Abstract

The learning process is a complex system in which teachers and students are an important part. It is important for teachers to apply the appropriate methods and strategies in the classroom to effectively develop skills on students. This research intended to determine the influence that Cooperative Language Learning approach has on learners' reading skills. In order to conduct the experiment, a quasi-experimental research was used. The study lasted a period of 2 weeks, with 5 sessions in total. All the sessions were carried out the application zoom, using the option breakout rooms most of the time. The population of the study was 40 students, 30 women and 10 men from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. For data collection the instruments that the researcher used were a reading pre-test at the beginning of the study to identify students' level in the reading skill and a post-test which was taken by students at the end of the treatment to determine the effect after they worked with cooperative language learning approach. After gathering the results of the treatment, it can be concluded Cooperative Language Learning did not have a great impact on student's reading skills.

Keywords: Cooperative Language Learning, reading skills

Abstract

El proceso de aprendizaje es un sistema muy complejo en el cual profesores y estudiantes son una parte fundamental. Es importante mencionar que los maestros deben aplicar los métodos y estrategias apropiadas en el salón de clases para que así las destrezas de los estudiantes se desarrollen apropiadamente. El presente estudio tiene como objetivo determinar la influencia que Cooperative Language Learning tiene sobre Reading Skills. Para conducir el experimento, se utilizó una investigación quasi-experimental. El estudio tuvo una duración aproximada de dos semanas con 5 sesiones en total. Todas las sesiones se llevaron a cabo con la aplicación zoom usando la opción breakout rooms la mayoría del tiempo. La población para el experimento fue 40 participantes, 30 mujeres y 10 hombres pertenecientes al segundo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Para el proceso de recolección de datos, el investigador aplicó un Reading pretest al inicio del estudio para identificar el nivel en la destreza de Reading de los estudiantes y un Reading post-test el cual los estudiantes tomaron al final del estudio después de haber trabajado con Cooperative Language Learning. Al final, después de haber obtenido los resultados, se concluye que Cooperative Language Learning no tuvo mayor efecto en el desarrollo de la destreza de Reading en los estudiantes.

Key words

Cooperative Language Learning, reading

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

In the learning process of a foreign language there are important skills for learners to acquire. Reading is one of the most fundamental, so it is important to successfully teach this skill to learners by applying the appropriate methods and approaches. Cooperative language learning is an effective approach in the development of students' reading skill. Cooperating with classmates has an important impact on them, they learn different reading methods, acquire new vocabulary, gather information together and work out together the meaning of the text. Therefore, cooperative learning can be applied in language classes to improve reading skills and other language skills. In the next section the most relevant studies regarding cooperative learning and reading skill will be presented.

Yavuz and Arslan (2018) aimed to determine the effect of cooperative learning on language skills (grammar, reading, listening and vocabulary learning) in an English course at a public Anatolian high school in Turkey. This research used a quasi-experimental approach and lasted a period of 5 weeks. The participants of the study were 66 students chosen by pre-tests and eventually matched into two groups: experimental and control. The experimental group applied cooperative learning during the study while the control group used a traditional method. The instruments used for data collection were an academic achievement test and a trial test. The findings of this research revealed that cooperative learning increased grammar, vocabulary knowledge, reading and listening skills of the students.

Nassar (2018) in his investigation focused on two important objectives: the effect of using cooperative learning on EFL learners' reading achievement and motivation towards learning English and student-student interaction. The research question of this study was to determine if there was a significant impact of using cooperative learning activities on reading lessons on student's reading comprehension. In order to conduct this study, the researcher applied a methodology based on three instruments to collect data which were reading comprehension achievement test, student's motivation to learn English questionnaire, and videotaping. The population was 128 participants from the district Hebron, Palestine. There were two groups: experimental and control group and the length of the study was ten weeks. The experimental group was instructed with Cooperative Learning Student Team Achievement Division (STAD), whereas the control group was taught with a traditional method. The results of the study showed that participants influenced by Cooperative Learning gained better academic achievements.

In the study by Hanjani and Li (2017) sought to investigate the effectiveness of cooperative learning on student's reading comprehension at a large private university in Iran. The question that led this study was to find out the EFL learners' perceptions of engaging in cooperative learning activities in an English reading comprehension class. This investigation was an exploratory case of study. Volunteer EFL learners of about 22 years old participated in the study. The research lasted an academic semester, 15 weeks, with sessions of 90 minutes twice a week. There were two groups of 12 EFL English translation students matched into simultaneous and separate classes. The tools used in the study were two sources of data: focus group interviews and classrooms observations. The results indicated that learners showed favorable attitudes with the new approach, even though some issues came out such as peer scaffolding formation, class atmosphere value and learning by teaching opportunity.

Hasyim (2019) intended to get a description of the cooperative learning application by using Student Teams Achievement Divisions (STAD) type to improve students' motivation and independence learning level. This study utilized classroom action

research, which means three aspects of research: participation, action, and research. Data was collected through the observation stage of seven learning cycles. The population was 36 students from a Basic Academic reading class at the faculty of economy, Universitas Islam, Indonesia. For data collection, the researcher applied some research instruments in the form of pre-test and post-test, mid and final tests, and questionnaires on students' perceptions of their motivation and independence level. The findings showed that group activities were the core of STAD. Moreover, it has become the most important experience to influence students' learning engagement that significantly affected motivation and independence during this reading course.

Silalahi (2019) proposed a study about jigsaw method in improving reading at the 8th grade students at junior high school PGRI 4 Medan. The methodology that this study applied was the experimental method, it also applied a quantitative approach in analyzing the data. For this research, the population was 120 participants in four classes which consisted of 30 students for each class. To carry out the study, the students were divided into two groups, control group and experimental group. It is worth mentioning that the researcher applied a traditional method of instruction with the control group, whereas the jigsaw method was instructed in the experimental group. The tools utilized for data analysis were t-test formula, observation sheet and interview sheet. According to the results obtained through observation and interview it can clearly be seen that Jigsaw method made teaching and learning process become more interesting and enjoyable. Using this method in teaching and learning process in reading skill trained students to be creative readers.

Another study proposed by Al-Noori and Al-Mosawi (2017) aimed to investigate Iraqi EFL college learners attitudes towards using Cooperative Learning approach on developing reading comprehension skill. The main instrument for data collection was a questionnaire with 46 items. In order to carry out this research there was a sample of 40 third -year college students of the English language in Misan Governorate. For data collection, the author used a t-test analysis which showed learners' attitudes towards cooperative learning to improve reading comprehension skill. The findings obtained

from this research show that students show more enthusiasm towards cooperative learning since it liberated them from the instructor's control and gave them a chance to teach each other. Therefore, it is advisable to apply new teaching methods like cooperative learning to teach reading comprehension skill.

Wirhayati (2017) aimed to identify the activities of teaching reading using cooperative language learning and reading strategies at students of Pamulang University. The approach used to carry out the study was qualitative in order to find out the implementation of teaching reading using cooperative learning. In this study, the population were 30 participants. The researcher used some instruments to gather data which were observation, interview, and questionnaire. The findings gathered in the study showed that the use of cooperative learning had a positive effect during teaching and learning process, students interest increased, and they enjoyed performing reading activities.

Chotimah and Rukmini (2017) conducted a research to describe the significant difference between STAD and GI techniques to teach reading comprehension to students with high motivation and low motivation. The research used a quasi-experimental method that used purposive sampling techniques and factorial design. The population of the study was 26 students from 8th grade Diponegoro, Private Junior School. The participants were matched in the experimental and control group including students with high and low motivation in both groups. In order to gain information, the investigator utilized test questionnaires and observation. Hence, the findings of the research showed that there is a significant difference between STAD and GI techniques to teach reading comprehension to students with high and low motivation.

Babalola (2018) intended to investigate the effects of two models of cooperative learning on reading comprehension and vocabulary development among secondary school students in Ekiti State. The question that led this study was if there were differences in the pre-test scores of students taught reading comprehension and vocabulary development using Cooperative Integrated Reading and Composition

(CIRC), Student Team-Achievement Division (STAD) and conventional teaching strategies. This study adopted a quasi-experimental pre-test and post-test three group design: two experimental groups and one control group. The population of the research was 120 students from six different secondary public schools in Ekiti State. Reading Comprehension and Vocabulary Achievement Test (RCVAT) was used to collect relevant data for the study. From the findings in the research, it can be concluded the strategies applied in this research (CIRC, STAD and conventional) were effective methods of teaching reading comprehension and vocabulary development and had a great impact on academic performance.

Another study by Nuralina (2020) aimed to apply cooperative learning model of think-talk-write type as an effort to improve intensive reading skill. For the development of the research, the methodology that the investigator used was classroom action research. The sample population was 33 participants, 18 men and 15 women of the fourth grade of MI Darussalam and lasted a period of time of 2 months. Moreover, the method used in this research was qualitative. This research was conducted for two cycles and each cycle held twice. The instruments that this research used were for data collection were observation, test, and documentation techniques. After having carried out the study, from the results it can be concluded that students activity in reading skills improved thanks to the implementation of think-talk-write form.

Yu (2019) focused on displaying an experimental study of cooperative learning in English reading class in college. The research question that led this study was if students reading ability can be improved by applying cooperative and what problems still exist in cooperative learning. The study used a population of two classes of third grade from North University of China in Taiyuan district, Shanxi province, one class was the control group and the other the experimental group. In order to carry out this study the author used some instruments for data collection: two reading comprehension tests, one questionnaire and one open interview. The procedure followed described six steps of implementing cooperative learning in English reading teaching. These were preparation, talk-design, pre-reading, while-reading, post-

reading, and evaluation. In the findings, after two reading comprehension tests, two questionnaires and one open interview, the study proved that cooperative learning has a positive effect on the students' motivation, confidence, learning interest and learning atmosphere.

Umar (2020) led a study to discover the relationship between cooperative learning and achievement in English language acquisition in an ESL class in basic education schools. There were a total of 44 participants as population from two different classes in a rural basic education school in Gezira province in Sudan. The investigator divided the participants into two groups: experimental and control. The experimental group received teaching method using cooperative learning strategies while the control group received traditional lecture method. Qualitative and quantitative data were gathered in this research using two types of instruments: post-test and questions in the four basic language skills and questionnaires and written interviews for the students and teachers of the subject. From the findings it can be concluded that the classroom participation level was increased when cooperative learning was an important part and learning structures enabled students to acquire English language and have more achievements in the language skills as well as create more caring, supportive, and committed relationships.

Amin (2019) claimed to determine the relationship between positive classroom environment, cooperative learning strategy and reading comprehension achievement. The research question of this study was to determine whether or not there are significant correlations, positive classroom environment and cooperative learning. In order to conduct this study, the researcher applied the correlation research design in this investigation and lasted an academic semester. The population for the study development was 44 participants, who were students of seventh grade of Panca Jaya Junior High School. Questionnaires and reading tests were the instruments used in order to collect the data for the eventual analysis. The results found in the study showed that a positive classroom environment and cooperative learning are positively correlated to students' reading comprehension

Raji (2020) examined the effect of cooperative learning on Iranian EFL learners' reading comprehension. The question that guided this investigation was if cooperative learning had any significant effect on Iranian EFL learners' reading comprehension. The population that helped with the study was 40 intermediate students selected with non-random sampling. The participants were divided into two groups: control and experimental. The experimental group was assigned to five-member teams to work on reading texts, whereas the control group was instructed with traditional teacher-fronted instruction. To carry out this study some instruments were utilized. The first instrument which was used to homogenize the participants was the Oxford Quick Placement Test. It was determined to determine English Language Proficiency level of the participants. The second instrument was a reading comprehension pre-test and finally the third instrument of the study was a researcher-made-post-test of reading comprehension. The results of the study showed that there was a significant difference between the post-tests of both groups in favor of the experimental group.

Raziel (2017), focused on exploring the students attitudes and perceptions towards cooperative learning in enhancing their language competencies. The question that guided this investigation was to find out the effect of using cooperative learning in the enhancement of students' English language competencies and the attitudes of students towards cooperative learning. The methodology applied for this study was a case of study. The population of this study was 30 students from 9th grade in Assumption College Thonburi. The instruments that were used in this research were two: a questionnaire and semi-structured interviews for data collection. The findings showed that collaborative learning activities enhances the four skills of the students. The participants considered this approach motivational as they engaged and interact with others.

Sudarwati and Manipuspika (2017) aimed at improving the students critical reading ability and solving classrooms problems in the teaching of reading. The methodology applied for this research was classroom action research. Moreover, the population was 29 students from second semester of Brawijaya university. During the study, all participants were taught treated equally however there were four learners who had lower ability in which the researchers focused their attention. There were different

instruments used for data collection which were reading test, observation sheet field notes and interview. After having applied the study, it was concluded that cooperative language learning was beneficial for students critical reading ability since it makes students more active during the learning process and makes them enjoy working cooperatively.

1.2 Literature review

1.2.1 Second language teaching

Cook (2013) mentioned that language is an important part in human life. Humans are a social species and language is crucial for their survival, they use the language for a lot of purposes, express ideas, and feelings, and basically to communicate with other people at any time. Language is a special characteristic of humans, since we are the only species that communicate with such a complex system, it is the one thing that makes us especially different from animals. Acquiring a second language can have plenty of advantages on an individual's life, which means more job opportunities, the chance to emigrate to another part of the world, the ability to communicate with other people from different cultures in the globe, or even for people whose objective is tourism. The fact that more and more people are learning a second language is 21st century issue in which more people are getting interested.

Richards (1986) stated that much of the information regarding second language teaching has to do with choosing the appropriate method or the appropriate use of materials of instruction. If students do not learn, it is said that the teaching method is failing, the teacher or the materials the teacher uses. The success of an educational program comes beyond than just from the act of teaching. In the process of second language teaching involves a lot of factors such as including different levels of planning, development of the method and implementation of such method. Before, the educational program starts it is important to set goals and objectives as well as syllabuses and materials have to be developed. Teachers have to be appropriately trained and materials have to be selected, besides tests and assessment, procedures and materials play an important part in this process to.

According to Cook (1990) the goal of language teaching depends on different reasons. Language teaching varies from overall educational goals and depending on the country where

it is being taught. One of the most relevant goals in language teaching is to train the brain and logical thinking. Other important goals are communicating with other people from other countries, appreciating the literature of different cultures, knowing cultures and races. Second language acquisition is a discipline that intends to identify how people learn a second language and how they learn it.

1.2.2 Cooperative Language Learning

Cooperative Language Learning is an approach to teaching that makes use of cooperative activities which involve working in pairs or small groups of students inside the classroom. According to Olsen and Kagan (1992) Cooperative Learning is using learning activities that are organized in a way that learning is directly related to social exchange of information among students in groups and each student is responsible for their own learning, they are encouraged to increase the learning of others. This is an approach that has been designed to foster cooperation rather than competition to develop critical thinking skills and communicative competence through social activities.

According to Rodgers (1988) Cooperative Language Learning has antecedents in proposals for peer-tutoring and peer-monitoring from hundreds of years ago. U.S. educator John Dewey is known for promoting the idea of building cooperation in learning into regular classrooms on a regular and systematic basis.

1.2.2.1 Components of Cooperative Language Learning

In cooperative language learning there are important factors necessary for the successful development of the approach on learners. According to Smith (1991) these

factors in the cooperative learning are positive interdependence, face to face promotive interaction, individual accountability and personal responsibility, social skills, and group processing.

The first component of cooperative learning is positive interdependence, and it is acquired the members of the group understand how important group cooperation is for the success of the group for their individual goals, the goals of the other members and the goals of whole group. There may be many forms of interdependence among which it can be mentioned interdependence of goal, task or labor, resource, role, and reward. What interdependence means is that learners can increase their motivation in order to cooperate and when the success of the task depends on the fact that all members participate equally.

The second component in cooperative learning is face-to-face promotive interaction, it can work along with positive interdependence. These interactions work in the way that individual members of the group support and encourage other member's efforts and motivation in order to achieve the goals for all members of the group. Johnson (1991)face to face interaction can be achieved due to students when they provide one another with the necessary help and assistance inside the group, when they exchange information, resources, materials, and processing information in a more effective way.

Another important component of cooperative learning is individual accountability and personal responsibility. This basic element of the approach states that the performance of each member has to be assessed and the results are given back as feedback to the individual and the other members. It is important for the group to identify those students who need more help and assistance when completing a task. Learners have to consider that they cannot interfere in the work of others. Individual accountability is a crucial part of cooperative learning to make sure that the whole group are being positively influenced by learning in a cooperative way.

The fourth component in cooperative learning is social skills which refer to interpersonal and small group skills. Johnson (1991) states that it is important that inside of each group there is trust and communication among students in order to get common goals. Teachers have to be prepared to deal with problems that may exist, like dealing with unskilled students, expecting them to cooperate. Social and group skills do not appear immediately, students have to be taught the appropriate social skills for high-quality collaboration and motivation to get students to be productive.

The final component of cooperative learning is group processing. Effective group work is determined by whether or not groups function effectively. Group processing can be defined as the discussion that takes place to evaluate what actions were helpful and what actions were not in order to continue or change. It can be said that its main purpose is to clarify and improve how effective is the contribution of the members of the group to achieve the goals for the whole group.

1.2.3 Cooperative learning groups

Johnson (1994) described three kinds of cooperative learning groups. Formal cooperative learning groups. These groups last from one class to several weeks. They are established for a specific task and involve students working together to achieve the same learning goals. Informal cooperative learning groups. These groups can last from a few minutes to an entire class and are used to focus student attention or to facilitate learning during direct teaching.

Cooperative base groups. These groups are long term and can last for at least a year and consist of stable members whose goal is to let members give each other support, help, encouragement, and assistance they need to succeed academically. The success of cooperative language learning in the classroom is directly dependent on the nature and organization of group work. Olsen and Kagan (1992) proposed some key elements of successful group-based learning in Cooperative Learning:

1.2.4 Teacher's roles

The role of the teacher in cooperative language learning is considerably different from traditional teacher-fronted lessons. The teacher has to create a well-organized learning environment in the classroom, setting goals, planning, and structuring tasks, assigning students to groups and roles, and selecting material and time (Johnson 1994). One of the roles of the teacher is facilitator of learning. The teacher has to move around helping students and groups.

During this time, the teacher has a very important role, he interacts with students, supports them. Teachers speak less than in teacher-fronted classes. They provide questions to think, they prepare students for the tasks they will carry out, assist students with learning tasks and give few commands with less disciplinary control (Harrel 1992).

Johnson (1994) suggests the following steps for the teacher to work cooperatively with students: teachers can take their existing lessons, curriculum, sources, and structure them cooperatively. They can tailor cooperative learning lessons to your unique instructional needs, circumstances, subjects areas and students. Moreover, teachers have to diagnose the problems some students may have in working together and cooperate to increase learning groups' effectiveness.

1.2.5 Learners roles

In cooperative language learning the main role of the learner is to be a member of the group, learners have to work collaboratively on tasks and assignments with the other group members. Learners can also be directors of their own learning. Learners are taught to plan, monitor, and evaluate their own learning. Learning requires students' direct and active involvement in participation. Working in groups is the most typical cooperative language learning format, this ensures the maximum amount of time that both learners spend engaged their tasks (Rodgers 1986).

1.2.6 Learning activities

There are some important activity types that the teacher can apply with cooperative language learning. Coelho (1992) describes three major kinds of cooperative learning tasks and their learning focus, and each of these tasks have many variations.

- **Team practice from common input – skills development and mastery of fact**

In this variation of cooperative tasks all students work on the same material. The way students practice follow a traditional teacher-directed presentation of new material and for that reason it is a good starter point and for teachers and students who are new to group work. In the task it is important to make sure that everyone in the group knows the answer to a question and they can explain how they got to the answer obtained or understand the material. When the teacher asks a question, anyone from the group can be called to answer on behalf of the team. This technique is appropriate for review and for practice tests, students practice together but eventually each student will take the test individually. The effectiveness of this technique on students is based on situations when the compositions of the group is unstable, students are allowed to form new groups everyday.

- **Jigsaw: differentiated but predetermined input- skills development and mastery of facts.**

In this cooperative learning task, the members of the group are given different pieces of the information. Students get together in topic groups which are composed of students with the same piece of information that were given previously. Once they have gathered in topic groups, they have to master the material and prepare to teach it. Students return to home groups or jigsaw groups to share the information with the rest of the group and synthesize the information through discussion. Each student produces an assignment of part of a group project or takes a test, to demonstrate synthesis of all the information presented by all group members.

- **Cooperative projects: topics/resources selected by student-discovery learning.**

Students get together in groups and the topics for each group may be different. Students read the information and have to identify subtopics to every group member. The information can be obtained through research using resources such as library references, interviews, visual media. Once students have synthesized the information, they have to present it, written and orally. Each group member plays an important part in the presentation which is in front of the whole class. This method is mainly focused on individualization and students' interests.

1.2.7 Reading

It can be said that reading is one of the most important skills to be learned when learning a foreign language, not only as a source of information or activity that is done for pleasure, but also an activity that helps to consolidate one's knowledge and acquire new and useful information. In recent years, teachers provide guidance for students to improve their skills in reading.

1.2.8 Types of reading

Harmer (2007) stated that it is important to mention that the most known kinds of reading are extensive and intensive, and we need to make a distinction between them. Extensive reading refers to reading that students often perform out of the classroom. In this category, readers read novels, newspapers, magazines, among others. Extensive reading often involves reading for pleasure which is sometimes referred to as joyful reading. This type of reading can be identified when students have the opportunity to choose what they want to read if they are appropriately motivated by the teacher to

read and share their reading experiences. However, not all students are the same, therefore we cannot expect all of them to have the same willingness to read.

On the other hand, intensive reading refers to special focus on the construction of reading texts which usually happens in the classroom. In this situation, the teacher can ask students to read extracts from magazines, poems, novels, newspapers, and other text genres. The exact choice for this type of reading is up to the purpose of the class, what students are studying at that moment. Intensive reading usually comes along with study activities. The teacher may ask students to find out what kind of text they are reading, find details of meaning, look at particular use of grammar or vocabulary.

1.2.9 Reading skills

Harmer (2007) states that learners have to do plenty of things when dealing with reading texts. They need to be able to scan the text for particular pieces of information they are looking for. This is an important skill, and it means that students do not have to read everything from the beginning until the end of the text, in fact, this skills helps them to do it faster. Another important skill is skimming a text, with skimming students can go over the text quickly to get the general idea of what the text is going to be about. It is up to readers if they skim or scan, it depends on what kind of text they are reading and what they are asked to do with the text. Reading for detailed comprehension, whether this requires looking for detailed information or try to find specific examples, it has to be seen as something different from the other skills.

According to Rivers (1981) once the reading skill has been developed, it is the skill that can easily be maintained in students by themselves without receiving any further help from the teacher. With the mastering of this skill students can increase their knowledge and understanding of the language, its culture. The ability to read in another in another language. Direct comprehension and fluency have to be fostered carefully and with sequential stages, also it needs to be considered to select the appropriate materials for students so they can read with ease and can enjoy while doing so.

1.2.10 Reading activities

1.2.10.1 Jigsaw reading

Harmer (2007) pointed out that in Jigsaw activities students have to read a short text which presents a problem and then in groups they read different texts and all of them are about the same topic. Once they have finished with the reading, they come together in the groups they worked with where each student read a different part of the text after that students have to work out the whole story or situation they read about. Usually, jigsaw reading is employed on a large scale, it is considered a really motivated technique. This reading technique is helpful with students since they have a reason for reading and then sharing what they have read.

1.2.11.2 Reading puzzles

There are so many activities that can foster and increase motivation to read in students apart from jigsaw reading. An example of this is that the teacher can give students texts that have been chopped up in the way that students have a different part of the text therefore students have to work together discussing to find out the meaning. The teacher can give students a series of e-mails which have been mixed so their job is to work together to solve them.

1.2.12.3 Predicting from words and pictures

Harmer (2007) mentioned that before the class starts with the reading, students are given a series of words from a text. In order for this activity to be carried out learners have to work in groups and among the members they have to discuss or predict what kind of texts they are about to read or what the story will tell. After having completed this stage they read the text to find out if their previous ideas were correct or similar to the original text. The clues that the teacher gives students do not have to be just words, they can be sentences, or small phrases so it can be easier for students to try to

predict or imagine what will be in the text, what characters, ideas they will find when they start reading.

1.3 Objectives

1.3.1 General objective

To determine the influence of Cooperative language learning on student's reading skills in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3.2 Specific objectives

To identify the current level of students in the reading skill in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

To apply Cooperative Language Learning approach to develop students' reading skills in the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

To determine the benefits of using Cooperative Language Learning approach in the development of the reading skill in students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

CHAPTER II METHODOLOGY

2.1 Resources

2.1.1 Population

In order to conduct this study, the researcher needed the participation of 40 students in total, 30 women and 10 men. These participants belong to the second semester of Pedagogia de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The research lasted a period of two weeks with a total amount of 5 sessions.

2.1.2 Instruments

A pre-test and post-test were applied to identify students' level on the reading skill. This test was taken from PET exam. All the participants took the test at the beginning of the treatment to determine their current level in the reading skill. All the participants took the post-test at the end of the treatment after having applied Cooperative language learning.

Another instrument used in the development of the treatment was Google docs. The activities with which students worked were designed in this tool by the researcher and presented to students. Student's progress and work were done by using the same tool.

Zoom application was another important resource during the treatment in which students worked in small groups most of the time. Due to the current situation of the pandemic all the sessions for the study were possible with the use of this software.

Google forms in which the pre-test and post-test were designed by the researcher and taken by the participants at the beginning and at the end of the experiment. Moreover, some of the activities for students were designed in this tool as well.

2.1.3 Procedure

All the study, the sessions with the students and activities were carried out with the use of zoom application with the option breakout rooms. The study lasted a period of 2 weeks with 5 sessions. During the first session, students received some instructions about the activities and sessions they were part of, and took the pre-test taken from KET exam. The time that students required to take the pre-test was about 30 minutes. The study was developed to apply cooperative language learning approach on student's reading skills. Eventually, in the next sessions of the experiment students worked mainly in small groups in activities that required cooperation and discussion among the participants using the application zoom and the option breakout rooms. In the last session, students took the post-test, with this test their level of reading skill was measured after having applied the treatment to check whether or not the application of cooperative language learning was successful.

2.2 Methods

2.2.1 Basic method of research

2.2.1.1 Quasi-experimental research

According to Hernandez (2010) the quasi-experimental research is part of quantitative methods. It works with one variable to determine the effects that the variable has on a group of individuals. With this type of research, it is expected to measure the results of different groups of people. In order to carry out an investigation with this approach two groups of participants are needed; one is the experimental group and the other is the control group. In the experimental group, it is intended to be seen the effects that produce the use of a new method on students while in the control group a traditional method is applied. In order to start with the study, participants from both groups took a pre-test that measures their reading skills. In the end, they took a post-test to check the results, effects that the independent variable had on the dependent variable.

2.2.2 Research modality

2.2.2.1 Bibliographical research

Scott and Gordon (2015) stated that it is important to have a strong knowledge for conducting a research, therefore it is important to include and get information from reliable sources. The study used and was based on this research modality in order to get the appropriate information from studies already carried out, from articles, journals, books. For the study, the information needed was gathered from other authors. It was an important part of the research since it contains concepts and facts that were previously stated and mentioned by other authors which was used to complete crucial steps of the research. Moreover, the information presented in this study came from different research which is helpful to get a general knowledge about what is in going to be studied.

2.2.2.3 Field research

The investigation was carried out at Universidad Tecnica de Ambato and the participants are students from second semester A belonging to Pedagogía de los Idiomas Nacionales y Extranjeros. The participants were adequate for the study that was carried out, considering their level and skills. This type of research is appropriate since it intends to get reliable data applying cooperative language learning to see its effect on students' reading skills.

2.2.2.4 Experimental research

According to Razavieh, A. (2010) experimental research is an investigation in which the investigator can manipulate one dependent variable and control it and see the effects of such manipulation on another variable called dependent This study uses the experimental research because the author considers that it is crucial for the successful development of it. The investigator tries to get results for the hypotheses stated at the beginning and find out how it affects a group of participants. In order to get a better

perspective, the study is conducted simultaneously with another group of participants who were not tested with the previous hypotheses.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This part of the research presents the results gathered during the experiment that had an estimated time of two weeks. The results below are interpreted statistically using charts and graphs to get a clear understanding for an appropriate interpretation and discussion.

In order to conduct this study, 40 students participated who were a fundamental part for the success of the research. This group of participants belonged to second semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

The findings of the study are based on students' scores that were obtained with the application of a reading pre-test and post -test taken from PET exam (reading part). In the pre-tests and post-test, four sections of the pet exam (Part 1, part 2, part 3, part 4) were included to evaluate students reading skills.

The scores obtained from both pre-test (before applying the treatment) and post-test (after applying the treatment) are described in the tables below. Moreover, it is worth mentioning that the results are interpreted in every part of the test considering the scores obtained in the pre- test and the post test.

3.1.1 Pre and post test results, reading part 1.

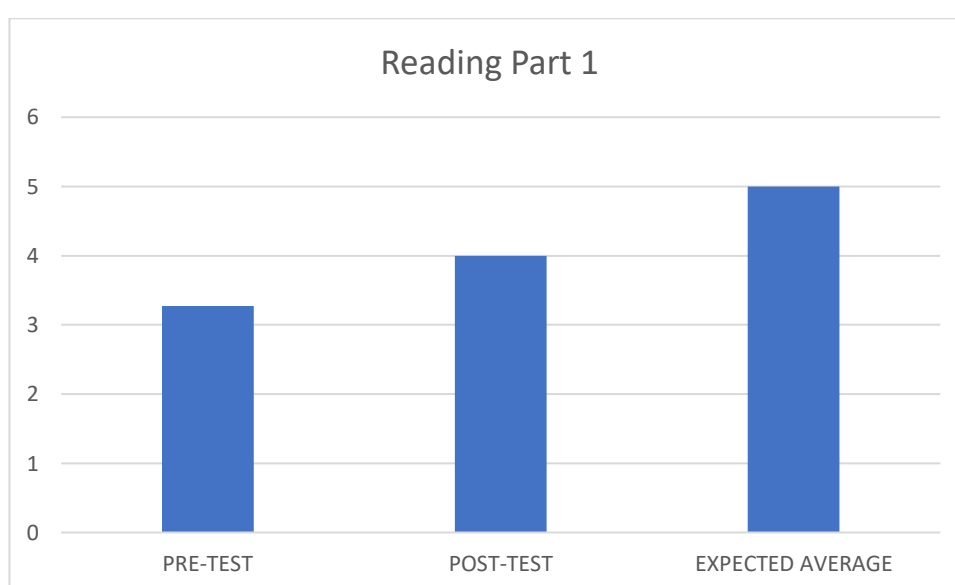
Table 1: Reading: Part 1

Reading: part 1		
Pre-test	Post-test	Expected average
3,2	4	5

Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Figure 1: Average scores pre- test and post-test, Reading part 1.



Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Analysis and interpretation

Table 1 and figure 1 show the results obtained by 40 students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros in the pre-test and the post-test, in part 1 of the reading section of KET exam. This part of the exam was graded over 5 points. It can be observed that the average of the pre-test was 3,275 and the average of the post-test was 4 which means that there was an increase in students grades.

After having applied the pre-test and post-test and analyzed the results, it can be clearly seen that in the first test students got lower grades than in the post-test. It is important to point out that in the post- test students got higher grades than in the pre-test. With these results, it can be said that students improved their scores after applying the treatment and that their reading skills improved by working with cooperative language learning approach.

3.1.2 Pre and Post-test results, reading part 2.

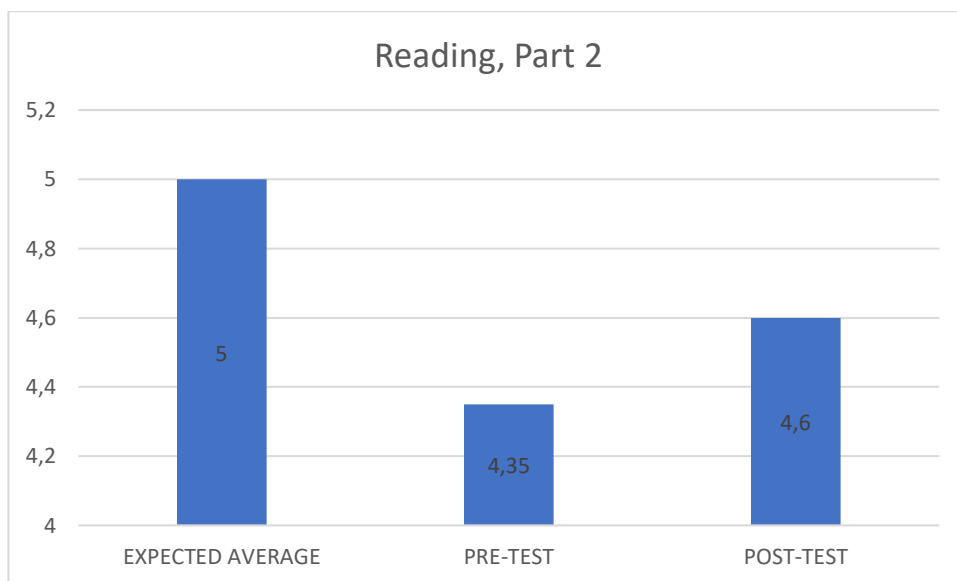
Table 2: Reading: Part 2

Reading, part 2		
Pre-test	Post-test	Expected average
4,3	4,6	5

Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Figure 2: Average scores pre- test and post-test, Reading part 2



Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Analysis and interpretation

In table 2 and figure 2, the results of the second part of the pre-test and post-test are shown. This part of the exam was graded over 5 points in the pre-test and post-test. It is worth mentioning that the average of the points obtained in the pre-test was lower than the results of the post-test which had a slight increase.

After the treatment and based on the results, in the second part of the exam it can be observed that students got low grades in the average results of the pre-test in the second part of the reading section. On the other hand, after students took the treatment their scores increased when they took the post-test at the end of the treatment.

3.1.3 Pre and Post-test results, reading part 3

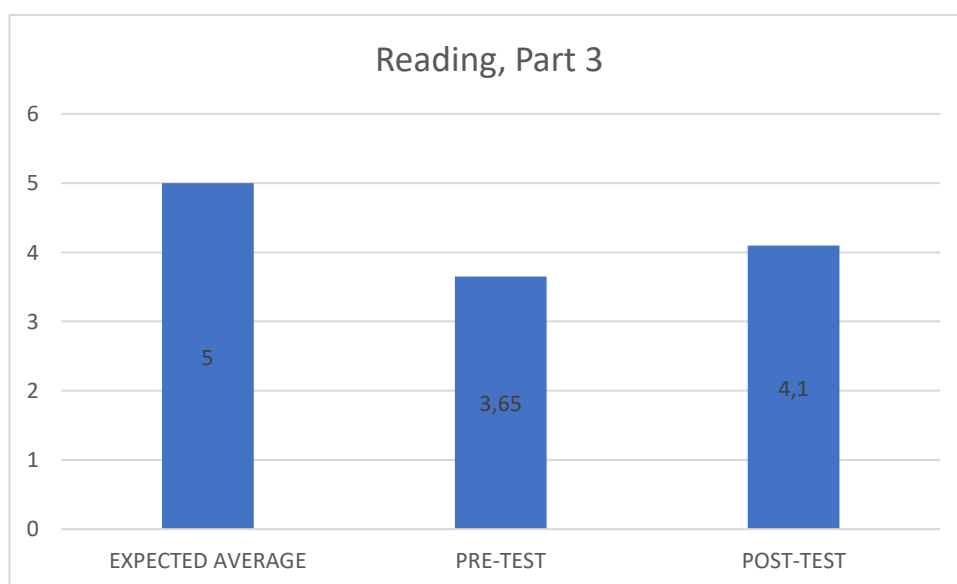
Table 3: Reading Part 3

Reading, part 3		
Pre-test	Post-test	Expected average
3,6	4,1	5

Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Figure 3: Average scores pre- test and post-test, Reading part 3.



Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Analysis and interpretation

In table 3 and figure 3 the results were obtained in the pre-test and post-test of the third part of the reading section of KET exam. This part of the exam was graded over 5 points. The average of the results in the pre-test was 3,65. On the contrary, the average of the post-test was 4,1. These results show that students' scores improved in the post-test.

After having applied the treatment and got results with the post-test, it can be said that the findings in the pre- test were low and they increased with the treatment. It can be witnessed that student's grades improved considering the results from the pre-test and then the findings of the post- test in this part of the exam.

3.1.4 Pre and post-test results, reading part 4

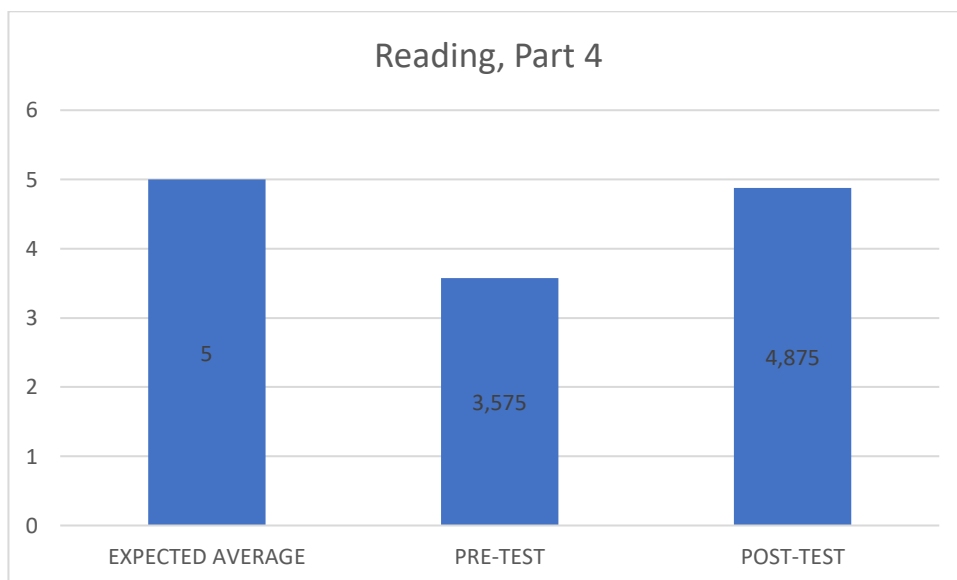
Table 4: Reading: Part 4

Reading, part 4		
Pre-test	Post-test	Expected average
3,6	4,9	7

Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Figure 4: Average scores pre- test and post-test, Reading part 4.



Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Analysis and interpretation

Table 4 and figure 4 show the results of the pre-test and post-test of reading part 4. This part of the exam was graded over 7 points. In the findings it can be seen a significant difference between results gathered in the pre-test and post-test. The average of the pre-test was 3,5 while the average in the post-test was 4.8 which shows an increase in students' scores.

It is observable that there is a clear difference between the results of the pre-test and post-test in this part in the exam. It is worth mentioning that it is in this section where student show a major increase in the scores of pre-test and post- test after applying the treatment. However, the results of the post-test were lower than the average expected but improved in comparison to the pre-test average.

3.1.5 Final results pre-test and post-test

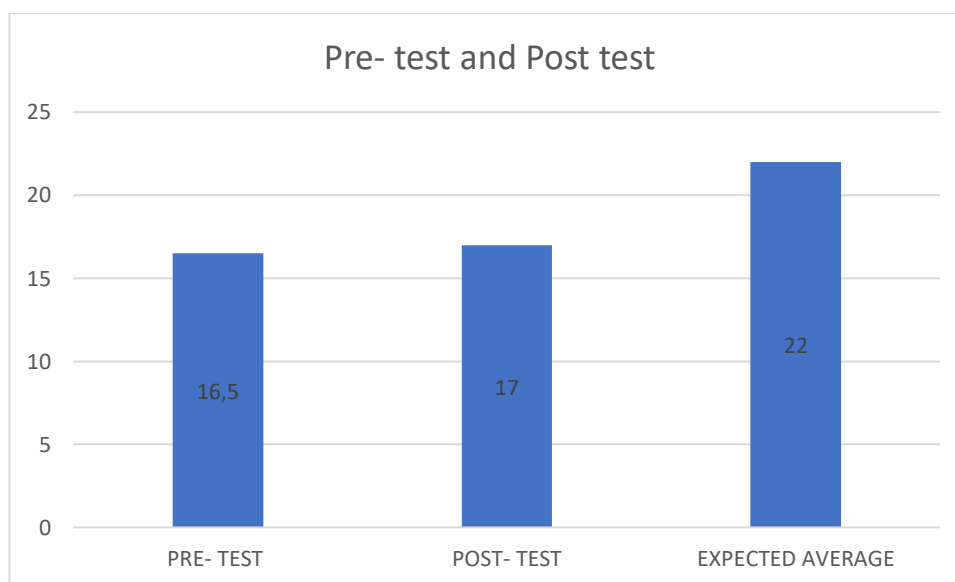
Table 5: Pre-test and post-test

Reading part		
Pre-test	Post-test	Expected average
16,5	17	22

Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Figure 5: Average scores pre- test and post-test, reading part.



Source: Student's pre and post-test

Developed by Castillo, D. (2020)

Analysis and interpretation

Table 5 and figure 5 show the results gathered after having applied the treatment in Second semester of Pedagogia de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato. The pre-test that participants took was taken at the beginning of the experiment and was graded over 22 points. The average of the results of the pre-test was 16,5 and the average of the post-test was 17.

There is a difference in the results of the pre-test and post-test. After having applied the experiment students' scores improved with this treatment using cooperative language learning in student's reading skills.

3.2 Hypothesis verification

SPSS software was applied in order to verify whether or not the hypothesis below are going to be accepted or rejected

3.2.1 Hypothesis statements

3.2.1.1 Null hypothesis

Cooperative language learning does not influence on learner's reading skills in students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato.

3.2.1.2 Alternative hypothesis

Cooperative language learning influences on learner's reading skills in students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato.

3.2.2 Test of Normality

Table 6: Test of Normality.

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>PRETEST</i>	,136	40	,058	,930	40	,017
<i>POSTTEST</i>	,133	40	,074	,951	40	,081

Source: SPSS software

Developed by Castillo, D. (2020)

Analysis and interpretation

In table 6 it is shown that P-value is higher than 0,05. The results for this study were taken from a population of 40 participants who belong to second semester of Pedagogia de los Idiomas Nacionales y Extranjeros.

3.2.3 Paired Samples Test

Table 7: Paired Samples Test

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-2,7000	2,0153	,3187	-3,3445	-2,0555	-8,473	39	,000

Source: SPSS software
Developed by Castillo, D. (2020)

Analysis and interpretation.

In table 7 it can be seen that P-value is equal to ,000 and therefore lower than alpha level of significance that is 0,005. Based on these results there is evidence to conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. In conclusion, cooperative language learning has a positive influence on learner's reading skills in students from second semester of Pedagogia de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions below are stated after having conducted the study and gathered the results from the participants who were an essential part for the research:

After conducting, the research, and applying Cooperative Language Learning on students' reading skills, it was demonstrated that this approach does not have a very positive influence on learners reading skills based on the results gathered. At the end of the experiment, Cooperative Language Learning was used, and students worked together, sharing ideas and opinions where the success of the group was the main objective to achieve. However, it did not have the results expected on the development of this skill, which was identified with the final results at the end of the study.

After finishing the study, it can be concluded that the level of student's reading skills was identified at the beginning of the treatment with a reading pre-test to compare these results after the experiment and evaluate the effectiveness of this Cooperative Language Learning in the reading skill. When the study finished students took a post-test, with this post-test their level in the reading skill was determined after the experiment was carried out, this in order to identify and compare the results at the beginning and at the end after the application of the Cooperative Language Learning on reading skills. The results of the pre-test showed that students' level in reading skill was low except for some students whose level was very good and at the end after the treatment their level had a very small increase.

During the study and the sessions with students it was identified that applying this method does not have a great impact on students' reading skills, students worked together all the time, with different activities, discussing and sharing ideas and opinions. Cooperative Language Learning was applied inside the class. Many cooperative activities and strategies were used with the objective of improving student's reading skills. However, at the end of the treatment the results showed that Cooperative Language Learning does not have a lot of benefits on the development of the reading skill on students.

To determine the effectiveness of the application of cooperative language learning in students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros, students took a pre-test at the beginning of the treatment and a post-test at the end of it to analyze the results in each test. At the end of the treatment and based on the results the average of the pre-test was 16,5 and 17 in the pre-test over 22 points, it can be concluded that Cooperative Language Learning did not have the effectiveness in the development of students' reading skills as it was expected.

4.2 Recommendations

Once the study concluded, the results were analyzed and led to different conclusions regarding the use of cooperative language learning. Based on the findings, the following recommendations are advised to be considered for future research:

Based on the results of the study, cooperative language learning did not show a great impact on student's reading skills. Therefore, it is advisable to apply this approach to teach other skills and to create a more interactive environment inside the class, to create discussion and cooperation among learners.

During the treatment there were many cooperative activities to develop student's reading skills. Cooperation was important when applying this approach with students and it was essential to choose the appropriate activities for students. It is recommended to use a wide variety of activities and tasks in which cooperation and discussion can be fostered in learners. Additionally, it is recommended to use different online tools and resources, where learners can feel encouraged to learn and more interested in the class.

Since the results of the pre-test and post-test did not show a great difference, therefore the results of this approach in learner's reading skills was not as effective as it was expected. Accordingly, this approach has showed to have many advantages in creating an environment in which students feel comfortable to participate and work. It is advisable to apply this

approach to teach other skills such as listening, speaking, and writing where their level can be increased based on cooperation.

Although this cooperative language learning approach did not show a great improvement in the reading skill, it is advisable to apply it with students inside the classroom, since it fosters cooperation and discussion when students work in small groups and in pairs. It helps students to share their opinions and give and receive feedback from each other which helps to improve and not make the same mistakes again.

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ANNEXES

Pre-test and post- test

PART 1

QUESTIONS 1–5

Which notice (A–H) says this (1–5)?

For questions 1–5, mark the correct letter A–H on the answer sheet.

EXAMPLE	ANSWER
0 This is broken.	C

1 Children pay less than adults here.

2 Be careful because this will burn.

3 We don't want any money yet.

4 Things are cheaper here.

5 You must pay with cash.

A **SUMMER SALE
LOW PRICES IN ALL
DEPARTMENTS**

B **FIRE DOOR
KEEP CLOSED**

C **LIFT NOT WORKING**

D **TOY SHOP NOW OPEN**

E **BUY NOW
PAY NEXT YEAR!**

F *Keep this nightdress
away from fire!*

G **We do not take cheques
or credit cards.**


H **Under 12s
HALF PRICE**

PART 3

QUESTIONS 11–15

Complete the five conversations.

For questions 11–15, mark A, B or C on the answer sheet.

<p>EXAMPLE</p>  <p>How are you?</p> <p>A I'm 18. B I'm Peter. C I'm fine.</p>	<p>ANSWER</p> <p>C</p>
--	--------------------------------------

11 John's broken this plate.

- A That's very good.
- B Here you are.
- C It doesn't matter.

12 Is this your watch?

- A It's three o'clock.
- B I think it's Dave's.
- C I'm sorry I'm late.

13 Can I have a sandwich?

- A Yes, of course.
- B Yes, it is.
- C Yes, that's right.

14 How many people were in the café?

- A Not much.
- B A few.
- C A little.

15 We're from London.

- A Not at all.
- B Yes, please.
- C How interesting.

QUESTIONS 16–20

Complete the conversation about a flat.

What does Ben say to Ann?

For questions 16–20, mark the correct letter A–H on the answer sheet.

EXAMPLE	ANSWER
Ann: 279616, Ann Beaton speaking.	
Ben: 0	D

Ann: Oh yes, in the Evening Post?

Ben: **16**

Ann: £300 a month.

Ben: **17**

Ann: Two, both of them with double beds.

Ben: **18**

Ann: Yes. It's quite small, but there are some nice plants in it.

Ben: **19**

Ann: I'm afraid not, but you can park outside on the street.

Ben: **20**

Ann: Of course – is tomorrow all right? At about 10 a.m.?

Ben: Yes, that'll be fine. So I'll see you tomorrow. Goodbye.

A How many bedrooms does it have?

B That's right. How much is it?

C OK. Can I come and see it?

D Hello, I'm phoning about your advertisement for a flat.

E Is there a bus stop near the flat?

F Does it have a garden?

G How many beds are there?

H And is there a garage?

PART 4


QUESTIONS 21–27

Read the article about some birds.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on the answer sheet.

<p>CANADA GEESE</p> <p>Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.</p> <p>Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, 'These young birds won't know what to do in the autumn.'</p> <p>Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him.</p> <p>When the cold weather arrived in autumn, Bill flew to Virginia in the United States, 600</p>	 <p>miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.</p> <p>This spring, Bill was waiting for the birds to come back. They didn't arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn't find them.</p> <p>When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!</p>
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EXAMPLE	ANSWER
0 Winters in Canada are too cold for Canada Geese.	A
A Right B Wrong C Doesn't say	

- 21 Bill Lishman is a farmer.
A Right B Wrong C Doesn't say
- 22 Bill lives with his parents.
A Right B Wrong C Doesn't say
- 23 Bill carried the geese in his plane.
A Right B Wrong C Doesn't say
- 24 This was Bill's first visit to Virginia.
A Right B Wrong C Doesn't say
- 25 Bill wanted the geese to stay at his home for the winter.
A Right B Wrong C Doesn't say
- 26 Bill stayed in Virginia all winter.
A Right B Wrong C Doesn't say
- 27 The geese returned to Canada in the spring.
A Right B Wrong C Doesn't say

LESSON PLANS

INFORMATIVE DATA:

TEACHER: Castillo Danilo

SUBJECT: English II

GROUP: <i>There are 40 students in this group, 10 men and 30 women</i>	DATE: <i>December 16th 2020</i>	TIME: <i>30 minutes</i>	N° OF STUDENTS <i>40</i>
Aims: <i>to allow students to work on a reading pre-test</i>			
Objectives: <i>Students will be able to take a reading pre-test to check the level of the reading skill.</i>			
Materials: <i>zoom application, reading pre-test on google forms.</i>			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
30 minutes	<p><i>The teacher introduces himself to the students and gives some instructions about the next sessions.</i></p> <p><i>The teachers explains to students that during this first session they will take a reading pre-test.</i></p> <p><i>The teacher gives time to students to complete the test during class.</i></p> <p>https://docs.google.com/forms/d/1dh_dUmgPFs9oTWkOLu1g9b8Qh7F6-XKvdiH91-TR79Y/edit?usp=sharing</p>	<p><i>Students listen to the teacher's instructions.</i></p> <p><i>The students take the reading pre-test during the time given in class and send it to the teacher.</i></p>	<i>Students can take the test during class</i>

INFORMATIVE DATA:

TEACHER: Castillo Danilo

SUBJECT: English II

GROUP: <i>There are 40 students in this group, 10 men and 30 women</i>	DATE: <i>December 18th 2020</i>	TIME: <i>50 minutes</i>	N° OF STUDENTS <i>40</i>
Aims: <i>to allow students to share ideas and opinions about the reading passage while working in small groups</i>			
Objectives: <i>Students will be able to predict ideas about the passage by looking at the topic and pictures.</i> <i>Students will be able to discuss, predict and make questions from the reading activity.</i> <i>Students will be able to work individually on reading activities once they have worked cooperatively in the reading passage.</i>			
Materials: <i>zoom application, breakout rooms (zoom), Reading passage and Handouts</i>			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS

<p>10 minutes</p>	<p>Pre-reading <i>The teacher presents some pictures to students and asks them to describe these pictures and ask some questions about them.</i></p> <p><i>The teacher asks students to try to predict what the reading passage will be about just by looking at the title and the pictures.</i></p> <p><i>Students brainstorm ideas with students about the topic they will be working on later.</i></p> <p><i>The teacher gets students together in groups of 4 members.</i></p>	<p><i>Students look at the pictures and answer the questions the teacher asks.</i></p> <p><i>Students try to predict what the reading passage will be about based on the pictures shown.</i></p> <p><i>Students share their ideas about the topic they are going to work on.</i></p> <p><i>Students get together in groups of four people.</i></p>	<p><i>Students can predict ideas about the passage they will read just by looking at the title and pictures.</i></p>
<p>25 minutes</p>	<p>While-reading <i>The teacher asks students to work inside their groups in the reading passage.</i></p> <p><i>The teacher explains to students that in each group each student will have a role to perform: Reader, summarizer, questioner, and predictor.</i></p> <p><i>After students finished reading the whole passage this way, the teacher discusses the most relevant points of the text with the whole class.</i></p>	<p><i>Students work in groups in which each student will perform a role: student 1 will be the reader and reads the first paragraph to the rest of the group, student 2 summarizes what student 1 read, student 3 formulates questions to discuss and student 4 tries to predict what the next paragraph will be about.</i></p>	<p><i>Students can discuss, predict, formulate questions from the reading activity when working in their groups.</i></p>

<p>15 minutes</p>	<p>Post- reading <i>The teacher gives instruction about the activities that students have to complete after having read the passage.</i></p> <p><i>The teacher asks students to complete Handout 1 which contains activities on the reading, the activities have to be completed individually.</i></p>	<p><i>Students change roles until they finish reading the whole passage.</i></p> <p><i>Students have a brief discussion with the teacher and the whole class to clarify some important aspects of the text.</i></p> <p><i>Students complete individually some activities based on the reading</i></p>	<p><i>Students can work individually on reading tasks once they have worked cooperatively in the reading passage.</i></p>
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HANDOUT 1

Black Friday

The day after Thanksgiving has become America's biggest shopping day. Closed all day on Thursday, shopping centres all across the nation open early on Friday. Some of them open at 12:01 Friday morning, while others open at 4 a.m. Some "sleepyhead" shopping centres don't open their doors on Friday until 6 a.m. From Friday to the day before Christmas, this is the season when businesses make nearly 25 per cent of what they earn in a year. This season puts many businesses "in the black", that is, they make the money they need for the year.

Reporters from local TV stations interview people who sleep in tents in front of the shops a day or two before the doors open on Friday. These people patiently wait in queue to get products that are 50 per cent cheaper or more.

"Oh, we have fun," said one of the persons queuing. "We sometimes bring games to play, we watch TV and order lots of pizza, and we often meet interesting people. And, most important of all, we save a lot!" The problem, of course, is that only a very small number of products have big reductions in their prices. Apart from a few big

discounts, each shop has other things that are reduced from 10 to 50 per cent, saving shoppers from \$10 to \$400 per item, and so Americans want to go shopping.

Not all Americans enjoy shopping. Reverend William Graham wants to change Black Friday's name. "We want to call it Remember Jesus Friday. People should start the season with the right attitude. Christmas has become a Season of Shopping. We want to make it a Season of Giving. And we don't mean giving material things. We mean giving your back, your mind, and your hands. Help an old lady clean up her house. Teach a kid how to read. Visit sick people in the hospital or in nursing homes. Give food to the Red Cross. Celebrate Christmas by remembering Jesus and forgetting Santa Claus."



HANDOUT 1

1. According to the text the expression "sleepyhead" refers to shops that:
 - a. Don't open the whole day.
 - b. Open early than other shops.
 - c. Open later than others.
2. On these days, some businesses make _____ for the rest of the year.
 - a. Half the money
 - b. No money at all
 - c. Enough money
3. Reverend William Graham thinks that shopping so much at this time of the year...
 - a. Is not right.
 - b. Is the right attitude.
 - c. Needs a new name.
4. When does Black Friday take place?
 - a. At Christmas
 - b. The day after thanksgiving
 - c. Every Friday
5. Black Friday has become a popular date of the year because of:
 - a. Big discounts shops offer.
 - b. There are no discounts.
 - c. There is an increase in the prices.

Read the statements below and decide whether or not they are true (T) or false (F).

6. Reverend William Graham is in favor of Black Friday and supports it. _____
7. Black Friday starts the day after Thanksgiving until the day before Christmas. _____
8. On Black Friday people can get products that are 50 percent cheaper or even more. _____
9. During this date, all shopping centres don't open until late in the morning. _____
10. On Black Friday, all products have big reductions in their prices. _____

INFORMATIVE DATA:

TEACHER: Castillo Danilo

SUBJECT

: English II

GROUP: <i>There are 40 students in this group, 10 men and 30 women</i>	DATE: <i>December 21st 2020</i>	TIME: <i>50 minutes</i>	N° OF STUDENTS <i>40</i>
Aims: <i>to allow students to share ideas and opinions by using reciprocal teaching working in small groups</i>			
Objectives: <i>Students will be able to work in small groups performing different roles.</i> <i>Students will be able to discuss, take notes and share ideas inside small groups.</i> <i>Students will be able to work individually on reading activities once they have worked cooperatively in the reading passage.</i>			
Materials: <i>zoom application, breakout rooms (zoom), Reading passage and Handouts</i>			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
10 minutes	Pre- reading <i>The teacher starts the game with a little warm-up.</i> <i>The teacher makes students play magic box.</i> <i>The teacher selects an object and makes students try to guess what it is, by asking yes-no questions.</i> <i>The teacher presents the topic and gives instructions to students.</i> <i>The teacher tells students they will work in groups of 4 people on a reading activity.</i>	<i>Students participate in the activity and make questions to try to guess.</i> <i>Students listen to the teacher giving the instructions on the activity.</i> <i>Students get together in groups of 4 members.</i>	<i>Students can work in small groups performing different roles.</i>

<p>25 minutes</p>	<p>While reading</p> <p><i>The teacher tells students that the reading passage is divided in 4 sections and in each group, they will work in pairs, in each pair there is a reader and an examiner,</i></p> <p><i>The reader reads the first section, and the examiner takes notes and the same with the other pair and then they change roles.</i></p> <p><i>Then, the group joins together, and the examiner of each pair summarizes the content to the other pair with the notes.</i></p>	<p><i>Inside the groups students work in pairs performing two roles in each pair, student 1 is the reader and student 2 is the examiner.</i></p> <p><i>The reader reads the first section while the examiner listen and takes notes. Then, they change roles and the same with the other couple.</i></p> <p><i>Then, the group gets together again, and the examiner of each pair presents their part using their notes to the other couple.</i></p>	<p><i>Students can discuss, take notes, and share ideas inside small groups.</i></p>
<p>15 minutes</p>	<p>Post-reading</p> <p><i>After they finish, the whole class gets together and discuss about the activity and ideas and details of the passage.</i></p> <p><i>The teacher asks students to complete Handout 2, this time they have to work individually</i></p>	<p><i>Students share their ideas about the activity with the whole class and the teacher.</i></p> <p><i>Students work on some activities after having read the passage and worked cooperatively.</i></p>	<p><i>Students can work individually on reading tasks once they have worked cooperatively in the reading passage.</i></p>

HANDOUT 2

1. After reading the passage, complete the chart below with the appropriate information.

Festival/ description	Place	Date of celebration	What happens during the celebration	Meaning or reason for the celebration
Holi	a. _	b. _	c. _	d. _
Rio de Janeiro Carnival	Rio de Janeiro, Brazil	e. _	f. _	Celebrate the biggest carnival of the world
Pingxi, Lantern festival	g. _	h. _	i. _	j. _
La Tomatina	k. _	l. _	People throwing tomatoes at each other.	m. _

2. Based on the text, what does sacrifice mean?
- Dancing by the fire to honor the gods
 - Offering something to the gods, normally killing an animal
 - Religious ceremony held every year for Christmas
3. Where do the participants of la Tomatina get their tomatoes?
- From local kiosks
 - From trucks
 - From home
4. Where do people pray on the first night of the Holi festival?
- They have health problems
 - They wish for a prosperous year
 - They hope it will destroy the evil.
5. Who usually carries smaller lanterns at the Pingxi festival?
- Musicians
 - Tourists
 - Children
6. When is Holi normally celebrated?
- February or March

Write the correct name of the festival according to the description given below.

HOLI- RIO DE JANEIRO, CARNIVAL - PINGXI, LANTERN FESTIVAL – LA TOMATINA

- It is celebrated on the fifteenth day of the first month of the lunar calendar at the end of the Chinese New Year. _____
- It started by accident – by youngsters attending the Gigantes y Cabezudos festival with enormous figures with big heads. _____
- It is celebrated as a symbol of good over evil, the arrival of spring and the end of winter. _____
- it includes happy revelers, colorful floats, as well as performances by samba schools – groups of local people dancing _____

INFORMATIVE DATA:

TEACHER: Castillo Danilo

SUBJEC: English II

GROUP: <i>There are 40 students in this group, 10 men and 30 women</i>	DATE: <i>December 23rd 2020</i>	TIME: <i>50 minutes</i>	N° OF STUDENTS <i>40</i>
Aims: <i>to allow students to share ideas and opinions by working in small groups</i>			
Objectives: <i>Students will be able to work in small groups to share ideas and opinions.</i> <i>Students will be able to work individually on reading activities once they have worked cooperatively in the reading passage.</i>			
Materials: <i>zoom application, breakout rooms (zoom), Reading passage and Handouts</i>			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
10 minutes	Pre- reading <i>The teacher shows some pictures to students and ask them to describe the pictures.</i> <i>The teacher asks students to look at the title of the reading activity and they have to try to predict what the reading activity is about.</i> <i>The teacher explains to students the activity they will do in groups of six people.</i>	<i>Students look at the pictures and describe them and try to predict what the text will be about based on the pictures and titles.</i> <i>Students listen to the teacher´s instructions.</i>	<i>Students can work in small groups to share ideas and opinions.</i>
25 minutes	While reading <i>The teacher divides students into 6 groups of six people each group.</i>	<i>Students work in groups on a reading activity.</i> <i>Students in each group read a specific part of the text.</i>	

<p>15 minutes</p>	<p><i>In each group each member has to read a specific part of the text, then students get together in expert groups which are new groups created according to the part each student was assigned to.</i></p> <p><i>The teacher explains that students have to read and discuss their topic in each expert group.</i></p> <p><i>Then the teacher makes students come back to the initial groups. In this groups each student presents their part they were assigned to.</i></p> <p>Post-reading</p> <p><i>After they finish, the whole class gets together and discuss about the activity and ideas and details of the passage.</i></p> <p><i>The teacher asks students to complete Handout 3, the first activity has to be completed with the initial groups and the second activity this time they have to work individually</i></p>	<p><i>Students form new expert groups to read and discuss the part they have to read.</i></p> <p><i>Students come back to the initial groups and share with the rest of the group the part they read and discussed in the expert groups.</i></p> <p><i>Students work on some reading activities after having read the whole passage, in individual activities and group activities</i></p>	<p><i>Students can work individually on reading tasks once they have worked cooperatively in the reading passage.</i></p>
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HANDOUT 3

Table Manners in Europe

Most table manners that Europeans and North Americans practice today originate from the Age of Exploration in the 1500s. It is believed that dinners became more refined when Catherine de' Medici, who was the Pope's niece, married the future King of France Henry II. She was appalled by the fact that French people did not use forks and had greasy hands from cutting the meat.

Around that time, a few more educated people had already written about the use of utensils and restraining oneself from eating quickly. At that time, knives, spoons, and cups were shared among all those sitting at the table, and soups were drunk directly from the bowl.

Hands Up, France

When in France, you might be advised to always rest your wrists or forearms (but not elbows) on the table while you are not using utensils to eat. Keeping your hands under the table where nobody can see them is considered a bad dining manner.



In many other countries in Europe and North America, "hands on the table" is one of the basic dining rules, particularly reiterated to children. Why is that? Some people suggest this tradition started because people were afraid of what other people might be doing under the table, like holding a weapon.

Siesta, Spain

If you find yourself in Spain during the summer, you will notice that many shops are closed in the early afternoon, even on a regular workday. The reason they are closed is siesta, a short nap people take after lunch.



The word siesta, meaning "nap" in Spanish, derives from the Latin word sexta, meaning the sixth hour (counting from the dawn), which explains why siesta is usually taken around noon.

This particular dining ritual can be explained by the very high temperatures during the summer, and the great amount of food a typical midday meal in Spain includes. These

Slurping, East, and South Asia

While in most European cultures making any noise while drinking or chewing is considered to be very rude, in places like Japan and China those who slurp their soups have good dining manners.



In other words, slurping your soup or noodles very loudly sends a message to the chef or the host that the food is delicious. The more loudly you slurp it, the more appreciation for the meal you show. If by any chance you forget to do it, the cook could be very offended or hurt thinking that you did not enjoy their meal!

Eating with Hands, Ethiopia

Traditionally, Ethiopian food is eaten with hands, usually from a large communal plate. Several delicious meals are put together in a plate with some injera, a flat Ethiopian bread, and the guests sit around it.



The proper way to eat Ethiopian food is to tear off a piece of the bread, grab some food that is close to you with it, and put it in your mouth. Because you are touching the food with your hands, make sure that you always wash them before and after the meal. The left hand is considered unclean, so it is advisable and polite to only use your right hand to eat.

No Extra Cheese, Italy

Italian cuisine is known for using a great variety of cheese in large quantities. Italian pizzas and pastas are particularly rich in cheese. In an Italian restaurant anywhere in the world, the parmesan cheese might even be freshly grated in front of you on your plate.



However, unless cheese is offered to you, you should not ask for extra cheese for a dish like pizza which already has a lot of cheese. Such an act is considered to be an insult to the cook, so most waiters will simply refuse to bring more cheese.

HANDOUT 3

1. After having read the reading passage complete the chart with the main ideas and details of the text about, Dining manners of different cultures.

	Table manners in Europe	Hands up, France	Siesta, Spain	Shurping, East, a d South Asia	Eating with hands, Ethiopia	No Extra Cheese, Italy
Main ideas						
Details						

Evaluating statements

1. Based on the information of the text, which statement is true?
 - a. Siestas always last from 3 pm to 5 pm
 - b. Siestas are usually taken around midday.
2. Based on the information of the text, which statement is false?
 - a. When in France, the best advice is to rest your elbows on the table.
 - b. When in France, the best advice is to rest your wrists on the table.
3. Based on the information of the text, which statement is true?
 - a. In places like in Japan and China slurping soup while eating is considered a good dining manner

Reading comprehension

4. How does slurping compliment the cook in Japan?
 - a. It means they will get a tip
 - b. It means the food is delicious
 - c. It means they are good-looking
5. When did Europeans adopt forks and spoons?
 - a. From the 16th century
 - b. 2000 years ago
 - c. In the 20th century
6. Why do people in Spain take siestas?
 - a. Because the weather is hot
 - b. Because the law requires it.
 - c. Because cooking takes a long time
7. When in Ethiopia, which hand should you use to eat from a communal plate?
 - a. Right hand
 - b. Left hand
 - c. Both hands
8. When in Italy, what should you do if you are offered more cheese?
 - a. You should reject it.
 - b. You should accept it

INFORMATIVE DATA:

TEACHER: Castillo Danilo

SUBJECT: English II

GROUP: <i>There are 40 students in this group, 10 men and 30 women</i>	DATE: <i>January 4th 2021</i>	TIME: <i>30 minutes</i>	N° OF STUDENTS <i>40</i>
Aims: <i>to allow students to work on a reading post-test</i>			
Objectives: <i>Students will be able to take a reading pre-test to check the level of the reading skill after having applied the treatment.</i>			
Materials: <i>zoom application, reading post-test on google forms.</i>			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
30 minutes	<p><i>The teachers explains to students that during this last session they will take a reading post-test.</i></p> <p><i>The teacher gives time to students to complete the test during class.</i></p> <p>https://docs.google.com/forms/d/1NJU0DJtz83kBZ-FNKKbPJB5_8FKGnAQ-pHkT5bJ1gPQ/edit?usp=sharing</p>	<p><i>Students listen to the teacher's instructions.</i></p> <p><i>The students take the reading post-test during the time given in class and send it to the teacher.</i></p>	<i>Students can take the test during class</i>

Urkund Analysis Result

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Submitted: 1/16/2021 2:56:00 AM
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Significance: 5 %



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